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## HISTORY & CIVICS

### H.C.G. - Paper - 1

(Two hours)

*Answers to this Paper must be written on the paper provided separately.*

*You will **not** be allowed to write during the first 15 minutes.*

*This time is to be spent in reading the question paper.*

*The time given at the head of this Paper is the time allowed for writing the answers.*

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*Attempt **all** questions from **Part I** (Compulsory). A total of **five** questions are to be attempted from **Part II**, two out of three questions from Section A and **three** out of five questions from Section B.*

*The intended marks for questions or parts of questions are given in brackets [ ].*

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### PART I (30 Marks)

*Attempt all questions from this Part*

#### Question 1

- |     |                                                                                                                    |     |
|-----|--------------------------------------------------------------------------------------------------------------------|-----|
| (a) | What is meant by a federal structure of government?                                                                | [1] |
| (b) | Who is the presiding officer of the Lok Sabha?                                                                     | [1] |
| (c) | Name the <i>two</i> Houses of a Bicameral Legislature.                                                             | [1] |
| (d) | Who settles disputes in connection with the election of the Vice President?                                        | [1] |
| (e) | When can an ordinance be issued by the President?                                                                  | [1] |
| (f) | Under which situation may the President exercise his discretion in selecting the Prime Minister?                   | [1] |
| (g) | By whom and on whose advice can the Legislative Assembly be dissolved?                                             | [1] |
| (h) | Mention the grounds on which a Judge of the Supreme Court be removed?                                              | [1] |
| (i) | What is the purpose of the writ of prohibition?                                                                    | [1] |
| (j) | Which jurisdiction will give the High Court the authority to hear cases regarding Admiralty and Contempt of Court? | [1] |

#### Question 2

- |     |                                                                                                                       |     |
|-----|-----------------------------------------------------------------------------------------------------------------------|-----|
| (a) | Mention any <i>two</i> social reforms advocated by the British which affected the religious traditions of the people. | [2] |
|-----|-----------------------------------------------------------------------------------------------------------------------|-----|

# Answers For My Reflections Of Civics

**RS Peters**



## Answers For My Reflections Of Civics:

*Experiencing Citizenship* Richard M. Battistoni, William E. Hudson, 2023-07-03 This practical guide is intended for faculty and service learning directors combining the how to information and rigorous intellectual framework that teachers seek What distinguishes this volume is that the contributors are writing for their peers They discuss how service learning can be implemented within political science and what this discipline contributes to the pedagogy of service learning The book offers both theoretical background and practical pedagogical chapters which describe the design implementation and outcomes of political science service learning programs as well as annotated bibliographies program descriptions and course syllabi

**Youth Voices, Public Spaces, and Civic Engagement** Stuart Greene, Kevin J. Burke, Maria K. McKenna, 2016-02-26 This collection of original research explores ways that educators can create participatory spaces that foster civic engagement critical thinking and authentic literacy practices for adolescent youth in urban contexts Casting youth as vital social actors contributors shed light on the ways in which urban youth develop a clearer sense of agency within the structural forces of racial segregation and economic development that would otherwise marginalize and silence their voices and begin to see familiar spaces with reimagined possibilities for socially just educational practices *Political Theory and Architecture* Duncan Bell, Bernardo Zacka, 2021-07 What can political theory teach us about architecture and what can it learn from paying closer attention to architecture The essays assembled in this volume begin from a common postulate that architecture is not merely a backdrop to political life but a political force in its own right Each in their own way they aim to give countenance to that claim and to show how our thinking about politics can be enriched by reflecting on the built environment The collection advances four lines of inquiry probing the connection between architecture and political regimes examining how architecture can be constitutive of the ethical and political realm uncovering how architecture is enmeshed in logics of governmentality and in the political economy of the city and asking to what extent we can think of architecture tributary as it is to the flows of capital as a partially autonomous social force Taken together the essays demonstrate the salience of a range of political theoretical approaches for the analysis of architecture and show that architecture deserves a place as an object of study in political theory alongside institutions laws norms practices imaginaries and discourses **In Answer**, 1988 **Catholic World**, 1886 *Reflections on Law-related Education* ABA Special Committee on Youth Education for Citizenship, 1973

New Catholic World, 1886 **Charles Brockden Brown's Wieland, Ormond, Arthur Mervyn, and Edgar Huntly** Charles Brockden Brown, 2009-11-15 On *Wieland* or the Transformation An impressive edition the most thoroughly satisfying historical and literary contextualization for the novel that I've ever encountered Shapiro and Barnard offer a rich transatlantic artistic and ideological context that helps pull the whole novel into coherent focus The footnotes to the novel are incredibly thorough helpful and interesting This Hackett edition of *Wieland* is the freshest and most topical of those now available Dana D Nelson Vanderbilt University On *Ormond* or the Secret Witness Philip Barnard and Stephen Shapiro have

produced an awesome edition of Brown's *Ormond* by providing copious explanatory notes and helpful documentation of the essential historical context of feminist radical egalitarian and abolitionist expression. Oh ye patriots read it and learn. Peter Linebaugh, University of Toledo. On Arthur Mervyn or *Memoirs of the Year 1793*. This new edition of Arthur Mervyn far exceeds any previous version of this remarkable American novel. Through exhaustive archival research the editors have produced a reliable text constructed within the intellectual, cultural, political, and religious contexts of a society informing Brown's efforts to capture and preserve the formation of the early republic for generations of readers and cultural historians. This vital text is essential reading for anyone interested in the origins of the United States. Emory Elliott, University Professor, University of California, Riverside. On Edgar Huntly or *Memoirs of a Sleep Walker*. This is now the edition of choice for those of us who teach Brown's fascinating Edgar Huntly. Barnard and Shapiro explore the relevant historical, cultural, and literary backgrounds in their illuminating Introduction; they skillfully annotate the text; they provide useful and up-to-date bibliographies; and they append a number of revealing primary texts for further cultural contextualization. This edition will help to stimulate new thinking about race, empire, and sexuality in Brown's prescient novel of the American frontier. Robert S. Levine, University of Maryland.

**Organizing Reflection** Michael Reynolds, Russ Vince, 2004. Through a series of leading edge papers from well-known scholars in Europe and North America, *Organizing Reflection* makes a unique and distinctive contribution to the study of reflection. By doing so, it offers the first shift from the individual reflective practitioner to processes of collective and public reflection.

**Popular Religion, Liberation, and Contextual Theology** Jacques van Nieuwenhove, Berma Klein Goldewijk, 1991. *History of Worcester County, Massachusetts* Duane Hamilton Hurd, 1889. *Proceedings* Energy Institute, 1960.

**Dictionary of Anecdote, Incident, Illustrative Fact** Walter Baxendale, 1888. **The Parliamentary Debates (Hansard), Official Report, 5th Series** Great Britain. Parliament. House of Lords, 1949.

**Civic Affairs**, 1991. **The Town; A Civic Journal**, 1915. *The Teacher Book* Bobbi Fisher, 2000. In February 1999 Bobbi Fisher sent an email to a group of teachers nationwide asking two main questions: What are some of the specific stresses in your teaching situation and how do you deal with them? and When are the times that you feel the most joy in your teaching? The response was overwhelming. From that mailing along with subsequent ones to several hundred other teachers, this book grew. At the heart of Part I are the teachers' own words, their insights into their personal and professional lives organized around their joys and pains, obstacles and opportunities, with Bobbi's thoughtful commentary interwoven throughout. The teachers express concerns about the current emphasis on standards testing and the problems these initiatives have created for themselves and their students. They explain how they balance time for others with time for themselves and remain resilient in the process. Many talk about the importance of faith in their lives and how it helps them to achieve their goals. In Part II Bobbi explores some specific strategies for achieving balance that she's shared with teachers throughout the country in presentations and workshops, finding comfort in friends, tapping our childhood experiences, being

open to spirituality however you define it She also provides reflection sections with writing activities to help you set priorities and stick to them Completing the book is a bibliography of resources that teachers have found helpful in their quest for fulfillment The Teacher Book is a book for all teachers and administrators You will find affirmation inspiration and encouragement as you search for balance in your personal and professional life      *City Documents* Worcester (Mass.),1886

*Edmund Burke's Irish Identities* Seán Patrick Donlan,2007 Edmund Burke was an orator writer British statesman and opponent of the revolution in France This collection of essays focuses on Burke s complex relationship to his native Ireland It brings together 13 authors all established experts and young scholars from a variety of viewpoints and disciplines      *The Reform Advocate* ,1909

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### **Answers For My Reflections Of Civics Introduction**

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