
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.

*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 [].

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

Jaclyn Fiscus-Cannaday



Answers For My Reflections Of Civics:

Experiential Civic Education Alix D. Dowling Fink, JoEllen Pederson, Heather G. Lettner-Rust, 2025-04-28 *Experiential Civic Education Encouraging Student Engagement Using the Field Immersion Framework* articulates a practical flexible teaching and learning pedagogy that engages students and instructors in opportunities to successfully explore complex civic issues in the classroom This volume marries place based experiential learning with civic engagement to promote important transformative learning outcomes The Field Immersion Framework FIF pedagogy prepares students and faculty with the tools to navigate participatory democracy in local state national and global communities The FIF uses four stages Foregrounding Immersion Reflection and Civic Agency to position learners as explorers and researchers in communities grappling with important societal issues In this volume Foregrounding chapters prime the reader with the theoretical support to explore the content Immersion chapters situate the reader in case studies of FIF courses Reflection chapters showcase the voices of students faculty members student affairs professionals and others who have participated in these courses and finally Civic Agency chapters explore the implications of the FIF This book will be important reading for those developing courses relating to civic engagement social justice education and community based teaching and learning It also supports educators in exploring place based civic issues with their students working to encourage understanding of diverse voices and perspectives and supporting students lifelong navigation of our complex world *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

Reflection-in-Motion Jaclyn Fiscus-Cannaday, 2025-05-23 *Reflection in Motion* considers how reflective practice is embedded in daily course happenings centering the experiences of students and teachers in Minority Serving Institutions to amplify underrepresented viewpoints about how reflection works in the writing classroom Jaclyn Fiscus Cannaday examines how its availability is subject to teacher student power dynamics the literacies welcomed or not in the class the past and present pedagogies that students are engaging with and attending to and the interactions among humans materials and emotions within the rhetorical context She adopts an intersectional feminist perspective for an inclusive view of how practitioners name identify and practice reflection in the everyday moments of writing classrooms Fiscus Cannaday invokes a Black feminist qualitative research method that Venus Evans Winters calls a mosaic When researchers collect both traditional and nontraditional texts to create a full view of students and teachers interviews at three institutions a Hispanic

Serving Institution a Historically Black College and University and an Asian American Native American Pacific Islander Serving Institution she finds that practitioners often build definitions from past experiences with reflection and then use those definitions as terministic screens to decide if an activity can be named identified and practiced as reflection These definitions hold different rhetorical effects reflection for introspection reflection for learning reflection for mindfulness and reflection for awareness Reflection is used for these different rhetorical effects but because classrooms so often focus on the Westernized view and its emphasis on growth reflection has the underused and undertheorized potential rhetorical effect of helping students investigate their identities and positionalities acknowledge deep rooted ideologies and consider new perspectives so they can better work across difference Reflection in Motion will inspire teachers and writing program administrators to listen to how students define and practice reflection and why thus making room for more capacious definitions of reflection and student centered practices of what reflection can do and be *The Course Reflection Project* Nicole Schonemann, Emily Metzgar, Andrew Libby, 2015-05-01 Service learning is entering a post initiatory phase At tertiary institutions of all types and sizes service learning programs are common and service learning requirements for graduation are growing in popularity Taken together alongside continued faculty interest in effective teaching these factors have raised the visibility and popularity of service learning Now the greater need in service learning is not to prove the need for or efficacy of service learning but to turn the focus squarely back on practice Following established best practice is not enough instructors also need to reflect on how this fits within the specific context and application of each unique course and service learning partnership While there are many excellent resources that detail best practice and showcase exemplary service learning courses faculty reflection and course revision often goes unmentioned In response to the lack of attention on the role of reflection and course revision we convened groups of faculty from a variety of disciplines to reflect deeply on their courses paying specific attention to obstacles and challenges These conversations were converted to articles for this edited collection each chapter representing the process of reflection and revision and serving as a guide to develop effective practice in varied curricular contexts This text contributes to the body of literature on service learning in a unique and practical manner Faculty teaching or interested in teaching service learning classes would benefit from this text as well as university administrators and community service directors involved in service learning at a programmatic and institutional level This book should be marketed to faculty teaching disciplinary service learning classes and service learning pedagogy classes and administrative offices involved in service learning This could be a supplementary text for graduate level pedagogy courses Higher education institutional libraries would benefit from this text as well as the national and state campus compact offices *Educating for Democracy* Anne Colby, Elizabeth Beaumont, Thomas Ehrlich, Josh Corngold, 2010-01-06 Educating for Democracy reports the results of the Political Engagement Project a study of educational practices at the college level that prepare students for responsible democratic participation In this book coauthors Anne

Colby Elizabeth Beaumont Thomas Ehrlich and Josh Corngold show that education for political development can increase students political understanding skill motivation and involvement while contributing to many aspects of general academic learning

Civic Engagement Pedagogy in the Community College: Theory and Practice Emily Schnee, Alison Better, Martha Clark Cummings, 2015-11-19 This book will help post secondary educators to discover the joys and challenges of implementing theoretically grounded civic engagement projects on their campuses The essays on civic engagement and public scholarship are written by an interdisciplinary group of community college faculty who have designed and implemented civic engagement projects in their classrooms The projects they describe stand at the intersection of research theory and pedagogy They challenge dominant constructions of civic engagement as students bring their community culture and history into the classroom The authors consider the particular complexities and constraints of doing civically engaged teaching and scholarship at the community college level and situate their projects within current theoretical debates about civic engagement public scholarship and public higher education

Handbook of Reflection and Reflective Inquiry Nona Lyons, 2010-04-07 Philosophers have warned of the perils of a life spent without reflection but what constitutes reflective inquiry and why it s necessary in our lives can be an elusive concept Synthesizing ideas from minds as diverse as John Dewey and Paulo Freire the Handbook of Reflection and Reflective Inquiry presents reflective thought in its most vital aspects not as a fanciful or nostalgic exercise but as a powerful means of seeing familiar events anew encouraging critical thinking and crucial insight teaching and learning In its opening pages two seasoned educators Maxine Greene and Lee Shulman discuss reflective inquiry as a form of active attention Thoreau s wide awakes an act of consciousness and a process by which people can understand themselves their work particularly in the form of life projects and others Building on this foundation the Handbook analyzes through the work of 40 internationally oriented authors Definitional issues concerning reflection what it is and is not Worldwide social and moral conditions contributing to the growing interest in reflective inquiry in professional education Reflection as promoted across professional educational domains including K 12 education teacher education occupational therapy and the law Methods of facilitating and scaffolding reflective engagement Current pedagogical and research practices in reflection Approaches to assessing reflective inquiry Educators across the professions as well as adult educators counselors and psychologists and curriculum developers concerned with adult learning will find the Handbook of Reflection and Reflective Inquiry an invaluable teaching tool for challenging times

Towards a New Civic Bureaucracy Matthew J. Quinn, 2023-07-11 Matthew Quinn plots a landmark reimagination of governance and public administration underpinned by sustainable development and civic republicanism

Higher Education and Civic Engagement: International Perspectives Iain Mac Labhrainn, 2016-12-05 This volume provides an original and powerful contribution to debates about the civic purpose of higher education It suggests that universities can best realize their civic mission by making it central to their policy and practice Bringing together researchers from three continents the book offers an international perspective based

primarily upon first hand pedagogical experience A transatlantic overview of the purpose place and practice of one such pedagogy service learning is provided and its potential as a foundation for civic engagement assessed In its last section the book moves from the theory of citizenship to practical considerations In doing so the book offers advice on establishing civic engagement to all those involved in teaching and learning within higher education *Making Citizens* Beth C.

Rubin,2012-05-23 Can social studies classrooms be effective makers of citizens if much of what occurs in these classrooms does little to prepare young people to participate in the civic and political life of our democracy Making Citizens illustrates how social studies can recapture its civic purpose through an approach that incorporates meaningful civic learning into middle and high school classrooms The book explains why social studies teachers particularly those working in diverse and urban areas should infuse civic education into their teaching and outlines how this can be done effectively Directed at both pre service and in service social studies teachers and designed for easy integration into social studies methods courses this book follows students and teachers in social studies classrooms as they experience a new approach to the traditional history oriented social studies curriculum using themes essential questions discussion writing current events and action research to explore enduring civic questions Following the experiences of three teachers working at three diverse high schools Beth C Rubin considers how social studies classrooms might become places where young people study ponder discuss and write about relevant civic questions while they learn history She draws upon the latest sociocultural theories on youth civic identity development to describe a field tested approach to civic education that takes into consideration the classroom and curricular constraints faced by new teachers

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