

Part C (Long Answer Questions)**8x3=24**

- 10 "Brahmanical norms regarding marriage and occupation were not universally followed in ancient times." Give arguments in support of your answer. 8
- 11 How did the village panchayat regulate the rural society in the Mughal period? Explain. 8
OR
How do we come to know about the rural society of the Mughal period? Which technologies were used by the peasants during this period? Explain. 4+4
- 12 Describe the role of Gandhiji as people's leader from 1917-22? 8

Part D (Source based questions)**7x3=21**

- 13 **Rules for monks and nuns** 7
These are some of the rules laid down in the VinayaPitaka: When a new felt (blanket/rug) has been made by a bhikkhu, it is to be kept for (at least) six years. If after less than six years he should have another new felt (blanket/rug) made, regardless of whether or not he has disposed of the first, then – unless he has been authorised by the bhikkhus – it is to be forfeited and confessed. In case a bhikkhu arriving at a family residence is presented with cakes or cooked grain-meal, he may accept two or three bowlfuls if he so desires. If he should accept more than that, it is to be confessed. Having accepted the two or three bowlfuls and having taken them from there, he is to share them among the bhikkhus. This is the proper course here. Should any bhikkhu, having set out bedding in a lodging belonging to the sangha – or having had it set out – and then on departing neither put it away nor have it put away, or should he go without taking leave, it is to be confessed.
- a Explain any two rules governing the lives of the bhikkhus and bhikkhunis. 2
- b Why were the bhikkhus and bhikkhunis expected to share their alms with other members of the sangha. 2
- c How VinayaPitaka describes the teachings of Buddha. 3
- 14 **Declining a royal gift** 7
This excerpt from a safi text describes the proceedings at Shaikh Nizamuddin Auliya's hospice in 1313: I (the author, Amir Hasan Sijzi) had the good fortune of kissing his (Shaikh NizamuddinAuliya's) feet ... At this time a local ruler had sent him the deed of ownership to two gardens and much land, along with the provisions and tools for their maintenance. The ruler had also made it clear that he was relinquishing all his rights to both the gardens and land. The master ... had not accepted that gift. Instead, he had lamented: "What have I to do with gardens and fields and lands? ... None of ... our spiritual masters had engaged in such activity." Then he told an appropriate story: "... Sultan Ghiyasuddin, who at that time was still known as Ulugh Khan, came to visit Shaikh Fariduddin (and) offered some money and ownership deeds for four villages to the Shaikh, the money being for the benefit of the dervishes (sufis), and the land for his use. Smiling, Shaikh al Islam (Fariduddin) said: 'Give me the money. I will dispense it to the dervishes. But as for those land deeds, keep them. There are many who long for them. Give them away to such persons,'

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JL Elias



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History Education in Africa Gideon Boadu, Charles Adabo Oppong, 2024-07-12 This collection brings together African scholars in Africa and the diaspora to contribute to scholarly debates about critical issues in history teaching and learning in African schools. The book contributes to filling the gap in knowledge on African history associated pedagogies and practices and its consequent effects on research and the declining popularity of history in African Schools. Specifically, the volume examines current trends and practices in history education in African schools, unveils the challenges and subtleties of teaching the next generation of teachers and students, and examines classroom practices and opportunities for engagement with historical concepts in African schools. The book adds a much needed African voice to the international history education literature and contributes to strengthening the place of history teaching and learning in Africa.

Why History Education? Nadine Fink, Markus Furrer, Peter Gautschi, 2023-08-22 Sinn und Zweck der Geschichte werden immer wieder neu hinterfragt, weil sich Gesellschaften ständig neu verorten. Davon ist der Geschichtsunterricht direkt betroffen. Warum Geschichtsunterricht? Autorinnen aus 18 Ländern und vier Kontinenten fragen daher nach der Bedeutung des Geschichtsunterrichts aus unterschiedlichen Perspektiven mit theoretischen Überlegungen und Modellen mit Bezug aus der Unterrichtspraxis und Erkenntnissen aus der Forschung. Die Publikation präsentiert eine ganze Reihe von Gründen, warum Geschichte heute unbedingt unterrichtet werden muss. Sie liest sich als Plädoyer für einen kompetenten Umgang mit Geschichte in heutigen Gesellschaften.

When Political Transitions Work Fanie du Toit, 2018-07-26 The peaceful end of apartheid in South Africa was a monumental event in late twentieth century history. A racist regime built upon a foundation of colonialist exploitation, South Africa had become by that point a tinderbox suffused with day to day violence and political extremism on all sides. Yet two decades later it was a stable democracy with a growing economy. How did such a deeply divided, conflicted society manage this remarkable transition? In *When Political Transitions Work*, Fanie du Toit, who has been a participant and close observer in post-conflict developments throughout Africa for decades, offers a new theory for why South Africa's reconciliation worked and why its lessons remain relevant for other nations emerging from civil conflicts. He uses reconciliation as a framework for political transition and seeks to answer three key questions: how do the reconciliation processes begin? how can political transitions result in inclusive and fair institutional change? and to what extent does reconciliation change the way a society functions? Looking at South Africa, one of reconciliation's most celebrated cases, Du Toit shows that the key ingredient to successful reconciliations is acknowledging the centrality of relationships. He further develops his own theoretical approach to reconciliation as interdependence: the idea that reconciliation is the result of an integrated process of courageous leadership, fair and inclusive institutions, and social change built toward a mutual goal of prosperity. As Du Toit conveys, the motivation for reconciliation is the long-term well-being of one's own community as well as that of enemy groups. Without ensuring the conditions in which one's enemy can flourish, one's own community is unlikely to

prosper sustainably Mastering Primary History Karin Doull, Christopher Russell, Alison Hales, 2019-02-21 Mastering Primary History introduces the primary history curriculum and helps trainees and teachers learn how to plan and teach inspiring lessons that make learning history irresistible Topics covered include Current developments in history History as an irresistible activity History as a practical activity Skills to develop in history Promoting curiosity Assessing children in history Practical issues This guide includes examples of children s work case studies readings to reflect upon and reflective questions that all help to show students and teachers what is considered to be best and most innovative practice and how they can use that knowledge in their own teaching to the greatest effect The book draws on the experience of three leading professionals in primary history Karin Doull Christopher Russell and Alison Hales to provide the essential guide to teaching history for all trainee primary teachers *History, Philosophy and Science Teaching* Michael R. Matthews, 2017-08-30 This anthology opens new perspectives in the domain of history philosophy and science teaching research Its four sections are first science culture and education second the teaching and learning of science third curriculum development and justification and fourth indoctrination The first group of essays deal with the neglected topic of science education and the Enlightenment tradition These essays show that many core commitments of modern science education have their roots in this tradition and consequently all can benefit from a more informed awareness of its strengths and weaknesses Other essays address research on learning and teaching from the perspectives of social epistemology and educational psychology Included here is the first ever English translation of Ernst Mach s most influential 1890 paper on The Psychological and Logical Moment in Natural Science Teaching This paper launched the influential Machian tradition in education Other essays address concrete cases of the utilisation of history and philosophy in the development and justification of school science curricula These are instances of the supportive relation of HPS a subject long discussed in philosophy of education but inadequately in science education This book is a timely reminder of why history and philosophy of science are urgently needed to support understanding of science From major traditions such as the Enlightenment to the tensions around cultural studies of science the book provides a comprehensive context for the scientific endeavour drawing on curriculum and instructional examples Sibel Erduran University of Oxford UK The scholarship that each of the authors in this volume offers deepens our understanding of what we teach in science and why that understanding matters This is an important book exploring a wide set of issues and should be read by anyone with an interest in science or science education Jonathan Osborne Stanford University USA This volume presents new and updated perspectives in the field such as the Enlightenment Tradition Cultural Studies Indoctrination in Science Education and Nature of Science Highly recommended Mansoor Niaz Universidad de Oriente Venezuela This volume provides an extremely valuable set of insights into educational issues related to the history and philosophy of science Michael J Reiss University College London UK *HISTORY GEOGRAPHY GK GENERAL AWARENESS SSC MULTIPLE CHOICE QUESTIONS* Mocktime Publication, HISTORY GEOGRAPHY GK GENERAL

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Federal Register ,2013-06 **Building Students' Historical Literacies** Jeffery D. Nokes,2022-03-13 How can teachers incorporate the richness of historical resources into classrooms in ways that are true to the discipline of history and are pedagogically sound Now in its second edition this book explores the notion of historical literacy adopts a research supported stance on literacy processes and promotes the integration of content area literacy instruction into history content teaching Providing an original focus on the discipline specific literacies of historical inquiry the new edition presents a deeper examination of difficult histories and offers new strategies that can be applied to all genres of historical inquiry Nokes surveys a broad range of texts including those that historians and nonhistorians both use and produce in understanding history and provides a wide variety of practical instructional strategies immediately available to teachers Featuring new examples and practical resources the new edition highlights the connection between historical literacies and the critical reading and communication skills that are necessary for informed civic engagement Equipped with study guides graphic organizers and scoring guides for classroom use this text is an essential resource for preservice and practicing teachers in literacy and social studies education

Current And Advanced Researches In Science And Math Education I Tayfun Tutak,2024-05-03 **Narrating the Soviet Era in Russian School History Textbooks** Olga Konkka,2025-09-03 This study focuses on how Russian history textbooks published between 1992 and 2021 dealt with the topic of the Soviet period 1917 1991 Representations of this part of Russia s past in school manuals have provoked vivid debates and bolstered government intervention in the field while a gradual shift towards a less critical narrative of the USSR in more recent textbooks is often presented as directed by Vladimir Putin This study combines research into these texts and inquiry into those who write publish approve or criticize them Bringing together these perspectives provides a more complex view of school textbooks as final products of both top down and bottom up processes This volume is aimed at postgraduates

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Table of Contents History Paper Grade 12 For 2014

1. Understanding the eBook History Paper Grade 12 For 2014
 - The Rise of Digital Reading History Paper Grade 12 For 2014
 - Advantages of eBooks Over Traditional Books
2. Identifying History Paper Grade 12 For 2014
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an History Paper Grade 12 For 2014
 - User-Friendly Interface
4. Exploring eBook Recommendations from History Paper Grade 12 For 2014

- Personalized Recommendations
 - History Paper Grade 12 For 2014 User Reviews and Ratings
 - History Paper Grade 12 For 2014 and Bestseller Lists
5. Accessing History Paper Grade 12 For 2014 Free and Paid eBooks
 - History Paper Grade 12 For 2014 Public Domain eBooks
 - History Paper Grade 12 For 2014 eBook Subscription Services
 - History Paper Grade 12 For 2014 Budget-Friendly Options
 6. Navigating History Paper Grade 12 For 2014 eBook Formats
 - ePub, PDF, MOBI, and More
 - History Paper Grade 12 For 2014 Compatibility with Devices
 - History Paper Grade 12 For 2014 Enhanced eBook Features
 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of History Paper Grade 12 For 2014
 - Highlighting and Note-Taking History Paper Grade 12 For 2014
 - Interactive Elements History Paper Grade 12 For 2014
 8. Staying Engaged with History Paper Grade 12 For 2014
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers History Paper Grade 12 For 2014
 9. Balancing eBooks and Physical Books History Paper Grade 12 For 2014
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection History Paper Grade 12 For 2014
 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
 11. Cultivating a Reading Routine History Paper Grade 12 For 2014
 - Setting Reading Goals History Paper Grade 12 For 2014
 - Carving Out Dedicated Reading Time
 12. Sourcing Reliable Information of History Paper Grade 12 For 2014

- Fact-Checking eBook Content of History Paper Grade 12 For 2014
- Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
- 14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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