

**SECTION A***Attempt any two questions from this Section***Question 3**

Discuss the relationship between the two houses of a State Legislature with reference to the following:

- a. Money Bills.      b. Non-Money Bills.      c. Control over the Executive. [3+3+4]

**Question 4**

At the head of the Council of Ministers in a State is the Chief Minister, who is the real Executive Head of the State. In this context explain the following: [3+3+4]

- a. The appointment of the Chief Minister.  
b. His relationship with the Council of Ministers.  
c. His relations with the Governor.

**Question 5**

The country's Judicial System has a Supreme Court at its apex. In this context discuss the following:

- a. Manner of appointment of Judges.  
b. Term of office and removal of Judges.  
c. Its power of 'Judicial Review'.

[3+3+4]

**SECTION B***Attempt any three questions from this Section***Question 6**

The early Congressmen were liberal in their views and programmes. This led to the rise of Assertive

Nationalists who demanded more forceful action against the British. In this context discuss the following: [3+3+4]

- a. Reasons why the early Congressmen were called Moderates.  
b. How did Moderates differ from the Assertive Nationalists in realizing their objectives?  
c. How did Tilak bring a new wave in Indian politics that was distinct from the early Congressmen?

**Question 7**

The reasons for the formation of the Muslim League were many. In this context explain:

- a. Any three factors that led to the formation of the Muslim League in India.  
b. Any three demands made by the Muslim Deputation in 1906 to the Viceroy Lord Minto.  
c. What were the aims and objectives of the Muslim League? [3+3+4]

# Civics Questions For 2013 Grade 9 Exam

**Oswaal Editorial Board**



## **Civics Questions For 2013 Grade 9 Exam:**

### **Influences of the IEA Civic and Citizenship Education Studies** Barbara Malak-Minkiewicz, Judith

Torney-Purta, 2021-05-26 This open access book identifies the multiple ways that IEA's studies of civic and citizenship education have contributed to national and international educational discourse research policymaking and practice The IEA International Civic and Citizenship Education Study ICCS first conducted in 2009 was followed by a second cycle in 2016 The project was linked to the earlier IEA Civic Education Study CIVED 1999 2000 IEA's ICCS remains the only large scale international study dedicated to formal and informal civic and citizenship education in school It continues to make substantial contributions to understanding the nature of the acquired civic knowledge attitudes and participatory skills It also discusses in depth how a wide range of countries prepare their young people for citizenship in changing political social and economic circumstances The next cycle of ICCS is planned for 2022 In this book more than 20 national representatives and international scholars from Europe Latin America Asia and North America assess how the processes and findings of the 2009 and 2016 cycles of ICCS and CIVED 1999 2000 have been used to improve nations understanding of their students civic knowledge beliefs attitudes current civic related behaviors and intentions for future participation in a comparative context There are also chapters summarizing the secondary analysis of those studies results indicating their usefulness for educational improvement and reflecting on policy issues The analyses and reflections in this book provide timely insight into international educational discourse policy practice and research in an area of education that is becoming increasingly important for many societies

### **Global Education Monitoring Report** Global Education Monitoring Report

Team, UNESCO, 2021-12-31 Non state actors role extends beyond provision of schooling to interventions at various education levels and influence spheres Alongside its review of progress towards SDG 4 including emerging evidence on the COVID 19 pandemic's impact the 2021 2 Global Education Monitoring Report urges governments to see all institutions students and teachers as part of a single system Standards information incentives and accountability should help governments protect respect and fulfil the right to education of all without turning their eyes away from privilege or exploitation Publicly funded education does not have to be publicly provided but disparity in education processes student outcomes and teacher working conditions must be addressed Efficiency and innovation rather than being commercial secrets should be diffused and practised by all To that end transparency and integrity in the public education policy process need to be maintained to block vested interests The report's rallying call Who chooses Who loses invites policymakers to question relationships with non state actors in terms of fundamental choices between equity and freedom of choice between encouraging initiative and setting standards between groups of varying means and needs between immediate commitments under SDG 4 and those to be progressively realized e g post secondary education and between education and other social sectors

**Civics and Citizenship** Benilde García-Cabrero, Andrés Sandoval-Hernández, Ernesto Treviño-Villareal, Silvia Diazgranados

Ferráns, María Guadalupe Pérez Martínez, 2017-08-24 The book is organized around four sections The first section is an introduction to the problem of defining the scope and foundations of the development of moral personality and social engagement in particular the development of civic and ethical attitudes and prosocial behavior The second section presents a comparative analysis of education policies in Mexico Chile and Colombia in particular the way the curricula of civic and citizenship education is designed and implemented The section also describes and analyzes the way this subject is taught in the classrooms of the primary secondary and high school levels in the three countries The third section includes the results of research projects in Civics and Citizenship Education conducted with different theoretical and methodological models of analysis This last section includes some of the best practices of Civic Education that have been developed in Mexico Colombia and Chile

Education at a Glance 2023 Sources, Methodologies and Technical Notes OECD, 2023-09-12 This publication provides additional reference material for Education at a Glance 2023 the authoritative source for data on the state of education around the world It provides guidance on the data and methodology used to calculate each indicator It also contains references to the sources and specific notes for each country

*The Rise and Fall of Civic Education* Michael Learn, 2024-09-16 Social studies is a field in crisis The crisis stems from failure to establish the very foundation of social studies purpose in public education civic education Social studies advocates have never put forth a coherent method for teaching civic education because policymakers and the public have been unable to agree upon a general definition of civic education This issue has disrupted the field since the early days As educators sought to include civic education within public schools as a dedicated field social studies evolved into a blending of history social sciences and civic education Social studies evolution never resolved the differences between the three with each discipline striving to control the narrative Instead of creating a unified field the disciplines devalued social studies and thus any discipline associated with it

*The Rise and Fall of Civic Education The Battle for Social Studies in a Shifting Historical Landscape* investigates the changing definitions and purposes ascribed to social studies in the United States through time This result is viewed through the rising tensions from culture wars as America's divisive politics fight to control the narrative of the disciplines within social studies

**Oswaal CTET (Central Teachers Eligibility Test) 15 Previous Years Solved Papers (2013 - 2023) Paper - II (Classes 6 to 8) (Social Science & Social Studies) Yearwise For 2024 Exam** Oswaal Editorial Board, 2023-11-04 Description of the Product 1 100% Updated with latest fully solved paper of 20th August 2023 2 Concept Clarity with detailed comprehensive explanations 3 Extensive Practice with 2200 Questions and 2 Sample Question Papers 4 Crisp Revision with Smart Mind Maps 5 Expert Tips helps you get expert knowledge Master Crack CTET in first attempt 6 Exam Insights with 5 Years 2019 2023 chapter wise Topic wise Trend Analysis empowering students to be 100% exam

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#### Accountability in education: meeting our commitments

UNESCO,2017-10-30 The second edition of the Global Education Monitoring Report GEM Report presents the latest evidence on global progress towards the education targets of the UN Sustainable Development Goals With hundreds of millions of people still not going to school and many not achieving minimum skills at school it is clear education systems are off track to achieve global goals The marginalized currently bear the most consequences but also stand to benefit the most if policy makers pay sufficient attention to their needs Faced with these challenges along with tight budgets and increased emphasis on results oriented value for money countries are searching for solutions Increased accountability often tops the list The 2017 8 GEM Report shows the entire array of approaches to accountability in education It ranges from countries unused to the concept where violations of the right to education go unchallenged to countries where accountability has become an end in itself instead of a means to inclusive equitable and high quality education and lifelong learning for all The report emphasizes that education is a shared responsibility While governments have primary responsibility all actors schools teachers parents students international organizations private sector providers civil society and the media 0 3 have a role in improving education systems The report emphasized the importance of transparency and availability of information but urges caution in how data are used It makes the case for avoiding accountability systems with a disproportionate focus on narrowly defined results and punitive sanctions In an era of multiple accountability tools the report provides clear evidence on those that are working and those that are not Back cover *Creating Citizens* Sarah Cooper,2017-09-27 Engage students in meaningful civic learning and encourage them to become active and informed citizens With this essential book co published by Routledge and MiddleWeb you will gain a variety of practical strategies for teaching civics and current events to your middle school students Author and expert teacher Sarah Cooper takes you into her school and shares her classroom tested methods and tools Topics include Fitting current events into an already packed history curriculum Staying nonpartisan and fostering balanced discussions Helping students find their stake in the news Teaching civic literacy through primary sources then and now Encouraging students to invest in analytical writing Fostering student ownership of our classrooms through discussion and debate Cultivating citizenship through empathy and community engagement Throughout the book you ll find student examples handouts and rubrics so that you can easily implement the ideas in your own classroom By getting your students to think critically about current events you will help them become passionate writers thinkers and involved citizens

**How to Grade for Learning** Ken O'Connor,2017-10-04 Implement standards based grading practices that help students succeed Classroom assessment methods should help students develop to their full potential but meshing traditional grading practices with students achievement on standards has been difficult Making lasting changes to grading practices requires both knowledge and willpower Discover eight guidelines for good grading recommendations for practical applications and suggestions for implementing new grading practices as well as The why s and the how to s of implementing standards based

grading practices Tips from 48 nationally and internationally known authors and consultants Additional information on utilizing level scores rather than percentages Reflective exercises Techniques for managing grading more efficiently

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