Read the following source carefully and answer the questions that follow: Irrigating trees and fields

1843

This is an excerpt from the Babur Nama that describes the irrigation devices the emperor observed in northern India:

The greater part of Hindustan country is situated on level land. Many though its towns and cultivated lands are, it nowhere has running waters For water is not at all a necessity in cultivating crops and orchards. Autumn crops grow by the downpour of the rains themselves; and strange it is that spring crops grow even when no rains fall. (However) to young trees water is made to flow by means of buckets or wheels....

In Lahore, Dipalpur (both in present-day Pakistan) and those other parts, people water by means of a wheel. They make two circles of rope long enough to suit the depths of the well, fix strips of wood between them, and no these fasten pitchers. The rope with the wood and attached pitchers are put over the wheel-well. At one end of the wheel-ade a second wheel is fixed, and close to it another on an upright ade. The last wheel the bullock turns; its teeth catch in the teeth of the second (wheel), and thus the wheel with the pitchers is turned. A trough is set where the water empties from the pitchers and form this the water is conveyed everywhere.

- Explain the irrigation technology as observed by the Emperor.
- (ii) What was the necessity of irrigation?
- (iii) Explain any two factors which are responsible for the expansion of agriculture in India.
- 33. Read the following source carefully and answer the questions that follow:

140

On 5 April 1930, Mahatma Gandhi spoke at Dandi:

When I left Sabarmati with my companions for this seaside hamlet fo Dandi, I was not certain in my mind that we would be allowed to reach this place. Even while I was at Sabarmati there was a rumour that I might be arrested. I had thought that the Government might perhaps let my party come as far as Dandi, but not me certainly. If someone says that this betrays imperfect faith on my part, I shall not deny the charge. That I have reached here is in no small measure due to the power of peace and non-violence: that power is universally felt. The Government may, if it wishes, congratulate itself on acting as it has done, for it could have arrested every one of us. In saying that it did not have the courage to arrest this army of peace, we praise it. It felt ashamed to arrest such an army. He is civilised man who feels ashamed to do anything which his neighbours would disapprove. The Government deserves to be congratulated on not arresting us, even if it desisted only from fear of world opinion.

Tomorrow we shall break the salt tax. law. Whether the Government will tolerate that is different question. It may not tolerate it, but it deserves congratulations on the patience and forbearance it has displayed in regard to this party.....

What if I and all the eminent leaders in Gujarat and in the rest of the country are arrested? This movement is based on the faith that when a whole nation is roused and on the march no leader in necessary.

- (ii) What were the apprehensions of Mahatma Gandhi when he started his Dandi March?
- (ii) Why did Gandhiji say that the Government deserved appreciation?
- (iii) Why was the 'Salt March' very significant?

Section - E

- 34. (i) On the given political outline map of India, locate and label the following appropriately:
- [5]

- (a) Magadha an early state with the capital at Raigir.
- (b) Mohenjodaro a Mature Harappan site.
- (c) Bengal- East India Company.

OR.

Calcutta: bloody riots broke out on 16 August 1946,

(ii) On the same outline map, two sites of the Harappan Civilization, where evidence of agriculture has been recovered have been marked as 'A and B. Identify them and write their correct names on the lines drawn near them.

The Grade1question Paper History 2014

Robert J. Tierney, P. David Pearson

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Register ,2013-06 A History of Literacy Education Robert J. Tierney, P. David Pearson, 2021 In this volume two notable scholars trace the monumental shifts in theory research and practice related to reading education and literacy with particular attention to what they consider the central goal of literacy making meaning Each section describes a specific epoch including a brief snapshot of how the reader of that period is envisioned and characterized by researchers and teachers as well as a deep discussion of the ideas and contextual events of that era These developmental waves are organized in rough historical sequence by a series of shifts in underlying theoretical and scholarly lenses from the behavioral to the psycholinguistic to the cognitive to the sociocultural to the critical to the multimodal to the global The book closes with a discussion of the various research frames and methodological approaches that paralleled these developments Throughout there is a profound recognition that all research and practice are ultimately directed toward how students make meaning from sound to letter to word to ideas and images Book Features Animates some of the revolutionary developments related to reading education and literacy in modern times Each development is accompanied by a discussion of the aspirational reader that sets the stage for contemplating these shifts and their significance Traces the research and theoretical developments to illustrate the origins of the shifts and their influences Supported by a website with video lectures and conversations tied to the various waves of development American Educational History Journal Donna M. Davis, 2016-07-01 The official journal of the Organization of Educational Historians The American Educational History Journal is a peer reviewed national research journal devoted to the examination of educational topics using perspectives from a variety of disciplines The editors of AEHJ encourage communication between scholars from numerous disciplines nationalities institutions and backgrounds Authors come from a variety of disciplines including political science curriculum history philosophy teacher education and educational leadership Acceptance for publication in AEHI requires that each author present a well articulated argument that deals substantively with questions of educational history AEHJ accepts papers of two types The first consists of papers that are presented each year at our annual meeting The second type consists of general submission papers received throughout the year General submission papers may be submitted at any time They will not however undergo the review process until January when papers presented at the annual conference are also due for review and potential publication For more information about the Organization of Educational Historians OEH and its annual conference visit the OEH web site at History of Soy Nutritional Research (200 BCE to 1945) William Shurtleff; Akiko Aoyagi, 2021-01-26 www edhistorians org The world's most comprehensive well documented and well illustrated book on this subject With extensive subject and geographical index 95 tables photographs and illustrations Free of charge in digital PDF format on Google Books History Of Ancient & Medieval India YCT Expert Team, 2022 23 All IAS PCS General Studies Volume 4 History Of Ancient Medieval India Solved Papers Using Design Research and History to Tackle a Fundamental Problem with School Algebra Sinan Kanbir, M. A. (Ken) Clements, Nerida F. Ellerton, 2017-10-28 In this well illustrated book the authors Sinan Kanbir Ken

Clements and Nerida Ellerton tackle a persistent and universal problem in school mathematics why do so many middle school and secondary school students find it difficult to learn algebra well What makes the book important are the unique features which comprise the design research approach that the authors adopted in seeking a solution to the problem The first unique feature is that the authors offer an overview of the history of school algebra Despite the fact that algebra has been an important component of secondary school mathematics for more than three centuries there has never been a comprehensive historical analysis of factors influencing the teaching and learning of that component The authors identify through historical analysis six purposes of school algebra a algebra as a body of knowledge essential to higher mathematical and scientific studies b algebra as generalized arithmetic c algebra as a prerequisite for entry to higher studies d algebra as offering a language and set of procedures for modeling real life problems e algebra as an aid to describing structural properties in elementary mathematics and f algebra as a study of variables They also raise the question whether school algebra represents a unidimensional trait Kanbir Clements and Ellerton offer an unusual hybrid theoretical framework for their intervention study by which seventh grade students significantly improved their elementary algebra knowledge and skills Their theoretical frame combined Charles Sanders Peirce's triadic signifier interpretant signified theory which is in the realm of semiotics with Johann Friedrich Herbart's theory of apperception and Ken Clements and Gina Del Campo's theory relating to the need to expand modes of communications in mathematics classrooms so that students engage in receptive and expressive modes Practicing classroom teachers formed part of the research team This book appears in Springer's series on the History of Mathematics Education Not only does it include an important analysis of the history of school algebra but it also adopts a theoretical frame which relies more on theories from the past than on contemporary theories in the field of mathematics education The results of the well designed classroom intervention are sufficiently impressive that the study might havecreated and illuminated a pathway for future researchers to take McGraw-Hill's SAT, 2014 Edition Christopher Black, Mark Anestis, 2013-06-28 WE WANT TO HELP YOU SUCCEED ON THE SAT Weive put all of our proven expertise into McGraw Hill's SAT to make sure you re ready for this difficult exam With this book you ll get essential skill building techniques and strategies developed by professional SAT instructors who have helped thousands of students just like you succeed on this important test You ll get online help 10 full length practice tests hundreds of practice problems and all the facts about the current exam With McGraw Hill's SAT well guide you step by step through your preparation program and give you the tools you need to succeed Features include 10 full length practice SATs 4 in the book 4 on CD ROM and 2 interactive tests online at MHPracticePlus com New free interactive Test Planner app available for download see inside front cover for details Online videos illustrating SAT problemsolving techniques Hundreds of sample questions with explanations

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