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The eBook Science Guide for NTSE Class 10 Stage 1 & 2 is empowered with the inclusion of 2018 Stage I questions of the different states. The book is based on the syllabus of Class 8, 9 & 10 as prescribed by NCERT. The book also comprises of Past questions of NTSE Stage 1 & 2 from the years 2012-2018. • The book has been divided into 4 sections comprising of 32 chapters - History (9), Political Science (9), Geography (9) & Economics (5). • The book provides sufficient pointwise theory, solved examples followed by Fully Solved exercises in 2 levels - State/ UT level & National level. • Maps, Diagrams and Tables to stimulate the thinking ability of the student. • The book covers new variety of questions - Passage Based, Assertion-Reason, Matching, Definition based, Statement based, Feature Based, Diagram Based and Integer Answer Questions.

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Most democratic theory imagines democracy either as a static ideal, or else as a timeless sea of contestation. This book turns attention to democracy's neglected historical dimension, arguing that a legitimate democracy needs not only to respect all citizens' equal freedoms in the present, but that it must also do so through a political system that citizens have chosen for themselves. According to this view, both the history of democratic revolutions and ongoing struggles for democratic reform are integral parts of what makes democracies democratic. It argues that democracy is the only legitimate form of government not because it rests on the right theoretical foundations, but because it is the only form that needs no foundations at all: it is the only way of deciding what will count as good, right, or true without presupposing the right of some authorities to impose their decisions on everyone else with the force of law. But for the same reason, there is no one "right" way of putting democracy into practice and the people must choose for themselves which way is best. Of course this begs the question as to whether we need a system in place to determine the will of the people. Meckstroth argues that we can solve this paradox if we work out the conditions of any coherent claim to speak in the people's name. In the heat of actual democratic struggles, one can show which side's claims hold up better and which undercut their own authority because they cannot answer claims from the other side. Meckstroth looks at history and context in the development of democratic theory to provide a principled way of sorting out deep conflicts over who has the right to speak for the democratic people. He tests this theory by applying it to contemporary debates over same-sex marriage, military intervention, and gun control. He finds that sometimes democracy requires minority rule and that sometimes history provides the key to determining what the democratic people have decided in the present.

Updated in a new 10th edition, *The Struggle for Democracy* challenges students to think critically about American government and to evaluate the quality of democracy in America within a unique framework that offers a holistic view of our system. Its critical thinking approach to politics, features, and narrative are designed to teach students to look closely and question logically about the American political process.

With this book, King provides the most comprehensive analysis yet of the reforms in the institutions of democratic representation, political parties, elections, and legislatures that spearheaded Indonesia's political transition. The innovative analyses of the 1999 General Election is indispensable to understanding why the installation of electoral democracy succeeded and what the prospects are for its consolidation.

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Around the world, curriculum – hard sciences, social sciences and the humanities – has been dominated and legitimated by prevailing Western Eurocentric Anglophone discourses and practices. Drawing from and within a complex range of epistemological perspectives from the Middle East, Africa, Southern Europe, and Latin America, this volume presents a critical analysis of what the author, influenced by the work of Sousa Santos, coins curriculum epistemicides, a form of Western imperialism used to suppress and eliminate the creation of rival, alternative knowledges in developing countries. This exertion of power denies an education that allows for diverse epistemologies, disciplines, theories, concepts, and experiences. The author outlines the struggle for social justice within the field of curriculum, as well as a basis for introducing an Itinerant Curriculum Theory, highlighting the potential of this new approach for future pedagogical and political praxis.

Some of the key benefits of studying from Arun Deep's Book are : 1. Chapter-wise/Topic-wise presentation for systematic and methodical study. 2. Strictly based on the latest CBSE Curriculum , following the latest NCERT Textbooks. 3. Previous Years' Question Papers with Marking Scheme & Toppers' Answers for exam-oriented study. 4. Questions form various competencies including-conceptual understanding, creative expression, reasoning, justifying and applying literary conventions. 5. Latest Typologies of Questions developed by Arun Deep's Editorial Board included.

*The Struggle for Democracy* Addison-Wesley Longman

The 1990s saw a constant increase in international peace missions, predominantly led by the United Nations, whose mandates were more and more extended to implement societal and political transformations in post-conflict societies. However, in many cases these missions did not meet the high expectations and did not acquire a sufficient legitimacy on the local level. Written by leading experts in the field, this edited volume brings together 'liberal' and 'post-liberal' approaches to peacebuilding. Besides challenging dominant peacebuilding paradigms, the book scrutinizes how far key concepts of post-liberal peacebuilding offer sound categories and new perspectives to reframe peacebuilding research. It thus moves beyond the 'liberal'-'post-liberal' divide and systematically integrates further perspectives, paving the way for a new era in peacebuilding research which is theory-guided, but also substantiated in the empirical analysis of peacebuilding practices. This book will be essential reading for postgraduate students and scholar-practitioners working in the field of peacebuilding. By embedding the subject area into different research perspectives, the book will also be relevant for scholars who come from related backgrounds, such as democracy promotion, transitional justice, statebuilding, conflict and development research and international relations in general.

