

HISTORY, CIVICS AND GEOGRAPHY (50)

HISTORY AND CIVICS

H.C.G. - Paper - 1

Aims:

1. To provide an understanding of the working of the Indian government necessary for the student to grow into a responsible, enlightened citizen in a Secular democracy.
2. To enrich the understanding of those aspects of Indian historical development which are crucial to the understanding of contemporary India.
3. To awaken a desirable understanding in pupils of the various streams which have contributed to the development and growth of the Indian nation and its civilisation and culture.
4. To develop a world historical perspective of the contributions made by various cultures to the total heritage of mankind.

CLASS IX

*There will be **one** paper of **two** hours duration carrying 80 marks and an Internal Assessment of 20 marks.*

*The paper will be divided into **two** parts, Part I and Part II.*

***Part I** (30 marks) will contain short answer questions set from the entire syllabus.*

*Candidates will be required to answer **all** questions.*

***Part II** (50 marks) will consist of Section A and Section B. Candidates will be required to answer **two** out of **three** questions from Section A and **three** out of **five** questions from Section B. The sections will correspond to the sections indicated in the syllabus.*

SECTION A: CIVICS

An elementary study is required of this section without verbatim study of the Constitutional Articles in detail.

1. Our Constitution

Definition of Constitution - date of adoption, enactment and date of commencement /implementation of the constitution. Meanings of terms in the Preamble.

2. Salient features of the Constitution.

A written and lengthy constitution, Parliamentary / Cabinet system of government, Quasi – Federal government, Single Citizenship Universal Adult Franchise, Fundamental Rights (classification of Rights) and Fundamental Duties, Directive Principles of State Policy (meaning and classification), Welfare State.

3. Elections and Political Parties

(a) The need for elections and a brief mention of Election Commission as a body that conducts elections.

Meaning and importance of elections; Kinds of elections: Direct election and Indirect Election (a brief mention). Meaning of General election, Mid-term election and By-election. Meaning of constituency.

(b) Meaning of Political Party ; difference between National/All India parties and Regional parties.

4. Local Self Government

Meaning and significance

(i) Rural : Three-tier system of Panchayati Raj – Village Panchayat, Panchayat

Samiti, Zila Parishad – their composition, functions.

- (ii) *Urban : Municipal committees and municipal corporations - composition, functions.*

SECTION B: HISTORY

1. The Harappan Civilization

The meaning of the term ‘Civilization’. Origin, extent, urban planning, trade, arts and crafts, religion. Decline.

Sources: Great Bath, Citadel, seals, bearded man, dancing girl, Cemeteries, dockyard, script.

2. The Vedic Period.

Sources: Literary – Vedas and Epics (brief mention) Archaeological –iron and pottery. A brief comparative study of Early and Later Vedic society and economy.

3. India in the 6th century B.C.

Causes for the rise of Jainism and Buddhism in the 6th century B.C. Doctrines and impact of Jainism and Buddhism.

4. The Mauryan Empire

Sources: Literary - Arthashastra and Indika; Archaeological - Ashokan Edicts, Sanchi Stupa. A brief study of political history and administration. Ashoka’s Dhamma.

5. The Sangam Age

Sources: Literary – Tirukkural, poems, grammar and epics (brief mention); Archaeological – megaliths, herostones and inscriptions. A brief study of society and economy.

6. The Age of the Guptas

Sources: Literary – Accounts of Fa-hien and Hiuen Tsang, works of Kalidasa; Archaeological - Allahabad Pillar inscription,

Deogarh Temple and Nalanda University. Reigns of Samudragupta and Chandragupta Vikramaditya. A brief study of administrative, scientific and artistic developments.

7. Medieval India

- (a) South India and the Cholas.

Sources: Literary – Kalingattuparani by Jayamkondar; Archaeological – inscriptions, monuments – Brihadishwara Temple.

A brief political history, administration and social life.

- (b) The Delhi Sultanate.

Sources: Literary – Tariq-i-Firozshahi, Prithvirajraso by Chand - Bardai Archaeological – inscriptions, monuments – Qutab Minar. A brief political history beginning from the invasion of Muhammad Ghori. Administration and social life.

8. The Mughal Empire

Sources: Literary - Abul Fazal’s Ain-i-Akbari, Monuments - Humayun’s tomb, Fatehpur Sikri, Agra Fort, Taj Mahal, Jama Masjid and Red Fort.

Brief introduction of the chronology of the Mughal dynasty between 1526 – 1707 (From the reign of Babur to Aurangzeb). Administration and social development; emergence of composite culture – Sufism and Bhakti Movement (Guru Nanak, Kabir, Mirabai and Chisti Silsila) Influence of Christianity (Francis Xavier and Robert de Nobili).

9. The beginning of the Modern Age in Europe

- (a) *Renaissance – definition, causes (Capture of Constantinople, decline of Feudalism, new trade routes, spirit of enquiry and invention of the printing press) and impact on art, literature and science.*

(b) *The Reformation – causes (dissatisfaction with the practices of the Catholic Church and new learning). Martin Luther’s contribution. Impact on Europe (rise of powerful Nation States, Schism within the church, Counter Reformation, Mercantilism).*

(c) *Industrial Revolution – causes and impact (socialism and capitalism).*

INTERNAL ASSESSMENT

Any one project/assignment related to the syllabus.

Suggested Assignments

- How does contemporary cinema help us in understanding the pre-modern past? Present your analysis on any film pertaining to a historical personage or period (i.e. Jodha Akbar).

- Organise a field trip to any local site of historical importance and record its significance.
- Present a brief history of any of these monuments : Buddhist Caves, Ajanta; Iron Pillar, Mehrauli; Gol Gumbaz, Bijapur; Mattancherry Synagogue, Cochin; Kamakhya Temple, Guwahati; St. Thomas Basilica, Chennai; Tower of Silence, Mumbai.
- How does the Indian constitution protect the rights of children, women, minorities and weaker sections.
- With the help of a PowerPoint presentation discuss the cultural efflorescence of the Renaissance period.
 - Make a comparative study of the Harappan and the Mesopotamian Civilisations.
 - Describe the functioning of the Local Self-Government in your city/town/village.

CLASS X

There will be **one** paper of **two** hours duration carrying 80 marks and an Internal Assessment of 20 marks.

The paper will be divided into **two** parts, Part I and Part II.

Part I (30 marks) will contain short answer questions set from the entire syllabus.

Candidates will be required to answer **all** questions.

Part II (50 marks) will consist of Section A and Section B. Candidates will be required to answer **two** out of **three** questions from Section A and **three** out of **five** questions from Section B. The sections will correspond to the sections indicated in the syllabus.

SECTION A: CIVICS

1. The Union Legislature

The Union Parliament - definition of Parliament. A brief idea of the federal setup in India.

(i) Lok Sabha - term, composition, qualification for membership, disqualification of membership. Parliamentary procedures: a brief idea of sessions, quorum, question hour, motions – adjournment and no-confidence motion. Speaker – selection and functions.

(ii) Rajya Sabha – composition, qualification for membership, disqualification of membership, election, term, presiding officer.

Powers and functions of (a) Rajya Sabha (b) Lok Sabha - legislative, financial control over executive, judicial, electoral, amendment of the constitution. Relationship between the two Houses – differences. Anti-defection law.

2. The Union Executive

(a) The President: election, term of office, powers.

Qualifications for election, composition of Electoral College, reason for indirect election, term of office, procedure for impeachment.

Powers – executive, legislative, financial, judicial, discretionary and emergency. Position of the President in a Parliamentary setup.

(b) The Vice-President:

Qualifications for election, term of office and powers.

(c) Prime Minister and Council of Ministers: Appointment, formation of Council of Ministers, tenure, functions - Policy making, administrative, legislative, financial, emergency. Position and powers of the Prime Minister. Collective and individual responsibility of the members of the Cabinet. Distinction between Council of Ministers and Cabinet.

3. The Judiciary

(a) The Supreme Court:

Composition, qualification of judges, appointment, independence of judiciary from control of executive and legislature; Powers of the Supreme Court; Jurisdiction and functions: Original, Appellate settlement of disputes, enforcement of Fundamental Rights, Advisory, Revisory Judicial Review and Court of Record.

(b) The High Courts:

Composition, qualifications of judges, appointment, conditions of service; Powers of the High Court; Jurisdiction and functions; Original, Appellate settlement of disputes; enforcement of Fundamental Rights, Writs, Advisory, Revisory, Judicial Review, Court of Record.

- (b) Subordinate Courts:
Distinction between Court of the District Judge and Sessions Court.
Lok Adalats: meaning and advantages.

SECTION B : HISTORY

1. The Indian National Movement (1857 – 1917)

- (a) The First War of Independence, 1857
Only the causes (political, socio-religious, economic and military) and consequences will be tested. The events, however need to be mentioned in order to maintain continuity and for a more comprehensive understanding.
- (b) Factors promoting growth of Nationalism, foundation of the Indian National Congress - immediate objectives.
Factors promoting the growth of Nationalism – economic exploitation, repressive colonial policies, socio-religious reform movements (brief mention of contribution of Raja Rammohan Roy and Jyotiba Phule), re-discovery of India's past, influence of western education, role of the Press, modern means of transport and communication. The Indian National Association (Surendranath Banerjee) and the East India Association (Dadabhai Naoroji) as precursors of the Indian National Congress should be highlighted. The first two sessions and their presidents should be mentioned.
- (c) Programme and achievements of the Early Nationalists.
The basic beliefs, objectives, programme, methods of struggle and achievements of the Early Nationalists. Any two contributions of Dadabhai Naoroji, Surendranath Banerjee and Gopal Krishna Gokhale.

(d) The rise of Assertive Nationalism

Causes of the rise of assertive nationalism, the basic beliefs, objectives, programme, methods of struggle and achievements of the Assertive Nationalists and any two contributions of Bal Gangadhar Tilak, Bipin Chandra Pal and Lala Lajpat Rai.

(e) The Partition of Bengal

Reasons behind the partition of Bengal (1905). Swadeshi and Boycott movements and their impact, Surat split of 1907.

(f) The Muslim League

Factors leading to the formation of the Muslim League and objectives.

(g) Lucknow Pact, Home Rule League and August Declaration.

Objectives of Home Rule League, Significance of Lucknow Pact and August Declaration.

2. Mass Phase of the National Movement - (1915-1947)

- (a) Mahatma Gandhi:- *Non-Cooperation Movement : causes (Khilafat Movement, Rowlatt Act, Jallianwala Bagh tragedy), programme and suspension – Chauri Chaura incident, and impact of the Movement; the Civil Disobedience Movement causes (Reaction to the Simon Commission, Declaration of Poorna Swaraj at the Lahore Session of 1929), Dandi March, programme and impact of the Movement, Gandhi-Irwin Pact and the Second Round Table Conference; the Quit India Movement causes (failure of Cripps Mission, Japanese threat), Quit India Resolution and the significance of the Movement.*
- (b) Forward Bloc (objectives) and INA (objectives and achievements).

- (c) Independence and Partition of India – *Cabinet Mission Plan, (clauses, responses of the Congress and the Muslim League), Mountbatten Plan (clauses and its acceptance) and the Indian Independence Act of 1947 (clauses only).*

Brief meaning; factors responsible; objectives; role of Jawaharlal Nehru. Names of the Architects of NAM.

3. The Contemporary World

(a) The First World War

Causes (Militant Nationalism, Armament Race, division of Europe and Sarajevo Crisis) and results (Treaty of Versailles, Territorial rearrangements, Formation of League of Nations)

(b) Rise of Dictatorships

Causes for the rise of Fascism in Italy and the rise of Nazism in Germany. A comparative study of Fascist and Nazi ideologies.

(c) The Second World War

Causes (Dissatisfaction with the Treaty of Versailles, Rise of Fascism and Nazism, Policy of Appeasement, Japanese invasion of China, Failure of League of Nations and Hitler's invasion of Poland). Brief mention of the bombing of Hiroshima and Nagasaki. Consequences (Defeat of Axis Powers, Formation of the United Nations and Cold War).

(d) United Nations

- (i) The purpose, objectives and principles of the U.N.

The composition and functions of the General Assembly, Security Council, and the International Court of Justice.

- (ii) Major agencies of the United Nations: *UNICEF, WHO and UNESCO - functions only.*

(e) Universal Declaration of Human Rights:

Human Rights – definition and violation (examples only)

(f) Non Aligned Movement.

INTERNAL ASSESSMENT

Any one project/assignment related to the syllabus.

Suggested Assignments

- Present the Historical significance of any one of the following works: Dadabai Naoroji's 'Poverty and Un-British rule in India', Gandhi's 'The Story of my experiments with Truth', Nehru's 'Discovery of India', Nehru's Speech 'Tryst with Destiny', Bhagat Singh's 'Why I am an Atheist'.
- Imagine you were the Speaker of the Lok Sabha – how would you conduct the proceedings.
- Discuss the relevance of any one of the following films to understand the history of 20th Century Europe: Great Dictator, Schindler's List, Escape to Victory, The Boy in Striped Pyjamas, Life is Beautiful, The Sound of Music.
- Reconstruct the life of a Girl Child living in the early 19th Century India.
- Compare the Parliamentary and Presidential forms of Government with reference to the U.K. and the U.S.A.
- Create a picture gallery recording the reactions to Indian Independence in 1947.
- Analyse the contribution of Rabindranath Tagore or Munshi Premchand in the field of Literature.
- Relevance of Gandhian Principles in today's world.
- Develop an illustrative study of the contributions of the agencies of the United Nations in promoting health, education or environmental issues in India.

EVALUATION

The assignments/project work is to be evaluated by the subject teacher and by an External Examiner. (The External Examiner may be a teacher nominated by the Head of the School, who could be from the faculty, **but not teaching the subject in the section/class**. For example, a teacher of History of Class VIII may be deputed to be an External Examiner for Class X, History projects.)

The Internal Examiner and the External Examiner will assess the assignments independently.

Award of marks (20 Marks)

Subject Teacher (Internal Examiner) 10 marks
External Examiner 10 marks

The total marks obtained out of 20 are to be sent to the Council by the Head of the School.

The Head of the school will be responsible for the entry of marks on the mark sheets provided by the Council.

INTERNAL ASSESSMENT IN HISTORY & CIVICS - GUIDELINES FOR MARKING WITH GRADES

Grade	Preparation/ Research	Information	Concepts	Thinking Skills	Presentation	<i>Marks</i>
I	<ul style="list-style-type: none"> ▪ Follows instructions with understanding. ▪ Masters research techniques easily. ▪ Reference work is orderly. 	<ul style="list-style-type: none"> ▪ A good deal of relevant matter. ▪ Uses wide range of sources. 	<ul style="list-style-type: none"> ▪ Good understanding of historical concepts - sequence/reconstruction- causes and consequences-continuity and change ▪ Empathy. 	<ul style="list-style-type: none"> ▪ Different interpretations of evidence. ▪ Can draw Inferences/ deductions/ conclusions. 	<ul style="list-style-type: none"> ▪ Matter presented is clear and is in coherent form (sub-headings, sections, chapters etc.) ▪ Work is neat and tidy and not over elaborate. 	4
II	<ul style="list-style-type: none"> ▪ Follows instructions but needs a little help in research techniques. ▪ Reference notes quite orderly. 	<ul style="list-style-type: none"> ▪ Selects matter relevant to context. ▪ Limited use of references/sources. 	<ul style="list-style-type: none"> ▪ Understanding of concepts is adequate. 	<ul style="list-style-type: none"> ▪ Limited / Single interpretation of evidence with some examples. ▪ Some inferences/ conclusions are drawn. 	<ul style="list-style-type: none"> ▪ Matter is presented in coherent form but not organized into sections etc. ▪ Presentation neat and tidy but not elaborate. 	3
III	<ul style="list-style-type: none"> ▪ Follows instructions but needs constant guidance. ▪ Reference notes at times disorderly. 	<ul style="list-style-type: none"> ▪ Relevant matter but limited reference work. ▪ Matter is sketchy. 	<ul style="list-style-type: none"> ▪ Displays limited use of concepts. 	<ul style="list-style-type: none"> ▪ Few examples /single example to support reasoning. 	<ul style="list-style-type: none"> ▪ Work is presented in an orderly way, but not organized into sections. ▪ Over use of ‘cosmetics’ to hide lack of substance. ▪ Work is quite neatly presented. 	2

IV	<ul style="list-style-type: none"> ▪ Struggles with research methods and needs constant guidance. ▪ Reference notes copied 	<ul style="list-style-type: none"> ▪ Hardly any reference material. ▪ Use of irrelevant matter. ▪ Matter is quite 	<ul style="list-style-type: none"> ▪ Minimal competency in concepts. ▪ A few of the required concepts. 	<ul style="list-style-type: none"> ▪ Finds it difficult to make conclusions/ deductions/ inferences. ▪ No examples to support 	<ul style="list-style-type: none"> ▪ Matter presented in a confused way at times (no sub-headings, chapters, etc.) ▪ Tendency to copy from reference books. ▪ Use of “cosmetics” to hide 	1
V	<ul style="list-style-type: none"> ▪ Cannot follow instructions. ▪ Works ‘blindly’ without reference to keywords. 	<ul style="list-style-type: none"> ▪ No reference work/copied from other textbooks/ sketchy matter. 	<ul style="list-style-type: none"> ▪ Unable to demonstrate concepts. 	<ul style="list-style-type: none"> ▪ Unable to make inferences/ deductions or come to any conclusions. 	<ul style="list-style-type: none"> ▪ Matter presented in an incoherent/disorganized way. ▪ Copied from textbooks “blindly”. ▪ Use of “cosmetics” to hide lack of substance. ▪ Untidy work. 	0