HISTORY, CIVICS AND GEOGRAPHY (50)

HISTORY AND CIVICS

H.C.G. - Paper - 1

[Candidates offering History, Civics and Geography (Thailand) are not eligible to offer History, Civics and Geography]

Aims:

1. To provide an understanding of the working of the Indian government necessary for the students to grow into responsible, enlightened citizens 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


2. Elections

Meaning; Composition of Election Commission (in brief); Direct and Indirect election; General election; Mid-term election and By-election.

3. Local Self Government

(i) Rural: Three-tier system of Panchayati Raj – Gram Panchayat, Panchayat Samiti, Zila Parishad – their meaning and functions.


SECTION B: HISTORY

1. The Harappan Civilisation

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

Origin, extent, urban planning, trade, art & craft, and its decline.

2. The Vedic Period

Sources: Vedas and Epics (brief mention); Iron Artifacts and Pottery.

Brief comparative study of Early and Later Vedic society and economy.
3. Jainism and Buddhism
   Sources: Angas, Tripitikas and Jatakas (brief mention).
   Causes for their rise in the 6th century B.C.;
   Doctrines

4. The Mauryan Empire
   Sources: Arthashastra, Indika, Ashokan Edicts, Sanchi Stupa.
   Political history and administration (Chandragupta Maurya and Ashoka); Ashoka’s Dhamma.

5. The Sangam Age
   Sources: Tirukkural and Megaliths.
   A brief study of society and economy.

6. The Age of the Guptas
   Sources: Account of Fa-hien; Allahabad Pillar Inscription.
   Political history and administration (Samudragupta and Chandragupta Vikramaditya); Contribution to the fields of Education (Nalanda University), Science (Aryabhatta) and Culture (works of Kalidasa, Deogarh temple)

7. Medieval India
   (a) The Cholas
      Sources: Inscriptions; Brihadishwara Temple.
      Political history and administration (Rajaraja I, Rajendra I).
   (b) The Delhi Sultanate
      Sources: Inscriptions; Qutab Minar.
      Political history and administration (Qutbuddin Aibak, Alaudin Khilji and Muhammad Bin Tughlaq).
   (c) The Mughal Empire
      Sources: Ain-i-Akbari, Taj Mahal, Jama Masjid and Red Fort.
      Political history and administration (Babur, Akbar and Aurangzeb).
   (d) Composite Culture
      Sources: Bijak, Guru Granth Sahib, Ajmer Sharief, St. Francis Assisi Church (Kochi).
      Significance of Bhakti Movements and Sufism (Mirabai, Sant Jnaneswar and Hazrat Nizamuddin).
      Influence of Christianity (St. Francis Xavier).

8. 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 (Leonardo Da Vinci, William Shakespeare and Copernicus).
   (b) Reformation
      Causes of reformation (dissatisfaction with the practices of the Catholic Church and new learning); Martin Luther’s contribution, Counter Reformation.
   (c) Industrial Revolution
      Definition of the term. Comparative study of Socialism and Capitalism.

INTERNAL ASSESSMENT
Any one project/assignment related to the syllabus.

Suggested Assignments
- ‘The Indian constitution protects the rights of children, women, minorities and weaker sections.’ Elaborate on the basis of a case study.
- ‘Fundamental Duties complement Fundamental Rights.’ Illustrate with the help of a Power Point Presentation.
- Highlight the civic issues of your locality and what suggestions would you offer to address them.
- Visit a museum or local site of historical importance and discuss its significance.
- Discuss the art and architectural features 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.
- Make a pictorial presentation of inventions and innovations as a result of the Industrial Revolution.
- Make a comparative study of the Harappan and the Mesopotamian Civilisations.
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
   Meaning of the federal setup in India.
   (ii) Rajya Sabha – composition, qualifications for membership, election, term, Presiding Officer.


2. The Union Executive
   (a) The President:
       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)
   (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 the Council of Ministers and the Cabinet.

3. The Judiciary
   (a) The Supreme Court:
       Composition, qualifications of judges, appointment, independence of judiciary from the control of executive and legislature; Jurisdiction and functions: Original, Appellate, Advisory, Revisory, Judicial Review and Court of Record. Enforcement of Fundamental Rights and Writs.

   (b) The High Courts:
       Composition, qualifications of judges, appointment; Jurisdiction and functions: Original, Appellate, Revisory, Judicial Review and Court of Record. Enforcement of Fundamental Rights and Writs.

   (c) 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 leading to the growth of Nationalism – economic exploitation, repressive colonial policies, socio-religious reform movements (brief mention of contribution of Raja Rammohan Roy and Jyotiba Phule) and role of the Press.

   Foundation of the Indian National Congress - the Indian National Association (Surendranath Banerjee) and the East India Association (Dadabhai Naoroji) as precursors. Immediate objectives of the Indian National Congress - the first two sessions and their Presidents should be mentioned.


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 the Cripps Mission, Japanese threat), Quit India Resolution and the significance of the Movement.

(b) Forward Bloc (objectives) and INA (objectives and contribution of Subhas Chandra Bose).

(c) Independence and Partition of India – Cabinet Mission Plan (clauses only); Mountbatten Plan (clauses and its acceptance); and the Indian Independence Act of 1947 (clauses only).

(d) Rise of Dictatorships

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

(c) The Second World War


(d) United Nations

(i) The objectives of the U.N.

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


(e) Non-Aligned Movement.

Brief meaning; objectives; Panchsheel; role of Jawaharlal Nehru; Names of the architects of NAM.

INTERNAL ASSESSMENT

Any one project/assignment related to the syllabus.

Suggested Assignments

- Compare the Parliamentary and Presidential forms of Government with reference to India and the U.S.A.
- Conduct a mock Court and record the proceedings.
- Present a life sketch and contributions of any one of the following Presidents of India –
  - Dr. Rajendra Prasad, Dr. S. Radhakrishnan and Dr. A.P.J. Abdul Kalam (or any other).
Discuss the relevance of any one of the following films to understand the history of 20th Century Europe: The Book Thief, Schindler’s List, Escape to Victory, The Boy in Striped Pyjamas, Life is Beautiful, The Sound of Music, Gandhi (Richard Attenborough), Sardar (Ketan Mehta), Netaji Subhas Chandra Bose - The Forgotten Hero (Shyam Benegal).

Highlight the work and achievements of any one Nobel Laureate - Malala Yousafzai or Kailash Satyarthi.

Make a powerpoint presentation on India’s Independence and Partition.

Make a presentation on the influence of Gandhian principles on Martin Luther King / Nelson Mandela.

Prepare a report on the contributions of any one of the following agencies of the United Nations – UNESCO / WHO / UNICEF / ILO / UNDP / FAO.

Present a case study of any recent human rights violations and redressal mechanisms available to prevent such instances in the future.

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 online entry of marks on the Council’s CAREERS portal by the due date.
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<tr>
<th>Grade</th>
<th>Preparation/Research</th>
<th>Information</th>
<th>Concepts</th>
<th>Thinking Skills</th>
<th>Presentation</th>
<th>Marks</th>
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<tr>
<td>I</td>
<td>Follows instructions with understanding.  Masters research techniques easily.  Reference work is orderly.</td>
<td>A good deal of relevant matter.  Uses wide range of sources.</td>
<td>Good understanding of historical concepts - sequence/ reconstruction- causes and consequences- continuity and change  Empathy.</td>
<td>Different interpretations of evidence.  Can draw Inferences/ deductions/ conclusions.</td>
<td>Matter presented is clear and is in coherent form (sub-headings, sections, chapters etc.)  Work is neat and tidy and not over elaborate.</td>
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<td>II</td>
<td>Follows instructions but needs a little help in research techniques.  Reference notes quite orderly.</td>
<td>Selects matter relevant to context.  Limited use of references/ sources.</td>
<td>Understanding of concepts is adequate.</td>
<td>Limited / Single interpretation of evidence with some examples.  Some inferences/ conclusions are drawn.</td>
<td>Matter is presented in coherent form but not organized into sections etc.  Presentation neat and tidy but not elaborate.</td>
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<td>III</td>
<td>Follows instructions but needs constant guidance.  Reference notes at times disorderly.</td>
<td>Relevant matter but limited reference work.  Matter is sketchy.</td>
<td>Displays limited use of concepts.</td>
<td>Few examples /single example to support reasoning.</td>
<td>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.</td>
<td>2</td>
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<td>IV</td>
<td>Struggles with research methods and needs constant guidance.  Reference notes copied without reference to keywords.</td>
<td>Hardly any reference material.  Use of irrelevant matter.  Matter is sketchy.</td>
<td>Minimal competency in concepts.  A few of the required concepts.</td>
<td>Finds it difficult to make conclusions/ deductions/ inferences.  No examples to support reasoning.</td>
<td>Matter presented in a confused way at times (no sub-headings, chapters, etc.)  Tendency to copy from reference books.  Use of “cosmetics” to hide lack of substance.</td>
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<td>V</td>
<td>Cannot follow instructions.  Works ‘blindly’ without reference to keywords.</td>
<td>No reference work/copied from other textbooks/ sketchy matter.</td>
<td>Unable to demonstrate concepts.</td>
<td>Unable to make inferences/ deductions or come to any conclusions.</td>
<td>Matter presented in an incoherent/ disorganized way.  Copied from textbooks “blindly”.  Use of “cosmetics” to hide lack of substance.  Untidy work.</td>
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