

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.

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, date of enforcement and its significance. Features: Single Citizenship, Universal Adult Franchise, Fundamental Rights and Fundamental Duties, Directive Principles of State Policy (meaning), Welfare State.

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.*
- (ii) *Urban: Municipal Committees and Municipal Corporations – 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 (Aryabhata) 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, Alauddin 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.

SECTION A: CIVICS

1. The Union Legislature

Meaning of the federal setup in India.

- (i) Lok Sabha - term, composition, qualifications for membership. Parliamentary procedures: a brief idea of sessions, quorum, question hour, adjournment and no-confidence motion. Speaker – election and functions.
- (ii) Rajya Sabha – composition, qualifications for membership, election, term, Presiding Officer.

Powers and functions of Union Parliament – (legislative, financial, judicial, electoral, amendment of the Constitution, control over executive). Exclusive powers of the two Houses.

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.

- (c) First Phase of the Indian National Movement (1885-1907) - objectives and methods of struggle of the Early Nationalists. Any two contributions of Dadabhai Naoroji, Surendranath Banerjee and Gopal Krishna Gokhale.

Second Phase of the Indian National Movement (1905-1916) - Brief mention of the causes of the Partition of Bengal and its perspective by the Nationalists. Brief mention

of Surat Split of 1907; objectives and methods of struggle of the Radicals. Any two contributions of Bal Gangadhar Tilak, Bipin Chandra Pal and Lala Lajpat Rai. The Muslim League; Factors leading to the formation of the Muslim League and its objectives. Brief mention of the significance of the Lucknow Pact - 1916.

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).

3. The Contemporary World

- (a) The First World War
Causes (Nationalism and Imperialism, 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 Mussolini's Fascist and Hitler's 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 attack on Pearl Harbour and bombing of Hiroshima and Nagasaki. Consequences (Defeat of Axis Powers, Formation of the United Nations and Cold 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.
 - (ii) Major agencies of the United Nations: UNICEF, WHO and UNESCO - functions only.
- (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).
- Present a book review 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', Bhagat Singh's 'Why I am an Atheist', Vijayalakshmi Pandit's 'The Scope of Happiness: A Personal Memoir', Abdul Kalam's 'Wings of Fire'.
- 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
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External Examiner	10 marks
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The total marks obtained out of 20 are to be sent to CISCE by the Head of the School.

The Head of the school will be responsible for the online entry of marks on CISCE's CAREERS portal by the due date.

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

Grade	Preparation/ Research	Information	Concepts	Thinking Skills	Presentation	Marks
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 without reference to keywords. 	<ul style="list-style-type: none"> ▪ Hardly any reference material. ▪ Use of irrelevant matter. ▪ Matter is sketchy. 	<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 reasoning. 	<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 lack of substance. 	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