

# HISTORY, CIVICS AND GEOGRAPHY (50)

## PAPER I: HISTORY AND CIVICS

### 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 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

- (a) Meaning; a brief study of the formation of the Constituent Assembly of India.
- (b) The Preamble.
- (c) Basic Features of the Constitution.
- (d) Fundamental Rights & Duties.
- (e) Directive Principles of State Policy.

#### 2. Elections

- (a) The need for elections and kinds of elections (direct & indirect).

- (b) Constituency – demarcation and types of constituencies.
- (c) Composition and functions of the Election Commission of India.

#### 3. Political Parties

- (a) Meaning of Political Party – Objectives of Political Parties (in general).
- (b) Difference between National / All India parties and Regional parties.

#### 4. Local Self Government

- (a) Meaning; difference between local government and local self-government. The need and importance of local government.
- (b) Urban & rural local self governments - composition, functions, sources of income  
Three tier system of Panchayati Raj.
- (c) Limitations in efficient working of local self-governments.

### SECTION B: HISTORY

**1. Reconstructing the Past:** sources and tools of historical reconstruction. The variety and scope of sources.

#### 2. The Harappan Civilization

Origin, extent, urban planning, trade, arts and craft, religion. Decline.

### 3. Emergence of Vedic India - the birth of new religious sects.

- (a) Society, Polity, economy and religions as prevailing in 1500 B.C. to 500 B.C. (a brief understanding only)
- (b) Jainism and Buddhism: a very brief political background, founders, main belief, impact on religion, art, architecture and literature.

### 4. Emergence of Empires

- (a) The Mauryas: a brief political history; administration and character of the empire.
- (b) India from Guptas to Harsha: political and cultural developments.

### 5. The Medieval World

- (a) Birth and advent of Islam.
- (b) Medieval India: South India and the Cholas. The Delhi Sultanate.
- (c) India: The Age of the Mughals: Brief chronological background and their decline.
- (d) Impact of Islam on culture, art, architecture, and literature.

### 6. The Beginning of the Modern Age in Europe

- (a) The Renaissance: age of discovery, impact on art, literature and science.
- (b) The Reformation: Martin Luther. Impact on Europe (rise of nation states).
- (c) Industrial Revolution: Age of machines, cotton and iron industries in England. Impact of the Industrial Revolution -

urbanization, socialism (as a reaction to the evils of capitalism), capitalism.

### INTERNAL ASSESSMENT

Any one project/assignment from the prescribed syllabus.

#### Suggested Assignments

- Make a graphic study of the Harappan Civilisation and record the artifacts found in the excavations.
- Draw conclusions about the administration and religious policy of Ashoka, based on a study of his edicts.
- Visit a local panchayat and find out how it works.
- Imagine you are a worker in a factory in the Industrial Revolution period. Write an account of your life.
- Make a comparative study of Buddhism and Jainism.
- Make a comparative study of women Bhakti poets: try to analyse why the Bhakti movement attracted women.
- Make a comparative study of the sources of history, showing how they help us to get a picture of the past.

## CLASS X

There will be **one** paper of **two** hours duration carrying 80 marks and 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 do **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 Legislature

- (a) The Union Parliament: the Rajya Sabha and Lok Sabha.
- (b) The State Legislatures: the Legislative Assembly and the Legislative Council.

#### 2. The Executive

- (a) The President: election, term of office, powers.
- (b) The Vice-President: election, term of office, functions.
- (c) The Cabinet: formation, appointment; terms, powers and functions. Position and powers of the Prime Minister. Collective and individual responsibility of the members of the cabinet. Distinction between council of Ministers and Cabinet.
- (d) Governor: the head of a State; appointment, term of office, powers.
- (e) Council of Ministers in a State. Position of Chief Minister.

#### 3. The Judiciary

- (a) The Supreme Court: composition, jurisdiction and functions.
- (b) The High Courts: composition and functions.
- (c) Subordinate Courts: Structure and composition only.

- (d) A brief study of Lok Adalats: Meaning and advantages.

### SECTION B : HISTORY

#### 1. The Indian National Movement

##### (1857 – 1914)

- (a) The First War of Independence, 1857 – causes and consequences.
- (b) Factors promoting growth of nationalism foundation of the Indian National Congress - immediate objectives.
- (c) Programme and achievements of the Moderates; contribution of Dadabhai Naoroji, Surendranath Banerjee and Gopal Krishna Gokhale.
- (d) Causes of the rise of radical nationalism; contribution of Bal Gangadhar Tilak, Bipin Chandra Pal and Lala Lajpat Rai.
- (e) The partition of Bengal and its impact - the anti-partition, Swadeshi and Boycott Movements. Impact/significance of the Movements.
- (f) Factors promoting and events leading to the formation of the Muslim League. Objectives of the League.

##### (1915-1947)

- (a) Lucknow Pact (significance and impact); Home Rule League and August Declaration, 1917.
- (b) Mahatma Gandhi: his methods and the direction given by him to the National Movement: the Khilafat and Non-Cooperation Movement; the Civil Disobedience Movement till 1934; the Quit India Movement (the cause and impact of the above movements to be stressed); formation of the INA and contribution of Subhash Chandra Bose towards the freedom struggle.
- (c) Partition of India: Cabinet Mission proposals; conflict between Congress and Muslim League; Mountbatten Plan and the Indian Independence Act of 1947.

## 2. The Contemporary World

- (a) The First World War and the Treaty of Versailles.
- (b) The rise of Fascism and Nazism and the Second World War – reasons only.
- (c) United Nations
  - (i) Origin and purpose; functions of the General Assembly, Security Council and International Court of Justice.
  - (ii) Major agencies of the United Nations: UNICEF, WHO and UNESCO - functions only.
- (d) Universal Declaration of Human Rights:  
Importance of Human Rights and any three organizations fighting for Human Rights. (One International Organisation, one National Organisation and one NGO).
- (e) Cold War – causes and consequences.
- (f) Non-Aligned Movement.

### INTERNAL ASSESSMENT

Any one project/assignment from the prescribed syllabus.

### Suggested Assignments

- Make an illustrative study of the life and work of any three national leaders, between 1857 and 1914 and describe their contributions to the Nation.
- Trace the evolution of any two non-violent revolutionaries of the Indian National Movement and identify their contributions to the Nation.
- Analyse the role of the Muslim League in the national movement and its impact on the future course of India and Pakistan.
- Make a graphic study and illustrate the role of Mahatma Gandhi in the Indian National Movement for Independence.

- Make a comparative study of any three leaders who had non-violence as their motivation for gaining India's independence and contrast their role with three leaders who used any other ideology for gaining independence.
- Make an analytical study of any three ideologies pertaining to governments of nations that prevailed in the world prior to 1947.
- Make an illustrative study of the life and work of Subhash Chandra Bose.
- Develop an illustrative study of the contributions to world peace of the United Nations or any of its agencies.
- Illustrate the evolution of the United Nations as a world body and its evolving role.

### 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	Marks
I	<ul style="list-style-type: none"> <li>Follows instructions with understanding.</li> <li>Masters research techniques easily.</li> <li>Reference work is orderly.</li> </ul>	<ul style="list-style-type: none"> <li>A good deal of relevant matter.</li> <li>Uses wide range of sources.</li> </ul>	<ul style="list-style-type: none"> <li>Good understanding of historical concepts - sequence/ reconstruction-causes and consequences-continuity and change</li> <li>Empathy.</li> </ul>	<ul style="list-style-type: none"> <li>Different interpretations of evidence.</li> <li>Can draw Inferences/ deductions/ conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>Matter presented is clear and is in coherent form (sub-headings, sections, chapters etc.)</li> <li>Work is neat and tidy and not over elaborate.</li> </ul>	4
II	<ul style="list-style-type: none"> <li>Follows instructions but needs a little help in research techniques.</li> <li>Reference notes quite orderly.</li> </ul>	<ul style="list-style-type: none"> <li>Selects matter relevant to context.</li> <li>Limited use of references/sources.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of concepts is adequate.</li> </ul>	<ul style="list-style-type: none"> <li>Limited / Single interpretation of evidence with some examples.</li> <li>Some inferences/ conclusions are drawn.</li> </ul>	<ul style="list-style-type: none"> <li>Matter is presented in coherent form but not organized into sections etc.</li> <li>Presentation neat and tidy but not elaborate.</li> </ul>	3
III	<ul style="list-style-type: none"> <li>Follows instructions but needs constant guidance.</li> <li>Reference notes at times disorderly.</li> </ul>	<ul style="list-style-type: none"> <li>Relevant matter but limited reference work.</li> <li>Matter is sketchy.</li> </ul>	<ul style="list-style-type: none"> <li>Displays limited use of concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Few examples /single example to support reasoning.</li> </ul>	<ul style="list-style-type: none"> <li>Work is presented in an orderly way, but not organized into sections.</li> <li>Over use of ‘cosmetics’ to hide lack of substance.</li> <li>Work is quite neatly presented.</li> </ul>	2
IV	<ul style="list-style-type: none"> <li>Struggles with research methods and needs constant guidance.</li> <li>Reference notes copied without reference to keywords.</li> </ul>	<ul style="list-style-type: none"> <li>Hardly any reference material.</li> <li>Use of irrelevant matter.</li> <li>Matter is quite sketchy.</li> </ul>	<ul style="list-style-type: none"> <li>Minimal competency in concepts.</li> <li>A few of the required concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Finds it difficult to make conclusions/ deductions/ inferences.</li> <li>No examples to support reasoning.</li> </ul>	<ul style="list-style-type: none"> <li>Matter presented in a confused way at times (no sub-headings, chapters, etc.)</li> <li>Tendency to copy from reference books.</li> <li>Use of “cosmetics” to hide lack of substance.</li> <li>Untidy work.</li> </ul>	1
V	<ul style="list-style-type: none"> <li>Cannot follow instructions.</li> <li>Works ‘blindly’ without reference to keywords.</li> </ul>	<ul style="list-style-type: none"> <li>No reference work/copied from other textbooks/sketchy matter.</li> </ul>	<ul style="list-style-type: none"> <li>Unable to demonstrate concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Unable to make inferences/ deductions or come to any conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>Matter presented in an incoherent/disorganized way.</li> <li>Copied from textbooks “blindly”.</li> <li>Use of “cosmetics” to hide lack of substance.</li> <li>Untidy work.</li> </ul>	0

