

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, 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 (dissatisfaction with the practices of the Catholic Church and new learning); Martin Luther's contribution, Counter Reformation*.

(c) *Industrial Revolution – definition. 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.

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