

# 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 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

- (a) Meaning; a brief study of the formation of the Constituent Assembly of India.

*Definition of Constitution. Framing of the Constitution. Formation of the Constituent Assembly in 1946. Composition of Constituent Assembly representing all major regions, sections and communities in India. Time taken to complete the Constitution. Date of adoption and enactments, date of commencement / implementation of the new Constitution.*

- (b) The Preamble.

*Meaning. Contents. Explain the meaning of each of the terms including the amendments*

*i.e. Secular and Socialistic Importance and significance of a Preamble in a written Constitution.*

- (c) Basic Features of the Constitution.

*Features – A written and lengthy constitution, Parliamentary / Cabinet system of government, Quasi – Federal government, Single Citizenship Universal Adult Franchise, Fundamental Rights and Duties, Directive Principles of State Policy, Welfare State – a brief study and knowledge of these features.*

- (d) Fundamental Rights and Duties.

*Fundamental Rights: Meaning of the term, specific reasons for its inclusion in the Constitution – Important characteristic features of Rights and Writs. Check on arbitrary actions of the State. Three common restrictions on Fundamental Rights. Suspension of Rights. Deletion of the Right to property (44<sup>th</sup> Amendment) - as a Fundamental Right - changed to a Legal Right.*

*Fundamental Duties – importance, different kinds.*

- (e) Directive Principles of State Policy.

*Meaning: classification, implementation, importance.*

*Difference between Fundamental Rights and Directive Principles.*

## 2. Elections

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

*Meaning and importance of elections; kinds of elections: Direct elections: e.g. election of M.L.A's and M.P.'s (of Lok Sabha). Indirect election – election of public officials such as President, Vice-President and members of Rajya Sabha (to be briefly explained – no details required) by directly elected representatives. Meaning of General election, Mid-term election and By-election.*

- (b) Constituency – demarcation and types of constituencies.

*Meaning of constituency – Types of constituencies*

*. Single member and reserve constituencies.*

- (c) Composition and functions of the Election Commission of India.

*The composition of the election commission and appointment of election commissioners: term of office; independence of the election commission. Powers and functions of the election commission, preparation of electoral rolls and photo identity cards, recognition of political parties, allotment of election symbols, delimitation of constituency, conduct of elections – ensuring free and fair elections.*

## 3. Political Parties

- (a) Meaning of Political Party – Objectives of Political Parties (in general).

*Why are political parties formed – a brief discussion on their role in a democracy.*

- (b) Difference between National / All India parties and Regional parties.

*Criteria for designating a political party as “Regional” or “National” as per the Election Commission should be discussed.*

## 4. Local Self Government

- (a) Meaning; difference between local government and local self-government. The need and importance of local government.

*Identifying the need to have locally elected representatives managing local affairs through*

*local self-governments. Differentiate between the role of local government and local self-government.*

- (b) Urban and rural local self governments - composition, functions, sources of income. Three tier system of Panchayati Raj.

(i) Rural – Village Panchayats in the past. Balwant Rai Mehta Committee – Three-tier system of Panchayati Raj – Village Panchayat, Panchayat Samiti, Zila Parishad – their composition, functions and sources of income.

(ii) Urban – 74<sup>th</sup> Constitutional Amendment Act. Municipal committees and municipal corporations - composition, obligatory optional functions and sources of revenue. Town Area Committee, Cantonment Boards, Port Trust, Improvement Trust – a brief idea of these local bodies.

- (c) Limitations in efficient working of local self-governments.

*Unethical means adopted in elections; low literacy rate, communal trends in voting.*

## SECTION B: HISTORY

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

*Note: Every topic needs to be understood in conjunction with a source relevant to that topic. This is to emphasize that History is a subject which is based on the interpretation of evidence/sources found.*

*A broad overview of the range of archaeological and literary/documentary sources with a specific focus on the ways in which historians use them to reconstruct aspects of the past. Archaeological sources would include artefacts and features retrieved from explorations and excavations (stone tools, pottery, plant and animal remains, architectural features), monuments, inscriptions and coins. Literary/documentary sources would include court chronicles, religious texts, memoirs, travelogues, archival documents and literature.*

2. **The Harappan Civilization**

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

*Sources: Great Bath, Citadel, seals, bearded man, dancing girl, etc.*

*The meaning of the term 'civilization' should be explained. Cities and other kinds of settlements, trade, social stratification as examples of monumental architecture in Mesopotamia and the presence of civic amenities (wells, tanks, roads, drainage systems) for citizens in the Harappan civilization. Decline of the Harappan Civilization.*

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

- (a) Society, Polity, economy and religion as prevailing in 1500 B.C. to 500 B.C. (a brief understanding only)

*Sources, any two vedic hymns to understand the link between rituals and real life.*

*The focus should be on the evolution and changes in Vedic period. Differences between the Rig Vedic and later Vedic period.*

- (b) Jainism and Buddhism: a very brief political background, founders, main belief, impact on religion, art, architecture and literature.

*Sources: Stories from Jataka Tales, Sanchi Stupa, Gandhara School of Art; Shravan Belgola as a Jain pilgrimage site.*

*Causes for the rise of Jainism and Buddhism in the 6<sup>th</sup> century B.C. Doctrines and impact of Jainism. Doctrines and impact of Buddhism. Difference between Jain Digambaras and Svetambaras and difference between Hinayana and Mahayana Buddhism.*

*Buddhist and Jain cave temples – brief descriptions of caves; difference between a Chaitya and a Vihara, frescoes and their themes, the sites of Ashoka pillars and Sanchi Stupa with essential features. Details of measurements or intricate descriptions are not required.*

### 4. Emergence of Empires

- (a) The Mauryas: a brief political history; administration and character of the empire.

*Source: Any two major Rock Edicts out of the 14 inscribed by Ashoka related to non-violence / restricting killing of animals. Ashokan Pillar at Lauriya Nandan Garh.*

*The Pan-Indian character of the Mauryan empire beginning with Chandragupta and culminating in the empire of Ashoka; the nature of Mauryan administration as reflected in the Arthashastra of Kautilya and in the inscriptions of Ashoka; Critical analysis.*

- (b) India from Guptas to Harsha: political and cultural developments.

*Source: Excerpts from the literary accounts of Fa-hien and Hiuen Tsang, Allahabad Pillar inscription of Samudra Gupta, Gupta sculptures of Buddha.*

*The purpose of this segment is to provide a link between the ancient Mauryan empire and medieval India. An overview of the Gupta empire and its contemporaries. Post-Gupta polities – Harshavardhana, Pallavas and Chalukyas. Survey of cultural developments (300 A.D. – 750 A.D.): Sanskrit and Tamil literature, technical and scientific treatises, cave architecture and temples, sculpture, painting. Details of exact measurements and intricate features are not required.*

### 5. The Medieval World

- (a) Birth and advent of Islam.

*Birth and consolidation of Islam with special reference to the Caliphate state. Spread of Islam with reference to India.*

- (b) Medieval India: South India and the Cholas. The Delhi Sultanate.

*A broad overview of the chronology and the character of key medieval political systems / organization in India. (Details of conquests and administration of individual rulers are not required). The Cholas in the south and the Delhi Sultanate in the north.*

- (c) India: The Age of the Mughals: Brief chronological background and their decline.

*Sources: Abul Fazal's Ain-i-Akbari, Movements of Fatehpur Sikri in the process of development of Indo-Islamic art.*

*Brief introduction of the chronology of the Mughal dynasty between 1526 – 1707. Details of conquests and administration of individual rulers and the reasons for the decline of the Mughal dynasty.*

- (d) Impact of Islam on culture, art, architecture, and literature.

*Contribution to Indo-Islamic culture, contribution to Architecture – monuments built by Akbar and Shahjahan – Agra Fort, Red Fort, Fatehpur Sikri, Jama Masjid, Taj Mahal (Exact details of monuments etc. not required). Doctrines and impact of Sufism and the Bhakti movement (Kabir, Nanak and Mira).*

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

- (a) The Renaissance: age of discovery, impact on art, literature and science.

*Sources: Michelangelo's works as representing the spirit of Renaissance, 95 theses of Martin Luther.*

*Causes of Renaissance.*

*The impact of Renaissance with reference to examples and in various fields \*art, literature, science, geography) together with the overall impact on all aspects of learning and life.*

- (b) The Reformation: Martin Luther. Impact on Europe (rise of nation states).

*Causes: Religious, social, political & economic impact of the reformation and counter – reformation.*

- (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.

*Sources : Factory Act of 1802 in England.*

Self-explanatory.

## 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.

## 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