

# 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 6<sup>th</sup> 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.