

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.

CLASS X

*There will be **one** written paper of **two** hours duration carrying **80 marks** and an Internal Assessment of **20 marks**.*

SECTION A: CIVICS

Collective and individual responsibility of the members of the Cabinet. Distinction between the Council of Ministers and the Cabinet.

1. The Union Legislature

Definition of a federal setup.

- (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 any four functions.*
- (ii) *Rajya Sabha – composition, qualifications for membership, election, term, Presiding Officer.*

Powers and functions of Union Parliament – (legislative, financial, 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, discretionary and emergency (only the three types of emergencies and circumstances leading to proclamation of these emergencies).

(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, three categories of the Council of Ministers, tenure, functions - policy making, administrative and legislative. Position and powers of the Prime Minister (with reference to the President, the Cabinet, the Parliament and role as the Leader of the Nation),*

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 and Appellate.

(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 (only end of the Company's Rule and changes introduced in administration). 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 – repressive policies of Lord Lytton and Ilbert Bill Controversy, socio-religious reform movements (any two contributions of Raja*

Rammohan Roy and Jyotiba Phule) and role of the Press.

Foundation of the Indian National Congress - The year of formation and its founder - the first two sessions and their Presidents should be mentioned. Immediate objectives of the Indian National Congress.

- (c) *First Phase of the Indian National Movement (1885-1907) - 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 – Lord Curzon’s view and the view of the Nationalists. Objectives and methods of struggle of the Assertive Nationalists. Any two contributions of Bal Gangadhar Tilak, Bipin Chandra Pal and Lala Lajpat Rai. The difference between the objectives and methods of the Assertive and early Nationalists.

The Muslim League: Year of formation, the first session and the name of the President. The objectives of the Muslim League.

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 (the name of the founder, objectives and any two achievements), Contributions of Subhas Chandra Bose.*

- (c) *Independence and Partition of India – 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, division of Europe and Sarajevo crisis) and Results (Treaty of Versailles, objectives of the League of Nations).

- (b) **Rise of Dictatorships**

Causes for the rise of Fascism in Italy and the rise of Nazism in Germany. Similarities between 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, Japanese invasion of China, failure of League of Nations and Hitler’s invasion of Poland). Consequences (brief mention of defeat of Axis Powers, formation of the United Nations and Cold War between the two power blocs).

- (d) **United Nations**

- (i) **The objectives of the U.N.**

The composition and any four 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 - any four functions only.**

- (e) **Non-Aligned Movement (NAM)**

Brief meaning; objectives; Names of the architects of NAM (Nehru, Nasser and Tito).

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.

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 online entry of marks on the Council'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. ▪ Untidy work. 	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