

# Items for Assessment of Learning Outcomes

## Civics Class 7



राज्य शैक्षिक अनुसंधान और प्रशिक्षण परिषद्  
STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING  
SECTOR-32 UT CHANDIGARH



**CLASS VII**  
**CHAPTER 1**  
**ON EQUALITY**

**Learning Objectives:**

- To understand the concept of equality and challenges of a democratic country.
- To familiarize the concept of Adult Franchise- above the age of 18 every citizen can vote.
- To understand, religion, caste, gender inequality also becomes the reason of discrimination.
- To understand that the Government also ensures that every citizen is treated equally.
- To acquaintance with the Constitution of India has also made provision to enforce equality.
- To understand Government Initiatives like mid-day meal an effort in bringing about equality

**Learning Outcome:**

- Explains the significance of equality in democracy
- Explain the characteristics of political equality, economic, equality and social equality in order to distinguish between them.
- Interprets social, political, and economic issues in one's own region with reference to the right to equality.

**QUESTIONS:**

**Q 1. What is central feature of democracy?**

- (A) Inequality
- (B) Discrimination
- (C) Equality
- (D) Restrictions

**Q.2. Who said these words, "...nothing is more disgraceful for a brave man than to live life devoid of self-respect?"**

- (A) Om Prakash Valmiki
- (B) Om Prakash Chauthala
- (C) B.R. Ambedkar
- (D) M.K Gandhi

**Q 3 Name the official written document of the government of India that recognizes every person as equal.**

- (A) Constitution
- (B) Lok Sabha
- (C) Rajya Sabha
- (D) None of these

**Q 4 If one is refused to get an apartment because of being Muslim. Which type of inequality is this?**

- (A) Political
- (B) Social
- (C) Economic
- (D) Religious

**Q 5 When a person is treated unequally what is violated?**

- (A) Self Respect
- (B) Law
- (C) Dignity
- (D) All of above

**Q 6 What zero hunger pledges to?**

- (A) End hunger
- (B) Achieve food security
- (C) Improve nutrition
- (D) All of above

**Q7 In which year Mid-day meal Scheme was started in India?**

- (A) 2000
- (B) 2002
- (C) 2001
- (D) 1999

**ANSWERS:**

- |               |               |               |               |
|---------------|---------------|---------------|---------------|
| <b>1. (C)</b> | <b>2. (C)</b> | <b>3. (A)</b> | <b>4. (D)</b> |
| <b>5.(D)</b>  | <b>6. (D)</b> | <b>7.(C)</b>  |               |

## **CHAPTER II**

### **ROLE OF THE GOVERNMENT IN HEALTH**

#### **Learning Objectives:**

- To understand that health not only refers to physical health but also the mental and social health.
- To familiarize with the various aspects of healthcare in India.
- To understand, that to prevent and treat illness appropriate healthcare facilities such as health centers hospitals laboratories for testing, ambulance services, blood banks are needed.
- To familiarize with the public health services are the chain of health centers and hospitals run by the government.
- To understand that the right to life of every person to be ensured by the governments its duty.
- To familiarize that besides the government private health facilities are also helping the government in every corner of the country.
- To understand that all the 3333 classes of society having equal rights to avail public healthcare services as well as private healthcare services
- To understand that various factors besides the cost are to be solved for availing proper healthcare services
- Understand the approach of another countries to issues of health

#### **Learning Outcome:**

- Explain the roles, functions, salient features of local government and state government in order to differentiate between the two

#### **QUESTIONS:**

##### **Q 1 What is Public Healthcare system?**

- (A) Having experienced and knowledgeable doctors
- (B) System of hospitals and Health Centers run by the government
- (C) Ability to look after the health of a large section of its population
- (D) All of above

##### **Q 2 Government uses tax money for providing which public services for citizens?**

- (A) Healthcare
- (B) Defense
- (C) Judicial System
- (D) All of the above

**Q3 Good health depend upon**

- (A) Health care facilities
- (B) Basic Amenities
- (C) Social conditions
- (D) All of these

**Q 4 What does RMP's mean?**

- (A) Registered Medical Practitioners
- (B) Retired Medical Practitioners
- (C) Recognized Medical Practitioners
- (D) All of these

**Q 5. India, is in a situation where.....**

- (A) Private services and Public services are decreasing
- (B) Private services and Public services are increasing
- (C) Public services are increasing but Private services are not
- (D) Private services are increasing but Public services are not

**Q 6. What percentage(%) of people can afford required medical care?**

- (A) 10 %
- (B) 20 %
- (C) 30 %
- (D) 40 %

**Q 7. Healthcare facilities divided in two categories**

- (A) Public and Private
- (B) Rural and Urban
- (C) Primary and Secondary
- (D) Small and Large

**Q 8 In which continent is Costa Rica situated?**



- (A) Africa
- (B) Central America
- (C) Australia
- (D) Asia

**Q 9. What do you mean by PHCs ?**

- (A) Public Health Centre
- (B) Primary Health Centre
- (C) Private Health Centre
- (D) Personal Health Centre

**ANSWERS:**

- 1. (D)    2. (D)    3. (D)    4. (A)    5. (D)**  
**6. (B)    7. (A)    8. (B)    9. (B)**

## **CHAPTER III**

### **HOW THE STATE GOVERNMENT WORKS**

#### **Learning Objectives:**

- To understand the organization of the State Government includes the Governor, The State Legislature and the state Council of Ministers.
- To understand the Governor of the state is the nominal head of the executive.
- The duration of the legislative assembly is 5 years. Each state is divided into different areas or constituencies.
- To understand the political party that has majority is called a ruling party.
- To understand the chief minister and other ministers have the responsibility of running various government departments.
- To understand how chief minister and various ministers have to take-action and they do so through various departments like public work department, health department, education department.

#### **Learning Outcome:**

- Explain the roles, function, salient features of local government and state government in order to differentiate between the two.
- Describe the process of election to Legislative Assembly.
- Locates one's own constituency on Assembly Constituency map of State/UT's and names of local MLA.

#### **QUESTIONS:**

##### **Q 1. What is legislature?**

- (A) All the MLA's who assemble in legislative assembly
- (B) All the MP's who assemble in the Parliament
- (C) All the MP's and MLA's who assemble in Parliament
- (D) None of these

##### **Q 2. The Governor of the state is appointed by the -----**

- (A) Prime minister
- (B) President
- (C) Chief Minister
- (D) None of these





## **CHAPTER IV**

### **GROWING UP AS BOYS AND GIRLS**

#### **Learning Objectives:**

- To understand that gender roles refer to how an individual adopts himself to the role prescribed for his or her sex by the society.
- Explain the difference between patriarchal and matriarchal society.
- The gender roles have created disparity everywhere. Men and women are not treated equally in most of the societies.
- In the 19<sup>th</sup> century, changes begin to take place as women also fought for their rights.
- Several women have broken the convention and entered into areas dominated by men.
- To understand poverty, early marriage, family responsibilities are some of the sectors that prevent the education women

#### **Learning Outcome:**

- Growing up as girls and boys analyses the causes and consequences of disadvantages faced by women of different sections of society
- Growing up as boys and girls identify women's achievers and their achievements in different fields from various regions of India

#### **QUESTIONS:**

##### **Q 1 What is gender division?**

- (A) Form of hierarchical economic division
- (B) Form of hierarchical political division
- (C) Form of hierarchical social division
- (D) None of these

##### **Q 2. Define gender division of labour.**

- (A) Giving more power to women
- (B) Giving more powers to men
- (C) Allocation of different jobs or types of work to women and men.
- (D) None of the above

##### **Q 3 What is the overall rate of literacy for women in India?**

- (A) 79%
- (B) 80%
- (C) 75%
- (D) 64%

**Q 4 Youngest woman to climb Mount Everest two times in India?**

- (A) Osama
- (B) Dicky Dolma
- (C) Feria
- (D) None of above

**Q 5 Name the first woman who became the speaker of State Assembly in India?**

- (A) Sarojini Naidu
- (B) Shanno Devi
- (C) Leila Seth
- (D) Reita Faria

**Q 6 Identify the personality**



- (A) First IAS officer(Anna Rajam Malhotra)
- (B) First IPS officer(Kiran Bedi)
- (C) First IFS officer(C.B.Muthamma)
- (D) None of these

**ANSWERS:**

**1.(C)      2. (C)      3.(D)      4.(B)      5 (B)      6. (A)**

## **CHAPTER V**

### **WOMEN CHANGE THE WORLD**

#### **Learning Objectives:**

- To understand the inequality and injustice faced by females.
- To familiarize with the various roles played by women in the society.
- Several women have broken the convention and entered into areas dominated by men.
- To understand poverty, early marriage, family responsibilities are some of the sectors that prevent the education women.
- Students will be able: to understand the need for upliftment, and educating the women
- To familiarize with the various biographies of great women
- Students will be able: to analyze the school going percentage in primary elementary and secondary classes of SC, ST, Adivasi, Dalit, Muslim (all girls).
- To understand the Gender discrimination in families.
- Understand campaigns to fight discrimination and violence against women.

#### **Learning Outcome:**

- Identifies women achievers and their achievements in different fields from various regions of India.

#### **QUESTIONS:**

**Q 1. Gender division usually means -----**

- (A) Unequal child sex ratio
- (B) Unequal roles assigned by the society to men and women
- (C) Biological difference between men and women
- (D) None of these.

**Q 2. Who was the first woman engine driver of Northern Railway?**

- (A) Vasantha Kumari
- (B) Veera Lakshmi
- (C) Harshini Kanhekar
- (D) Lakshmi Lakra

**Q 3. What title was given to Ramabai as she could read and write Sanskrit?**



- (A) Lakshmi
- (B) Sarasvati
- (C) Pandita
- (D) None of them

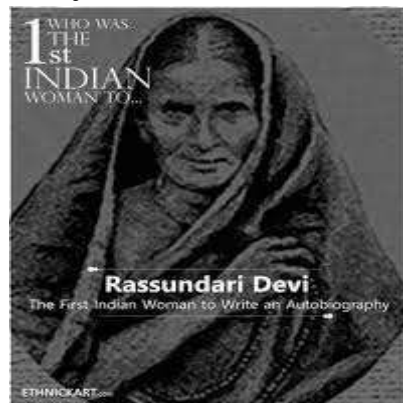
**Q 4. Woman's situation has improved in these areas**

- (A) Legal Reform
- (B) Education
- (C) Health
- (D) All of these

**Q 5. Which of the following scheme provide education to girls and their welfare?**

- (A) One Stop Centre Scheme
- (B) Ujjwala
- (C) Swadhar Greh Scheme
- (D) Beti Bachao Beti Padhao

**Q 6. Name the first autobiography written by the Rassundari Devi. a Bengali woman in 19th century**



- (A) Yogi kathamrit
- (B) Khatta Meetha
- (C) Amar Jiban
- (D) Lota Kambal

**Q 7. 36 percentage of Scheduled Tribes girls leave school at primary level.**

- (A) True
- (B) False
- (C) Maybe
- (D) Can't say

**Q8. How awareness can spread against gender bias and discrimination against women?**

- (A) Money
- (B) Status
- (C) Education
- (D) None of these

**Q 9. In which year Supreme Court formulate guidelines to protect Women against sexual harassment.**

- (A) 1995
- (B) 1997
- (C) 1996
- (D) 1998

**ANSWERS:**

- 1.(B) 2. (D) 3. (C) 4. (D) 5. (D)  
6. (C) 7.(B) 8.(C) 9. (B)**

## CHAPTER VI UNDERSTANDING MEDIA

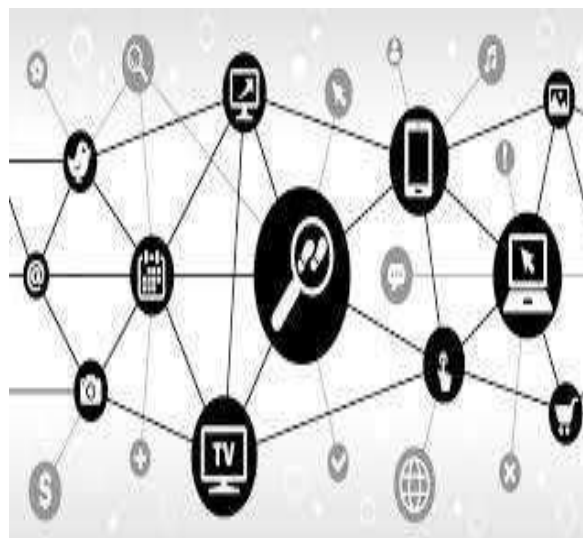
### Learning Objectives:

- To understand what is media, what is print media, electronic media and the comparisons of all media.
- To understand and recognize the role of big business in the media coverage of events.
- To understand the strong links between media and technology, media and big business.
- To understand how mass media is constantly thinking of ways to make money
- To understand how media plays a very important role in providing News and discussing events taking place in the country and world.
- To understand how the media influences our thoughts, feelings and actions and bring those issues to our attention.
- Students would be able to identify how the media sets the agenda through influencing our perceptions of issues.
- To understand the significance influence of media that plays in our lives and in shaping our thoughts.

### Learning Outcome:

- Examines various forms, etc. Of media –newspapers /TV /electronic media, etc.in order to explain the functioning of media with appropriate examples

### QUESTIONS:



**Q 1. Which one of the following is print media?**

- (A) Newspaper
- (B) Televisions
- (C) Radio
- (D) Social Media

**Q 2. How do money that “Big Business” spend on advertising their products on media flows back to them?**



- (A) By way of purchases made by people
- (B) By watching/reading/hearing the advertisement by the people
- (C) Advertisement of the product on TV/newspapers/Radio
- (D) All of these

**Q 3 Advertisement draw our attention towards.....**

- (A) Products
- (B) Brands
- (C) Brand values
- (D) All of them

**Q 4 Who try to sell products through advertisements?**

- (A) Cricket heroes
- (B) Favorite film stars
- (C) Both A and B
- (D) None of these

**Q 5. How news on media is the basis on which people in democracy can take action against government’s policies?**

- (A) By organizing public protests
- (B) By starting signature campaigns
- (C) By organizing peaceful agitations
- (D) All of these

**Q 6 How media report on this product influenced the people's feelings and thoughts?**



- (A) People made aware of lead in the product
- (B) MSG's (food additive) presence in the product
- (C) People made aware of their health hazards
- (D) All of these

**Q 7 How media 'Sets the Agenda'?**

- (A) By deciding what news to focus
- (B) By influencing the thinking /action of people
- (C) People's thought processes influence the working of government
- (D) All of these

**Q 8 With whom media has strong links?**

- (A) Technology
- (B) Money (Big Business)
- (C) Democracy
- (D) All of these

**ANSWERS:**

1. (A)      2. (D)      3. (D)      4. (C)  
5. (D)      6. (D)      7. (D)      8. (B)



## **CHAPTER VII**

### **UNDERSTANDING ADVERTISING**

#### **Learning Objective:**

- To understand that advertising is all about building Brands. Branding means stamping product with a particular name or sign.
- To understand that social advertisements refer to advertisements made by the state or private agencies that have a larger message for society.
- Advertising makes us believe that things that are packages are better than things that do not come in packet.
- The brand values are conveyed through the use of visuals and words to give us an overall image that appeals to us.
- Understand that advertisings are an important part of our social and cultural life today and it creates a difference.
- Analyse advertising tends to promote a certain lack of respect for the poor.

#### **Learning Outcome:**

- Create an advertisement.

#### **QUESTIONS:**

**Q 1. Government control over the media is known as.....**

- (A) Factual
- (B) Censorship
- (C) Independence
- (D) Emergency understanding advertising creating an advertisement

**Q 2. How Advertising makes us believe that things that are packages are better than things that do not come in packets?**

- (A) By claiming special values for their products
- (B) Again, and again showing advertisement to get the product stick in people's mind
- (C) It creates the impression that packaged things are better than loosen
- (D) All of these

**Q 3. How a dal brand values are conveyed through the use of visuals and words to give us an overall image that appeals to us.?**



- (A) This product will appeal to our social tradition
- (B) It is appealing to treating guests
- (C) Good for health of our children
- (D) All of these

**Q 4 How are we getting influenced to a great extent by advertisements?**

- (A) We discuss them
- (B) We watch them
- (C) We often judge people according to brand product they use
- (D) All of these

**Q 5 How advertising tends to promote a certain lack of respect for the poor.**

- (A) By forgetting about issues of poverty
- (B) Promoting inequality and discrimination
- (C) Hurting the dignity of poor people
- (D) All of these

**ANSWERS:**

**1. (B) 2.(D) 3. (D) 4. (D) 5. (D)**

## CHAPTER VIII MARKETS AROUND US

### Learning Objective:

- To understand the markets around us.
- To understand the chain of markets i.e. formed before goods can reach us.
- To understand about different kinds of Markets
- To understand how the goods that are sold reach to buyers. Understand that who these were buyers are and who these sellers are and the sorts of problems they face.

### Learning Outcome:

- Traces how goods travel through various market places in order to differentiate between different kinds of market s

### QUESTIONS:

**Q 1 Why is weekly market called so?**



- (A) Because it is held on a specific day of the week.
- (B) Because it is held on alternate days.
- (C) Because it is held daily.
- (D) All of the above

**Q 2 Which of the following is considered a “key player” in the marketing industry?**

- (A) Marketer
- (B) Suppliers or vendors
- (C) Distributors or retailers
- (D) All of the above

**Q 3 What refers to buying and selling of commodities in large quantities?**

- (A) Weekly market
- (B) Wholesale
- (C) Mall
- (D) Cineplexes

**ANSWERS:**

**1. (A)    2.(D)    3. (B)**

## CHAPTER IX

### A SHIRT IN THE MARKET

#### **Learning Objective:**

- To be able to know about that in markets opportunities are highly unequal.
- To learn about some ways such as cooperative marketing, which can provide better return to the producers?
- To understand the various problems faced by the buyers and sellers.
- To recognize the significance of weavers ' cooperatives. appraise the significance of buying and selling which takes place in diverse ways?

#### **Learning Outcome:**

- Traces how goods travel through various market places in order to differentiate between different kinds of market

#### **QUESTIONS:**

**Q 1 Why do you think more women are employed in Impex garment factory?**

- (A) They don't take leave
- (B) They agree to work on the lowest wages
- (C) They do finish work
- (D) None of these

**Q 2. How we can reduce the negative impact of putting out system of paying less to weavers by merchant.**

- (A) By opening new Banks.
- (B) By opening more garment factories.
- (C) Weaver's Cooperatives.
- (D) None of them.

**Q 3..... is a voluntary and democratic association of human beings, based on equality of control, opportunity, distribution and mutuality for the promotion of their common interests as producers or consumers.**

- (A) Organization
- (B) Company
- (C) Cooperative society
- (D) Non-profit organization

#### **ANSWER:**

- 1. (B)          2. (C)          3. (C)**

## **CHAPTER X**

### **STRUGGLES FOR EQUALITY**

#### **Learning Objectives:**

- To Understand the true meaning of equality
- To make aware of the idea of democracy.
- To understand how people, struggle for equality.
- To understand, the various problems faced by different types of people

#### **Learning Outcome:**

- To familiarize that what are the other basis of inequality apart from caste and religion
- Interprets social, political and economic issues in one's own region with reference to the right of equality.

#### **QUESTIONS:**

**Q 1 What are the key reasons for inequalities among the lives of Indian people.**

- (A) Education and region
- (B) Religion and respect.
- (C) Dignity and communities
- (D) Poverty and lack of resources.

**Q 2 Why 'power over ballot box' has been used in India?**

- (A) To give justice.
- (B) To remove poverty.
- (C) To remove social discrimination.
- (D) To elect and replace the People's representatives

**Q 3 The two ways in which the government has tried to implement the equality that is**

- (A) Law and Protest
- (B) Law and Schemes
- (C) Protest and Strikes
- (D) Law and Strikes

**Q4 What are the reasons for Drop out of school in large numbers among the Dalit, Adivasi and Muslim girls.**

- (A) Poverty
- (B) Social discrimination.
- (C) lack of good quality school facilities.
- (D) All of the above.

#### **ANSWERS:**

- 1. (D)            2. (D)            3. (B)            4.(D)**

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***“Live as if you were to die  
tomorrow. Learn as if you were  
to live forever”***

***- Mahatma Gandhi***

**2021**



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