

Items for Assessment of Learning Outcomes

Civics Class 8



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



CHAPTER I

INDIAN CONSTITUTION

Learning Objectives:

- Familiarize with constitutive rules with the help of the case study of Nepal, learn very basic understanding of the significance of these features within the working of democracy
- Develop concerns of diversity, unity, socio economic reform and representation, understand the ways in which a balance was created between the then existing concerns and the commitment to transform independent India into a strong and democratic society

Learning Outcomes:

- Interprets social and political issues in one's own region with reference to the constitution of India
- Applies the knowledge of the Fundamental Rights to find out about their violation, protection and promotion in a given situation (e.g., Child Rights).

QUESTIONS:

Q 1 What was the constitutional structure of Nepal in 1990?



- (A) Democracy
- (B) Military rule
- (C) Monarchy
- (D) None of these

Q 2 When did struggle for democracy started in Nepal?

- (A) 1990
- (B) 1994
- (C) 2001
- (D) 1901

Q 3 In whose hands executive powers of Nepal vested in 2006 interim constitution?

- (A) Council of Ministers
- (B) King
- (C) Both A and B
- (D) None of these

Q 4 What is the source of power and authority of the government?

- (A) Prime minister
- (B) President
- (C) Parliament
- (D) Constitution

Q 5 Constitution contains the basic law of the country that

- (A) Spells out government's powers
- (B) Is the source of power and authority of the government.
- (C) Sets out the relation between the government and citizen.
- (D) All of above

Q 6 What is India according to the constitution?

- (A) Quasi federal state
- (B) Union of states
- (C) Unitary state
- (D) Federal state

ANSWERS:

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

CHAPTER II

UNDERSTANDING SECULARISM

Learning Objectives:

- Learns the concept of peaceful co-existence where all the religions are same in the eyes of the law
- Avoids conflicts of interests and feeling of a subject by accepting that the two have different identities
- Sense of equality prevails and all religions enjoy equal freedom

Learning Outcome:

- Differentiates between state government and union government in order to compare and contrast their roles /functions /responsibilities /mandate, etc.

QUESTIONS:

Q 1. What are the different types of religious practices that you find in your neighbourhood?

- (A) Different forms of prayer
- (B) Worship of different Gods
- (C) Different kinds of religious music and singing etc.
- (D) All of these

Q 2. Why the government intervene if some religious groups say there religion allows them to practice infanticide?

- (A) It is a threat to social harmony
- (B) Killing an infant is a crime
- (C) Judiciary is the only authority that can punish a person to death
- (D) All of these

Q 3. How Sense of equality prevails and all religions enjoy equal freedom?

- (A) Religion should not be divided on the basis of wealth and creed
- (B) State should not enforce any particular religion
- (C) Some members stop dominating others of same religious community
- (D) All of these

ANSWERS:

1. (D) 2. (D) 3 (D)

CHAPTER III

WHY DO WE NEED A PARLIAMENT?

Learning Objectives:

- Understand the relation between the ideas of participation in decision-making and the need for all democratic governments to have the consent of their citizens.
- Enables citizens of India to participate in decision making and control the government
- Appreciates the reflection of society in the Parliament in form of presence of people from different backgrounds

Learning Outcome:

- Describes the process of election to the Lok Sabha
- Locates one's own constituency on parliamentary constituency map of State/ UT and names local MP.

QUESTIONS:

Q 1. Who supported the idea that all adults will have right to vote in free India?

- (A) Britishers
- (B) Adults
- (C) Freedom strugglers
- (D) None of these

Q 2. Why citizens of India to participate in decision making and control the government?

- (A) It is an important symbol of Indian democracy
- (B) Key features of constitution
- (C) Both A and B
- (D) None of these

Q 3. What are the components of India?

- (A) President
- (B) Rajya Sabha
- (C) Lok Sabha
- (D) All of these

ANSWER:

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

CHAPTER IV

UNDERSTANDING LAWS

Learning Objectives:

- Understand the indiscriminatory basis of law and its integral value in the society
- Become sensitive to the problems faced by people
- Raise voice against the repressive laws framed by the Parliament and get it corrected

Learning Outcome:

- Describes the process of making a law. (e.g., domestic violence act, RTI Act, RTE Act)

QUESTIONS:

Q 1 What does the judicial branch do? Choose one

- (A). Decides if a law goes against the Constitution
- (B). Reviews laws
- (C) Resolves disputes.
- (D) All of these

Q 2. What do protection of women from domestic violence act 2005 provide: -

Tick the correct one: -

- (A) This act provides protection and relief of victims of domestic violence
- (B) To make provision about offences relating to bribery
- (C) Deal with problems caused by criminal in the town/city
- (D) Monitoring the air quality policies.

Q 3. By the end of the nineteenth century, why Indians started asserting themselves in the colonial courts.?

- (A) Indians demanded respect in the courts.
- (B) Indians started using law to defend their legal rights.
- (C) Indian judges began to play a greater role in making decisions.
- (D) All of these

ANSWERS:

- 1. (D) 2. (A) 3. (D)**

CHAPTER V

JUDICIARY

Learning Objectives:

- Appreciate the significant role played by Indian judiciary in upholding the principles enshrined in the Constitution
- Attach significance to the judicial system in upholding the rule of law
- Explain three different levels of courts in our country and only one apex court.
- Understand civil law and criminal laws with the help of case studies
- Recognize greatly simplified justice system and access to justice by common people through public interest litigation

Learning Outcome:

- Describes the functioning of the judicial system in India by citing some landmark cases

QUESTIONS:

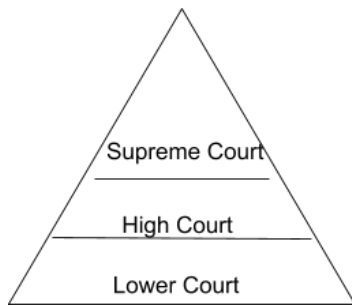
Q 1. In which of the following cases free and fair election is recognized as basic structure of Indian constitution.?

- (A) Indira Gandhi vs- Raj Narayan
- (B) Minerva mills vs union of India
- (C) Both A and B above
- (D) None of above

Q 2. “Rule of law” means

- (A) Supremacy of judiciary
- (B) Supremacy of law
- (C) Equality before law
- (D) Supremacy of Parliament

Q 3. Is the judgement given by all the courts are always same?



- (A) Yes
- (B) No
- (C) Maybe
- (D) None of these

Q 4. 'A group of girls is harassed by a group of boys' is comes under: -

- (A) Civil Law
- (B) Social law
- (C). Economical law
- (D) Criminal law

Q 5. A tenant who is being informed to move out files a case in courts against the landlord: -

- (A). Civil Law
- (B) Social law
- (C) Economical law
- (D). Criminal law

Q 6. Which mechanism was devised by The Supreme Court in the early 1980 to increase access to justice?

- (A) FIR (First Information Report)
- (B) PIL (Public Interest Litigation)
- (C) Mediation
- (D) Arbitration

ANSWERS:

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

CHAPTER VI
UNDERSTANDING OUR CRIMINAL JUSTICE SYSTEM

Learning Objectives:

- Understand that the role played by the police is to arrest the person, every individual charged of a crime has to be given a fair trial
- Examines the Prosecutor's role in conducting the prosecution on behalf of the State and the role of the judge in conducting the trial impartially in an open court
- Ensures execution of all legal procedures during the trial

Learning Outcome:

- Demonstrates how to file a First Information Report (FIR)

QUESTIONS:

Q 1. Which report is the first step towards the criminal proceeding that leads to trial and punishment of criminal?

- (A) Complaint Report.
- (B) Medical Report
- (C) Enforcement Report
- (D) First Information Report

Q 2. Key players of criminal justice system are: -

- (A) Police and public prosecutor
- (B) Defence lawyer and judge
- (C) Both A and B
- (D) None of these

Q 3. Criminal justice system is the 'body of----- regulating the inquiry into whether a person has violated criminal law or not.

- (A) Law or court
- (B) PIL
- (C) FIR
- (D) None of these

ANSWERS:

- 1. (D) 2. (C) 3. (A)**

CHAPTER VII UNDERSTANDING MARGINALIZATION

Learning Objectives:

- Identify various Indian communities the original inhabitant who lived in close association with forests. Learn about their beliefs and traditions
- Break the stereotypical semblance about their looks, costumes, dances etc. Cement the interconnectedness between the economic and social dimensions of the tribal life
- Address marginalization of minorities through various struggles

Learning Outcome:

- Analyses the causes and consequences of marginalization faced by disadvantaged sections of one's own region

QUESTIONS:

Q 1- Which is the smallest tribe in India?

- (A) Andamans
- (B) Munda
- (C) Santhals
- (D) Kol



Q 2- Stereotyping of Adivasis is related to their being:-

- (A) Exotic
- (B) Primitive
- (C) Backward
- (D) All the above

Q 3- The minorities are forced to live on the margins of economic and social development this is known as

- (A) Malnourished
- (B) Marginalization
- (C) Displaced
- (D) All of those

ANSWER:

1. (A) 2.(D) 3.(D)

CHAPTER VIII

CONFRONTING MARGINALIZATION

Learning Objectives:

- Acquire understanding about Article 15 that has been used by Dalits to seek equality
- Promote Social Justice through understanding of specific laws and policies
- Raise voice against the practice of ostracism by the powerful castes in the village
- Understand the act of 1989 and take seriously the ill treatment and humiliation of Dalits and tribal groups

Learning Outcome:

- Identifies the role of government in providing public facilities such as water, sanitation, road, electricity etc., in order to recognise their availability and the tasks that government performs.

QUESTIONS:

Q 1 Mark the Fundamental Rights in Constitution that Dalit can draw upon to insist that they should be treated with dignity and equality

- (A) Article 15
- (B) Article 21
- (C) Article 45
- (D) Article 32

Q 2. In social environment, marginalization is due to: -

- (A) Different language
- (B) Different religion
- (C) Minority
- (D) All of these

Q 3. If a person is forced to leave the village forcefully by the upper caste people under which act, he can file a complaint?

- (A) Right to freedom
- (B) Right to religious freedom
- (C) 1989 Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act.
- (D) None of these

Q 4 Why Adivasis can also use 1989 Act to fight against dispossession?

- (A) This Act guarantees the tribal not to be dispossessed from the land
- (B) This Act guarantees the tribal not to be dispossessed from resources forcibly.
- (C) Their land cannot be sold or bought by non-tribal people.
- (D) All of these

ANSWER:

- 1.(A) 2.(D) 3.(C) 4.(D)**

CHAPTER IX PUBLIC FACILITIES

Learning Objectives:

- Diagnose importance of equal availability, affordability and quality of water for all through case study of Chennai
- Identify the right to water as being a part of the Right to Life under Article 21 or universal access to water
- Recognize crucial role of the government in providing public facilities
- Critically analyze the situation and find out the most suitable options to exterminate the problem

Learning Outcome:

- Identifies the role of government in providing public facilities such as water, sanitation, road, electricity etc., in order to recognise their availability and the tasks that government performs

QUESTIONS:

Q 1. Which areas in Chennai faces severe shortages?



- (A) Madipakkam
- (B) Mylapore
- (C) Slums near saidapet
- (D) All these areas

Q 2. Right to water is a part of which right in our constitution?

- (A) Right to Equality
- (B) Right to Freedom
- (C) Right to Life
- (D) Right against Exploitation

Q 3 - What are public facilities?

- (A) Essential facilities
- (B) Non-essential facilities
- (C) Both A and B
- (D) None of these

Q 4 - country has one of the largest number of cases of diseases such as diarrhoea, dysentery, cholera

- (A) Yemen
- (B) India
- (C) China
- (D) Pakistan

ANSWERS:

1. (D) 2. (C) 3. (A) 4. (A)

CHAPTER X

LAW AND SOCIAL JUSTICE

Learning Objectives:

- Compare between UC's safety system in Bhopal and its other plant in the US in order to analyze the causes of the tragedy and to combat injustice against the workers
- Learns about the right to Life guaranteed under Article 21 of the Constitution and need for strict adherence
- Demand stronger laws protecting workers' interests and environment etc.

Learning Outcome:

- Describes the role of government in regulating economic activities

QUESTIONS:

Q 1 Which poisonous gas started leaking from UC Plant in Bhopal on 2 December, 1984?

- (A) Chlorine
- (B) Nitrogen dioxide
- (C) Phosgene
- (D) Methyl-isocyanate (MIC)

Q 2 Right to health is included in -----

- (A) Act 21
- (B) Act 42
- (C) Act 356
- (D) Act 29

Q 3 What is the full form of (NCLP)?

- (A) National collective lease project
- (B) National council for labour protection
- (C) National child labour project
- (D) National council for legal practices

ANSWERS:

- 1.(D) 2. (A) 3. (C)**

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

- Mahatma Gandhi

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