

Teacher's Guide

Working of Institutions

Part 2

Based on the NCERT Curriculum for Standard IX



JANAAGRAHA CENTRE FOR CITIZENSHIP & DEMOCRACY

Janaagraha's initiative to improve citizen engagement in India's democracy through their civic learning program

Developed in collaboration with Young Leaders for Active Citizenship (YLAC)

Working of Institutions | Teacher’s Guide (2/4) Part 2

Class IX
 Board – CBSE
 Subject – Social Science
 Textbook – Democratic Politics- I for class IX (NCERT)
 Chapter 5 – Working of Institutions
 Number of parts – 04
 Length – 80-90 minutes (estimated, for a class of 40-45 students)
Note: Teachers may divide the lesson plan into as many periods as they see fit

Section I – What are we going to learn and why is it important?

Learning objectives

Students will:

- Understand the need for a Parliament.
- Differentiate between two houses of the Parliament.
- Understand how a Parliament functions.

Learning outcomes

Students will be able to:

- Understand how legislature works in the functioning of a democracy.

Key Terms

Parliament	Houses	Rajya Sabha	Lok Sabha	Bill
Majority	Law			

Materials needed

- Print outs of Handouts
- Print outs of Assessment
- 1 Blank Chart Paper

Section II – How are we going to learn?

1. Opening Discussion

Activity: Reading

Time: 15 minutes

Material Needed: A Chart Paper, print of handout 1

Note to the Teacher

The class will do a recap of their learning from previous lesson by collectively making a Word Wall and move on to a short reading that will introduce them to the Legislative Structure in India.

Facilitation notes:

Class Preparation:

- Stick a blank Chart Paper on the board.
- Write “Word Wall” on the top of the Chart Paper.
- The word wall will be used to capture all new words students encounter in the lesson. At the end of each section of the lesson, do a quick review and add it to the Word Wall.

Recap (5 minutes):

- Introduce students to the Word Wall. Say, “Do you notice this chart paper here? We will use this to record all the new words we read or learn about in this lesson. In the end of the lesson we will review all of them.”
- Move on to say, “In the last lesson we learnt about 3 major institutions in our Country. Can we raise a hand and share the names of 3 institution of our country?”
- Wait for students to respond.
 - o *(Likely Response: Legislature, Executive, Judiciary)*
- Say, “Yes, that’s right. We also learnt about their functions; can someone share what is the function of the Legislature?”
 - o *(Likely Response: It makes laws in our country)*
- “And, what is the function of the Executive head?”

- *(Likely Response: It executes orders and implements laws.)*
- “And, what is the function of the Judiciary?”
 - *(Likely Response: It resolves conflicts and ensures laws are followed.)*
- “Great, we also learnt that these institutions together govern our country and ensure our nation functions smoothly. Today, we are going to focus on one of the major institution head: Legislature.”
- “And remember, in between the lesson, we will keep stopping and going to our Word Wall. Let’s quickly record the new words we had learnt in the previous lesson.”
- Add the following Words: ‘Institution’, ‘Legislature’, ‘Executive’, ‘Judiciary’ on the Word Wall.
- “Now, let’s move on to Legislature.”

Introduction (5 minutes)

- “We know that legislature is responsible for making laws in our country. Remember the case study we did in previous class? Who passed the law in the case study?”
 - *(Likely Response: The Parliament)*
- “Yes, exactly, now we are going to do a small reading and try to understand, what is a Parliament? And how it functions.”
- Distribute one handout per bench.
- Allot 2 minutes for students to read the handout in groups.

In all democracies, an assembly of elected representatives exercises supreme political authority on behalf of the people. In India, such a national assembly of elected representatives is called the Parliament. At the state level this is called Legislature or Legislative Assembly.

It exercises political authority on behalf of the people in many ways:

1. Parliament is the final authority for making laws in any country. Parliaments all over the world can make new laws, change existing laws, or abolish existing laws and make new ones in their place.
2. Parliaments all over the world exercise some control over those who run the government. In some countries like India, this control is direct and full. Those who run the government can take decisions only so long as they enjoy support of the Parliament.
3. Parliaments control all the money that governments have.
4. Parliament is the highest forum of discussion and debate on public issues and national policy in any country.

In our country, the Parliament consists of two Houses. The two Houses are known as the Council of States (Rajya Sabha) and the House of the People (Lok Sabha). The President of India is a part of the Parliament, although she is not a member of either House. That is why all laws made in the Houses come into force only after they receive the assent of the President.

Debrief (5 minutes)

- Say, “This paragraph gives us a brief overview of the Parliament of India. Let’s go back to it again, and this time I want you to circle all key words and key phrases. For example: Here in the first line I can see the Key Words: Elected Representatives. I want everyone to work in pairs for this.”
- Allot 2 minutes for students to circle the Key Words and phrases then proceed to asking the following questions:
 - a. What were some of the Key Words we found?
 - o *(Likely Response: Elected Representatives, Supreme Political Authority, Legislature, Council of States, House of the People) – Add the Key Words to the Word Wall.*
 - b. What can we infer or presume about the structure of Parliament?
 - o *(Likely Response: The Parliament has- the President and two houses: Lok Sabha and Rajya Sabha)*

2. Need for a Parliament

Activity: What does the Parliament do?

Time: 15 minutes

Materials Needed: Handout.2

Note to the Teacher:

In this section, students will learn about the need of the parliament by engaging in a group activity to find what does the parliament do.

Facilitation Notes:

- Say, “From the reading we understand that the Parliament is the supreme law-making body in our country. Now, we are going to try to find out why we need the Parliament. For this we are going to do an activity.”
- Divide students in groups of 4-5.

- Each group will receive a handout.
- In the handout, there are some statements- students have to discuss in groups and identify which of them are functions that the Parliament performs.
- Allot 5 minutes for students to do the activity.

Read the following functions and identify by writing in the space below, which ones are performed by the Parliament:

- Making amendments in existing laws.
- Announcing judgements based on the laws.
- Making new laws.
- Abolishing existing laws.
- Signing executive orders
- Controlling the spending of Public Money
- Creating Budgets
- Carrying out day-to-day policy decisions
- Discussing and Debating policy matters
- Releasing Media coverage on parliamentary sessions
- Ensuring the streets of the country are clean

Functions of the Parliament

- After 5 minutes, discuss the handout with the whole class.
- Say, "Okay, now let's discuss which ones of these are the functions of the Parliament."
- Read each function and ask students to show thumbs up if they think it is a function of the parliament.
Note: Students may not be able to identify 'Controlling the Spending of Public Money' and 'Creating budgets' as the function of the Parliament.
Reinforce that the Parliament is the key decision-making body in the country and decides on all matters related to money.
- After discussing each statement, collate all the functions and note it on the board:

Functions of the Parliament

Making Amendments to existing laws
Making New Laws
Abolishing existing Laws
Controlling the spending of Public Money
Creating budgets
Discussing and Debating Policy Matters

- Conclude, that our country cannot function without the Parliament. It is the Supreme Authority on making Policy Decisions.

3. Lok Sabha and Rajya Sabha

Activity: Discussion

Time: 15 minutes

Note to the Teacher:

In this section, students will understand the role of each House of the Parliament and the difference between them through an inquiry driven discussion by the teacher.

Facilitation Notes:

- Let's now understand what comprises the Parliament. We read that the Parliament has two houses- Rajya Sabha and Lok Sabha. The Rajya Sabha is the Council of States and the Lok Sabha is the House of the People. From this line, can you infer which of these two houses will be directly elected?"
 - o *(Likely Response: Lok Sabha)*
- "Yes, that is correct. For the Rajya Sabha, it says that is the Council of States- what can you infer about this?"
 - o *(Likely Response: Elected by the State)*

Note: Students may be confused here. Say, Rajya Sabha is elected by the Members of the State Legislative Assembly. Every state has its own Legislative Assembly whose members are called MLA's or Members of Legislative Assembly. They elect the members of Rajya Sabha. So, they are indirectly elected.
- Say, "We have learnt that our Parliament includes the President, the Rajya Sabha and the Lok Sabha. Who do you think is the more powerful house?"

o (Likely response: Lok Sabha)

Note: Students may be confused and may respond with Rajya Sabha. Explain to the students that while from the name it may sound as Rajya Sabha is the more powerful of the house, it is the Lok Sabha.

- Show the following video to explain the major differences between Lok Sabha and Rajya Sabha:



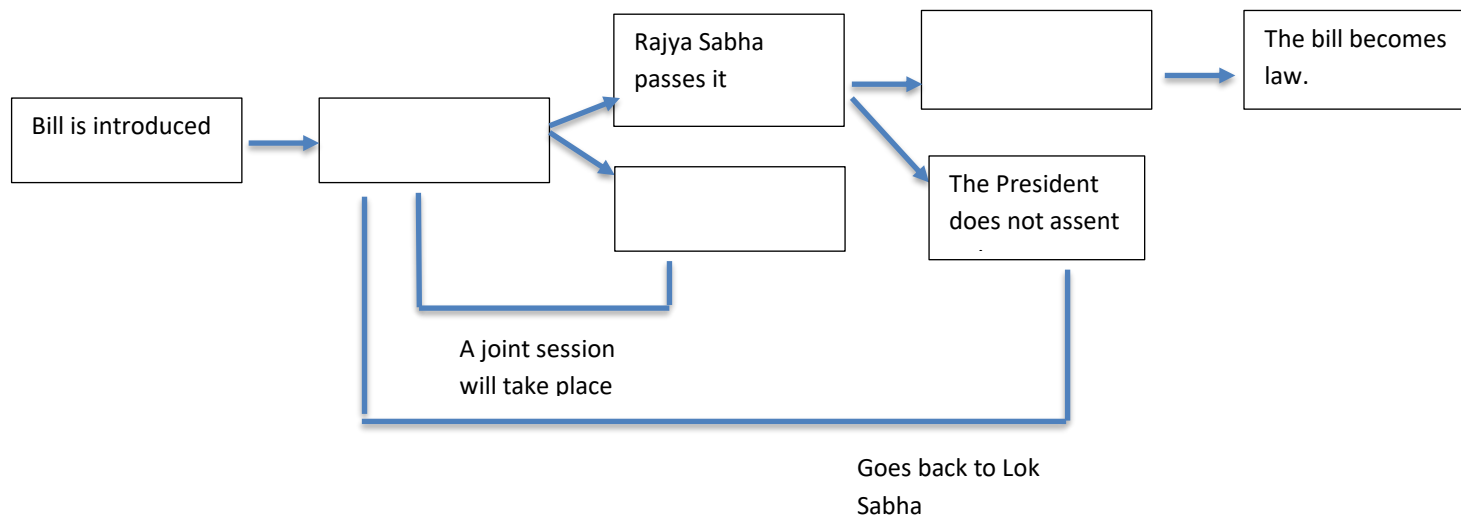
Video: Lok Sabha and Rajya Sabha

Link: [YouTube](#)

- From the video we saw, that Lok Sabha has more members than the Parliament. Also, we found out that only the Lok Sabha can introduce a Money Bill. Now let's try to understand how laws are made in our country.

- Discuss with the class, the process of making laws in the country: "In terms of making laws, both houses have equal power except in case of finance and money related matters- in that case, the Lok Sabha has more powers and can override Rajya Sabha's decision."

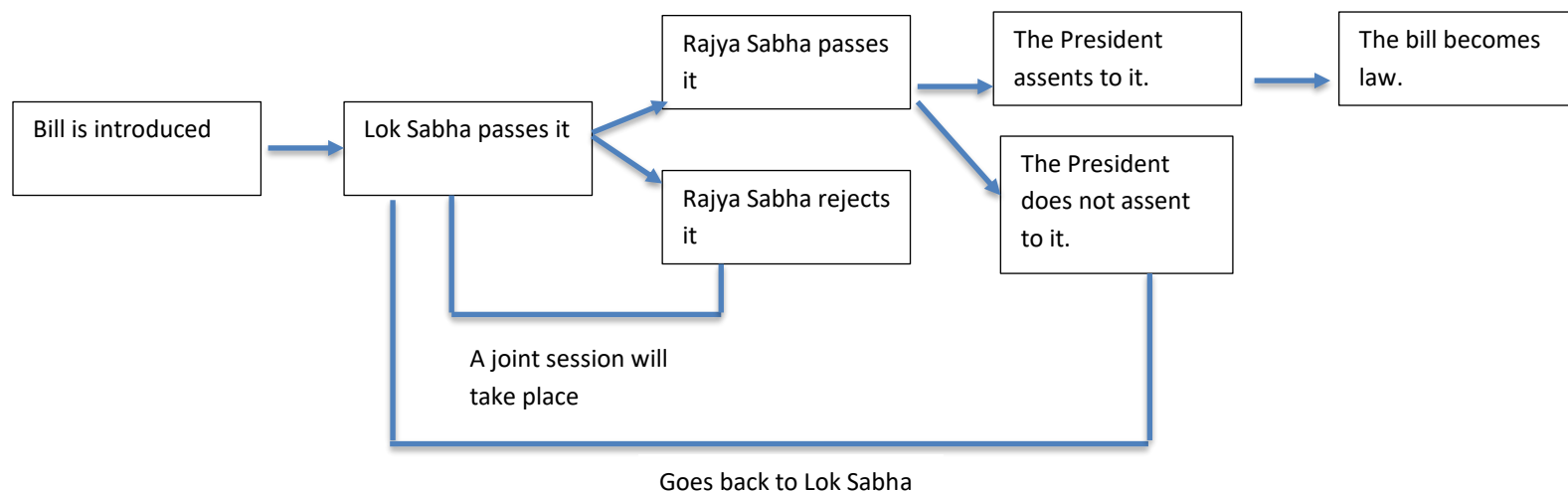
- "Let's try to draw out a flow chart of how laws are made."
- Instruct students to use the back of the handout or note it in their notebook. While filling the flow chart keep interacting with students.
- Say, "In the flow chart, there are some blanks. We will try to fill this. I want you to work in pairs for this and then we will discuss it in the class."



- Allot 5 minutes for students to try and fill this and then discuss it with the whole class.
- “First, a bill is introduced- it can be introduced in either of the houses except for money or finance bills. What do you think will come in the first blank- For Rajya Sabha to pass it, who do you think have to pass it first?
 - o *(Likely Response: Lok Sabha)*
- “Let’s look at the first scenario, Rajya Sabha also passes it then what needs to be done so the bill becomes a law.” Hint students to look at the other scenario. (The President does not assent)
 - o *(Likely Response: The President gives his assent.)*
- What do you think will come in the second blank? When will there be a Joint session?
 - o *(Likely Response: When Rajya Sabha rejects it.)*
- At this point, share that in a Joint session, Lok Sabha’s view is likely to prevail. Why do you think?
 - o *(Likely Response: Because there are a greater number of members in Lok Sabha)*
- What do you think will happen if the President rejects it?
 - o *(Likely Response: It will be dismissed.)*

Note: At this point, share with students, it will go back to Lok Sabha.

- The final flow chart will look like this:



- “From everything that we have learnt about the Parliament, now, can you think why it is important to vote?”
 - o *(Likely response: Because laws are made by the people we vote for)*
- Ask students if they know of a bill that has recently become a law? If students are unable to respond, share the following:
 - o In 2017, the bill related to GST became a law.
 - o The Indian Forest Amendment Bill, passed in 2017, that declassified bamboo as a tree and now will encourage bamboo plantation by farmers or the Arunachal Pradesh Assembly passing a bill for creation of 3 new districts.

4. How does a Parliament Function

Time: 15 minutes

Activity: Mock Parliament

Note to the Teacher:

In this section, students will take a part in a role play activity and understand how a Parliament Functions.

Facilitation Notes:

- Say, “We have learnt the role of different houses. We know Lok Sabha has more decision-making power than Rajya Sabha. Lok Sabha can only take decisions on money related matters. For other bills to be introduced and enforced, the bill has to be passed by majority of both houses and assented by the President to make it a Law.”
- Explain the term ‘majority’ in brief: There are different types of majority in the parliament. The most common one is the ‘Simple Majority’ which is used to pass most of the ordinary bills. Simple majority refers to the majority of more than 50% of the members present and voting. For example, from 545 members of Lok Sabha, suppose only 400 members are present and voting. So, the simple majority is 50% of 400 plus 1 i.e. 201.
- “Now, we are going to do a mock parliament and try to see if we can pass a school related bill.”

Activity Brief: In this activity, the whole class will be divided in two groups. One group will act as Lok Sabha and the second group will act as Rajya Sabha. Make 2 placards with Rajya Sabha and Lok Sabha and put it in front of each group. One student volunteer will act as the President and should be seated in the center. The teacher will act as a moderator.

- Share the scenario with students, it can be a school related scenario as well such as- ‘Students should be allowed to wear colored clothes.’”

*The teacher can make the following chits and ask some students to randomly pick these up:

- a. Your friends say they do not want the uniform but would like to have the school sweater in winter.
 - b. Your family has a tailor shop, if there are no uniforms your family will not be able to earn enough.
 - c. There are some families with multiple kids and uniforms become very expensive.
 - d. If the bill is passed, there might be class distinction according to clothes between rich students and not so well-off students.
- Say, "Lok Sabha has proposed a bill that all students should be allowed to wear colored clothes and uniforms should be abolished. We are going to discuss and vote on this and see if this can become a law. All Lok Sabha members will discuss it in their groups and the Rajya Sabha Members will discuss it in their groups. Then, we are going to share our views and take a vote. Remember a bill can become a law only when it is passed with majority."
- Let students discuss the matter in their groups. The teacher should move around listening to the discussion, and asking guiding questions such as these:
- a. What would be the consequences of passing this?
 - b. Would it be fair for everyone?
 - c. How would it impact everyone's family?
 - d. Why should or shouldn't it be passed?
- After the discussion, let 3-4 students from each group present their views.
- When students have presented their views, take the vote in Lok Sabha. If it receives simple majority, move it to the Rajya Sabha. Let students in Rajya Sabha take the vote. If the bill has the majority, it will go to the President and only by his/her signature, it will become a law.

Debrief: (10 minutes)

- What would have happened in the following cases:
- a. What if the bill would have not been passed in Rajya Sabha?
 - o *(Likely Response: If Rajya Sabha rejects the bill, there will be a joint session)*
 - b. What if the President rejects the bill?

- *(Likely Response: It would go back to the Lok Sabha)*
 - c. Do you think it is easy to turn a bill into law?...
 - *(Likely Response: No)*
 - d. ...And do you think that it is good that it is not so easy?
 - *(Likely Response: Yes, it ensures that there is a lot of discussion and everything is considered before making a law)*
 - e. If you had to pick, you would want to be a leader of which house? Why?
- Encourage students to raise their hands and share their responses.

4. A Day in the Life of a Lok Sabha Member

Time: 15 minutes

Activity: Reading + Discussion

Materials: Handout.3

Note to the Teacher:

In this section, students will understand the daily proceedings of the Lok Sabha.

Facilitation Notes:

- Share with students, “We have seen how bills are passed and made into laws, now we are going to see how Lok Sabha really works.”
- Distribute the Handout to students.
- Instruct students to read the handout and identify roles and powers of the parliament based on the proceedings.
- Ask students to think about what kind of functions are being performed.
- Allot 5 minutes for students to read and make their notes.

A day in the life of the Lok Sabha

7 December 2004 was an ordinary day in the life of the Fourteenth Lok Sabha. Let us take a look at what happened in the course of that day. Identify the role and powers of the parliament on the basis of the proceedings for the day as given below.

11:00 Various ministries gave written answers to about 250 questions that were asked by members. These included:

- What is the government's policy on talking to militant groups in Kashmir?
- What are the figures of atrocities against Scheduled Tribes, including those inflicted by the police?
- What is the government doing about over-pricing of medicines by big companies?

12:00 A large number of official documents were presented and were available for discussion. These included:

- Recruitment rules for the Indo-Tibetan Border Police Force
- Annual Report of the Indian Institute of Technology, Kharagpur
- Report and accounts of Rashtriya Ispat Nigam Limited, Visakhapatnam (Vizag Steel)

12:02 The Minister of Development of North Eastern Region made a statement regarding Revitalisation of the North Eastern Council. The Minister of State for Railways presented a statement showing the grant needed by the Railways in addition to that sanctioned in the Railway Budget.

The Minister of Human Resource Development introduced the National Commission for Minority Educational Institutions Bill, 2004. He also gave a statement explaining why the government had to bring an ordinance for this.

12:14 Several members highlighted some issues, including:

The vindictiveness of the Central Bureau of Investigation (CBI) in registering cases against some leaders in the Tehelka case.
Need to include Rajasthani as an official language in the Constitution.

Need to renew the insurance policies of farmers and agricultural workers of Andhra Pradesh.

2:26 Two bills proposed by the government were considered and passed. These were:

The Securities Laws (Amendment) Bill

The Enforcement of Security Interest and Recovery of Debts Laws (Amendment) Bill

4:00 Finally, there was a long discussion regarding the foreign policy of the government and the need to continue an independent foreign policy in the context of the situation in Iraq.

7:17 Discussion concluded. House adjourned for next day.

- For the debrief of the reading material, ask students what were some of the matters being discussed? Can we slot them into categories?
- Let student respond and note it down on the board.
- Share the following categories: Policy related decisions, introducing new bills, Passing Bills, Finance and Grants, Foreign Policy, Debates and Discussions, Reviewing Research and Papers
- “Can we now sort out the proceedings as per this?” Ask students to go back to the reading and categories the proceeding as per these.
- Sum up the discussion and say, “The Parliament is the Supreme Legislative Body. We have seen that it debates and discusses multiple policies from foreign policy, to reservation, to Human Resource to Education. It introduces bills and passes them. It makes new laws, amends old one. It takes budgetary decision and control government spending.”
- Again, ask students- “What is your opinion now about voting? How important is it to ensure smooth governance?”
- Take few responses from students and move to Assessment.

Section III –Assessment

Activity: True or False Exercise

Time: 5 minutes

Note to the Teacher

The assessment will test students’ understanding of functions of Upper and Lower Houses of Parliament.



Facilitation notes:

- Students will now independently work on their assessments.
- Write down the assessment questions on the board.
- Let students note down the same in their notebook and answer it.

- **Assessment Question:**
Read the following statements and mark true or false:
 1. Rajya Sabha can introduce bills on money related matters. **(F)**
 2. If there is a difference between two houses, the final decision is taken in a joint session. **(T)**
 3. Lok Sabha, House of the People is directly elected by the people of India. **(T)**
 4. A bill can become a law with or without President's assent. **(F)**
 5. Rajya Sabha is the more powerful of both the houses. **(F)**
 6. Lok Sabha has a greater number of members than Rajya Sabha. **(T)**

Section IV – Closure

Time: 5 minutes

Recap by Students

- Refer back to the Word Wall. Go over each new word and ask students what it refers to. Encourage students to raise hands to answer.

Recap by Teacher

- Say, "In this lesson we learnt about the Supreme Legislative or Law-Making body of our Government that is the Parliament. We learnt about its role and its importance. We also found out more about each of its houses.

Key Points:

- The Supreme Legislative body in our country is called 'The Parliament.'

- The Upper house is the Council of States or Rajya Sabha and is indirectly elected.
- The Lower house is the House of the People or Lok Sabha and is directly elected.
- Lok Sabha is democratically elected by people and is responsible for all money related decisions.
- Lok Sabha has a greater number of members than Rajya Sabha.
- For a bill to become a law, it has to be passed in both the houses and assented for by the President.

Section V- Homework

- Students to find out the Members of Lok Sabha from their constituency and the current Speaker of the Lok Sabha.
- Research on the Lok Sabha General Elections of 2019.

Section VI – Additional Resources

Resources for teachers

1. Article: Legislative Function of Rajya Sabha
Link: [Rajya Sabha](#)
2. Article: Passage of Legislative Proposals in Parliament
Link: [Lok Sabha](#)
3. News Article on GST
Link: [Business Today](#)
4. List: Bills and Acts 2019
Link: [Freshers Live](#)

Resources for students

1. Video: The Parliament
Link: [YouTube](#)
2. Video: Rajya Sabha Vs Lok Sabha:
Link: [YouTube](#)



Appendix.1

Handout.1

In all democracies, an assembly of elected representatives exercises supreme political authority on behalf of the people. In India, such a national assembly of elected representatives is called Parliament. At the state level this is called Legislature or Legislative Assembly.

It exercises political authority on behalf of the people in many ways:

1. Parliament is the final authority for making laws in any country. Parliaments all over the world can make new laws, change existing laws, or abolish existing laws and make new ones in their place.
2. Parliaments all over the world exercise some control over those who run the government. In some countries like India this control is direct and full. Those who run the government can take decisions only so long as they enjoy support of the Parliament.
3. Parliaments control all the money that governments have.
4. Parliament is the highest forum of discussion and debate on public issues and national policy in any country.

In our country, the Parliament consists of two Houses. The two Houses are known as the Council of States (Rajya Sabha) and the House of the People (Lok Sabha). The President of India is a part of the Parliament, although she is not a member of either House. That is why all laws made in the Houses come into force only after they receive the assent of the President.

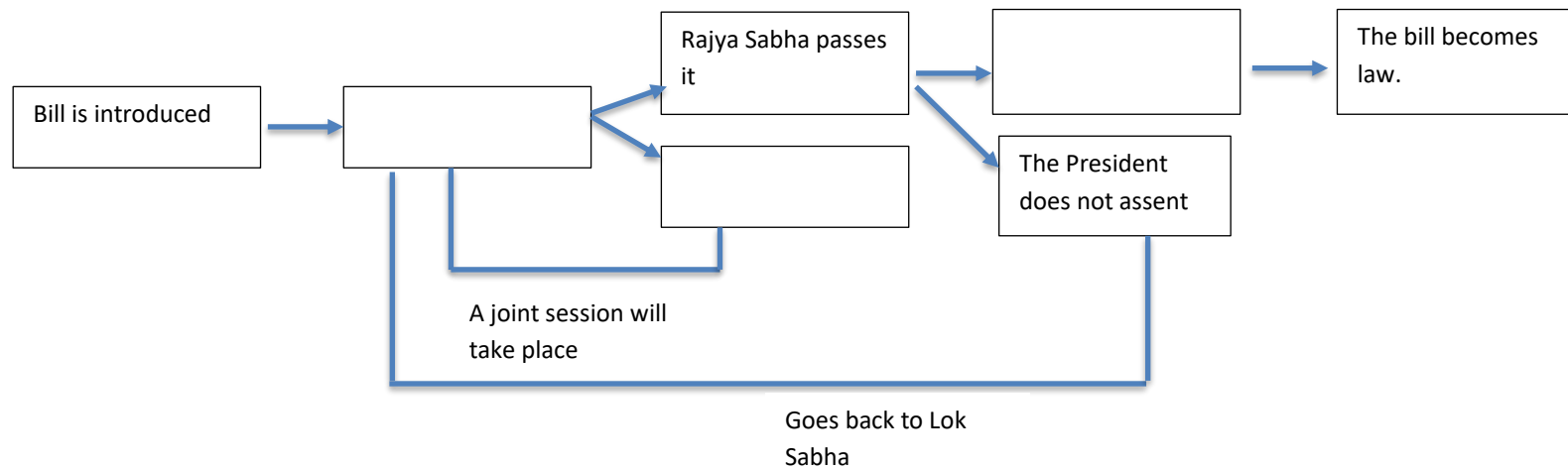
Handout.2

Read the following functions and identify by writing in the space below, which ones are performed by the Parliament:

- a. Making amendments in existing laws.
- b. Announcing judgements based on the laws.
- c. Making new laws.
- d. Abolishing existing laws.
- e. Signing executive orders
- f. Controlling the spending of Public Money
- g. Creating Budgets
- h. Carrying out day-to-day policy decisions
- i. Discussing and Debating policy matters
- j. Releasing Media coverage on parliamentary sessions
- k. Ensuring the streets of the country are clean

Functions of the Parliament

Handout.3



Mock Parliament Activity

Activity Brief: In this activity, the whole class will be divided in two groups. One group will act as Lok Sabha and the second group will act as Rajya Sabha. Make 2 placards with Rajya Sabha and Lok Sabha and put it in front of each group. One student volunteer will act as the President and should be seated in the center. The teacher will act as a moderator.

Scenario: ‘Students should be allowed to wear colored clothes.’

The houses are debating the above bill in the Parliament.

Make the following chits and ask students to pick it up randomly.

- a. Your friends say they do not want the uniform but would like to have the school sweater in winter.
- b. Your family has a tailor shop, if there are no uniforms your family will not be able to earn enough.
- c. There are some families with multiple kids and uniforms become very expensive.
- d. If the bill is passed, there might be class distinction according to clothes between rich students and not so well-off students.

Handout.4**A day in the life of the Lok Sabha**

7 December 2004 was an ordinary day in the life of the Fourteenth Lok Sabha. Let us take a look at what happened in the course of that day. Identify the role and powers of the parliament on the basis of the proceedings for the day as given below.

11:00 Various ministries gave written answers to about 250 questions that were asked by members. These included:

- What is the government's policy on talking to militant groups in Kashmir?
- What are the figures of atrocities against Scheduled Tribes, including those inflicted by the police?
- What is the government doing about over- pricing of medicines by big companies?

12:00 A large number of official documents were presented and were available for discussion. These included:

- Recruitment rules for the Indo-Tibetan Border Police Force
- Annual Report of the Indian Institute of Technology, Kharagpur
- Report and accounts of Rashtriya Ispat Nigam Limited, Visakhapatnam

12:02 The Minister of Development of North Eastern Region made a statement regarding Revitalisation of the North Eastern Council. The Minister of State for Railways presented a statement showing the grant needed by the Railways in addition to that sanctioned in the Railway Budget.

The Minister of Human Resource Development introduced the National Commission for Minority Educational Institutions Bill, 2004. He also gave a statement explaining why the government had to bring an ordinance for this.

12:14 Several members highlighted some issues, including:

The vindictiveness of the Central Bureau of Investigation (CBI) in registering cases against some leaders in the Tehelka case.
Need to include Rajasthani as an official language in the Constitution.

Need to renew the insurance policies of farmers and agricultural workers of Andhra Pradesh.

2:26 Two bills proposed by the government were considered and passed. These were:



The Securities Laws (Amendment) Bill

The Enforcement of Security Interest and Recovery of Debts Laws (Amendment) Bill

4:00 Finally, there was a long discussion regarding the foreign policy of the government and the need to continue an independent foreign policy in the context of the situation in Iraq.

7:17 Discussion concluded. House adjourned for next day.



ichangemycity



JANAAGRAHA CENTRE FOR CITIZENSHIP & DEMOCRACY