



Teacher's Guide

Working of Institutions

Part 3

Based on 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 (3/4) Part 3

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 – 120-140 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 role of a Political Executive
- Differentiate between Political Executives and Civil Servants
- Understand the role and power of a Prime Minister and Council of Ministers
- Understand the role of a President in the Indian Democracy
- Understand the difference between a parliamentary and a presidential system of government

Learning outcomes

Students will be able to:

- Understand how laws and orders are executed and the role of different institutions

Key Terms

Political Executive	Civil Servants	Prime Minister	Council of Ministers	Cabinet Ministers
President	Presidential Democracy			

Materials needed

- Print outs of Handout
- Print outs of Assessment
- Word Wall (*from previous class*)

Section II – How are we going to learn?**1. Opening Discussion**

Activity: Think-Pair-Share

Time: 15 minutes

Material Needed: Word Wall

Note to the Teacher

The class will do a recap of their learning from the previous lesson with the help of the word wall and a quick round of questions. Students will then move on to understanding how laws and orders are made and executed in the country through a brainstorming session.

Facilitation notes:

Class Preparation: Ensure that the word wall is put up where it can be accessed and seen by all students.

Recap

- In the last class, we learnt about how laws are made in the country. We can see all the key words here on our word wall. Using this, let's do a quick recap of everything we learnt. I will go around asking questions and I want you to raise your hand if you want to share the answer:
 - Who makes the law?
(*Likely Response: The Parliament*)
 - What is the process of making a law? Can someone share it in a single sentence?
(*Likely Response: A bill is introduced and if passed by both the houses and with the assent of the president, it becomes a law.*)
 - What kind of bills can only be introduced by Lok Sabha?
(*Likely Response: Financial Bills*)

Introduction

- Great, so we know and understand the process of making laws, but is making laws enough? Can we govern a country by just making laws?
(Likely Response: No)
- Then, what else is needed?
(Likely Response: We need someone to implement/execute these laws.)
- Exactly, and this someone comprises the Executive. Let's take an example. If there is new policy that is made, the discussions, debates happen in the Parliament but who ensures that these policies are implemented on the ground?
(Likely Response: The Executives)
- Can we think of an example? Something you see around yourself.
- Take few responses from the students. If they are unable to answer, share the example of the 'Mid-Day Meal Scheme'. Someone made the policy, but Government Officials at different levels make sure the policy is implemented.
- Now, I want you to think about what would be the role of such people/institutions? Are they elected or appointed? How do you think they work? What are some institutions that are a part of the Executive?
- Get in your pairs and discuss the same, we will then have a whole class discussion.

Whole Class Discussion

- Bring student's attention back to the class and ask them to share their responses for the following questions:
 - a. What is the role of Executive?
(Likely Response: To implement or execute order)
 - b. Who do you think is a part of the Executive?
(Likely Response: Office Secretaries)
 - c. Are they appointed or elected?
- Share with students that executives include two types of executives- 'Permanent Executives' and 'Political Executives'. Move on to the below activity, to share with students their roles and differences between them.

2. Political and Permanent Executives

Activity: Sorting Activity

Time: 15 minutes

Materials Needed:

- Word Wall
- Chits

Note to the Teacher:

In this section, students will understand the difference between a Political Executive and a Permanent Executive/Civil Servant.

Facilitation Notes:

- Start with noting both the words- Permanent Executive and Political Executive on the Word Wall.
- Explain both the terms. Ask students to look at the words- Political and Permanent. Ask, if they can infer the difference between the both.
- Move on to explaining: “Political Executives are the leaders that are elected by the People and who take major decisions. Whereas Permanent Executives are people appointed for the long-term. These are people in civil services.”
- Ask students to give an example of civil services.
(Likely Response: IAS- Indian Administrative Services)
- Discuss how Political Executives are elected and keep changing when the new government is formed whereas Permanent Executives stay the same even when the party forming the government, changes.
- Share with the students, that we are going to now look at some statements and everyone has to think if this is true for the permanent executives or political executives?

Activity Preparation:

- For the activity, make different chits for the following statements and put it in a bag or a bowl.
- Make a table with two columns on the board.
- Write the word Political Executive on one column and the word Permanent Executive on the other.
- Ask students to come one by one and pick a chit. That student must share with the class, if they think a statement is true for the Political and Permanent Executive.
- Once a student shares an answer, the teacher will ask the class, if they agree with the answer or the not. Students can show thumbs up and thumbs down for the same.
- Teacher will then reveal the answer with reasoning and note it down on the board.

Statements

- a. Taking decisions on frameworks and objectives of the policy.
- b. Are heads of the ministries.
- c. Have technical expertise on the matter.
- d. Are elected by the people.
- e. Are appointed.
- f. Look after the day to day functioning.
- g. Remain the same even if the government changes.

Political Executive	Permanent Executive

- Discuss each statement with the students and sort them into Permanent and Political Executive.

Political Executive	Permanent Executive
Taking decisions on frameworks and objectives of the policy. Are heads of the ministries. Are elected by the people.	Have technical expertise on the matter. Are appointed. Look after the day to day functioning's. Stay the same even if the ruling party changes.

- Say, "We have now understood that there are two types of Executives- Permanent and Political- we have a basic understanding of how these executives operates."
- Before we move forward, I want you to think, "Why is that even if the Permanent Executives have technical expertise and perhaps more knowledge than the Political Executives, the major decisions are taken by the Political Executives?"

- Have a discussion around this and then share with the students, “It is because we are a democracy and in a democracy people’s will is supreme. It is assumed that those elected by the people are most fit to represent their interest.”
- Connect it again back to how important it is to vote.

3. Prime Minister and Council of Ministers

Activity: Video and Discussion

Time: 15 minutes

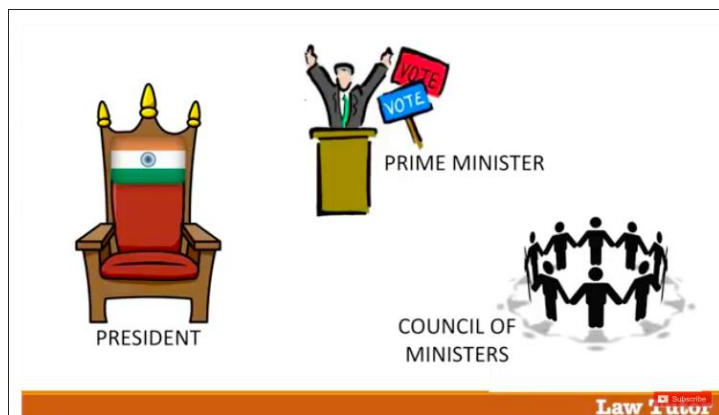
Material Needed: Projector

Note to the Teacher:

In this section, students will learn about the institution of Prime Minister and the Council of Ministers

Facilitation Notes:

- Before beginning this section, share with students: “We are going to watch a video. I want you to keep noting everything new you are learning about Executive Powers.”



- Show the following video on Prime Ministers and Council of Ministers to students. Play the video from starting to 3:16 seconds.

Video: Prime Minister and Council of Ministers

Link: <https://youtu.be/zkxR4PIFrxE>

Discussion

- After the video use the following questions to have a full class discussion. During the discussion, encourage students to take notes of the important points:

Guiding Questions

- a. Who becomes the Prime-Minister?
(Likely Response: The leader of the political party in majority or the leader of the majority coalition)
 - b. Who appoints the Council of Ministers?
(Likely Response: The President appoints the Council of Minister at the advice of the Prime Minister.)
 - c. What is the difference between Cabinet Ministers and Council of Ministers?
(Likely Response: Cabinet Ministers are top level ministers that form the inner ring of the Council of Ministers. Council of Ministers includes all- The Cabinet Ministers, Ministers of State with Independent Charge, Ministers of State.)
- Sum up the discussion by sharing with students: “The Prime Minister is the head of the Government and The President is the head of the state. Prime Minister, along with his Cabinet Ministers, takes most of the important decisions related to the country and therefore Parliamentary Democracy is also called Cabinet Form of Government.”
 - Note down the words- Parliamentary Democracy and Cabinet Government on the Word Wall.
 - Say, “Let’s try to get more clarity on what all the Prime Minister of our country can do?”

4. Powers of Prime Minister

Activity: Prime Minister Job Description

Time: 30 minutes

Material: Handout 1

Note to the Teacher:

In this section, students will learn about the powers of Prime Minister with the help of an activity and will then move on to reading about the powers of the Prime Minister.

Facilitation Notes:

- Say, “Now we are going to learn about the most important institution in our country, “The office of Prime Minister.”
- Ask students, what do they already know about the Prime minister. Take these responses and note it on the board.
- Share with students, “Using this knowledge and from a part of our book, we are going to try and make a Job Description for the Prime Minister.”
- Ask students, “What do you think is a ‘Job Description’?”

(Likely Response: A job description is a document that tells the roles and responsibilities and scope of a position.)

- Ask students, “What do you think a ‘Job Description’ of a teacher would look like?”

(Likely Response: In the Job Description of a teacher, some key responsibilities would be taking classes, marking attendance, checking exam papers.)

- If needed, teachers can share a sample job description with students:

Job Title: Teacher

Teacher Job Purpose: Creates and delivers engaging lessons to diverse groups of students at all levels. Promotes enthusiasm for learning and for subjects. Adheres to national curriculum standards. Collects and reports on correct and detailed records of student performance. Maintains classroom order.

Teacher Job Duties:

- Develops lesson plans which meet established school and national curriculum models
- Adapts and reassesses lesson plans to meet specific student needs, comply with newly implemented guidelines or rules, and to update relevant information and include new developments in education
- Adapts curriculum to fit student needs while maintaining overall class progress
- Possesses and continually develops working knowledge of national curriculum programmes and frameworks
- Assesses and records student development, while identifying problem areas and areas which need attention and improvement
- Provides a safe, positive learning environment for students
- Communicates with parents as per school guidelines on a regular basis, including presenting student progress reports and informing parents of requisite student discipline
- Maintains order and discipline among students while promoting safety and compliance with school rules and guidelines
- Attends and takes part in school meetings on curriculum, organisation, and guidelines

Teacher Skills and Qualifications:

Education Degree, Qualified Teacher Status, Class Management Skills, Curriculum Building, Lesson Planning, Extensive Knowledge of Relevant Teaching Subject Area, Adaptable Teaching Practices, Creative Problem-Solving Skills, Patience, Empathy, Strong Written and Verbal Communication Skills

Example of a Job Description

- Ask students, what do you think are the key elements you can find in the above job description?
(Likely Response: Job Title, Job Purpose/overview of the job, Job Duties, Skills and Qualifications)
- Share with students that now we are going to make the same job description, but for the prime minister. We are going to focus on the same 4 elements: Title, Purpose, Duties (which can also be called roles and responsibilities) and Skills & Qualifications.
- Students can refer to page number 88 of the chapter 5: Working of Institutions for this activity.

How to do the Activity

- Divide students in groups of 4-6
- Share that they have 10 minutes to do this.
- Write down the following questions on the board:
 - a. What roles and responsibilities should the Prime Minister of India have?
 - b. What kind of skills and qualifications does he need to have?
- After 10 minutes, allot 2 minutes for each group to present their Job Descriptions.
- A good practice would be to make two columns on the board- column 1 for roles and responsibilities and column 2 for skills and qualifications and note down responses there. Do not note down or merge similar responses.
- Sum up the discussions and then share the Handout 2 with students.
- Say, now we are going to read this and find out, what are some of the actual functions of the Prime Minister.
- This can be used to cross check what students had written in their job descriptions.

Powers and Functions of the Prime Minister

1. Prime Minister is the head of the Government.
2. Ministers are appointed on the advice of the Prime Minister.
3. The Prime Minister distributes and redistributes the work to the minister.
4. He/She can dismiss the Ministers.
5. He/She chairs Cabinet Meetings.
6. He/She coordinates the work between different departments. His decision is final in case of disagreements between two departments.
7. He/She is the Leader of the Lower House of the Parliament.

8. He/She represents the country on foreign tours.

- Allot 5 minutes for students to read the handout.
- Bring back students' attention and have a whole class discussion on the Powers of Prime Minister using the following guiding questions:

Guiding Questions

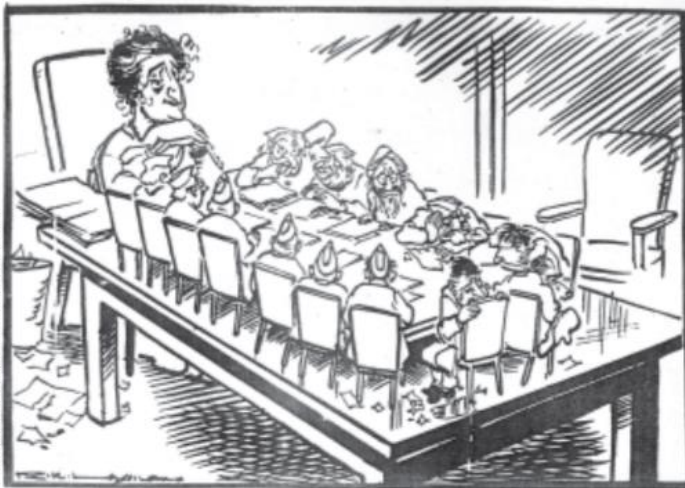
a) Is the Prime Minister the most powerful then?

Note to the teacher: Student may say yes to the above question and then move on asking the following questions.

b) What is the possible risk of having too much power?

Let students respond to the above question. Students may respond that with too much power, there may be some abuse and there will be no check. The person with power can do what they desire and overrule country's interest.

- At this point, teacher can share the following image with students either using the projector or asking students to refer to page number 88 of the book.



- Ask students, who is in the picture? And what do you think this cartoon is trying to say?
(Likely Response: This is a picture of Indira Gandhi presiding over a cabinet meeting. The picture signifies the amount of power Miss. Gandhi held during her tenure.)

- Ask students, then what is the solution? How do you think the power is kept in check?

NOTE: There are different institutions in the democracy that ensure the power is kept in check. While the institution of the Prime Minister is really powerful, the Prime Minister cannot implement new policies without the majority of the Members of Parliament. The office of President also serves the same purpose.

- Use this point to move to the next Institution- The President of India.

5. The President of India

Activity: Preliminary Discussion

Time: 10 minutes

Material:

Note to the Teacher:

In this section, students will have a discussion about what they know about the President of the Country.

Facilitation Notes:

- We understand the roles and the powers of a Prime Minister. Now let's come to our President, that is another important institution of our country. We know he/she is the head of the state. What does this mean? What powers does the President have?
- We will try to understand this. Before we start, let's think back and note down everything we know about the President of India.

- Use the following questions to capture prior knowledge of students and note it down on the board:
 - a. Can we name the current and the previous two Presidents of India?
(Likely Response: Mr. Ram Nath Kovind, Mr. Pranab Mukherjee, Ms. Pratibha Patil)
 - b. For how many years, the President is Elected?
(Likely Response: 5 years)
 - c. Are there any general elections held for the President?
(Likely Response: No)
 - d. What kind of news do we listen to or watch about the President?
(Wait for students respond to this. Not a lot of students would have heard about major policy decisions or news centering around the President.)

- The teachers can also display some of the [news](#) related to the President on a Projector:

Debrief

- “From the discussion, we understand that the President is not an active participant in day-to-day activities. There are no elections held for him/her such as those for the Prime Minister. Yet, he/she is the head of the State. What does this mean? Let’s try to understand this by learning more about the Powers of the President. “

2. Power of the President

Activity: Sorting Activity

Time: 20 minutes

Materials Needed: Handout 3

Note to the Teacher:

In this section, students will understand the power of the President and analyze why the President office is required in a Democracy. Students will also compare and contrast the powers of the President with the Powers of the Prime Minister.

Facilitation Notes:

- Say, “First, let’s try to understand how the President is chosen. There are no direct elections held for the President. But he/she is chosen by the Members of Parliament and the Members of Legislative Assembly, so he/she is indirectly elected by the people of India.”
- Share with students that our democracy has been fashioned around the British System and The President of India is like the Queen of England. And has a nominal role to play.
- Share the following handout with students. Students will read the handout and make a comparison table for the Powers of a Prime Minister and the powers of a President.
- Allot 5 minutes for students to read the handout.

While the Prime Minister is the head of the government, the President is the head of the State. In our political system the head of the State exercises only nominal powers. The President of India is like the Queen of Britain whose functions are to a large extent ceremonial. The President supervises the overall functioning of all the political institutions in the country so that they operate in harmony to achieve the objectives of the State.

The President is not elected directly by the people. The elected Members of Parliament (MPs) and the elected Members of the Legislative Assemblies (MLAs) elect her. A candidate standing for President's post has to get a majority of votes to win the election. This ensures that the President can be seen to represent the entire nation. At the same time the President can never claim the kind of direct popular mandate that the Prime Minister can. This ensures that she remains only a nominal executive.

All governmental activities take place in the name of the President. All laws and major policy decisions of the government are issued in her name. All major appointments are made in the name of the President. These include the appointment of the Chief Justice of India, the Judges of the Supreme Court and the High Courts of the states, the Governors of the states, the Election Commissioners, ambassadors to other countries, etc. All international treaties and agreements are made in the name of the President. The President is the supreme commander of the defence forces of India.

There is one very important thing he/she should do by themselves: appoint the Prime Minister. When a party or coalition of parties secures a clear majority in the elections, the President, has to appoint the leader of the majority party or the coalition that enjoys majority support in the Lok Sabha. When no party or coalition gets a majority in the Lok Sabha, the President exercises his/her discretion. The President appoints a leader who in his/her opinion can muster majority support in the Lok Sabha. In such a case, the President can ask the newly appointed Prime Minister to prove majority support in the Lok Sabha within a specified time.

- After the handout use the following guiding questions to discuss the role of President in a Parliamentary Democracy.

Guiding Questions:

- What do you think will happen if the President and the Prime Minister disagree about some policy?
(Likely Response: Prime Minister's view, if it has the majority, will supersede.)
 - Why do you think the President is appointed the Supreme Commander of the Air Force?
(Likely Response: Because the Indian Constitution is trying to divide the power among different institutions.)
 - If all power rests with the Prime Minister, why is the office of the President important?
(Likely Response: The constitution is trying to distribute the powers; President can act as a conscience-keeper of the government.)
- Encourage students to raise hands and answer. Teachers can also employ the Think-Pair-Share strategy.
THINK-PAIR-SHARE: In Think-Pair-Share, students discuss the topic or the question in pairs and raise their hands to answer.

- After the discussion, students will make a comparison table for the Powers of the Prime Minister and the Power of the President. Ask students to discuss with their partners and use the handouts to make a comparison table.
- The teacher can give the following guiding questions:
 - a. What do they head?
 - b. What role do they play?
 - c. What are some of their functions and responsibilities?
- Allot 5 minutes for students to do the same and then do a full class discussion regarding this.
- The teacher can also make a comparison table on the board. Students can use the same for reviewing their own work.
- This is how the final table will look like:

Prime Minister	President
Head of the Government Ministers are appointed as per the advice of the Prime Minister Chairs Cabinet Meetings Leader of the house Represents the Country on Foreign Tours	Head of the State Appoints the Prime Minister A bill can be made a law only after the President gives assent to it Supreme Commander of the Armed Forces All International Treaties and agreements are made in the name of the President

3. Parliamentary System VS Presidential System

Activity: Discussion + Video

Time: 15 minutes

Material Needed: Handout.3

Projector

Note to the Teacher:

In this section, students will learn the difference between the Parliamentary System and the Presidential System by comparing and contrasting the features of American Democracy with Indian Democracy.

Facilitation Notes:

- Say, “From our last discussion, it is clear that our President has lesser powers than our Prime Minister and is only a nominal head. But do you think this is true for the Presidents of other countries? Is there a President of a country that you know of, who is really powerful?”
(Likely Response: Yes, the President of America)
- Ask students, “Why do you think is that?”
- Let students respond according to their understanding. Then share, “The main reason for this is a different form of democracy in the US. American Democracy is different compared to the Indian Democracy. Let’s read and try to find out how.
- Distribute the following handout to students. Allot 5 minutes for students to read it.

Presidents all over the world are not always nominal executives like the President of India. In many countries of the world, the President is both the head of the state and the head of the government. The President of the United States of America is the most well-known example of this kind of Presidency. The US President is directly elected by the people. He personally chooses and appoints all Ministers. The law making is still done by the legislature (called the Congress in the US), but the president can veto any law. Most importantly, the president does not need the support of the majority of members in the Congress and neither is he answerable to them. He has a fixed tenure of four years and completes it even if his party does not have a majority in the Congress.

This model is followed in most of the countries of Latin America and many of the ex-Soviet Union countries. Given the centrality of the President, this system of government is called the Presidential form of government. In countries like ours that follow the British model, the parliament is supreme. Therefore our system is called the parliamentary system of government.

- After the handout, use the following guiding questions to discuss the same:

Guiding Questions

- What are some of the other countries that have a Presidential System of Democracy?
(Likely Response: America, Latin American Countries, Russia)
- What are some of the countries with the Parliamentary system of Democracy?
(Likely Response: Britain, India)
- What is the key difference between the Parliamentary System and the Presidential System of Democracy?

(Likely Response: In a Presidential System, the President is the head of the state and the head of the Government. While in the Parliamentary System, the President is the Head of the State and the Prime Minister is the head of the Government)

- Share with students that there can be a semi-presidential system of democracy too where both the President and Prime Minister exist, and the President has more power than the ceremonial role it plays in the Parliamentary form of Democracy.
- Show the following video to students to further elaborate the difference.



Video: Parliamentary Democracy VS Presidential Democracy

Source Link: <https://www.youtube.com/watch?v=4quK60FUvkY>

- In this video, we saw how there are two different types of democracy- Presidential and Parliamentary or Cabinet form of Democracy. We cannot say that one is better than the other but because of their differences, the way a country is governed is different. However, one thing remains the same in all democracies that people's will is supreme.

Section III –Assessment

Time: 10 minutes

Materials needed: Assessment Worksheet (*Refer to Appendix.1; For the solution of the assessment refer to Assessment Solution in Appendix 1*)

Note to the Teacher

The assessment sheet will test student's understanding of the Executive Head of Government.

Facilitation notes:

- Students will now independently work on their assessments.
- Teachers can write these questions on the board.
- Students will note down the answers in their notebook.
- After the assessment, students can engage in Peer Review to find the correct answers.

Assessment Question:

State True and False with reason for the following statements:

1. Executives refer to only political executives that are elected.
2. The Prime Minister and the entire Council of Ministers take the most important decisions in the country.
3. Decisions taken in the Cabinet Meetings can be overruled by Ministers of State.
4. Prime Minister appoints the Cabinet Ministers.
5. Permanent Executives aid the Political Executives to perform day to day functions.
6. The President is the Head of the Government.
7. Prime Minister is elected directly.

Assessment Solution

1. Executives refer to only political executives that are elected. **False (Executives include Political Executive and Permanent Executive.)**
2. The Prime Minister and the entire council of ministers take the most important decisions in the country. **False (The Prime Minister and the Cabinet Ministers take the most important decisions in the country.)**
3. Decisions taken in the Cabinet Meetings can be overruled by Ministers of State. **False (Decisions taken in the Cabinet have to be followed by all Ministers.)**
4. Prime Minister appoints the Cabinet Ministers. **False (The President appoints the Cabinet Ministers at the advice of Prime Minister.)**
5. Permanent Executives aid the Political Executives to perform day to day functions. **True**
6. The President is the Head of the Government. **False (The President is the Head of the State and the Prime Minister is the Head of the Government.)**

7. Prime Minister is elected directly. **False (The leader of the majority party or the leader of the majority coalition is appointed the Prime Minister.)**

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 Executive branch of the Government. Let’s go over some of the key points.”

Key Points:

1. At different level of Government, there are functionaries who take day to day decisions. They are called Executives.
2. There are two types of Executives- Political Executives and Permanent Executives.
3. Political Executives are elected whereas Permanent Executives are appointed.
4. The Prime Minister is the head of the Government.
5. The Prime Minister along with its Cabinet takes most of the important decisions.
6. Council of Ministers include Cabinet Ministers, Ministers of State with Independent Charge, Ministers of State.
7. Parliamentary Democracy is also known as the Cabinet form of Government.
8. The President is the head of the state and is only a nominal head.
9. One of the most important functions of the President is to appoint the Prime Minister.
10. In a Presidential form of democracy, the President is both the Head of the State and the Head of the Government.

Section V- Homework

- If you are elected as the President of India which of the following decisions can you take on your own?
 - Select the person you like as Prime Minister.
 - Dismiss a Prime Minister who has a majority in Lok Sabha.

- Ask for reconsideration of a bill passed by both the Houses
 - Nominate the leaders of your choice to the Council of Ministers.
-
- Why is the Prime Minister in India not directly elected by the people?
 - Find out the names of the cabinet ministers of the current Government.
 - Find out the Chief Minister and their ministry of your State.
 - What are some of the other countries with the Presidential form of Democracy and Prime Ministerial form of Democracy? Can you identify a pattern?

Section VI – Additional Resources

Resources for teachers

1. Website: Prime Minister of India

Link: [PM India](#)

2. Website: President of India

Link: [President of India](#)

Resources for students

1. Article: Executive Branch of India

Link: [Weebly](#)

2. Website: Prime Minister of India

Link: [PM India](#)

3. Website: President of India

Link: [President of India](#)

Appendix 1

Job Description

Job Title: Teacher

Teacher Job Purpose: Creates and delivers engaging lessons to diverse groups of students at all levels. Promotes enthusiasm for learning and for subjects. Adheres to national curriculum standards. Collects and reports on correct and detailed records of student performance. Maintains classroom order.

Teacher Job Duties:

- Develops lesson plans which meet established school and national curriculum models
- Adapts and reassesses lesson plans to meet specific student needs, comply with newly implemented guidelines or rules, and to update relevant information and include new developments in education
- Adapts curriculum to fit student needs while maintaining overall class progress
- Possesses and continually develops working knowledge of national curriculum programmes and frameworks
- Assesses and records student development, while identifying problem areas and areas which need attention and improvement
- Provides a safe, positive learning environment for students
- Communicates with parents as per school guidelines on a regular basis, including presenting student progress reports and informing parents of requisite student discipline
- Maintains order and discipline among students while promoting safety and compliance with school rules and guidelines
- Attends and takes part in school meetings on curriculum, organisation, and guidelines

Teacher Skills and Qualifications:

Education Degree, Qualified Teacher Status, , Class Management Skills, Curriculum Building, Lesson Planning, Extensive Knowledge of Relevant Teaching Subject Area, Adaptable Teaching Practices, Creative Problem-Solving Skills, Patience, Empathy, Strong Written and Verbal Communication Skills

Handout 1

Powers and Functions of the Prime Minister

1. Prime Minister is the head of the Government.
2. Ministers are appointed on the advice of the Prime Minister.
3. The Prime Minister distributes and redistributes the work to the minister.
4. He/She can dismiss the Ministers.
5. He/She chairs Cabinet Meetings.
6. He/She coordinates the work between different departments. His decision is final in case of disagreements between two departments.
7. He/She is the Leader of the Lower House of the Parliament.
8. He/She represents the country on foreign tours.

Handout 2

Powers of the President

While the Prime Minister is the head of the government, the President is the head of the State. In our political system the head of the State exercises only nominal powers. The President of India is like the Queen of Britain whose functions are to a large extent ceremonial. The President supervises the overall functioning of all the political institutions in the country so that they operate in harmony to achieve the objectives of the State.

The President is not elected directly by the people. The elected Members of Parliament (MPs) and the elected Members of the Legislative Assemblies (MLAs) elect her. A candidate standing for President’s post has to get a majority of votes to win the election. This ensures that the President can be seen to represent the entire nation. At the same time the President can never claim the kind of direct popular mandate that the Prime Minister can. This ensures that she remains only a nominal executive.

All governmental activities take place in the name of the President. All laws and major policy decisions of the government are issued in her name. All major appointments are made in the name of the President. These include the appointment of the Chief Justice of India, the Judges of the Supreme Court and the High Courts of the states, the Governors of the states, the Election Commissioners, ambassadors to other countries, etc. All international treaties and agreements are made in the name of the President. The President is the supreme commander of the defence forces of India.

There is one very important thing she should do on her own: appoint the Prime Minister. When a party or coalition of parties secures a clear majority in the elections, the President, has to appoint the leader of the majority party or the coalition that enjoys majority support in the Lok Sabha. When no party or coalition gets a majority in the Lok Sabha, the President exercises her discretion. The President appoints a leader who in her opinion can muster majority support in the Lok Sabha. In such a case, the President can ask the newly appointed Prime Minister to prove majority support in the Lok Sabha within a specified time.

Make a comparison table for the powers of the Prime Minister and the powers of the President.

Prime Minister	President

Handout 3

Parliamentary Vs Presidential Democracy

Presidents all over the world are not always nominal executives like the President of India. In many countries of the world, the President is both the head of the state and the head of the government. The President of the United States of America is the most well-known example of this kind of President. The US President is directly elected by the people. He personally chooses and appoints all Ministers. The law making is still done by the legislature (called the Congress in the US), but the president can veto any law. Most importantly, the president does not need the support of the majority of members in the Congress and neither is he answerable to them. He has a fixed tenure of four years and completes it even if his party does not have a majority in the Congress.

This model is followed in most of the countries of Latin America and many of the ex-Soviet Union countries. Given the centrality of the President, this system of government is called the Presidential form of government. In countries like ours that follow the British model, the parliament is supreme. Therefore our system is called the parliamentary system of government.

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