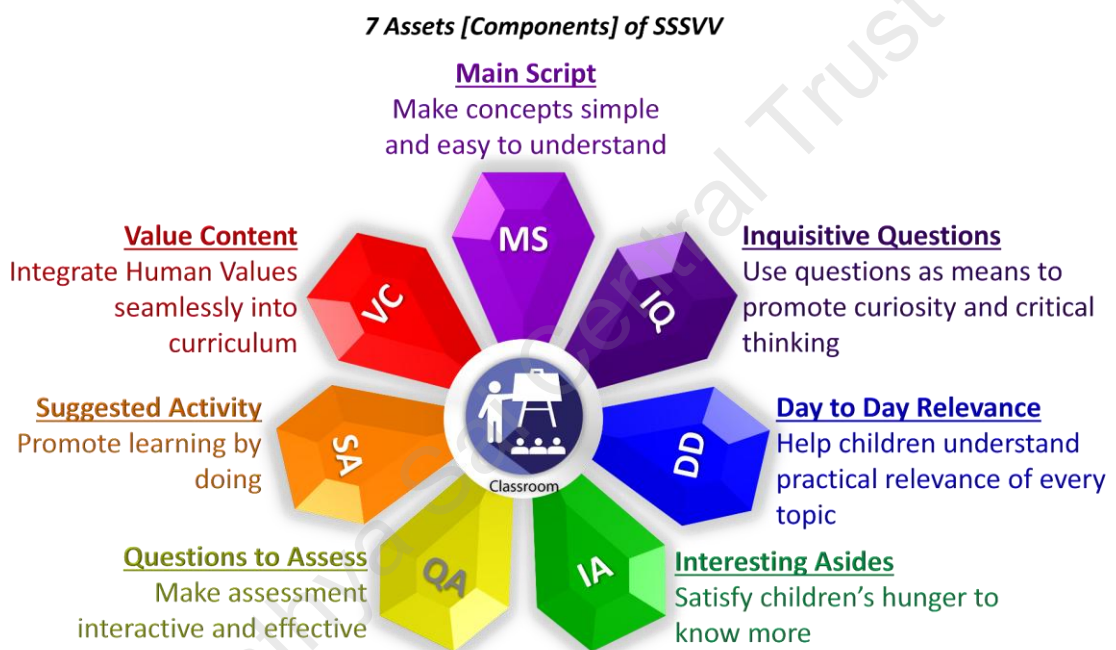


Master Lesson Plan

for

Working of Institutions

Board	Standard	Subject	Chapter	Language	Creation date
NCERT	STD IX	Social Science	Working of Institutions	English	



CURRICULAR GOALS	CG-5: Understands the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government
COMPETENCIES AS PER NCF/NIPUN BHARAT	C-5.4: Analyses the basic features of a democracy and democratic government and its history in India and across the world and compares this form of government with other forms of government.
SDG(Sustainable Development Goals)	SDG 16: Peace, Justice And Strong Institutions
Technology aids	PPTs
Strategies	Story based -Role Play, Flipped classroom
Interdisciplinary Connections	History
Cross-Cutting Themes	Values and Dispositions: Bring out the importance of integrity in public service. Educational Technology: Enriched with PPTs as teaching aids

MS_Ideation Module_Working of Institutions

[Notes to teacher : Dear Teachers, through this MLP, we bring to you, suggestions, pedagogical approaches, ideas, teacher reference documents (TRD), teaching aids (TA) and Learning Aids (LA) for the topic '**Working of Institutions**' for grade IX.

This ideation for lesson planning and delivery has been designed based on the curricular expectations and learning outcomes as prescribed by **NCERT** and **AP**.]

Curricular Expectations: Outline or assess the working of the Indian Parliament and the judiciary.

Learning Outcome: Students will be able to:

- understand how major decisions are taken and implemented
- learn how disputes regarding these decisions are resolved
- what makes their functioning democratic
- compare these institutions with similar institutions in other countries

Total Time to transact MLP : 140 minutes, 4 periods

Topics in this Chapter :

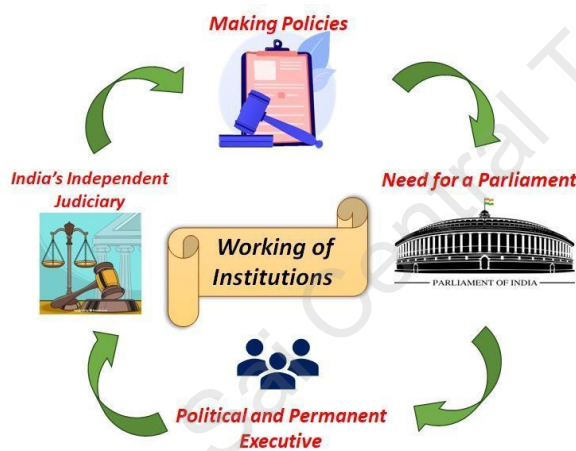


Image Source:

Policy: freepik.com/free-vector/legal-statement-court-notice-judge-decision-judicial-system-lawyer-attorney-studying-papers-cartoon-character_11667035.htm

Attribution: vectorjuice

Parliament: pixabay.com/vectors/parliament-india-government-2028311/

Attribution: OpenClipart-Vectors

Law: freepik.com/free-vector/background-with-advocacy-elements_2250468.htm

Attribution: freepik

Executive: PPT Icons

Scroll: PPT shapes

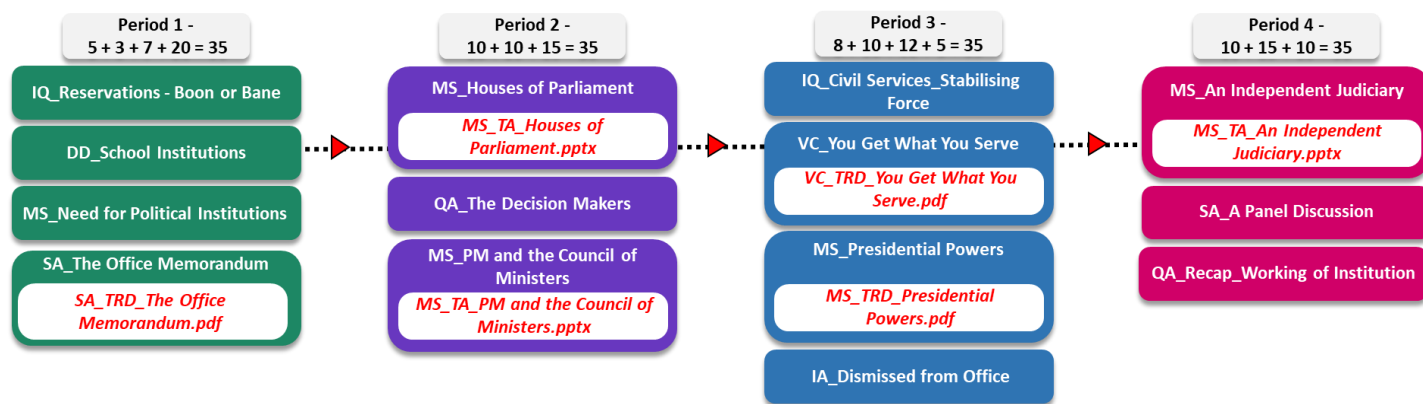
[Notes to teacher: The chapter on **Working of Institutions** has been broken down into these subtopics. Ideas and strategies on how each topic can be dealt with has been suggested. As you view this lesson plan, you will find that all the seven assets are integrated seamlessly to make learning 'Insightful', 'Inspiring', 'Enjoyable', and 'Participative'. You will also notice that the activities and Value content are designed towards attainment of curricular expectations.

This lesson plan is designed for **4 periods**, considering **each period to be of 35 minutes**. Additional one or two periods may be used, if required.]

Lesson Plan Flow

[Notes to the teacher: Here is the MLP at a glance for a quick reference.]

Working of Institutions - MLP Design flow - Overview



PERIOD 1

Topic : How is a major policy decision taken?

Time : 5+3+7+20

Asset Types: IQ, DD, MS, SA

Objective: Students will be able to

- 1) give reasons why we have reservations in the country
- 2) draw a parallel between the school and political institutions
- 3) explain why political institutions are necessary
- 4) identify the major steps in decision making

1) IQ_Reservations - Boon or Bane

Notes to the teacher: The teacher narrates/gives the students a scenario and asks them a few questions based on it.

Admissions to college:

Student 1: I have applied to the college under the sports quota.

Student 2: I will have no problem getting admission as we get reservations.

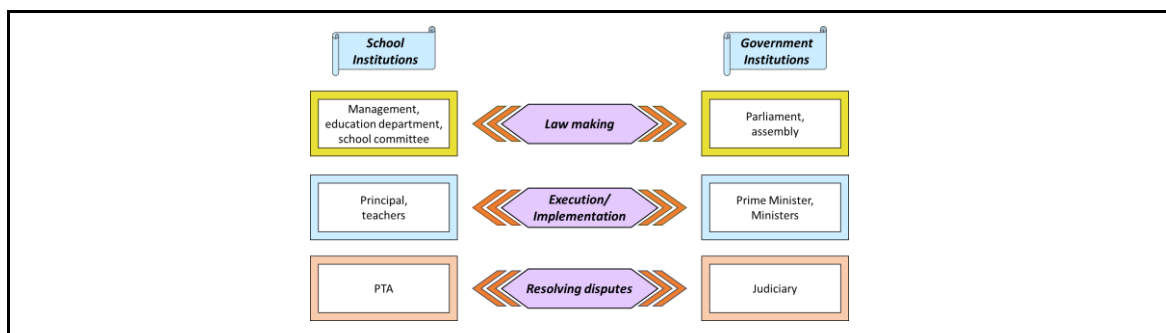
Student 3: I have to apply to several colleges! Though I got 74% marks, the cut off percentage is 75%. Due to reservations, I have no choice and will have to join where I get admission.

Questions:

1. What has reservation achieved?
Hint: Social justice or reverse discrimination.
2. Do we have reservations in the private sector? Why?
3. Why do we have reservations even after 75 years of independence?
Hint: Vote banks

2) DD_School Institutions

Notes to the teacher: Ask the students to draw a parallel between their school institutions and the government and draw a mind map on the blackboard.



3) MS_Need for Political Institutions

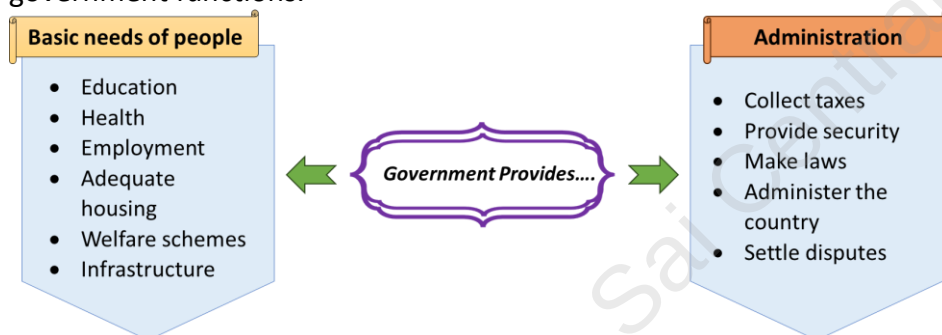
Notes to the teacher: Use leading questions to find out from the students why institutions are necessary.

Questions:

1. Which institutions are at work in the running of your school?
2. Would it be better if one person alone took all the decisions regarding management of your school?

Hint: Decisions made by a single person will lead to dictatorship and will not be a democracy.

Notes to the teacher: Create a mind map as students come up with a list of government functions.



4) SA_The Office Memorandum

Conduct a role play followed with a discussion on the legislative process.

Students can recreate how an office memorandum goes through several government institutions and personnel to become a law.

Use the **SA_TRD_The Office Memorandum.pdf** as reference.

PERIOD 2

Topic : Parliament

Time : 10+10+15

Asset Types: MS, QA, MS

Objective: Students will be able to

- 1) discuss why we have debates in the parliament
- 2) prepare a quiz on the topics covered

3) analyze why the parliamentary democracies are referred to as Prime Ministerial form of government

1) MS_Houses of Parliament

Method 1: Lecture method

Ask students to:

- recreate the law-making process
- need for the Parliament
- differentiate between the Lok Sabha and the Rajya Sabha

Method 2: Flipped classroom

Students prepare the lesson beforehand and present it in class by dividing the topics among themselves.

Use **MS_TA_Houses of Parliament.pptx** to summarize.

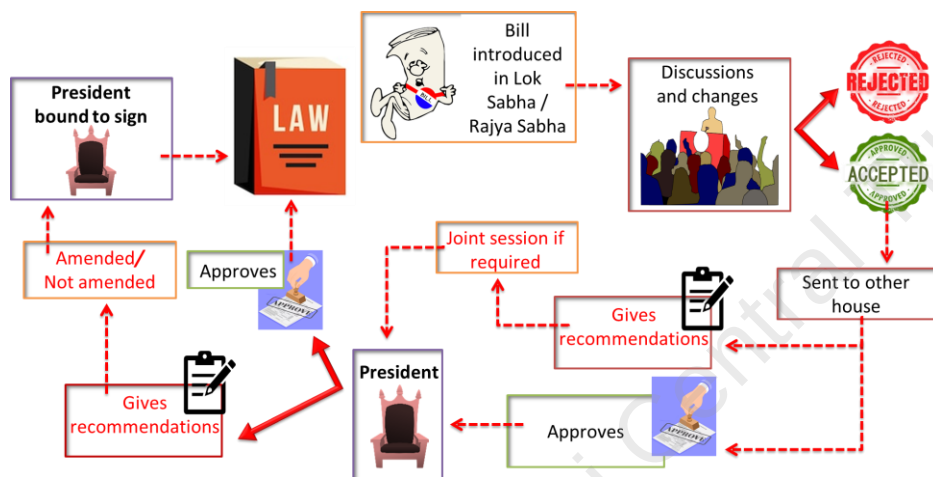


Image Source:

Bill: pixabay.com/vectors/bill-legislation-politics-congress-7084252/

Attribution: bookdragon

Debate: pixabay.com/vectors/press-conference-speaker-media-304776/

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Chair, Exam pad: PPT icon

2) QA_The Decision Makers

To encourage students to delve deeper into the topic, divide the class into two groups. Each group prepares a question paper and the competing group solves it. Teams assess each other and can use innovative methods like:

- puzzles
- games
- activities
- topics for each group
 1. Need for political institutions
 2. Houses of Parliament

3) MS_PM and his Cabinet

Use **MS_TA_PM and Council of Ministers.pptx** to discuss why the Prime Minister is so powerful.

Additional questions:

1. Is the current government a coalition? Who are its coalition partners?
2. Name a few Cabinet ministers at the Union and in your state. What are their portfolios?
3. Are ministers holding certain portfolios more powerful? If yes, which are those portfolios?

PERIOD 3

Topic : Political Executive

Time : 8+10+12+5

Asset Types: IQ, VC, MS, IA

Objective: Students will be able to:

- tell why the permanent executive ensures the smooth functioning of the government
- value the role of integrity in public service
- compare the powers of our President with other Presidential systems
- appreciate that no President has been impeached in India

1) IQ_Civil Services_Stabilising Force

Notes to the teacher: Give a situation and ask related questions, such as:

Scenario: The District Collector has been transferred for bringing water to the villages in her district.

Question 1: Why was the Collector transferred? She was performing her duty diligently.

Question 2: The permanent executive usually has more education and expertise unlike ministers. Why is the minister more powerful than the civil servants?

Hint:

- Minister is elected representative - answerable to the people
- They have the larger picture, therefore take important decisions

Question 3: How can we ensure that the right persons take up ministerial positions?

Hint: elect right candidates

Interdisciplinary approach: History

Teacher can conclude by sharing how

- the British introduced the Civil Services to administer the country
- exams were originally held in Britain where very few Indians qualified
- they ensured the smooth transition to democracy by General elections

2) VC_You Get What You Serve

Use **VC_TRD_You Get What You Serve.pdf** to conduct a role play to bring out the importance of integrity in public service. This can be followed up with a discussion and giving a few 'points to ponder'.

3) MS_Presidential Powers

Use one of the following methods to transact the content in class:

Method 1: Self study

Method 2: Discussion

Use the **MS_TRD_Presidential Powers.pdf** to draw a mind map showing the

- powers of the Indian President
- why he is a nominal head
- comparison with other Presidential countries

4) IA_Dismissed from Office

Ask the students to recall how judges are removed from office. A student can volunteer to create a mind map of the points.

Hint:

- they're removed through a process called impeachment
- grounds - 'incapacity' or 'misbehaviour'
- resolution to this effect has to be passed by 2/3rd majority in both houses of Parliament
- once passed, the President removes the judge

Clarify that the removal of the Indian President is also a rigorous procedure – **impeachment**

The President can be impeached only for '**violation of the Constitution**'.

It is a lengthy process that involves:

1. A **charge** tabled in either House of Parliament after a 14-day notice in writing.
2. The 'other House' **investigates** the charge.
3. If the President is found guilty, he can be removed by a **resolution passed by a majority of two-thirds** by the House that 'investigates'.
4. The President loses office on the day the resolution is passed.

Till date, no President has been impeached in India.

Source: constitutionofindia.net/articles/article-61-procedure-for-impeachment-of-the-president/

PERIOD 4

Topic : Judiciary

Time : 10+15+10

Asset Types: MS, SA, QA

Objective: Students will be able to

- 1) outline the role of judiciary in the country
- 2) argue for and against a case pending in the Supreme Court
- 3) revise the chapter – Working of Institutions

1) MS_An Independent Judiciary

Show a cartoon of a job interview to show how judicial posts are political appointees in the US and discuss how the Indian judiciary is independent.

Refer **MS_TA_An Independent Judiciary.pptx**

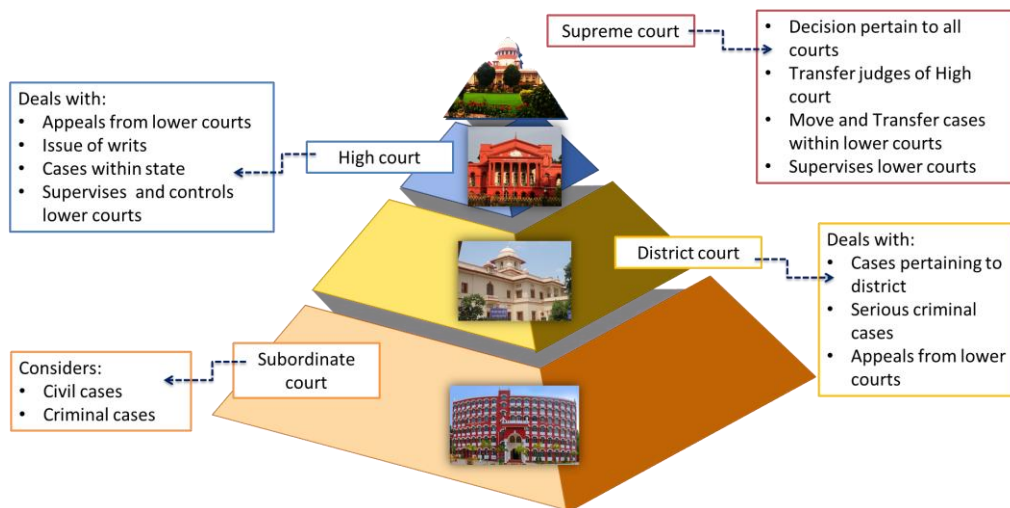


Image Source:

Supreme court and High court: SSSVV Gallery

Pyramid: PPT shapes.

District courts: newdelhi.dcourts.gov.in/

Attribution: newdelhi.dcourts.gov.in/

Subordinate court: chennai.dcourts.gov.in/

Attribution: chennai.dcourts.gov.in/

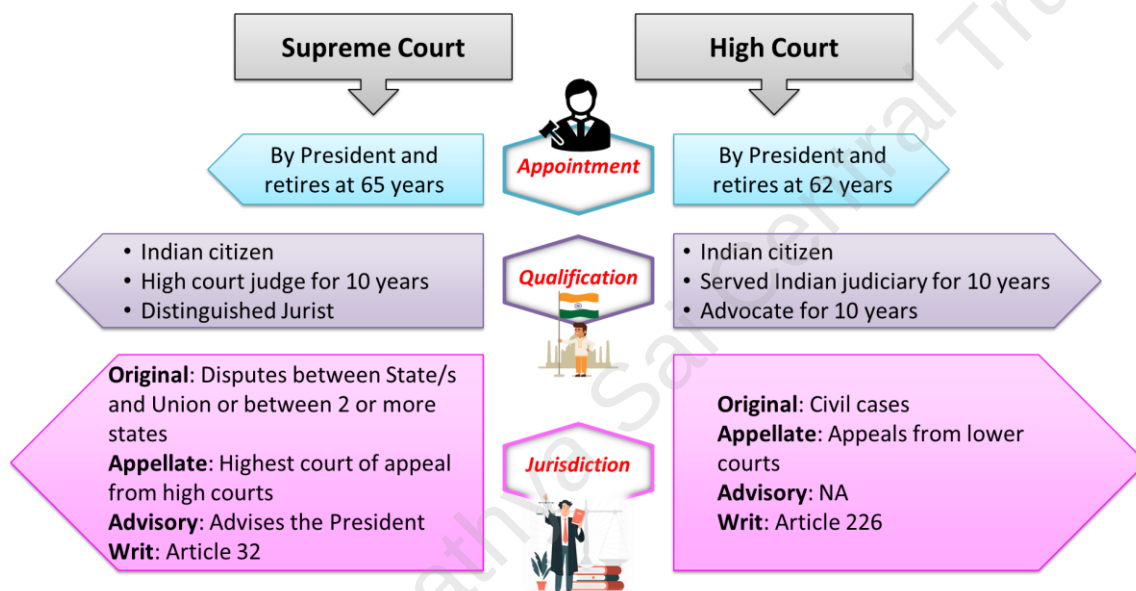


Image Source:

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Attribution: storyset

Judge vector: PPT icon

Additional activity idea:

Follow any major court case in the Supreme Court/High Court. Find out:

1. What was the original verdict?
2. Was there an appeal, who appealed and why?
3. Did the High Court/Supreme Court reverse a verdict?
4. Why did it reverse a verdict?

2) SA_A Panel Discussion

Conduct an activity where students recreate a 'televised' panel discussion in the school

assembly on the topic, 'Hill Station Development Plan'.

Aim: To demonstrate how spokespersons from the ruling and opposition parties debate on policies.

Students volunteer to become

- i) TV presenter
- ii) Opposition party spokesperson
- iii) Ruling party spokesperson
- iv) Environmental watch activist
- v) Narrator
- vi) viewers

Arguments For	Arguments Against
Tourism	Fragile ecosystem, pollution
Employment to youth	Depletion of forest cover
Income generation	Landslides
Infrastructure development	Indigenous people's habitat/occupation

3) QA_Recap_Working of Institutions

Ask situation based questions to enable the students to think.

Question 1: The President and the Prime Minister disagree over a policy. What do you think will be the outcome?

Question 2: The President is the Supreme Commander of the Armed Forces. S/he doesn't know how to hold a gun! Why is the President given this power?

OR

Why do we have a President when all the powers are vested in the Prime Minister?

Question 3: Arguments for and against

The Indian Judiciary is Independent		
Arguments	For	Against

Question 4: Draw cartoons depicting Indian politics with respect to the 'Working of Institutions'.

Suggestions:

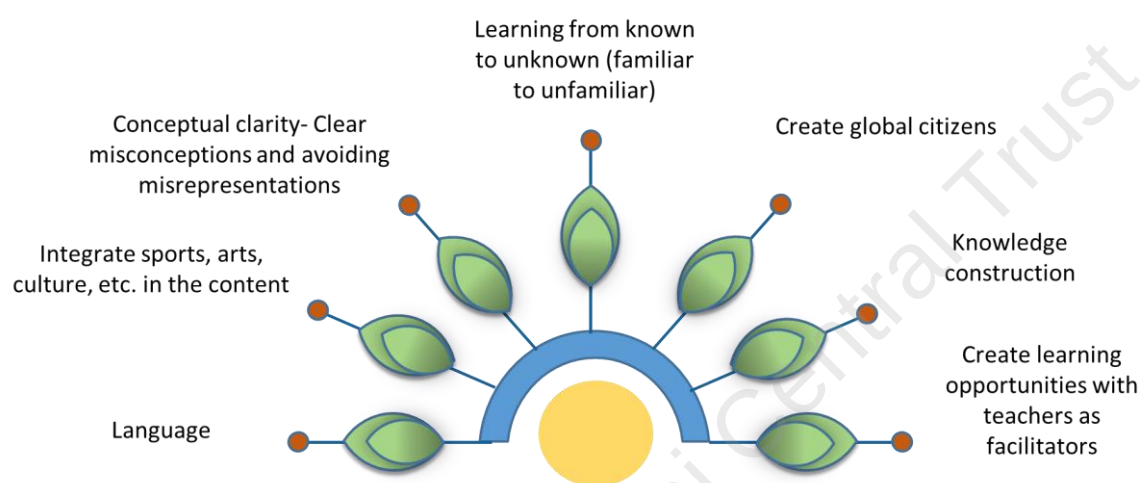
- horse trading (one political party poaches leaders/ministers from 'other parties' to come to power or to bring down a government)
- increasing power of the PM
- judicial activism in the wake of increased PIL

LESSON PLAN DESIGN

You would have noticed that the lesson plan designed has ample opportunities for

- ★ activity based learning
- ★ interdisciplinary approach
- ★ development of critical thinking skills
- ★ relevance and connection of the topic to the real world
- ★ problem solving
- ★ integration of Values with the concept
- ★ Interaction in the classroom

Salient recommendations of NEP



We hope that this Lesson plan design which is aligned to the NEP2020 guidelines will be helpful for you. Thank you.

Time to teach	Asset type	Theme	Sub Theme
140 minutes	Main Script	Working of Institutions	Framing new laws Independent judiciary- Meaning Parliament Political Executive Process for taking a major Policy Decision

Master Lesson Plan

Seven Asset Methodology for MLP



Sri Sathya Sai
VIDYA VAHINI
श्री सत्यसाई विद्या वाहिनी

Sri Sathya Sai Central Trust

Annexure to Master Lesson Plan

What is the purpose of this Master lesson Plan?	This Master Lesson Plan (MLP) prepared by Sri Sathya Sai Vidya Vahini (SSSVV), covers the entire chapter for the given board. The MLP for the chapter given in the textbook is broken down into smaller modules known as assets. Any chapter can be taught using the 7 asset types in SSSVV methodology. Several different assets together complete the entire chapter. Depending on the requirement, each asset is supported by teaching aids such as animated presentation, audio, video, and learning aids such as worksheets. The MLP is for the teacher's preparation and the teaching aids are for use in the classroom.
How to use it?	You can prepare for your class with this MLP by following 3 simple steps: 1. Read your textbook; 2. Go through the information given in the assets (document & multimedia); 3. Prepare your teaching notes. Great! Now you are ready to transact the chapter.
Duration	Kindly note the duration given for each asset. Due care has been taken in planning the assets, to ensure the chapter is completed within the time specified by the Board. Note: Preparation time is not included in the asset duration. The teaching time depends on the duration of the teaching aids and is not impacted by the length of the MLP.
What is a 'Main Script' (MS) Asset?	The Main Script asset is there for explaining the main concepts of the chapter clearly. The information given in the textbook is simplified, organised and structured to give more clarity. Additionally, you may find a video or mnemonics or a graphic organiser to deepen the understanding of the concept.
How to teach using the MS asset?	Please use the blackboard, slides and interaction to develop the concept.
What is an 'Inquisitive Questions' (IQ) asset?	The Inquisitive Questions asset uses questions to promote higher order thinking like the n th why, what-if, new perspectives, cause-effect, and others, creating curiosity.
How to teach using the IQ asset?	You may use the questions to connect with the students, encourage exploration to engage them in the learning process. You may allow multiple responses and instead of rejecting any of the responses, ask why, before revealing the suggested answer or hints.
What is a 'Day to day Relevance' (DD) Asset?	The Day to Day Relevance asset helps students understand the practical relevance of every topic, making them eager participants in the classroom. If students connect the concepts to their environment, they would learn meaningfully without dislike or simply memorizing for exams.
How to teach using the DD	You may use the asset by asking questions about their experience and use it to establish why they are learning the topic. If necessary you may substitute with a

asset?	recent or local example.
What is an 'Interesting Aside' (IA) asset?	The Interesting Aside asset uses attention grabbing tidbits or anecdotes to bring joy and satisfy the child's hunger to know more. This is a quick/short asset intended to bring attention back to the main concept being taught.
How to teach using the IA asset?	You may use this asset to give a piece of interesting information relevant to the topic, without prolonged explanation/discussion. You may suggest appropriate books for further reading.
What is a 'Suggested Activity' (SA) Asset?	The Suggested Activity asset provides a detailed step by step procedure for the teacher to conduct a hands-on activity. This promotes Activity Based Learning.
How to teach using the SA asset?	You may use this asset to energise your students to learn by doing simple, fun-filled activities based on the topic. The asset includes - preparation, activity, and follow-up. You may engage the students in the preparation and follow-up stages to develop collaboration and responsibility. You could try it once, yourself, before the actual delivery to be more comfortable with it. Note: The duration mentioned in the asset is usually for the activity part only.
What is a 'Value Content' (VC) Asset?	The Value Content asset integrates Universal Human Values (such as empathy, inclusivity, respect for nature that translates into responsible behaviour) seamlessly into the curriculum, as the "End of education is character".
How to teach using the VC asset?	You may use this asset to engage with the students to bring out their innate values and connect with the intrinsic values in the topic/concept. The asset includes pointers on the specific pedagogical technique followed.
What is a 'Questions to Assess' (QA) asset?	The Questions to Assess asset uses an interactive approach to check learning of different types of learners, and provides feedback to the teacher for appropriate action. The questions cater to all the levels of Bloom's Taxonomy. Questions from 'Apply' level and above enable students to reflect on their learning.
How to teach using the QA asset?	You may go through the slides to understand its flow and know when to click for the answer (slides include suggested answers). While presenting in the class, you may display the question and encourage multiple responses, before revealing the answer. In some cases, this asset may include extra questions/worksheet that can be given as homework.