



CIVIC EDUCATION

Teacher's Guide
(To be implemented from 2015)

Grade 10



Department of Social Sciences
National Institute of Education
Maharagama
Sri Lanka
www.nie.lk

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Message from the Director General

The first phase of the new competency based curriculum, with 8 years curriculum cycle was introduced to secondary education in Sri Lanka in 2007 replacing the existed content based education system with basic objective of developing the national level competencies recommended by the National Education Commission.

The second phase of the curriculum cycle to be introduced to grades 6, and 10 starts from 2015. For this purpose, National Institute of Education has introduced a rationalization process and developed rationalized syllabi for these grades using research base outcomes and various suggestions made by different stakeholders.

In the rationalization process, vertical integration has been used to systematically develop the competency levels in all subjects from fundamentals to advanced levels using the bottom up approach. Horizontal integration is used to minimize the overlapping in the subject content and to reduce the content over loading in the subjects to produce more students friendly and implementable curricular .

A new format has been introduced to the teachers' guide with the aim of providing the teachers with the required guidance in the areas of lesson planning, teaching, carrying out activities and measurement and evaluation.

These guidelines will help the teachers to be more productive and effective in the classroom.

The new teachers' guides provide freedom to the teachers in selecting quality inputs and additional activities to develop the competencies of the students. The new teachers' guides are not loaded with subject content that is covered in the recommended textbooks. Therefore, it is essential for the teacher to use the new teachers' guides simultaneously with the relevant textbooks prepared by Education Publication Department as reference guides to be more aware of the syllabi.

The basic objectives of the rationalized syllabi and the new format of teachers' guide and newly developed textbooks are to bring a shift from the teacher centered education system into a student centered and more activity based education system in order to develop the competencies and skills of the school leavers and to enable the system to produce suitable human resource to the world of work.

I would like to take this opportunity to thank the members of Academic Affairs Board and Council of National Institute of Education and all the resource persons who have immensely contributed in developing these new teacher guides.

Director General
National Institute of Education

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Message from Ven. Deputy Director General

Learning expands into a wider scope. It makes life enormous and extremely simple. The human being is naturally excellent in the skill of learning. A country when human development is considered the main focus uses learning as a tool to do away with malpractices identified with intellect and to create a better world through good practices.

It is essential to create valuable things for learning and learning methods and facilities within the aphere of education. That is how the curriculum, syllabi, teachers' guides and facilitators join the learning system.

Modern Sri Lanka has possessed a self-directed education system which is a blend of global trends as well as ancient heritage.

It is necessary to maintain the consistency of the objectives of the subject at the national level. However, facilitators are free to modify or adapt learning teaching strategies creatively to achieve the learning outcomes, competency and competency level via the subject content prescribed in the syllabus. Therefore, this Teachers' Guide has been prepared to promote the teachers' role and to support the students as well as the parents.

Furthermore, at the end of a lesson, the facilitators of the learning-teaching process along with the students should come to a verification of the achievement level on par with ones expected exam by a national level examiner, who evaluates the achievement levels of subjects expected. I sincerely wish to create such a self-progressive, motivational culture in the learning-teaching process. Blended with that verification, this Teachers' Guide would definitely be a canoe or a raft in this endeavor.

Deputy Director General

Faculty of Languages, Humanities and Social Sciences

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Instructions to use the Teacher's Guide

The subject Civics and Governance implemented since 2007 for Grade 10- 11 has been decided to name as Civic Education from year 2015. In fact Civic Education has been made a compulsory subject for Grade 6-9 and, it is an optional subject in the 1st subject group for Grade 10-11. Further , three periods have been allocated weekly for this subject from Grade 10-11. It is supposed to implement Assessment and evaluation for G.C.E. (O/L) Examination based on the prescribed syllabus for Grade 10 -11.

Teachers are given the freedom to use their creativity to prepare the activities covering the subject content given in the Teacher's Guide in order to facilitate learning teaching process in the classroom. In this regard the Teachers Instructional Manual of Civics and Governance Grade 10 published in 2007 can also be used.

The subject content of Civic Education and the methods which are employed to explore more information related to the subject content are equally important in developing the desired competencies within the students. In this regard use of the text book is essential to make the learning teaching process easy .

When using the Teacher's Guide, learning teaching process should be implemented in order to achieve the competencies and competency levels given in the Teacher's Guide.

The subject content be covered when preparing lesson plans is also included in the Teacher's Guide with some required examples. In addition to the use of Teachers' guide it is essential to consider the subject matter included in the text book under each topic and the related activities. As the quality inputs in the Teacher's Guide are only for examples, teachers are free to change them accordingly .

We expect that the students are directed to study the required subject providing at least 50% of practical based learning opportunities in order to achieve the objectives of the subject, Civic Education. In this regard we kindly request you to direct us your constructive ideas and suggestions.

Project Team

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Civic Education

Syllabus

Grade 10

(To be implemented from 2015)

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Introduction

The subject Life Competencies for Grades 7, 8, 9 was introduced to the curriculum for the first time from 2000 onwards according to the proposals for Education Reforms of 1999. Civic Education, Geography and History were introduced to Grades 6–11 in place of the subjects History and Social Studies from 2005 onwards according to the report of the National Education Commission. By that time the subject Life Competencies had been implemented.

Sections of the subjects Life Competencies and Civic Education were combined and introduced to Grade 6–9 under the Education Reforms of 2007. For Grades 10–11 the name of the subject was changed to Civics and Governance.

Accordingly, the subject Life Competencies was implemented as the part I and Civic Education as the part II for Grades 6–9.

- ✘ Taking the practical problems that cropped in its implementation in this manner as well as research findings, views of teachers and master teachers into consideration, it was felt that it would be more effective if the subject was implemented as a single subject instead of as two subjects.

The syllabus was restructured by taking into consideration the similarities of the subject sections and combining them and implementing it as a single subject for Grades 6–9.

Accordingly, subject areas of Life Competencies were combined with subject areas of Civic Education and unified, taking the need into consideration.

National Goals

The national system of education should assist individuals and groups to achieve major national goals that are relevant to the individual and society.

Over the years major education reports and documents in Sri Lanka have set goals that sought to meet individual and national needs. In the light of the weaknesses manifest in contemporary education structures and processes, the National Education Commission has identified the following set of goals to be achieved through education within the conceptual framework of sustainable human development. The National Education Commission sees the realisation of these goals as its vision for the education system.

- ⌘ (i) Nation building and the establishment of a Sri Lankan identity through the promotion of national cohesion, national integrity, national unity, harmony, and peace, and recognizing cultural diversity in Sri Lanka's plural society within a concept of respect for human dignity.
- (ii) Recognising and conserving the best elements of the nation's heritage while responding to the challenges of a changing world.
- ⌘ (iii) Creating and supporting an environment imbued with the norms of social justice and a democratic way of life that promotes respect for human rights, awareness of duties and obligations, and a deep and abiding concern for one another.
- (iv) Promoting the mental and physical well-being of individuals and a sustainable life style based on respect for human values.
- (v) Developing creativity, initiative, critical thinking, responsibility, accountability and other positive elements of a well-integrated and balanced personality.
- (vi) Human resource development by educating for productive work that enhances the quality of life of the individual and the nation and contributes to the economic development of Sri Lanka.
- (vii) Preparing individuals to adapt to and manage change, and to develop capacity to cope with complex and unforeseen situations in a rapidly changing world.
- (viii) Fostering attitudes and skills that will contribute to securing an honorable place in the international community, based on justice, equality and mutual respect.

(Extracted from : National Education Commission report, 2003)

Basic Competencies

The following Basic Competencies developed through education will contribute to achieving the above National Goals.

(i) Competencies in Communication

Competencies in communication are based on four subsets: Literacy, Numeracy, Graphics and IT proficiency.

Literacy : Listen attentively, speak clearly, read for meaning, write accurately and lucidly and communicate ideas effectively.

Numeracy : Use numbers for things, space and time, count, calculate and measure systematically.

Graphics: Make sense of line and form, express and record details, instructions and ideas with line form and colour.

IT proficiency: Computeracy and the use of information and communication technologies (ICT) in learning, in the work environment and in personal life.

(ii) Competencies relating to personality Development

- Generic skills such as creativity, divergent thinking, initiative, decision making, problem solving, critical and analytical thinking, teamwork, inter-personal relations, discovering and exploring ;
- Values such as integrity, tolerance and respect for human dignity;
- Emotional intelligence.

(iii) Competencies relating to the Environment

These competencies relate to the environment: social, biological and physical.

Social Environment : Awareness of the national heritage, sensitivity and skills linked to being members of a plural society, concern for distributive justice, social relationships, personal conduct, general and legal conventions, rights, responsibilities, duties and obligations.

Biological Environment : Awareness, sensitivity and skills linked to the living world, people and the ecosystem, the trees, forests, seas, water, air and life – plant, animal and human life.

Physical Environment : Awareness, sensitivity and skills linked to space, energy, fuels, matter, materials and their links with human living, food, clothing, shelter, health, comfort, respiration, sleep, relaxation, rest, wastes and excretion.

Included here are skills in using tools and technologies for learning, working and living.

(iv) Competencies relating to preparation for the World of Work

Employment related skills to maximize their potential and to enhance their capacity
to contribute to economic development.
to discover their vocational interests and aptitudes,
to choose a job that suits their abilities, and
to engage in a rewarding and sustainable livelihood.

ix:

(v) Competencies relating to Religion and Ethics

Assimilating and internalising values, so that individuals may function in a manner consistent with the ethical, moral and religious modes of conduct in everyday living, selecting that which is most appropriate.

(vi) Competencies in Play and the Use of Leisure

Pleasure, Joy, emotions and such human experiences as expressed through aesthetics, literature, play, sports and athletics, leisure pursuits and other creative modes of living.

(vii) Competencies relating to ‘learning to learn’

Empowering individuals to learn independently and to be sensitive and successful in responding to and managing change through a transformative process, in a rapidly changing, complex and interdependent world.

(Extracted from : National Education Commission report, 2003)

Aims of the Subject

Civic Education Grades 6-11

1. Development of the strength necessary to build future goals of life through the identification of one's abilities, skills and potentials.
2. Development of competencies necessary to exist in society endowed with a good personality.
3. Development of the strength necessary to work in unity with social organizations and institutions that coordinate with the wellbeing of society.
4. Development of the strength necessary to face unexpected and confusing situations in a constantly changing world.
5. Production of a citizen endowed with human qualities and social values necessary to exist in unity within a pluralistic society.
6. Building up of a society that acts in conformity with the conventions on human rights and democratic principles.
7. Prevention of disaster situations by actively contributing to disaster management and minimization of damage caused.
8. Provision of understanding of patterns of governance in Sri Lanka and the world based on political concepts and their practical application.
9. Investigation of various theories of economics and numerous principles of economics and their adaptation to social life as appropriate.
10. Building up of a society that mutually values responsibilities and duties.
11. Ensuring sustainable peace for Sri Lanka
12. Contribution to the lasting development for Sri Lanka through building up of a sustainable pattern of life

Competencies	Competency Level	Subject Content	Learning Outcomes	No. of Periods
<p>Democratic Government</p> <p>10.1 Performs as a good citizen of a democratic society.</p>	<p>10.1.1 Investigates the nature and evolution of democracy .</p>	<ul style="list-style-type: none"> • Definition of the concept of "Democracy" • Origin and evolution of democratic Government • Direct and indirect (representation) 	<ul style="list-style-type: none"> • Explains the concept of "Democracy" through its definition. • Explains the basic features of direct democracy . • Compares the differences between direct and indirect democracy . 	<p>04</p>
	<p>10.1.2 Analyses the main characteristics of democratic government.</p>	<ul style="list-style-type: none"> • Characteristics of democratic government * Selection of governments and rulers based on universal franchise. * Competitive party system. * Electorate system. * Free and fair elections * Existence of a government party and opposition. * Participation in democratic activities based on equality and freedom * Working according to the constitution. * Media freedom and right to information * Independence of the judiciary * Implementation of the Authority of the Law and equality before the law 	<ul style="list-style-type: none"> • Names the characteristics of democratic government. • Explains how the characteristics of a democratic government contributes to its existence. 	<p>08</p>

Competencies	Competency Level	Subject Content	Learning Outcomes	No. of Periods
	<p>10.1.3 Compares the differences between the state and the government and the responsibilities of the citizen to the citizen.</p>	<ul style="list-style-type: none"> • Definition of state and government • Main features of the state and the government • Nature of the state and the government <ul style="list-style-type: none"> * Nature of the state * Nature of the nation state * Emergence and evolution of the nation state • Role of the State <ul style="list-style-type: none"> * Main aspect of States, Unitary/ Federal * Basic features of Unitary and Federal states • The major organs of the Government and their functions <ul style="list-style-type: none"> * Legislature * Executive * Judiciary • Nature of the Government <ul style="list-style-type: none"> * Parliamentary system * Presidential system • Responsibilities of the citizen <ul style="list-style-type: none"> * Supportive of the state * Protection of common amenities • Responsibilities devolving on the citizen <ul style="list-style-type: none"> * Equality * Justice of the law 	<ul style="list-style-type: none"> • Explains the terms "State" and "Government" through definitions. • Analyses the main characteristics of state and government. • Explains the nature of nation state. • Analyses the main features of unitary and federal states comparatively . • Explains the major organs of the government and their functions. • Examines the difference between parliamentary and presidential systems in relation to their basic features. • Expresses ideas on the importance of understanding the duties and responsibilities of a citizen in a democratic society . 	<p>16</p>

Competencies	Competency Level	Subject Content	Learning Outcomes	No. of Periods
	10.1.4 Internalizes the ideal of democracy .	<ul style="list-style-type: none"> • Factors necessary for a democratic system of rule to be successful <ul style="list-style-type: none"> * Conducting free and fair elections * Existence of the authority of the law <ul style="list-style-type: none"> * Independence of the Judiciary * Presence of an intelligent population * Existence of a good economic level <ul style="list-style-type: none"> * Existence of free and impartial mass media * Democratic system of life • The importance of democratic government <ul style="list-style-type: none"> * Right of equal rights * Provision of opportunity for the development of individual abilities and skills <ul style="list-style-type: none"> * Availability of the opportunity for citizens to participate in governance * Provision of priority for human development * Establishment of the basis necessary for the building of a peace-loving society * Social welfare 	<ul style="list-style-type: none"> • Explains the factors that are necessary for the success of a democratic government. • Describes how democratic government mediates for the wellbeing of the society . 	02

Competencies	Competency Level	Subject Content	Learning Outcomes	No. of Periods
<p>Decentralization and devolution of power</p> <p>10.2</p> <p>Acts with understanding of the concept of decentralization of power and devolution of power.</p>	<p>10.2.1 Makes a comparative inquiry of the concept of "Decentralization and devolution of power".</p> <p>10.2.2 Explores the structure of the units, powers and functions of the decentralization of power.</p>	<ul style="list-style-type: none"> • Introduction of the concepts of decentralization and devolution of power • Units of decentralization of power • Structure of the relevant units • The powers and functions of these units • Reasons for the decentralization of power in modern states 	<ul style="list-style-type: none"> • Defines the term "power" • Explains the concepts of decentralization of power and devolution of power • Names and explains the units of decentralization of power and their structures. • Describes the power and functions of the units of decentralization of power. • Explains the reasons for decentralization of power in modern states. 	<p>02</p> <p>05</p>

Competencies	Competency Level	Subject Content	Learning Outcomes	No. of Periods
	<p>10.2.3 Explores the structures, powers and functions of the units of devolution of power .</p>	<ul style="list-style-type: none"> • Units of devolution of power • Structures of relevant units • Powers and function of these units • Reasons for the devolution of power in modern states • History of devolution and decentralization of power in Sri Lanka 	<ul style="list-style-type: none"> • Names and explains the units of devolution of power and their structures. • Describes the units of devolution of power and their functions. • Discusses the reasons for devolution of power in modern states. • Describes the historical background of devolution of power in Sri Lanka. 	05
	<p>10.2.4 Appreciates the necessity for the implementation of structural changes in modern states.</p>	<ul style="list-style-type: none"> • Structural differences in selected countries Eg. The United States of America Switzerland 	<ul style="list-style-type: none"> • Discusses the reasons related to devolution of power in USA. • Explains the reasons related to devolution of power in Switzerland. 	03

Competencies	Competency Level	Subject Content	Learning Outcomes	No. of Periods
<p>Multicultural Society</p> <p>10.3 Lives in peace as a good citizen in a multicultural society.</p>	<p>10.3.1 Investigates the nature of the multicultural society.</p>	<ul style="list-style-type: none"> • The “Multicultural Society” Introduction of the concept and its basic features 	<ul style="list-style-type: none"> • Explains the concept multicultural society . • Describes the main features of a Multicultural society . 	<p>03</p>
	<p>10.3.2 Explores the reasons that influence the existence of a multicultural society.</p>	<ul style="list-style-type: none"> • Factors that influence the creation of a multicultural society <ul style="list-style-type: none"> * Location * Migration * Invasion * Arrival of various races for trade * Bringing of Labourers 	<ul style="list-style-type: none"> • Describes the factors that contribute to the creation of a multicultural society . • Explains the effect of trade and bringing of labourers to Sri Lanka to creation of multicultural society . 	<p>03</p>

Competencies	Competency Level	Subject Content	Learning Outcomes	No. of Periods
<p>Economic Systems and Economic Relations</p> <p>10.4 Involves in economic activities while paying special attention to economic problems that Sri Lanka faces.</p>	<p>10.4.1 Investigates basic economic problems and economic activities.</p> <p>10.4.2 Explores information on various economic systems.</p>	<ul style="list-style-type: none"> • Definition and introduction to the "Economic System" • Identification of the basic economic problems that any economy faces • Introduction to factors of production and payments for them • Introduction to the process taking place in an economy • Identification of various economic systems. * Capitalist economy * Socialist economy * Mixed economy 	<ul style="list-style-type: none"> • Defines the term "Economic System". • Explains the basic economic problems faced in economy . • Explains factors of production and payments for them. • Describes the basic economic activities fulfilled by the economy . • Names the different economic systems of the world. •Analyses the basic features of different economic systems. 	<p>03</p> <p>06</p>

Competencies	Competency Level	Subject Content	Learning Outcomes	No. of Periods
	<p>10.4.3 Analyses current trends in the market economy in relation to development.</p>	<ul style="list-style-type: none"> • Identification of the concept of the market economy and its different facets • Features of a market economy . • The different facets of a market economy 	<ul style="list-style-type: none"> • Describes the concept of Market Economy . • Lists out the features of Market Economy . • Explains the different facets of Market Economy . • Discusses the new developmental trends in Market Economy . 	03
	<p>10.4.4 Analyses the impact of Globalization on Sri Lanka.</p>	<ul style="list-style-type: none"> • The present economic method and development in Sri Lanka • New developmental trends associated with the present economy of Sri Lanka • The influence brought upon the world economy and Sri Lanka by technological progress and globalization 	<ul style="list-style-type: none"> • Lists out on the special features of present economic system in Sri Lanka. • Defines the concept of Development. • Collects information about the new developmental trends in Sri Lanka. • Describes how globalization influences the world economy . • Discusses how globalization influences the Sri Lanka economy . 	03

Competencies	Competency Level	Subject Content	Learning Outcomes	No. of Periods
	10.5.3 Analyses the importance of conflict resolution in a democratic society .	<ul style="list-style-type: none"> • Qualities a citizen should possess in order to resolve conflicts peacefully • Advantages of avoiding conflicts and peaceful resolution of conflicts * Protection of the rights of every one * Building up a peaceful social system * Development of mutual co-operation * Minimization of the damage caused to society 	<ul style="list-style-type: none"> • Discusses the qualities that a citizen should improve for peaceful conflict resolution. • Expresses ideas accepting the advantages that can be gained by avoiding conflict situations and resolving them peacefully . 	03

Instructions for Learning Teaching Process

10.1 Democratic Government

From the distant past various methods of ruling the state had been practised. Monarchy, Dictatorial Rule, Plutocracy and Democracy are among there.

This unit proposes to provide students with the opportunity of studying the meaning of democracy, its beginnings and expansion, characteristics evident in a system of that form of rule, features necessary for the effective implementation of democracy as well as the functions of the state and the government.

It is also important that the competencies necessary for the student to adopt oneself to a democratic pattern of life should be developed in him/her since democracy is important as a method of existence as well as a form of rule. A society endowed with democratic qualities of life ensures the well-being of this system of rule. Accordingly, special attention needs to be paid to the necessity of gifting to society a set of members who respect the ideal of democracy.

While providing the opportunity for students to study the subject matter here meaningfully and practically, is very important that they are allowed to internalize what they learn appropriately and maintain the evaluation procedure well.

10.1 Competency

- Performs as a good citizen of a democratic society .

Competency Level

10.1.1 Investigates the nature and evolution of democracy .

No. of Periods: 04

Learning outcomes

- Explains the concept of "Democracy" through its definition.
- Explains the basic features of direct democracy .
- Compares the differences between direct and indirect democracy .

Instructions for lesson planning (Plan the lessons including the subject content given below) .

Definition of the concept of "Democracy"

Definitions of democracy (Based on the definitions in the text)

Political scientists have defined the concept of Democracy from two perspectives.

- (1) As a method of rule
- (2) As a social and life philosophy

Beginning and expansion of the democratic system of rule

Explain that the democracy is implemented in two ways as, "direct" and "indirect"

Quality Inputs

If possible, get the service of resource persons to discuss the definitions of direct /indirect democracy

Instructions for Assessment and Evaluation

Provide opportunities for the students to present simple definitions of the concept of democracy and its two perspectives – as a method of rule and as a social and life philosophy . Use suitable criteria to assess and evaluate the students.

Competency Level

10.1.2 Analyses the main characteristics of democratic government.

No. of Periods: 08

Learning outcomes

- Names the characteristics of democratic government.
- Explains how the characteristics of a democratic government contributes to its existence.

Instructions for lesson planning (Plan the lessons including the subject content given below) .

Characteristics of Democratic Rule

- Examples– Election of a government and rulers based on universal franchise
- Competitive party system
 - System of electorates
 - Free and fair elections
 - Existence of a government party and an opposition
 - Participation in democratic activities based on equality and freedom
 - Acting in accordance with the constitution
 - Media freedom and the right to information
 - Independence of the judiciary
 - The rule of law and equality before the law

Election of Governments and rulers based on Universal Franchise

- Examples – In a country where representative democracy is practised, representatives of the people rule
- Representatives are elected and appointed based on universal franchise
 - Once an individual has passed a prescribed age limit one has the right to vote irrespective of race, caste, ethnicity, profession or gender
 - Universal franchise is based on equality
 - Under the democratic system of rule, sovereignty of the people is really put into practice through universal franchise

Competitive Party System

Advantages of the existence of a competitive party system

- Examples– Building of unity through diversity
- Representation of opposition
 - Constructive criticism of the adverse actions of parties of the government in power
 - Directing the government along the correct path by appreciating beneficial actions
 - Prevention of the emergence of a an arbitrary system of rule

Electorate System

Explain that the unit apportioned on the basis of the amount of land or population for an election, is an electorate and that Sri Lanka is divided into electorates by the Delimitation Commission.

The advantages below are provided through the delimitation of electorates

Examples- That small parties and groups can achieve representation

- That the views of all groups of people are reflected in the legislature
- Availability of greater representation regionally

Free and Fair Elections

Several instances where the voters of Sri Lanka are provided the opportunity to vote.

Examples- Elections conducted to elect a President (Presidential Elections)

- Elections conducted to elect representatives for Parliament/ Provincial Councils/ Local Government Institutions
- At referendums

By conducting free and fair elections the voter gets the opportunity to express one's views freely and to put the views of the public to test.

Characteristics of free and fair elections

- Examples
- Conducting elections within a specified period of time
 - Protection of the right of those with the required qualifications to acquire candidature/right to vote
 - Freedom for candidates /voters to involve themselves in election related activities

Participates in democratic activities based on equality and freedom

There should be assurance of the opportunity for the individual to involve one self in democratic activities so as to safeguard freedom and equality in a democratic society. Given below are examples of several such activities.

- Conduct elections
- Use of mass media
- Freedom of expression
- Equality before the law

Acting in Terms of the Constitution

Advantages of acting according to the constitution in a Democratic state

Examples- Both the Administrators and the Administered being educated on the systems of government, institutions and the rights of citizens.

- Consistency of a system and the stability of a government
- The government provides citizens with ability to fulfil their expectations and desires

Independence of judiciary.

The rule of law and equality before the law.

Quality Inputs

Constitution (1978), leaflets on democracy, articles, Quotations, a map of an electorates

Instructions for Assessment and Evaluation

Let the students to express their views on the characteristics of a democratic government, universal franchise, competitive party system, electorate system. Ask them to prepare a map for election. Use a suitable criteria for considering the creativity of the students.

Competency Level

10.1.3 Compares the differences between state and the government and the responsibilities of the citizen to the citizen.

No. of Periods: 08

Learning Outcomes

- Explains the terms "State" and "Government" through definitions.
- Analyses the main characteristics of state and government.
- Explains the nature of nation state.
- Analyses the main features of unitary and federal states comparatively.
- Explains the major organs of the government and their functions.
- Examines the differences between parliamentary and presidential systems in relation to their basic features.
- Expresses ideas on the importance of understanding the duties and responsibilities of a citizen in a democratic society.

Instructions for lesson planning (Plan the lessons including the subject content given below)

Definitions for state and government

State

Defining and introduction to the state

Main Features of the state

According to present day acceptance the term state can be used only with respect to organization endowed with the characteristics below.

- Definite land
- Permanent population
- Government
- Autonomous power

Nature of the State and Government

Nature of the National State

Main Characteristics of the Modern Nation` State

Examples – Being built based on the four features comparing land, population, Government and autonomous power

- Being organized on the concept of one state for a single nation
- Administration being implemented by a class of professionals
- Enjoyment of autonomous power with respect to internal and external matters

Process of commencement and building up of the Nation State

• Reasons that influenced the birth National State

Examples

- Collapse of the feudal system
- Commencement of capitalism
- Christian reformist movements
- Industrial revolution
- Renaissance
- Religious basis – got from Christian reformist movements
- Political basis – Bodan, Machiavelli, Hobbes etc. Views put forward by political critics like those above

Role of the State

Examples:

- Protection of the law and peace
- Ensuring social progress
- Implementation economic management
- Provision social welfare services
- Bearing primary responsibility of providing general services
(Public weights and measuring, issue of currency, transport, post and medicine, communication service and provision of infrastructural facilities)
- Preparation and implementation of long-term economic development plans
- Conflict management
(Being bound to provide man with internal and external security in instances of war, revolts, uprisings, ethnic conflicts etc.)
- Provision of relief to them affected by national disasters
(floods, drought, cyclones, earth quakes, tsunami etc.)

The main characteristics of states

- Unitary
- Federal

Two Characteristics evident in a unitary state

- Superiority of the central government
- Absence of additional autonomous institutions in the system of government

Federal States

- Basic characteristics of a federal state
 - The authority of state power being divided between central and regional governments
 - There being division of power
 - The possibility of the existence of two centers of power as central and regional in a federal state

Government : Introduction and definition

" The will of the state is implemented practically by Government "

" The Government is not the state, it is its representation only . It is the responsibility of the Government to implement the tasks or functions assigned by the state "

" The practical arm of the state that converts the will of the state or the Public into policy is the Government "

- **Main Sections of the government**

Examples -The Legislature
-The Executive
-The Judiciary

- **Functions of the Legislature**

Examples: - Enacting laws
- Control of executive
- Control of finance

- **Functions of the Executive**

Examples: - Administer state service
- Issue ordinances and orders
- Control the Armed Forces and Police
- Regulate foreign relations
- Determine state policy and implement same

- **Functions of judiciary**

Examples - Administration of justice
- Interpret the law
- Act as the guardian of citizens rights
- Function as protector of the Constitution
- Advisory functions

- **Forms of Governments**

The Presidential and Parliamentary systems can be shown as two main forms of governments functioning in modern states.

There are two main methods of identifying the difference between Parliamentary and Presidential governments.

1. Institution that handles executive power
2. The relationship that exists between the legislature and the executive

- **Parliamentary System**

Examples - Power is handled through the Prime Minister and Cabinet of Ministers
- A direct relationship exists between the Legislature and the Executive
- The Executive is selected from the Legislature
- The Executive is collectively responsible for its actions to the Legislature
- It is possible for the Legislature to change the Executive

- **Presidential System**

Examples -Executive power is handled by the President

-The relationship that exists between the Legislature and the Executive may be distant

-The Legislature and the Executive are elected independent of each other

-Absence of mutual dependence on each other between the Legislature and the Executive

-Executive being not controlled by the Legislature

Example : The Presidential system in America and Presidential system implemented in Sri Lanka after 1978

Responsibility of the Citizen

The fundamental duties of the citizen are given in section (a) to (f) of Article 28 of the Constitution of the Democratic Socialist Republic of Sri Lanka, 1978.

(a) . to uphold and defend the Constitution and the law;

(b) . to further the national interest and to foster national unity;

(c) . to work conscientiously in his chosen occupation;

(d) . to preserve and protect public property' and to combat misuse and waste of public property

(e) . to respects the rights and freedoms of others; and

(f) . to protect nature and conserve its riches.

Responsibility to the Citizen

- Promotion of peace, security and cooperation
- Equality
- fairness of Law
- Functioning with transparency
- Institution of a just social system

Quality Inputs

Constitution, leaflets regarding State, Government, Nation state and other relevant documents, books and quotations.

Instructions for Assessment and Evaluation

Get the students to take part in different types of activities that cover the subject content and assess them.

Competency Level

10.1.4 Internalizes the Ideal of democracy .

No.of Periods: 02

Learning outcomes

- Explains the factors that are necessary for the success of a democratic government.
- Describes how democratic government mediates for the wellbeing of the society.

Instructions for lesson planning (Plan the lessons including the subject content given below)

- Factors essential for a democratic system of rule to be successful
 - Conducting free and fair elections
 - Protection of the rule of law
 - Presence of an intelligent population
 - Existence of a congenial economic level
 - Existence of a free and fair mass media
 - Democratic existence

- The importance of a democratic system of rule

Examples- Every citizen being entitled to equal rights irrespective of ethnicity, colour, religion, language differences

- Existence of provisions for the development of individual abilities, skills
- Availability of opportunities for citizens to participate in the ruling
- Election of rulers through universal franchise
- Ability to contest elections as a candidate
- Priority given to the development of human resources
- Availability of basis necessary to build a peaceful society
- Social Welfare

Discuss the points above with the students

Quality Inputs

Constitution (1978)

Instructions for Assessment and Evaluation

Ask the students to prepare an article to a wall paper about the importance of Democratic Government and assess them.

10.2 Decentralization of Power & Devolution of Power

Because of the diversity evident in modern states numerous problems have arisen. Most prominent among those are maintenance of national cohesion, assurance of national security, maintenance of peace, implementation of an efficient administration, ensuring greater involvement of population in the administration, speaking up of development etc. Both in the past and in the present intellectuals have explored various methodologies to meet these needs. Out of these methods, the present day acceptance is that decentralization of power and devolution of power as one such methodology. This unit, having identified concept of decentralization and devolution power, has endeavoured to discuss as what the aims are expected to be achieved through the decentralization or devolution of power in a country and as to why the power of a country should be decentralized or devoled and to provide basic understanding of same to students.

10.2 Competency

- Acts with understanding of the concept of decentralization of power and devolution of power .

Competency Level

- 10.2.1 Makes a comparative inquiry of the concept of "Decentralization and devolution of power".

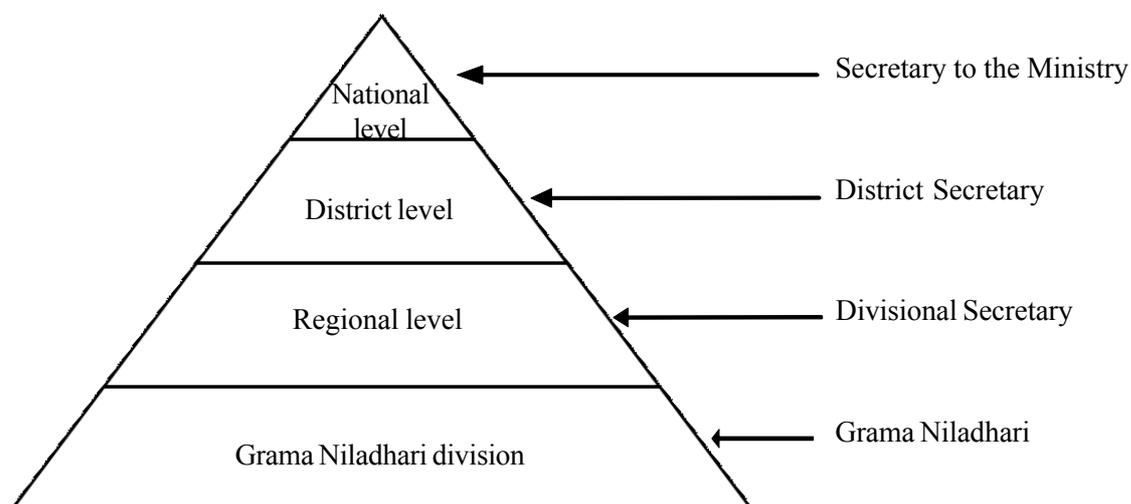
No. of Periods: 02

Learning outcomes

- Defines the term "Power".
- Explains the concepts of decentralization of power and devolution of power .

Instructions for lesson planning (Plan the lessons including the subject content given below) .

- Introduction of the concepts of decentralization of power and devolution of power
 - Introduction of power
- Power exists in various forms
 - Political Power
 - Administrative Power
 - Social Power
 - Economic Power
- Decentralization of Power
- In the assignment by the central government from its focal institutions management of resources and planning, responsibility acquiring resources and their having administrative institution, to provincial government to semi-independent state authorities or institutions etc.
- How powers can be decentralized.
 - The official authority system of the central government can be subjected to resolution. (decentralization of administrative functions)



- Assignment of the functions of the central government to regional units of administration.
eg: Establishment of provincial Administration institution in Sri Lanka. (Municipal Councils, Urban Councils, Pradeshiya Sabha)
- Delegation of power that belongs to public enterprises or authority .
- Here the assignment of necessary powers to various departments, corporations, Boards necessary for the management various public enterprises.
- Planning for regional units to implement administrative functions based on National Policy decisions, Plans, and Agreements, taken by the central government with out being implemented by a single body is what takes place in decentralization.
- Devolution of Power
Example : U.S.A
Canada
Switzerland
A system of government implemented through the devolution of power is called a federal system government.

Quality Inputs

Articles, quotations, leaflets on decentralization of power and devolution of power

Instructions for Assessment and Evaluation

Ability to define the concept of decentralization of power and devolution of power correctly and the skills of the students should be considered when assessing.

Competency level

10.2.2. Explores the structure of the units, powers and functions of the decentralization of power .

No. of Periods : 05

Learning outcomes

- Names and Explains the units of decentralization of power and their structures.
- Describes the power and functions of the units of decentralization of power .
- Explains the reasons for decentralization of power in modern states.

Instructions for lesson planning (Plan the lessons including the subject content given below) .

- Units used in Sri Lanka in the decentralization of power .
 - There are three main units employed in the decentralization of power in Sri Lanka
They are :
 - Central Government
 - Provincial Councils
 - Local Government Institutions
- Power and functions of these units
 - Powers and functions that belong to the Central Government
- The central Government comprises of 03 main institutions. They are
 - The Executive
 - The Legislature
 - The Judiciary

- The powers of these 03 institution and this functions are as below

Powers and Functions of the Executive	Powers and functions of the legislature	Powers and Functions of the Judiciary
<p>Examples :</p> <ol style="list-style-type: none"> 1. Being the Head of the State 2. Being the Head of the Government 3. Being the Head of the Executive 4. Being the Commander of the Armed Forces 	<p>Examples:</p> <ol style="list-style-type: none"> 1. Enact laws 2. Adopting the Budget 3. Control the Executive 4. Introduction of important bills and passing them 5. Discuss the tribulations of the public 	<p>Examples:</p> <ol style="list-style-type: none"> 1. Adjudicate cases 2. Protect fundamental rights 3. Interpretation of the law 4. Determination of the constitutionality of Bills

- Reasons for the decentralization of power in morden states.
 - Facilitate the administrative funtions of the central Government
Devolution of power of the central government to the region
Examples:- District secretariat, Regional secretariat.
 - Involvement of individuals in administrative functions regionally
 - Acceleration of regional devlqprement and fulfillment of people's needs.
 - Making maximum use of regional resources.
 - Provision of the opportunity for the easy acquisition of the daily needs of the people.
Examples: Issuance of birth certificates,
Issuance of certificates of registration of vehicles.

Quality Inputs

A map shown the decentralization of power in Sri Lanka (Map with provinces), Articles on Central Government, Provincial Councils, Local Government Institutions, Charts shown the power and functions.

Instructions for Assessment and Evaluation

Consider the responses made by the students while they are engaging in activities and evaluate them.

Competency level

10.2.3 Explores the structures, powers and functions of the units of devolution of power .

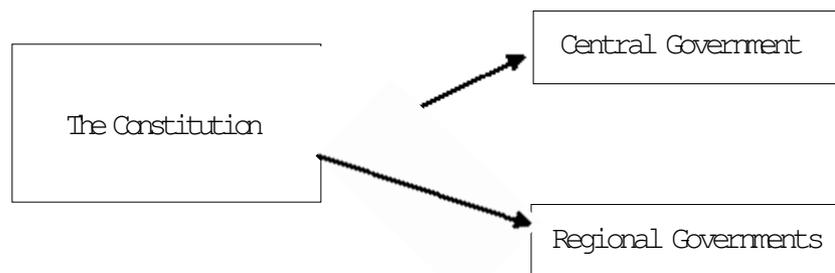
No. of Periods : 05

Learning outcomes

- Names and explains the units of devolution of power and their structures.
- Describes the units of devolution of power and their functions.
- Discusses the reasons for devolution of power in modern states.
- Describes the historical background of devolution of power in Sri Lanka.

Instructions for lesson planning (Plan the lessons including the subject content given below) .

• Structure of Devolution of power



- In Federal states, division of power is made by the constitution.
- In Federal states, there is a central government and several regional governments.
- Federal state practises three main methods in the division of power .
 - Specifies the powers of the central government and assigns all other powers to the regional government.
 - Specifies the powers of the regional governments and assigns all other powers to the central government.
 - Assignment, under a concurrent list, all remaining powers, excluding the power of the central government and the regional government, to these two institutions.
- Federal states use one of the above methods to do the devolution of power .

• Power of the Central Government

- Examples : - Powers related to national security .
- Powers relevant to foreign affairs
 - Directing the forces
 - Financial control
 - Conduct of national elections.

- **Powers of Regional Governments**

- Examples:
- Conduct elections related to the region
 - Judicial matters of the region
 - Development of infrastructure facilities
 - Conduct public services

- **Reasons for the Devolution of Power in modern states.**

- Examples :
- Being a state comprising communities of various castes, tribes
 - Economic disparities
 - Land size
 - To provide the opportunity for a large number of people to participate in state affairs
 - utilize maximum benefits from regionally available resources

- **History of Devolution and Decentralization of Power in Sri Lanka**

- Examples :
- Administration of Sri Lanka being divided between several units of Ruhunu, Maya and Pihiti
 - Regional administrators like Epas, Mapas being appointed by the king during the kingdoms of Anuradhapura and Polonnaruwa
 - Presence of several kingdoms like up - country, Kotte, Jaffna, at the time of western nations arrived in Sri Lanka

- Attempts made in that regard when inquiring in to the Decentralization of power in Sri Lanka

- Examples:
- District Political Authority System of 1972
 - Decentralization of the budget in 1972
 - Provincial Ministry System of 1978
 - District Development Council of 1980

- There were a number of endeavours made for the devolution of power in Sri Lanka. given are several proposals made for the devolution of power .
 - Donoughmore Commission proposals of 1931
 - Proposals made by Sir John Kotalawala 1952
 - The Ratasaba Act presented by the Bandaranayaka - Chelvanayagam Agreement of 1957
 - Dudley - Chelvanayagam Treaty of 1965
 - Institution of the Provincial Council System 1987
 - Proposals presented by Mrs. Sirimawo Bandaranayake at the Presidential elections in 1989
 - Proposals presented by Mr .Gamini Dissanayake in 1994
 - Proposals presented by the Peoples' Alliance in 1997
 - Proposals presented by Mrs.Chandrika Bandaranayake in 2000

Quality Inputs

The Constitutions of 1972 and 1978 (with 13th amendment)

Instructions for Assessment and Evaluation

Consider the responses made by students in the discussion regarding decentralization of power and devolution of power . Use suitable criteria for assessment.

Competency level

10.2.4 Appreciates the necessity for the implementation of structural changes in modern states.

No. of Periods : 03

Learning outcome

- Discusses the reasons related to devolution of power in USA.
- Explains the reasons related to devolution of power in Switzerland.

Instructions for lesson planning (Plan the lessons including the subject content given below).

- Structural differences in the selected countries
eg – United States of America
Switzerland
- Reasons why the United States of America was born as a federal state
(Explain according to the lesson given in the text book)
- Reasons why Switzerland was born as a federal state (Explain according to the lesson given in the text book)

Quality Inputs

Task sheets with the information of United States of America and Switzerland, Relevant information taken from internet, A world map which shows USA and Switzerland clearly.

Instructions for Assessment and Evaluation

Get to students to prepare a booklet about the devolution of power in United States of America and Switzerland! Assess and evaluate the students using suitable criteria.

10.3 Multicultural Society

Present-day society is an extremely complex one. Economic, Social, political and cultural sectors influence this complexity, Apart from these, reasons like migration, invasion as well as geographical reasons have influenced. Therefore today's society is made up of differences like various ethnic groups, various languages, various religions, beliefs and customs. Social systems that comprise such diversities are defined by sociologists as pluralistic societies, Social groups living in such pluralistic societies maintain customs, languages, religions, beliefs, hopes and expectations, traditions and practises, in order to safeguard their identity. As such, even in a single country, cultural pluralism can exist. Societies with such diverse cultures are called "multicultural Societies". From this unit it is expected to provide clear understanding about multicultural societies and to produce a body of citizens endowed with the competencies that contribute to the building of an environment necessary to live in cooperation and peacefully in such a society.

10.3 Competency

- Lives in peace as a good citizen in a multicultural society.

Competency level

10.3.1 Investigates the nature of the multicultural society.

No. of periods: 03

Learning outcomes

- Explains the concept of multicultural society .
- Describes the main features of a Multicultural society .

Instructions for lesson planning (Plan the lessons including the subject content given below) .

Introduction of the concept of "Multicultural society " and its basic characteristics

- Various definitions put forward to introduce "society"
Introduction to "culture"

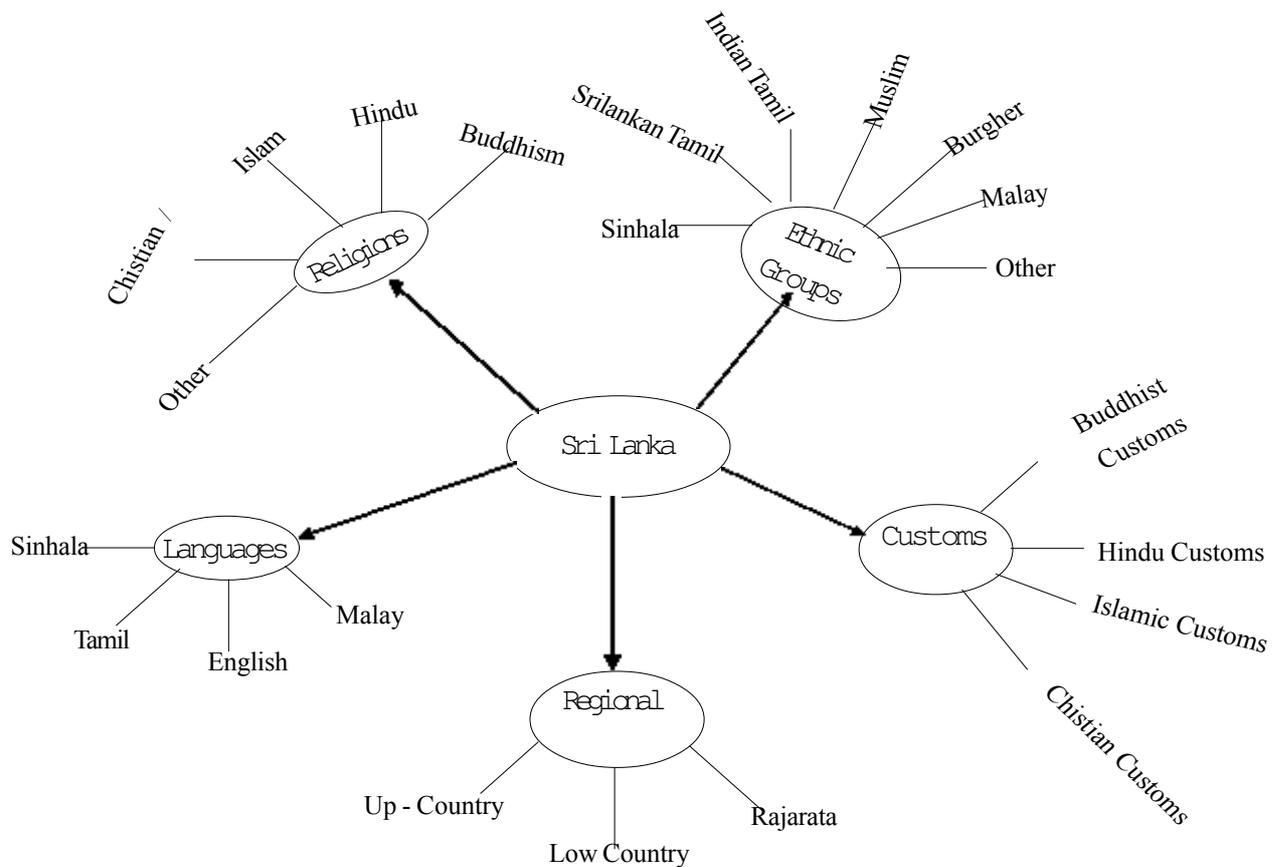
(Several examples in relation to Sri Lanka have been included in this Teachers' Guide. Direct students to investigate information on countries like India and the United States of America as examples of regions where multicultural societies live.)

Basic characteristics of a Multicultural Society

Examples:

- Existence of various ethnic groups
- Existence of individuals who follow different religions
- Existence of people speaking different languages.
- Various ethnic groups, traditions and customs related to different religions being evident.
- Being regionally diverse.

Basic characteristics of a multicultural society (Based on Sri Lanka)



• Various customs and traditions related to different ethnic groups and religions

Examples - Buddhist customs and traditions

- Hindu customs and traditions.
- Islamic customs and traditions
- Christian customs and traditions

• Regional diversity

- Up - Country
- Low- Country
- Rajarata

Quality Inputs

Statistics regarding population of the country, Annual Reports – Central Bank of Sri Lanka.

Instructions for Assessment and Evaluation

Assess the students' responses in the discussion on how to form a multicultural society based on the population of Sri Lanka.

Competency level

10.3.2 Explores reasons that influence the existence of a multicultural society.

No. of Periods - 03

Learning outcomes

- Describes the factors that contribute to the creation of a multicultural society .
- Explains the effect of trade and bringing of labourers to Sri Lanka to creation of multicultural society .

Instructions for lesson planning (Plan the lessons including the subject content given below) .

- Factors that influence the birth of a multicultural society.
 - Location
 - Migration
 - Invasion
 - Arrival of various races for trade
 - Bringing of labourers.

Quality Inputs

A map of the world clearly seen the map of Sri Lanka.

Instructions for Assessment and Evaluation

Get the students have a discussion on the reasons that influence the existence of a multicultural society .Assess them while they are having the discussion using suitable criteria.

Competency level

10.3.3 Investigates the importance of good governance for the existence of a multicultural society.

No. of periods: 04

Learning outcomes

- Defines good governance.
- Discusses the characteristics of good governance.
- Describes the importance of respecting the political, social, economic and cultural identity of each other.
- Explains how the continuity of a multicultural society is confirmed through good governance.

Instructions for lesson planning (Plan the lessons including the subject content given below).

- Introduction to good governance
- Attributes of good governance.
Example:- State governance and administration free of corruption and fraud.
 - Freedom and equity
 - Protection of the independence of the judiciary
 - Protection and promotion of rights
 - safeguarding of media freedom
 - Acting with immense commitment
 - Respecting the rule of law
 - Transparency in actions.
 - Fullfilment of the duties and responsibilities of individuals
- The importance of respecting the political, socio-economic and cultural identity of each other for good governance.
Examples :- Respecting each other's political identity
 - Respecting each others privacy
 - Respecting political leadership
 - Acting independently in taking political decisions and resolutions.
 - Such decisions not being an obstruction to others.
- The importance of good governance for the existence of a multicultural society.
Examples :- Treating the constitution as the supreme law and the implemantation of administration of ruling in accordance with it
 - Implementation of the supremacy of the law
 - Safeguarding the independence of the judiciary
 - Safeguarding equality
 - Confirmation of freedom of speech
 - Maintenance of transparency
 - Accepting ones right to participation
 - Respecting fundamental rights and safeguarding them
 - Free of bribery and curruption
 - Media freedom and accessibility to truthful information
 - Great commitment

Quality Inputs

Prepare suitable quality inputs according to the lessons, Annual Reports – Central Bank of Sri Lanka.

Instructions for Assessment and Evaluation

Use suitable criteria to assess the students at the end of each lesson.

Competency level

10.3.4 Explains the importance of living in a multicultural society.

No. of periods : 05

Learning outcomes

- Explains that in most modern states characteristics of a multicultural exist.
- Explains the qualities that a citizen should inculcate for the wellbeing of a multicultural society.
- Appreciates and expresses one's views on the national significance of living united as a member of a multicultural society.

Instructions for lesson planning (Plan the lessons including the subject content given below).

- Modern states and multicultural societies
 - According to modern usage, entities, possessing land, population, government and autonomous power can be considered as states.
 - Most modern states are not made up of a single ethnic group. Since they are made up of various ethnic communities, cultures unique to them are evident. States with such characteristics can be called multicultural states.
- Qualities that should be inculcated by a citizen for the wellbeing of a multicultural society
Example
 - Toleration of the views of others and listening carefully
 - Respect for the views of others
 - Not insulting other religions
 - Learning about other cultures and respecting them
 - Taking steps to protect other cultural heritages
 - Respecting each other
 - Developing liberality and co-existence.
 - Learning other languages
 - Acting with a sense of equality
- National significance of living in unity as a member of a multicultural society.
Examples- Development of national unity and coexistence
 - Minimization of conflicts and development of mutual good will and trust
 - Development of the feeling of one nation, one country in citizens
 - Assurance of human freedom and protection of democracy
 - Every citizen acting with commitment to the development of the country and being motivated to consider it a national duty in working to that end
 - Acting in such a manner as to imply no disrespect for other religions

Quality inputs

A map of world clearly separated countries. A map of Sri Lanka shown the provinces and administrative districts.

Instructions for Assessment and Evaluation

Lead a discussion on the importance of living unitedly in a multicultural society. Assess them considering the responses made by the students.

10.4 Economic Systems and Economic Relations

When studying about economic relations, it is evident that every economy in the world faces scarcity of economy resources. since this shortage poses a problem both in the production process as well as in the process of consumption, it is necessary to take logical decisions.

Shortage of resources as well economic problems that continue to be a problem common to all countries. As such, it is evident that various countries have launched various efforts in order to solve this problem. These efforts have resulted in the emergence of various economic systems at present. It is quite clear that not only do economic systems undergo timely changes but also collapse along with the changes taking place in society.

Within the context of the rapid changes in communication technology and science today broadening of social relations can also be seen. It is necessary to focus attention on the positive as well as on the negative influences brought to bear upon the world economy through the process called globalization. Through this, it is expected to produce a generation of students, capable of contribution to sustainable development by facing future challenges successfully.

10.4 Competency

- Involves in economic activities while paying special attention to economic problems that Sri Lanka faces.

Competency Level

10.4.1 Investigates basic economic problems and economic activities.

No. of Periods : 03

Learning outcomes

- Defines the term "Economic System".
- Explains the basic economic problems faced in economy .
- Explains factors of production and payments for them.
- Describes the basic economic activities fulfilled by the economy .

Instructions for lesson planning (Plan the lessons including the subject content given below) .

"Economic system" definition and introduction

Identification of basic economics problems

1. What, and how much should be produced?
 2. How should it be produced?
 3. For whom should it be produced?
- The process taking place in an economy
Examples:
 - Production
 - Distribution
 - Consumption
 - Production
 - Agro products
Examples: paddy, vegetable, fruits, fish, eggs
 - Industrial products.
Examples: coconut oil , textiles, motor vehicles
 - Services
Examples: education, health, transport, postal

Goods produced can be classified as below.

1. Consumer goods : rice, milk powder, dahl, sugar
 2. Intermediate goods : petroleum, fertilizer, chemicals, textiles.
 3. Capital goods : machinery, transport equipment, building, materials.
- Distribution
Distribution comprises two parts such as wholesale trade and retail trade.
Wholesale trade - take place between the producer and the wholesale trader and wholesale trader and the retail trader.
Retail trade - takes place between the retail trader and the consumer.
 - Consumption
Consumption is fulfillment of human needs using goods and services

Quality Inputs

Annual Reports – Central Bank of Sri Lanka. Economic Review Magazines.

Instructions for Assessment and Evaluation

Get the students to prepare an article to a wall paper including the information about the process of an economic system and assess them.

Competency level

10.4.2 Explores information on various economic systems.

No. of periods : 04

Learning outcomes

- Names the different economic systems of the world.
- Analyses the basic features of different economic systems.

Instructions for lesson planning (Plan the lessons including the subject content given below).

- Identification of different economic systems.
 - Capitalist systems
 - Socialist systems
 - Mixed economic systems

Economic system	Basic characteristics	Examples countries where they exist
Capitalist	Private enterprise Private ownership of property Decision taken on production Based on pricing system Profitability	United states of America England Japan France Canada
Socialist	Common ownership of property State enterprise Decisions taken regarding goods, services and productions by a central planning board Concept of welfare	Cuba North Korea
Mixed	Existence of systems of public and private enterprise Property ownership being under both state and private ownership (Provide examples from Sri Lanka)	Sri lanka India Pakistan

Quality Inputs

A world map which shows examples for capitalist system, socialist system and mixed system

Instructions for Assessment and Evaluation

Assess the students considering the views and responses about the different economic systems.

Competency level

10.4.3 Analyses current trends in the market economy in relation to development.

No. of periods: 03

Learning outcomes

- Describes the concept of Market Economy .
- Lists out the features of Market Economy .
- Explains the different facets of Market Economy .
- Discusses the new developmental trends in Market Economy .

Instructions for lesson planning (Plan the lessons including the subject content given below) .

- Identification of the market economy and its different aspects.
 - Introduction to market economy
 - characteristics of market economy

Examples:

- Privatization of state enterprise
- Provision of the opportunity for prices to be decided on the market situation.
- encouragement of private investment along, with empowerment of local products.
- Removal of subsidies and price control
- Restriction of intervention by the state in economic affairs
- Different aspects of market economics
 - Transition Economy
 - Privatization of state enterprise taking losses
 - Encouragement of private enterprises
 - Relaxation of the economy

Examples : Czech republic, Poland, Rumania, Hungary

- Characteristics of a transformation are evident in certain economies implemented at present

Examples : China

Russia

- A greater amount of capitalist economy characteristics are included in certain other market economics.

Examples: Singapore, South Korea, Taiwan, Hong kong

Quality Inputs

Leaflets on the descriptions of different economic systems

Instructions for Assessment and Evaluation

Get the students to talk about the different aspects of market economy and assess them.

Competency level

10.4.4 Analyses the impact of Globalization on Sri Lanka.

No. of periods : 03

Learning Outcomes

- Lists out on the special features of present economic system in Sri Lanka.
- Defines the concept of Development.
- Collects information about the new developmental trends in Sri Lanka.
- Describes how globalization influences the world economy.
- Discusses how globalization influences the Sri Lankan economy.

Instructions for lesson planning (Plan the lessons including the subject content given below).

- Introduction to development
The concept of development can be shown under several areas.
 - Economic development
 - Human and social development
 - Cultural development
 - Sustainable development
- Developmental trends related to the economy of present day Sri Lanka.
- The economy can be divided into 5 sections after independence
 - 1948 - 1960 existence of a dual economic system
 - 1961 - 1970 during the period a semi - open nature could be seen
eg: Remove of strict exchange control Removal of Subsidies (1966)
 - 1970 - 1977 Closed economy
 - 1977 an Open economy
Birth of export oriented industrialization in place of import substitute industrialization
from 2004 to date

Examples : Abolition of privatization of state enterprises

- Development of necessary infrastructure facilities for the maintenance of lasting development (highways, powerstations, harbour, airport)
- Provision of subsidized fertilizer to improve the agricultural sector
- Purchase of agricultural products through state sector . intervention and guaranteed price system
- Implementation of economic development strategies for the poor population (Divinegura, Maganegura, Samurdi subsidies)
- Encouragement of foreign investors
- Fuel subsidies for fishery technicians
- Improvement of the transport system (increasing CIB vehicle, increasing railways)
- Taking action to improve the tourism industry through tourism insurance (city beautification, improvement of hotel facilities)

- Transforming Sri Lanka into the miracle of Asia (Introduction of the fivefold power nexus)
- Paying special attention to the development of North and the East (Naganahira Navodhaya, Uthuru Wasanthaya)

(Collect suitable information using the report of the Central Bank)

Along with new economic development a number advantages Sri Lanka has been able to achieve are evident.

Advantages

- Rise in employment
- Rise in foreign exchanging earnings
- Rise in the standard of living of the people
- Regional development
- Production development
- Growth in the service account ledger in the payment balance.
- Widening of the employment market related to various sections under information technology.
- The influence on the world economy and Sri Lanka by technological growth and globalization
 - Introduction to Globalization.
- Influence of globalization of the world economy
 - The world economy being subject to rapid change along with the new millenium
 - With the overwhelming support of International Monetary Fund, the World Bank and the World Trade Organization the western world got caught up in globalization
 - Birth of regional oraganizations and based on them getting involed in international trade
 - Examples: (EU)North American Free Trade Agreement (NAFTA) South Asian Preferential Trade Agreement) (SAPTA) Association of Economic cooperation of countries of Bengal seaboarder (BIMST - EC)
 - Emergence of international economic groups
 - G - 7, G - 77, G - 24, G - 15
 - Movement of direct foreign investments, internationally
 - Examples - Multinational companies
 - Minimization of the advantages received by developing countries through trade domination.
 - Examples- Problems related to the manufacture of goods of high quality.
 - Influence brought to bear by various multinational companies on the products of developing countries.
 - Examples- The tea market, influence of various types of soft drinks
 - Flow of local currency outside

Influence of Globalization on Sri Lanka

Positive influence

- Possibility of making use of direct investments as a remedy to capital deficit
- Structural influence in Sri Lankan economy
(Importance of the industrial sector surpassing the agricultural sector and the contribution of the service sector being directed mostly to the industrial sector.)
- Local products joining the international market
Examples: garment items, software production
- Rapid financial mobility due to expansion of infrastructure facilities
- Regional development
- Economic and political advantages as a result of joining regional organizations.

Negative influences

- Incidence of difficulties in marketing local products in the local market.
Examples: Handloom textiles.
- The public getting addicted to improper consumer patterns.
Examples: instant foods
- Cultural seduction
- Unnecessary influence brought to bear upon internal problems in the economy
Examples: removal of subsidies.

Quality Inputs

Annual Reports – Central Bank of Sri Lanka., Relevant information taken from internet .

Instructions for Assessment and Evaluation

Get the students to talk about the developmental schemes of different periods in Sri Lanka and the influence of them to the economy .Assess the students considering their views and responses.

10.5 Conflict Resolution in a Democratic Society

Along with today's society becoming complex the creation of conflicts within the individual, between individuals, between social groups as well as between countries is constantly visible. The outcome of the incidence of conflicts in this manner is the destruction of an invaluable volume of life and property, in addition to large numbers of disabled and displaced joining society.

Therefore, it has become a social need to develop in students the competency to identify the reasons that influence incidence of conflicts in a democratic society and for the peaceful resolution of conflicts. While respect for the views of others, fair judgement, respect for the culture of others, and patience are attributes that should be inculcated in students for the resolution of conflicts it brings about peace and confirmation of security results from it. Provision of the learning experiences for the development of the competencies in students necessary for the resolution of conflicts in a democratic society, is expected through the study of this lesson unit.

10.5 Competency

- Exhibits competencies necessary for conflicts resolution.

Competency Level

10.5.1 Investigates reasons for the incidence of various types of conflicts.

No. of periods: 05

Learning Outcomes

- Introduces what conflict is.
- Names different types of conflicts.
- Explains the reasons for conflict situations.

Instructions for lesson planning (Plan the lessons including the subject content given below).

- Defines Conflicts

Types of Conflicts

i Interpersonal Conflicts

- Impatience
- Conflicts of interest
- Incidence of obstructions
- Failure for ideals to be realized

ii Socio – economic conflicts

i Political conflicts

- Political roots to conflicts
 - borders conflicts
 - expansion of powers
- Economic roots to conflicts
 - acquiring resources
 - acquiring market
 - poverty
- Social roots
 - conflict of beliefs
 - ethnic differences
 - colour differences
 - religious differences

Quality Inputs

News papers, paper articles, magazines in relation to different conflict.

Instruction for Assessment and Evaluation

Assess the students considering their responses to the discussion of interpersonal conflicts, social conflicts and political conflicts existing in the society with examples.

Competency Level

10.5.2 Explores positive approaches for the resolution of conflicts.

No. of periods(07

Learning Outcomes

- Explains different methods of conflict resolution.
- Presents facts accepting that peaceful conflicts resolution is a duty of a citizen.

Instructions for lesson planning (Plan the lessons including the subject content given below).

- Various methods of conflict resolution
 - Discussion
Examples:
 - If discussion is to be successful, there should be
 - mutual co-operation
 - acting with understanding
 - commitment of both parties
 - Negotiation and Bargaining
 - Mediation
qualities a mediator should possess
Examples:-
 - Being someone acceptable to both parties
 - Possess good understanding of conflict
 - Assist in the resolution of conflict
 - Avoiding imposition of one's decision on others
 - Being one who does not want to influence either party
 - Arbitration
The task of the arbitration is as follows
Examples:
 - Creating a dialogue between the conflicting parties
 - Commence analysis of the reasons that contributed to the conflict
 - Taking action to narrow the gap and the differences between the two parties
 - Proposing a programme necessary to arrive at a consensus

- Qualities a Mediator should possess

Examples:

- being a patient listener
- being trust worthy
- being one committed to mediation

- Qualities an arbitrator should possess

Examples:

- being a voluntary worker
- being one who safeguards privacy
- being one quick to give a decision
- being free of desire for profit
- being impartial
- possessing good understanding of conflicts
- judging
- build consensus
- conciling

Quality Inputs

Picturers, paper articles which shows conflict resolution.

Instructions for Assessment and Evaluation

Ask the students to resolve the conflicts related to different situations in groups.

Competency Level

10.5.3 Analyses the importance of conflict resolution in a democratic society .

No. of periods: 03

Learning Outcomes

- Discusses the qualities that a citizen should improve for peaceful conflict resolution.
- Expresses ideas accepting the advantages that can be gained by avoiding conflict situations and resolving them peacefully .

Instructions for lesson planning (Plan the lessons including the subject content given below) .

- Qualities a citizen should have for the peaceful resolution of conflicts

Examples:-

- respecting the views of others
 - performing one's duties while enjoying one's rights
 - ability to take decisions
 - ability to solve problems
 - just judgement
 - ability to think creatively
 - bearing victory and defeat equally
 - respecting other cultures
 - being generous
 - being non-violent
 - patience
 - successful communication
 - kindness
 - interpersonal relations
 - ability to face feelings
 - respecting every individual
 - being an active listener
 - use of good words
- Advantages of peaceful solution of conflicts

Advantages (benefits) of peaceful resolution of conflict

Examples :

- peace and security being secured
- prevention of injury to life
- prevention of damage to property
- conservation of resources
- prevention of the collapse of personal mentality
- minimization of mental stress
- protection of self respect of the individual
- minimization of damage to society
- growth of mutual co-operation
- building up of a peaceful social system

Quality Inputs

Reports, articles on peace coexistence.

Instructions for Assessment and Evaluation

Ask the students to write an essay on the advantages of peaceful resolution of conflicts and the qualities a citizen should develop in this regard.

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