

History

Grade 11

Teachers Instructional Manual

**Department of Social Sciences
National Institute of Education
Maharagama**

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Director General's Message

The present curriculum reform can be viewed as an entry to the solution of series of problems prevalent in the school system. The present curriculum has been designed with the aim of overcoming the problems related to thinking and social and personal weaknesses that the young generation has faced today.

When we consider the education systems in the Asian Countries comparatively, Sri Lanka was far ahead some years back. But now most of the other Asian countries have developed their education systems making Sri Lanka far behind them. One reason for this retreat is the lack of new vision and taking decisions on the existing phenomena and repeating it over and over again.

With the aim of overcoming this catastrophe, the officers of the National Institute of Education have made an attempt on reforming the school curriculum with a clear vision. The aims of the new curriculum have been formulated to have pupils' competencies developed in building up their future making use of the knowledge that they already possess and the accumulation of new knowledge gained through exploration. To achieve these aims, a dynamic change in the role of the teachers needed. In place of the teacher centred system of education prevalent today, a pupil centred, competency based activity oriented system is expected to be developed through new reforms, and hence teachers should be prepared to face challenges.

I thoroughly believe that this Teachers' Instructional Manual will help teachers immensely to develop such a system. I Assure that you will be able to work as a successful teacher by following the instructions and guidelines given in this Teachers' Instructional Manual. It will help you in teaching as well as in evaluating pupils. Guidelines given with relevance to exploration and quality inputs have been presented in the way of helping the students. Further, it will help the school principal in preparing time tables, allocating limited resources and in internal supervision.

Teachers without getting confined to the instructions given in the Teachers' Instructional Manual Guide, should develop appropriate activities by themselves exhibiting their creativity, since the activities given here are only specimens and teachers have the capacity to formulate activities by themselves to suit the differences in the area that they serve.

I hope this Teachers' Instructional Manual will also help the educationists, teacher counselors and officers involving in external supervision and monitoring. Finally I should convey my thanks to all those who participated in compiling this Teachers' Instructional Manual.

Professor J.W. Wickramasinghe
Director General
National Institute of Education

Assistant Director Generals' Message

According to the curriculum policy of Sri Lanka, the school syllabus has to be updated once in every eight years. Accordingly the present syllabus and the Teachers' Instructional Manual have been introduced under the Education Reforms started in 2007.

In the syllabi prevalent so far, there was a series of subject topics relevant to a subject and Subject matter relevant to each of those subject topics. It was expected from the teacher to teach those subject matter. As a result of this process a generation of students with a broad subject knowledge was created.

In the syllabi introduced under new curriculum reforms, competencies identified as to be developed under each subject have been recommended. Through this new approach, it is anticipated to produce a generation of pupils who have gone possessing a broad subject knowledge, instead, who are more inclined to the practical side and possessing competencies. Hence, the teachers who work with new syllabi should specifically understand this change.

In this Teachers Instructional Manual in the section on learning activities a classroom with a new teaching learning process has been suggested. Under this process the classroom should reflect a learning culture with explorations done by using the library and reading books, observation of environment, collecting facts from resource persons, learning from peers and teaching the peers what one knows and collecting information through the internet whenever it is possible. The text book provided by the Department of Education Publications also should be made use of as a resource book. It is expected from the teacher to present these facts explored by students making necessary corrections and organized and full fledged to be absorbed by them. Hence, the teacher should possess the new knowledge. It should exhibit to be learned exceeding facts that the students explore. The activity based learning environment will be attractive to students.

Exemplary lessons suggested in this Teachers Instructional Manual will supply guidance to the teacher to develop many more lessons. It is expected that the teacher will be creative to develop new lessons.

In the new teaching learning process the students are always active. Their abilities and strengths could be observed at the teaching learning process. The teacher should appreciate them, and encourage them. Sometimes, the teacher may observe difficulties that pupils face. At such occasions the teacher should help those pupils to overcome them. Encourage peers to help. The process of assessment done at the teaching-learning process will help effective learning.

Further, pay your attention on the assignments and exercises suggested as instruments for extended learning which will be helpful to strengthen what students have learned. Consider it as a good situation to evaluate pupils' learning. Pay attention on involving pupils in many other exercises on extended learning.

I hope the role of the teacher will be so adjusted to create a new learning culture in the classroom which would help to develop pupils with competencies to suit the new role.

Wimal Siyambalagoda
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Introduction

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- 11.4 Great World War and Attempts for Peace
- 11.5 Balance of Power in the world - After the 2nd World War
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Introduction

Instruments for extended learning

Part I
Syllabus

1.0 Introduction

Learning History is the comparative and critical understanding of the nature of the enormous problems and their solutions that took place in the political, economic, social, religious and cultural fields in the development of human civilization. In that the nature and the national inheritance should be protected and should be aimed at building up a good society where all categories of human beings can live in harmony.

According to the new educational reforms to be implemented since 2007 History has been included as a core subject in the curriculum from grade 6 to grade 11. The new school curriculum introduced under new Educational Reforms has been developed based on competencies. Accordingly the subject History from grade 6 to grade 11 has been formulated based on identified subject competencies.

This syllabus prepared for grade 11 is a result of that. It is expected to implement this syllabus since 2008. The syllabus contains six themes. these themes include Historical incidents in Sri Lanka and Historical Incidents in the world which have influenced Sri Lanka the history of Sri Lanka from the establishment of British power in Sri Lanka upto 1978, the rise of Asian countries in the 20th century, two great world wars and the balance of power in the world after the 2nd world war have been included as the themes. The above historical incidents in the world have affected the history of Sri Lanka, which can be understood by studying those themes.

Further it is expected that by studying the History syllabus from grade 6 to grade 11 pupils would achieve the following competencies.

- Involves in exploration of historical evolution and trends.
- Makes use of the analytical knowledge about the past to understand the present.
- Analyses national problems comparatively.
- Takes important historical characters as examples.
- Identifies the national identity, values it and characterises it.
- Uses experiences in History effectively in the present phenomena
- Acts in pride of historical values of Sri Lanka
- Develops critical and creative thinking concepts
- Develops the ability to identify places making use of historical information.

2.0 Aims of the subject relevant to Grade 11

- Explains how the British established their power in Sri Lanka.
- Explains how the socio-economic changes in Sri Lanka caused by the British rule differ from the pattern that existed so far.
- Takes example from the rise of Asian countries in the 20th Century.
- Contributes in preserving peace appreciating the attempts of the United Nations Organisation in preserving human rights violated through the world war and in preservig world peace.
- Criticises comparatively the policies followed by the two power camps to have balances of power after the 2nd world war.
- Examines how the changes in the political and economic fields in Sri Lanka after the independence have contributed the development process of Sri Lanka.

3. Syllabus
11.1 Establishment of British power in Sri Lanka.

Competency	Competency Level	Subject Content	Periods
<ul style="list-style-type: none"> Explains how the British established their power in Sri Lanka. 	<ul style="list-style-type: none"> Explains how the British established their power in Sri Lanka making use of the weaknesses in the governance of the national rulers. Explains how the natives rose against the British rule to protect independence. Explains information on constitutional Reforms in Sri Lanka during the period of the British rule. 	<p>11.1 Establishment of British power in Sri Lanka.</p> <p>11.1.1 Establishment of British power in Sri Lanka.</p> <ul style="list-style-type: none"> Coastal areas coming under the British in 1796. Conquest of Upcountry in 1815. <p>11.1.2 Struggles against the British Empire.</p> <ul style="list-style-type: none"> 1817-1818 A.D. 1848 A.D. <p>11.1.3 Evolution of the constitution and the administration upto 1947.</p> <ul style="list-style-type: none"> Colebrooke Cameron Reforms. Maccalum Reforms Manning Reforms Constitutional Reforms in 1924. Donoughmore Reforms Soulbury Reforms 	20

Competency	Competency Level	Subject Content	Periods
<ul style="list-style-type: none"> Explains the socio-economic changes that took place as a result of the British rule. Works taking how Asian countries rose in the 20th Century as example. 	<ul style="list-style-type: none"> Explains the changes in the economy of Sri Lanka as a result of the expansion of the plantations sector. Analyses the changes in the society of Sri Lanka due to the British rule. Explains the changes in the education of Sri Lanka under the British rule. Explains the religious and cultural awakening in Sri Lanka during the British rule. Speaks in pride of how Indians worked to protect the independence of the country. 	<p>11.2 Social and economic changes under the British rule.</p> <p>11.2.1 Making possession of land and compulsory service in the Rajakariya system invalid.</p> <p>11.2.2 Origin and expansion of plantations.</p> <p>11.2.3 Traditional agriculture</p> <p>11.2.4 Modernization and Westernization</p> <ul style="list-style-type: none"> - Development of the Middle Class - Trade Union Movement - National Movement <p>11.2.5 Education</p> <p>11.2.6 Religious and cultural awakening</p> <ul style="list-style-type: none"> - Buddhist, Hindu, Islam and Missionary <p>11.3 Rise of Asian countries in the 20th Century.</p> <p>11.3.1 India</p> <ul style="list-style-type: none"> - Origin of the National movement - Programmes and victories of those who held impartial opinions - Rise of militant nationalism and Mahatma Gandhi - Division of India 	16

Competency	Competency Level	Subject Content	Periods
<ul style="list-style-type: none"> Examines how the United Nations Organization attempts to preserve human rights violated through the World War and maintain world peace 	<ul style="list-style-type: none"> Explains how Japan developed as a powerful country in the world. Explains the rise of China by working according to a plan. Explains how the 1st world war and the 2nd world war became barriers in the progress of the mankind. 	<p>11.3.2 Japan</p> <ul style="list-style-type: none"> - Tokugava period - Meiji reforms - Rise of Japan as a powerful state - Destroying Hiroshima and Nagashaki - Re development with the Marshal Plan <p>11.3.3 China</p> <ul style="list-style-type: none"> - Introduction of Five year plan - Principal stages of Chinese Revolution * Sang yuth Sen and Chian Kai Shek - China under the 2nd World War - Origin of the Republic of China - Economic Plan-aims and expectations - Cultural revolution - Foriegn relations <p>11.4 Rise of Asian countries in the 29th century</p> <p>11.4.1 First World War</p> <ul style="list-style-type: none"> - Causes - Partners - Results 	

Competency	Competency Level	Subject Content	Periods
<ul style="list-style-type: none"> • Criticises comparatively of the policies followed by the two power camps to have balance of power after the 2nd World War. 	<ul style="list-style-type: none"> • Analyses the failure of the League of Nations and the Strength of the United Nations Organizations. • Tabulates the characteristics of Fascism and Nazism. 	<p>11.4.2 League of Nations and the world peace</p> <ul style="list-style-type: none"> - Aims - Attempts made on peace - Causes for the failure <p>11.4.3 Rise of Fascism and Nazism</p> <ul style="list-style-type: none"> - Introduction of Fascism • Faiseism in Italy under Mussoloni - Introduction of Nazism • Nazism in Germany under Hitler. <p>11.4.4 2nd World War</p> <ul style="list-style-type: none"> - Causes - Partners - Results <p>11.4.5 United Nations Organization (UNO)</p> <ul style="list-style-type: none"> - Origin - Aims - Structure - Attempts made for peace 	

Competency	Competency Level	Subject Content	Periods
<ul style="list-style-type: none"> Examines how the changes in the political and economic fields in Sri Lanka after the independence have contributed the development process of Sri Lanka. 	<ul style="list-style-type: none"> Explains the rise of United States of America (USA) and Union of Socialist Soviet Republics (USSR) as two power camps in the world. Analyses the action of the United Nations to limit wars. Analyses the factors that affected the fall of the socialist power camp in the 20th century. 	<p>11.5 Balance of power in the World after. The 2nd World War.</p> <p>11.5.1 Rise of United States of America (USA) as a world power</p> <ul style="list-style-type: none"> How it arose U.S.A. getting the leadership of capitalism. <p>11.5.2 Rise of Union of Socialist Republics Soviet (USSR) as a world power.</p> <ul style="list-style-type: none"> Causes Developing an economy based on socialism. Getting the leadership of socialism. <p>11.5.3 Cold War</p> <ul style="list-style-type: none"> Prevention of war due to the action of the U.N.O. Two power camps in the world. Control of World economy. Rise of Non alignment movement. Fall of Soviet Russia. 	

Competency	Competency Level	Subject Content	Periods
	<ul style="list-style-type: none"> • Examines the importance of the party system and the Cabinet system in implementing parliamentary democracy. • Explains the constitutional reforms of 1972 and 1978. 	<p>11.6 Sri Lanka after the independence.</p> <p>11.6.1 Parliamentary democracy</p> <ul style="list-style-type: none"> - Political party system - Cabinet system <p>11.6.2 Constitutional reforms</p> <ul style="list-style-type: none"> - 1st Republican Constitution of 1972 - 2nd Republican Constitution of 1978 <p>11.6.3 Measures taken for development after the independence.</p> <ul style="list-style-type: none"> - education - agriculture - state entrepreneurship - industries - social welfare - health, education, transport, communication 	

4.0 School policies and programmes

Teaching programmes in school relevant to History have to be planned so that pupils can learn the subject content satisfactorily and effectively and also they could incorporate in them.

Only a few such programmes have been given here. The teacher teaching history has the freedom to create many more programmes using his/her creativity.

- Organising a History Association through that pupils can be encouraged to have discussion, seminars, debates, exhibitions, magazines, wall news papers, etc.
- Study tours can be organized to a place with historical value at least once a year. It should be well planned and organised so that pupils could get their knowledge gained at the class confirmed by observing.
- Seminars can be organised by getting down a historian to the school.
- Community programmes could be organised to search places of archeological value in the area and also to preserve such places.
- A museum programme can be organized to observe arts, crafts, pictures and other such things with archeological value.

Part II

11.1 Establishment of the British Power in Sri Lanka

20 periods

Introduction

Maritime areas in Sri Lanka which had been under the Dutch rule were captured by the British in 1796. The Up Country too came under the British rule in 1815. Since then Sri Lanka had been under the British rule for about one and a half centuries. It is explained in this chapter how the British carried out their campaign to establish their power in Sri Lanka.

An analysis is done in this chapter on the causes of the struggles for independence done by Sri Lankans in 1818 and in 1848, and factors that led to the failure of those struggles. Further an analysis is done on the constitutional reforms carried out by the British and the political, social, economic and cultural results of those reforms.

Competency

- Explains how the British established their power in Sri Lanka.

Competency Level

- Explains how the British established their power in Sri Lanka making use of the weaknesses in the governance of the national rulers.
- Explains how the natives rose against the British rule to preserve independence.
- Explains information about the reforms introduced in Sri Lanka during the period of the British rule.

Subject Content

11.1 Establishment of the British power in Sri Lanka

11.1.1 Establishment of British power in Sri Lanka

took place at several situations.

1. Conquest of maritime provinces in Sri Lanka
2. Those areas becoming a crown colony in 1802
3. Conquest of the hill country in 1815
4. Confirming the British power in the upcountry by suppressing the 1st struggle for independence.
5. Establishment of British culture in Sri Lanka by suppressing nationality. Making changes in the political, economical and social fields through the reforms of 1833

- Establishment of British East India company in 1600 by the British to acquire trade power in the East.
- Establishment of the French East India Company in 1660 by French and their competition for trade in the East.
- **Factors that made British to pay their attention on Sri Lanka.**
 1. Situation of Sri Lanka at the middle of the naval route in the Indian Ocean.
 2. Situation of Trincomalee Harbour in Sri Lanka where ships can anchor safely during the North East Monsoon as well as during the South West Monsoon.
 3. Ability to control the naval power in the Western Coast as well as in the Eastern Coast of India from Sri Lanka.
 4. Importance of Sri Lanka for trade.
 - * Cinnamon in Sri Lanka becoming popular in Europe.
 - * Desire of the British to gain the profit of the cinnamon trade which was so far enjoyed by the Portuguese and the Dutch.
- Along with the French Revolution in 1789 war between France and other European countries.
- When France invaded Holland in 1794, the ruler (stath holder) of Holland fled to England.
- The British helped the Dutch against the French.
- The Dutch had the suspicion that the French would capture the Dutch areas in Sri Lanka.
- Stat holder sending a letter to the Dutch governor in Sri Lanka on 7th February 1795.
- The Dutch Governor did not like to work according to the letter of the stat holder.
- The British attacked the Dutch and captured Trincomalee in August 1795. After that the British captured Jaffna, Mannar and Kalpitiya on 16th February 1796 the British captured Colombo.
- On that day the Dutch governor Angelbeck signed the agreement of handing over the maritime provinces of Sri Lanka to the British East India Company.
- Since then the maritime provinces of Sri Lanka came under the control of the British East India Company and were controlled by their centre at Madras.

- The British East India Company having their centre of control at Madras adopted a system of collecting taxes in Sri Lanka following the system that they had in India.
- Maritime provinces in Sri Lanka that came under the control of the British East India Company were divided into three administrative units. The office of the administrative officer in charge of each Unit was called the 'Kachcheri'
- So the Kachcheri system started in Sri Lanka
- Native officers were expelled from their offices. Officers called Aw Mildar were brought from South India and were appointed as tax collecting officers.
- Tax had to be paid in money.
- New taxes were introduced for coconut, arrack, fish, salt, paddy, tobacco, etc.
- A system of auctioning the right to tax was followed.
- A rebellion against the British East India Company was carried out by people of the maritime provinces in 1797.
- Causes for the rebellion
 1. Appointment of officers brought from Madras to collect taxes by expelling native officer.
 2. Madras officers collecting taxes by harassing the people.
 3. Since people had to pay taxes in money, it was a harassment for the people who did not have the practice of using money.
 4. Introduction of new taxes such as taxes on coconut, fish, salt and arrack.
 5. Although the people of maritime provinces complained the Madras officers about the harassment they had to face those officers did not take any action.
- A rebellion took place against the British rule in 1797
- The English faced difficulties in suppressing the rebellion
- Appointment of a commission under the leadership of Colonel De Muvan to investigate the causes of the rebellion.
- Recommendation of De Muvan were as follows.
 1. To do away with the system of auctioning the right to tax.
 2. Appointment of native officers to collect taxes in place of the Madras officers.
 3. To cancel the new taxes
 4. To re establish Dutch courts.

- Since the British government realized the weaknesses of the rule of the Madras Company, the British government too intervened in the rule of the maritime provinces. Hence a system of 'dual rule' started in 1798. It was a system of ruling the areas both by the Company and the British Crown.
- Governor Fedrick North had to be responsible to the Company as well as to the Crown since there was a dual system of rule.
- The European war that started along with the French Revolution came to an end with the Treaty of Amiens signed in 1802. According to this Treaty the maritime areas of Sri Lanka came under the British Crown. So, those areas became a Crown Colony under the British.

The conquest of upcountry in 1815

- The British made several attempts to capture the upcountry before 1815
- Fedrick North sent a military force to the upcountry under Mc Dowell to have an agreement with the king
- Fedrick North decided to attack up country in 1803.
- Causes for the British attack on the upcountry.
 1. The British had to maintain two armed forces for the security of maritime provinces- one at the coast and the other at the boundary of the upcountry.
 2. The British traders had to pay taxes to the government of the upcountry at the Kadawats (entrances to the upcountry)
 3. The people of the maritime provinces accepted the king of the upcountry as their king.
 4. Difficulties in maintaining connections between Colombo and Trincomalee
 5. The suspicion that the British had that the king of Kandy would get the support of the French forces to expel the British.
 6. Request of Pilimatalawe to have the assistance of Governor North to become the king of Kandy
 7. Ill treating the low country traders by upcountry people.
- Attack made by commander Mc Dowell in January 1803.
- Sending two forces to the upcountry, one from Colombo and the other from Trincomalee
- When the British forces reached upcountry the king had fled from Kandy.
- Mc Dowell crowned Muttusamy as the king of Kandy.
- An agreement made between the British and Mutthusamy.
- The British left Mutthusamy at Kandy along with a group of British army.

- King Sri Wickrama Rajasinghe attacked the British and defeated them.
- Sir Thomas Maitland, the Governor who succeeded Fedrick North in 1805 prepared for an attack against upcountry.
- Since the aristocrats of the upcountry had become powerful, king Sri Wickrama Rajasinghe tried to suppress them.
 1. The king gave high posts of the royal palace to Nayakkars
 2. The king attempted to have breaks among the aristocrats
 3. The king gave severe punishments to the aristocrats when they did wrong.
- A plot took place under the leadership of Pilimatalawe to kill the Kandian King in 1810.
- Pilimathalawe was given the death penalty by the king.
- Ehalepola became the Maha Adikaram (The chief Officer) of the king.
- The office of Disave of Sabaragamuwa area too was given to Ehalepola
- Ehalepola starting a rebellion at Sabaragamuwa.
- The king gave death penalty to the wife and the children of Ehalepola
- Displeasure of the bhikkues aristocrats and the people because of the cruel punishments given to the wife and the children of Ehelapola
- A group of traders who went to upcountry from the maritime areas were ill treated by king in 1814.
- Some aristocrats set on fire to a village belonging to the British
- A group of English soldiers went towards the upcountry
- Molligoda joined the English
- King fled from his palace and hid at the house of Udampitiya Arachchi in Bomure in Meda Maha Nuwara
- Sinhala aristocrats arrested the king and handed over to the British army
- Agreement between the British and the up country aristocrats was signed at the Royal Court of Kandy and on 2nd March 1815.
- By that the up country Kingdom (Kandyan Kingdom) came under the British.

11.1.2 Campaign against the British Empire

- The rebellion took place in the maritime provinces in 1797- 1798
- The first struggle for independence in 1818
 - Causes for the struggle
 1. The people of upcountry did not like to be under a king who is not in the country.
 2. The aristocrats of the upcountry did not like to be under the control of the British

3. When the British rulers removed the practice of collecting taxes from traders at Kadawats, the income of the aristocrats came down
 4. Violating the upcountry agreement by the British rulers.
 5. Appointing Hajji Marikkar a Muslim person as the Muhandiram of Wellassa violating the practice of appointing Sinhala aristocrats to high officers.
 6. Doraisami of Wilbawe accomplished by bhikkus wandering in the upcountry kingdom.
- The first struggle for independence started at Uva Wellassa on 12th October 1817.
 - The struggle was led by
 1. Monarawila Keppetipola
 2. Madugalle
 3. Kiwulegedara Mohottala
 4. Butaewe Rate Rala
 - The struggle was suppressed by British rulers
 - Keppetipole and Madugalla who were the leaders of the struggle were killed for treason.
 - Some leaders were expelled from the country. Their property was confiscated.
 - Reasons for the failure of the 1st struggle for independence in 1818.
 1. It was not well organized
 2. Tooth Relic was with the British rulers.
 3. Rivalries among the aristocrats.
 4. Suppression of the struggle by destroying villages
 5. It was proved that Doraisami was not an heir to the throne and was proved that he was an ex priest in the village called Wilbawe.
 - The declaration made by the British in 1818 as the winners of the war.
 - The powers of the aristocrats were reduced through that declaration
 1. The power of the aristocrats to appoint minor officers was removed.
 2. The aristocrats were made officers drawing a salary from the British government
 3. The aristocrats were prohibited to accept presents from the people
 4. Allowing to propagate other religions in the up country with the permission of the Governor.
 5. Establishment of the British Judicial courts in the up country.

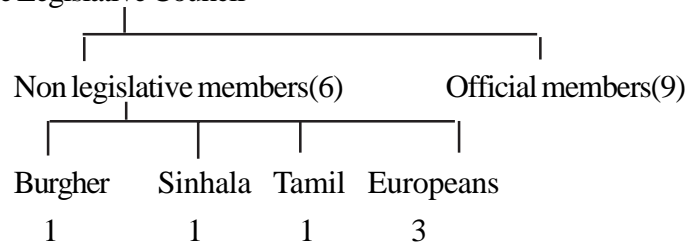
Second Struggle for independence in 1848

- Reforms made under the Cole Brooke Commission Report in 1833 prepared the background for the second struggle for independence
- Factors that led to the struggle for independence in 1848
 1. Weakening of the civil service as a result of reducing the number of civil servants under Cole Brooke recommendations.
 2. Native agriculture did not get royal patronage
 3. Villagers were oppressed by the district judicial court system.
 4. People were badly suppressed by the land Act brought by the Governor-Stuart Makenzi
 5. Buddhists lost the royal patronage
 6. Introduction of new taxes by the Governor Torrington
 7. Collecting information for the Blue Book. Ordinary people got the impression that collection of information was to introduce new taxes.
- When the people of the upcountry went to handover a petition to the British Rulers, there arose a struggle. The Governor declared Marshal law and suppressed the people.
- The struggle started at Matale spread in the areas of Kandy, Dambulla, Wariyapola and Kurunegala.
- The struggle was organized by leaders like Weera Puran Appu, GongaleGoda Banda, Hanguranketha Dingirilala and the Priest Kudapola.
- Causes for the failure of the 1848 struggle
 1. It was not well organized. Lack of experience
 2. Since there was a system of roads in the upcountry the British military forces could suppress the struggle
 3. The British got additional military forces when they needed.
- Results of the struggle in 1848 :
 1. Those who proved to be guilty got punishments. Their property was confiscated
 2. Torrington was brought back as the Governor.
 3. Taxes that were opposed by the people were revised.
 4. The British rulers realized that irrigation and agriculture need government patronage.
 5. British rulers took action on development of agriculture, development of health activities, development of roads for plantations and development of regional and provincial administration since 1852

Eg: Establishment of Municipal Councils in 1865
Establishment of village councils in 1871

11.1.3 Constitutional Evolution and the administrative system up to 1947

- Implementation of Cole Brooke reforms in 1833.
- Cole Brooke Commission was appointed to make proposals to avoid government's budget differences.
- W.M.G. Cole Brooke who came to Sri Lanka in 1829 made recommendations relevant to administration, government assets, government institutions and Rajakari systems. Charles Hay Cameron who came in 1830 made recommendations to the judicial system.
- Recommendations of the Cole Brooke Commission
 1. Uniting upcountry and low country and to have a unitary government
 2. Divide the country into five provinces, instead of having 16 provinces which was the system prevailed so far.
 3. Reduce the salaries of the civil servants and remove pensions.
 4. To abolish Rajakariya system.
 5. To develop English education
 6. To remove the monopoly of trade under the government and to have free trade
 7. Establishment of legislative council and the executive council
 8. To have a uniform system of judiciary. The lowest court in the new system was to be the District Court.
- The legislative Council had 15 members. 9 of them were official members and 6 were nonofficial members
 1. Non official members were nominated by the Governor.
 2. They were nominated based on ethnicity.
 3. The Legislative Council



- There were agitations for reforms since 1840. They were led by Europeans
- From the beginning of the 20th Century , there were campaigns led by the natives for reforms. There were several organizations to carryout such campaigns
 1. Ceylon National Congress
 2. Chilaw Congress
 3. Jaffna Congress

- The principal demands of those agitations.
 1. To increase the number of non official members
 2. To have territorial representation
 3. To increase the power of the legislative Council
 4. To appoint non official members to the Executive Council.

Maccalum Constitutional Reforms

- These reforms were brought in 1810 during the period of Governor Maccalum
- Reforms were implemented in 1912
- The legislative council was remodeled to have 21 members, 11 officials and 10 non official members
- 4% of the Sri Lankans got a limited franchise
- Educated, middle class Sri Lankans got the franchise
- Ponnabalam Ramachandran was elected to the legislative council through the franchise of the educated Sri Lankans. He was the first Sri Lankan to get elected to the legislative council.
- Sri Lankan agitators were not satisfied with the Maccalum reforms
- Governor Robert Chalmers took serious actions to suppress the struggle between the Sinhala and Muslim people in 1915.
- Establishment of the Ceylon National Congress in 1919.
- Ceylon National Congress led the agitations for constitutional reforms

Manning Constitutional Reforms

- Manning Constitutional Reforms were implemented in 1921.
- The number of official members of the legislative council increased up to 14 and the number of non official members increased up to 23.
- For the first time there was to be an unofficial majority in the legislative council
- For the first time the territorial representation system was implemented
- Three Sri Lankans were appointed to the Executive Council

Manning – Devonshire Constitutional Reforms

- Under the Constitutional reforms of 1924 the number of non official members of the legislative council increased up to 37 and the number of official members decreased to 12

- The power and the responsibility of the legislative Council in 1924 were separated. Eg : Responsibility on governance was vested on the Governor while the power of the legislative council was with the non official majority. But those non official members did not have any responsibility of the government

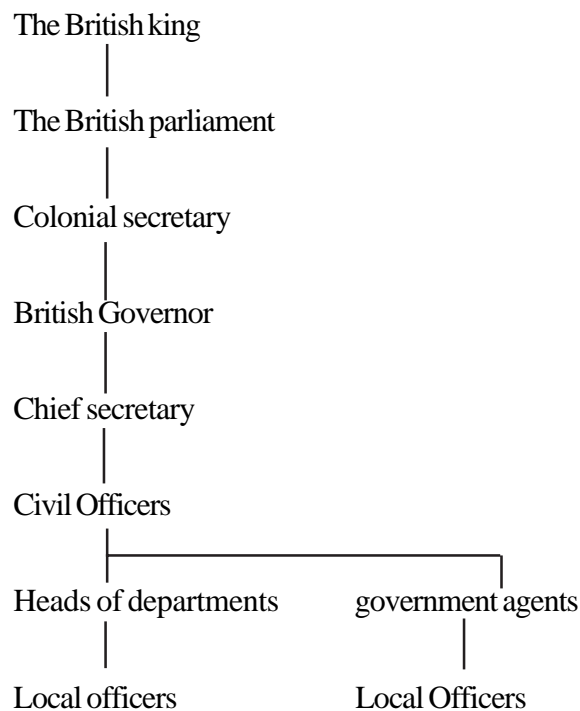
Donoughmore Constitutional Reforms

- Educated Middle class Sri Lankans were not satisfied with the constitutional reforms of 1924
- Since there were difficulties in implementing this constitution the Governor Sir Hugh Clifford reported to the Colonial secretary to have new constitutional reforms.
- The commission under the Earl of Donoughmore came to Sri Lanka in 1927 to recommend new constitutional reforms
- Reforms recommended by the Donoughmore commission were implemented in 1931
- Weaknesses of the Donoughmore constitution implemented during the period 1931 - 1947
 1. Powers vested on the Governor and officials
 2. Natives got a semi responsible government system.

Soulbury Constitutional Reforms

- As a result of the persistent agitation of the Sri Lankans demanding a full responsible system of government the Soulbury commission was sent to Sri Lanka in 1944
- The proposals made by the ministers of Sri Lanka to the British Government which was called the Ministers' draft scheme became the basis for Soulbury reforms
- The main features of the Soulbury constitution implemented in 1947 :
 1. Introduction of the office of the Governor General
 2. Establishment of a Parliament with two chambers
 3. Introduction of a Cabinet headed by the Prime Minister
 4. Establishment of Public Service Commission and the Judicial Service Commission.
- The Governor General was the nominal head of the government.
- The House of Representative of the parliament consisted of 101 members. 95 of them were elected on universal adult franchise. 6 members were nominated. Its duration were five years
- The upper chamber (the senate) was to consist of 30 members
- The executive powers were vested on the cabinet headed by the Prime Minister

- To protect the independence of the Public Service and the Judicial Service, the Public Service Commission and the Judicial Service Commission were appointed.
- Under the new constitution, a general election was held in 1947.
- The United National Party which won the majority of seats in the general election held in 1947. formed the first government under the new constitution.
- Mr. D.S. Senanayake became the first Prime Minister of the country.
- The administrative system of Sri Lanka under the British had an imperial administrative model.
- Administrative structure of Sri Lanka under the British rule

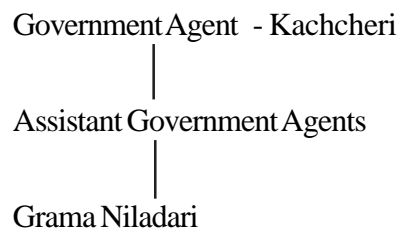


- Ceylon Civil Service was started in 1798
- Functions of the central government were carried out based on departments
- During the period of Governor North few departments were started.
 - Eg: 1800 - Surveyor Department
 - 1800 - Public Works Department
 - 1800 - Land Registration department
- During the period of Governor Sir Thomas Maitland 1805 – 1811 steps were taken to have an organized Civil Service.
 - Eg: All Civil Servants were asked to learn a National language
- Under Colebrooke reforms steps were taken to further organize the departmental administration.
- Under Colebrooke Reforms administrative units were reduced from 16 – to 5

- Under Colebrooke Reforms the salaries of the civil servants were reduced and the pensions were removed to cut down government expenses.
- As a result of Colebrooke reforms when the administrative units were reduced to 5, the administrative units became too large which became a barrier for a good administration. And along with that when the facilities of civil servants were reduced, the civil service became inactive.
- Under the British rule, the rural areas of the country were neglected .
- Governors understanding the weaknesses of the administration, took steps from time to time to increase the number of provinces. New provinces so started were as follows :

North Western Province
 North Central Province
 Uva Province
 Sabaragamuwa Province

- Regional administrative functions were carried out based on Kachcheris.
- Structure of the Regional administration



- Local government Institutions were started under the British rule.

Eg; 1865 Municipal Councils
 1871 Village Councils
 1897 Town Councils

Activity 11.1.1

Competency Level : Explains how the British established their power in Sri Lanka making use of the prevailing weaknesses in the country

Activity : “Let us examine how the British established their power in Sri Lanka “

Time : 120 minutes

Quality Inputs :

- Annexe 11.1.1.1 – picture of the British flag
- Annexe 11.1.1.2 – Activity Sheets
- Annexe 11.1.1.3 – Activity Sheets
- Text Books
- Writing papers

Teaching Learning Process

Step 11.1.1.1 :

- Display The British flag given in Annexe 11.1.1.1 in the class
- Start a discussion asking questions
 - To which country does this flag belong?
 - To which continent does that country belong?
 - Why did the British come to the east?
- Conduct a discussion highlighting the following

- The British taking an example from the Portuguese and the Dutch who came to the East for trade
- British East India Company acquired the monopoly of trade in the East
- The French too established the French East India Company and came to the East for trade
- Madras was the centre of British trade in the East.

05 minutes

Step 11.1.1.2 :

- Divide the class into groups appropriately
- Distribute the Activity sheets given in annex 11.1.1.2 to the groups

- Give instructions to the groups so that each group would prepare questions on one topic
- Give instructions to prepare questions on each important fact
- Get pupils to do the activity in groups

20 minutes

Step 11.1.1.3

- When pupils have completed the activity call them to the class.
- Divide the class into two groups
- Distribute the activity sheet given in Annexe 11.1.1.3 to the groups
- Give instructions to select a leader for each group.
- Give instructions to the groups to select the most suitable questions in an order as instructed in Annexe 11.1.1.3

20 minutes

Step 11.1.1.4

- Get pupils in two groups to conduct the questions and answers programme with the teachers' supervision
- Give instructions to the pupils to note the questions and answers in their books after the questions and answers programme

40 minutes

Step 11.1.1.5

- Identify the strengths and weaknesses of pupils through their group activities.
- Make a review highlighting the following

- | |
|---|
| <ul style="list-style-type: none"> • The British and the French came to the East in the 17th Century for trade • Both the British and the French competed each other to capture areas in the Indian Ocean making use of the weaknesses of the natives. • The British paid their attention on Sri Lanka as a centre of trade • Maritime provinces of Sri Lanka came under the control of the British East India Company |
|---|

- A rebellion took place in the maritime provinces in 1797 because of the activities of the AwMildars who came from India to collect taxes.
- Because of the inefficiency of the rule of the East India company, the British government appointed Sir Fedrick North as the Governor of maritime provinces in 1798.
- There was a dual system of rule in the maritime provinces during the period from 1798 to 1802.
- In 1801 the Amiens Agreement was signed in Europe as a settlement of the European wars.
- In 1802 Sri Lanka (The maritime provinces) became a Crown Colony.
- Since 1802 the maritime provinces came direct under the control of the British Governor

40 minutes

Assessment and Evaluation

- Explains how the British established their power in the maritime provinces of Sri Lanka.
- Organizes a programme on questions and answers relevant to the establishment of the British power in the maritime provinces of Sri Lanka.
- Appreciates the importance of being an independent nation.
- Involves in group activities
- Exhibits leadership qualities.

Follow up work

- Prepare a newspaper article on how the British established their power in the maritime provinces of Sri Lanka.

Annexure 11.1.1.1



Activity Sheets

Prepare questions in groups under given topics for a 'questions and answers' programme

Group 1

Topic :

The British coming to the East for trade

Groups II

Topic :

British paying their attention on Sri Lanka and capturing maritime provinces of Sri Lanka

Group III

Topic :

The rule of the Madras Trade Company and the rebellion in 1797

Group IV

Topic :

Dual rule and Sri Lanka becoming a Crown Colony

Instructional Sheet

- Divide the class into 2 groups as group A and group B
- Give about 20 questions selected to the leader of each group
- Get the 'questions and answers' programme be launched by the two leaders
- Get all pupils participate in the programme
- Marking scheme
 - When a question is directed to a pupil, and if he answers it correctly award – 10 Marks
 - When the particular pupil fails to answers it, and if another pupil from the same group answers it award - 05 marks
 - If that group fails to answer it and when it is answered by the group who directs the questions, award that group – 02 marks
- Direct pupils to note marks according to the given marking scheme
- The teacher should give necessary instructions and direct the programme

Activity 11.1.2

Competency Level : Explains how the natives rose against the British rule to protect independence

Activity : “The struggle of Wellassa”

Time : 80 minutes

Quality Inputs :

- Annexe 11.1.2.1 - A statement for the role play
- Annexe 11.1.2.2 - Activity Sheet
- Text book
- Writing papers
- Source books on Wellassa struggle (Inform pupils to collect books, magazines etc. having information about the Wellassa struggle)

Teaching Learning Process

Step 11.1.2.1 : • Get a pupil to present the statement given in Annexe 11.1.2.1 making a role play of the hero Keppetipola

Ask Questions such as :

- Whose character is illustrated here?
- What is the struggle that took place under his leadership?
- Where was it started ?

And conduct a discussion highlighting the following

- The British brought the whole country under their control in March 1815
- According to the agreement made between the British and the upcountry leaders on 2d March 1815 at the Royal Court of the Kandyan kingdom, the British promised to protect the traditions and customs of Sri Lanka.
- But the British did not act accordingly
- The upcountry leaders who got disgusted about the British rule, started their first struggle for independence from Uva Wellassa

10 minutes

- Step 11.1.2.2** :
- Divide the class into groups appropriately
 - Distribute the copies of the Activity sheet given in Annexe 11.1.2.2 to the groups
 - Give instructions to pupils to prepare an information sheet about the 1st struggle for independence in Sri Lanka as instructed in the Activity Sheet.
 - Get pupils to do the Activity in groups

30 minutes

- Step 11.1.2.3**
- Get each group to present its report to the class.
 - Get others to comment on the presentations .
 - Give instructions to the pupils to note down important points.
 - Identify pupils' strengths and weaknesses through the group activities.
 - Make a review of the lesson highlighting the following

- The first struggle for independence started at Uva Wellassa
- Monarawila Keppetipola, Madugalla and Butawe Rate Rala were the Leaders of the struggle
- The causes for the struggle of 1818 were :
 1. The British did not pay respect to Buddhism as promised through the Agreement
 2. Although the British promised to protect the offices, powers and benefits of the aristocrats through the up country agreement, the British neglected them in practice.
 3. The British officers did not respect the bhikkues and the aristocrats.
 4. People of up country did not like to be under a king who is not to be seen.
 5. Appointing Hajji Marikkar, a Muslim person as the Muhandiram of Uva Wellasa area.
- Appearing Wilbawe Doresami as an heir to the throne of the Kandyane Kingdom in mid 1817.
- The struggle for independence started at Uva Wellassa spread all over the up country.

- Molligoda and Ehalepola did not support the struggle.
- Causes for the failure of the struggle for independence in 1818.
 1. It was not well organized.
 2. Personal rivalries among the leaders
 3. It was revealed that Wilbawe Doresami had not an heir to the throne
 4. Tooth relic was with the British
 5. The policy of destroying villages followed by the British to suppress the struggle
 6. Declaration made in 1818 that those who get subjected would be released.
- Keppetipola and Mudagalle were massacred at Kandy.
- Ehalapola and a group were expelled to Murisi island.

40 minutes

Assessment and Evaluation

- Explains the 1st struggle for independence
- Speaks in pride of ancient leaders who fought for the country.
- Prepares an information sheet on the 1st struggle for independence
- Involves in group work
- Presents information

Follow up work

Prepare an article on the topic “struggle for independence of Uva Wellassa” to be displayed on a wall newspaper

Annexe 11.1.2.1

Declaration

Get a pupil to make the following declaration

Oh! Executioner, I don't fear to die. It is I who led the Uva Wellassa struggle. That I did on behalf of my country and the nation. When I complete the stanza on worshipping the Tooth Relic, separate my head from the body in one blow. I have not done any sins in this life to have a death like this. I believe that this is due to a Karma done in a past birth

Annexe 11.1.2.2

Activity Sheet

Prepare an information sheet on the 1st struggle for independence in Sri Lanka collecting information on the following

- Causes for the 1st struggle for independence
- The start and the spread of the struggle
- Leaders of the 1st struggle for independence
- Factors that made the 1st struggle for independence a failure
- Effects of the 1st struggle for independence

Activity 11.1.3

Competency Level : Explains the constitutional reforms in Sri Lanka under the British rule

Activity : “Let us examine the constitutional reforms during the British rule in Sri Lanka “

Time : 7 periods

Quality Inputs :

- Annexe 11.1.3.1 – A photograph illustrating a parliamentary session
- Annexe 11.1.3.2 – Activity Sheet
- Annexure 11.1.3.3 - Activity Sheet
- Text Book
- Social studies and History – Grade 10 Text book (Old Syllabus)
- History - grade 11 – text book (Old syllabus)
- Demy papers
- Felt pens

Teaching Learning Process

Step 11.1.3.1 :

- Display the pictures given in Annexe 11.1.3.1
- Ask questions such as -
 - What is shown in this picture?
 - Who ruled the country in the ancient days?
 - When did the representative system of government start in Sri Lanka ?
- Conduct a discussion highlighting the following

- In any system of government there are three sections of government called the legislature, the executive and the Judiciary
- In the early days in Sri Lanka all these powers were vested on the king
- When Sri Lanka became a Crown Colony under the British , those powers were executed by the governor

- Through the Colebrooke constitutional reforms the first step towards a representative system of government was taken.
- Along with a gradual development of a representative system a parliamentary system of government emerged

15 minutes

- Step 11.1.3.2** :
- Divide the class into groups appropriately
 - Assign one constitutional reforms done during the British rule in Sri Lanka to each group
 - Distribute the copies of the Activity sheet given in annexe 11.1.3.2 to each group.
 - Give necessary instructions about the activity
 - Get pupils involve in the activity in groups
 - Give necessary guidance and instructions

30 minutes

- Step 11.1.3.3** :
- Get one period for one constitutional reforms
 - Display the Activity sheet given in Aneexe 11.1.3.3 in the class.
 - Get pupils to copy it.
 - Get group 1 to present its report on the information they have collected about Colebrooke reforms
 - Get others to comment on the presentation.
 - Direct pupils to fill the Activity sheet based on the information presented by group one.
 - Likewise spend one period for each of those constitutional reforms discuss the reforms in an order. Get pupils to complete the activity sheet in the order of reforms
 - Identify the strengths and weaknesses of the pupils through group activities.
 - Make a review either at the end of each period or after completing the Activity sheet highlighting the following

- The first step towards a representative system of government was taken through the Colebrooke reforms
- 4% of the Sri Lankan got the right to vote through Maccalum reforms

- Sir Ponnambalam Ramanadan was the first educated Sri Lankan to get elected to the legislative council.
- Through the Manning reforms of 1921 territorial representation was introduced. Non official members became the majority in the legislative council as a result of these reforms
- Through Manning Devenshire reforms of 1924 the number of non official members further increased. But the Sri Lankans did not get the responsibility of government.
- Under the Donoughmore Reforms of 1931, Sri Lankans got a semi responsible system of government.
- Universal franchise was introduced under the Donoughmore reforms.
- Under Soulbury Constitutional Reforms of 1947 a parliamentary system of government having two chambers in the parliament was introduced.
- Parliamentary system of government in Sri Lanka was a result of the constitutional evolution that took place with the persistent agitations of Sri Lankans.

40 minutes

Assessment and Evaluation

- Explains that the constitution of Sri Lanka is an evolution
- Appreciates the universal franchise as a measure of expanding the political experiences of the Sri Lankans
- Explains the growth of the legislative council with the help of a table
- Involves in group activities.
- Presents information pleasantly

Follow up work

Prepare an article for a newspaper on the topic “Development of political power of Sri Lankans under the British rule”

Annexe 11.1.3.1

A photograph illustrating a parliamentary session



Annexe 11.1.3.2

Activity Sheet

Prepare an information sheet about the constitutional reform that was assigned to your group, making use of the grade 11 History text book, Grade 10 social studies and History (Old syllabus) Text book, grade 11 History (Old syllabus) text book

Annexe11.1.3.3

Activity Sheet

Constitutional Evolution in Sri Lanka

Name of the Reforms	Years of Implementing the reforms	Proposals for reforms	Name of the legislature	Importance of reforms	Weaknesses of the reforms

Unit 11.2

Social and Economic Changes in Sri Lanka Under the British

16 Periods

Introduction

Maritime provinces in Sri Lanka which were under the Dutch rule were captured by the British in 1796. The upcountry too came under the British rule in 1815. It is expected to discuss in this chapter - Social and economic changes that took place in Sri Lanka under the British rule until the country gained independence in 1948.

The expansion of the plantation sector in Sri Lanka as a result of the capitalist economic policies of the British and the determination of the traditional agriculture along with that too is discussed in this chapter. Further the agitations carried out by the national leaders against the government policies of the British and demanding constitutional reforms too is discussed in this chapter.

Further, religious and cultural awakening of the Sinhala, Tamil and Muslim communities in Sri Lanka too is discussed.

Competency : Explains the socio-economic changes that took place as a result of the British rule.

Competency Levels :

- Explains the changes in the economy of Sri Lanka as a result of the expansion of the plantation sector.
- Analyses the changes in the society of Sri Lanka due to the British rule.
- Examines the religious and cultural awakening in Sri Lanka during the British rule.

Subject Content

11.2 Social and Economic changes in Sri Lanka under the British

11.2.1 Abolition of the land tenure and compulsory service system (Rajakariya)

- Explaining the land tenure in the early days.
 - The owner of the land was the king.
 - For the public service of the officers lands were donated instead of salaries.
 - The officers got those lands cultivated by ordinary people.
 - The ordinary people who cultivated those lands had to pay taxes to the state (the king) and the aristocrats who were supposed to be the owners of those lands.
 - In addition, those people had to do compulsory service to the state which was called 'Rajakariya'.
 - According to the Rajakariya system all adult males had to work compulsorily a number of days per year to the king (the state) without any payment.
 - Governor Fredrick North enacted laws to abolish the system of land tenure and the compulsory service (Rajakariya) system.
 - But those laws could not be implemented successfully.
 - Hence, Governor Sir, Thomas Maitland brought back the Rajakariya system.
 - Under the reforms brought by the Colebrooke Commission in 1833 compulsory Rajakariya system was abolished. The system of donation of land by the state to the people was abolished. The system of selling lands was introduced.
 - Some changes brought about through Colebrooke Reforms :
 - As a result of the establishment of the Legislative council and the Executive Council the dictator powers of the Governor were reduced.
 - Rajakariya (Compulsory Service) system was abolished.
 - Europeans were given permission to live in the country.
 - Introducing the system of selling lands. As a result of it foreign capital was drawn to the country. This led to the development of the plantation sector.

11.2.2 Introduction and the expansion of the plantation economy.

- The Portuguese and the Dutch who ruled the Maritime Provinces collected cinnamon naturally grown in forests and engaged in trade.
- They did not follow a system of cultivating crops for trade.
- At the latter part of the Dutch rule they started to cultivate cinnamon for trade.
(Cinnamon gardens in Colombo of the present day is an example)
- Colebrooke Reforms of 1833 laid the foundation for a new economic system.
- Experiments had been done with the state patronage to grow coffee.
- Under Colebrooke Reforms. Civil servants were given permission to involve in private businesses.
- Coffee plantation started in small scale, spread as large estates in the up country areas by 1840.
- Reasons for the development of coffee plantation :
 - Custom duties levied on coffee exported to England was reduced.
 - Decline of coffee plantation in the West Indies.
 - Entrepreneurs who invested capital on coffee plantation got high profits.
 - Adoption of successful plantation systems,
 - Getting down labourers from South India on low salaries.

When the demand for lands increased for coffee plantation, the land Act No.12 of 1840 was enacted in order to sell more and more lands for plantation.

- Through this Act, lands of the up country were taken over to the British government to be sold for plantations.
- There was a decrease in the coffee plantation in 1847.
- Again there was a development in coffee plantation by 1853.
- Again in 1867 there was a decrease in the coffee plantation due to a fungus disease (Hemilia Westratrics).
- There was an attempt on cocoa and cincona plantation, but the planters could not get a good profit from those plantations.
- By 1890 tea plantation came to be prominent.
- Reasons for the development of tea plantation.
 - Price of tea going high in the London Market.
 - Increase in the use of manure.

- Development of Colombo Harbour.
- Since workers were brought from South India, supply of cheap labour increased.
- By 1920 more lands came under tea plantation. As a result income from tea increased.
- Along with the economic depression in 1929 tea export deteriorated. Tea income too decreased.
- By 1910 coconut plantation too had developed. Although Europeans did not like to invest money on coconut, local planters paid interest in it.
- About half of the coconut products was used for local consumption.
- By the latter part of the 19th century rubber cultivation was introduced.
- Reasons for the expansion of rubber cultivation.
 - Rubber prices went up during the period of the 1st World War.
 - America became a major buyer of rubber.
- Development of motor industry in Britain.
- Along with the economic depression in 1929 prices of rubber came down.

11.2.3 Traditional Agriculture

- British government paid attention on the plantation sector and didn't pay an interest on the traditional agriculture.
- Along with the abolition of compulsory service system (Rajakariya) under Colebrooke reforms, traditional agriculture deteriorated.
- Agriculture did not get the state patronage.
- When more and more lands were used for plantation, traditional agriculture was neglected.
- This was a major cause for the struggle against the British in 1848.
- After this struggle, some British rulers paid attention on the development of traditional agriculture.
- They paid attention on the reconstruction of old irrigation schemes in the dry zone and settle people in the dry zone areas.
- Establishment of the Department of Irrigation in 1900 and the establishment of the Department of Agriculture in 1912 helped to develop traditional agriculture.
- Governors like Henry Ward, Herculis, Robinson, Williem, Gregory, Arthur Gordon, West Rigeway worked for the development of irrigation schemes and thereby for the development of agriculture, specially the paddy cultivation.
- Establishment of co-operative lending societies helped farmers.

11.2.4 Modernisation and Westernisation - Development of the Middle Class

- As a result of the development of English education under Colebrooke reforms, a new social class who valued the European Culture, on elite group developed.
- This national elite class earned money in various ways.
- They invested their money on buying estates, plantations and the education of their children.
- This educated middle class led agitations for constitutional reforms in the beginning of the 20th century.
- The rise of this national middle class who had English education and who valued the western culture was a new force that arose as a result of the British rule.

Labour Movement

- According to the traditional system prevailed in the country, labour needed for state services could be obtained through the 'Rajakariya' system, which was a compulsory free service.
- With the development of the plantation sector under the British, a system of supplying labour for money came to practice. Thereby originated a labour class.
- Labourers for estates were brought from South India, since the British could not get labourers from the country.
- At the beginning, South Indian Labourers were brought for the estates in the hill country and towards the end of the 19th century South Indian labourers were brought to work in the Colombo city as untrained labourers. Thereby a separate community developed in the society.
- With the development of towns in the 19th Century Sinhala people too joined the work force as labourers in such work as loading and deloading of goods, laundry service, etc.
- Likewise two sets of labourers developed as labourers in the estate sector and the labourers in the towns.
- At the end of the 19th century there were several strikes carried out with the help of the middle class.
 - eg. : * Printers' strike
 - * Cart labourers' strike
 - * Strike in the Wellawatta Weaving Factory
 - * Laundry workers' strike

Trade Unions

- Trade Unions were started in the decade of 1970.
Mr. A.E. Gunasinghe was the leader of the Trade Union movement.
- Trade Unions of the Estate labourers were organized after 1935' Those Trade Unions were led by Natesa Ayyar.
- After the establishment of the Lanka Sama Samaja Party, that party adopted a leading role in the establishment of Trade Unions both in the estate sector and in the Urban Areas.

National Movement

- The National Movement in Sri Lanka started in the latter part of the 19th Century.
- Middle class educated in National languages and the English educated middle class supported the National Movement.
- A section of the educated middle class carried out agitation demanding political powers. Another section of the Middle class organised for religious and cultural awakening.
- Middle class educated in National Languages carried out a campaign for a cultural reawakening.
- At the beginning of the 20th century English educated middle class too joined the National movement.
- What they needed was to have constitutional reforms so that they too would get power in the government
- English educated westernised middle class did not take part in the national cultural movement.
- What they needed was to gain political power.
- Non-alcoholic movement in 1912, Sinhala-Muslim struggle in 1915, establishment of Ceylon National Congress in 1919 were land marks of the National Movement.
- At the Sinhala Muslim struggle that took place in 1915, leaders of the National Movement were taken to custody.

Leaders such as

- * D.S. Senanayake
- * F.R. Senanayake
- * D.B. Jayathilake
- * C. Batuwantudawe
- * C.A. Hewa Witharana
- * A.E. Gunasinghe

were taken to custody.

Few, leaders including William Fedrick were shot dead. Ceylon National Congress was started in 1919 to work against the injustice of the British rule.

- Its first chairman was Mr. Ponnambalam Arunachalam.
- As a result of the persistent agitations made by the Ceylon National Congress, Constitutional Reforms were done in the years 1920, 1924 and 1931.
- Leaders of the Non-alcoholic Movement too supported the National Movement.
- Disputes between the Sinhala National leaders and Tamil National Movement arose regarding the seats in the legislative Council.
- After the Soulbury constitutional reforms of 1947 Sri Lanka gained independence in 1948.

11.2.5 Education

- In the early days there was Pirivena education system with temple as its centre.
- Portuguese and the Dutch established Parish schools.
- When Robert Brownrigg came as the Governor, Missionaries introduced their schools.
 - * Missionaries such as -
 - London, Baptist, Weslian and Church American started schools.
 - * Recommendations made by Colebrooke for the development of education in Sri Lanka.
 - * Establishment of School Commission for the administration of education.
 - * Establishment of English Medium schools.
 - * English educated Sri Lankans were recruited to the government service.
- Educational Reforms during the Time of Governor Macency.
 - * Establishment of Central School Commission.
 - * Establishment of National Language Schools and Bilingual schools.
 - * Establishment of Assisted schools.
 - * Establishment of Girls schools in towns.
 - * Establishment of Colombo Academy, an institute to train students for higher level jobs.
- Establishment of the Department of Education in 1920 during the time of Governor Manning.

- * Establishment of the University College in 1921.
- Under Donoughmore Reforms of 1931 Executive Committees were established. Mr. C.W.W. Kannangara became the chairman of the Executive Committee in charge of Education. In other words he was the Minister of Education. Reforms in the system of Education took place under him. Some reforms are as follows :
 - * Education in National Languages.
 - * Compulsory Education.
 - * Free Education from the Kindergarten to the University.
 - * Establishment of Central schools.
 - * Implementation of Handessa system to develop rural education.
 - * Free mid day meal in schools.
 - * Starting a National Examination system.
 - * Teaching English as a second language.
 - * Teaching religion as a compulsory subject in schools.
 - * Establishment of institutions for teacher training.

The aim of these reforms was to direct students who complete schools education to higher education or vocational education and supply job opportunities to those who complete education.

11.2.6 Religion and Cultural Awakening

- Under the British rule Missionaries involved in education of this country.
- Christian priests learned national languages and involved in education in the missionary schools.
- In the Missionary schools books on Christianity written in Sinhala and Tamil were distributed.
- It became a threat to the national religions.
- Sinhala, Tamil and Muslim people who understood this, started campaigns for the protection and enhancement of their religions.

Buddhist Re-awakening

Buddhist priests who worked for the Buddhist reawakening.

- * Ven. Walane Siddharthe - started Parama Dhamma Chetiya Pirivena at Rathmalana.
 - * Ven. Hikkaduwe Sri Sumangala - started Vidyodaya Pirivena at Maligakanda.
 - * Ven. Rathmalane Dhammaloka started Vidyalankara Pirivena at Peliyagoda.
 - * Ven. Migettuwatte Gunananda - Organised Pancha Maha Vada (Five Great Debates)
- Those Pancha Maha Vadas (Five Great Debates) were as follows :
- * Baddegama Vadaya - 1864
 - * Waragoda Vadaya - 1865
 - * Udamvita Vadaya - 1866
 - * Gampola Vadaya - 1871
 - * Panadura Vadaya - 1873

Christian priests were challenged through these debates.

- Sir Henry Steel Olcott who heard about the debate that took place at Panadura came to Sri Lanka.
- Religious activities of Sir Henry Steel Olcott.
 - * He became a Buddhist.
 - * Established the Buddhist Theosophical Society (BTS)
 - * Started a newspaper by the Buddhist Theosophical Society called “Sarasavi Sandaresa” to propagate Buddhism.
 - * Started Sunday Buddhist Schools.
 - * Made Wesak Full Moon Day a public holiday.
 - * Started Buddhist schools -
 - eg.: Dharmaraja College - Kandy
 - Ananda College - Colombo
 - Mahinda College - Galle
 - * Started Buddhist Schools for girls.
 - Vishaka College - Colombo
 - Museus Girls College - Colombo
- Services rendered by Mahabodhi Society established by Anagarika Dharmapala
- Services of Y.M.B.A. started by Sir D.B. Jayathilake

Hindu Re awakening

- Contribution of Arumuga Navalar and Ponnambalam Arunachalam for the reawakening of Hinduism and Hindu Culture.
- Establishment of the first Hindu school at Vannar Pennai in Jaffna.
- Work done by Mr. Ponnambalam Ramanadan for the enhancement of Hindu Education by establishing Shaiva Administrative Institution.

Islam Re awakening

- Work done by Mr. Siddi Lebbe for the re awakening of Islam.
- Starting Zahira College in Colombo.
- Expansion of teaching Arabic.
- Establishment of Muslim schools called Madrasa.
- Starting the Newspaper - "Muslim Nation"

Cultural Reawakening

- Cultural reawakening along with the religious re awakening.
- Publication of Sinhala, Pali and Sanskrit books.
- Publication of Sinhala newspapers.
- Development of literature on nationality.
Starting Sinhala newspapers -
 - Lakmini Kirana, Lakmini Pahana, Arunodaya in 1862.
 - Ghanartha Pradeepa in 1866.
 - Sarasavi Sandaresa in 1880.
 - Sinhala Jatiya in 1902.
 - Dinamina in 1909.
- Development of drama based on religious and historical events.
- Writing novels by Piyadasa Sirisena to awaken Nationality.
- Starting newspapers like Hindu Sadanam, Weerakesari, Thinakaran by Tamil Hindus.
- Such attempts awakened natives to rise against the British rule.

Activity : 11.2.1

- Competency Levels** : Analyses the changes in the society of Sri Lanka caused by the British rule.
- Activity** : “Let us examine the characteristics of the Upcountry Land Tenure System” .
- Time** : 80 Minutes
- Quality Inputs** :
- A picture showing people working under ‘Rajakariya’ system as given in Annexe 11.2.1.1.
 - Copies of the Information sheet having a graph explaining the “Land Tenure System” in the upcountry of Sri Lanka as given in Annexe 11.2.1.2.
 - Copies of the Activity sheet given in Annexe 11.2.1.3.
 - Text book.
 - Relevant source books.

Teaching Learning Process

- Step 11.2.1.1** :
- Display the picture given in Annexe 11.2.1.1
 - Get pupils to observe it.
 - Ask questions from pupils relevant to the picture and start a discussion.
 - Conduct the discussion highlighting the following.
- | |
|--|
| <ul style="list-style-type: none">• In the early days in Sri Lanka people worked for the state free under the ‘Rajakariya’ system.• ‘Rajakariya was a compulsory service. |
|--|

(10 Minutes)

- Step 11.2.1.2** :
- Group the pupils in the class.
 - Distribute the copies of the Information sheet given in Annexe 11.2.1.2 to the groups, so that each groups would get one copy.
 - Distribute the copies of the Activity sheets to the groups so that each groups would get one copy.
 - Explain the activity in brief.
 - Get pupils do the activity in groups.

(20 Minutes)

Step 11.2.1.3

- Get each group to present its report.
- Get others to comment on the presentations.
- Evaluate pupil performances.
- Make a review highlighting the following.

- In the ancient days king was the owner of lands.
- State officers were given lands for their services to the state instead of salaries.
- Such lands were called 'Nindagam'.
- Those lands were cultivated by ordinary people.
- People who cultivated those lands had to give a part of the products of those lands to the king and the aristocrats as taxes.
- Adult males had to do compulsory service to the state a certain number of days per year.
- It was called 'Rajakariya'.
- Changes took place in this system during the British rule.

(20 Minutes)

Assessment and Evaluation

- Explains the basic characteristics of the Land Tenure system prevailed in the ancient Kandyan Kingdom.
- Appreciates the good qualities of the Land Tenure System.
- Tabulates the features of the land tenure system.
- Works cooperatively in groups.
- Develops leadership qualities.

Annexe 11.2.1.1



Annexe 11.2.1.2

Characteristics of the Land Tenure System

- The king was the head of the state of the Kandyan Kingdom in Sri Lanka. There was a board of officers to assist the king including - Adikaramas, Disaves, Rate Ralas, Mohottalas, Korals, Athukorals and Muladanis. The King was the owner of the lands. The lands of the Kandyan Kingdom could be categorized on the basis of ownership and land tenure. Landas of the Royal Court were called Gabadagam. Lands given to the high rank officers like Adikaramas and Disaves were called Nindagam. Cultivation of Gabadagam and Nindagam was entrusted to the ordinary people for the tenure of the land had to do a free service or pay a tax in the form of a portion of the product of the land to the king and to the aristocrats who were the owners of the lands. They had to do a free service on public activities in their areas on a certain number of days per year. It was known as compulsory service Rajakariya system.

Annexe 11.2.1.3

Activity Sheet

List out the characteristics of the Land Tenure System prevailed in the Kandyan Kingdom making use of the information given in the Information sheet.

Activity 11.2.2

- Competency Level** : Analyses the changes in the Society of Sri Lanka caused by the British rule.
- Activity** : “Let us prepare a questionnaire on the nature of socio economic changes in Sri Lanka during the period 1929-1935”.
- Time** : 80 Minutes
- Quality Inputs** :
- A board stating the names of Williem Colebrooke and Charles Cameron as given in Annexe 11.2.2.1.
 - Information sheet as given in Annexe 11.2.2.2.
 - Activity sheet as given in Annexe 11.2.2.3.
 - The Text book.

Teaching-Learning Process :

- Step 11.2.2.1** :
- Display the board given in Annexe 11.2.2.1.
 - Ask question based on it, such as -
 - * What are the names written on the board?
 - * Who are they?
 - * What do you know about the British Officers?
 - Get responses from pupils and note down important information on the blackboard.
 - Conduct a discussion highlighting the following.
 - Governor Fredrick North abolished the Land Tenure system and the Rajakariya system, it affected social and economic affairs of the country.
 - Govenor Thomas Maitland reenforced the Rajakariya system.
 - William Colebrooke through his reforms abolished the Rajakariya system.
 - It affected the social and economic affairs of the country.

(10 Minutes)

- Step 11.2.2.2** :
- Group the pupils in the class.
 - Give a copy of the Information sheet (Annexe 11.2.2.2) to each group.
 - Give a copy of the Activity sheet (Annexe 11.2.2.3) to each group.
 - Give instructions relevant to the Activity.
 - Get pupils involve in the activity in groups.
 - Observe their work and guide them when necessary.

(30 Minutes)

- Step 11.2.2.2** :
- Get each groups to present its report.
 - Get others to comment on the reports.
 - Evaluate pupil responses.
 - Make a review highlighting the following:

- | |
|---|
| <ul style="list-style-type: none"> • Colebrooke reforms affected the socio-economic changes in Sri Lanka during the British rule. • The abolition of the Rajakariya system affected changing the pattern of the rural society. • Socio economic changes took place in Sri Lanka as a result of European invasions. • Foreign capital was drawn to the country due to the policy of selling lands to the foreign companies. • Such activities formed a basis for the expansion of plantation in this country. |
|---|

(40 Minutes)

Assessment and Evaluation

- States the recommendations on constitutional reforms brought by Colebrooke.
- Accepts that the Colebrooke Reforms brought changes in the socio-economic pattern during the period 1832-34.
- Tabulates Colebrooke recommendations as Social and Economic recommendations.
- Develops groups feeling by working in groups.
- Develops leadership qualities.

Annexe 11.2.2.1

Williem Colebrooke
Charles Hey Cameron

Annexe 11.2.2.2

Information Sheet

Constitutional Evolution (1833-1978) **Colebrooke Cameron Reforms**

When the whole island came under the British rule, important steps on the governance of the Country were taken since 1833. The basis for those steps was laid by recommendations for reforms made by Colebrooke-Cameron Commission. The main reason for appointing the Colebrooke-Cameron Commission was that the expenses of the Sri Lankan government has exceeded the government income from the beginning of the British rule, and this has been criticised in the British parliament.

However, the subject field of this commission was not confined to the financial sector. Colebrooke who came to Sri Lanka in 1829, made recommendations examining the major fields of the governance, administration, income, government institutions and the Rajakariya system, whereas Cameron who came in 1830 presented a report on the judicial system.

It is seen that the liberal political and economic policies of contemporary Britain have greatly affected the recommendations of this commission. One major recommendation of the Commission on the constitution and the administration of the country was to bring the upcountry areas under a unitary system of government which had been under two systems of government so far. So far, the island was administered under 16 administrative units. Since the government had to bear high expenses on this, it was recommended to reduce this number to have five administrative provinces. The five provinces so recommended were the Western Province, Southern Province, Northern Province, Eastern Province and the Central Province with the five cities - Colombo, Galle, Jaffna, Trincomalee and Kandy as the centres of those provinces respectively.

Through this demarcation of Provinces some areas which were under the Kandyan Kingdom were joined with maritime provinces. The intention had been to break the unity of the Kandyan Kingdom. However, since Colebrooke's demarcation of provinces proved to be a failure in the administration, changes in the demarcation of provinces took place from time to time and by the end of the 19th Century the British rulers had to do their administrative work under nine provinces.

Another important recommendation of the Commission was to establish a more liberal constitution. Although there was an Advisory Council to assist the Governor in ruling the maritime provinces, when taken as a whole the Governor had unlimited powers regarding the rule of the island. To change this condition Colebrooke recommended to establish two Councils as the Legislative Council and the Executive Council to assist the Governor.

Further, he made some recommendations to cut down government expenses. Accordingly, recommendations were made to do away with some departments to amalgamate some departments, to reduce the salaries of Civil Servants, to do away with their pensions, to appoint Sri Lankans to the Civil Service. To compensate the loss of the Civil Servants caused by the reduction of their salaries and removal of pensions, they were allowed to involve in private business like plantations. To enable Sri Lankans to enter the Civil Service, Colebrooke recommended to provide opportunities to have English education for Sri Lankans. In addition, he made a series of recommendations aiming at developing a new economic pattern in the country. In place of the state monopoly on trade and other economic activities, he proposed to encourage private entrepreneurship and free trade.

He also made some recommendations to encourage foreign investments. Revision of custom duties and taxes, revision of laws that restricted selling lands are important among them. He also recommended to abolish the Rajakariya system to enable entrepreneurs to find labourers easily. He argued that the people were oppressed through the Rajakariya system and it was not suitable for a free society. Colebrooke believed that the system of Gamsabhas prevailed during that time should be continued.

Cameron's recommendation on the judicial system was that the supreme court should be made the highest court in the island. He also recommended to have District Courts under the supervision of the Supreme Court. What he expected was to establish a judicial system in the island similar to that in England.

Based on the recommendations of Colebrooke the British government carried out a series of reforms. Establishment of Legislative Council and Executive Council can be regarded as a landmark in the constitutional evolution of Sri Lanka. Even under these recommendations, the final responsibility on administration and finance was vested on the Governor. However, it could be said that the powers of the Governor came to be limited to a certain extent because of those newly established two Councils. The Legislative Council had 15 members, out of whom 9 were government officers and the other 6 members were nominated by the Governor representing different ethnic groups. Out of those 6 non official members 3 were nominated to represent Burghers, Sinhalese and Tamils. The Executive Council consisted of 6 high officers in the Civil Service and the Military Service.

Annexe 11.2.2.3

Activity Sheet

- You are assigned to prepare a series of questions and answers suitable to develop knowledge on Colebrooke Reforms. Make use of the Information Sheet given in Annexe 11.2.2.2. for this.
- Prepare simple questions
- Try to have short answers

Activity 11.2.3

Competency Level : Explains the economic and social changes in Sri Lanka that took place as a result of the expansion of plantations.

Activity : “Let us prepare an Information sheet about the expansion of the plantation sector in Sri Lanka”.

Time : 80 Minutes

Quality Inputs :

- Pictures illustrating tea and rubber plantations as given in annexe 11.2.3.1.
- Activity Sheet given in Annexe 11.2.3.2.
- The Text book.

Teaching-Learning Process

Step 11.2.3.1 :

- Display the picture given in Annexe 11.2.3.1.
- Question on economic activities illustrated in the picture.
- Conduct a discussion highlighting the following.

- | |
|--|
| <ul style="list-style-type: none">• The picture illustrates tea and rubber plantations which are important crops in the economy of the country.• Plantation spread during the British rule affected social and economic changes in the country. |
|--|

(07 Minutes)

Step 11.2.3.2 :

- Group the pupils in the class.
- Distribute the copies of the Activity sheet given in Annexe 11.2.3.2 among the groups.
- Provide the Text book (Chapter 2) and other relevant source books.
- Get pupils involve in the Activity in groups.
- Observe their work and guide them when needed.

(33 Minutes)

Step 11.2.3.3

- Get groups to present the Information sheets they have completed.
- Evaluate their content and the presentation.
- Make a review highlighting the following.

- After the reforms of the Colbrooke Commission recommendations, the economy of Sri Lanka changed into a new pattern.
- Coffee cultivation was started by the British.
- By about 1840 coffee plantation had expanded in the up country.
- Under the Land Act No. 12 of 1840 more lands were used for plantations.
- Lands that were to be owned by upcountry people too were sold to the foreigners for plantations.
- In 1867 coffee plantation was destroyed as a result of a fungus disease
- By 1890 tea plantation had been developed.
- Many factors influenced the development of tea plantation.
- Labourers were brought from South India to work in the estates.
- Rubber cultivation was introduced in the latter part of the 19th Century.
- As a result of the development of tea and rubber plantations import-export economy developed in the country.

(40 Minutes)

Assessment and Evaluation

- Explains how the plantations started in Sri Lanka under the British.
- Accepts that the plantations contributed the economic development of Sri Lanka.
- Prepares an Information sheet about the plantations in Sri Lanka.
- Gains experiences in working in groups.
- Listens to others.

Annexe 11.2.3.1



Annexe 11.2.3.2

Activity Sheet

You are assigned to prepare an Information sheet on the origin and the expansion of plantations in Sri Lanka. Make use of chapter 2 in the Text Book and other relevant source books for it.

Activity 11.2.4

Competency Level : Analyses the changes in the economy of this country caused by plantations during the British rule.

Activity : Let us prepare a booklet about the traditional economy of Sri Lanka.

Time : 80 Minutes

Quality Inputs :

- Annexe 11.2.4.1 Questions to start the lesson.
- Annexe 11.2.4.2 - Information Sheet.
- Annexe 11.2.4.3 - Activity Sheet.
- The Text book.

Teaching-Learning Methodology

Step 11.2.4.1 :

- Direct the questions given in annexe 11.2.4.1 to the class.
- Write down the correct answers to those questions on the blackboard as given by pupils.
- Conduct a discussion highlighting the following :

- Agriculture which had been well developed in the early days decayed due to many factors eg. Foreign invasions, Destroying ancient irrigation schemes.
- With the arrival of Westerners, priority was given to commercial crops.
- With the expansion of plantations under the British, changes in the economy took place.

(10 Minutes)

Step 11.2.4.2 :

- Group the pupils in the class.
- Distribute Annexe 11.2.4.2 and the Text book to the groups.
- Distribute the Activity sheet given in Annexe 11.2.4.3 to the groups.
- Get pupils involve in the activity in groups.

(30 Minutes)

Step 11.2.4.3

- Get each group to present their reports.
- Get others to comment on the reports.
- Make a review highlighting the following.

- British rulers paid attention on plantations and did not pay an interest on the traditional agriculture.
- When the Rajakariya system was abolished, traditional agriculture was badly affected.
- State patronage was not received to the traditional agriculture.
- When the lands were taken for plantations, villagers in the upcountry lost their lands.
- The loss of lands for agriculture became a cause for the struggle in 1848.
- British rulers began to pay attention on the development of traditional agriculture by the end of the 19th Century.
- Governors like Henry Ward, Hercules, Robinson, William Gregory took measures for the development of traditional agriculture.

(20 Minutes)

Assessment and Evaluation

- Explains the causes for the fall of traditional agriculture during the British rule.
- Accepts that the arrival of Westerners caused the fall of the traditional agriculture which had been well developed in the ancient days.
- Prepares a table to illustrate the measures taken by the British Governors to develop traditional agriculture.
- Works cooperatively in groups.
- Exhibits leadership qualities.

Annexe 11.2.4.1

Questions to start the lesson

- What were the causes for the deterioration of traditional agriculture in Sri Lanka?
- What changes took place in agriculture with the arrival of the Westerners?

Information Sheet

Traditional Agriculture during the British rule

When the British paid attention on plantations, traditional agriculture in Sri Lanka deteriorated. Traditional agriculture did not get state patronage. Lands cultivated by traditional farmers were gradually taken for the plantation sector. Most of the people in the upcountry lost their lands. One cause for the struggle against the British in 1848 was the negligence of the traditional agriculture. British rulers who understood this situation paid attention on the development of rural agriculture since the latter part of the 19th century. Governor Sir Henry Ward started work on reconstruction of ancient irrigation schemes during the period 1855-1860. Irrigation committees were established and traditional laws on the maintenance of irrigation work were implemented. During the time of Governor Herculis Robinson too (1865-1872) attention was paid on irrigation activities. British rulers paid their attention on ancient irrigation schemes in the Rajarata area during the period 1872-1877. Reconstruction of tank bunds was done by farmers under the Gansabha laws and the sluice and the spill of the tank were constructed by the government. Governor West Ridgeway established the Department of Irrigation in 1900 A.D. and contributed in the development of traditional agriculture. So, the work on the development of traditional agriculture too affected the socio-economic changes during the British rule.

Annexe 11.2.4.3

Activity Sheet

You are assigned to prepare a booklet containing questions and answers relevant to the traditional agriculture in Sri Lanka. Prepare questions on the following sub topics.

- The situation of traditional agriculture before starting plantations.
- The situation of traditional agriculture after starting plantations.
- Measures taken by British rulers to develop rural agriculture.

Activity 11.2.5

Competency Level : Analyses the changes that took place in the society as a result of the British rule.

Activity : “Let us study about the Middle Class”.

Time : 80 Minutes

Quality Inputs :

- Annexe 11.2.5.1 - Paragraph on Starting the lesson.
- Annexe 11.2.5.2 - Activity sheet.
- The Text book.

Teaching-Learning Process

Step 11.2.5.1 :

- Display the paragraph on starting the lesson given in Annexe 11.2.5.1 in the class.
- Get pupils to observe it.
- Ask few questions based on it.
eg. 1. What do you mean by the Middle class?
2. How do they earn money.
3. What was the service gained by them.
- Conduct a discussion baring on the pupils’ responses to the questions, highlighting the following.

- A middle class arose in the society in the 19th century.
- They got the leadership in persistent agitations for constitutional reforms.
- Most of them were businessmen.

(10 Minutes)

Step 11.2.5.2 :

- Group the pupils appropriately.
- Distribute the Activity Sheet given in Annexe 11.2.5.2 to the groups.
- Give necessary instructions on the activity.
- Get pupils to do the activity in groups.

(30 Minutes)

Step 11.2.5.3

- Get each group to present the report.
- Get others to comment on the presentations.
- Appreciate pupils' activities.
- Get pupils to note down important information.
- Make a review highlighting the following :

- As a result of the English education a social class developed who respected the European culture.
- As a result, the national culture faced problems.
- A new social class of rich people developed.
- The new social class had wealth and education but did not have political power.
- The new social class (the Middle Class) contributed the socio economic changes in Sri Lanka.

(60 Minutes)

Assessment and Evaluation

- Explains the development of the middle class in Sri Lanka.
- Accepts that the Middle class got the leadership in the agitations on constitutional reforms.
- Prepares a list of the leaders who contributed constitutional reforms.
- Works with a group feeling.
- Develops personality characteristics.

Annexe 11.2.5.1

A paragraph for starting the lesson

The middle class developed in the society of Sri Lanka with the expansion of the English education in the 19th Century. They were rich people who earned money from plantations and business connected with that. Since the middle of the 19th century they joined the agitations on constitutional reforms.

Activity Sheet

You are assigned to compile in an order important points relevant to a speech to be delivered in the school literary association on the topic “The Middle Class in Sri Lanka”. Make use of the text book and other relevant source material. The speech should be planned on the following sub topics.

- The origin of the Middle class.
 - Its development.
 - Economical and educational standard.
 - Service rendered.
- * Select one pupil in the group to present the speech.

Activity 11.2.6

Competency Level : Analyses the changes in the economy of Sri Lanka that took place as a result of the British rule.

Activity : “Let us study about the Labour Class”.

Time : 80 Minutes

Quality Inputs :

- Annexe 11.2.6.1 - The picture for starting the lesson.
- Annexe 11.2.6.2 - Information sheet.
- Annexe 11.2.6.3 - Activity Sheet.
- The Text book.

Teaching-Learning Process

Step 11.2.6.1 :

- Display the picture given in Annexe 11.2.6.1.
- Ask questions from pupils about the picture.
- Conduct a discussion highlighting the following :

- | |
|---|
| <ul style="list-style-type: none">• Labour movement started in Sri Lanka during the British rule.• Along with the introduction of plantations, the system of paying the labour started.• They got the leadership in persistent agitations for constitutional reforms. |
|---|

(07 Minutes)

Step 11.2.6.2 :

- Group the pupils in the class.
- Distribute the Information sheet - Annexe 11.2.6.2 to the groups.
- Distribute Activity sheets - Annexe 11.2.6.3 to the groups.
- Distribute the text books to the groups.
- Explain the activity in brief.
- Get pupils involve in the activity.

(30 Minutes)

Step 11.2.6.3

- Get each group to present the groups report.
- Get pupils to note down important points.
- Make a review highlighting the following.

- Labourers were needed in large numbers to work in the plantations started by the British.
- Trade unions were organized to win labour rights.
- Mr. A.E. Gunasinghe was a prominent leader of the labour movement.
- Mr. A.E. Gunasinghe formed the Ceylon Labour Party and faught for labour rights.
- Since 1935 Trade Unions were started in the Up Country estates and worked to win labour rights.

(40 Minutes)

Assessment and Evaluation

- Explains how the Labour Class developed in Sri Lanka.
- Accepts that the Trade Unions worked to win labour rights.
- Prepares an article about the leaders of the labour movements.
- Involves in the activity with a group feeling.
- Presents the facts collected, to the others in the class.

Annexe 11.2.6.1



Information Sheet**Mr. A.E. Gunasinghe (1891-1964)**

Mr. Alexander Ekanayake Gunasinghe who is known as the father of the labour movement in Sri Lanka was born in 1891 A.D. He had his education at Dharmaraja College, Kandy. He had a feeling on Nationality from his childhood. He was employed in the Clerical Service and resigned from it and joined Social Service. As many other Sinhala leaders of that time, he joined the non-alcoholic movement. He was one of the leaders who were taken to custody due to the national struggle of 1915. Thus he joined politics and organised labourers who were oppressed without getting any rights from the rulers and entrepreneurs. He started the Ceylon Labour Organization in 1923. It was the first Labour Organization in Sri Lanka. Under this organization he led several labour strikes in order to win labour rights. Among those strikes the strike of the labour workers in 1927 and the strike of the tramp car workers of the Colombo City who were under a European company in 1929 were important. It was a victory gained by the labourers and was an opportunity to show their power. He made labourers to understand through those strikes that they can win their rights even from European employers by organising strongly and involving in strikes.

He also started an agitation against getting down Indian labourers to this country to work in the estates and for other services and also to send back the labourers who had already been brought. The aim of this agitation was to solve the unemployment problem of the people of Sri Lanka. As a result of this agitation, bringing Indian labourers to Sri Lanka was limited to a certain extent.

In the meantime he established the Ceylon Labour Party. It was the only political party that was there in the country for labourers at that time. Mr. A.E. Gunasinghe who gave evidence at the Donoughmore Commission in 1928, was the only political leader who demanded universal franchise. He was elected to the State Council in 1931 as the Member for Colombo Central. In the meantime he also worked as the Mayor of Colombo. He who entered the first Parliament in 1947 from Colombo Central worked as a Minister too. Later on he served as an Ambassador for sometime.

When the leftist Labour movement and Trade Unions developed, the popularity of Mr. Gunasinghe among labourers deteriorated. However, he did a good service as the founder of labour movement. Mr. A.E. Gunasinghe passed away in 1964.

Annexe 11.2.7.3

Activity Sheet

- You are assigned to prepare an article to be published in a newspaper on the Labour Movement in Sri Lanka.
- In preparing the article include information on -
 - * The origin of the Labour Movement.
 - * The development of the Labour Movement.
 - * Activities of the Labour Movement.
- Make use of the text book and other relevant books in preparing the article.

Activity 11.2.7

Competency Level : Analyses the social and economic changes that took place in Sri Lanka as a result of the British Rule.

Activity : “Let us identify the leaders of the National Movement in Sri Lanka.”.

Time : 80 Minutes

Quality Inputs : • Annexe 11.2.7.1 - Photograph of three national leaders.
• Annexe 11.2.7.2 - Information Sheet

Activity sheet.

- The Text book.
- Other relevant source material.

Teaching-Learning Process

Step 11.2.7.1 : • Display the pictures given in Annexe 11.2.7.1 in the class.
• Ask questions from pupils as follows :
* Who are the people illustrated in the picture?
* Name other such people.
* Why are those people important?
• Conduct a discussion highlighting the following:

- There were many leaders in the national movement of Sri Lanka.
- Anagarika Dharmapala, Sri Arumugam Navalar, Mr. Siddi Lebbe, Mr. Ponnambalam Ramanadan, Mr. F.R. Senanayake, Sir. D.B. Jayatilake, Mr. D.S. Senanayake, Mr. E.L. Perera, Mr. A.E. Gunasinghe, Mr. S.W.R.D. Bandaranayake were among them.

(10 Minutes)

Step 11.2.7.2 : • Group the pupils in the class.
• Distribute the copies of the Information sheet. Annexe 11.2.7.2 so that each groups would get one copy.
• Distribute the copies of the Activity Sheet (Annexe 11.2.7.3) so that each groups would get one copy.

- Explain the activity in brief.
- Get pupils involve in the activity in groups.
- Observe their work and give directions when necessary.

(30 Minutes)

Step 11.2.7.3

- :
- Get each group to present the report.
 - Identify the strengths and weaknesses.
 - Get pupils note down important information.
 - Make a review highlighting the following :




- Middle class who had their education in National Languages and the Middle class who had English Education joined the National movement.
- They organised with the aim of getting political power and to win religious and cultural rights.
- They attempted to join the governance of the country through constitutional reforms.
- By establishing organisations such as Non-alcoholic movement, Ceylon National Congress, Ceylon Labour Party, they attempted to reach the targets.
- Some of the leaders of the National movement were taken to custody in 1919.
- Through the allegations of the National movement they were able to get constitutional reforms during the period 1924-1931.
- There were disputes among Sinhala and Tamil leaders in getting seats in the Legislative Council.

(40 Minutes)

Assessment and Evaluation

- Names the leaders involved in the National Movement.
- Appreciates their service in getting independence to Sri Lanka.
- Reports information on National leaders.
- Works cooperatively in groups.
- Makes use of the characteristic features of the national leaders in personality development.

Annex 11.2.7.1

Anagarika Dharmapala	Sir Ponnambalam Ramanadan	M.C. Sidde Lebbe
		

Annexe 11.2.7.2

Information Sheet

Middle class people who had educated in National Languages launched several movements for the reawakening of the national culture and religions. English educated middle class made agitations to gain constitutional reforms. English and Sinhala Newspapers and magazines started in the latter part of the 19th century enlightened this movement.

Under the Maccalum Reforms in 1910, the first representative who got elected to the Legislative Council through the votes of the educated Sri Lankans was Mr. Ponnambalam Ramanadan. People educated in National Languages who were in the Non-alcoholic movement which had been started by this time, as well as the English educated middle class joined the National Movement. At the Sinhala-Muslim struggle of 1915, some leaders of the National Movement were taken to custody.

Mr. D.S. Senanayake

He was born in October 1884, at the village called Botale close to Meerigama. At a time when the British rulers had neglected indigenous agriculture and irrigation schemes, it was he who provided guidance in producing food through colonisation schemes. He was among the leaders of the Non-alcoholic movement who rose against the decision of the government to open liquor shops all over the island in 1912. He was taken to custody along with the other leaders of the Non-alcoholic movement at the Sinhala-Muslim struggle of 1915. Realising the troubles that he had to undergo at the prison and the injustices done to the nation by the foreign rulers, he joined the Ceylon National Congress and took leadership in the struggle for independence. In 1924, he was elected to the Legislative Council as the Member for Negombo district. In 1931, under the Donoughmore Constitution he became the Minister of Agriculture in the Executive Committee of Agriculture in the State Council. When he was the Minister of Agriculture, he could get the Land Act of the British abolished and pass a new Land Development Act. Under the new Constitution proposed by the Soulbury Commission, Mr. D.S. Senanayake formed the United National Party and contesting the Parliamentary general election and by winning the election became the first Prime Minister of Sri Lanka. The Indian Citizenship Act 1948 and the Galoya Colonisation Scheme were two of his important services.

Mr. F.R. Senanayake

Mr. Fredrick Richard Senanayake was born in 1882 at the village called Botale close to Meerigama. He had his education in Britain and worked as a lawyer for sometime. Since he did not like to work as a lawyer, he resigned from it and entered the social service. When the British rulers started to open liquor shops all over the island in 1912, Mr. F.R. Senanayake started the Non-alcoholic movement and worked against the British policy of opening liquor shops. During the national struggle of 1915, the leaders of the Non-alcoholic movement including Mr. F.R. Senanayake were taken to custody. Having experienced the injustices of the British rulers, he spent his wealth, time and labour on the campaign to release the country from the British rule and gain independence. It was he who spent money for the group of leaders to go to Britain and report to the British government about the Sinhala Muslim struggle in 1915 and how the British rulers in Sri Lanka acted on that incident.

Sir. D.B. Jayatilake (1868-1914)

Sir Don Baron Jayatilake was born on 13th February 1868 at Waragoda-Kelaniya. Mr. John Daniel Jayatilake was his father. Sir. D.B. Jayatilake as an educated person did a great service to the Sinhala language, as a patriot did a great service to the nation and as a Buddhist devotee did a great service to Buddhism.

Since there was a practice among the middle class families to send their children to Christian schools, young Jayatilake too was sent to the Christian school in the village. However, since his parents were Buddhist devotees, he was sent to Peliyagoda Vidyalankara Pirivena to learn Buddhism and Eastern languages. There he learnt Buddhism from Ven. Sri Dhammarama of Rathmalana, the founder of Vidyalankara Pirivena. Later on he joined Wesley College in Colombo and learnt Western languages.

He was attracted by the reawakening of Buddhist education under Sir Henry Olcott, and at the age of 22 he became the principal of Dharmaraja College Kandy and later the principal of Ananda College, Colombo. When he was working as the principal of Ananda College, he called up young Buddhists and formed the Young Mens' Buddhist Association. (YMBA) in 1898 with the intention of upholding Buddhism and the Buddhist culture. He held the post of the chairman of the Y.M.B.A. from its inception to his death.

In 1910 he resigned from the post of the principal of Ananda College and went to England for higher education and got the M.A. degree from the Oxford University. He also passed the barristers' examination in England.

Mr. Jayatilake returned to the country and worked as a lawyer for some time. Having resigned from it, he spent his full time on social service. He joined the non-alcoholic movement and along with its other leaders was taken to custody. When he got released from prison he went to Britain with Sri Ponnambalam Ramanadan and Mr. E.W. Perera to report to the British government about the injustices of the British rulers in Sri Lanka. After that too he went to Britain with other representatives of the Ceylon National Congress and in those representative groups he served as the secretary.

In 1824 he got elected to the Legislative Council and after the death of Sir James Peiris, he became the Vice Chairman of the Legislative Council. He worked with close relations with Mr. D.S. Senanayake when the Donoughmore Constitution came to be implemented in 1931 he held the post of the Leader of the Council. By this time he had been accepted as the political leader of the people of Sri Lanka. Discussions with the British government for Constitutional Reforms were done under his leadership.

Along with his career in politics, he got involved in Buddhist activities as well as in academic activities. He did a great service to the Sinhala literature by editing ancient Sinhala literature books. Together with the famous scholar Wilhelm Geiger Sir. D.B. Jayatilake started to compile a Sinhala dictionary.

Since he had to resign from politics in 1942, he was appointed as the Ambassador of Sri Lanka in India. In 1944 he got sick and while returning from India to his motherland passed away.

Mr. E.W. Perera (1875-1953)

Mr. E.W. Perera who got the panegyric title as ‘the lion of Kotte’ was born on 12th December 1875. Famous lawyer Mr. E.S. Perera was his father. Their home place was Kotte. He studied at the Royal College, Colombo. He entered the Law College and passed out as a lawyer.

Since he did not like to serve as a lawyer, he joined the social service from his young age. He was a critic and had the habit of reading. He studied History and the Sinhala culture.

At the struggle that took place in 1915 many Sinhala people were oppressed by the British rulers. Some leaders were taken to custody and some were shot dead. To discuss the measure that were to be taken on this he called some leaders to his house. According to the decisions taken at this discussion Mr. E.W. Perera along with Sir Ponnambalam Ramanadan and Sir. D.B. Jayatilake went to England to report to the British government about the injustice of the British rulers in Sri Lanka. Mr. E.W. Perera hid the petition that they carried inside the heel of his shoe. Mr. E.W. Perera made Parliamentary Members of England to question in the British Parliament about the injustices of the British rulers in Sri Lanka.

He got elected to the legislative Council as the representative of the 'B' area of the Western Province. He was appointed as the Chairman of the Ceylon National Congress in 1926. He worked as the leader of the group who represented the Ceylon National Congress in giving evidence in presence of the Donomoughmore Commission. He argued to get Universal franchise to the Sri Lankans.

He got elected to the first State Council in 1931 from Horana. He made agitation to have further reforms. When he was defeated at the election in 1936 from Horana and later from Kelaniya, he resigned from politics. Later on he got involved in academic activities and passed away in 1953.

He gets the honour of finding the National Flag of Sri Lanka in England which had been taken there in 1815.

Annexe 11.2.7.3

Activity Sheet

You are assigned to prepare an Information sheet relevant to the leaders who got involved in the National Movement. Collect information on the following :

- The name
- Activities performed relevant to the National Movement
- Rights won
- Contribution in gaining Independence.

Activity 11.2.8

Competency Level : Examines the religious and cultural awakening in Sri Lanka during the British rule.

Activity : “Let us study the religious awakening during the British rule”.

Time : 80 Minutes

Quality Inputs :

- Annexe 11.2.8.1
- Annexe 11.2.8.2 - Activity Sheet.
- The text book.
- Other relevant books.

Teaching-Learning process

Step 11.2.8.1 :

- Display the Annexe 11.2.8.1 to the class.
- Get pupils to observe it.
- Inquire about the people who are connected with the establishment/commencement of the institutions mentioned in it.
- Evaluate pupil responses and conduct a discussion highlighting the following :

- | |
|---|
| <ul style="list-style-type: none">• During the British rule Buddhist, Hindu and Islam religious leaders worked with dedication for the religious and cultural re-awakening.• As a result of this religious and cultural re-awakening Pirivenas, Schools, Newspapers and religious institutions were started. |
|---|

(10 Minutes)

Step 11.2.8.2 :

- Group the pupils in the class.
- Distribute the Activity Sheet given in Annexe 11.2.8.2 to the groups.
- Get pupils to do the activity in groups.

(30 Minutes)

Step 11.2.8.3

- Get each group to present the group report.
- Identify pupil strengths and weaknesses.
- Evaluate pupil responses.
- Make a review providing feedback and highlighting the following :

- Christian missionary activities became a threat to Buddhists, Hindus and Islamics.
- Because of this, Sinhala, Hindu and Muslim people started religious campaigns.
- Sir Henry Steel Olcott took several measures for the development of Buddhist campaigns.
- He started Buddhist Theosophical Society.
- He did a service on starting Sunday religious schools and to make Poya day a holiday.
- He started Buddhist schools.
- Anagarika Dharmapala started Mahabodhi Society.
- Newspapers and magazines started during this time helped religious awakening.
- Arumuga Navalar started the first Hindu school in Jaffna.
- Sir Ponnambalam Ramanadan established distributions called Shaiva Administrative Councils.
- Mr. Siddi Lebbe started Zahira College in Colombo.

(20 Minutes)

Assessment and Evaluation

- Names the national leaders who worked for the religious and cultural reawakening during the British period.
- Accepts that the national leaders who worked for the religious and cultural reawakening did a great service.
- Collects information about leaders who worked for the religious and cultural reawakening.
- Works cooperatively in groups.
- Adjusts life in contributing for the well being of the society.

Annexe 11.2.8.1

- Vidyodaya Pirivena of Maligakanda.
- Vidyalandara Pirivena of Peliyagoda.
- Ananda College of Colombo.
- Dharmaraja College at Kandy.
- Mahinda College at Galle.
- ‘Sarasavi Sandaresa’ newspaper.
- ‘Lanka Lokaya’ newspaper.
- Mahabodhi Society.
- Hindu College at Jaffna.
- Zahira College at Colombo.

Annexe 11.2.8.2

Activity Sheet

You are assigned to write an article on the topic “Religious and Cultural Reawakening during the British rule” suitable for a wall newspaper. Pay attention on the following people and their services.

Buddhist Leaders :

1. Sir Henry Olcott
2. Anagarika Dharmapala
3. Ven. Hikkaduwe Sri Sumangala
4. Ven. Rathmalane Dhammaloka
5. Ven. Migettuwatte Gunananda

Hindu Leaders :

1. Arumuga Navalar
2. Sir Ponnambalam Ramanadan

Islamic Leaders :

1. Mr. M.C. Siddi Lebbe

11.3 Rise of Asian countries in the twentieth century

12 Periods

Introduction

It is expected from this lesson unit to study the historical background for the rise of India, Japan and the Republic of China as three powerful states in the present world. It is important for us to understand the victories of these countries since Sri Lanka continues to have close relations with those powerful states in the political, economic and cultural fields.

India is a large country divided into many regions with people speaking more than hundred languages and having a cultural variety. Hence it is not easy to unite India as a unitary state.

Although kings like Maha Padmanada, Chandraguptha, Mourya, Samudraguptha, Narsha Wadhana, AlaUddein, Khelji, Akbar attempted to unite India as a unitary state, none of them was able to unite the whole country. It is only the British who could have a unitary rule in India. But when India got independence, it became a Federal state.

Japan had been a Monarchy from the early days. During the rule of Nokugava, Shogun Lineage at one stage Japan adopted an open policy, but when the feature of the western culture began to spread Japan turned back to a closed policy. Whether they adopted an open policy or a closed policy during the period of Nokugava Shagun, Japan developed economically. But the development of Japan was not at a satisfactory level when compared with the fast developing western world. Hence during the period of “Meiji” reforms. Japan adopted an open policy towards the Western world. During the period of “Meiji” reforms the economy of Japan developed highly and by the time of the second world war Japan was at an equal standard with western powers. The Second world war did a big damage to Japan. However after the second world war Japan achieved an unbelievable development and in the modern world has become a great power. In the present day Japan there is parliamentary democracy, but resembling the monarchy, the post of the Emperor still continues as the nominal head of the state.

China has a history of more than 4000 years and the historical evolution of China is quite different from that of other countries. By about 2000BC China was ruled by a dynasty of kings. During the times of powerful kings, the Chinese empire had spread over china and even outside China, and the ruling power was centred around the Emperor. During the times of the weak kings, regional rulers became independent from the Emperor. Man Chu Lineage was the last Lineage of kings in China who got the influences of the Western powers. However, China

never became a colony of Western rulers. The communist party organized under Mao Tse Tung established the people's Republic of China in 1949.

India, Japan and China though have gained different results in their historical evolutions, these countries have become economically powerful states in Asia

Competency : Takes examples from how Asian countries developed

Competency levels :

- Speaks in pride how Indians worked to protect the independence of the country.
- Explains how China developed by working according to a plan.
- Explains how Japan developed as a world power.

Subject Content

11.3 The rise of Asian countries in the 20th century

11.3.1 India

- The origin of the national movement, 1857 rebellion
- Rebellion that took place before that – 1806, 1844, 1850, 1852
- Factors affected Sipoi rebellion of 1857 – Military, political, religious and social factors.
- Leaders of the rebellion – Nana Saheeb, Kanthiya Kapi, Lasemi Bai
- Reasons for the failure of the rebellion
- Results of the rebellion : The areas of India that were under the British East India Company came under the Crown. (1858 Act)
- Nationalism
- Compromise between the extremists and impartialists

Mahathma Gandhi

- Measures taken against the south African government
- Victories gained through nonviolent campaigns
- Non Violent campaigns 1920 – 22
- Boycotting courts, Legislative councils, educational institutions, British goods
- Motivating leaders to reject Honorary titles and posts awarded by British.
- Other anti British non violent activities of Mahathma Gandhi - Boycotting Siman Commission

Partition of India

- Indian Act of 1947 and the Pakistan Movement
- Mahammed Al Jinnah and his functions
- Crips Messenger service
- Gandhi's movement on "Quit India"
- Subhas Chandrabos and Indian national army
- Independence of India and the rise of Pakistan

(References)

1. Indian History - Volume II - Sinha and Banargy - Department of Educational publications
2. World History – B.V. Rao

11.3.2 Japan

- **Tokugava Age**

- Tokugava Shogun dynasty who ruled Japan for about 700 years adopting a closed policy since the beginning of the 17th century.
- Failure of the attempts of the Europeans to change the closed policy of Japan on Trade during the period from 17th century to 19th century.
- U.S.A. the pioneers of Far East trade needed port facilities in Japan . Japanese ports had facilities for American steam ships)
- Commander Pierrys' fleet of steam ships and armed boats came to the Edo (Tokyo) harbour and notified their needs to the rulers.

- The request of the Americans

1. To Safeguard damaged American Ships and to protect sailors.
 2. Supplying fuel to trade ships
 3. Repair ships
 4. To give permission for trade
- There had been no response from Japanese rulers to the American request till the arrival of American Consul General Harris Town send. Fact pointed out by Harris to Town send
 1. Since China did not give their consent for trade to the Europeans, Europeans countries including Britain invaded China.
 2. Lack of peaceful environment in China
 3. If the Japanease agree with the requests, there will be peaceful trade between the two countries.
 - According to the agreement between Harris Town send and Japan, Americans get facilities for trade in few parts.
 - After that other European countries too demanded for trade facilities from Japan.

- **Meiji Reforms**

- It was a landmark in the history of Japan
- Putting down the power of Shogun dynasty
- Emperor Munsihito took over all powers to him and started the function of modernization of Japan.
- Western system of politics with minor changes was introduced.
- Ecoomic policy
 1. Abolishing feudal system
 2. Giving priority to industrialization.
 3. Educational reforms
- Reformation of security forces in Japan
- Japanease Imperialism and factors that affected it.
- Japan becoming a world power after the 1st world war.
- Japan had been developed in all aspects by the time when the 2nd world war started.
- Japan, Germany and Italy made an alliance and became one party of the 2nd world war.
- At the 2nd world war Japan attacked the Pearl Harbour
- At the war Japan was defeated
- Hiroshima and Nagasaki were destroyed. Japan faced a great loss.
- However, Japan rose again under Marshal law.

11.3.2 China

- Major stages of the Chinese Revolution
 - When Manchu dynasty was expelled from power there had been a desperate period.
 - Military leaders became powerful
 - Knavminthan Organization of Dr. Sun – Yuth Seng
 - This organization got the support of Soviet Russia
 - The organisation got the power of Canton
 - Major characteristics of canton government
 - * Sun – Yuth San philosopy
 - * The death of Su – Yuth San
 - * Temporary defeat of Kuvominthans
 - * Capture of Beijing by Kuvominthans
 - * Nationalist forces of Chiang Kaishek capturing Nanking area
 - * Functions of nationalists communalists
 - * The defeat of the communalists
 - The failure of Kuvominthans

- * Tactics of Mao Tsetung for the revolution
- * Long walking
- * Japanese war

- China during the 2nd world war
 - Background for the civil war
 - Rise of peoples' China
 - Constitution of 1945
 - Characteristics of the communist Revolution : Democratic dictatorship
 - Economic plan, Aims and expectations
 - Agriculture Revolution

- Cultural Revolutions
 - Results of the cultural Revolution
 - Social changes

- Foreign relations
 - * United States of America
 - * Republic of Soviet Russia
 - Rise of National China (Taiwan)
 - The period of Mao Tsetung

Activity 11.3.1

Competency Level : Speaks in pride of how Indians worked to protect the independence of the country.

Activity : “Let us analyse the victories of Indian leaders during the period of the National movement “

Time : 80 minutes

Quality Inputs :

- Annexe 11.3.1.1 - The picture and the article on the topic “ Commemorates the first war against the British Colonialism in India”
- Annexe 11.3.1.2 Activity sheet
- The text book
- Other relevant source books

Teaching Learning Process

Step 11.3.1.1 :

- Present Annexe 11.3.1.1 to the class and write the date 26.01.1950 on the black board
- Conduct a discussion asking questions based on the picture, the date written on the board and the information on the National movement in India to win independence highlighting the following

- India got dominion status on 15th august 1947, and independence on 26th January 1950
- When India came under the rule of the British East India Company, there were riots against the rule of the company from time to time.
- The riot that took place in 1857 was the most serious riot.
- After the riot in 1857 the areas that were under the control of the trade Company came under the British Crown.
- After the riot in 1857, the desire to gain independence developed among Indians
- A National Movement developed in India to gain independence not through an armed struggle but through discussions

- The National Movement had two sections – Extremists and the Non violent group
- When the National Movement became strong the British followed a strategy of ‘Division and Rule’

10 minutes

- Step 11.3.1.2** :
- Group the pupils in the class into three
 - Give one Activity sheet given in Annexe 11.3.1.2 to each group
 - Distribute relevant source material to the groups
 - Inform pupils that they are evaluated at group work and each pupil is given a mark
 - Get pupils involve in the activities in groups
 - Give necessary guidance to the pupils, by observing their work.

30 minutes

- Step 11.3.1.2** :
- Get each group to do a presentation to the class by displaying what they have produced in the group.
 - Identify the strengths and weaknesses of their presentations
 - Get pupils to note down important facts
 - Make a review highlighting the following

- When India came under the rule of the British East India Company there had been riots against them from time to time.
- There was an armed struggle against the British in 1857
- The causes of the struggle can be categorized as political, economical, social and military
- After the riot in 1857, India was brought under the British Crown.
- After the struggle in 1857, the desire to gain independence developed among Indians
- Armed struggle took place in various parts of India to gain independence.
- A national Movement developed in India to gain independence not through non violent measures.
- In 1876 Surendra Banarji started the “ Indian Organization” in Culcutta

- “Indian National Unity” was started by Allen Octavian Hume
- In 1885 “Indian National Congress” was started.
- The Indian National movement was divided in to two groups as – extremists and the non violent group.
- People like Dadabhai Nambaroji, Suwendranath Banerji, Gopal Krishna Gokhale were the leaders of the non violent movement
- The non violent group got various victories through discussions, but failed at some demands
- When the non violent group failed to gain certain demands, a militant national movement developed
- In 1907 the National congress was divided into two groups and leaders like Bal Gongedhar Thilak Bin Chandralal and Lal Lajjanvai took the leadership of the militant national movement.

30 minutes

Assessment and Evaluation

- Explains the factors that led to the Indian National Movement
- Appreciates the measures taken by the leaders of the National Congress to gain political independence
- Prepares an information sheet about the Indian National Movement
- Works cooperatively in group activities.
- Compiles information on the National movement of India and presents to the class

Commemorates “the first war” against the British Colonialism in India



An anniversary procession was held from Meerun in East India to New Delhi commemorating the rebellion against the British colonialists that took place in 1857 about 150 years back.

The rebellion in 1857 was the first struggle that took place during the period of the British rule conducted by the East Indian military force against the British rule. It is regarded as the first war against imperialists. Those Indian militants walked up to New Delhi uttering slogans against colonialism and threatening the British.

Accompanied by drummers and horsemen more than 10000 young Indians starting from the city of Meerun in East India walked up to New Delhi

Those young people before starting their journey paid homage by putting, garlands to the senior citizens of age 80 – 90 who had been imprisoned by the British rulers since they had become a threat to the British.

This situation was used as a stage in developing the religious unity of the country. Friendly relations that prevailed in India among Hindus and Muslims had been damaged by the British who followed the policy of ‘divide and rule’.

Young Indians representing all the regions of India participated in this procession. 19 year old Renu was one of them. Making a speech she said that the Indians should get the blessing of those senior citizens and the militants who carried out the rebellion in 1857. She further said that we should respect and follow the feelings and dedications of those heroes, and thereby India can become the world power overgoing America and Britain. Gujarath Sing who came from Kashmeer said that those heroes shed their blood to gain our independence and what we can do is to shed sweat on their name.

The rise of the feelings of nationality and the unity of India consisting of multi racial, multi religious and multi language population is an important feature.

Activity Sheets

Activity Sheet for group 01

You are assigned to compose an information sheet for a wall newspaper on the topic : “Historical background of the struggle for independence in India”

Compile those information under the following sub topics :

1. Factors led to the rebellion in 1857 against the rule of the British East India Company
2. Results of the 1857 rebellion
3. How the policies adopted by the British in India affected the development of nationality among Indians.

In compiling this information sheet make use of the text book and other relevant sources. Get the assistance of the teacher when necessary. Prepare the information sheet clearly and present it to the class.

Activity sheet for group II

You are assigned to compose an information sheet for a wall newspaper on the topic “The origin of the movement on gaining independence to India and victories of the non violent group of the National movement”.

Compile the information under the following sub topics :

1. Organizations developed to gain Independence of India and the leaders of those organizations
2. Measures taken by those organizations to gain independence.
3. Demands of the non violent group of the National movement
4. Reasons for the failure of the non violent group of the national movement

In compiling this information sheet make use of the text book and other relevant sources. Get the assistance of the teacher when necessary. Prepare the information sheet clearly and present it to the class.

Activity sheet for Group III

You are assigned to compose an information sheet for a wall news paper on the topic :
“Functions of the militant leaders of the National Movement to gain independence of India and their victories”

Compile those information under the following sub topics :

1. Factors led to the rise of the militant nationality movement
2. Militant leaders and information about them in short
3. Aims strategies and victories of the militant leaders

In composing this information sheet make use of the text book and other relevant sources. Get the assistance of the teacher when necessary. Prepare the information sheet clearly and present it to the class.

Activity 11.3.2

Competency Level : Speaks in pride how Indians worked to protect the independence of the country.

Activity : “Let us examine how Mahathma Gandhi contributed in gaining independence of India”

Time : 80 minutes

Quality Inputs :

- Annexe 11.3.2.1 – A picture of Mahathma Gandhi
- Annexe 11.3.2.2 – Activity Sheets
- Source books
 1. The text book
 2. Descriptive History of India – Volume III (R.D. Majumdar and Rai Chaudri)

Teaching Learning Process

Step 11.3.2.1 :

- Inquire on the pupils knowledge on the functions of leaders of the Indian National Movement
- Present the picture illustrating Mahathma Gandhi given in Annexe 11.3.2.1
- Ask questions based on the picture and develop a discussion about the service of Mahathma Gandhi in the national Movement of India
- Highlight the following in this discussion

- Mahathma Gandhi as the pioneer of the struggle for independence
- Development of nationality among Indians by Mahathma Gandhi
- Inculcation of the principles of non violence and truthfulness among Indians by Mahathma Gandhi

10 Minutes

Step 11.3.2.2 :

- Group the pupils in the class
- Distribute the Activity Sheets among the groups (Annexe 11.3.2.2)
- Distribute source material among the groups
- Get pupils involve in the activities

- Inform pupils that each pupil will be evaluated
- Observe the pupils working in groups and give instructions when necessary.

15 minutes

- Step 11.3.2.3** :
- Get each group to present the information sheets to the class
 - Give instructions to correct the mistakes in them if there are any.
 - Give instructions to note the important facts
 - Make a review highlighting the following

- Mahathma Gandhi was born on 02.10.1869 at Gujarat in India
- He had his education in England and became a barrister and served as a barrister in South Africa.
- He came to India in 1915 and joined the National Movement against the British
- Started a campaign of strikes with the assistance of the Indian National Congress
- Mortal Nehru and S.N. Das left the National Congress and established the Swaraj Party.
- Mahathma Gandhi started a campaign on violating civil laws
- He started the campaign on “Quit India”
- Ha had several round table conferences with British but did not achieve success.
- For some of his actions on gaining independence Mahathma Gandhi was imprisoned.
- His strategies were non violence and truthfulness.

(15 minutes)

Assessment and Evaluation

- Explains the strategies followed by Mahathma Gandhi to gain independence of India from the British rule.
- Speaks in pride of the service of Mahathma Gandhi i gaining independence of India from the British rule.
- Tabulates the policies fallowed by Mahathma Gandhi for the development of India as a nation.
- Works cooperatively
- Practises to collect information from sources, compile them in an order and present them.

Annexe 11.3.2.1



Annex 11.3.2.2

Activity Sheets

Activity Sheet for Group 1

You are assigned to prepare part 1 of the information sheet on the services of Mahathma Gandhi. The topic of the Information sheet : “ Mahathma Gandhi - the pioneer of the struggle for the independence of India”

Compile your information on the following sub topics:

1. Early days of Mahathma Gandhi
2. The period that he served at ‘Naathal’ in South Africa
3. Coming to India in 1915 and starting his service – Information on starting the Monastery ‘Sabarmathi’ in Ahamdabad.
4. His campaign on truthfulness.

Collect information from the text book and other source material. Get the assistance of the teacher when necessary

Prepare the information sheet clearly and present it to the class.

Activity Sheet for Group II

You are assigned to prepare part II of the information sheet on the topic : “ Mahathma Gandhi - the pioneer of the struggle for independence in India”

Compile your information on the following sub topics:

1. Joining the struggle for independence in 1919 and taking the leadership
2. Strategies followed – Nationalist Movement, politics based on morals, compassion on poor and the suppressed
3. Campaign of strikes
 - Reasons to start it
 - Different stages of the movement
 - The results of the movement

(Short information on the above is sufficient)

Collect information from the text book and other source material. Get the assistance of the teacher when necessary

Prepare the information sheet clearly and present it to the class.

Activity Sheet for Group III

You are assigned to prepare part III of the information sheet on the topic : “ Mahathma Gandhi - the pioneer of the struggle for independence in India”

Compile your information on the following sub topics:

1. Campaign on violating civil laws
 - Factors led to start the campaign
 - Different stages of the campaign on violating civil laws
 - Attempts made by the British to suppress the campaign
 - Results of the campaign in short

Collect information from the text book and other source material. Get the assistance of the teacher when necessary

Prepare the information sheet clearly and present it to the class.

Activity 11.3.3

Competency Level : Speaks in pride how Indians worked to protect the independence of the country.

Activity : “India gets divided “

Time : 40 minutes

Quality Inputs :

- Annexe 11.3.3.1 - A map of India and Pakistan
- Annexe 11.3.3.2 – Activity Sheets
- Annexe 11.3.3.3 - Model map of India
- A4 papers and stationary
- Source material
 - The text book
 - Descriptive History of India – Volume III (R.D. Majumdar and Rai Chaudri)

Teaching Learning Process

Step 11.3.3.1 : • Inquire on the pupils’ knowledge about Mahathma Gandhi’s campaign on violation of civil laws and its results and the other measures taken by Mahathma Gandhi to gain independence to the country and conduct the discussion highlighting the following.

- India had been a single country for centuries. On 15th August 1947 it was divided in to two countries as India and Pakistan.
- Factors that led to this division.
- According to the plan of Lord Mount Batton India was so divided.

10 minutes

Step 11.3.3.2 : • Group the pupils in the class

- Distribute the Activity sheets to the groups.
- Explain the activities in brief
- Tell about the sources to collect information.
- Get pupils to involve in the activities.
- Observe pupils working in groups and guide them when necessary.

20 minutes

- Step 11.3.3.3** :
- Get each group to present what they have done in groups
 - Give instructions to correct their mistakes if there are any
 - Make a review highlighting the following

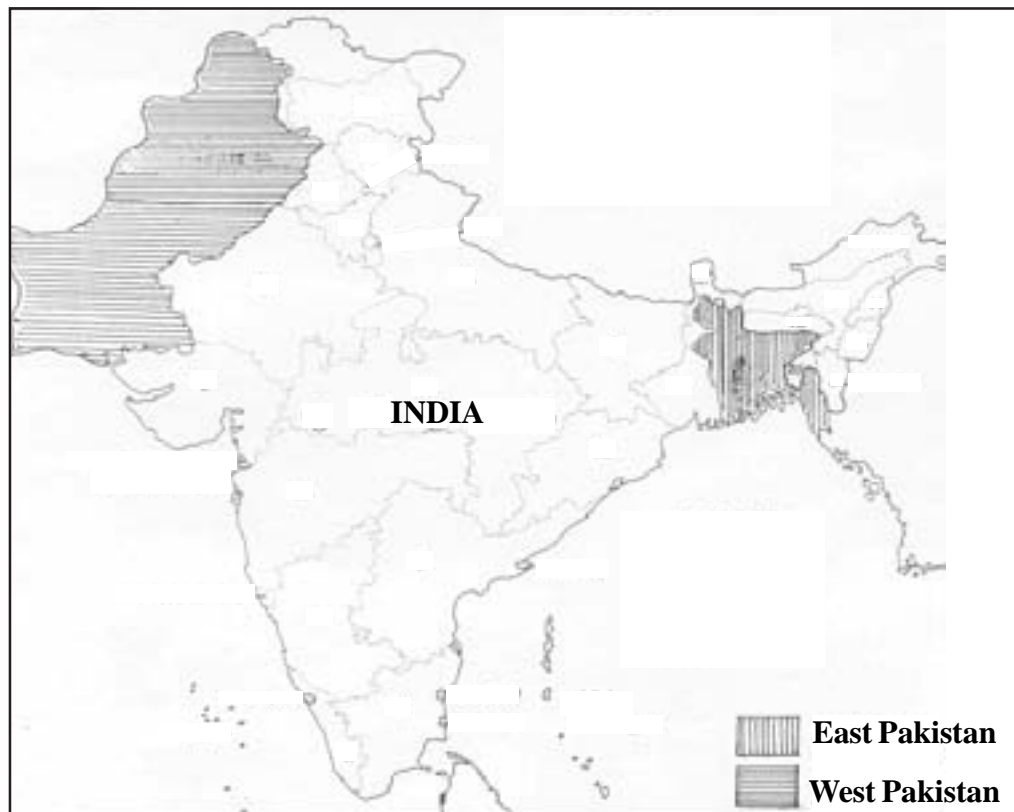
- As a result of the campaign on violation of civil laws, the British government brought the constitutional Act of 1935 and passed it.
- Though India did not get complete independence the National Congress contested the election held in 1937 under the above act.
- The Muslim League who worked so far united with the National Congress and fight for a separate Muslim country “Pakistan”
- Proposals brought by Stafford Cripps and the recommendations for reforms brought by Baden Powell were rejected both by the National Congress and the Muslim League.
- The campaign of Mahatma Gandhi “Quit India” aroused anti-British feelings in India
- The plan brought by Lord Mountbatten to divide India was ultimately agreed by the National Congress even unwillingly.
- Mahatma Gandhi too gave his consent with the idea of stopping bloodshed.
- As the final decision on 15th August 1947 India was divided as two countries India and Pakistan, both countries having Dominion status.

(10 minutes)

Assessment and Evaluation

- Explains the factors that led to the division of India into two countries as India and Pakistan.
- Explains how the policy of ‘Divide and rule’ followed by the British has caused the break away of Hindu Muslim unity in India
- Explains how the lack of unity among communities causes breakdown of the unitary system in a country taking examples from India and Pakistan
- Shows the demarcation of India and Pakistan with the help of a map
- Works cooperatively in a group
- Presents the creations in the class

Annexe 11.3.3.1



Annexe 11.3.3.2

Activity Sheets

Activity Sheet for Group I

You are assigned to compose an information sheet on the topic : “Political Independence and Division of India “

Compile information on the following :

1. Act of India 1935 and the origin of “Pakistan” Movement
2. Mohommed Ali Jinnah and his role
3. Crips Mission
4. Mahathma Gandhi’s campaign on ‘Quit India’
5. Proposals of Mount Batton and India getting independence
6. Division of India into two countries as India and Pakistan

Collect information from the text book and other relevant source material. Get the assistance of the teacher when necessary

Prepare your information sheet clearly and present it to the class.

Activity Sheet for Group II

You are assigned to compose a map showing India and Pakistan born after gaining independence to India from Britain

For this, study the map of India given to you (Annexe 11.3.3.1) Illustrate clearly India and Pakistan in the model map supplied to you (Annexe 11.3.3.3)

Mark and name the capitals of the two countries.

Illustrate west Pakistan and East Pakistan seperately.

Get necessary instructions from the teacher.

Compose the map clearly and neatly and present it in the class.

Annexe 11.3.3.3



Activity 11.3.4

Competency Level : Explains how Japan developed as a world power

Activity : “Let us identify Tora! Tora! Tora! “

Time : 80 minutes

Quality Inputs :

- Annexe 11.3.4.1 - Instructions to the teacher about the Activity
- Annexe 11.3.4.2 – Activity Sheets
- Annexe 11.3.4.3 - Pictures Illustrating different situations of the 2nd world war
- The text book
- A4 writing papers
- Pens, pencils, felt pens and erasers

Teaching Learning Process

Step 11.3.4.1 :

- Display the pictures given in Annexe 11.3.4.3 and ask questions based on the pictures
- Ask questions such as
 - Who landed bombs on Hiroshima and Nagasaki in Japan
 - What is the destruction caused by it?
- Get pupils’ responses and write them on the black board
- Conduct the discussion highlighting the following

- | |
|---|
| <ul style="list-style-type: none">• After the 1st world war Japan developed as a world power• When the 2nd world war started Japan had been developed in all aspects• At the 2nd world war United States of America attacked the Japanese cities – Hiroshima and Nagasaki with atomic bombs• The two cities were highly damaged |
|---|

10 minutes

Step 11.3.4.2 :

- Group the pupils in the class appropriately
- Give a copy of the Activity sheet given in Annexe 11.3.4.2 to each group

- Explain the activity in brief
- Get pupils involve in the activity
- Go round the groups and guide them when necessary

30 minutes

- Step 11.3.4.3** :
- Get each group to present the report
 - Get pupils to comment on the reports presented
 - Make a review highlighting the following

- During the period between the 1st world war and the 2nd world war Japan developed in all aspects such as economical, cultural, military.
- Alliance made by Japan with Italy and Germany brought disaster to Japan.
- Bombing Pearl Harbour. It is symbolized by “Tora-Tora-Tora”
- Large number of people and property were destroyed by the world wars.
- The effects of the world wars are still experienced by the Japanese.

40 minutes

Assessment and Evaluation

- Explains the damage done to human lives and property by the world wars.
- Accepts that the world should avoid war if the world is to be a pleasant place for man
- Prepares a sheet illustrating the results of the 2nd world war.
- Exhibits the ability to work cooperatively and bear leadership
- Tends to read books and magazines on the world war and collect information.

Annexe 11.3.4.1

Instructions to the teacher

- Give instructions to the pupils to collect information from the text book and other relevant source books, one week prior to the lesson.

Annexe 11.3.4.2

Activity Sheet

- You are assigned to compose an information sheet on the topic. “Japan and the 2nd world war”
- Make use of the information you have collected from the text book and other source material in this task
- Pay your attention on the following in compiling information
 1. Development that Japan had achieved during the period between the 1st world war and the 2nd world war
 2. Japan involving in the 2nd world war and the factors that led to it.
 3. The disaster of the 2nd world war.

Annexe 11.3.4.3



11.4 Great World Wars and attempts for Peace

08 periods

Introduction

There were two great wars in the 20th century that took place due to various factors. Since many countries in the world took part in these wars, they are known as world wars. The first world war took place between 1914 and 1919 and the second world war took place between 1939 and 1945. The destruction of human lives and property caused by these wars was enormous.

Hence, in order to prevent such destructive situations and to preserve world peace, the league of Nations was formed in 1919. Since its aims did not materialize, the 2nd world war took place in 1939, and again in order to preserve world peace and to have development of nations, the powerful nations got together and established the United Nations Organization.

It is expected from this lesson unit to analyze informations about the 1st world war and the 2nd world war and the League of Nations and the United Nations Organization established after the end of those wars respectively.

Competency : Appreciates the attempts of the United Nations Organization to protect human rights that were violated as a result of the world wars and to achieve world peace.

Competency Levels :

- Explains how the 1st world war and the 2nd world war became barriers in the progress of the mankind.
- Explains comparatively the failure of the league of Nations and the success of the United Nations organization.
- Tabulates the characteristics of Fascism and Nazism.
- Speaks in appreciation of the contribution of the United Nations Organization in the preservation of world peace

Subject Content

11.4 Great world wars and attempts for world peace.

- The series of wars in Europe during the period 1914 – 1919 is known as the 1st world war.

11.4.1 Factors that led to the first world war

- Competition among European nations for colonies. Due to the industrialization of European countries competition arose among them to find countries to collect raw materials and markets for the finished goods in countries in Asia and Africa.
 - The issue on Alsace Lorraine
 - Europe dividing into two camps
 - The foreign policy of German Kaisers
 - Naval competition between England and Germany
 - Sarajevo incident in 1914
 - United states of America joining the Allies against the German naval policy.
 - The two major camps
 - Allies
 - i. England, France, Russia and United States of America
 - Central Powers
 - ii. Germany, Austria, Italy, Turkey, Bulgaria, and Hungary
- Results of the war
- Destruction of human lives and property.
 - Punishment on Germany at the Treaty of Versailles.
 - Giving Alsace Lorraine to France
 - Fall of dictatorial monarchies in Europe.
 - Rise of new states –
 - eg. Checho – Slovakia
 - Yugoslavia
 - New names for the old states –
 - eg : Mesopotemia – Iraque
 - Constantinople - Istanbul
 - Formation of the league of Nations to protect world peace and democracy.

11.4.2 League of Nations and the world peace

- Formation of the League of Nations after the 1st world war based on the concept of Woodrow Wilson, President of the United States of America.

Aims

- To settle conflicts among nations
- To avoid attacks through the application of economic sanctions
- To take other measures for the peaceful existence of the mankind
- To develop international understanding and cooperation.
- To protect independence and freedom of small states
- To protect world peace through universal cooperation.

Attempts made on peace

- Settlement of conflicts such as the conflict between Germany and Poland regarding Silecin conflict between Greece and Bulgaria, conflict between Iran and Turkey
- Supervision of administrative affairs of the mandates of the League of Nations
- Providing economic aids to Austria, Hungary and Greece
- Rehabilitation of refugees
- Suppressing diseases
- Suppressing slave-trade and narcotic – trade

Causes for the failure

- United states of America did not get the membership of the League of Nations.
- Germany was not given the membership of the League of the Nations.
- The League of Nations did not have a permanent armed force.
- There was no unity among the great powers
- It was found difficult to implement Universal cooperation as expected.

11.4.3 Rise of Fascism and Nazism

During the period between the two world wars Fascism and Nazism developed in some countries in Europe as a political concept. It was a dictatorial rule. It can be considered as a concept that arose against Democracy, Liberalism and Communism.

Italy under Mussolini

- By the end of the 1st world war the expectations of Italy were not achieved.
- Establishment of Fascism in Italy by Benito Mussolini
- The Fascist Party became popular in Italy.
- King Victor Emanuel III invited Mussolini to accept the post of the chief Minister.
- Mussolini who became the Chief Minister established a dictatorial government in Italy.
- He made the Latuvan Treaty with Pope
- The economy of Italy developed under him.
- Military service was made compulsory.

Nazism

- It was a dictatorial rule
- Nazism spread in Germany under Adolph Hitler.
- He declared that Germans were the greatest nation in the world.
- They believed that Germans were the descendents of pure Aryans.
- Hitler wanted to unite Germany which had been separated into small states after the 1st world war.



Conquest of territories

- conquering Rhineland
- Conquering Czechoslovakia
- Attacking Poland

11.4.4 The Second world war

Causes

- Germany becoming powerful under Hitler
- Activities of Hitler
- Withdrawing from the League of Nations
- Conquest of Rhineland
- Conquest of Czechoslovakia
- The immediate cause – Hitler attacking Poland
- Activities of Mussolini of Italy
Attacking Abesenia
- Rise of Japan as a powerful nation in the East
Japan attacking Manchuria which was under China
- Weaknesses of the League of Nations
 - i. Allies - England, France, Russia, United States of America
 - ii. Central Powers - Germany, Italy, Japan, Hungary, Bulgaria, Rumania

Results of the war

- The 2nd world war had been the most ferocious war in the world
- Destroying Hiroshima and Nagasaki as a result of atomic bombs. Its fearful effects could be seen even in future generations.
- Dividing Germany into two as East Germany and west Germany
- England and France which had been world powers so far lost that status.
- Rise of United States of America and Soviet Russia as world powers.
- United States of America appearing as the savior of democracy
- Britain, France, Belgium, Holland, West Germany etc. having capitalist economies organized as a democratic camp headed by the United States of America
- Rise of a communist camp in Europe around Soviet Russia
- Poland, Czechoslovakia, Bulgaria, Yugoslavia and East Germany were in this camp.
- Establishment of the United Nations Organization (UNO) to preserve world peace and to develop the living condition of the nations.
- Introduction of Marshal plan by United States of America for the development of countries destroyed by war, specially west Germany and Japan
- Colonies of Britain and France gained independence.

11.4.5 United Nations Organization

- It was the world organization established after the 2nd world war for the preservation of world peace.

Origin

- Discussion that took place among Sir Winston Churchill, the Prime Minister of Britain, Franklin Roosevelt, the president of the United States of America, Joseph Stalin, the leader of Soviet Russia. Those three key persons got together at Tehevan in 1943 and discussed the importance of an organization for preserving world peace
- The charter of the United Nations was signed officially in 1945 at San Francisco by the representatives of 51 nations.

Aims

- To maintain international peace and security
- To develop friendly relations among nations
- To solve economic, social, cultural and human problems.
- To get international support for the protection of human rights
- To work as a central body of nations to achieve those aims.

Structure

- The United Nations Organization consists of 6 principal organisations.
- They are as follows :
 - i. The General Assembly
 - ii. The Security Council
 - iii. The Economic and Social Council
 - iv. The Trusteeship Council
 - v. The International Court of Justice
 - and vi. The secretariat

Attempts made on preservation of peace

- Solving Suez problem
- Preventing Iraq's attack on Kuwait
- Solving problems in Congo
- Criticizing and condemning colour bar policies in South Africa
- United Nations supporting the national movements for independence in the African countries against imperialism during the period 1960 – 1970
- Enactment of economic sanctions against Rhodesia in 1966
- Service of the United Nations Organization and its Agencies for the economic, social and cultural development of those countries that were weakened by the 2nd world war
eg : UNESCO, ILO, WHO

Activity 11.4.1

Competency Level : Explains how the first world war became a barrier in the progress of the mankind

Activity : “Let us examine how the war spread in Europe”

Time : 80 minutes

Quality Inputs :

- Map illustrating Europe in 1914 as given in Annexe 11.4.1.1
- Activity sheet given in Annexe 11.4.1.2
- The text book
- Relevant source material

Teaching Learning Process

Step 11.4.1.1 :

- Display the map of Europe given in Annexe 11.4.1.1 and identify the countries that got involved in the 1st world war through a discussion
- Conduct a discussion highlighting the following

- | |
|---|
| <ul style="list-style-type: none">• The issue of Alsace-Lorraine was one factor leading to the 1st world war.• Europe had been divided into two camps by the time when the world war was about to take place.• The foreign policy of German kings affected the war• Sarajevo incident in 1914 was the immediate cause of the war. |
|---|

10 minutes

Step 11.4.1.2 :

- Group the pupils in the class appropriately.
- Distribute the activity sheets I and II given in Annexe 11.4.1.2 among groups so that each group would get one
- Give instructions to collect facts from the source material
- Get pupils do the activity in groups
- Give instructions and guidance when necessary

50 minutes

- Step 11.4.1.3** :
- Get each group to present the report
 - Get pupils to comment on the reports presented.
 - Discuss strengths and weaknesses of the reports at the end of all the presentations
 - Get pupils to note down important facts
 - Make a review highlighting the following

- Competition among European nations for colonies became a cause for the 1st world war
- Due to the industrialization of European countries, competition arose among them to find raw materials and to find markets for their finished goods.
- Naval competition between England and Germany arose their rivalry
- There was a competition among countries on weapon too.
- United States of America joined the allies against the German Naval policy.
- At the first world war, England, France, Russia and United States of America formed one camp
- Germany, Austria, Italy, Turkey, Bulgaria and Hungary were in the other camp.
- As a result of the 1st world war there was a massive destruction of human lives and property.
- Germany was recognized as the convict of the war at the treaty of Versailles Germany was given serious punishment
- Alsace-Lorraine which had been a territory of Germany was given to France.
- Dictatorial Monarchs in Europe fell down.
- New states arose such as Czechoslovakia and Yugoslavia
- The League of nations was established for the preservation of world peace and democracy.

40 minutes

Assessment and Evaluation

- Collects information about the causes of the 1st world war
- Names the countries that were involved in the 1st world war
- Appreciates working collectively
- Develops the skills of working in groups
- Presents information collected by oneself to the others.

Follow up work

Identify the countries that were involved in the 1st world war in a map of Europe.

Annexe 11.4.1.1.



Activity Sheet 01

What were the causes of the 1st world war ?

-
-
-
-
-
-

Activity Sheet II

What were the results of the 1st world war?

-
-
-
-
-
-

Activity 11.4.2

Competency Level : Tabulates the characteristics of Nazism

Activity : “Nazi ruler who shook the world“

Time : 120 minutes

Quality Inputs :

- A picture of Hitler as given in Annexe 11.4.2.1
- Role play sheet as given in Annexe 11.4.2.2.
- Activity sheet given in Annexe 11.4.2.3
- The text book
- European History – For advanced level (Department of Educational Publications)

Teaching Learning Process

Step 11.4.2.1 :

- Display the picture of Hitler given in Annexe 11.4.2.1
- Ask questions based on it, such as
 - Who is the person shown in this picture?
 - To what country does he belong ?
 - What do you know about him?
- Conduct a discussion highlighting the following

- | |
|---|
| <ul style="list-style-type: none">• Hitler led a happy life when he was young• But when his parents died he became helpless• He worked as a casual labourer at his young age.• He joined the German army at the first world war• In 1920 he became the leader of National – Socialist German labour party |
|---|

15 minutes

Step 11.4.2.2 :

- Select a child from the class who is clever in drama
- Give him the role play given in Annexure 11.4.2.2 and get him to do the role play
- Give him instructions how to do it
- Get other pupils in the class to listen to him carefully
- Get pupils to answer the questions given in the Activity sheet in Annexe 11.4.2.3 individually

65 minutes

Step 11.4.2.3

- Get few pupils randomly selected to read their answers
- Point out strengths and weaknesses of those answers
- Make a review highlighting the following

- Hitler became the leader of National Socialist German Labour Party
- He formed various armed forces such as 'white shirts and grey trousers'
- He started a campaign on destroying opponents with the help of armed forces.
- He became popular due to his oratory.
- In 1923 Hitler accompanied by his forces went from Munich to Bavaria and attempted to capture that territory
- Bavaria police arrested him and put him to prison.
- When he was in prison, he produced 'Mein Kampf' which was known as the 'bible of Nazis'
- In January 1933 Hitler became the Chancellor of Germany.
- In 1934 he banned all political parties, imprisoned Communists and entrusted the administration of Germany to the Nazi officers and carried out a dictatorial role
- He massacred all the leaders whom he suspected
- He massacred about 200000 Jews.
- Germany had got the membership of the League of Nations in 1926, but when Hitler came to power he withdrew from its membership
- He tried to make Germany self sufficient
- He could solve the unemployment problem of the country
- He carried out a policy of developing health facilities in the country and bringing up the health condition of the citizens
- He carried out a policy of developing industries in the country
- Motor industry, building airplanes and many other industries were developed.
- Within 6 years Germany achieved a rapid development.
- He developed the country in all aspects and attempted to gain the world power.

- When he thought that other countries would suspect him, he made treaties with countries like Britain and Poland
- He brought under him territories where Germans lived such as Rhineland, Czechoslovakia and Austria
- Produced weapons and strengthened the military power
- He paved the way for the 2nd world war by attacking Poland on 1st September 1939
- Germany gained a rapid development within 6 years and fought for 6 years and threatened the whole of Europe.
- When United States of America too joined the Allies, the opponents of Germany including Britain, France and Russia, Hitler realised that he could not face them and committed suicide.

40 minutes

Assessment and Evaluation

- Explains how Hitler came to power
- Appreciates the service of Hitler in developing Germany which had been ruined by the Treaty of Versailles
- Get the training to do a role play on Hitler
- Develops communicative skill
- Develops critical thinking



Annexe 11.4.2.1

Annexe 11.4.2.2.

Information Sheet for the Role play

Give Instructions to a pupil to do a role play on the story relevant to Adolph Hitler, as follows

“I am Adolph Hitler. I was borne in Austria. My mother and father died when I was young. I spent my childhood with the subside given by the government. I spent a sorrowful life. I didn't have a house to live. I spent night in streets. During this time economic and financial affairs were under the Jews. Professionals like Lawyers, doctors ad writers were Jews. I had the fear that the Jews would capture the whole Germany. So, I wanted to destroy all of them and preserve the purity of Germany. That is why I destroyed all Jews when I came to power. I wanted to purify Germany from Jews and make Germany the greatest power in Europe. Germans are the descendents of pure Aryans. Germany has a proud history. So what I wanted was to bring back her pride and make her the greatest power in Europe. At the Treaty of Versailles made in 1919 after the 1st world war Germany was seriously punished. The country seriously damaged. Germany had to pay compensations to the other countries of Europe. Germany lost her territories. People had to suffer. They had to be in hunger. The value of our money went down seriously. People who took money in a gummy bag to the market brought goods in the pocket. The big powers plundered our ships and aeroplanes. We lost our colonies. Not only that, they left a foreign army consisting of army men of different countries in our lands. They wanted to prevent us from rising again and fighting them. By then we had a very weak government. That government could not develop our country. It couldn't develop our economy. What I wanted was to bring prosperity to our country that is why I organized the Nazi party and came to power. Our emblem was the Swastika (fylfot) I came to power in Germany in 1933, and became the power of Europe by 1939. I worked for the development of our country's economy. I organized a strong army, developed the transport service. I could make Germany the greatest power in Europe. I wanted to unite Germans who were spread at the 1st world war. I captured Alsace – Lovaine. I captured Austria. Then I attacked Poland and captured it. When I became strong the other European countries got together and attacked me. But they couldn't defeat me. Ultimately America too came against me. America joined the European countries to attack me. So I understood that I could not win. Therefore I committed suicide in 1945. However for good or bad my name has become popular even today.

Activity Sheet

Answer the following questions

1. What was the nationality of Hitler?
2. State 3 principal aims of Hitler
 - 1.
 - 2.
 - 3.
3. What were the punishment given to Germany by the Treaty of Versailles ?
 - *
 - *
 - *
 - *
 - *
4. What were the territories captured by Hitler?
 - *
 - *
 - *
 - *
5. What was the immediate cause for the outbreak of the 2nd world war?
6. What were the European countries that came against Hitler?
 - *
 - *
 - *

Activity 11.4.3

Competency Level : Explains how the 2nd world war became a barrier in the progress of the mankind

Activity : “The 2nd world war which brought disaster”

Time : 120 minutes

Quality Inputs :

- Annexe 11.4.3.1 - A picture of Mussoloni
- Annexe 11.4.3.2 - Map of Europe
- Annexe 11.4.3.3 - Activity Sheet
- The Text book
- European History for Advanced Level – Department of Educational Publications

Teaching Learning Process

Step 11.4.3.1 :

- Display the picture of Bonito Mussoloni given in Annexe 11.4.3.1 and the Map of Europe given in Annexure 11.4.3.2 in the class.
- Ask questions based on it such as
 - Who is shown in the picture?
 - What do you know about him?
- Conduct a discussion highlighting the following

- The power of Hitler in Germany had been a cause for the 2nd world war.
- Bonito Mussoloni of Italy joined Hitler.
- The weakness of the League of Nations had been a cause for the 2nd world war.
- European countries that got involved in the war formed two camps.
- The rise of Japan as the power nation of Asia too affected the war.

15 minutes

- Step 11.4.3.2** :
- Get all the pupils in the class to draw the map given in Annexe 11.4.3.3 in their exercise books
 - Get pupils to fill the table individually making use of the text books and other source material
 - Direct pupils when necessary.

65 minutes

- Step 11.4.3.3**
- Get few pupils selected in random to read their answers
 - Appreciate them
 - Identify their strengths and weaknesses
 - Get them correct their errors
 - Make a review highlighting the following

- Activities of Hitler brought the 2nd world war
- When Hitler withdrew from the League of Nation and worked to establish his power aroused rivalry between Germany and other European countries.
- The policy followed by Mussoloni too became a cause for the war
- Japan too captured territories like Mancharia and strengthened her power.
- Germany, Italy and Japan joined together and formed one camp.
- They were known as the Central Powers
- The other camps were known as the Allies.
- France, Britain, Russia and U.S.A. formed the Allies
- Germany's attack on Poland was the immediate cause of the 2nd world war.
- All Dominion states except Ireland and their colonies supported the Allies against Germany.
- Germany defeated the countries such as France, Russia, Denmark, Norway, Belgium.
- Although Germany attacked Britain it failed.
- Japan attacked the colonies of Britain in the East and tried to break down the British Empire.
- Germany was able to attack the British fleet making use of her submarines.

- Japan attacked the Pearl harbour and destroyed a large number of ships
- Then the United States of America came to support Britain against Japan
- U.S.A. declared war against Japan, Germany and Italy.
- When U.S.A. joined the war it turned to be a world war.
- The Allies got encouraged when they got the support of the countries of the common wealth of nation and America.
- The Allies defeated Italy, and then Italy joined the Allies.
- Allies got France released from Germany
- The Western powers and Russia released the countries that were under Germany
- When Germany was attacked by the European powers and America, Hitler committed suicide
- Admiral Donisht who came to power in Germany after Hitler surrendered.
- When Hiroshima in Japan was bombed on 6th August 1945 and Nagasaki on 9th August, the 2nd world war came to an end.
- It had been the most ferocious war in the world
- The bad effects of atomic bombs will be there even on the future generations.
- As a result of the war, Germany was divided into two as West Germay and East Germany
- England and France which had been world powers so far lost their states.
- United States of America and soviet Russia arose as world powers after the 2nd world war.
- U.S.A. appeared as the saviour of democracy.
- Britain, France Belgium, Holland and West Germany who had capitalist economies got together as one camp with U.S.A. as its leader.
- A communist camp arose with Russia as its leader
- Poland, Czechoslovakia, Bulgaria, Yugoslavia and East Germany joined that camp.
- The colonies of Britain, France and other western powers gained independence.

- Hence Britain, France and other Western countries lost their economies
- European colonies in the East developed as independent states
- Egypt, Lebanon, Iran, Jordan and many other countries in middle east got independence.
- United Nations Organization was established for the preservation of world peace, security, human rights, justice and freedom and for the development of life standard of nations.
- Marshal plan was introduced by the United States of America for the development of countries destroyed by war
- Here special attention was paid on Germany and Japan.

40 minutes

Assessment and Evaluation

- Explains the factors led to the 2nd world war.
- Appreciates the measures taken by the United Nations Organization for the preservation of peace.
- Collects information about the 2nd world war through various sources.
- Tabulates information about the 2nd world war.
- Develops skills in working in cooperation with others
- Develops leadership qualities.

Follow up work

- Mark the countries belonging to the Central Powers and the countries of the Allies in a map of world.
- Prepare an article for the wall newspaper on the 2nd world war collecting information from the sources.

Annexe 11.4.3.1



Annexe 11.4.3.1

Activity Sheet

Complete the following table collecting information from the text book and other source materials.			
Countries involved in the 2nd world war	Causes for the 2nd world war	Victories gained by each country	Results of the 2nd world war

11.5 Balance of Power in the World after the Second World War

10 periods

Introduction

Countries like England, France and Germany which were the major powers in Europe lost their status after the 2nd world war. United states of America and Soviet Russia came to be the world powers. Most of the countries in the world divided into two camps around those powerful states. United States of America followed a democratic political system and a capitalist economic system and countries like France, England and West Germany joined the camp led by United States of America. Soviet Russia followed a socialist political and economic system and countries like Poland, East Germany, Czechoslovakia, Yugoslavia and Cuba joined the camp led by Soviet Russia.

During the latter half of the 20th century, the rivalry between the two camps and their struggle for power turned to be a cold war. This state of affairs ended with the fall of Soviet Russia. It is expected from this lesson unit to analyse information on how United States of America and Soviet Russia arose as world powers, conflicts between the two powers and the fall of Soviet Russia at the end.

The rise and the development and the fall of these power camps influenced the history of Sri Lanka too. Hence, the study about these power camps would make easy to examine the history of Sri Lanka.

Competency : • Analyses comparatively the policies followed by the two power camps for the balance of power in the world after the 2nd world war.

Competency levels : • Explains the rise of United States of America and Soviet Russia as world powers.
• Examines the causes for the fall of the socialists camp at the end of the 20th century.
• Analyses how the actions of the United Nations Organization have been successful in avoiding wars.

Subject content

11.5 Balance of power in the world after the 2nd world war.

11.5.1 Rise of the United States of America as a world power

- The rise

- During her history of about three centuries United States of America got involved in foreign affairs only from the beginning of the 20th century.
- At the beginning of the 20th century affairs of the world were centred round European countries (Euro centres)
- At the first world war United States of America joined the Allies consisting of powerful countries like Britain and France
- When the Allies won the 1st world war, the foreign relations of the United States of America came to be highlighted.
- After the 1st world war, the proposal and the plan for the establishment of the League of Nations were made by United States of America.
- Due to the opponent of the Senate in joining the European affairs United States of America did not join the League of Nations.
- Due to the failure of the League of Nations, the 2nd world war took place. The rise of the Central Powers – Germany, Italy and Japan could be controlled by United States of America by dropping atomic bombs on Hiroshima and Nagasaki, the cities of Japan.
- With that, United States of America came to be prominent in the international affairs.
- After the 2nd world war representatives of fifty nations got together at San Francisco in June 1945 and signed the charter of the United Nations. In this task United States of America played the main role.
- Since October 24th 1945, the charter of the United Nations came to be implemented. Here, France, Britain, Soviet Russia, China and United States of America were accepted as five great powers. Those five countries got the permanent membership of the Security Council of the United Nations Organization. Here, the United States of America got the leadership in limiting the activities of the socialist countries led by Soviet Russia.
- United States of America became a challenge to the socialist camp through its planet war programme.

- In 1980's after the reforms of Glosnov and Perastroika Soviet Russia fell down in power, and since then the United States of America became the world power
- United States of America becoming the leader of the Capitalist party
- United States of America became a world power after the 2nd world war, and became an opponent of Soviet Russia established in 1917.
- Union of Socialist Soviet Republic (USSR) was formed through the October Revolution of 1917. Since then Soviet Russia supported other countries to follow the socialist path. Hence China, Cuba and the countries in the East Europe followed the socialist path. Those countries joined the socialist camp with Russia as its leader.
- Likewise there arose two major camps in the world. The capitalist camp and the socialist camp. The capitalist camp headed by U.S.A. attempted to propagate capitalists economic policies and democratic government policies whereas the socialist camp headed by USSR attempted to propagate socialist economic policies and communist government policies.
- U.S.A. as the head of the capitalist camp established North Atlantic Treaty Organization (NATO) among the capitalist countries.
- 16 countries including Portugal, Italy, West Germany, Greece, and Netherlands joined the NATO. They came to a treatment that if any of those countries was attacked by an outside country, the other member countries of the NATO would take it as an attack done to all of them.
- U.S.A. always supported the capitalist countries. For example, when Korea was divided into two as North Korea and South Korea in 1948, U.S.A. supported South Korea which followed the capitalist Path. Again when Berlin was divided as west Berlin and East Berlin, U.S.A. supported west Berlin.
- U.S.A. has attempted to destroy socialist states. For example, when the Cubans fled away and expelled from Cuba, U.S.A. formed a Cuban army consisting of Cubans who fled away and who were expelled from Cuba. That Cuban army attacked Fidel Castro's Lactro's Cuban army in 1969. In this attack Cuba got the support of Soviet Russia and could defeat the opponents.
- The government of U.S.A is not in favour of Myanmar (Burma) since she has a military state and does not follow democratic policies. On the other hand U.S.A Supported the military government of Pakistan since she follows capitalist policies.
- So, America has become the leader of capitalist and democratic polocies.

11.5.2 Rise of Soviet Russia as a World power

Introduction

After the 2nd world war, communist countries got united with the leadership of Soviet Russia

- Causes

- Rise of efficient rulers in Soviet Russia
Efficient rulers like Joseph Starlin, Nakita Crushev coming to power
- The belief of Joseph Starlin that the country needs a strong rule

- Development of an economy based on Socialism

- Attempt made by rulers to develop the economy
- Planned economy and Five year plan
- The fourth five year plan starting in 1946 in Soviet Russia
- Crushew who came to power in 1953 formed Regional economic Organizations to have an efficient economic system
- Attempts made on the development of public life.
- Attempts on the development of science and technology
- As a result of it, Uri Gagarin going in the space for the 1st time in history.

- Soviet Russia as the leader of the Socialist camp

- East Germany, Bulgaria, Czechoslovakia, Hungary, Poland, Yugoslavia in the East Europe following Socialist economic policies.
- As a response to the NATO establishment by the Western States, the Communist countries formed the Warsaw Treaty Organization (W.T.O) in 1955
- In 1945 the communists got the victory at the chinese Revolution and hence China became a communist country.
- Soviet Russia got the leadership of the communist camp consisting of China, Korea, Hungary, Poland, Bulgaria, and the countries in East Europe.
- They had a unity in the economic and military spheres.

11.5.3 Cold War

- **United Nations Organization could prevent military struggle between nations**

- The aims of the U.N.O were to preserve international peace and security, to respect the independence of the nations, to develop friendly relations among nations, to solve international conflicts relevant to economic, Social, Cultural and human matters.
- Conflicts between the capitalist camp headed by U.S.A. and the Socialist camp headed by Soviet Russia could be settled by the United Nations Organization.

eg : In 1962 Soviet Russia landed Missiles in Cuba directing towards U.S.A. In responding to it U.S.A. landed missiles in Turkey directing towards Soviet Russia. The General Secretary of the U.N.O discussed this matter with John Kennedy, the president of U.S.A. and Khrushchev, the Leader of Soviet Russia and solved the problem.

- Abdul Gamal Nassar, the former president of Egypt nationalised Suez Canal in 1956. At this time, Britain and France got together with Israel and declared war against Egypt. Then the U.N.O. intervened and settled the dispute and prevented war.
- Non armament treaties made with nations by the U.N.O. could prevent armed struggles.

eg : Antarctic Treaty made in 1959. Through this Treaty the powerful countries agreed not to make use of Antarctica for their nucleus activities.

- Treaty signed in 1963 not to make use of nucleus weapons in the land, in the waters and in the air.
- Strategic Arms Limitation Talks (SALT) I and II made in 1974 could prevent use of arms.

Control of World Economy

- Soviet Russia attempted to propagate socialist economic policies and Communist system of government. Soviet Russia adopted a closed economic policy. The state was the sole entrepreneur in this economic

system. It did not allow to have competitive production or to implement a competitive price system.

- In the decade of 1950 many countries in the world adopted socialist economic policies. They started state owned entrepreneur systems. Soviet Russia supplying necessary technology to those countries. Eg. Tyre corporation, Plywood corporation and Steel Corporation in Sri Lanka were established in Sri Lanka with the aids supplied by Soviet Russia.
- In addition to Soviet Russia, Socialist countries like East Germany and China too gave such economic aids to the developing countries. for examples Sri Lanka got the Weaving Factory of Weyangoda from China and the Weaving Factory of Thulhiriya from East Germany.
- In the decade of 1950 many countries followed the policy of having state owned industries since private owned industries were nationalized. For example in Sri Lanka some industries like the bus service, the port, petroleum and gas were nationalized.
- Along with the fall of the socialist camp, the communist government system and the socialist economic system were threatened since the decade of 1980.
- On the other hand the capitalist camp headed by America could propagate capitalist economic policies and democratic government system.
- Institutions like the World Bank, International Monetary Fund, Asian Development Bank by giving loans to the developing countries had persuaded those countries to encourage private entrepreneurship
- Capitalist countries headed by America encouraged their private companies to invest their money in the developing countries in industries. eg : Prima Flour Company in Sri Lanka
- Most of the developing countries were compelled to follow capitalist economic policies by the capitalist world camp headed by U.S.A.
- Developing countries have faced economic problems. They have to depend on the aids given by the developed capitalist countries. There are constant discussions between the developed countries who supply aids and the developing countries who get aids.

eg : G 7 countries

Downfall of Soviet Russia

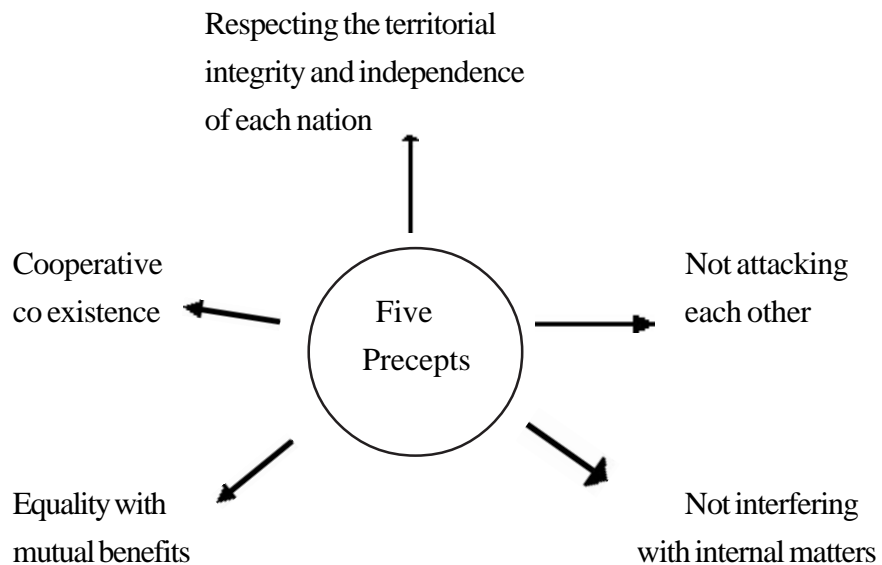
- Economic reforms introduced by Soviet President Gorberchop – ‘Galas Nats’ and ‘Peresthwika’ were continued by his follower Borris Yeltsin.
- Through these economic reforms Russia got economic freedom to carry out private economic activities.

- Free economic policies were adopted in Russia. Socialist economic policies were abandoned.
- Union of Soviet Socialist Republic (the Soviet Union) fell down. States that were under the Soviet Union such as Kazakhstan, Ukraine, Uzbekistan, Belo Russia and Lituvania became independent states.
- Russia by uniting with Belo Russia and few other states formed the Russian Federation.
- The “Cold War” (the competition for power) between the two power camps in the world came to an end with the fall of Soviet Union
- After the fall of Soviet Union the Worso Treaty Organization (WTO) too came to an end.

Non Aligned Nations Movement

- The policy adopted by nations that did not join any of the two camps – the capitalist and the socialist camps that developed after the 2nd world war was called the “**Non Aligned Policy**”
- Asian – African countries who got independence from the western imperialism after the 2nd world war who are considered as the third world countries became the members of the non aligned movement.
- The leaders of the Soviet and the American camps tried to get aligned with the countries who got independence. But those countries who had been under imperialism for long years and gained independence wanted to have their independence without being aligned to any camp. Hence those countries liked to be in the Non Alligned Movement.
- Indian first prime Minister Mr. Javarlal Nehru, Indonesion President Sukarno, Yugoslavian president Marshal Titto, Egyption President Abdul Gamal Nazar were the founders of the Non Alligned Movement.
- Non Alligned policy is not simply getting away from the two camps. It is a movement based on independence, security peace and cooperation.
 - * These countries without getting aligned with any power camp, get together for the wellbeing of those countries.
 - * They do not support any war Treaty and oppose any form of imperialism.
 - * Non Alligned Movement is one of the most powerful peace Movements in the world.
- The inaugural session of the non Alligned Movement was held in 1955 at Bandung in Indonecia.

- At this session the member countries of the non Alligned Movement declared their Non Alligned foreign policies.
- That non alligned foreign policy known asthe policy of five precepts
- At the session held at Belgrade the capital of Yugoslavia the “Policy of five precepts” was given a practical basis.
- The policy of five precepts



- At the inaugural session 23 Asian countries and 7 African countries participated. Now there are 108 members
- The session of the Non Alligned Nations is held once in 3 or 4 years
- The first session of the leaders of the Non Alligned Movement was held in 1961 at Belgrade
- The fifth session of the leaders of the Non Alligned Movement was held in 1976 at Colombo
- At this session a new international economic policy on minimizing the difference between rich and poor nations was highlighted Since there are no two power camps in the world now, the nations of the Non Alligned Movement try to continue the cooperation among them.

Activity 11.5.1

Competency Level : Explains how United States of America and Soviet Union arose as world powers

Activity : “Let us examine how America rose as a world power. “

Time : 80 minutes

Quality Inputs :

- Annexe 11.5.1.1 the national flag of United States of America.
- Annexe 11.5.1.2 – World Map
- Annexe 11.5.1.3 Paragraphs on factors that led America to rise as a World power
- Annexe 11.5.1.4 Activity sheet
- The Text book

Teaching Learning Process

Step 11.5.1.1 :

- Display the flag given in Annexe 11.5.1.1
- Raising the question “To which country does this flag belong?”
- Conduct a discussion making use of the world map highlighting the following

- | |
|---|
| <ul style="list-style-type: none">• United States of America participated in foreign affairs by the beginning of the 20th century.• In the 20th century the world affairs were based on Europe.• In the first world war America joined the Allies consisting of Britain and France.• When the Allies won the 1st world war United States of America arose as a world power. |
|---|

10 minutes

Step 11.5.1.2 :

- Divide the class into four groups.
- Give the information sheet Part I given in Annexe 11.5.1.3 to groups 1 and 2 and the information sheet part II given in Annexure 11.5.1.3 to groups 3 and 4
- Get pupils involve in group activities.
- Give necessary guidance to the groups

30 minutes

Step 11.5.1.3

- :
- Get each group to present their group activities to the class.
 - Get others to comment on the presentations
 - Discuss the strengths and weaknesses of the presentations.
 - Make a review highlighting the following

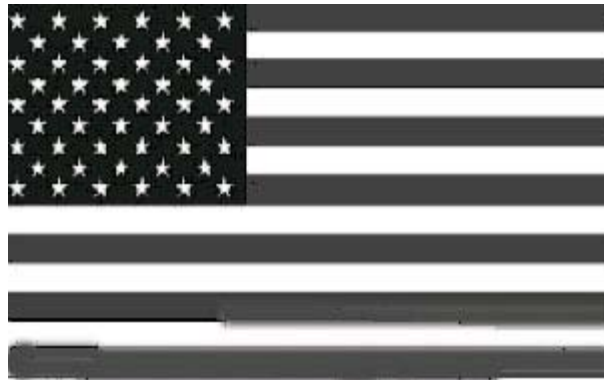
- As a result of the disaster brought by the 1st world war the nations realised the need for peace.
- United States of America proposed to establish the League of Nations with the aim of preservation of peace in the world.
- United States of America did not get the membership of the League of nations since the Senate opposed it .
- United states of America could control the rise of Germany, Italy and Japan at the 2nd world war
- U.S.A. weakened the rise of Japan as a power nation in the East by bombing her two cities – Hiroshima and Nagasaki
- With that U.S.A. became a world power.
- The Charter of the United nations Organisation was prepared by U.S.A.
- U.S.A. was one of the five great powers of the Security Council of the U.N.O.
- U.S.A. became the leader of the capitalist camp of the world.
- England, France and Germany were the other countries of the capitalist camp led by U.S.A.
- ‘NATO’ was established under the leadership of U.S.A.
- U.S.A. became a threat to the socialist camp due to her space travels.
- U.S.A. influenced the fall of Soviet Russia in the decade of 1980.

40 minutes

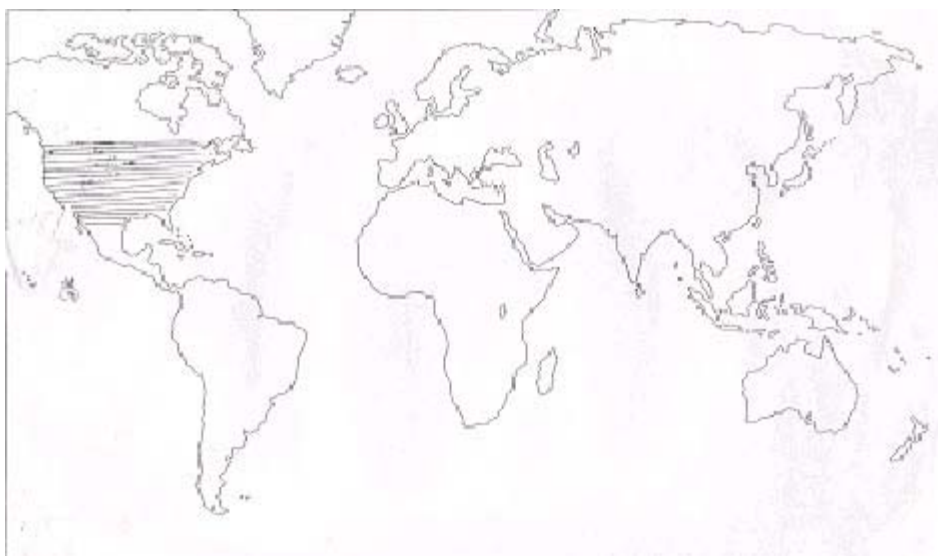
Assessment and Evaluation

- Explains how America became a world power after the 2nd world war.
- Appreciates the role of U.S.A in establishing the U.N.O. for the preservation of world peace.
- Lists out the activities of U.S.A. in strengthening the capitalist camp before and after the 2nd world war.
- Works cooperatively in groups
- Displays leadership qualities

Annexe 11.5.1.1



Annexe 11.5.1.2



Activity Sheet

Information sheet for Groups 1 and 2

United states of America who got independence from Britain in 1776 and developed as a Nation became a world power by the beginning of the 20th century in political economical and social aspects.

In the early part of the 20th century famous Panama Canal was constructed with the leadership of U.S.A. and thereby U.S.A. was able to spread her power in the area. The strength of U.S.A was exhibited during the time of the 1st world war. U.S.A. did not join the 1st world war at the beginning But when the American passenger ship Lucitania was sunk by German in 1995 U.S.A. took part in the war. So far U.S.A. had not participated in any foreign war. By this time U.S.A. had a strong army and a navy consisting of about 2 million. Economically she was very strong. She had a large stock of food and weapon she was strong in military tactics too. With this strength U.S.A. led the Allies against the German camp in the 1st world war and won the war. The founder of the League of Nations established after the war was Woodrow Wilson the president of U.S.A. it was the 1st International Organization set up after the 1st world war. U.S.A. was a country that followed capitalist policies. U.S.A. took leadership in spreading capitalism in the world U.S.A. helped the countries who followed capitalist economic policies by providing loans. She made economic barriers against socialist countries and tried to get these countries to the capitalist camp.

Information Sheet for Groups 3 and 4

By the beginning of the 20th century America had been a powerful nation in the World. She could show her power at the 2nd world war that started in 1939. When the Allies were about to be defeated by the German camp. During that war America joined the Allies, and this made alllies to win the war. U.S.A. attacked Japan with atomic bombs and destroyed the Japanese power. By winning the 1st world war U.S.A. became the world Power.

It was U.S.A. who pioneered the establishment of the United Nations Organization at the end of the 2nd world war, Five powerful countries who got the permanent membership in the security council of the U.N.O. became the five world powers thereafter out of those five powers America could show that she was the most powerful nation. After the establishment of the U.N.O the five world powers headed by America could solve many political conflicts in the

world. At occasions such as Palastine conflict, Korean war, Suez struggle in winning independence by Sypres, in disarmament of countries, the strength of America was exhibited to the world. U.S.A. also came forward in space travels which was an important step in science and technology. U.S.A. pioneered in space exploration, stepping on the moon and exploration of planets.

Annexe 11.5.1.4

Activity Sheets

Activity Sheet for Group 1 and 2

You are assigned to answer the following questions making use of the information sheet given in Annexe 11.5.1.3

1. What were the reasons for U.S.A. to join the 1st world war?
2. What was the country in Europe that became a challenge to U.S.A. by this time?
3. What were the factors that led U.S.A. to become the world power?
4. What is the name of the camp that got the assistance of U.S.A. in the 1st world war?
5. What was the world organization that was established at the end of the 1st world war?
6. Who was the founder of that organization?
7. What were the measures taken by U.S.A. to propagate capitalism after becoming the leader of the capitalist camp

Activity Sheet for Group 3 and 4

You are assigned to answer the following questions making use of the information sheet given in Annexe 11.5.1.3

1. What were the reasons for U.S.A. to join the 2nd world war?
2. What was the country that became a challenge to U.S.A. by this time?
3. State an occasion on which U.S.A. showed her power at the 2nd World war.
4. Against which camp did U.S.A. fight at the 2nd world war?
5. What was the world organization set up at the end of the 2nd world war?
6. Explain the major service of the U.N.O
7. What were the victories gained by U.S.A. in the field of science and Technology ?

Activity 11.5.2

Competency Level : Explains how United States of America and Soviet Russia arose as world powers.

Activity : “ Let us examine about the pioneers of socialism “

Time : 160 minutes

Quality Inputs :

- Annexe 11.5.2.1 A picture of Lenin
- Annexe 11.5.2.2 A world map
- Annexe 11.5.2.3 - Activity Sheet
- Annexe 11.5.2.4 – Activity sheet
- World History (P.O Ravo)

Teaching Learning Process

Step 11.5.1.1 :

- Display a picture of Lenin given in Annexe 11.5.2.1
- Raise questions based on the picture such as
 - Who is shown in the picture ?
 - What do you know about him
- Conduct a discussion making use of the world map highlighting the following

- Union of Socialist Soviet Republics (USSR) was formed after the Russian Revolution of October 1917.
- It was the first socialist Union in the world
- Russia developed a socialist camp by uniting with the countries who followed socialist policies.
- In the U.N.O. established at the end of the 1st world war, Soviet Russia got the permanent membership in the security Council of the U.N.O.
- USSR Became a world power and strengthened the socialist camp.
- Socialist economic policies and the communist government system were propagated in the world by the socialist camp under the leadership of Russia

15 minutes

- Step 11.5.2.2** : • Distribute the copies of the Activity sheet I given in Annexe 11.5.2.3 to all pupils.
- Distribute the copies of the world map (without marking anything) to all pupils
 - Get pupils do the Activity individually.

25 minutes

- Step 11.5.2.3** : • Divide the class into 3 groups
- Distribute the Activity Sheets given in Annexe 11.5.2.4 to the groups, so that each group gets one Activity Sheet
 - Get pupils to do the Activity in group.
 - Give instructions to make use of the text book and other source books.

- Step 11.5.2.4**
- Get few pupils selected in random to present the maps that they have marked
 - Correct mistakes if there are any.
 - Appreciate their work
 - Get the three groups to present their answers to the activity II
 - Correct mistakes if there are any
 - Appreciate their work
 - Make a review highlighting the following

- Soviet Russia arose as a world power because of its efficient leaders like Joseph Stalin and Nikita Khrushchev
- Stalin introduced a five year plan for the development of Russian economy.
- Nikita Khrushchev who came to power in 1953 had more efficient economic plans Regional Economic Organizations were set up according to his plan.
- Science and Technology developed in Soviet Russia
- As a result Yuri Gagarin traveled in the space in 1961 for the first time in the world.
- Russia became the leader of the socialist camp and directed the East European countries like East Germany, Bulgaria, Hungary, Czechoslovakia, Poland and Yugoslavia towards the socialist economy.

- Challenging the NATO Russia gave leadership to establish the organisation (WTO) in 1955
- At the Chinese Revolution in 1949 the communists came to power and China became a communist country. Hence the socialist camp became more strong.
- Socialist ideas so spread not only in Europe, but in other parts of the world such as in China, Cuba and Vietnam
- There developed a unity among these countries in the economic sphere as well as in the military sphere.

80 minutes

Assessment and Evaluation

- Explains the factors that led to the rise of Russia as a world power.
- Appreciates the functions of Russian leaders for the development of Russia
- Marks and names the countries of the Russian power camp in a map.
- Works collectively in the group
- Collects information from sources.

Follow up Work

Prepare a booklet collecting information about Lenin, Trotsky and Starlin who paved the way for Russia to rise as a world power.

Annexe 11.5.2.1



Annexe 11.5.2.2



Annexe 11.5.2.3

Activity Sheet I

- This is an individual activity
- Mark Russia and other countries who followed socialist system in the map provided to you and name them.

Activity Sheet II

Group 1

- Write down the factors that led Soviet Russia to rise as a world power
 - 1.
 - 2.
 - 3.
 - 4.

Group 2

- Explain how Soviet Russia developed an economy based on socialism giving examples
 - 1.
 - 2.
 - 3.
 - 4.

Group 3

- Explain how Soviet Russia became the leader of the socialist power camp giving examples.
 - 1.
 - 2.
 - 3.
 - 4.

Activity 11.5.3

Competency Level : Analyses how the actions of the United Nations Organization have been successful in avoiding wars.

Activity : “ Let us study about the cold war “

Time : 160 minutes

Quality Inputs :

- Annexe 11.5.3.1 – World map
- Annexe 11.5.3.2 – Activity Sheet
- The text book
- World History (Ravo)

Teaching Learning Process

Step 11.5.3.1 :

- Display the world map in the class
- Point out U.S.A. and Soviet Russia in the map and start the discussion asking questions such as
 - What are these countries ?
 - What do you know about these countries ?
 - What is meant by the “”cold war””?
- Get answers for those questions and conduct a discussion highlighting the following

- U.S.A became the leader of the capitalist power camp and Soviet Russia became the leader of the socialist power camp.
- Due to the actions of the United Nations Organization established at the end of the 2nd world war armed wars could be prevented.
- Conflict that arose regarding the Suez Canal in 1956 could be settled by the U.N.O.
- U.S.A. and Soviet Russia strengthened their armed weapons and experimented those weapons and they became a challenge to each other this continued as a ‘cold war’
- The ‘cold war’ continued but there was no armed war.

- The rivalry between these two power countries, differences in ideas and policies and suspicion paved the way for the cold war.
- The characteristic feature of the cold war was the intolerance between the two camps - capitalist camp led by U.S.A. and the socialist camp led by Soviet Russia
- The influence of the cold war would be seen in all aspects such as security economy, government and politics
- Space travels of America and Russia two became the features of the cold war.

15 minutes

- Step 11.5.3.2** :
- Get all the pupils to copy the table given in Annexe 11.5.3.2 in their exercise books
 - Get them fill the table making use of the text book
 - Direct pupils when necessary

65 minutes

- Step 11.5.3.3**
- Get few pupils selected in random to present their activities to the class.
 - Evaluate them
 - Identify their strengths and weaknesses
 - Appreciate strengths and correct weaknesses
 - Make a review highlighting the following

- The Socialist camp introduced new economic policies
- By about 1950 the socialist economic policies had become popular in the world and had over gone capitalist policies
- But U.S.A. took actions to propagate democratic system of government and capitalist economic policies.
- Here U.S.A made use of the International Monetary Fund the world Bank, Asian Development Bank to grant loans to the developing countries and keeping them in the capitalist camp.
- Some countries who did not adopt total capitalism or total socialism, followed a system of adopting mixed policies.
- Asian and African countries who got independence from imperialism refused both camps capitalism and socialism and formed the Non Aligned Movement.

- They held the first conference of the Non Alligned countries in 1955 at Bandung in Indonesia
- In 1976 a conference of the Non Alligned countries was held in Sri Lanka
- The aims of this movement were to preserve world peace, preserve independence of the nations, economic development to all nations and the development of cooperation among countries.
- By the end of the decade of 1980 s socialist policies of Soviet Russia faced problems.
- The open policy (Glasnost) and the rehabilitation policy of president Gorbachev caused the fall of Soviet Russia.
- Reforms in the economic policy of Russia took place.
- Free economic policy was accepted by Russia
- As a result of these changes the Soviet Russia fell down.
- The competition between the two world camps came to an end.
- The Warsaw Treaty organization too was dissolved.

80 minutes

Assessment and Evaluation

- Explains the measures taken by the United Nations Organization to avoid armed wars.
- Appreciates the service of the United Nations Organization
- Marks and names the countries of the two world camps in a map.
- Works collectively in a group
- Exhibits leadership qualities .

Annexe 11.5.3.1



Annexe 11.5.3.2

Activity Sheet

- This is an individual activity
- Complete the following table

Functions performed by the U.N.O.	Causes for the fall of Soviet Russia
1. 2. 3. 4. 5.	
Causes of the Cold War	What is meant by the conference of the Non Aligned countries what are the causes for its rise? What are its aims?
1. 2. 3. 4. 5.	

11.6 Sri Lanka after gaining independence

16 periods

Introduction

Many Changes have taken place in the political and economic fields of Sri Lanka after gaining independence.

It is expected from this lesson unit to study the evolution of the parliamentary democratic system of government which was introduced in Sri Lanka and Soulbury Constitutional Reforms done in 1947. Here, the political party system and the cabinet government system will be discussed, paying special attention on the constitutional Reforms of 1972 and 1978.

Further, the policies and the measures adopted for the development of Sri Lanka after gaining independence will be examined in this lesson unit. Changes and the progress in the fields of education, agriculture, state entrepreneurship, industries and social welfare will be discussed in this unit.

Competency : • Examines how the changes in the political and economic fields of Sri Lanka after gaining independence have contributed to the process of development in the country.

Competency levels : • Studies the importance of the party system and the Cabinet system in the implementation of parliamentary democracy.
• Explains the Constitutional Reforms of 1972 and 1978 in the implementation of parliamentary government
• Examines the effectiveness of the development measures implemented in Sri Lanka after gaining independence.

Subject content

11.6 Sri Lanka after gaining independence

11.6.1 Parliamentary democracy

- Sri Lanka gaining a parliamentary system of the British model under the recommendation of the Soulbury Commission in 1947 in place of the state council system with executive committees established under the Donoughmore constitutional Reforms of 1931

- Political party system and its origin
 - The need for a political party system with common national policies for the success of a parliamentary system of the British model
 - In the absence of such a political party system establishment of a government system with executive committees under Donoughmore Constitutional Reforms instead of a parliamentary government system of the British model.
- Though there were several national movements that functioned to gain independence, they were not organized as political parties. Examples of such national movements :
 - Non alcoholic movement of 1912
 - Ceylon Reformation Congress of 1914
 - Ceylon National Congress of 1919
 - All Ceylon Tamil Peoples' Congress 1921
 - Malay Political Organization of 1921
 - Upcountry National Congress of 1927
 - Sinhala Maha Sabha of 1936
 - Tamil Congress of 1945
- Origin of political parties
 - Starting Ceylon Labour Party under the leadership of Mr. A.E. Gunasinghe in 1923
 - Starting leftist Movement – by English educated Middle class young people who had come back to the country after completing education in Britain
 - The aim of the gaining independence to Sri Lanka and the establishment of a socialist system
 - Suriyamal Project
 - Starting Lanka Sama Samaja Party under the leadership of Dr. N.M. Perera in 1935
 - Starting the Communist Party of Sri Lanka under the leadership of Dr. S.A. Wickremasinghe in 1943
 - Starting Bolshevik Leninist Party under the leadership of Dr. Colvin R. de Silva in 1943
- The Ceylon National Congress started in 1919 was organized as a political party under the name of United National Party under the leadership of Mr. D.S. Senanayake in 1946
- General Election 1947 – political parties contested
 - United National Party – Under the leadership Mr. D.S. Senanayake
 - Lanka Sama Samaja Party – under the leadership of Dr. N.M. Perera

- Balshevik Leninist Party – Under the leadership of Dr. Colvin R. de Silva
 - Communist Party of Sri Lanka – under the leadership of Dr. S.A. Wickremasinghe
 - Ceylon Labour Party – under the leadership of Mr. AE. Gunesinghe
 - All Ceylon Tamil Congress – Under the leadership of Mr. G.G Ponnambalam
 - Ceylon Indian Congress – Under the leadership of Mr. S. Thondaman
- Several other parties were started under different political views and various other reasons
 - Establishment of Sri Lanka Freedom Party in 1951 under the leadership of Mr. S.W.R.D. Bandaranayake who resigned from the United National Party due to a conflict of views.
 - Establishment of Federal Party in 1949 under the leadership of Mr. S.J.V. Chelvanayagam who resigned from All Ceylon Tamil Congress.
 - Establishment of Mahajana Eksath Peramuna in 1956
 - Establishment of Tamil Liberation Front in 1970
 - Establishment of Janatha Vimukthi Peramuna in 1971 under the leadership of Mr. Rohana Wijeweera
- Other parties established recently
 - Sri Lanka Mahajana Party
 - Jathika Hela Urumaya
 - Muslim Congress
 - National State Council was the supreme legislative institution of the Republic
 - Legislative power was vested direct under the National State Council
- The executive power was vested on the President and the Board of Ministers (Cabinet)
 - The Judicial powers were vested on the Judiciary
 - The Prime Minister and the Cabinet
 - Appointment of the Prime Minister – powers and functions
 - Appointment of Ministers – powers and functions
- The Judiciary
 - The Act on Interpretation of Justice (Act No 44 of 1973)
 - The Act on Industrial disputes
 - Muslim Marriage and divorce Acts
 - The supreme Court is the highest court of law and the highest court of Appeal

- Fundamental Rights of the people are included in the Constitution.

The Second Republican Constitution of 1978

- It was passed on 31st August 1978
- Under this constitution Sri Lanka is an Independent Democratic Socialist Republic
- It is a constitution having a President with full executive powers
 - The President
 - How the President is elected – through direct votes of the people
 - Powers and functions
 - The President can not be brought to the courts of law
 - President is the Head of the State, head of the Executive, Head of the Government and the head of the Armed forces.
- The Prime Minister and the Cabinet
 - Appointed by the President
 - The Prime Minister holds only a nominal post
 - The head of the Cabinet is the President
 - The Prime Minister and the Cabinet is responsible to the Parliament
 - The president performs executive powers through the cabinet Ministers
- Parliament
 - The legislative council which was called the National State Council under the 1972 constitution is now known as the parliament
 - Number of members, and how they are elected
 - Proportionate representation
 - Electorates
 - Election through the peoples' votes and through the National list
 - Functions of the parliament
 - Legislative function
 - Referendum
 - One way of practising the legislative power by the people

- The Judiciary
 - There are 6 types of Judicial institutions
 - 1. The supreme Court
 - 2. Court of Appeal
 - 3. High Courts
 - 4. District Courts
 - 5. Magistrate Courts
 - 6. Primary Courts

- Independence of the judiciary
 - Provisions for the preservation of the independence of the judiciary (Articles 107 – 117 of the contitution)

- Fundamental rights
 - Fundamental rights are clearly stated in the 1978 constitution.
 - Measures that can be taken at violation of fundamental rights
 - Parliamentary Commissioner

- Changes in the Local government system
 - Establishment of Development Council, abolishing village councils and Town councils
 - Establishment of Gramodaya Mandala
 - Establishment of provincial Councils (13th Amendment to the constitution) in 1987
 - Establishment of Pradesheeya Sabahas in 1987

- The system of Local Government Institutions in the present Sri Lanka
 - Provincial Councils
 - Municipal Councils
 - Urban Councils
 - Predesheeya Sabhas

- Powers of the Provincial Councils
 - 37 decentralised powers (According to the Ninth Schedule of the 13th Amendment to the constitution)

11.6.3 Measures on development after gaining independence

- Education
 - Several steps have been taken for the development of Education
 - White paper on Education in 1950
 - To have three stages in education
 - Primary, Secondary and Higher Education
 - Compulsory education between 5 – 14 years
 - Withdrawing barriers to establish Assisted Schools
 - Development of education under the government established in 1956
 - Education up to the end of secondary Education in the Mother tongue
 - Starting again the free midday meal in the school
 - Science scholarship examination in grade 8
 - Senior schools were made to be 'Maha Vidyalayas'
 - Introducing a science laboratory to each Maha Vidyalayala
 - Establishment of Vidyodaya and Vidyalkara University in 1958
 - Take over of Assisted schools and Teachers colleges under the government
 - Appointment of National Education Commission in 1961 (Mr. J.E. Jayasuriya as the Chairman)
 - Technical Education Commission (Mr. T.P.de S Munasinghe as the Chairman)
 - Education white paper in 1964
 - Education white paper in 1966
 - Higher Education Act No 20 in 1960
 - Establishment of a National Commission on Higher Education (on establishment and administration)
 - Establishment of Junior Universities
 - Educational Reforms in 1972
 - The age of admission to schools was made to be age 6
 - Changes in the school curriculum Introduction of Pre Vocational Subject
 - Introduction of Social Studies as a new subject
 - Starting In service Teacher training programme
 - Education white paper 1981
 - The scheme of continuous evaluation
 - Decentralization of educational administration
 - Establishment of the National Institute of Education
 - Curriculum reforms
 - In service Teacher Training
 - Distance Teacher Education

- Development in University Education
 - Establishment of new universities
 - Establishment of Open University
 - Mahapola/ Scholarship programme
- Agriculture
 - Changes in the subsistence Agriculture
 - Distribution of lands to those who do not have lands for cultivation
 - Large Irrigation projects and colonization schemes
 - Gal Oya scheme
 - Measures for the welfare of the paddy cultivators
 - Paddy Field Act
 - Subsidy on manure
 - Nationalization of plantation estates (State plantation Corporation)
 - Land reformations in 1972 and 1975
 - Nationalization of lands (Janavasama)
 - Scheme on widening of villages
 - starting cooperative farming system
 - Establishment of District Development Councils
 - Mahaveli Development Project
 - Udawalawa Project and other River Valley Development Projects
 - Measures on the development of plantation – tea, rubber, coconut and minor export crops
- State entrepreneurship
 - Starting nationalized services under the government of Mr. S.W.R.D. Bandaranayake
 - Transport, Petroleum, Insurance companies were nationalized
 - Development of Banks – Establishment of Peoples Bank
- Industries
 - There were only few industries at the time of gaining independence
 - Industries that were at a loss were closed down
 - Development of industries such as – Plywood, Leather Products, brass work etc.,
 - Starting new industries such as – Cement, Paper, Ceramic, etc.
 - Department of Commercial Industries established in 1950s supplied loans for industries such as textiles, Soap, Paper, Sweets , etc.
 - Government involvement in industries since 1956

- State Industrial corporation Act 1957
- Establishment of Industrial Development Board in 1969 (to supply facilities on industrial service)
- State involvement in industries during the period 1970 – 1977
- Export oriented Industries after 1977
 - Priority on private sector
 - Greater Colombo Economic Commission
 - Free Trade Zones in Katunayake and Biyagama
 - Industrial Towns
 - Garment Factories project
 - Sri Lanka Board of Involvement
 - Starting Regional Industrial projects
- Social Welfare
 - Health
 - Free health facilities
 - Development of hospital facilities
 - Measures for the prevention of diseases
 - Education
 - Free School books
 - Free school uniforms
 - Free Mid day meal
 - Grade 5 scholarship system
 - Transport
 - Nationalization of transport services
 - Development of roads and highways
 - Development of port
 - Communication
 - Development in postal and telecommunication services
 - Telephone facilities
 - Development of Radio and Television services
 - Other social welfare services
 - Janasaviya
 - Samurdhi scheme
 - Udagam project

Activity 11.6.1

Competency Level : Explains the constitutional reforms of 1972 and 1978

Activity : “ Let us study the history of political parties in Sri Lanka “

Time : 120 minutes

Quality Inputs :

- Annexe 11.6.1.1. A card containing 2 definitions of democracy
- Annexe 11.6.1.2 Election results sheets (1947, 1952)
- Annexe 11.6.1.3 – Election results sheets (1970, 77, 94)
- Annexe 11.6.1.4 Activity sheet
- The text book
- Writing papers, demy papers
- One Bristol board and one Box board

Teaching Learning Process

Step 11.6.1.1 :

- Display the card containing two definitions of democracy – (Annexe 11.6.1.1)
- Ask questions from pupils as follows :
 - What is meant by democracy?
 - What are the benefits of democracy?
- Conduct a discussion highlighting the following.

- Democracy is a government of the people
- Under Parliamentary democratic system, people take part in government through political parties
- Political party is a voluntary organization set up on common policies
- There were several national movements set up with the aim of gaining independence before 1947
- A party system developed in Sri Lanka before 1947
- There is a multi party system in Sri Lanka since 1947 till now

15 minutes

- Step 11.6.1.2** :
- Group the pupils in the class appropriately
 - Distribute Activity sheets given in Annexe 11.6.1.4 so that each group would get one sheet
 - Explain the activity in brief
 - Distribute the information sheet given in Annexe 11.6.1.2 relevant to Activity sheet III and the information sheet given in Annexe 11.6.1.3 relevant to Activity Sheet IV
 - Give instructions to use the text book and other relevant source material
 - Get pupils to do the activity

40 minutes

- Step 11.6.1.3**
- Get each group to present their reports to the class.
 - Get each report to be discussed in the class
 - Get pupils to note down important facts
 - Make a review highlighting the following

- | |
|--|
| <ul style="list-style-type: none">• The need for a party system to implement parliamentary democracy• Although several national movements were started with the aim of gaining independence, they were not organized as political parties• Since 1923 political parties were started in Sri Lanka and developed gradually• In 1947 the first election on party system was held• Through the general election held in 1947, Members of parliament for the 1st Parliament of 1948 were elected• Most of the governments held after the 1st general election were coalition governments• There is a multi party system in Sri Lanka• Parties are formed based on communities |
|--|

65 minutes

Assessment and Evaluation

- Names the National movements formed to gain independence with the years of their formations
- Tabulates the political parties in Sri Lanka and the years of their formation
- Appreciates the contribution of a political party system for the success of a parliamentary system of government
- Works in a group with a group feeling
- Exhibits leadership qualities

Annex 11.6.1.1.

Definitions of Democracy

- It is a form of Government by which all will get rights (Sealar)
- It is a form of government by the people for the people and of the people
(Abraham Lincoln)

Annexe 11.6.1.2

Information Sheet for Activity sheets III and IV

No of M.P.S. elected from different political parties at general elections

Political Party	1947	1952
1. United National Party	42	54
2. Lanka Sama Samaja Party	10	09
3. All Ceylon Tamil Congress	07	04
4. Ceylon Indian Congress	06	-
5. Bolshevik Lenin Party	05	-
6. Communist Party of Sri Lanka	03	-
7. Ceylon Labour Party	01	01
8. United Ceylon Congress	00	-
9. Independent State Party	00	-
10. Independent	21	12
11. Sri Lanka Freedom Party		09
12. Viplavakari Sama Samaja Party		04
13. Federal Party		02
14. Republican Party		00
15. Buddhist Republican Party		00
Total	95	95

Annexe 11.6.1.3

Information sheet for Activity Sheet IV

No of M.P's elected from different parties at general elections

Political Party	1970	1977	1994
1. United National Party	17	140	81
2. Lanka Sama Samaja Party	19	00	-
3. Tamil Congress	03	-	-
4. Communist Party	06	00	-
5. Independence	02	01	10
6. Federal Party	13	-	-
7. Sri Lanka Freedom Party	09	08	-
8. Mahajana Eksath Peramuna	00	00	00
9. Tamil United Liberation Front	-	18	04
10. Ceylin Labour Congress		01	00
11. Sri Lanka Muslim Congress		-	06
12. Eksath Lanka Janatha Party		-	03
13. Peoples United Front		-	91
14. Sri Lanka Pragathisheeli Peramuna		-	01
15. Nawa Samasamaja Party			
16. Democratic Labour Party			
17. Sinhale Maha Sammatha Bhumi Puthra Sangamaya			
Total	151	168	196

Activity Sheet I

For Group I

You are assigned to prepare the table given below clearly in a Demy paper supplied to you so that it could be displayed in the exhibition board.

“ National Movements formed to
gain independence”

1. Indicate the year of formation of each of the national movements in the cage given.

Year	Name of the National Movement
	Non Alcoholic Movement Ceylon Reformation Congress All Ceylon Tamil Council Malay Political Organization Up Country National Council Sinhala Maha Saba Tamil Congress

2. Why were there National Parties not recognized as political parties.

Activity Sheet II

For Group 2

You are assigned to prepare the Chart given below clearly in a demy paper so that it could be displayed in the exhibition board.

“The Political Parties in Sri Lanka
before 1947”

Question	Answer	Picture
1. The name of the 1st Political Party in Sri Lanka		
2. Its Leader		
3. Educated, intelligent young people who had education at Britain and had returned, started forming political parties What is the political party formed accordingly in year 1935		
4. Its' Leader		
5. The political party formed in 1935 was divided into 2 parties due to the disputes of views What were those two parties? and the names of the Leaders of those two parties.	1. Party Leader 2. Party Leader	
6. The political Party formed in 1996		
7. Its Leader		

Paste pictures at relevant places

Activity Sheet III

For Group 3

You are assigned to fill in the table given below with information relevant to the general election held in 1947. Prepare it in a Demy paper supplied to you clearly so that it could be displayed in the exhibition board.

Collect information for this from the election results sheet given in Annexe 11.6.1.2 and the text book.

The Model for the table is given below . Complete the column B to tally with column A

Column A	Column B
1. How many political parties contested the general election held in 1947	
2. What is the political party that won the majority of seats at the general election held in 1947	
3. For how many electorates (seats) did candidates contested at the general election held in 1947	
4. Who was the Prime Minister of the 1st Parliament established in 1948 under the results of the general election held in 1947	
5. Who was the leader of the opposition party of the 1st parliament of 1948	

Activity Sheet IV

For Group 4

You are assigned to prepare a table according to the format given below including information about coalition governments formed in Sri Lanka under the results of the general elections held since 1947.

Prepare it clearly in a Demy paper provided to you so that it could be displayed in the exhibition board.

Collect information for this from the general election results given in Annexe 11.6.1.2 and 11.6.1.3 and also from the text book.

Format of the Table

Year of the general election	Political parties joined in the coalition government

Activity 11.6.2

Competency Level : Explains the constitutional reforms of 1972 and 1978

Activity : “ Let us compare the presidential constitutions of 1972 and 1978 “

Time : 160 minutes

Quality Inputs :

- Annexe 11.6.2.1 - Activity Sheet
- Constitution of 1972 and 1978
- Grade 11 Text Book

Teaching Learning Process

Step 11.6.2.1 :

- Raise Questions
 - Name the constitution that was functioned before 1972
 - Who was the head of the State according to that constitution?
- Conduct a discussion highlighting the following

- Through the presidential election of 1972 the position of the queen as the head of the state and the powers she had on Sri Lanka were removed.
- Since 1972 Sri Lanka becomes an independent republic.
- Many reforms were done in the legislature, executive and judiciary to suit an independent republic
- The 2nd presidential constitution was brought in 1978, many reforms in the legislature executive and judiciary were done according to this constitution.

15 minutes

Step 11.6.2.2 :

- Group the pupils in the class appropriately .
- Distribute the Activity Sheets given in Annexe 11.6.2.1 so that each group would get one.
- Get them refer the constitutions of 1972 and 1978
- Get pupils involve in the activity
- Give instructions and guidance when necessary

25 minutes

Step 6.6.2.3

- Get each group to present their activities to the class
- Identify pupils' strengths and weaknesses
- Make a review highlighting the following .

- According to the constitution of 1947 the queen of England was regarded as the head of the state of Sri Lanka
- Under the presidential constitution of 1972 the position and the powers of the queen were removed
- Since then Sri Lanka became an independent republic
- The parliament of 1972 was known as the National State Council.
- The representatives were selected under a simple majority representative system
- The nominal head of the state was the President.
- The upper House (the senate) was abolished
- Many reforms were introduced in the Judiciary
- The right to appeal to the Privy Council was removed
- By this the independence of Sri Lanka was confirmed
- Further, the principle of equality before the law too was confirmed.
- Reforms were brought relevant to the Local government institution too.
- Under the constitution of 1978 the legislative body was again named as the Parliament
- Under the constitution of 1978 the position of the executive president was introduced
- Many powers were centred around the president
- A new representative system was introduced
- The representatives of the parliament, provincial councils and the Local Government Institutions are elected on the proportionate representative system
- The president is elected direct by the people through their votes.
- Through referendum people get direct participation in legislative work.
- Establishment of the post of Ombudsman
- It is a measure taken for the presentation of human rights
- Many reforms were done in the judicial system

- Mediation Boards were introduced
- Under the thirteenth Amendment to the constitution of 1978, Provincial Councils were established
- Structural changes in the local Government Institutions were done

80 minutes

Assessment and Evaluation

- States the changes done through the constitutions of 1972 and 1978
- Speaks in pride of establishing an independent republic through the constitution of 1972
- Tabulates comparatively the changes done in the legislative, executive, judicial and local government institutions introduced by the constitutions of 1972 and 1978
- Works with a group feeling
- Exhibits leadership qualities

Follow up work

Collect information on advantages and disadvantages of simple majority representative system and advantages and disadvantages of proportionate representative system.

Activity Sheet

Activity Sheet for Group I

1. Tabulate the changes introduced by constitutions of 1972 and 1978

1972	1978

2. Explain in brief the powers of the president as the nominal head of the state and the ombudsman
3. Write in short the aims of establishing provincial Councils

Activity Sheet for Group II

Tabulate the powers and the functions of the prime Minister under the constitution of 1972 and the executive president under the constitution of 1978 in the format given below

Prime Minister 1972	Executive President 1978

Activity Sheet for Group III

1. Tabulate the representative systems under the constitution system of 1972 and that of 1978 in the format given below.

Representative system 1972	Representative system 1978

2. Write short notes on the following :
 - Simple majority representative system
 - Proportionate representative system
 - Presidential election
 - Referendum

Activity Sheet for Group IV

1. Compare the changes made in the judicial system under the constitutions of 1972 and 1978 in the format given below

Judiciary - 1972	Judiciary - 1978

2. Explain in brief the changes made in the Local Government Institutions under the Constitutions of 1972 and 1978.

Activity 11.6.3

Competency Level : Examines the effectiveness of development measures undertaken in Sri Lanka after independence

Activity : “ Let us examine the development measures undertaken in Sri Lanka after the independence “

Time : 200 minutes

Quality Inputs :

- Annexe 11.6.3.1 : A model for the exhibition of activities
- Annexe 11.6.3.2 : Activity Sheets
- Demy papers of different colours and pens
- Footsteps of fifty years (Central Bank – Publication)
- Grade 11 – Text book

Teaching Learning Process

Step 11.6.3.1 :

- Start a discussion posing questions as follows :
 - What were the reasons for the decline of subsistence agriculture in Sri Lanka during the British period?
 - What were the reasons for starting plantation estates during the British period ?-
- Conduct the discussion highlighting the following

- | |
|--|
| <ul style="list-style-type: none">• The subsistence agriculture in Sri Lanka declined during the British period.• The plantation sector developed during the British period.• Local industries too declined• After the independence there was a development in the fields of education, health, transport and communication |
|--|

15 minutes

Step 11.6.3.2 :

- Group the class appropriately
- Distribute activity sheets given in Annexe 11.6.3.2 among the groups
- Assign the relevant field of study to each group
- Notify pupils about the model where the activities have to be displayed as explained in Annexe 11.6.3.1
- Give necessary instructions and guidance while pupils are involved in work

105 minutes

Step 11.6.3.3

- Get each group to present their activities
- Get each group to place their creation in the model for exhibition as given in Annexe 11.6.3.1
- Identify the strengths and weaknesses of the group activities
- Get pupils to note down important facts
- Make a review highlighting the following

- Government that came to power after independence took measures for the development of subsistence agriculture
- Accordingly steps were taken to develop paddy cultivation, cultivation of minor export crops, animal husbandry, fisheries industry in the sea water and in the fresh water
- Those measures helped to develop the living condition of the people of Sri Lanka
- Steps were taken for the natives to receive the income of the plantation sector
- Changes took place in the cultivation of tea and rubber
- Measures were taken to develop industries to meet the needs of the nation.
- Accordingly measures were taken to develop large scale, small scale and cottage industries.
- The government during that period took steps to undertake nationalized projects through state entrepreneurship
- Steps were taken for the development of education, public health, transport and communication for the enhancement of public welfare
- As a result of such measures a quantitative as well as a qualitative development took place in those fields.

80 minutes

Assessment and Evaluation

- Names the different fields of development in Sri Lanka after the independence.
- Appreciates the measures taken for development
- Tabulates development measures
- Develops a concept map in cooperation with the group
- Develops personality characteristics.

Follow up work

Prepare a booklet on the topic “Welfare Services of Sri Lanka” including different development measures undertaken during the period 1948 - 1977

Instrument for extended learning

1.0 Evaluation stage - Term 1 - Instrument I

2.0 Competency levels covered-

- Explains how the British established their power in Sri Lanka making use of the weaknesses of the government of the national rulers
- Analyses how the natives rose against the British rule to preserve independence
- Explains information about the reforms introduced in Sri Lanka during the period of the British rule

3.0 Subject content covered

11.1.1, 11.1.2, 11.1.3, 11.2.1, 11.2.2, 11.2.3

4.0 Nature of the Instrument

Programme on questions and answers

5.0 Aims of the Instrument

- To get pupils to study how Sri Lanka came under the British rule
- To get pupils to analyse information about struggles for independence against the British rule
- To motivate pupils to study about the changes in the governance and administrative system until the establishment of parliamentary system of government in Sri Lanka
- Get pupils to identify the changes in the Sri Lanka economy as a result of the British rule

6.0 Instructions to the teacher :

- Inform how the programme on questions and answers going to be carried out and the date
- Group the class to construct questions
- Give instructions about the lesson units and sub units that each group is assigned to prepare questions

Group	Lesson Unit
Group 1	11.1.1, 11.1.2
Group 2	11.1.3 (up to 1924 AD)
Group 3	11.1.3 (1931 – 1947)
Group 4	11.2.1, 11.2.2, 11.2.3

- Give instructions to pupils about the number of questions to be prepared by each group..
- Give instructions about how questions are to be constructed
eg : Questions should be based on the assigned lesson unit and should be precise to have précised answers.
- Inform the date that they should bring questions.
- Go through the questions and edit them.
- Give instructions to pupils to study the subject content covered in the programme and come ready for it.
- Organize to have the programme on the fixed date
- Give necessary guidance to pupils to organize the programme
- In the course of the programme correct the errors made by pupils in answering questions
- Prepare a methodology for awarding marks

Instructions to the pupils

- Construct questions relevant to the lesson units assigned by the teacher.
- Study units 11.1 and 11.2 and be ready for the programme
- Give necessary support in implementing the programme

Instrument for extended learning

1.0 Evaluation stage - Term 2 - Instrument 2

2.0 Competency levels covered-

- Explains how Japan developed as a world power
- Speaks in pride of how Indians worked for the independence of their country
- Explains how China developed by working according to a plan
- Explains how the 1st world war and the 2nd world war became barriers in the progress of the mankind and works to avoid arising wars.
- Compares the failure of the League of Nations and the United Nations Organization
-
- Tabulates the characteristics of Fascism and Nazism
- Speaks in Pride of the contribution of the United Nations Organization in the preservation of world peace.

3.0 Subject content covered

11.3, 11.4

4.0 Nature of the Instrument

An Exhibition

5.0 Aims of the Instrument

- To motivate pupils to study information about the rise of Asian countries in the 20th century
- To examine the factors that led to the 1st world war and its results
- To examine the factors that led to the establishment of the League of Nations, its aims and factors that led to its failure
- To study the factors that led to the 2nd world war and its results and factors that led to the establishment of the united Nations Organization, its aims structure and measures taken to preserve world peace.

6.0 Instructions to the teacher on implementation of the instrument :

- Get pupils knowledgeable about the subject unit covered through the instrument and its aims
- Group the class appropriately

- Assign a topic to each group

- Group I
 - India
 - National Movement
 - Mahathma Gandhi
 - Division of India

- Group II
 - Japan
 - Tokugava age
 - Maiji reforms
 - Rise of Japan
 - Destruction of Hiroshima and Nagasaki
 - Development again under Marshal plan

- Group III
 - China
 - Major stages of the Chinese revolution
 - Rise of peoples' China
 - Economic plans
 - Cultural revolution

- Group IV
 - 1st World War
 - Causes of the war
 - Major parties
 - Results
 - League of Nations

- Group V
 - 2nd World War
 - Rise of Fascism
 - Rise of Nazism
 - Causes of the 2nd world war
 - Major parties
 - results

- Group VI
 - The United Nations Organization
 - Origin
 - Aims
 - Structure
 - Attempts for peace

- Give instructions about the exhibits that can be prepared by each group
- Get pupils to present a short explanation about the exhibit that may present
- Get pupils in other classes to whom this subject area becomes important to see the exhibition
- Evaluate group activities using suitable evaluation criteria

Instructions to the pupils

- Prepare exhibits such as pictures, photographs, maps and information relevant to the topic assigned to your group .
- Organize the exhibition properly
- Get ready to present a short explanation about the exhibit that you are going to present in the exhibition
- 7. Evaluation

Evaluation Criteria	Marks
<ul style="list-style-type: none"> • Relevance of the exhibits • Accuracy of information presented • Creativity • Dedication to work 	

Instrument for extended learning

1.0 Evaluation stage - Term 3 - Instruments 3

2.0 Competency levels covered-

- Examines the importance of the system in implementing parliamentary democracy
- Explains the constitutional reforms of 1972 and 1978
- Examines the effectiveness of the measures on development implemented in Sri Lanka after the independence

3.0 Subject content covered

11.6

4.0 Nature of the Instrument

Preparing a an information sheet

5.0 Aims of the Instrument

- To study the constitution of 1972 and 1978 and their differences
- To study about the measures on development in Sri Lanka after the independence

6.0 Instructions on implementation of the instrument :

Instructions to the Teacher

- Get pupils knowledgeable about the aims of the instrument
 - Group the class appropriately
 - Get pupils knowledgeable about how the instrument is going to be implemented .
- Assign topics to the groups
 - Group I
 - Collect information about the 1st Republication Constitution of 1972 relevant to the following topics
 - The office of the president
 - The Prime Minister and the cabinet
 - National State council and election of members to it
 - Fundamental human rights
 - Judiciary
 - Local Government Institutions

- Group II
- Collect Information about the 2nd Republication Constitution of 1978 relevant to the following topics
 - The office of the president
 - The Prime Minister and the Cabinet
 - Parliament and election of Members to it
 - Fundamental human rights
 - Judiciary
 - Local Government Institutions
- Group III
- Collect Information about the measures taken for the economic development of Sri Lanka after the independence relevant to the following topics
 - Agriculture
 - Industries
 - Services
- Group IV
- Collect information about the measures taken for the social development of Sri Lanka under the following topics
 - Education
 - Health
 - Transport
 - Communication

- Get pupils knowledgeable about the services for collecting relevant data
- Inform pupils about the date of presenting the information sheet
- Provide opportunity to each group to present the information sheets that they have prepared to the class
- Evaluate group activities using relevant criteria
- Get pupils in other groups to make comments on the information presented by each group
- Make a review so that the groups can exchange their knowledge

Instructions to the pupils

- Collect sufficient information on the topic assigned to your group
- Prepare the information sheet creatively
- Present the information sheet to the class on the fixed date
- Be ready to make comments on the presentations of the other groups
- Compile a file of information to be used in your studies collecting information presented by all the groups

7. Evaluation Criteria

Evaluation Criteria	Marks
<ul style="list-style-type: none"><li data-bbox="320 383 687 421">• Relevance of the exhibits<li data-bbox="320 432 805 470">• Accuracy of information presented<li data-bbox="320 481 687 519">• Sufficiency of information<li data-bbox="320 530 504 568">• Creativity<li data-bbox="320 580 536 616">• Presentation	

