

Annexe 4:

Table 4.1: Coverage of topics in Civics/Social Studies in secondary curriculum

	CIVED Teacher Questionnaire Section H	Civics Syllabus prior to 1972	Civic related topics in Social Studies Syllabus after 1972	Proposed civic education/civics syllabus, to be implemented from 2005
1	National Constitution and State/political institutions	All aspects of the parliamentary system of government and its history (Grades 7, 8, 9,11) Local government institutions	The legislature, executive, judiciary (Grade 9)	The significance of a constitution for the administration of a just society. Local government bodies and people's representation, devolution of power between central government and Provincial Councils, ministries, services and defense in Sri Lanka
2	Citizens' rights and obligations	Characteristics of citizenship (Grades 6, 7, 8)	Basic rights and responsibilities, right to vote	Responsibilities and duties as members of a family and society, active participation, fostering human values, safeguarding our national heritage, public services eg. electricity, transport, health, education
3	Different conceptions of democracy	Democracy and totalitarianism - advantages/disadvantages (Grades 8, 9, 11)	Concepts and basic characteristics of democracy, universal franchise, the administrative structure (Grades 7, 8,11)	Importance of people's participation for success of democracy, differences in totalitarianism
4	Different /comparative systems of Government	Feudalism, dictatorship, British system of govt. (Grade 11)	-	Educate the student for challenges of globalization
5	Elections and electoral systems	People's representation in the parliament	Voters, voting	The importance of people's participation for the success of democratic rule, the majority wish and participation, Local government (Provincial Councils and Local bodies), Parliamentary elections, political parties and leadership, altruistic attitude and political ethics

6	The Judicial system	Judiciary district and magistrate courts, Chief Justice, British judiciary, (Grades 7/ 8/ 9/ 11)	The judicial system (Grade 9)	Independence of the judiciary
7	Human and civil rights	-	Civil rights and responsibilities (Grade 11)	Freedom, equality, justice, human rights in constitution, independence of judiciary, human rights of students, self discipline, respect for law, respect for human life and human dignity
8	Important events in the nation's history	Important political events	Early settlements, Vijaya and the Aryans, introduction of Buddhism, social reforms	-
9	International organizations	UNO and affiliated institutions, Commonwealth	SAARC, OPEC, Colombo Plan, UNO and affiliated organizations, UNCTAD, European Union, GATT	World Bank, ADB, Colombo Plan, OPEC
10	International problems and relations	-	Regional problems, International cooperation (Grades 8,11)	Past relations and their nature, Political and economic relations with Portuguese, Dutch and British
11	Migrations of people	-	-	-
12	Economic issues	Five year plan, The world market, import and export activities, under development, the government budget, services of economic production, state enterprises, investment, customs, finances, state sector consumer	Population and resources, Industries, Agriculture, Development, Cash crops and livelihoods	Development, developing countries, measuring development, problems arising due to process of development, human relations in process of development

		services (Grades 7-11)		
13	Social welfare	Society, Religious Organization co-operation society	-	Identification of social problems, one's own and participation in remedial measures. Participatory social values.
14	Trade/labour unions	Trade	Foreign trade	-
15	Equal opportunities for women and men	-	-	Different cultures and their characteristics, national identity and unity, national flag, song, flower, tree, emblem, social cohesion, respect for diverse communities, importance of a multi-cultural society, unity in diversity
16	Cultural differences and minorities	Customs, Social and religious co- existence, (Grades 6, 7)	Co-existence and identity, social cohesion with diverse groups, National flag, song, emblem (Grades 6, 7)	-
17	Environmental issues	-		-
18	Civic virtues	-	-	Social values, customs in a family human values, respect for human life and values, elimination of terrorism
19	Dangers of propaganda and manipulation	-	-	-
20	Media	-	-	-

Table 4.3: Percentage responses of teachers and principals indicting how civic education should be taught

TQ SCH Q	How should Civic Education be taught?	SD / D %		A / SA %	
		Pr	Tr	Pr	Tr
A1	Should be taught as a specific subject	37	39	63	61
A2	Should be taught integrated into subjects related to human and social sciences, like Social Studies, History, Geography, Languages, Religion, Environmental Studies, Developmental Studies	24	27	76	73
A3	Should be integrated into all subjects taught in school	36	39	64	61
A4	Should be an extra curricula activity	62	71	38	29

Table 4.4: Percentage responses of teachers indicating how much civic education matters

TQ	How much does Civic Education Matter	SD/ D %	A/ SA %
C1	Teaching civic education makes a difference for students' political and civic development	13	87
C2	Teaching civic education in school matters a great deal for our country	02	98
C3	Schools are irrelevant for the development of students' attitudes and opinions about matters of citizenship	91	09
C4	Education authorities pay little attention to civic education	42	58

Table 4.5: Percentage responses of teachers indicating what is worth learning in civic education

TQ	What is Worth Learning in Civic Education	SD/ D	A / SA
B1	There is broad consensus in our society on what is worth learning in civic education	45	55
B2	Teachers should negotiate with students what is to be studied in civic education	29	71
B3	Teachers should teach according to curriculum standards/requirements in the area of civic education	17	83
B4	What is important in civic education cannot be taught in school	86	14
B5	Because of conflicts and different opinions in society there cannot be agreement on what should be taught in civic education	65	35
B6	Changes have been so rapid in recent years that teachers often do not know what to teach in civic education	48	52

Table 4.10: Teachers' response on what needs to be improved about civic education in their schools

TQ	What needs to be improved about Civic Ed. in your school?	%
J1	More materials and text books	30
J2	Better materials and text books	39
J3	Additional training in teaching methods	46
J4	Additional training in subject matter knowledge	55
J5	More cooperation between teachers in different subject areas	31
J6	More instructional time allocated to civic education	14
J7	More cooperation with external experts	25
J8	More opportunities for special projects	35
J9	More resources for extra-curricular activities	33
J10	More autonomy for school decisions	14

Table 4.12: Percentage responses of students indicating classroom climate and activities

SQ N Class rooms	Please read each statement and select the box in the column which corresponds to the way you feel about the statement (when answering these questions think specially about classes in Social Studies and History)	Never/ rarely	Sometimes/ often
N1	Students feel free to disagree openly with their teachers about political and social issues during class	54	46
N2	Students are encouraged to make up their own minds about issues	42	58
N3	Teachers respect our opinions and encourage us to express them during class	29	71
N4	Teachers place stress on learning facts or dates when presenting history or political events	24	76
N5	Students feel free to express opinions in class even when their opinions are different from most of the other students	21	79
N6	Teachers require students to memorize dates or definitions	31	69
N7	Teachers encourage us to discuss political or social issues about which people have different opinions	31	69
N8	Teachers present several sides of an issue when explaining it in class	27	73
N9	Students bring up current political events for discussion in class	47	53
N10	Memorizing dates and facts is the best way to get a good grade from teachers in these classes	35	65
N11	The teachers asks questions and students answer	26	74
N12	Students work on material from the textbook	30	70

Table 4.13: Percentage responses of teachers indicating activities used in class

TQ Section I	How often are the following activities used in your classes?	Never/ Sometimes	Often/ V. often
I1	The teacher chooses the issues to be discussed in class	44	56
I2	Students work on projects that involve gathering information outside of school	61	39
I3	Students study text books	24	76
I4	Students wok on drill sheets or work sheets	25	75
I5	Students work in groups on different topics and prepare presentations	45	55
I6	Students participate in role-play and simulations	63	37
I7	The teachers asks questions and students answer	14	86
I8	The teacher lectures and students take notes	70	30
I9	The teacher includes discussion on controversial issues in class	45	55
I10	Students participate in events or activities in the community (society)	57	43

Table 4.16: Percentage responses of teachers indicating functions of student assemblies in schools

Student participation in school life		TQ	
	In your school what is the function of students' assemblies?	Yes %	No %
M1	To solve school problems	57	41
M2	To empower students to decide for themselves	59	37
M3	To avoid classes	07	90
M4	To participate in the political life of the school	15	82
M5	To cooperate with teachers to solve problems of discipline	87	11
M6	To resolve conflicts between students and teachers	60	37
M7	To organize cultural activities	95	03
M8	To organize excursions	88	10
M9	To resolve conflicts among students	80	18

Table 4.17: Percentage responses of principals indicating the frequency of student negative behaviors in school

Please indicate how frequently each of the following occurs in your school		never %	Sometimes %	Often %
A	Vandalism	34	63	03
B	Drugs	75	24	01
C	Truancy	25	74	01
D	Racism	93	06	01
E	Religious intolerance	94	02	04
F	Alcohol	68	31	01
G	Bullying	31	66	03
H	Violence	48	50	02