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UNIVERSITY EDUCATION IN HUMANITIES AND SOCIAL SCIENCES IN SRI LANKA

BEYOND BOUNDARIES

ONE HUNDRED YEARS OF HUMANITIES AND SOCIAL SCIENCES IN SRI LANKAN UNIVERSITIES

VOLUME II: SOCIAL SCIENCES

Edited by

Premakumara de Silva

K. N. O. Dharmadasa

Asanga Tilakaratne

Chamalie Nahallage

Wimal Hewamanage

UNIVERSITY GRANTS COMMISSION

SRI LANKA

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Centenary Celebrations of Humanities and Social Sciences in Sri Lankan Universities (1921-2021)

Beyond Boundaries: One Hundred Years of Humanities and Social Sciences in Sri Lankan Universities - Volume I: Humanities

Beyond Boundaries: One Hundred Years of Humanities and Social Sciences in Sri Lankan Universities - Volume II: Social Sciences

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Premakumara de Silva
Decemnber 20, 2021

ABBREVIATIONS

UGC	University Grants Commission
CMB	University of Colombo
PDN	University of Peradeniya
SJP	University of Sri Jayewardenepura
KLN	University of Kelaniya
MRT	University of Moratuwa
UJA	University of Jaffna
RUH	University of Ruhuna
EUSL	Eastern University, Sri Lanka
SEUSL	South Eastern University of Sri Lanka
RUSL	Rajarata University of Sri Lanka
SUSL	Sabaragamuwa University of Sri Lanka
WUSL	Wayamba University of Sri Lanka
UWU	Uva Wellassa University of Sri Lanka
UVPA	University of the Visual & Performing Arts
GWUIM	The Gampaha Wickramarachchi University of Indigenous Medicine, Sri Lanka
OUSL	The Open University of Sri Lanka
SVIAS	Swami Vipulananda Institute of Aesthetic Studies
RAFA	Ramanathan Academy of Fine Arts
SP	Sripalee Campus
TRINCO	Trincomalee Campus
VAV	University of Vavuniya

Chapter 1

INTRODUCTION: HUNDRED YEARS OF HUMANITIES AND SOCIAL SCIENCES IN SRI LANKAN UNIVERSITIES

Premakumara de Silva

> The aim of university education should be to turn out true servants of the people who will live and die for the country's freedom.
>
> - Mahatma Gandhi

> 'Critical' does not mean destructive, but only willing to examine what we sometimes presuppose in our way of making a more livable world.
>
> - Judith Butler

> The highest priority of streamline of our education system to be compatible with economic development. Outstanding individuals are needed for every culture. They do not spring up in one race, one religion or one class. They bounce from competition in a society where facilities are provided for all equally.
>
> - Gunapala Malalasekera

This introductory chapter is about the collection of chapters written by respected academics from the Sri Lankan university system to mark the centenary milestone of Humanities and Social Sciences (HSS) education in the country. I would like to introduce the reader first to the contents of the volume dedicated to Humanities and Social Sciences while touching what exactly is meant by the wider fields of Humanities and Social Sciences and how it helps us to understand the human world better. Then I will take the reader to the beginning and the expansion of the fields of Humanities and Social Sciences in Sri Lankan universities over the last one hundred years, and will provide some reflections on future orientation as well. It may provide substantive context in which those scholarly chapters can be situated to highlight the disciplinary development with a futuristic vision. Most of the chapters which appear in this volume attempt to outline the origin and development of each disciplinary history with a particular focus on the context of higher education in Sri Lanka.

In general, the Humanities and Social Sciences, traditionally known as "liberal arts", are academic disciplines that examine human society and behavior, as well as culture and social constructs. Humanities and Social Sciences are very broad fields of studies. While the "Humanities" focuses on the human condition, "Social Sciences" are more related to human behavior. In other words,

the Humanities and Social Sciences have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future. The Humanities and Social Sciences encompass an understanding of the human experience and the relationships between and among individuals and groups within a society. One of the major differences between the two is that Humanities involve a more critical and analytical approach whereas Social Sciences deal with more of a scientific approach.

Humanities are a branch of science that deals with the heritage and the question of what makes us human. Different areas of Humanities deal with law, history, ancient languages, modern languages, philosophy, religion, and visual/ performing arts. They are considered to be more philosophical than Social Sciences. As there is a scientific approach to Social Sciences, it is considered to be a branch of study in between the Humanities and natural sciences. Anthropology, criminology, commerce, archaeology, education, demography, economics, psychology, linguistics, political science, management, international relations and sociology come under the purview of Social Sciences.

The study of Humanities can be traced back to ancient Greece. It was during the Roman times that the concept of the seven liberal arts developed, namely; rhetoric and logic, grammar, music, astronomy, arithmetic, astronomy, and geometry and not to mention the parallel development of similar concepts in the eastern philosophical knowledge production as well. There was a great shift, however, to the study of Humanities in the 15th century. It was after the 15th century that the Humanities were regarded as a subject to be studied rather than practiced. "Social Sciences", as a branch of study, was influenced by the French revolution and the industrial revolution. When discussing the Social Sciences, Karl Marx, Emile Durkheim, and Max Weber are credited with giving it a modern definition. By the late 19th century, compartmentalization of the academic disciplines, first as natural and Social Sciences and then within each one of them, had already been accomplished. The separation of the natural and Social Sciences themselves and both from philosophy is one of the consequences of a historical process of disciplinary specialization. The separation of science from philosophy is mostly reflected in the institutionalization of knowledge production through universities and other higher education institutions. Those institutions became the center of 'scientific knowledge production' in the fields of Humanities and Social Sciences within which such European tradition of Sri Lankan universities were instrumentalized.

A Brief History on the Establishment of University Education

Sri Lanka has a long history of establishing education institutes, particularly pirivena or monastery education since the Anuradhapura period (337 BCE-1055 CE). However, western form of the education system was introduced to the country during the colonial period (1505-1948), particularly under the British (1796-1948). University education in the Humanities and Social Sciences and of course natural sciences in Sri Lanka, then Ceylon, is reaching its 100th year in 2021. University education in the Social Sciences and Humanities in Sri Lanka started in 1921 with the establishment of the Ceylon University College on the

21st of January that same year at the College House, which is currently the central administrative building of the University of Colombo. University College was established to prepare Sri Lankan students for the external degree examinations of the University of London. It ceased to exist in 1942 when it was transformed into the University of Ceylon (de Silva & Peiris 1995).

Subjects studied there adhered to the syllabi prepared for the 'mother institution' – the University of London. The Social Sciences taught were History, mainly History of England and of Europe, Geography including British and European, Western Philosophy and what we now call 'Humanities' subjects: English, Western Classical Culture as well as an 'Oriental' subject, 'Indo-Aryan' which included Sanskrit, Pali, Sinhala and Tamil. Whilst the 'Social Science' subjects as well as English and Western Classical Culture had professorships and separate departments, the three 'Indo-Aryan' subjects had only one professorship and one department and Tamil was under a lecturer-in-charge at its inception. Under Natural Sciences subjects, Mathematics, Chemistry and Physics were taught. The aforesaid 'colonial university outfit' continued till the establishment of the University of Ceylon in 1942. Changes came about in later years. Other universities started coming up from 1958-1959 and almost all the universities today teach Natural as well as Social Sciences and Humanities subjects in our higher education sector.

According to historical sources, the Ceylon University Association was founded in 1906 and campaigned for the establishment of a university level institution in Ceylon. The idea was pushed forward by Sir James Peiris, Sir Marcus Fernando and Sir Ponnambalam Arunachalam. In 1912, the Macleod Committee appointed by Governor McCallum recommended that a University College to be established in Colombo. It would be affiliated to a British University, preferably Oxford, have courses in Arts and Sciences and be open to female students as well. It would be largely residential in character with student hostels. The College would in due course be converted into a degree awarding institution. The proposals were accepted by the Secretary of State for Colonies, but there was no immediate progress due to the advent of World War I (Report 1929).

Immediately after the end of the war, in 1920, the Government purchased 'Regina Walauwa' which belonged to Arthur de Zoysa, grandson of the philanthropist Sir Charles Henry de Zoysa who was reputed to be the richest Ceylonese in the 19th century. The building was re-named as 'College House' and was the first home of the Ceylon University College. The College was initially under the supervision of E. Evans, the Director of Education and the President was ex officio, the Governor of Ceylon, W.H. Manning. At the beginning of the academic year 1921-22, Professor Robert Marrs, a Philosopher was appointed as the Principal of the College (Report 1929). He continued to hold this post for nineteen years until he retired in 1939. He was succeeded by Sir Ivor Jennings who was assigned with the specific task of converting the Ceylon University College into the fully-fledged University of Ceylon. With the initiative of Sir Ivor Jennings, the University of Ceylon was created in 1942 amalgamating the University College and the Medical College. Though, lectures in

the Arts and the Sciences were held at the College House, the students had to go to the laboratories of the Ceylon Technical College in Maradana for the practical component of all the natural sciences. In the first academic year, 115 students were enrolled and eight of them sat for the external degree final examinations of the University of London and seven of them obtained degrees. During the period 1921 to 1935, the total number of Ceylon University College students who graduated from the University of London was 337 including 25 women graduates (de Silva & Peiris 1995).

Under the University of Ceylon, the Faculties of Arts and Oriental Studies were located in Colombo and it was in 1952 that those faculties were shifted to Peradeniya. However, it was only on the 20th of April 1954 that the University of Ceylon was ceremoniously opened by Prince Philip, the Duke of Edinburgh, with the participation of Queen Elizabeth II. It was then referred to as the University of Ceylon, Peradeniya, and the remaining sections including the Medical Faculty came to be known as University of Ceylon, Colombo. In 1959, two other universities were created by raising the Vidyodaya and the Vidyalankara Pirivenas to university status, which came to be known as Universities of Vidyodaya (Sri Jayewardenepura) and Vidyalankara (Kelaniya) respectively (Report 1963).

Expansion of University Education in Sri Lanka[1]

By the controversial Universities Act No. 01 of 1972, university education in Sri Lanka was centralized converting all the universities to campuses under University of Sri Lanka located in Colombo. Thus there arose four campuses, Peradeniya, Vidyodaya, Vidyalankara and Colombo. Ceylon Technical College, Katubedda, was granted university status as the Katubedda Campus. In 1974, a university campus was established in Jaffna. Thus with the enactment of the Universities Act No. 16 of 1978, six autonomous universities in Sri Lanka came into being, namely, Universities of Peradeniya, Sri Jayewardenepura (Vidyodaya), Kelaniya (Vidyalankara), Colombo, Jaffna and Moratuwa (Katubedda). Under this Act, the establishment of the University Grants Commission and a University Service Appeals Board provided for the administration of universities with their campuses and outset the six campuses of the single University of Sri Lanka. The set up under the previous Act No.1 of 1972 was converted to six independent universities on the 1st of January 1979. Currently, the Ministry of Education and the University Grants Commission of Sri Lanka, which was established under the University Act of 1978, govern the state funded university system of the country. The main focus of governments' higher education development up to about 2005 was on the expansion of the state university system, in particular the establishment of a university in every province (total of nine provinces) of the country. This policy objective has been reached, and now Sri Lanka has 17 state universities under the Ministry of Education and University Grants Commission with at least one state university for each province and further expansion of State led higher education is progressing at the moment as well. Those 17 universities come under the purview of the University Grants Commission which controls funding, admission, quality assurance of degree programs and appointments. One of the main tasks

1. For more detail see other chapters in this volume.

of the University Grants Commission is allocating new intakes for Bachelor's degrees in state universities based on the capacity of each university and students' performance at the General Certificate of Education Examination- (Advanced Level). Considering disparities in the distribution of educational facilities at a district level, the University Grants Commission adopts a policy of combining merit system as well as district based quota system in determining the number of students that enter into each stream of study in each university. This policy facilitated access to state universities for students from working class and lower income families particularly the students who follow degree programs which come under the field of Humanities and Social Sciences. Accordingly, 50 per cent of students enrolled in state universities came from underprivileged families. Hence, higher education in Sri Lanka can be identified as an important avenue for social mobility and opportunity for a better life.

Humanities and Social Sciences Education (1921-2021)

Almost all the chapters in this volume look at the past, present and future orientation of each discipline designated under Humanities and Social Sciences. As I mentioned before, the Humanities and Social Sciences education in Sri Lanka started in 1921 with the establishment of the Ceylon University College and subjects studied there were affiliated with the syllabi prepared for the University of London. The social science subjects taught were History, Geography, Philosophy, while the Humanities subjects were English, Western Classical Culture as well as 'Oriental' subjects such as Sanskrit, Pali and Sinhala and Tamil. The first full session (1921-22) was started with Sanskrit, Pali or Oriental Studies by a Professor of Sanskrit and Pali. In 1922, a Professor of Mathematics and two Lecturers in Mathematics, a Lecturer in Classics, a Lecturer in Sanskrit, Pali and Sinhalese and a visiting Lecturer in Tamil were appointed. In the next session (1922-23) an Honors course in Classics and classes in Sanskrit, Pali, Sinhalese and Tamil were started. Instructions in these subjects, namely, Sanskrit, Pali, Latin and Greek, were offered on the syllabuses approved by the University of London, for the Intermediate and Final examinations and similar to other Social Sciences subjects. This colonial university structure continued till the establishment of the University of Ceylon in 1942. Later, with the establishment of new universities with the Faculties of Humanities and Social Sciences, new subjects such as Archeology, Buddhist and Religious Studies, Economics, Political Science, Sociology and Anthropology, International Relations, Demography and Modern Languages were introduced. By now, almost all the 17 universities established under the purview of the UGC offer Humanities and Social Sciences related degree programs and courses, while setting up separate faculties including Law, Commerce and Management, Fine Arts, Education and Library Sciences[2].

Broadly speaking, out of 110 faculties in state universities, 34 are related to Humanities and Social Sciences; this includes faculties in the field of Management, Law, Education, and Fine and Performance Arts (UGC, 2020). Major departments which operated under the Social Sciences related faculties are Economics, History, Geography, Sociology, Political

2. See for more detail in chapters written on those subjects

Science, Archaeology and Philosophy. Since, the fields of Management, Law, Education, Library Sciences and Fine and Performing Arts are considered as disciplines of Humanities and Social Sciences, the faculties related to those disciplinary areas of State Universities were also taken into consideration in this volume. As per the university statistics published by the UGC (2020), there are 6525 permanent academic staff in State Universities and among them 2510 academics (39 percent) are attached to Humanities and Social Sciences and Management Faculties. As far as students enrollment is concerned, there were 54,411 students enrolled into the field of Humanities and Social Sciences including Management & Commerce, Education and Law and this is 49.6 percent of total intake of 109,660 (UGC, 2020). The 2019/20 intake alone absorbed 18,849 students into the broad category of Humanities and Social Sciences, and it is out of a total intake of 41,669 which is as a percentage of 45 percent. As far as external degree programs enrollment figures are concerned, a high percentage of 74 percent are accommodated in the Arts stream apart from the second highest figures shown in the field of Commerce & Management. When considering the total postgraduate enrolment of 35,250 of which 56.93 percent respectively come from Management (19.87 percent), Arts (19.08 percent), Education (16.92 percent) and Law (1.06 percent) and also a total of postgraduate foreign students are concerned out of 694 students and of which 618 belong to Arts (UGC,2020). The latest UGC statistics show that Humanities and Social Sciences education is still the dominant field of university education in the country though some argue about the drastic cut down of 'Arts' education in our universities.

It is evident that over the years, Humanities and Social Sciences education in our universities has been expanded, hence there is something to be celebrated with a serious critical reflection on the journey that we have travelled over the last one hundred years. Thus, how can one reflect on the past 100 years? In my view it is a very difficult question to be answered in a sense that it requires more reflection and space, but as far as Humanities and Social Sciences education is concerned, it is reasonable to say that there are achievements and setbacks. Some have begun to raise several pertinent questions such as the quality assurance of study programs and the quality of our graduates, the relevance of the subjects the students' study vis-à-vis society and most importantly the employability prospects of these graduates etc. These are very serious questions which cannot be ignored by us, and the greatest challenge would be on addressing those questions while stock taking to produce quality graduates who fit into the 21st century. It is a very good opportunity for us as the University Grants Commission and the members of Standing Committee of Humanities and Social Sciences to critically look into our past, present and the future direction of Humanities and Social Sciences education at a time of celebrating its 100th year. In order to do that, we as the Committee decided to take this milestone seriously and critically examine the Humanities and Social Sciences education in the country in order to find out a way forward in the highly challenging and dynamic world that we live in today, even during a deadly pandemic. Most of the chapters in these two volumes address the past, present and future trends of Humanities and Social Sciences education in Sri Lanka.

Moving Forward: Present and Future

As far as Humanities and Social Sciences education is concerned, scholars argue that it is in a 'crisis' situation, but it is not confined to Sri Lanka, as it is a global phenomenon. Some argue that there are systematic biases in the higher institution support with potential to constrain, weaken and disadvantage the Humanities and Social Sciences. The crisis faced by the existing system of university education in Sri Lanka emanates largely from two factors. The first source is the inability of the university system as a whole to move out of the traditional university college model. The exclusive emphasis on undergraduate education is hampered by the limitations of this outdated university college model which is restricting full time postgraduate students' culture in our universities. The second source of crisis is the inability of Humanities and Social Sciences faculties to 'professionalize' their undergraduate programs in tune with the changing demands of the national and global economies and employment markets which have added a new dimension to the crisis. This is in addition to the governing issues encountered by the university system in the country (Report 2015).

Indeed, currently these disciplinary domains are not taken seriously in Sri Lanka. However, my concern is that whether it is a crisis or a cause for concern? Any attempt to make a special case for the Humanities and Social Sciences in a country where these fields have a long and proud tradition, are properly institutionalized within the national university system, and contribute significantly to national knowledge production, has to be careful about the rhetoric it employs. The presumed crisis is primarily based on the graduates of most disciplines that fall within the Humanities and Social Sciences not been economically viable, thereby remaining a burden to the country. Those so called 'Arts graduates' become merely 'job seekers' but not 'job creators'. Further, it has also been noticed that higher education generally is not contributing adequate graduates to drive the required innovation for rapid productivity in industries and economic advancement. Another reason for the crisis is that many colleagues in Humanities and Social Sciences have not shown any clear intent or ability to disprove this popularly held belief by enhancing their own research, intellectual engagement, publishing and public interventions. In this situation, the perception of crisis and decay, which has befallen these disciplines, has become a self-fulfilling prediction. Are Humanities and Social Sciences in Sri Lanka in a real crisis or not? While broadly agreeing with some of the key concerns made by those scholars who stand by the crisis argument, I would like to argue that before it turns into a crisis situation we as responsible scholars in the field of Humanities and Social Sciences must take stock and draw drastic measures to avoid the looming crisis, even at a time of celebrating centenary years of university education in the country.

Addressing this looming crisis requires policy interventions by the government as well as new initiatives jointly by the UGC and the universities. Although there is a policy debate at the national level on this theme, it remains sporadic and inconclusive. A systematic and considered contribution to the debate by the university community under the sponsorship of the UGC, along with concrete ideas for reform and implementation, has

the potential to produce constructive outcomes. Deepening of the national debate, facilitating the emergence of concrete actions for reform and intervention, is indeed the duty of the UGC and the universities. The establishment of presidential task force for higher education is a welcome move and the task force has already proposed key policy changes and drastic measures to be taken to reform the higher education sector of the country (Report 2020).

One of the key areas that I wish to address in this introductory remark is 'research and publication' popularly known as 'Research and Development' (R&D). In countries across the income spectrum, growing investment in R&D including publication is predominantly targeted to advance the natural and health sciences, engineering, agriculture, and technology fields. By contrast, investment in the Humanities and Social Sciences is typically a small fraction of gross domestic expenditure on R&D. This scenario is also true for Sri Lanka. R&D expenditure on Humanities and Social Sciences fields as a percentage is relatively lower than for science, technology and engineering fields. However, our understanding of where investment in the Humanities and Social Sciences is targeted to specific fields related to national priorities has been somewhat limited. Yet, this is significant for evidence-based research policy in Sri Lanka, where social and human challenges lie squarely at the forefront of our current and future development agenda. Humanities and Social Sciences affiliated scientists play a vital role in providing critical analyses of national goals, choices about development policies and strategies, and other national issues pertaining to the transformation of Sri Lankan society. Their involvement is crucial to a deeper understanding of social issues and to stimulating public debate that could lead to a reconsideration of chosen paths. Equally important to any society that seeks to be innovative in its response to the demands of global change is social research that identifies and explains global trends and their implications in political, economic and cultural life, communications and lifestyle changes. Research in the Humanities and Social Sciences is therefore of fundamental importance, particularly at this point in our history. Therefore ignoring or not engaging in research in the fields of Humanities and Social Sciences is detrimental to 'knowledge production and dissemination' and future development. What are the ways in which R&D expenditure in Humanities and Social Sciences can be oriented to address the pressing societal challenges? To achieve the vision of the Social Sciences and Humanities as enshrined in national policy, actors across the national system of innovation must be geared to perform R&D that is oriented to identifying, explaining and actively addressing current societal and economic challenges as well as anticipated future needs. The tools at hand remain the same: innovation incentives, building human resources, or targeted institutional support. However, these should be implemented on the basis of clear analysis of the disciplinary level performance of R&D generally, and of public-interest in particular. We must also not forget to invest in less attractive areas like Humanities in order to understand human feeling and creativity in a much deeper sense. The ability to apply knowledge at higher levels needs the capacity to be innovative and creative in thinking through generating research based knowledge. Funding opportunities

for research provided by grants from the state affiliated or corporate sector agencies are highly limited and very competitive.

Providing university education in the *'svabhāṣā'* (local languages) undoubtedly helped large numbers of youth educated in Sinhala and/or Tamil allowing them to obtain credentials to compete in seeking white collar employment and thereby social mobility. However, it is said to have affected the quality of university education. The overall effect of these policy changes is believed to have led to lowering standards of higher education in general and of research and publication of international standard in particular.

There is a growing attention to enrich the research culture within the Sri Lankan state university system. All universities conduct annual research conferences and symposiums including Humanities and Social Sciences faculties in which hundreds of research papers are presented annually. However, when compared to developed countries, the number of research in the state university system in Sri Lanka remains low due to various factors. It is important to note here that I have highlighted a few key important factors that hinder the university research culture particularly in the field of Humanities and Social Sciences. Thus, it can be noted that the UGC, being the main administrative body of State Universities in Sri Lanka, has identified the importance of engagement by academics in the field of research and the recognition and appreciation of their work. There is also the urgent need of setting up a program and a fund at the UGC for research, conferences, and workshops by the universities, with the aim of supporting initiatives by academics to build and sustain a vibrant culture of research, knowledge production, training and capacity building. This fund should also provide financial support for post-graduate research in Humanities and Social Sciences conducted by students, through a grant and scholarship scheme. It will also ensure that publications by university academics reach and maintain standards of professionalism and quality.

The funding alone will not address the capacity building of research and publication in Humanities and Social Sciences and it is also important to recognize the researcher's scholarly work by rewarding them. The promotion procedure and annual research awards, with all their shortcomings, are the only available mechanisms for rewarding innovation, excellence and scholarship at the university level. Therefore, the UGC Standing Committee will introduce a rewarding system to recognize, appreciate, encourage, and honor the academic staff members in the field of Social Sciences and Humanities in research, innovation, scholarly and creative works at the international level. By such awards, the UGC Standing Committee expects to motivate the staff members for international research activities outside the country and to engage in research that is needed for the socio-economic and cultural development of the country as well. Also, these recognitions will encourage other staff members, particularly young academics, and entice them to get involved in research activities that create and bring the university to a higher level in ranking both nationally and internationally. Furthermore, these recognitions would increase and encourage collaborative research activities within Sri Lanka and outside. I must say such a positive

futuristic intervention would pave the way to Sri Lankan Humanities and Social Sciences knowledge production impacting the global discourses and to create healthy local debates in these disciplines which we have included in this centenary volume.

Though we have achievements and setbacks that have been discussed in this introductory remarks over the years, our universities have managed to produce a large number of graduates and a vast body of knowledge across various disciplines within the Humanities and Social Sciences and on top of that to create internationally renowned scholars. Hence there is something to be celebrated with a futuristic vision on the path we should prepare ourselves for the next one hundred years.

The publishing of an edited volume of this magnitude on the development of disciplinary history of the last one hundred years is not an easy task. At the time of inception of this scholarly task, many individuals and institutions have encouraged and supported us in various capacities to complete this historical book project. Now, as the editor in chief it is time to acknowledge all such support extended to the editorial committee to compile two volumes of this magnitude to mark an important historical conjuncture of Humanities and Social Sciences education in Sri Lanka. Numerous individuals have been instrumental in bringing this collection together, and I would like to offer a big thank you to all the chapter writers, since this certainly would not have materialized without their valuable contribution. Chapter writers were entirely responsible for the content of their respective chapters and the overall volumes contents are not representing any views of the University Grants Commission. Hence, the opinions expressed in this volume are entirely those of the authors and do not necessarily represent the views of the authors' affiliated institutions and the University Grants Commission.

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Chapter 2

SOCIAL SCIENCES VOLUME: AN INTRODUCTION

Chamalie Nahallage, Premakumara de Silva

In light of celebrating a hundred years of teaching Humanities and Social Sciences in Sri Lanka, the UGC has undertaken an important endeavor to publish two volumes separately for Humanities and Social Sciences to showcase the proud history and the gradual development of each discipline up to its present stance representing all state universities. This volume mainly bequeaths such information on the broader disciplines embodying Social Sciences.

Prior to examining the Sri Lankan context it is imperative to have a brief understanding of the origins of the Social Sciences discipline and its progression in the world as reviewed by Nisbet and Greenfeld (2021) in Brittanica (https://www.britannica.com/topic/). Social Sciences can be denoted as any branch of academic study or science that deals with the social and cultural aspects of human behaviour and usually includes Cultural or Social Anthropology, Economics, Political Science, Psychology, and Sociology. In the beginning of the 1950s, the term "Behavioral Sciences" was often applied to some of the disciplines designated today as Social Sciences mainly because subjects such as Physical Anthropology and Physiological Psychology bore relation to some of the more scientific disciplines and they dealt with human behaviour as well.

Social Sciences were recognized as a distinct academic discipline only in the beginning of the 20th century. However, the origins of some of its fundamental ideas and objectives go all the way back to ancient Greeks with their rational inquiries into human nature, the state and morality. The same impulses that led people to explore Earth, and the nature of matter also led them to explore the institutions around them such as the state, economy, religion, morality, and human nature itself. The Greek and Roman heritage had a powerful impact on the history of social thought as it has on other areas of western society. Later, the medieval philosophy and theory, with the medieval worldview that prevailed until about the 16th century was the basis for the rise of several strands of specialized social thoughts that provided the inspiration for Social Sciences.

However, the French Revolution and the Industrial Revolution in the 18th century weakened the old order of European society and the fundamental ideas, themes, and problems of social thought. The effects of these two revolutions undermined and toppled institutions that had endured for centuries together with their systems of authority, status, belief, and community. The political, social, and cultural changes that began in France and England at the end of 18th century spread immediately through France and America in the 19th century and then to Asia, Africa and Oceania in the 20th century.

Towards the end of the 19th century and the beginning of the 20th century, several distinct, specialized areas such as Economics, Political Science, Anthropology (cultural or social), Sociology, Social Psychology, Social Statistics and Social (or Human) Geography were added to the Social Sciences. Along with these competitive additions, the rise of continuously developing colleges and universities around the world expedited the growth in the Social Sciences. As the 20th century unfolded it saw the gradual expansion of these disciplines into many parts of the world including Sri Lanka.

The disciplines of Social Sciences were introduced to the Sri Lankan education system in the early 20th century with the establishment of the Ceylon University College in 1921. From that time onwards it had been incorporated into the curriculum of all the state universities from the time of their respective inceptions and had undergone various reforms during the last century. Pioneering work of many esteemed scholars in each of these respective disciplines firmly established the Social Sciences in the state university system. At present the academics who follow the footsteps of these pioneers are actively engaged in its teaching and research activities throughout the country. The outcomes of research conducted under various topics pertaining to the different disciplines of Social Sciences have immensely contributed to update the existing knowledge and to provide the necessary know how to address the current issues prevailing in the Sri Lankan society. The very nature of the Social Sciences, where it has the ability to work closely with human societies and their respective cultures is a necessity when it comes to taking decisions regarding human welfare and related matters. Therefore, the social scientists and scholars play a crucial role in the universities by training the younger generations to hold and comprehend the responsibilities of the society and prepare them to take its leadership in future. The mechanisms that the universities have employed to achieve the said goals in the respective disciplines of Social Sciences are described in detail in each chapter of this volume.

Accordingly, this volume contains the disciplines of Social Sciences that are currently being taught in all the state universities. The volume consists of 14 chapters, with the first chapter providing an overall introduction to the history volumes and the second chapter proivdes a general introduction to the discipline of Sociel Sciences during the last century and the 14th and final chapter essentially concluding the volume. The rest of the eleven chapters in this volume are dedicated to each of the disciplines namely Geography, Economics, Education, Archaeology, Sociology and Anthropology, Political Science, Management Studies, Mass

Communication, Criminology and Criminal Justice, Demography, and International Relations.

Chapter three discusses the first of the above said subjects; Geography. The context of Geography has long been responsible for promoting awareness, interest and understanding of the diversity of the world's people and places. Geography and geographers have also played a key role in studying the state and process of development at a range of scales from global to local. This chapter describes the world context by highlighting the works of European and Indian scholars. It explains how Geography got incorporated into the school curriculum in Sri Lanka. Further the roles played by Mr. Ginige in 1935 at the University College and the appointment of Ms. Elsie Cook in 1942 to the University of Ceylon, which led to the establishment of the departments of Geography in University of Ceylon and then in University of Peradeniya are discussed in detail. It also explains the contribution of numerous other local and foreign scholars in the academia at the early stages of its development. The chapter describes in detail about the departments of Geography which are in operation in nine state Universities, namely, Colombo, Eastern, Jaffna, Kelaniya, Peradeniya, Ruhuna, Sri Jayewardenepura, Sabaragamuwa, Southeastern and Rajarata. Additionally, the history of their establishments, information regarding the undergraduate degrees in Geography and GIS and the various postgraduate programs conducted by universities to prepare the graduates to meet the demands of the current job market are described. Research undertaken by the pioneering and present academic members, the employability of the graduates and the role of the Sri Lanka Geographers Association are also highlighted.

The fourth chapter discusses the history and the development of Economics. The chapter lucidly describes the early school education system and how it developed its way in to the University College and later to the University of Ceylon. This is closely followed by focused attention on the contributions of the pioneers in Economics; Dr. B.B. Das Gupta, the first Professor of Economics at the University of Ceylon, Dr. H.A. de S. Gunasekera, the first Sri Lankan to hold the Chair of Economics at the university, F.R. Jayasuriya and many others. It explains the curriculum, the types of degree programs offered, the interdisciplinary nature of the subject, and the gradual development of Economics under different distinguished scholars. The expansion of the subject and the introduction of the Economic disciplines to other universities such as the universities of Sri Jayewardenepura, Kelaniya, Jaffna and Ruhuna under the guidance of Sirisena Thilakaratna, F.R. Jayasuriya, S. Rajaratnam and N. Balakrishnan, and Danny Atapattu respectively are documented. Further it explains the effects of transformations that occurred in the 1960's with the shift of the educational medium to *svabhāṣā* and post-1970's developments of curriculum changes to offer job-oriented degrees to the university education in general and to the subject of Economics in specific. In addition, the chapter discusses the conventional and non-conventional courses in Economics available in old as well as new universities and their status. The chapter winds up by discussing the graduate programs for Economics offered in the universities.

The fifth chapter is dedicated to Education. The chapter begins with the informal Education that existed in Sri Lanka prior to the formal establishment of the discipline in the Universities and covers the significant milestones in its historical development. It highlights the impact of the Kannangara report for teacher training and the commencement of the training in 1944 at the Thurstan Teachers College and later at Maharagama as a result. The formal establishment of the Department of Education in the University of Ceylon in 1949 and the postgraduate programs offered are also noted. The shifting of the Department of Education to University of Peradeniya in 1957, the commencement of Bachelor's degrees in Vidyodaya and Vidyalankara in 1959, establishment of the Department of Education in University of Colombo in 1972 with a four year bachelor's programme under Elsie Kotalawala are all addressed in detail. In addition, the chapter describes the contribution made to Education by the establishment of faculties and departments at universities such as the first faculty of Education in University of Colombo in 1975 under Ranjith Ruberu, Education Unit at Open university in 1981 under Ranjith Ruberu and elevation to a faculty in 2003 under Chandra Gunawardena, Department of Education at University of Jaffna under P. Chandrasegaram, and the two Education Units in Eastern and Rajarata Universities. The authors do not fail to mention the pioneers, the degree programs offered and the publications of each institute. Finally, the challenges and strategies in achieving global trends in Education are highlighted in this chapter.

The sixth chapter brings forth the history of the discipline of Archaeology. In a broad sense, Archaeology is an elaborate process involving a detailed study of human culture in historic and prehistoric times by surveying and examining the material remains (artifacts, human and animal bones) to ascertain sites with possible human settlements in the past. The chapter describes the different branches of Archaeology, and the instigation and the development of the discipline over the years in Sri Lanka. It elaborates the roles played by the Ceylon branch of Royal Asiatic Society formed in 1845 with the establishments of the Colombo Museum in 1877 and the Department of Archaeology in 1890 to firmly institute the field in the country. The creation of a post of professor in Archaeology attached to the Faculty of Arts, University of Ceylon by Sir Nicolas Artigala and the appointment of Senerath Paranavitana in 1957 into this position was considered as the beginning of Archaeology in the University sector in Sri Lanka. The chapter enlightens the establishment of Archaeological departments in the seven state universities namely, University of Peradeniya, University of Kelaniya, University of Sri Jayewardenepura, the Buddhist and Pali University, Rajarata University, University of Ruhuna, University of Jaffna, the Sri Lanka Bhikshu University and the Postgraduate Institute of Archaeology of the University of Kelaniya. Further, the pioneers involved in the departmental establishment, expansion of the syllabus, details of staff and students, increase in resources, key publications and outstanding services rendered to the nation and to the academic world are being discussed in this chapter.

The seventh chapter is ascribed to the discipline of Sociology and Anthropology. In this chapter the authors describe in detail about the early development of

the discipline with the introduction of Sociology at the University of Ceylon under the leadership of the American Sociologist Bryce Ryan in 1948. Ryan's significant involvement into the initiation and implementation of the village studies programme and the two of his important publications 'Caste in Modern Ceylon' (1953) and 'Sinhalese Village' resulting from the study are documented within the chapter. Additionally, it looks at the beginnings and the colossal contributions of the first-generation sociologists, Ralph Pieris, S.J. Tambiah, and G. Obeyesekere in relation to the teaching, research and publications pertaining to Sociology. In the rest of the chapter the authors describe the development of Sociology discipline and its current status under the following topics: exodus of the first generation of Sri Lankan sociologists and its impact, recovery and rapid expansion of Sociology teaching in the University system in Sri Lanka from 1980 onwards, stabilization of the Sociology study programmes in the University system in Sri Lanka since 2000, contributions to society by Sociology, global contributions, comparison with developments in India and the way forward.

The eighth chapter is allotted to Political Science. Political Science is the branch of the Social Sciences that studies the state, politics, government and deals extensively with the analysis of political systems, the theoretical and practical applications to politics, and the examination of political behavior. The chapter includes the history of the discipline through its introduction for the time in the Ceylon University College in 1921 and thereafter at the University of Ceylon in 1942. The chapter discusses its early period where the subject was first offered only as some units in the Departments of History and Economics at the University of Ceylon. It also acknowledges the work of I.D.S Weerawardana, a pioneer scholar to teach Politics and a trailblazer in research and publications in the field of Sri Lankan politics. The important milestones of Political Science at the University of Peradeniya where a full programme in Political Science was offered for the first time in 1969 and the establishment of the first Department of Political Science in 1980 to enhance the development of the subject as a separate discipline are highlighted. The chapter further discusses in detail the commencements of the Political Science degree programs in eight state universities and their gradual development in relation to the types of degree programmes offered, the contribution of the distinguished scholars and the respective course contents. Ultimately the authors summarize the contributions to knowledge production through publications made by the Political Science academics and the several significant developments in the Political Science programmes in recent years.

The ninth chapter reviews the history of Management Studies in the university education system. Management Studies refer to the education of theories, policies, practices, systems, methods, and techniques of managing organizations in a way that is effective and efficient. The chapter begins with the discussion on the importance of Management Studies on the performance of an organization to help a country survive in the global economy, and how it helps to create successful managers. The Vidyodaya University was credited with the introduction of Management Studies for the first time in a Sri Lankan university in 1959. The first two programs of studies introduced

were the Business Administration and Public Administration under the then Department of Economics, Business and Public Administration of the Faculty of Arts as a BA degree. In 1972, the Faculty of Management Studies and Commerce (FMSC) was established at the same university, which is the largest Management faculty in terms of student population. In addition, the chapter explains the subsequent commencement of Management Studies in the Universities of Kelaniya, Colombo, Preadeniya, Jaffna, Ruhuna, Eastern, Rajarata, Southeastern, Sabaragamuwa, Wayamba and Uwa Wellassa with detailed accounts of the available degree programs and courses. The establishment of the Postgraduate Institute of Management in 1986 was an important landmark with Gunapala Nanayakkara as its first Director. The chapter further highlights the types of postgraduate degrees such as MBA, MPA, PhD, and DBA offered at each university with detailed course descriptions.

Chapter tenth is dedicated to Mass Communication. Communication plays a vital role in human life as it helps to facilitate the exchange of information and knowledge and develop relationships with others. Mass Communication can be defined as the process of creating, sending, receiving, and analyzing messages to large audiences via verbal and written media. It is multidisciplinary in nature, incorporating elements of related fields such as strategic communication, health communication, political communication, integrated marketing communications, journalism, and more. One of the various educational reforms proposed by the Osmand Gunarathna committee, to address the country's youth unrest and unemployment problem, was to introduce job-oriented degree programmes like Mass Communication. As a result, an eight-member committee was constituted to make course recommendations for Mass Communication. The Mass Communication program was introduced for the first time as a mainstream subject to the university system in Sri Lanka in 1973 at the University of Kelaniya under the direction of Wimal Dissanayake. This chapter summarizes the world and Sri Lankan history in relation to the discipline. In addition, it explains the status of undergraduate and postgraduate degrees offered in the five state universities namely, University of Kelaniya, University of Sri Jayewardenepura, Sri Palee Campus, Trincomalee Campus and Rajarata University. The chapter further reviews the different branches of the discipline that were developed to create new degree programs to cater to current needs of the discipline and the role of the academic staff, their research contributions, and various events organized by each university.

The eleventh chapter describes the development of the discipline of Criminology and Criminal Justice and its incorporation to the university education system as a separate field of study. Criminology is focused on the study of human behavior in relation to crimes and criminal behavior and to understand the how, why, when, and where of crime. Criminal justice is the application of criminology and study of the inner workings of the justice and law enforcement systems—from its inception to its structures and role in society today. The chapter encompasses the significance of the Criminology and Criminal Justice discipline. It describes the process involved in the introduction of the discipline for the first time in Sri

Lanka at the department of Sociology and Anthropology, at the university of Sri Jayewardenepura under the auspicious guidance of the eminent scholar Nandasena Ratnapala. Further it elucidates the commencement and the progressive development of the discipline in other universities such as the University of Colombo at the Faculty of Law, at the department of Sociology (under sociology) at Faculty of Arts, at the Open University of Sri Lanka under the department of Law and at the Major General Sir John Kotelawala Defence University, where a Faculty of Criminal Justice was established in 2021 for the first time in a Sri Lankan University. Detailed descriptions of the graduate and postgraduate degrees, number of students enrolled, pioneers and present staff members and their work are accommodated in this chapter. More importantly, the chapter embodies the challenges and the prospects of the discipline.

The twelfth chapter is allocated to Demography. This chapter provides information on the initiation of the Demography/Population Studies subject as an imperative discipline and how it evolved in the Social Science field in the University Education in Sri Lanka. It begins by introducing the discipline of Demography using definitions and its relationship to the population studies. Then the chapter addresses the introduction of the discipline in 1973 with the establishment of the Demographic Training and Research Unit (DTRU) under the guidance of late Laksiri Jayasuriya of the Faculty of Arts of the Colombo Campus with the financial assistance of UNFPA, its functions and the elevation of the unit to the Department of Demography in 1997 under the leadership of K.A.P. Siddhisena. It further describes the initiation of courses for undergraduate and various postgraduate degree programs, their curricula, number of students enrolled, and the previous and present staff contributed to the development of the course units/programmes in different departments and units at the Universities of Colombo, Moratuwa, Ruhuna and Sri Jayewardenepura. In addition, detailed descriptions are given on the short-term training programs conducted by the DTRU and the department of Demography for various officers, administrators, and teachers. The various population related courses offered by the Universities of Kelaniya, Sri Jayewardenepura, Ruhuna, Sabaragamuwa, Peradeniya and Jaffna are well explained. The establishment of professional associations, research trends in the demography, and the convening of seminars and webinars are documented. Lastly, the chapter discusses the future directions towards the development of the subject of Demography.

The thirteenth chapter covers the discipline of International Relations (IR). International affairs were traditionally discussed as part of subjects such as History, Political Science, Philosophy and Economics. However, it has now been recognized as an independent scholarly discipline. The author discusses the world context in relation to IR as well as the Sri Lankan context under various governments that created the need and paved the way to its recent but timely introduction of the discipline to the university system. University of Colombo was the pioneering institute credited for introducing IR modules since 1970's at the Department of History and the master's degree programme in 1985. The chapter explains how with

time, the department underwent several name changes and bifurcations, finally resulting in the establishment of the Department of International Relations in 2010. Further, the history of IR studies up to the establishment of the Department of International Relations at Kelaniya in 2017, and the status of degree programmes in IR at General Sir John Kotelawala Defence University and several other military institutions are expressed comprehensively. The chapter also includes the contributions of other universities to the IR discipline such as Peradeniya, Sri Jayewardenepura, Ruhuna, Jaffna, South-eastern and the Open University by offering IR modules under different disciplines. It further encompasses the important research conducted by the pioneers in the disciplines and current staff members in the universities as well as by other organizations like the Bandaranaike Centre for International Studies, Lakshman Kadirgamar Institute of International Relations and Strategic Studies and the Institute of National Security Studies.

Though this volume focuses on the historical development, production and dissemination of knowledge of Social Sciences over the last one hundred years in our university system, it also makes effort to learn from the past and plan for the future of generating and disseminating this important body of knowledge in highly challenging times. We believe that it is essential for people to study it in order to have an appreciation for and an understanding of the way the world works. Modern societies are evolving and they are evolving very fast. Through the help of technology, we are able travel the world physically or virtually with ease. There is no local problem anymore; modern communication means that every problem is a global problem. While this explains the latest global issue, Covid19 and its spread, we need to realize that social problems face the same fate. We need social scientists to respond to these issues, work out the best solutions and help us to know how to live in such a new world. Whether Sri Lankan social scientists are prepared enough to address such issues is questionable but some of the chapters in this volume would attempt to explore this situation in the Sri Lankan Social Sciences academia with a deep historical perspectives.

Chapter 3

GEOGRAPHY: GATEWAY TO UNDERSTANDING THE WORLD

Piyadasa Hewage, Lasantha Manawadu

Abstract

Although geographical knowledge is traditionally believed to have evolved in the European continent, it is evident that Indian geographical concepts have laid the foundations for geographical thought in the countries around the Indian sub-continent including Sri Lanka. Indian geography has a long history and various geographical concepts also developed in Sri Lanka with the onset of the Indian civilization. However, in the past several decades, Geography has remained a neglected discipline in school education due to the extensive curriculum reforms in Sri Lanka. Since 1972, under these reforms, the teaching of History, Geography and Civics from Grade 6 was integrated to form the subject of social studies. However, the integration of the subject contents into the social studies curriculum did not take place very well, resulting in teachers continuing to confine themselves to their own areas of subject specialization, thereby undermining the anticipated outcomes of the integration. In higher education in Sri Lanka, Geography is established as a separate discipline which strengthened the subject's position in the country's school education system in the twentieth century. The beginnings of the university education in Sri Lanka in 1920s also paved the way to introduce the subject Geography into the university curriculum. But it had many problems to overcome. However, the discipline of Geography began to develop a solid foundation with the establishment of University of Ceylon in 1942. Today, fully fledged departments of Geography are in operation in nine state Universities, namely, Colombo, Eastern, Jaffna, Kelaniya, Peradeniya, Ruhuna, Sri Jayewardenepura, Sabaragamuwa and Southeastern. Further, Rajarata University of Sri Lanka offers undergraduate courses related to Geography under the broader discipline of Environmental Management.

Keywords: *Geography curriculum, university education, school education, undergraduates, eminent scholars*

Introduction

> Geography has always been the world subject. Both in the school curriculum and as a way of thinking, learning about the world is inextricably bound up with the emergence of the discipline of geography.
>
> (Hopkin, 2018, p. 4)

The ancient geographers were concerned mostly with "filling in the outlines of the earth and its inhabitants." (Tata, 1970, p.14) Prehistoric man likely had a keen sense of "geographic perspective", since his major goal of survival depended on accurate knowledge of places, the

probable locations of enemies, edible plants, water, and cave home sites. In this context, the man was forced to be spatially mobile because the predominant factors of the environment on which his existence depended also were relatively mobile. When plants and animals were domesticated and surplus farm production permitted the growth of cities, man's geographic perspective changed. Because his locus of everyday activities was now more fixed into certain places, he had a need to define field lines, lay out city streets, determine which market center could buy farm surpluses, and where communications routes should go etc (Lilley, 2009, p. 22).

Applying these ideas to the development of the science of geography, it is apparent that "an analysis of earth space" has been the main approach undertaken in geographic studies since the days of Strabo, Ptolemy, and Eratosthenes (Tata, 1970, p.15). Developments in the society in which scholars work largely determines what data they can gather, the techniques they can use to analyze data, and thus even the questions that can be answered by the data and techniques available. Armed with sound methods developed over centuries of geographic scholarship, modern geographers are now attempting to develop new techniques to articulate and enrich these methods, taking full advantage of the recent progress in technology and modern scientific attainment (Tata, 1970, p.16).

Probably more than any other discipline in the education system, the context of geography has long been responsible for promoting awareness, interest and understanding of the diversity of the world's people and places. Geography and geographers have also played a key role in studying the state and process of development at a range of scales from global to local (Binns, 1995, p. 304).

Geography has a longer genealogy than any other science. The earliest records of man's interest in the nature of the physical world around him contain observations and speculations of geographical type. In the ancient period, geography grew out of explorations, mapping of the areas known and the speculation about the materials collected. It is difficult to trace the development, diffusion and spread of geographical knowledge during the prehistoric periods. The archeological evidence obtained from the different centers of civilization, however, reveal that in the initial stage geography marched at a snail's pace. There is a consensus that all civilizations contributed to the development of geographical concepts.

The geographical knowledge in the earliest periods were however limited to the countries and islands adjacent to Greece and to the group of nations surrounding the Aegean Sea. However, it is clearly evident that Indian geographical concepts have laid the foundations for the geographical thought in countries around the Indian sub-continent including Sri Lanka. Indian geography has a long history and numerous geographical concepts have been developing in Sri Lanka as well with the onset of the Indian Civilization. Though a systematic account of the classical Indian geographical concepts is not available in a book form, some valuable geographical information is contained in Hindu mythology, philosophy, epics, history and sacred laws. The Buddhist '*Jatakas'* also provide a fairly extensive

knowledge of ancient geography. The term '*Bhugola*' was first used in the *Suryasiddhantha*, the 8th century Sanskrit treatise on astronomy. This is believed to be the origins of geographical thought in Sri Lanka.

Geography in Sri Lankan Context

Claudius Ptolemy, in his book "Geographia" written about CE 150, described and compiled all knowledge about the world's geography in the Roman Empire of the 2nd century. In his world map, he identified a few islands including Taprobane (Sri Lanka), the name by which Sri Lanka was known to the ancient Greeks. The name was first reported to Europeans by the Greek geographer Megasthenes in circa 290 BC (McLaughlin, Raoul, 2014, p.21). The first Geography in which it appears is that of Eratosthenes (276 to 196 BCE) which was later adopted by Claudius Ptolemy (139 CE) in his geographical treatise to identify a relatively large island south of continental Asia. Greek geographer Strabo makes reference to the island, noting that "Taprobane sends great amounts of ivory, tortoise-shell and other merchandise to the markets of India." Eratosthenes' map of the known world, c. 194 BC also shows the island south of India called Taprobane.

The establishment of the University College in Colombo in 1921 as a Faculty of the University of London, UK is considered as a milestone of higher education in Sri Lanka. At that time, it was designed to meet the educational needs of the elite in the country without actually proceeding to British and to train the professionals required to address the socio-economic and political needs of the country. The teaching and learning process of the University College laid the foundation for the establishment of higher educational institutions in the country.

At that time, Geography was a popular subject among Sri Lankan students preparing for the Matriculation Examination conducted by London and Cambridge (Peiris, 2001). There were many research reports on Sri Lanka written by foreigners that could be used to study the Geography of Sri Lanka. However, a noteworthy feature of the geography taught at the University College was that the subject matter was not the geography of Sri Lanka but of Western Europe. Therefore, the University College taught topics such as Geomorphology, Commercial Geography, Mathematical Geography, Cartography, Political Geography, and Regional Geography of Western Europe). Nevertheless, local students at the time studied geography with great enthusiasm.

Contribution of Scholars in the Early Stage

Themes related to Sri Lanka were first incorporated into the study of geography with the involvement of Elsie Kathleen Cook, who visited Sri Lanka in 1924 as an instructor in Buddhist schools to provide education in English. Also, A. Ginige, a lecturer in Geography also contributed immensely to the development of the subject. Due to his unwavering courage and dedication, specialized courses in geography began in 1940 at the University College.

Elsie K. Cook made a significant contribution by incorporating geography into the University of Peradeniya curricular. First, she guided local

researchers to organize local geographical knowledge under themes related to Sri Lanka through her research. In 1931, Elsie K. Cook published 'A geography of Ceylon', a textbook for students of geography. According to Peiris (2001), Elsie Cook "was literally a part of the academic talent which Ivor Jennings was able to drag along with him from Britain at the time he took upon himself the task of building the University of Ceylon" (p. 6). Second, she served as an appointed lecturer in Geography. Through her work she emphasized that geography is a field research-based discipline. She urged Sri Lankan students to study our motherland and to adopt a social role as responsible citizens. Third, through her association with Ivor Jennings, she was able to strategically place the buildings of the Department of Geography between the Faculty of Arts (social sciences) and the Faculty of Science (physical sciences) (Peiris, 2001). She may have done so because she wanted to morphologically and symbolically depict the interdisciplinary nature of Geography.

Contribution of Foreign Scholars in the Early Stage

In the early days of the Department of Geography, University of Peradeniya, several foreign scholars were associated with the Department as teachers (Peiris, 2001). Dr. J.H.G. Lebon was the first to occupy the chair of Geography. He conducted research in the fields of Land-use studies, Economic Geography, Climatology, and Meteorology. After Dr. Lebon left the department in 1947, Dr. C.H. McFadden became the chair of geography in 1950. McFadden was an associate professor of Geography at the University of California, Los Angeles. During the academic year 1950-1951 he was on special leave in order to serve as the Chair of Geography at the University of Ceylon, Colombo, under joint sponsorship of the United States Department of State and the University of Ceylon. During the academic year 1953-1954 he was again on special leave in order to serve as the Chair of Geography, at the University of Ceylon, Peradeniya, under sponsorship of the University of Ceylon. In addition, Dr. C.B. Fawcett, P.G. Dowie, A. Klett, and Yin Tang Chang also contributed to the development of the department.

In the early days, the discipline of Geography in Sri Lanka went parallel with History, with most of the literature related to geographical thought derived from Indian historical sources. This discipline did not play a prominent role or attract much public attention at the time. However, everyone recognized the impelling influence of the geographic environment upon the forces and events that made history in the Second World War. Before this, geography had been relegated to a minor place in the curricula of higher institutions of learning, "virtually banished from high schools, and reduced to a subordinate place even in grade-school programs, where it was considered to have some a cultural value" (Katupotha, 2007, p. 58). Now it has been recognized as one of the two most indispensable fields of study for the useful and intelligent interpretation of human physical and cultural character, on a par with history.

Thus, today, "geography occupies a distinctive place in the world of learning, offering an integrated study of the complex reciprocal relationship

between human societies and the physical environments of the Earth. The geographer's canvas is coloured by place, space and time, recognizing the great differences and dynamics in cultures, political systems, economics, landscapes and environments across the world, and the links between them" (Subject Benchmarking Statements, Quality Assurance Agency, UK, 2000, p.3). This shows that geography as a branch of learning that has focused on understanding the relationship between man and nature.

Introduction of Geography Subject to School Curriculum

As a former British colony that gained independence in 1948, school education in Sri Lanka has a colonial heritage. European missionaries established schools to 'reform' the colonized people (Wickramasinghe, 2006). Around the time of independence, Sinhala and Tamil replaced English as the languages used to teach the Sri Lankan curriculum in state schools (Wickramasinghe, 2006) with English being largely confined to older age groups (Little, 2003). State school education has been free to citizens of Sri Lanka since independence and has been compulsory for children aged 5–14 years since 1988 (Tilakaratna, 2014). Education policies and initiatives such as free text books, uniforms, midday meals and the provision of transport to school "have made Sri Lanka's education the one, if not the most, accessible in the developing world" (Little, 2011, p. 500).

However, during the past three decades, Geography has remained a neglected discipline in junior and senior education due to the extensive curriculum reforms in Sri Lanka, since 1972. Under these reforms, the teaching of History, Geography and Civics from Grade 6 was integrated to form the subject social studies. However the integration of the subject contents into social studies curriculum did not take place very effectively, and teachers continued to confine themselves to their own areas of subject specialization, thereby undermining the expected outcomes of integration. The NIE Report (2003) emphasizes that there was a strong demand during the public consultations, seminars and studies for the Social Science component of the curriculum to have separate subjects, namely History, Geography and Civics, according to the practice in most countries. Geography has survived in spite of its integration into social studies. Nevertheless, the learning and teaching techniques in geography also need to be revived and revised to meet emerging needs (NIE, 2017).

Cultural (human) and Physical Geography are the two traditional disciplinary divisions of the subject. However, in recent years, a third category, Environmental Geography, has emerged in higher education studies. Environmental Geography encompasses many courses that deal with human environmental relations and sustainable development, and enhances the role of Geography in schools as the main discussion platform for environmental concerns. This emphasizes that a sound knowledge of Geography as an interdisciplinary and multidisciplinary subject-supportive subject at Secondary education level is essential to provide qualified entrants for higher education, teacher training and other forms tertiary and post-secondary education and

training, as well as to understand the behavior of the nature and to live with society.

As a result of continuous development of the curriculum of Geography at GCE (Advanced Level), the present curriculum has focused on ten major competencies. As outlined below, they aim to ensure that a person:

i. lives with an awareness of the nature and processes of the environment in which he lives.

ii. reviews the basic concepts and methodologies that help to understand the physical and human landscape.

iii. acts with awareness of the components, characteristics and processes in the physical and human landscape.

iv. acts with awareness of the manner in which the physical and human interaction impacts on the geographical environment.

v. uses geographical techniques to collect, analyze, interpret and present data and information.

vi. applies the holistic approach in understanding, analyzing and interpreting the physical and human landscape.

vii. acts with sensitivity inculcating positive attitudes helpful in conserving and maintaining the physical and human landscape.

viii. acts with an awareness of the earth and its people in order to promote a harmonious interrelationship between the environment and society.

ix. fosters special survival skills that help to overcome challenging life situations.

x. develops skills needed for active participation in the world of work (NIE 2017, pp. ix-xi).

Introduction of Geography as a Subject in the University Curriculum

The beginnings of university education in Sri Lanka in the 1920s also marked the entry of Geography into the university curriculum. However, it was with the establishment of University of Ceylon in 1942, however, that Geography began to grow on a solid foundation. Today, fully fledged departments of Geography are in operation in seven Universities, namely, Colombo, Eastern, Jaffna, Kelaniya, Peradeniya, Ruhuna, Sabaragamuwa, Sri Jayewardenepura and South Eastern. Also, Rajarata University of Sri Lanka offers undergraduate courses related to Geography under the broader discipline of environmental studies. The evolution of the subject of Geography in the university curriculum under respective departments can be further elaborated.

University of Peradeniya

The University of Peradeniya has the oldest geography department among the state universities in Sri Lanka. Traceable history of the discipline of Geography goes back to the appointment of Mr. A. Ginige as a full-time lecturer in Geographer with effect from 1st of July 1935 at the University College. Then, the subsequent appointment in 1942 of Ms. Elsie Cook, a British geographer, to the Faculty of Arts and Oriental Studies, University of Ceylon was a pioneering effort of establishing Geography at the

institutional level. It was due to Elsie Cook's efforts and enthusiasm that enabled Geography at Peradeniya to have its own separate building.

According to Peiris (2001), by 1943 there was only one permanent lecturer in the Department of Geography. However, with the departure of the last foreign teacher in 1957, Prof K. Kularatnam was joined by several talented alumni of the Department of Geography to serve as teachers. George Thambayahpillay, B.L. Panditharatne, Neil Fonseka, Percy Silva, Kusuma Gunawardene, and Selvadurai Selvanayagam were among them. All of them contributed immensely to uplift geography education in the country.

According to Peiris (2001), the geography syllabus of the Department of Geography consisted of a blend of both Systematic Geography and Regional Geography. Geomorphology, Climatology, Economic Geography, urban geography were the core sub-disciplines of systematic geography while South Asia, Anglo-America, Europe, and comparative regional studies were the principal components of Regional Geography. The Bulletin of the Geographical Society of Ceylon published by the Geographical Society of Sri Lanka provided a platform for young geographers engaged in geological research at the University of Peradeniya to launch their research. In addition, Peradeniya geographers have published their research in journals such as *The Ceylon Geographer, Modern Ceylon Studies, Sri Lanka Journal of Social and Historical Studies,* and *National Social Science of Sri Lanka*. The geographers of the University of Peradeniya have made a significant contribution to the expansion and strengthening of the sub-disciplines of the Department of Geography.

The first Head of the Department of Geography, University of Peradeniya was Ms. Elsie Cook and since then following academics made their contribution for the development of the department as head of the Department. They are; Professor K. Kularatnam, Professor G.G.R. Thambyahpillay, Professor P.W. Vitanage, Professor R.S. Gunawardane, Professor G.H. Peiris, Professor B.L. Panditharatne, Professor B.K. Basnayake, Professor J.M. Gunadasa, Professor C.M. Madduma Bandara (Emeritus Professor), Professor Anoma Wickramasinghe (Emeritus Professor), Professor S.N. Wickramarathne, Professor V. Nandakumar, Professor M.D. Nelson, Professor M.S. Mookiah, Professor P. Wickramagamage (Emeritus Professor), Professor Shantha Hennayake, Professor Nalani Hennayake, Mr. Shantha Jayakumara. Professor K.W.G. Rekha Nianthi is the current Head of the Department.

The Department of Geography at the University of Peradeniya provides students with a comprehensive perspective on Geography through a wide range of courses in Physical Geography, Human Geography, Applied Geography and Geographical Skills.

At present it is staffed by about 21 highly qualified academics specialized in a range of sub-disciplines of Geography and are actively engaged in teaching, research and administrative activities. They have obtained extensive exposure in teaching and research locally and internationally.

The current undergraduate programme consists of streams: (Hons.) in Geography

and BSc (Hons.) in Geographical Information Science. The key feature of the programme is that students have the option of specializing in either Physical or Human Geography based on their interest. Courses in demand such as GIS and Remote Sensing, Environmental Impact Assessment, Disaster Management, Surveying are well incorporated into our curriculum.

Many courses include both in-class laboratory work and fieldwork to enhance the practical and field skills of our students. In the final year, the students are required to carry out a field- or laboratory-based research project and submit a dissertation enabling them to advance their communication skills, independent working ability and innovativeness.

The Department is centrally located in the University of Peradeniya, in close proximity to the Main Library, Main Administrative Complex, Arts Theater, University Gymnasium, Residential Halls and the Student Centre. The Department has its own lecture theatres equipped with the necessary teaching aids, a departmental library, laboratories for soil science and geology, a weather station for manual and automatic climatological measurements, the required material and equipment for Cartography and Surveying and an advanced GIS and Remote Sensing laboratory with computers and free internet access to all students.

University of Colombo

The Department of Geography is one of the first few Departments that was established in the University of Ceylon in Colombo in 1942. This department was shifted to University of Peradeniya in 1952 with the relocation of the faculty of arts shifted to Peradeniya. When a second faculty of arts was established in Colombo in 1963, affiliated to the University of Ceylon in Peradeniya, several sub-departments were established, including the sub-department of Geography. Subsequently, this became a fully-fledged Department in 1967.

There were eleven Heads of the Departments for the Department of Geography excluding the newly appointed head, in 2021. Professor Hiran D. Dias was the first head of the department (1963-1967) and oversaw a small staff of four lecturers and few non-academic staff. The second head was Professor K. Kularathnam for the period of 1967-1972. Professor Hiran D. Dias served as the third head again in 1972-1975. From 1975- 1981, Dr. Percy Silva was appointed as the fourth Head. The fifth head of the department of Geography was Professor H.N.C. Fonseka (1981-1987). Professor Kusuma Gunawardhana led the department during the period of 1988-1999 as the sixth head. Professor Yoga Rasanayagam was the seventh head of the Geography department (1999-2003). Professor Jayanthi De Silva served as the eighth head of the Department for another six year period from 2003 to 2009. Professor W.N. Wilson was appointed as the head of the department from 2009-2012 as the ninth head of the department and professor S.A Norbert was appointed as the head in 2012 and worked till 2015 as the tenth head of Geography. Professor Lasantha Manawadu started his headship in 2015 and served till 2021 to the department of Geography as the eleventh head. The present head Dr. D.M. Karunadasa was appointed in January 2021, as the twelfth

head of the department of Geography, University of Colombo.

Initially only undergraduate programs were conducted in this Department. With the introduction of concept of majoring in the Thistlewaite's reforms on curriculum development in the Arts Faculty undergraduate program of the University of Colombo, the Department of Geography conducted the courses whereby the undergraduates completed a three year degree (with Geography was one of the subjects) and majored in Geography in the following year to obtain the B. Phil.

Thereafter when the job-oriented degree in development studies was introduced, this Department offered several Geography-based courses to the undergraduates. By the mid 70's the conventional Bachelor's degree in Arts was re-introduced. Within this programme, special degree courses in geography too were offered. In the late 80's several postgraduate programmes were offered by this Department: both the conventional MA degree by examination and research, and a Post-graduate programme in Land settlement and development.

At present, for the undergraduates, the Department offers a study stream in Geography and Environmental Management in Sinhala, English and Tamil mediums. Under the postgraduate programmes, the department offers Postgraduate Diploma in Environment and Regional Development, MA by examination and research, and full time or part time MPhil and PhD programmes. In addition, the department also offers four Certificate Courses on Disaster Risk Management, Computer Applications, Geographic Information Systems and for Geography teachers.

The Department is staffed by 17 permanent academics specialized in a range of sub-disciplines of Geography. The Department has a well-equipped GIS Laboratory, a reference library for the undergraduates with a collection of books, journals, theses and reports, a soil laboratory and an aerial photographs room.

During the latter half of the 1970s a fruitful collaboration between the University of Colombo and Netherlands Universities Fund for International Co-operation (NUFFIC) was formed to conduct research and training programmes in this Department. The Certificate course and the Post-graduate diploma programme in rural area development were thus initiated and conducted in the English medium by the Department. Through this programme several members of the academic staff were able to obtain their post graduate qualifications in the Netherlands and to update their knowledge. This programme concluded in the late 80's.

In 1992 this Department initiated a research and training programme funded by NORAD via the Ministry of Plan Implementation. Under this programme the Regional Development Studies Centre was established and affiliated. Through this center the Department was able to establish a Geographic Information Systems (GIS) laboratory for training and research. The Post graduate diploma in Sub-National Level Development & Planning (SNLDP) for the officers in the Planning Service was sponsored by this centre. In the early 90's a certificate course in Ariel Photo Interpretation was also conducted by this Department.

University of Sri Jayewardenepura

The third oldest department of geography in Sri Lanka was established in 1959 at University of Sri Jayawardenepura to develop a center of excellence in spatial studies through teaching, scholarship and research.

The mission of the Department is to create an environment which values creativity, freedom of intellectual thought and expression, equal opportunity and academic growth while being committed to provide knowledge which blends the best of relevance theory and practice using appropriate technology for the benefit of student community and the wider society.

The Department is staffed with 12 permanent academic members The following academics served as Head of the Department: T.H.D. Abhayagunawardane, Professor P.D.A. Perera, Professor M.M. Karunanayake, Professor Y.A.D.S. Wanasinghe, Professor M.D.C. Abhayaratne, Professor D.S. Epitawatta, Mr. U.H.N. Wishwakula, Professor K.N. Jinadasa Katupotha, Professor C.K.M. Deheragoda, Professor G.M. Bandaranayake, Professor R.M.K. Ratnayake, Professor T.M.S.P.K. Tennekoon, Professor Rev. P.Sangasumana. Dr. M.A.S. Wijesinghe is the current Head of the Department.

In the Department, the discipline has traditionally focused on Human and Physical Geography. In recent years, similar to other universities, a third category has been recognized, the Environmental Geography. This deals with the multifaceted nexus between human society and the environment. Geographic information system (GIS) and Remote Sensing are the two additional areas where the Department is currently playing a prominent role. Geography is offered as a main subject in the BA Hons Degree and BSc Hons in Geo-Spatial Technologies as the fields of specialization. The curriculum in the Department has been designed with eight principles in mind. They are: (i) Broad aims and objectives of higher education, (ii) Research excellence as a springboard for teaching quality, (iii) An interdisciplinary approach to learning, (iv) Recognizing the interface between natural and social sciences, (v) 'Learning' by the student, not 'teaching', as the main vehicle, (vi) Interacting through logical and critical thinking, (vii) Developing the life and survival skills including communication skills, and (viii) Imbibing a sense of social responsibility achieving academic excellence through competitiveness.

In the first year, students have a choice of courses ranging from Human Geography to Physical Geography. Based on first year results the students have an opportunity to select either Geography or Geo-Spatial Technologies as their main field of study.

For the selected students of the Honours Degree in Geography in the second year, a full range of sub-disciplines are available to explore some of the major issues affecting the world today, while in the third year, undergraduates are exposed to more specific, advanced and specialized courses with special emphasis on regional, environmental, sustainable development and modern geographic techniques. A great deal of choice is available at the honors level.

Geospatial Technologies is the collection of data relating to people,

places, environments, ecology, geology and geographical variations. This information is analyzed through applied information technology. The subject combines environment with spatial analysis, a tool used in a range of environmental studies. The degree of Geospatial Technology is also available for undergraduates in the Department of Geography, University of Sri Jayewardenepura. The Department helps students to see the landscape as a resource and as a series of linkages in environmental elements. A bachelor's degree in Geospatial Technologies will help prepare students for specialization in GIS, Remote Sensing and GPS. In addition, the students with more intense research, analytical and processing skills, will be able to contribute to fields of management, and./or project planning.

University of Kelaniya

The Department of Geography in the University of Kelaniya was established in the then Vidyalankara University, is recognized as one of the oldest departments of the University before it was renamed the University of Kelaniya in 1978. Its role has changed considerably over the past four decades. The framework of its curriculum has been continuously revised in order to accommodate new developments in the discipline. These changes have helped the Department to play an integrative role between social and environmental sciences.

The first academic head of the department was Professor M.P. Perera (1959 to 1962) followed by Dr. Abesekera (1962 to 1963), Professor M.P. Perera (1963 to 1965), Dr. Abesekera (1965 to 1967), Dr. G.R. De Silva (1987 to 1970), Professor M.P. Perera (1970 to 1972), Professor Kanthi Rathnayake (1972 to 1980), Professor N.K. Dangalle (1980 to 1982), Mr. U.A. Chandrasena (1982 to 1987), Professor N.K. Dangalle (1987 to 1991), Mr. S.K.Jayakody (1991 to 1998), Professor N.K. Dangalle (1998 to 2001), Dr. M.B. Wijedasa (2001 to 2003), Professor N.K. Dangalle (2003 to 2006), Professor Mervin Dharmasiri (2006 to 2009), Dr. Ranitha Rathnayake (2009 to 2012), Professor Mervin Dharmasiri (2012 to 2015), Dr. A.G. Amarasinghe (2015 to 2018), Dr. Nishan Sakalasooriya (2018 to 2020) and Dr. A.G. Amarasinghe (2021 to-date).

At present, the Department offers two undergraduate programmes, namely Bachelor of Arts Honours in Geography and Bachelor of Arts Honours in Development Studies. In addition to these two major streams of undergraduate Degree programs, the department also offers the Bachelor of Arts General Degree (3 year) programs which is also popular among undergraduates.

In the Bachelor of Arts Honours in Geography degree offered by the Department of Geography, student will be able to achieve following Programs Learning Outcomes (PLOs); interpret the theories, philosophies, and concepts in the discipline of Geography, articulate the themes of spatial patterns, the interrelationship between people and places, and the interactions between nature and society, explain and distinguish differences among the various methodologies used in geographic research and analysis, analyze, evaluate, and interpret geographic data and/or research, in particular by using Geographical Information System, identify and assess how geographic

concepts apply in the workplace and in everyday life to solve real-world problems.

The Department also offers two Diploma programs, namely the Diploma in Disaster Management and the Diploma in Geographical Information Systems. The Department has been offering Postgraduate programs of MA and MSc since 1990, in addition to the MPhil and PhD programmes. The Department also has developed its physical resources i.e. a Geographical Information System (GIS) laboratory and a Cartographic unit. Currently, the Department has 12 permanent academic members.

University of Jaffna

Geography at the University of Jaffna has a long and proud history, its origins predating the University's official existence. Geography is the one of the conventional subjects that has been taught since 1921 in Sri Lanka. Hence, when the Jaffna Campus of the University of Sri Lanka was established in 1974, there was a significant demand to start the geography degree program at the Jaffna Campus. Before the program at the Jaffna Campus, geography had been taught at the Jaffna College at Vaddukoddai to prepare students for the BA program of the London University and external degree program of the University of Ceylon. When the graduate program of the Jaffna College was closed, all the human resources and library materials were shifted to the Jaffna Campus. A well-known Associate Professor Dr. W.L. Jeyasingam, along with another Assistant Lecturer, were appointed as pioneer faculty members of the geography degree program. After the establishment of the Department of Geography, a number of lecturers and professors who were in other campuses in Sri Lanka transferred to the Jaffna Campus on their own interest. Therefore, the Geography Degree program of the Jaffna Campus developed significantly in terms of human and physical recourses maintaining the quality of education.

In 1975, Geography became one of the first subjects offered in the Faculty of Arts at Jaffna Campus, and what was eventually to become University of Jaffna. The Jaffna Campus of the University of Sri Lanka started functioning in October 1974 with the Faculty of Humanities and the Faculty of Science. In 1975, the Faculty of Humanities was renamed as Faculty of Arts. Department of Geography was established under the Faculty of Arts in 1975 with the two pioneers who were teaching Geography for the external graduates at the Graduate Division of the Jaffna College.

Dr. W.L. Jeyasingam was appointed as the first Head of the Department of Geography immediately after the establishment of the Department. Dr. S. Selvanayagam was appointed as the Head of the Department in 1977 and served in the position until his death in 1979. Dr. W.L. Jeyasingam served again as the Head of the Department till 1980. Professor P. Balasundarampillai who joined the Department in 1981 became Head of the Department of Geography. As Professor P. Balasundarampillai elected as Dean of the Faculty of Arts in 1991, Mr. S. Balachchandiran, Associate Professor, was appointed as Head of the Department of Geography. Professor K. Kugabalan was appointed as Head of the Department of Geography from 1997 to 1999 and from 2004 to 2010. Mr. R. Sivachchandiran, Associate Professor

served as Head of the Department between 1999 and 2002. In 2010, Dr. S.T.B. Rajeswaran, Associate Professor, was appointed as Head of Geography. Dr. K. Suthakar was appointed as Head of the Department of Geography in 2013. In January 2017, Dr. A.S. Soosai was appointed as Head of the Geography. Dr. Mrs. S. Uthayarasa has served as Head of the Department of Geography from 2018 to 2021 and at present Dr. A. Antonyrajan has been appointed as the Head of the Department.

The Department of Geography had a severe dearth of staff from 1988 to 1991. A number of academic staff left the department and settled abroad due to the unsettled conditions that prevailed in Jaffna and the rest of the country. The Department functioned with five permanent academics and a number of temporary staff. However, the number of students who joined for the honors degree program remained the same.

During the period between 1999 and 2002, the Department developed significantly in terms of the quality of staff, the number of students and physical resources. The Geographical Information Systems (GIS) and Remote Sensing were introduced as two course units first time for the undergraduate degree program. The Department of Geography of the University of Jaffna was one of the pioneering departments in Sri Lanka to offer GIS and Remote Sensing. A GIS lab was established with 20 computers. The number of students who read geography in the first year had increased up to 75 and number of honors students has doubled. Another remarkable development took place at the department: with the collaboration of the University of British Colombia, a new degree program in Community and Regional Planning was introduced in the Department of Geography in 2002. After introducing this new degree program, usually referred to as "the Planning degree" in short, another cohort of students has been receiving a degree in Community and Regional Planning since 2006. Between 2006 and 2008 three more young lecturers were recruited to the Department of Geography.

After 2010, several new course units in applied geography such as Disaster Management, Geography of Social Welfare, Tourism Geography, Globalization of Geography and Teaching Geography were introduced into the geography honors degree program. The Community and Regional degree Program underwent significant changes by incorporating some of the similar course units included in the Town and Country Planning program of the University of Moratuwa.

In 2010, the Department of Geography received a GIS lab with 60 computers and necessary software under the IDAS grant of the Faculty. The Department received two more academic cadre positions and three non-academic cadre positions from the Treasury. Student population was further increased to 125 in the first year, and students who enter honors degree program increased up to 50. A significant number of students (30-40) selected the subject of Planning for their honors degree program.

The curricula of Geography and Planning degree programs have been revised in line with the Sri Lankan Qualification Framework. Some of the new courses

introduced into the Geography curriculum are Bio Geography, Field Methods in Geography, Climate Change Adaption and Mitigation, Land Use Modelling Techniques and Applications, Internship for Geography and Basic Science for Geography. The new curriculum has been in practice from 2018/19 academic year.

University of Ruhuna

The University of Ruhuna was established by a special presidential decree in 1978 on 1st August 1978 to fulfil a long-cherished desire and the need of the people in southern Sri Lanka. It was initially known as Ruhuna University College. It began with four faculties: Agriculture, Humanities & Social Sciences, Medicine and Science. The Department of Geography is one of the pioneering departments in the Faculty of Humanities & Social Sciences. In 1984 it was upgraded to a fully-fledged university under the university order. Until then, the department was affiliated to the Department of Geography at the University of Colombo. After 1984, it gained autonomy as a department independent of the University of Colombo and is now emerging as one of the gigantic pillars in the discipline. The Department was established with the aim of producing social science graduates who are productive nationally as well as regionally while sustaining Geography as a social and environmental discipline. The vision of the Department was to establish an institute of Geographical studies with ethical and social responsibility, academic knowledge and independence of national and international recognition. The mission was to contribute to the nurturing of geography graduates who are nationally and internationally recognized in a realistically innovative way and to develop the geographical knowledge required to make the country in which we serve the people and natural environment more productively.

The Department of Geography, University of Ruhuna was headed by the following academic members. Professor K.U. Sirinanda (1980-1981), Professor Kanthi Ratnayake (1982-1984), (1985-1987), (1988-1990) and (2002-2004), Professor U.C. De. S. Weerakkodi (1991), Mr. M.M.A. Razzak (1992) and (1997-1999), Professor P. Liyanarachhi (2000-2002), Professor P. Hewage, (1993-1997), (2005-2007) and (2017-2019) Mr. G. Senarath (2008-2010) and (2014-2016) and Professor M. Ratnayake (2011-2013). Professor S.L.J. Fernando (since 2020 to date) is the current Head of the Department. For a short period from 1978 to 1980, the academic administration of the department was coordinated by the Department of Geography, University of Colombo.

The objective of the Department is to offer an excellent learning experience for all undergraduate and postgraduate students, and for the Department to be a key geographical research centre in Sri Lanka, known for its research across a range of our specialisms. At the undergraduate level, the Department provides General and Special degree programmes. The Special degree programmes are offered in both Sinhala and English mediums. The specialisms of the academic staff span four research clusters: (i) Geography of Health and Population Geography, (ii) Land Use, Regional, Urban Planning and GIS, (iii) Geomorphology, Climate, Disasters and Hazards and (iv) Environmental Management and Protection.

The Department enjoys a splendid learning environment in a breathtaking landscape, with laboratory, IT and lecture room facilities and a supportive and collegial atmosphere. At our core, our strength is drawn from all the people -- staff and students -- who together create and sustain an energetic academic community that makes "Ruhuna Geography".

In addition to the internal undergraduate Degree programmes offered for the Special Degree and General Degree, the Department has conducted the following postgraduate programmes for targeted groups of government and private sector middle-level employees: (a) Certificate Course in Rural Development, (b) Advanced Certificate Course in Environmental Management and (c) Post-graduate Diploma in Regional Development Planning. From 2022, the Department plans to initiate a new postgraduate programme, MA in Regional Planning, and a new undergraduate programme, BSc. in Geographic Information Systems.

Eastern University of Sri Lanka

The Department of Geography in the Eastern University was established at the Faculty of Arts and Culture in 1992. The programme in Geography is designed to improve students understanding of the world in which they live. The attraction as a discipline lies in its diverse interests and approaches to knowledge building while being centered on the fundamental concepts of human environment relationship. The revised curriculum provides undergraduate students with a wide range of experience and skills across the breadth of geography. It provides students with knowledge and skills needed to explore and analyze the variation in human activities, physical and biological processes and landforms that exist among places, regions, and countries. It is also tailored to improve the analytical skills necessary to interpret real-world problems in the cultural and physical environment.

The academic programmes for Geography leading to general and special degree at the Faculty of Arts & Culture are of three years and four years duration respectively, and conducted under semester based credit unit system. The curriculum of Department of Geography is revised to suit the dynamic needs in the field of Humanities and Social Sciences and the rapid changes taking place in technological transformation in the global academic scenario. In this perspective, revision of the curriculum of the Geography undergraduate degree programme has been done using Student Centered Learning (SCL) outcome based assessment method. The Department has six permanent academic members.

The Department of Geography also offers the following postgraduate Degree Programmes: (a) Master of Arts in Geography with one year duration, (b) MPhil Degree Programme: Two year Duration (with one year course component and one year Research), (c) MPhil Programme: Two year Duration, and (d) PhD Programme (Three year Duration).

Sabaragamuwa University of Sri Lanka

Department of Geography and Environmental Management is one of the five departments of the Faculty of Social Sciences and Languages

of Sabaragamuwa University of Sri Lanka which is located at Belihuloya in Sabaragamuwa Province. The Department was established on 18th May 2015. The proposal to establish a department of Geography under the Faculty of Social Sciences and Languages, Sabaragamuwa University of Sri Lanka was presented at its inception as a national university in 1996 considering the need for knowledgeable and skillful professionals in the field of geography and environmental management for the current and future local and global needs. From 1996, Geography was taught as a subject in the three year degree program in Social Sciences and Languages. Since 2007, a four year honours degree (BA Honours in Geography) was offered under the Faculty of Social Sciences and Languages.

The Department was established with the pioneering work of Professor K.V.D. Edirisooriya Manike who is one of current professors in the department. Professor K.P.L. Nishantha Patabandi was the first head of the department who developed department initially, setting up the human and physical resources required for the department. Professor Edirisooriya Manike was the second head of the department and she further developed the human and physical resources required for the department. Dr. R.J.M. Uduporuwa is the current head of the department.

Currently, the department offers two degree programs: BA (General) degree in Geography and BA (Honours) in Geography which provide comprehensive knowledge and skills in the field of geographical sciences. For this purpose, the department has its own lecture theatres equipped with teaching aides, required materials and equipment for cartography and GIS and Remote Sensing laboratory with computers. There are eleven academic staff members including two professors, three senior lectures, two probationary lectures, two temporary lectures and two demonstrators. The department currently has 160 student population and students run a student's association focusing on further learning, community welfare and enjoying Mother Nature.

The department is now working towards the expansion of its capacity by introducing new undergraduate and postgraduate degree programs. The Department is planning to offer two new undergraduate degree programs in order to produce graduates who are knowledgeable and skillful toward environmental management and spatial planning which are essential disciplines today. Simultaneously, the department is planning to start a postgraduate degree program on environmental management in the immediate future. In this way, the department expects to strengthen its capacity in the future to produce more geographers who play a key role in developing the world.

South Eastern University of Sri Lanka

The Department of Geography was upgraded with effect from 16.09.2011 in the South Eastern University, Sri Lanka. The courses offered by the Department of Geography were formulated to find the solutions to the regional, national and international geographical issues with the theoretical knowledge and

empirical applications. There were several issues to be studied with the theoretical background and knowhow in the region. They were incorporated into the curriculum. The Department has four permanent academic members.

Rajarata University of Sri Lanka

The Department of Environmental Management was established in the Faculty of Social Sciences and Humanities, Rajarata University of Sri Lanka, with effect from 31st March 2015 bifurcating the Department of Social Sciences following the gazette notification no 1908/23 issued on 31st March 2015. Before establishing the Department of Environmental Management, both BA (Hons) in Environmental Management and BA (General) degree programs were offered under the Department of Social Sciences from the inception of the university since 1996. It is important to note that this is the only academic department in the university system in Sri Lanka where the university entrants from the Social Sciences stream can study Environmental Management and secure a specialized degree. The department offers subjects for the general degree and special degree in environmental management, including course units that aim to provide cutting-edge multidisciplinary knowledge pertaining to natural and social sciences.

In addition to the university programmes, the Sri Lanka Association of Geographers (SLAG) has been established in Sri Lanka to provide a platform for the geographers around the country to raise their voice in a geographical perspective and it can be discussed as follows.

Eminent University Scholars in Geography

The historical development of Geography in Sri Lanka at the level of university education was strongly supported by several hardworking eminent scholars from several universities. Their untiring and unparalleled contribution can be summarized as outlined in Table 3.1.

It is also appropriate to consider these contributions under the three broad categories of Geography: Physical Geography, Human Geography and Integrated Geography.

Physical geography is a major branch of geography that deals with the physical characteristics of the earth. This field, which has several sub-branches, is not limited to the characteristics on the earth's surface but also beneath the earth and around the earth surface. Human Geography is an important branch of geography that mainly comprises the study of the human race. This involves the study of the origins of human races, their interactions, their perceptions and ideologies. It also includes the study of how these groups of people organize themselves in the places that they inhabit. Human geography has several sub disciplines.

Integrated geography is the study of the spatial aspects of interactions between humans and their immediate environment and the repercussions of this interaction. This branch of geography helps in understanding the various types of human activities over an area and their resultant effect on this area. This area of Geography also contains techniques and learning methods of Geography as well.

Table 3.1: Eminent scholars in Geography by their contribution for sub-disciplines in Geography and Universities

Sub-discipline of Geography	Eminent Scholars
	Physical Geography
Geomorphology	Professor K. Kularathnam (PDN), PhD, Sorbonne Professor K.N J. Katupotha (SJP) Professor W.N. Wilson (CMB) Professor U.C.De. S Weerakkody (RUH), PhD, Ruhuna
Climatology	Professor G. Thambyahpillay (PDN), PhD, Cambridge Professor J.M. Gunadasa (PDN), PhD Professor K.U. Sirinanda (RUH), PhD, London Professor G.M. Bandaranayake (SJP), PhD SJP/Uppsala Professor B.K. Basnayake (PDN) PhD
Bio Geography	Professor D.S. Epitawatta (SJP), PhD Sheffield Professor N.P. Perera (SJP), PhD Leeds
Hydrology	Prof C.M. Madduma Bandara (PDN), PhD, Cambridge
Geology	Professor P.W. Vithanage (PDN), PhD, Chicago
	Human Geography
Settlement Geography	Professor C.M. Madduma Bandara (PDN), PhD, Cambridge Professor (Mrs.) Y.A.D.S.Wanasinghe (SJP), PhD London Professor G.H. Peiris (PDN), PhD, Cambridge
Agricultural geography	Professor H.N.C. Fonseka (CMB), PhD, London Professor J.M. Gunadasa (PDN), PhD Professor P.D.A. Perera (SJP), PhD, Birmingham Professor M.D.C.Abhayaratne (SJP)
Political Geography	Professor B.L. Panditarathne (PDN), PhD, London Professor G.H. Peiris (PDN), PhD Cambridge Professor S.K. Hennayake (PDN), PhD, Syracuse
Population Geography	Professor B.L. Panditarathne (PDN), PhD, London Professor (Mrs.) L.K. Ratnayake (RUH), PhD, Edinburgh Professor N.K. Dangalle (KLN), PhD Peradeniya Professor (Mrs.) C. Attanayake (SJP), PhD Wisconsin
Urban Geography	Professor B.L. Panditarathne (PDN), PhD, London Professor (Mrs.) Y.A.D.S.Wanasinghe (SJP), PhD London Professor P. Balasundarampillai (UOJ), PhD, Durham Professor U.A. Chandrasena (KLN)
Industrial Geography	Professor M.D. Nelson (PDN), PhD, Peradeniya Professor (Mrs.) Y.A. Rasanayagam (CMB), PhD,Cambridge
Economic Geography	Professor G.H. Peiris (PDN), PhD Cambridge
Social Geography	Professor (Mrs.) A. Wickramasinghe (PDN), PhD, Sheffield
Rural Geography	Professor M.M. Karunanayake (SJP), PhD, Liverpool Professor H.D. Dias (CMB), PhD Cambridge
Tourism Geography	Professor C.K.M.Deheragoda (SJP), PhD, Sophia, Professor K. A. Nobert (CMB)
Transport Geography	Professor (Mrs.) C.H. Ranasinghe (CMB), PhD, Cambridge

	Integrated Geography
Environmental Geography	Professor C.M. Madduma Bandara (PDN), PhD, Cambridge Professor (Mrs.) D.H.R.J. De Silva (CMB), PhD, Norwich (England) Professor P. Liyanarachchi (RUH), PhD, Peradeniya
South Asia	Professor G.H. Peiris (PDN), PhD Cambridge
Agro-forestry	Professor (Mrs.) A. Wickramasinghe (PDN), PhD, Sheffield
Natural Resource Management	Professor (Mrs.) A. Wickramasinghe (PDN), PhD, Sheffield
Regional Planning	Professor B.L. Panditarathne (PDN), PhD, London Professor H.D. Dias (CMB), PhD, Cambridge Professor P. Balasundarampillai (UOJ), PhD, Durham Professor K.A. Nobert (CMB) Professor U.A. Chandrasena (KLN)
Quantitative Geography	Professor (Miss) K.A. Gunawardena (CMB), PhD Cambridge
Cartography and surveying	Professor G. Thambyahpillay (PDN), PhD, Cambridge Professor M.P. Perara (KLN), PhD, London

CMB - University of Colombo, PDN - University of Peradeniya, UOJ - University of Jaffna, RUH -University of Ruhuna, KLN - University of Kelaniya, SJ P - University of Sri Jayawardenepura

Employability of Geography Graduates

There are several shortcomings confronted by graduates in general, and the graduates who have completed Geography education in Sri Lanka specifically. The issues can be categorized as micro and macro level issues within pedagogical approach. Micro level aspects are the issues that are faced by the undergraduates who follow Geography as a major or as part of their degree programs during their studies at the university. The lack of an intensive study guidance and academic counseling, the lack of internship and practical training, conventional teaching, the lack of study guides, lack of skills and low proficiency in the English language, inadequate Information and Communication Technology (ICT) facilities including outdated software, substandard learning environment including physical infrastructure, pessimistic attitudes and lack of peer observation of teaching etc. were the major micro level issues that have been identified. Macro level issues are faced by the graduates after completing their degree program. The ack of relevance and poor quality of the degree programs and waiting time for the first employment are the major issues faced after the completion of the degree programs. In general, these issues are common among most graduates who complete their degree in Sri Lankan universities. Under these circumstances, the continuous curriculum development is considered a major solution to avoid the weaknesses of the degree programme. Accordingly, the attention has been paid recently to "produce high quality graduates possessing skills, behavioral and attitudinal competencies needed for the knowledge economy expecting a higher demand in the local and foreign employment market." (Dharmasiri, 2015, p. 3).

Role of Sri Lanka Geographers' Association (SLAG) in the Evolution of the Subject

Prior to establishment of Sri Lanka Association of Geographers (SLAG), this was known as "Ceylon Geography

society", which was inaugurated in the year 1939, during the period of University College. Mr. K. Kularathnam was a doyen among the local geographers at that time, who represented the Ceylon Geographers Society. Dr. D.N. Wadia was elected first President of the Society. It was re-named "Sri Lanka Association of Geographers (SLAG)" during 1971/75. Since then, it maintains eminent resource persons from the discipline of Geography from different Universities in Sri Lanka. Workshops, conferences, teacher training programs, seminars conducted by SLAG provide a platform for knowledge sharing.

It is clear that the subject of geography is evolving through different stages in the educational curriculum in Sri Lanka. Currently, Geography has become one of the most popular disciplines among the undergraduates in faculties of Arts in the majority of the state universities in Sri Lanka. This subject provides a number of avenues for young scholars to decide their post graduate careers in many different fields of study.

Conclusion

The evolution of the subject of Geography in Sri Lanka was discussed in this chapter under several sub-sections, namely; Geography in the Global Context, Geography in Sri Lankan Context, Contribution of scholars in the early stage, the introduction of the subject of Geography into the school curriculum, its introduction to the university curriculum, eminent scholars in Geography who served in the universities in Sri Lanka, the employability of Geography graduates and the role of Sri Lanka Geographers' Association (SLAG) in the evolution of the subject of Geography. The writers of this chapter attempted to compile most accurate and complete information in each sub-section. We have noticed that the contribution by the subject to the education and development in Sri Lanka during the period concerned has been well recognized and noteworthy. The esteemed role of eminent scholars, teachers, administrators and graduates at all levels performed under various difficult circumstances and challenges is gratefully appreciated. We hope the future of geography education in Sri Lanka will evolve into a new paradigm aligning with the fast and effective global and national changes in the education system.

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Chapter 4

ECONOMICS: IN SEARCH OF RELEVANCE AND EXCELLENCE IN UNIVERSITY TEACHING

W.D. Lakshman

Abstract

Sri Lanka‘s university system today is the result of a long institutional evolution, which commenced from the last stages of British colonial rule in response to pressures of domestic socio-economic and political imperatives. As a distinct discipline in the Social Sciences, Economics has acquired a prominent place from the beginning of university education and maintained that position throughout. It was a subject in the Arts/ Social Sciences stream of the University College and later, in all universities set up in Sri Lanka. The British structure of the degree programmes, with corresponding curricular arrangements, was maintained in the country’s university system for quite some time, even after political independence. The introduction of *svabhāṣā*-medium teaching in university in the late-1950s produced a rapid expansion in the demand for university education, leading to a burgeoning undergraduate population and a corresponding addition to the number of universities. Naturally, student numbers offering Economics as a subject expanded, making it one of the most popular subjects in schools and universities. While remaining a major subject in Faculties of Arts/ Social Sciences, Economics has moved into other faculties as well, particularly into those of Business and Management Studies. Classroom teaching of Economics at postgraduate level is of relatively recent origin, and the initiatives in this sphere by the University of Colombo in the 1980s were innovative. Postgraduate courses in Economics have now expanded into most other universities. There were extensive curriculum and pedagogical reforms affecting the teaching of Economics at different stages, with perhaps the most radical changes taking place after the mid-1990s with the introduction of a course unit system, with related changes in student assessment systems and staff development programmes. Correspondingly, there was also a structural change in Economics study, from a somewhat inter-disciplinary and holistic approach which prevailed in early stages, to a narrow neo-classical approach as in most other universities in the world.

Keywords: *political economy, neo-classical economics, business economics, development studies, inter-disciplinarity svabhāṣā medium, unemployment among graduates, job-oriented courses, modular system, neoliberalism*

Introduction

The Sri Lankan university system is commemorating its centenary this year. The year of commencement of university education in Sri Lanka depends on which university-style educational institution one considers to be the oldest to count the age from. Some details of the early history of university education in Sri Lanka, then Ceylon under British colonial rule, are presented under the second theme. Those who count a hundred-year history obviously begin with the University College, established in 1921, and located in the premises of Cumaratunga Munidasa Mawatha, Reid Avenue, Bauddhaloka Mawatha complex of the present University of Colombo. A part of the University of Colombo, namely its Faculty of Medicine or as members of that Faculty prefer to call themselves, the Colombo Medical School, count 150 years of history in Sri Lanka's university education. This year count starts from 1870, the year of establishment of the Medical School (Colombo Medical Faculty Publishers, 2020).

This paper intends to trace and examine the development of university-level teaching in one area of the social sciences, namely Economics, sometimes called the 'queen of social sciences'. I will be trying to trace the beginnings of the teaching of Economics in Sri Lanka during the University College days commencing from the 1920s. Making an in-depth analysis of the teaching of Economics during the University College era, by examining the subject matter covered and teaching methodologies adopted, is rendered difficult by the lack of data and analytical studies. For me, the sources for the analysis of this period were merely a few contemporary university calendars I could find and a couple of secondary studies covering the subject. With regard to more recent times, the study gets extremely complicated as the university system itself has expanded tremendously with almost every university doing some teaching in Economics – even faculties other than those in Arts, Social Sciences, Commerce, and Management providing instructions and doing student examinations in some areas of Economics. The movement toward inter-disciplinarity of university studies has yet not been very strong in Sri Lankan universities, but some development toward that direction has led to even faculties like Medicine, Science (e.g. Mathematics), Engineering etc. using sections in the corpus of Economics knowledge as part of their curriculum. Another issue is that many private colleges, preparing students for degrees of foreign universities, are teaching Economics nowadays but the syllabi and methodologies they adopt could vary from one another depending on the overseas university degrees they train students for.

This paper, therefore, restricts its scope to the overwhelmingly dominant segment of the university system in Sri Lanka, namely the institutions under the purview of the University Grants Commission (UGC). The overwhelming bulk of the 17 universities thus operating under the purview of the UGC teach some courses in Economics. I am, therefore, compelled to demarcate my focus area to a manageable size. The chosen area of focus is therefore, the set of older universities, i.e. those over 20 years of age. Even among these, my focus will be on those offering Special (four-year) degree courses in Economics. There are other UGC-guided universities as well, teaching Economics for other types of courses. These are also brought into

the discussion in order to highlight the special features of Economics teaching in those universities. Being a paper with a historical orientation, it tries to relate its subject matter to contemporary historical, philosophical, and political developments mainly within Sri Lanka. Global socio-economic changes and disciplinary developments affecting Economics and its teaching at the university level are also referred to, insofar as these appear to have affected developments in Sri Lanka.

The paper has sub-themes including the introduction. The second sub-theme is intended to place the main discussion theme of the paper in perspective and considers some relevant issues in the beginnings of Western-style university education in Sri Lanka from around the 1920s. Reference is made to the Western-style in the foregoing sentence to indicate that there was the *Pirivena* system of oriental advanced education in the country from ancient times and that the paper does not refer to anything related to whatever remnants of this oriental higher education system that prevailed during the modern period. This background section leads the reader to the third sub-theme, which traces the evolution of Economics teaching in Sri Lanka from University College days to the end of the single University of Ceylon era. Some striking features of Economics education during this period are highlighted. The fourth sub-theme presents a review of the evolution of teaching Economics in Sri Lankan universities after the first round of expansion of university education in the late-1950s. The number of universities rose to three, with the first two new universities created in 1959 after the University of Ceylon. This was a period which witnessed significant socio-economic transformations in the country. The third sub-theme examines how these contemporary socio-political developments influenced university education in general and Economics education in particular. The 1960s, examined under the fourth sub-theme, and the post-1970 period, examined under the fifth sub-theme, were beset with socio-economic and political turmoil and protest movements in the country. There were militant youth insurrections, and ethnic conflicts leading to civil war conditions. These civil war conditions prevailed for nearly thirty years, until the civil war was brought to an end militarily in 2009. Global transformations during this period were equally devastating, the changes affecting international markets, inter-country relationships, international institutional mechanisms, trade and payment systems, foreign exchange rate regimes, wars in critically important world regions etc. Sub-themes four and five examine the impact of these changes on curriculum development in social science and business faculties in general, and on curriculum development in Economics in particular within Sri Lankan universities. The sixth sub-theme examines the development of graduate teaching facilities in Economics in Sri Lankan universities. A brief conclusion is given at the end of the chapter.

Two matters must be highlighted before this introductory section is concluded. First, the reader should not expect any commentary in this paper, about Economic research in the university system over the past century, although the contribution of universities for the promotion of theoretical and empirical research has been extremely significant. Second, the extent and depth of analysis in all sections of the paper has been restricted by space limitations.

I have attempted to be as objective as possible, writing on a subject in which I was closely involved over the last half century or so. In the developments I discuss in sub-themes four, five and six, I was actively engaged, more than being a mere participant and observer. My decisions with regard to the subject matter selected for commentary in these sections and the views expressed in the discussions have obviously been influenced by my personal experiences during the periods concerned in various capacities – as student, junior and senior lecturer, Professor, Head of Department, Faculty Dean and Vice-Chancellor in the two oldest universities of the country, Peradeniya and Colombo.

Beginnings of University Education in Sri Lanka

The early part of the period of British rule (1796-1948) in Sri Lanka, then known as Ceylon, corresponded with the so-called Industrial Revolution (1760-1830) process in Britain – the process which had enormous impacts on the economic, political, and social systems and policies in that country, leading the way to modernisation and transformation processes in Britain as well as elsewhere in Europe. A careful study of Sri Lankan history during British rule shows how political and social policies in the colony were influenced by contemporary developments in Britain. Important political and social reforms were effected in Ceylon after the 1830s. There was, of course, a degree of influence brought to bear on these reforms by domestic protests originating from the non-feudal upper social strata who gained influence over the ruling British. These protests occasionally received active support from the masses, as was in the case of the 1848 uprising. Nevertheless, until close to Independence in 1948, overall, these socio-political changes during the British period appear to have been recommended by a series of commissions and committees appointed by the British Raj, and accepted by the colonial government. It would be naïve to argue that this was because of humanitarian concerns of the colonial regime for the subject people. Certain reforms were seen as necessary and useful for trouble-free and economic management of the colony, so that resource transfers out of the colony could be enhanced.

Measures in the field of education serve as a prominent component of the above-mentioned socio-political changes, which took place during the British rule. School education began during this period. Initially, a few schools were established in metropolitan centres and later in other urban and rural areas. These were the results of various missionary organizations and the colonial administration. Missionary schools also received the support of the colonial administration. The spread of education in these early days was guided by both missionary (spread of Christianity) and utilitarian/ pragmatic purposes (Wickremeratne, 1973). As in the case of several other socio-political spheres, in education too, the Colebrooke-Cameron Reforms of 1833 had played an important role. The processes which commenced during this period had gradually led to the development of a three-tier system of schools in the country, classified basically by the medium of instruction involved: (i) English schools, (ii) Anglo-vernacular schools, and (iii) vernacular schools. These distinctions in school education prevailed throughout the period of the British rule and a few

years into the post-independence period. English schools were to serve the elite, while Anglo-vernacular schools served those who could afford that education to gain transition from vernacular to English. Vernacular schools were for the lower strata of the society with extremely limited opportunities to go up the social ladder. In 1930, while schools in categories (i) and (ii) above numbered 260, category (iii) consisted of 3533 units (Jayaweera, 1973). These Sinhala and Tamil (vernacular) schools operated with extremely limited resources and were at the bottom of the ladder of social acceptance. This educational heritage of the colonial era, with the veneration of the colonisers' language and placing the native languages of people in the country at a disadvantage continued into the post-independence period, causing much social tension and hampering social development. The colonial government's purpose of school education was to train a stream of young persons to serve the British Raj in regular administration of the country. The content of school curriculum was accordingly determined and was largely literary biased to meet the needs of lowlevel administrative positions that were expanding.

During the nineteenth century, the colonial government commenced various physical and social infrastructure development projects in Ceylon. These activities continued unabated and towards the end of the century, a growing need for a local class of professional and technical personnel to serve in these projects could be observed. The demand for the setting up of a university and other professional and technical institutes emerged initially through this need to create such a class of professionals from within the country. The Ceylon Medical School was established in 1870 to train a local class of medical professionals to serve in hospitals, clinics, public health services, etc. established by the colonial government and planters. The Medical School was followed by the Colombo Law College (1875), the School of Agriculture (1884) and the Government Technical College (1893). In addition to the colonial government's need for local facilities to train professional and technical personnel, there was also "the growth of a university movement in the late 19th and early 20th centuries" (Ariyapala and Bastianpillai, 1987/8, p.1). This movement had its origin in the formation of the Ceylon University Movement in the 1880s by a group of public-spirited citizens led by Sir Ponnambalam Arunachalam (University of Ceylon, Calendar for 1954-55, p.33).

Discussions and proposals about establishing facilities for modern university education in Sri Lanka began to emerge soon after these initiatives to set up facilities to train personnel with professional and technical skills. A university at the apex of the country's educational system was proposed first in 1911. This was by an investigation committee, headed by J.R. Bridge, appointed to formulate proposals for educational reforms. The proposal to set up a university was vehemently opposed by the Governor, and a few high-ranking officials including the Director of Education (Jayaweera, 1973). Subsequently, a proposal to convert the Royal College into a University College to train students for examinations of the University of Oxford was accepted by the colonial government. The implementation of the proposal was, however, postponed due to the intervention of World War I. As the decision was taken to continue

with the Royal College as a school in the system, it was decided to set up the proposed University College in a different location in the neighbourhood. This was finally opened in 1921 with R. Marrs as the first principal with 155 students for Arts and Science degrees of the University of London. Marrs retired in 1939 and was replaced by Sir Ivor Jennings, who, however, assumed duties only in 1941 as his arrival in Ceylon was delayed due to World War II related travel difficulties. The University College provided courses of study in Arts and Humanities, Science, and Medicine. The undergraduates in all these disciplines were prepared for the examinations of the University of London.

In 1942, the first fully-fledged university in Sri Lanka was established in the name of University of Ceylon, with 55 academic staff members, and 904 students in four faculties. The Principal of University College assumed duties as the Vice-Chancellor of the new university. Indeed, the University College was intended to develop into a university and even by 1922 outlines of degrees and courses for the future university were being prepared. The new university was established in 1942 to operate from the Colombo premises of the University College but later it was to be sited away from Colombo. In the same year, the Free Education Ordinance was passed by the State Council, proposed by Minister of Education, Dr. C.W.W. Kannangara, hailed as the father of free education system in Sri Lanka.

After considerable political debate, the land on which the present University of Peradeniya operates was selected as the location for the new university initially set up in Colombo, in lieu of the previously earmarked Dumbara Valley. The responsibility of planning and guiding the construction of the new residential university in Peradeniya, covering not only infrastructure planning and supervision of construction activities, but also the drafting of the relevant University Act as well as the shaping of university traditions fell on the first Vice-Chancellor, Sir Ivor Jennings. The gradual transfer of the University of Ceylon from Colombo to Peradeniya started in 1949, with students from the Departments of Law, Agriculture and Veterinary Science transferred first. The major move took place in 1952, with the transfer of staff and students of the Faculties of Arts and Oriental Studies, together with the main library and the university administration. The last movement on 6 October 1952 marks the official establishment of the University of Ceylon, Peradeniya[1].

The single university system introduced in Sri Lanka in 1942, however, expanded steadily with the increasing demand for higher education, related to population and income growth as well as the socioeconomic transformation of the colonial territory and its administration. With limited resources, though, the government also responded positively to this growing demand. From the beginning, the University of Ceylon itself had two campuses in Peradeniya and Colombo, which later (1978) became two separate universities. The first major step towards late 1950s in this expansion of universities was the conversion of two traditional seats of learning, the two most well-known monasterial institutions or *pirivenas* in the country at the time engaged in the training of the Buddhist priesthood, into separate universities in

1. https://en.wikipedia.org/wiki/University_of_Peradeniya

1958-9: Vidyodaya and Vidyalankara, which were renamed in 1978 as University of Sri Jayewardenepura and University of Kelaniya respectively.

Beginnings of Economics Teaching at University Level

The period covered in this section extends from the University College days to the late 1950s which witnessed the end of the single university period in the history of universities in the country. Historical details about the University College, established in 1921 and the courses of study offered there along with the relevant curricular details and available teacher resources, are difficult to unearth now without undertaking careful archival research. This paper does not make any claim to be such an exhaustive study. The main 'official' sources of information used here have been a calendar of the University College and an early calendar of the University of Ceylon which succeeded the College.

The College has offered, in its first year, courses leading to intermediate and final examinations in Arts and Sciences of the University of London. Specific mention has been made of a London Intermediate Science (Economics) Examination (Calendar, University of Ceylon, 1956-7, p.32). A recent newspaper article talks of Arts and Science subjects taught in the College with their curricula obtained from London. Most of the teachers were expatriates (except those in the oriental subjects). Among a wide selection of subjects taught, as noted in this newspaper article, Economics appears together with European history. The students sat for the London examinations which culminated in obtaining a London BA or BSc (Dharmadasa, 2020). As could be expected, the medium of teaching was English, with even oriental languages taught in that medium. It is noteworthy that the aspirations of those who clamoured for a university in Ceylon were far from being fulfilled by this affiliated University College arrangement.

As noted, Economics was taught in the College from its inception. In the early stages, out of 13 subject areas taught in Natural and Social Sciences, Medical Studies and Oriental Studies, Economics appears as one in the "Arts and Oriental Studies" group. In the early stages of development of university teaching in Sri Lanka, there was the practice of placing two or more subjects under one departmental administration. During the University College era, Modern History and Economics were in one academic department under the headship of Professor S.A. Pakeman. Among lecturers in the department, there were two lecturers from the field of Economics – B.B. Das Gupta as Lecturer and B.R. Shenoy as Assistant Lecturer – both having left their mark in the history of Economics teaching and research as well as Money and Banking Studies in Sri Lanka. Both were Indian by nationality. Of them, B.B. Das Gupta became the first Professor of Economics at the University of Ceylon and held that position in Peradeniya as well until he became the first Director of Economic Research in the Central Bank of Ceylon. B.R. Shenoy was a classical libertarian economist, who, after his stint at the University College, was engaged in 1966 by J.R. Jayewardene, at the time the Minister of State and Deputy Prime Minister, as Economic Adviser (Wijewardena, 2015). Instruction in Economics in the College was provided in line with the syllabi of the University of London

for its Intermediate and Final external examinations. Students were taught to take up the Diploma in Economics after a two-year course. On the strength of performance in the examination held at that point, a student could extend the period of study by one more year.

The courses offered for this diploma showed strong similarity to the courses of study taught in Economics during the early decades of the University of Ceylon at Peradeniya. The courses offered included the following: Principles of Economics, Currency and Banking, International Trade and Public Finance, Modern Economic History (General), Modern Economic History (Great Britain), Economic Statistics and Statistical Method, Economic Geography with Special Reference to Economic Geography of Ceylon, and Economics of Ceylon. There was also an essay on a given topic to be presented as part of the final examination. The standards which the students were expected to reach were those for the University of London BSc (Economics) degree, although the College qualification was called a diploma. The list of courses noted above included nine areas of examination fields. An interesting fact is that in the Special degree in Economics that was available in the University of Ceylon during its initial period up to around the early 1970s, the students were expected to sit for nine papers. There were of course options available for students to select from. The influence of the British university system remained quite strong on the Sri Lankan university system for several decades after political independence. Therefore, the UK universities considered Ceylon's first-degree qualification as equivalent to British degrees. First degree holders from the University of Ceylon were, therefore, often accepted directly for postgraduate study programmes of the UK universities without additional qualifying examinations.

At the University of Ceylon, facilities to study Economics were available to students at two different levels. Education in Arts and Science faculties continues to be available at these two levels even today. The descriptive titles of these two levels in the Faculty of Arts, namely the General degree and the Special degree, continue to be used even today. The former would take three, and the latter, four years to complete, if proceeded toward the relevant final examinations without interruption. At both levels, the first-year study was of a qualifying nature and was not counted as part of the overall examination result. The final examination at both levels involved the students' taking nine papers altogether to complete the degree course. Students offering the General degree course were expected to opt for studies in two subject areas in the early days, but three subjects later.

After the initial Indian dominance at the headship, the Department of Economics came under a Sri Lankan national – F.R. Jayasuriya – who remained in the University of Ceylon as an Acting Head, until he moved as Professor to a different university. He entered the field of Economics from a different discipline, indicating the absence of rigid compartmentalization of scholars into subject areas at the time. Moreover, being anti-imperialist, nationalist, and Buddhist revivalist in orientation, he was involved in selected contemporary social and political movements and therefore, quite well-known in the country. Perhaps for the above reasons, F.R. Jayasuriya was not appointed the Head of the

Department of Economics, and had to remain as Acting Head, until Dr. H.A. de S. Gunasekera[2] (First Class Honours from the University of Ceylon (1944) and PhD from the London School of Economics) was appointed the Professor of Economics and Head of the Department in 1961. He succeeded Professor Das Gupta to become the second person (and the first Sri Lankan) to hold the Chair of Economics at the University of Ceylon.

The Department of Economics of the University of Ceylon in the mid-1950s included, in addition to the two Sri Lankan academics mentioned, A.D.V. de S. Indraratna who later became Professor of Economics in the University of Ceylon branch in Colombo and B. Hewavitharana who later obtained the Doctor of Philosophy (PhD) from the London Scool of Economics (LSE) and became the third holder of the Chair of Economics at Peradeniya. By the early 1960s, there were two specialists in Economic History - S. Rajaratnam and Dr. Ian Vanden Driesen – and two in Political Science - Dr. I.D.S. Weerawardene and Dr. A.J. Wilson. There was also a specialist in Demography attached to Economics, Dr. N.K. Sarkar. During this period, S.A. Meegama specialized in statistics but did not return to resume his position in the Department after his PhD.

The multi-disciplinarity or inter-disciplinarity of learning in university at the time was indeed striking. This was true for Economics as well. Unlike nowadays, the Department of Economics at the University of Ceylon during these early days has provided space for historians, political scientists, demographers, statisticians, accountants, and during certain times, also for sociologists. Resource limitations, particularly in financial and human resources, prevented the University from setting up separate departments of study to cover all these different disciplines. This was also due to uncertainties about the extent of student demand for these other disciplines at the university level. Some pedagogical reasoning too prevailed in this practice of offering teaching facilities in several disciplines within the Department of Economics. Multi-disciplinary courses in Economics, it was believed, provided a more holistic view of the behavioural aspects of Economics and economic policy. The practice of cohabitation provided the specialists in other disciplines with the required training and experience, and opportunities to form separate university departments. As conditions changed with the passage of time there was the tendency for the Department of Economics to move out of this nurturing /mothering role for other disciplines. Gradually, subjects like Political Science, Sociology, Demography, Accountancy, etc. moved out of the administrative control of Economics, and formed their own departments. Statistics remained within Economics (in addition to Statistics in the Faculty of Science) but it lost its "Applied Social Statistics" character, transforming itself into econometric studies.

The availability of specialists in several related disciplines in the Department of Economics has made the General and Special degree courses offered by the

2. The doyen of students and teachers in economics at University of Ceylon in the 1960s, more so among students, Gunasekera was singularly responsible for the main contemporary developments in Economics education, based on the practices of the University of Ceylon at Peradeniya. The thesis he submitted for his PhD to the LSE, published by London University, is indicated as Gunasekera (1960) in the select bibliography of this article.

Department of Economics, incorporate courses in these different disciplines. What the Department of Economics provided for the General degree course was a combination of Principles of Economics, Political Science (sometimes called Government), Economic History, Banking and Currency, and Applied Economics. Special degree training in Economics consisted of six compulsory and three optional specialization courses. Within the former group, there were Political Science and Economic History courses. Except for Money and Banking, all other specialization modules were in subjects that would be considered nowadays as falling outside modern definitions of Economics: Political Science, Economic History, Accountancy, and Statistics. These subjects were clearly useful for anyone specialising in Economics as a Social Science but these affiliated subjects were dropped out of the Economics curriculum leading to a significant loss to the nature of knowledge imparted in Economics courses.

Economics was considered, in early phases of development of universities in Sri Lanka, as very much a social and behavioural science, trying to understand the economic behaviour of people from a holistic angle. The inter-disciplinarity in Economics teaching at these early stages enabled students gain a more broad-based knowledge in Economics as a Social Science discipline. In a philosophical sense, the study of Economics internationally has moved away from the perception of it being a Social and Behavioural Science. Economists in many universities in the world have gradually come to consider themselves as being in a "scientific" discipline as Natural Sciences. The Economic studies interspersed with Economic History, Political Science, Sociology, Applied Social Statistics, etc. provided the university students in the early stages of development of Sri Lankan universities (as in many other world universities at the time) that useful holistic understanding of behaviour, at both individual and social/ national levels.

Along with the expansion of universally free education at school level, there was a popular demand for increased opportunities for university education, especially in vernacular languages. Reference has been made to the establishment of new universities after the University of Ceylon, starting with the conversion of the two *pirivenas* into Vidyodaya and Vidyalankara Universities in 1959. These two new universities had their teething problems converting from their traditional *pirivena* style of teaching to modern Western style universities. It took years for them to recruit teachers with skills in teaching Economics at the university level. The young staff recruited to the permanent positions in the early stages were Economics graduates of the University of Ceylon. These recruits were either those who graduated from that university with Special degrees in Economics or were teaching Economics at the University of Ceylon on a permanent or temporary basis. Either way, these initial recruits into the Departments of Economics of Vidyodaya and Vidyalankara were without a great deal of experience as university teachers or any postgraduate qualifications. In order to gain acceptance for their special degree in Economics, these two universities have very effectively developed the practice of employing visiting lecturers, in their formative periods. Located in the vicinity of the country's metropolis, these

universities enjoyed the facility of being able to obtain visiting services from many competent and qualified persons employed in institutions such as the Central Bank, government ministries and departments, research organisations, etc. This practice has enabled the two new universities to receive minimum levels of acceptance for their degree in Economics in the hands of public and private sector employers. Yet, these degrees remained below those of the University of Ceylon in terms of social acceptance for many more years to come.

Vidyodaya and Vidyalankara, however, gradually built up their own academic staff to establish strong Departments of Economics. The University of Kelaniya opened up its Chair of Economics to the long-time teacher at the University of Ceylon, Professor F. R. Jayasuriya. Another teacher associated with Vidyodaya Department of Economics, since his graduation from the University of Ceylon at Peradeniya, Professor Sirisena Thilakaratna, has established his name among the academic community in Economics. His contribution as Head of Department of Economics at Vidyodaya was widely recognized and through scholarship-funded training programmes overseas, he went on to establish a strong teaching faculty in Economics at Vidyodaya. His contribution as Controlling Chief Examiner in Economics at the GCE (General Certificate of Education) Advanced Level (A-Level) examination was invaluable. He became the Chairman of the UGC, a position he held for many years with distinction, starting from the mid-1990s.

It has been noted that the Department of Economics at the University of Ceylon provided the departments of Economics set up in new universities with trained personnel in Economics. After Vidyodaya and Vidyalankara, the University of Jaffna, set up in the early part of the 1970s, benefited greatly from the transfer of a number of senior teachers in Economics – Professor S. Rajaratnam and Professor N. Balakrishnan – from the University of Ceylon in Peradeniya. Not only department headships but also university deanships were held in Jaffna by these transferees from Peradeniya. This happened later (in 1980s) in respect of the University of Ruhuna as well, where the long-time Head of the Department of Economics, Professor Danny Atapattu was from the teachers of University of Ceylon. The influence of the University of Ceylon, particularly the one in Peradeniya, has been widely acknowledged as strong and pervasive in the development of teaching Economics in other universities. This can be seen as a main factor behind the similarity in the Economics curriculum between Peradeniya and these new universities. In almost all these new universities, the Head of the Department of Economics in their formative periods was a graduate of the University of Ceylon in Peradeniya. As will be noted presently, this influence of the University of Ceylon in the development of Economics teaching facilities in new universities however, waned in later decades.

Transformations during the 1960s

Far-reaching and, in some sense, fundamental were the changes that occurred in the 1960s in how the Sri Lankan society viewed the role of its universities and how the society wanted them to perform their functions of teaching and training of the youth. These changes had their origins in the socio-

political movements of the mid-1950s. These changes were a reaction to the way the first two post-colonial regimes, the first one elected in 1948 and the second, in 1952, ran the affairs of the country after winning independence. Indeed, the 1950s witnessed a cultural revival in the country on a broad front, reflected in fiction, drama, movies, and music. The political transition from colonial status to independence provided an added fillip to the growing nationalism as a reaction against colonial rule. In addition to the vernacular languages, other oriental languages such as Pali and Sanskrit began to receive a prominent place in the education system. This was visible not only at the university level but also at the level of school curriculum. The parliamentary elections held in 1956, in which nationalistic issues took prominence in the election campaigns, gave a landslide victory to the coalition of political parties which challenged the incumbent regime. The most prominent element in the nationalist agenda of the winning coalition was its electoral pledge to oust the language of the colonial ruler from the official language position in the country.

The history of the language movement in Sri Lanka goes back to the closing decades of the colonial rule. Given the existence of two well-developed native languages, Sinhala and Tamil, this language movement in the colonial era meant organized protests to demand that the *svabhāṣā* (i.e. people's own language) is given the place of English as the official language, the language for higher education and more generally, the language for people's social advancement. Cultural nationalism in Sri Lanka, as in many other decolonising countries, had given centrality to local languages. The national language focus enabled people to comprehend the significance of a common cultural core for national unity. The negative treatment given to national languages under the early post-colonial period obviously led to exclusion of the majority from benefits of independence. There was also the tendency for dissension based on this language discrimination to aggravate into armed conflicts within the country. The linguistic nationalism of the 1950s, as it developed in Sri Lanka, had its significant costs, as people realised later, but at the time, it had the power to move electoral politics. Arguing in favour of the shift of educational media to *svabhāṣā*, the Acting Head of the Department of Economics of the University of Ceylon at the time, F. R. Jayasuriya, argued that in general, the use of the native language or one's mother tongue as education medium would help countries to tap into their vast national resources, human and otherwise, for development. He cited the experiences of a diverse set of countries to prove his point: Japan, South Korea, Thailand, Malaysia, Taiwan, Israel, Norway, Denmark, and Iceland – countries which have used their native languages as the medium of university instruction and as the medium of official communication.

Well-developed facilities to learn English were available at the time in Colombo and a few major metropolitan areas like Kandy, Galle, and Jaffna. However, the overwhelming bulk of the population did not enjoy these facilities, while those who did were enjoying the best available opportunities. Indeed, as a result of this *svabhāṣā* movement, the medium of instruction in secondary schools, which were providing instruction in the English medium, began to change gradually

to *svabhāṣā* medium from Grade six onwards. This started from the mid-1950s, and the change effected was, one school year at a time. With this gradual change, the medium of instruction at university entrance classes (roughly 12th and 13th years in school) was changed to *svabhāṣā* in 1958-59, leading to the relevant examination of 1959 being offered by students in all three media: Sinhala, Tamil, and English. Thus began, in 1960, a new era of university education in Sri Lanka, of which the author himself was a pioneer. We all joined the movement filled with high levels of anticipation and expectations.

The process of transition from English to *svabhāṣā* medium in university education was a challenging and difficult process for teachers as well as students. It was also an interesting and worthwhile exercise in which both groups participated jointly with a great deal of commitment. In the commencement year, 1960, the total numbers admitted to the university were divided roughly equally into English and *svabhaṣā* media, indicating that it was a transitional period. The numbers in subsequent years, however, shifted dramatically in favour of *svabhāṣā* students. In a few years' time, the numbers in the English medium came down to a mere trickle. In 1961,the number of students chosen for the Special degree in Economics in the English medium far outnumbered those in the Sinhala medium, producing a ratio of roughly 80:20. I can vividly recollect the interesting times we, the pioneer Sinhala medium Special degree batch in Economics consisting of a mere eight students, enjoyed our classroom work. While ourselves learning new concepts of Economics in class as well as in library, with no reading material in Sinhala, we enjoyed working with teachers to perfect Sinhala expressions for unfamiliar concepts in Economics. These concepts in Economics were developed in the West over a couple of centuries of development of Economics as a separate discipline. The instances we encountered in which language specialists had provided totally inappropriate Sinhala "technical terms", bordering on absurdity and ludicrousness, were not infrequent. Working together, we the students and the teachers, could eliminate many problems of translation for future generations. The advantages of being in a small class, which the pioneers enjoyed, were lost to subsequent batches of students who witnessed an increase in *svabhaṣā* medium student numbers at phenomenal rates.

There was no systematic preparation for the transition period, in a number of ways. The main issue in the transition was the scarcity of Sinhala (and perhaps also in Tamil) publications in Economics, as in the case of many other disciplines. The bulk of the pioneers, being in a process of transition, had no insurmountable difficulties to overcome in reading and understanding books and articles written in English. Yet, this scarcity of books in Sinhala was generally a significant barrier to effective learning in university. Economics publications in Sinhala, written by local university teachers as well as translations from other languages took time to appear in markets.

This was a period during which textbooks and other reading material for university students in *svabhāṣā* were prepared by Sri Lankan academics. The textbook in price theory published by Professor A.D.V. de S. Indraratne (*Mila Niyaya*, first edition 1962 and many editions subsequently) was a pioneer in this

regard. He had written and published numerous other books in Economics in Sinhala. There were also books written by Professor F.R. Jayasuriya, most of these after he became Professor of Economics at the Vidyalankara University. The author of this article himself wrote several textbooks of which the book titled *Ārthika Vi̇shleshanaya* (meaning economic analysis) (first published in 1968), has gone through many editions over the years. He has contributed to a number of texts prepared for the A-Level and published by the Department of Educational Publications. He has also organized a group of young lecturers under his supervision and translated the well-known textbook by P.A. Samuelson, *Economics* into Sinhala in the 1980s. Many other books authored by Sri Lankans and translations appeared later and I have not made an effort to list all of these here. Development of literature in Economics in the Tamil language also would have taken place during this period but the author does not have any first-hand knowledge of these developments. In any case, for Tamil medium students, there would have been Tamil texts coming from India.

The commencement of the *svabhāṣā* medium teaching in the university was responsible for opening-up tertiary level education for increasing numbers from urban as well as rural areas. University education was available free of tuition fees to those who, after secondary education, succeeded in getting admitted to a state university. This led to universities bursting at the seams beginning from the early 1960s. The University of Ceylon, both at Peradeniya and Colombo, was totally unprepared to face the crisis created by this huge influx of students. During the late 1950s and the early 1960s, the university entrance examination, referred to earlier, was intended to select candidates for the University of Ceylon. Vidyodaya and Vidyalankara universities had offered their own separate entrance examinations. Numbers sitting for these examinations were substantially less than those sitting for the University of Ceylon admission test.

In this backdrop, student pressure became particularly severe in the Colombo Campus of the University in the mid-1960s. There was also an increasing demand emanating from the departments in the arts faculty of the Colombo Campus for some autonomy in administration from Peradeniya. A Faculty of Arts was thus created in Colombo in 1964, operating independently from Peradeniya. The Department of Economics in Colombo was thus made free from the Faculty of Arts of Peradeniya However, it was allowed to continue to offer only the General degree facility[3] within an independent Faculty of Arts. The Department was allowed to offer the Special degree facility starting only from the batch of students admitted into the Faculty in 1970.

The changes of 1964 referred to above corresponded with the emergence of strong political pressure[4] to expand student intake into the Colombo Campus at an unprecedented rate. The numbers admitted to the Faculty of Arts in 1964 were such that the large classes in the heavy-demand subjects could not be

3. During this period, students who achieved a level of success in the General Arts Qualifying (GAQ) examination adequate to apply for a Special Degree in Economics could apply and if accepted, obtain a transfer from Colombo to the Peradeniya Campus.

4. There were at the time various unverified stories about the factor/s which specifically was/ were responsible for these political pressures.

accommodated in any of the available classrooms. The Campus was thus pushed in 1964 into the tragicomedy of using the abandoned racecourse premises in the vicinity of the Campus to teach these large first-year classes in social sciences and humanities. Economics too fell into this category giving rise to hilarious stories about how elementary economic theory was taught in the race-course premises. Economic theory is usually taught using many algebraic equations and graphs.. No electronic and computer-based facilities of teaching were available at the time. One can imagine how difficult it would have been to teach economic principles in these conditions. The Campus itself acquired, for a few years, the not so inappropriate epithet of *ashva vidyalaya* (literally "horse training school" but note how the Sinhala word *aśhva* here rhymes with the Sinhala word for university – *viśhva vidyālaya*). The abandoned racecourse facility was used for teaching for three years until the 1964 General degree batch of students graduated.

From the 1960s to the 1990s or so, Economics occupied the number one place in the hierarchy of subjects, rated on student enrolment. This popularity of the subject in the early 1970s had its beginnings in A-Level classes and at the A-Level examination from the late 1960s. The transition to *svabhāṣā* teaching in university entrance classes and the resulting expansion of numbers sitting the relevant examination were noted. It was in the mid-1960s that Economics came to be recognized as an A-Level subject. The ratio of candidates at the A-Level, offering Economics as a subject ranged above 60-65 per cent of the total arts stream during the late 1960s and the 1970s, reflecting the enormous popularity of Economics among students. This popularity of Economics at the A-Level was reflected in the swelling of the student numbers of the arts faculty in the University of Ceylon. The four-year Special degree Economics classes in the University of Ceylon at Peradeniya, in particular, during this period began to surpass 50 in student numbers – considered very large for a special degree class by contemporary standards. The facility to offer the Special degree was extended to the Colombo Campus from 1970-71 and the numbers seeking to register as Special degree students were very high in Colombo too.

Large numbers passing out after pursuing scholastic / academic type of education offered in universities started giving rise to new socio-political issues and tensions. The country's economy was not generating employment opportunities in sufficient numbers to absorb the graduates passing out every year in large numbers from the university system. This became a special social issue in the general problem of growing unemployment among the educated youth. This was largely a problem faced by the educated youth entering the labour force for the first time in life. Students who completed special courses in Economics, for some time, were showing greater success in securing better jobs than those who specialized in other social science disciplines. Certain classes of jobs, highly valued by jobseekers, were seen going to Economics graduates – e.g., university teaching, staff positions in the Central Bank, executive positions in government services in ministries and departments, executive positions in commercial banks and so on. For some time to come, there were vacancies for them in teaching positions as well. Nevertheless, rather few were the numbers of available

vacant positions, given the large numbers of "eligible" graduates looking for remunerative jobs. The tendency among large numbers of the youth joining university social science faculties to choose the Economics specialisation continued for some time. The economic system could not however, continue to fulfil their expectations for long. The popularity of Economics as a subject in undergraduate studies too waned. The graduates in Economics and other social science subjects were not in a position to exploit the opportunities opening up through globalization processes as most of these graduates were from *svabhāṣā* medium study programmes.

Post-1970 Developments

A new government was elected in 1970, with a strong two-thirds majority in the Parliament. In this electoral process, political power changed hands from the right-of-centre to the left-of-centre in Sri Lankan politics. The newly elected government, in the very next year after election to power, faced the first ever post-independence armed struggle in Sri Lanka for forcible capture of political power. This was essentially a movement of the country's youth, led by a group of young political radicals. The group, obviously misled, but moving with utopian idealism, were crushed by the country's armed forces. It created, however, a movement which attempted this again in the latter part of the 1980s. The newly elected government was obviously shocked and stunned by this unexpected turn of events, although they could militarily bring the insurrection under control. The regime in power, therefore moved fast to bring in reforms in a number of different subject areas. Among these, there were the attempts to make far-reaching changes in general as well as in university education. One major institutional reform in the university administration, attempted during this period was the enactment of the Universities Act No 1 of 1972. The main thrust of this 1972 reform was to go back to a single university system like what prevailed initially.

With plans to enact a new republican constitution for the country and an official change in the name of the country from Ceylon to Sri Lanka, the new single university was named the University of Sri Lanka. The several separate universities that existed then were brought under the umbrella of this new single university whose main administrative office was set up in the "College House" on Thurstan Road, now Cumaratunga Munidasa Mawatha, in Colombo. All existing universities were amalgamated and made Campuses of the new University of Sri Lanka – University of Ceylon in Peradeniya and Colombo becoming Colombo and Peradeniya Campuses, and the other two existent universities becoming Vidyodaya and Vidyalankara Campuses. More campuses were added later. A Technical College in Katubedda was converted to an engineering campus under this Act of 1972, in the name of Katubedda Campus of the University of Sri Lanka. It was changed to University of Moratuwa in 1979. In 1974, the Jaffna Campus was added to the University of Sri Lanka and became University of Jaffna in the 1978 reforms.

This attempt to incorporate all the different universities in the country, with their divergent systems, cultures and traditions, into one monolithic single university was resisted strongly by the university community, particularly

by those in the University of Ceylon. Particularly aggressive were the protests against the programme of rationalisation of disciplines to be taught in different campuses. The intention of rationalisation of disciplines was to avoid duplication of subjects taught and to promote specialization. This was intended to change the composition of mostly the Arts/ Social Science faculties. Within Arts Faculty disciplines, however, Economics was one subject area that did not come under this rationalization programme. All amalgamated units could continue with their undergraduate programmes in Economics as they did earlier.

In addition to the single university experiment, reforms of 1972 involved extensive curriculum revisions. One of the main intentions of these curricular reforms was to make undergraduate courses job-oriented. Nevertheless, as in the case of other disciplines, Economics also had to make curricular changes. These reforms produced impacts on Economics teaching in a number of universities. Those implemented in Colombo and Peradeniya Campuses are worth examining in some detail. These reforms were, in a limited sense, responses to the youth insurrection of 1971. A large proportion of leaders, supporters and sympathisers of the insurrection came from the community of undergraduates. The failed 1971 exercise of the Janatha Vimukthi Peramuna (JVP) was something resembling an "infantile disorder" as Lenin used the term. The idealism brought out in the rhetoric of the JVP attracted large numbers of the country's youth into the movement, among whom contemporary undergraduates formed a major component. A major perception at the time was that the youth were compelled to take to arms to change the regime because they were being provided a kind of higher education that did not make them eligible for worthwhile employment after graduation. The political and administrative leaders in the government and also those among university academic and administrative staff were of the view that university students, particularly in Faculties of Arts and Social Sciences, were enjoying an over-abundance of free time under the existing curriculum coming down from the days of the University of Ceylon. Students in these faculties, it was argued, could fulfil minimum requirements for their degrees by following a few one-hour lectures a week, and studying intensively for a few months towards the course-end examinations in their final years in university. This meant that they had enough free time for extra-curricular activities among which political activism attracted a fair proportion of students. I will be reverting to this subject again discussing university curriculum reforms in the 1990s and after.

There were attempts at curricular reform in the Faculties of Arts in both Peradeniya and Colombo[5]. The demand for these reforms was indeed growing from the late 1960s and the reform efforts were continuing for some time. Thistlethwaite Report on University of Colombo (Thistlethwaite, 1967) is of significance here. Frank Thistlethwaite, at the time the Vice Chancellor of the University of East Anglia, invited as

5. In respect of the subject of curricular reforms, I refer only to Peradeniya and Colombo Campuses of the University of Ceylon largely because of unwieldiness of handling all the universities in the system and the lack of space in the paper to cover the entire university system. The curriculum reform movements noted for Peradeniya and Colombo were observed at Vidyodaya and Vidyalankara Universities as well.

adviser by the Government of Sri Lanka, presented a blueprint for the conversion of the Colombo Campus into a new University in Colombo and made several recommendations also for curriculum reform. One element of university curricular reforms introduced during this period included the introduction of more frequent examinations in universities. In the first instance, this involved introduction of annual examinations. In the next round of curricular reforms, abandoning the three-term academic year in favour of a semester system, mid-semester examinations and end-semester examinations were introduced. Certain new elements were introduced into the Special degree in Economics in both Peradeniya and Colombo. In Peradeniya, Special degree courses began to adopt a system of annual examinations. The new Special degree programme in Colombo, which commenced in 1970-71, was substantially different from the traditional Special degree programme of Peradeniya. One major innovation was to provide the Special degree in Economics at two levels. Once selected for the Special degree programme in Economics, a student was made to complete her / his Bachelor of Arts (BA) in two years after successfully sitting 12 papers in Economics and in a specialisation subject[6]. The specialisation subjects showed the concern at the time for introduction of job-orientation into university degree programmes. After the BA, the students were given one additional year to complete the "Special" degree, while also collecting an additional degree named Bachelor of Philosophy (B.Phil.). The B.Phil. year involved completing four papers in Economics and a dissertation on a theme falling into the chosen specialisation subject. The dissertation received the weight of two papers in computing the results of the final examination. The double-degree programme stayed for less than a mere decade as the Special degree programme of Colombo was also brought back to resemble that of Peradeniya. In Thistlethwaite guided curriculum reforms, the introduction of specialisation options was motivated by the widely discussed contemporary issue of making university degree more directly employment-oriented. Subject areas like Industrial Economics, Public Finance, Development Economics, and Money and Banking were considered more employment-oriented than subjects traditionally available for specialisation options, although queries can be raised about the veracity of this argument. During this period, there were also attempts to introduce what were described as job-oriented subjects in subject streams called "Development Studies".

These tendencies within universities were obviously associated with underlying conditions in the domestic economy. Over the several decades after the 1970s, guided by the well-known ILO reports prepared by Dudley Seers and the team, on "mismatches between employment expectations and opportunities" in Sri Lanka (ILO, 1971), there was increasing policy interest in making university courses employment-oriented. I have indicated above how, in a different vintage, the presumed greater ability of Economics among social sciences to provide easier access to remunerative employment has made that subject more popular than other social sciences among undergraduates. A similar reasoning in the 1990s and later, has led to a shift of

6. The available specialisation subject options (only one to be chosen) included Industrial Economics, Public Finance, Development Economics, and Money and Banking.

interest of non-natural science students away from social sciences to commerce and management studies. Among the four (now five) subject streams [biological sciences, physical sciences, commerce and arts (now these plus technology stream)] in A-Level classes, commerce and management stream has become the most popular among students.

On the whole, the university reform exercise of 1972 was bound to be abandoned as the objections to unification remained unabated among the academics. After the next change of political regime in 1977, the single university system of 1972 was abandoned. This happened in 1978, with the enactment of the Universities Act No. 16 of that year. This has turned out to be a long-standing piece of legislation in a subject area which saw radical changes at short intervals. The Universities Act of 1978 has continued for 44 years so far. It is the basic governing legislation of the UGC, set up for supervision and guidance of, and channelling of public funds to, the state university system in the country. In addition to the universities mentioned above, the following also constitute the UGC-funded state sector university system of Sri Lanka today[7]: University of Ruhuna (1984), Eastern University (1986), South Eastern University (1996), Uva Wellassa University (2005), Wayamba University (1999), University of Sabaragamuwa (1995), and Rajarata University (1996). Also established in 1979 was the Open University following the open university model of the UK. In addition to a few other universities under UGC surveillance, there are several universities under the supervision of ministries other than Education/ Higher Education. In addition, there are a couple of universities operating on different mixes of private-public partnership. University level education is being provided also by many other private colleges training students for foreign university degrees.

In most of the UGC-supervised universities, Economics is taught, in some of them even within two or three faculties. According to the UGC data, the conventional Economics courses continue to be available for undergraduates in older universities of Colombo, Peradeniya, Sri Jayewardenepura and Kelaniya, within their Arts (Colombo and Peradeniya) or Social Science (Sri Jayewardenepura and Kelaniya) faculties. Of the newer universities, Jaffna (Arts), Ruhuna (Social Science), and Rajarata (Social Science) too offer these conventional Economics courses. It appears that the influence of the University of Ceylon curriculum has extended to these universities through high-ranking academics and other resource persons moving there from the University of Ceylon at Peradeniya.

In addition, in all universities, non-conventional courses in Economics are available. In the older universities such non-conventional Economics courses are available in newer faculties of business and management studies (Colombo, Peradeniya, Sri Jayewardenepura, Jaffna and Eastern). It was since the 1990s that these faculties of business and management studies have emerged in these old as well as in newer universities. This reflects the influence, among other things, of the processes of liberalisation and increasing integration of the domestic economy with on-going

7. There are altogether 17 such universities in the country, but certain special purpose universities of little relevance to the subject under discussion in this paper are not included in this listing.

globalisation. In addition, the shift of emphasis from conventional Economics to business Economics seems to have been a reflection of the issue of growing incidence of unemployment among economists who have pursued traditional courses of Economics. Agricultural Economics, another non-conventional Economics course, formed traditionally part of curriculum of all Faculties of Agriculture. It is taught currently in Agriculture Faculties of Universities of Peradeniya, Jaffna, Ruhuna, and Eastern. It is apt here to note that Faculties of Agriculture consider Professor T. Yogaratnam, who held the Chair of Agricultural Economics in Peradeniya for many years, as the doyen of agricultural Economics in all university teaching in Sri Lanka. In addition, Economics and statistics, in combination, form a course offered in the Faculty of Arts and Culture in the South Eastern University. A course similarly named, is offered in the Faculty of Social Sciences and Languages in the Sabaragamuwa University. No courses with Economics in course-titles are offered in Wayamba and Uva Wellassa Universities where, however, there are Faculties of Business and Management. As should be expected, some Economics appears inside modules offered in these business faculties. The Social Sciences programme of the Open University has some Economics in it but not specifically by the name of Economics.

Curriculum development in Sri Lankan universities set up after the 1960s, it may be surmised, was influenced by conventions and systems established in the pioneer Sri Lankan university, the University of Ceylon. This meant that the educational philosophies, traditions and practices of the British university system, which guided the setting up of the University of Ceylon, have also guided curriculum planning and development in second and third generation universities in Sri Lanka as well. This was partly due to the sense of dignity and veneration in which the University of Ceylon was held by relevant social groups in the country. Thus, the universities of Sri Jayewardenepura, Kelaniya, Jaffna, Ruhuna and Rajarata had introduced and are continuing even today with, traditional Economics curriculum. Other universities listed in earlier paragraphs, particularly Wayamba, Sabaragamuwa and Uva Wellassa were influenced strongly by contemporary demands placed on universities to offer job-oriented courses. To make Economics job-oriented to a greater extent than in the academically oriented conventional Economics courses was a theme pursued by all the universities from the 1970s onwards. The intention in all these curriculum reform efforts was to make the Economics taught in university courses, readily acceptable to employers as a qualification, in selecting candidates for employment. The objective of making graduates able to find remunerative employment soon after graduation however, has proved to be elusive, even after a series of curriculum reforms extending over several decades. Obviously, the issue involved here is something going beyond university curriculum reform, and extending into the performance of the overall economy of the country as well as various other factors influencing the labour market movements.

The proliferation of Faculties of Management and Business Studies, in university after university, has had a tremendous impact on how Economics is taught in Sri Lankan universities. In older universities these business faculties came

up through a process of bifurcation of Arts/ Social Science faculties. In this faculty bifurcation, the traditional academic courses in Economics were left behind within faculties of Arts/ Social Sciences and "Business" Economics courses were introduced into the new Business/ Management faculties. Together with these developments in universities, there were also changes in the interests of senior secondary school children, aspiring for university education in "non-science" disciplines. Their preference for humanities and social sciences has declined and that for commerce and business studies heightened.

There has been a popular perception among the arts/ social science students, both at school and university, that Economics is a difficult subject to score at examinations. The increasing use of mathematics in teaching and writing on subjects in Economics was observed globally over several decades in the past. This tendency to use mathematics and quantitative techniques in Economics has gained strength in Sri Lankan universities as well. The attempt to introduce simple maths into the A-Level curriculum and teacher guides, as well as into examination papers has also contributed to enhance students' apathy towards Economics. Conditions affecting acceptability of Economics as a study option deteriorated further as a result of the introduction of various soft and popular subject options for the A-Level Arts stream and in Arts and Social Science faculties of universities.

The rise of commerce and management above arts in terms of popularity among students has had several effects on the study of Economics in universities. First, students in business Economics courses began to outnumber those in conventional Economics courses in arts/ social science faculties. Second, the very nature of choices of subject streams and disciplines in universities led to larger numbers offering business Economics than conventional Economics in social science faculties. In arts/ social science faculties, students for the four-year Special degree course in Economics are selected on a competitive basis out of all the students entering the faculty. In the case of those being admitted to commerce and management, all students in the faculty will be offering at least the compulsory courses in business Economics. The depth and width of knowledge in Economics gained in a Special degree programme in Economics within a Faculty of Arts / Social Science is clearly more superior than the Economics knowledge gained in a four-year study programme for Bachelor of Commerce (BCom) or Bachelor of Business Management (BBA). Third, conversations with teachers in Economics indicate some concern on their part that, in addition to the fact that students applying for Economics Special courses are dwindling, there is also some reduction in the average quality of students joining the Economics Special degree courses, as bright students who would have eventually become good Special degree students in Economics are being attracted into commerce and management stream at the high school level. Fourth, the four-year Special degree course in Economics came up with another competitor in the Bachelor of Education (BEd) degree programme. Graduates passing out with a BEd are assured of teaching positions in public school and the Special degree in Economics is not in a position to make any such attractive offer of employment opportunities. The BEd courses have continued to siphon-off, at the end of the first-year examinations, the best

students from the Faculty of Arts of the Universities of Colombo and Peradeniya. The BEd degree programmes depend on the Faculties of Arts for their students rather than on other faculties (such as the Faculty of Science), where high school subjects are taught. Nor are these Faculties of Education looking for direct student intakes from the UGC.

Making university education in Arts and Social Sciences relevant for employment purposes and for excellence in overall quality has been the on-going concern in reform programmes devised after the 1960s – the period of expansion in numbers seeking university accommodation. These reform efforts became particularly aggressive since the mid-1990s. Writing an essay on the subject in the second half of the 1990s, from the vantage position of Colombo Vice Chancellor, I had the following to say about curriculum and other reforms occupying the attention of the university community at the time:

> Many of the lasting solutions to the problems (of universities) discussed are long-term, and they should emerge from stronger growth performance of the economy, enabling the resource build-up in the centre as well as political will to grapple with basic structural weaknesses. One cannot wait inactively, however, until this long-term comes. As the well-known adage goes, all of us will be dead in the long-term…. The current reform agenda of the university system has been defined to include a wide range of subject areas: curriculum reform, changes in recruitment practices, changes in teaching methods, reforms in student evaluation systems, introduction of systems of regular training and upgrading of academic, administrative and other staff, setting up staff development centres for this purpose, search for new sources of financing university education, introduction of career guidance systems for students, systematic evaluation of teaching undertaken by universities, regular review of the work of departments of study and faculties, quality rating of universities and so on. Already some universities are active in selective implementation of reforms. Every perceptive academic and higher education manager understands the need for reform. Yet, there could be very strong forces pulling them back. The ideal is for universities to undertake needed reforms on their own free will, thus retaining their relative autonomy intact. But if the ideal does not work, then guidance, regulation and/or command from the supervisory authorities may be required to put the country's universities back on track to play their role effectively…[8]

The traditional system of teaching in universities in the initial stages (e.g. University of Ceylon era) involved a small number of courses taught over the entire duration of a particular course. This was followed up with the final examination involving a number of examination papers equal to the number of courses taught. The Economics Special degree programme during the University of Ceylon era, for example, had extended over the third and fourth years of a student's university life. Training was given to cover subject matter broken into nine courses. Students were expected to sit nine question papers, covering the nine courses taught. Later, the system was changed to incorporate single semester courses and mid-semester and end-semester examinations. In both systems, teaching was through formal lectures, supported by tutorial classes for smaller groups. In contrast to this system, the modular system was viewed as more beneficial from a number of perspectives. In addition, it was seen as

8. This is an unpublished document prepared by the author for a discussion.

capable of making students devote their time more fully for studies, whereas the previous system allowed a lot of free time to students to engage in activities which do not assist in their studies.

Until the mid-1990s, as in the case of other subjects in the Arts Faculty Economics was taught in the traditional way – classroom teaching (chalk and talk), note-taking by students, tutorial classes and final examinations involving (usually) three-hour question papers, without any mid-term or assignment-based component of evaluation. As noted above, university teachers and academic administrators, as well as government officials and political leaders, were critical of this system of university education. The free time provided to students was intended to enable them gain holistic education – reading, discussion and debate outside classroom and engaging in beneficial co-curricular activities. Instead, they have used the free time, it was alleged, for disruptive political activities as happened in 1971 and in the late-1980s. In the case of students enrolled in universities located in the Northern and Eastern Provinces of the country, there was the close involvement of many undergraduates in the separatist movement led by the Liberation Tigers of Tamil Elam (LTTE). The involvement of sections of undergraduate population in disruptive political movements in all parts of the country, obviously had to do with many more reasons going beyond the system of curriculum, and the teaching and evaluation methods and practices of universities. Yet, this "free time in the hands of students" argument was taken seriously by university authorities.

There were also pedagogical reasons, very strongly presented, against the prevailing system and in favour of a modular system of education. As assignments were evaluated under a modular system, marks obtained for which counted in overall student evaluation, students would take assignments more seriously than tutorials in the old system. The efforts at self-study, through reading and group discussions, in a modular system were thought to be more effective. The fact that the trends in universities of the world were more towards modular systems was also considered as a factor supporting the abandonment of the old system in favour of a modular system.

In spite of all the arguments in favour of a modular system, there was organized student opposition and protest against this change. After a major effort in the mid-1990s, the Faculty of Arts in the University of Colombo converted itself to a modular or a course unit system. This was the result of an entirely domestic effort but following the decision to convert, the University secured foreign expert advice for further refinement of the system and to commence required staff training programmes. Limited United Nations Development Programme (UNDP) assistance was sought for this purpose and the first ever Staff Development Centre of University of Colombo was a result of this process of reform. There was a gradual transformation of other university faculties too, so that now all universities are in modular systems of teaching and evaluation. The need for continuous staff development in teaching practice was accepted within all universities in Sri Lanka. The belief until then was that university teachers required only advanced training in the subjects they specialise, and that teaching abilities could be self-learnt.

The 1990s in Sri Lanka were a period of a strong push towards a neo-liberal package

of economic policy. As is natural in an environment of moving towards neo-liberalism, one finds attempts to develop Economics curriculum without its classical holistic content. Philosophical issues in economic theory were ignored. The restrictive assumptions underlying theorems in Economics, indeed the critical simplifying assumptions needed for the accuracy of the theorems, were allowed to remain hidden, making the not so perceptive majority of students believe that what these theorems predict are always true. Interdisciplinarity in Economics teaching, that was found in the early phase of development of university education in Sri Lanka, was dropped in favour of neoclassical hard-core Economics. In older universities, an element of economic history was retained in the Economics curriculum, but all elements of political, legal, accounting and sociological analysis were removed from the Special degree curriculum in Economics. If any of these elements were retained in Economics curriculum, it would have been in applied Economics courses offered. Statistics was retained as an essential part of Economics, but mostly subsumed in econometric studies. In some courses of specialisation in Economics, the presence of econometrics has become indeed overwhelming. Economics specialisation in Sri Lankan universities has, like in the developed world universities, markedly deviated from traditional holistic approach.

In the field of Economics, one hears of conflicting arguments about the effects of the modular system. Those who have gained from the earlier lecture-tutorial system see the modular system not providing opportunities for adequate debate and dialogue about what is taught in classroom. As teaching in a modular system tends to be textbookbased, it is also argued that comparative study of economic theory and economic policy practice is discouraged. Despite these criticisms, it appears that the modular system is now well-established, improving on the subject matter covered as well as teaching methodologies, and using modern technology extensively in teaching and evaluation work.

Graduate Studies in Economics

The university system that developed in Sri Lanka has been criticized for being essentially an undergraduate training system. The University of Ceylon, no doubt, had the statutory authority and power to train students for, and award postgraduate degrees. Provision was available to register students on pre-arranged admission criteria for post-graduate degrees of Master of Arts (MA), Master of Science (MSc) and Master of Philosophy (MPhil)/PhD as well as to award honorary degrees of Doctor of Letters (DLitt). This statutory provision was hardly ever used in a disciplinary field such as Economics and over the entire lifetime of the University of Ceylon (1942-1972) not more than a handful of postgraduate degrees were awarded in Economics.

This was due to universities not offering formal teaching and training facilities towards postgraduate qualifications. In this respect, the decision of the University of Colombo to develop and commence a training programme for a Postgraduate Diploma in Economic Development in 1984 can be considered a watershed in the development of postgraduate training facilities in Economics and related subjects. This Diploma, an inter-disciplinary training programme, was developed within the Department of Economics in the University

of Colombo and offered with the assistance of visiting lecturers drawn from a number of universities and research organisations. Offered as a fee levying programme of one-year duration, aimed mainly to attract the employed, with lectures conducted during evenings and weekends, this Diploma had generated a strong demand from the beginning. The metropolitan location of the University of Colombo ensured that the public and private sector institutions employing the prospective candidates were located around. This factor, together with the non-availability of the offered type of advanced learning facility elsewhere, and the good reputation of the University, ensured that the demand for the programme was very high and the university was able to select the number of candidates that could be accommodated from among twice the number of eligible candidates. From the beginning the visiting staff invited maintained high-quality standards. All this helped the University to maintain sustainability of the Diploma and to begin expanding graduate training facilities to Masters and Doctoral levels within about a decade.

The developments mentioned earlier were immensely supported by a collaborative programme developed by the University of Colombo with the Institute of Social Studies (UC-ISS Project) in the Hague, utilising funds coming from an assistance programme from the Government of the Netherlands. This UC-ISS Project operated, after several extensions, for over a decade from 1987 to 2000 providing resource persons from the ISS for the MA in Economics initiated by UC in 1991 and providing doctoral training facilities for the young departmental staff in universities in the Netherlands and a couple of other advanced countries. The MA in Economics of the University of Colombo was followed in 1997 by a PhD programme in Economics combining classroom teaching and dissertation. Facilities such as a library with essential reading material in Economics and a computer lab were developed in parallel to enhance the quality of the graduate study programmes in Economics. In respect of the developments related to the UC-ISS Project, the contribution of the project's resident director, Dr. Howard Nicholas, is noted with appreciation.

These initiatives of the University of Colombo in the arena of postgraduate studies in Economics have had extensive impacts in the rest of the university system in the country. There were several major reasons for the tremendous success of, not only Colombo but also of other universities, in developing graduate training facilities. First, these were offered as fee-levying programmes, fees varying substantially, according to the market demand for the programmes concerned and the prospective candidates' ability to pay. Second, the programmes were offered as evening and weekend courses justifying the departmental staff being remunerated in addition to their normal remuneration packages. Third, the funds collected through these fee-levying graduate courses were not indiscriminately absorbed by the central university fund and were allowed to be included in ledgers as funds collected by the departments concerned. In the expenditure of these funds too, the departments and faculties were given the option of using these for their own developmental purposes.

The UGC had permitted universities to commence postgraduate programmes in Economics and other subject areas like Commerce and Management on the above kind of policy and accounting framework

under relevant university financial regulations and audit. As this provided the departments concerned with financial resources over and above the UGC allocation, it appears that the members of the academic staff were willing to devote their time in developing and running new postgraduate programmes using their time after working hours. Thus, the period from the 1990s saw many postgraduate teaching programmes in Economics, at diploma, masters and PhD levels, being developed by universities located around the metropolis (Colombo, Sri Jayewardenepura and Kelaniya) as well as those located in distant towns such as the Universities of Peradeniya and Jaffna. A characteristic feature of these postgraduate teaching facilities developed by universities, old and new, has been that they were mainly English medium programmes. There is evidence that many of these postgraduate qualifications awarded by most university departments are being internationally recognized.

Conclusion

University level teaching of Economics in Sri Lanka is as old as the modern university system in the country itself. Economics was a discipline taught at undergraduate level during even the University College era starting from 1921. Since then, in response to socio-political changes in the country, the institutional and other structures of the university system changed, leading to changes in the coverage of disciplines taught in universities and how teaching and evaluation were carried out. The main changes in administrative arrangements, curricular and pedagogical systems over the last hundred years have been briefly traced above, in the backdrop of socio-economic and political transformations in the country and relevant global changes. Economics teaching in universities, both at undergraduate and postgraduate levels, has appropriately responded to these domestic and global transformations. A point may be highlighted here as a parting thought of an active participant in much of the drama discussed in this paper. The teaching faculty of all universities with Departments of Economics have actively engaged in teaching and research, contributing in numerous ways, to changes discussed in this paper. Yet, a dream I had of seeing the evolution of a distinct "school of development" within the Sri Lankan university system remains unachieved: an administrative outfit located in a university complex, devoted for advancing its own independent thinking and policy positions, particularly in issues of development. I hope the future generations of university economists will seriously undertake this challenging task of developing such an independent Sri Lankan school of development.

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Chapter 5

EDUCATION: PROFESSIONALIZATION FOR THE NEW ERA

Marie Perera, C. Kariyawasam

Abstract

The purpose of this article is to reflect on the development of the discipline of education in Sri Lankan Universities. First, the paper briefly examines the informal education that existed in Sri Lanka prior to the formal establishment of the discipline in universities. Next, the significant milestones in the historical development are highlighted. This is followed by a discussion of the present scenario which indicates that even though the broad field of Humanities and Social Sciences under which the discipline of education falls celebrates a centenary of teaching in the universities, education is a relatively young field with there being only two faculties (with one department in each) in three universities, a unit in one university, and a National Education Research and Evaluation Centre. Further, these institutions have been in existence only for less than half a century. In this article, a brief attempt is made to look at the mission statements of four world class faculties of education. Finally, the Sri Lankan context is compared with the global scenario to identify the challenges encountered by the Sri Lankan faculties of education. A few possible strategies to overcome the challenges are suggested in the discussion.

Keywords: *challenges encountered, faculties of education in the present context, global scenario, historical development, strategies for development*

Introduction

With the introduction of Buddhism towards the middle of the 3rd century BC, learning became a respected tradition. According to Jayasuriya (n.d.) "the intellectual basis of the Buddha Dhamma required for its expansion on a national scale not only manpower but learned manpower" (p.7). Consequently, the Mahavihara of Anuradhapura became a centre of advanced learning which scholars from South Asia visited for learning and intellectual deliberation, one of whom was Buddhagosa Thera who became a scholar of great repute.

The multidisciplinary approach to education is depicted in all aspects of society - values, arts, architecture, and technological skills in building gigantic stupas and great tanks for water management - which are not witnessed in the contemporary history of other countries.

People's aesthetic sense of beauty is witnessed in the Sigiriya frescoes and the world-famous mirror wall poetry belonging to the 5th - 10th centuries. It is of interest to note that William Knighton, a British author writing in 1845, remarks "it is rare to see a Ceylonese, even the working class who cannot read and write his own language (p.56).

Historical Development of the Discipline

Such a glimpse of the past offers us an insight into the formal and informal education prevalent then, and the role of the hundreds of unseen and unheard teachers who committed themselves to a lifetime of education. During the British colonial period, especially during its latter part, with the granting of the Universal Franchise in 1931, the demand for education grew exponentially and a necessity for quality improvement in education and of the teaching profession became essential. Just as a stream of water does not flow above its source, no education system can perform better than the quality of its teacher community. It appears that this was understood by the authors of the Special Committee Report on Education, 1943 (Kannangara Report). This could be claimed as the most comprehensive report on the system since the commencement of modern education in Sri Lanka. The committee recommended that the training of graduate teachers be entrusted to a university and funds be allocated for the establishment of a department. However, the first programme for the training of graduates commenced in 1944 at the Thurstan Teachers College in Colombo, later shifted to Maharagama, and continued up to 1949.

A Department of Education was established in the University of Ceylon in 1949, and, from its inception, the department conducted Postgraduate Diploma in Education programmes for the professional development of graduate teachers of the country. In composition and conduct, this study programme was modelled on the Postgraduate Certificate of Education in the University of London and some other Higher Education Institutes in the United Kingdom. Advanced studies and research leading to the degrees of Master of Arts in Education and Doctor of Philosophy in Education were also undertaken by the department (Jayasuriya, 2000; Wijetunga, 1985). The Department of Education was shifted to the University of Peradeniya in 1957. The Universities of Vidyalankara and Vidyodaya also established departments of education by 1959. The Department of Education of the University of Peradeniya offered the first Bachelor of Education course in 1964, and the Departments in other universities subsequently followed suit.

A few years later, a new Department of Education was established in the University of Colombo, Faculty of Arts, with the reorganization of University Education under the University Act of 1972. Dr Elsie Kotalawala, a senior lecturer from the University of Peradeniya, was appointed the first Head of the department. The main programme of the department was to offer a four-year Bachelor of Education degree designed for those who aspire to teach Integrated Social Sciences, a new subject introduced to the school curricula in 1972. Since as many as 1500 students were enrolled in this programme, part of the new entrants were sent to the Vidyalankara University (Jayawardene, 2018).

Pioneering Faculty of Education in Sri Lanka: Faculty of Education, University of Colombo

In 1973, the Department of Education was elevated to the status of a faculty and was moved out of the Faculty of Arts. Dr. Ranjith Ruberu assumed the position of the dean of the faculty. In 1975, upon a policy decision of the Ministry of Higher Education, the departments of education of the University of Peradeniya, University of Vidyalankara, and Vidyodaya University were moved to the University of Colombo, to be amalgamated with the Faculty of Education of the University of Colombo. The academic staff attached to these departments were also transferred to the Faculty of Education, University of Colombo, thus, making it a full-fledged faculty with 34 academic staff members (Wijetunga, 1985)

The Faculty of Education experienced many difficulties during its first few years. It was housed temporarily in the Samson Bungalow in Reid Avenue and was constrained by the lack of space and facilities for students and staff. Although the construction of a new building in Bullers Road commenced in February 1975, the Faculty could be housed there only in 1978.

In 1978, with another change in the policy of university administration, each campus was granted autonomous status and the Universities of Peradeniya and Jaffna recommenced their departments of education in 1978 and 1990 respectively.

Study Programmes Conducted by the Faculty

When the faculty of education was established in 1975, four departments of study were established, and they were:

Department of Educational Psychology

Department of Humanities Education

Department of Science and Technical Education (later named Technology Education)

Department of Social Science Education.

The four departments contributed jointly to offer the following study programmes:

Bachelor of Education (BEd)

The Bachelor of Education programme that was offered in 1972, which was specifically designed based on the needs of the 1972 secondary school curriculum, was terminated in 1979 due to a policy decision taken by the university authorities after considering the inadvisability of training undergraduates solely to teach Social Studies. Another reason was the qualitative limitations encountered in offering the programme to many students annually. It was therefore decided to redesign the BEd programme along the lines of the programme offered at Peradeniya and other universities (Wijethunga, 1985).

Upon being modelled on the BEd programme that was conducted in the University of Peradeniya from 1964 -1972, the BEd programme recommenced in 1996 as a combined Arts/Education degree. In this new model, undergraduates join the Faculty of Education after successfully completing the first year in the Faculty of Arts. They continue to study two academic subjects in the Faculty of Arts in the following two years, while studying one professional subject in the second year and two subjects in the third year in the

Faculty of Education. In the fourth year, they read for four professional subjects in the Faculty of Education; further, they undertake 10 weeks of teaching practice in a school under the guidance of a university academic.

Postgraduate Diploma in Education (PGDE)

Since the inception of the Faculty, two main Postgraduate Diploma in Education courses had been offered for graduate teachers for their professional development: the Postgraduate Diploma in Education (Sinhala and Tamil medium) and the Postgraduate Diploma in Education (Teaching of English as a Second Language). Both were fulltime courses and the graduate teachers in service were eligible for full-pay study leave as a postgraduate qualification in education was mandatory for them.

The PGDE programmes are of one year's duration, each programme consisting of both theoretical and practical aspects. A minimum of 280 - 300 hours of theoretical knowledge imparted through lectures, workshops, tutorials, and seminars is combined with a practical component of 10 weeks' duration relevant to the programme and a written assignment on a topic in a field of studies of the student's choice.

In 1990, a national survey on the educational needs of the country highlighted a backlog of 28,000 graduate teachers who had not received any form of professional guidance in service (Jayasuriya, 2000, p.3). In response to this need, the faculty commenced a weekend PGDE programme. The course of studies commenced in 1992 in four regional centres: Galle, Ratnapura, Kurunegala, and Colombo. This extension programme to the internal programme of studies was a great achievement of the Faculty. However, at present, this part-time weekend programme is offered only at the Colombo centre.

Higher Degree Programmes

Higher degree programmes in education commenced in 1976. The following are the courses offered from the inception: Master of Education, Master of Philosophy in Education, and Doctor of Philosophy in Education.

Pioneers and their Contribution to the Development of the Faculty and the Discipline

There are many academics who have contributed to the development of the Faculty and the discipline. However, this section will discuss only the contributions made by the pioneering faculty members in the first decade of its establishment 1975-1985. Their most significant publications are listed in annexure 4.

Professor Elsie Kotalawala

She was the founding head of the Department of Education when it was established in the Faculty of Arts, University of Colombo, in 1972. The leadership of Professor Kotalawala was paramount when conducting the first BEd programme offered by the University of Colombo. She later became the first Professor of Education in the Open University of Sri Lanka.

Emeritus Professor Ranjith Ruberu

He was the first dean of the Faculty of Education when it was elevated to a faculty in 1973. As the founding dean, Professor Ruberu had to face many difficulties as the faculty operated from a temporary building. He was instrumental

in getting a three-storied building for the faculty in 1978.

Emeritus Professor W. Ariyadasa De Silva

He was the second dean of the Faculty of Education, the first Professor of Humanities Education and the longest serving dean - from 1981-1990. He continued the physical expansion of the faculty initiated by Professor Ruberu. Professor De Silva was able to obtain five lecture halls to the faculty as the new building had only a single lecture theatre.

Professor De Silva also initiated the first professional development programme for university academics through the Faculty of Education. He was the director of the first affiliated university college which later became the Sri Palee Campus of the University of Colombo.

Professor De Silva also contributed to the field of education at national level as a reputed researcher and represented Sri Lanka at many international fora as well.

He was also the chairperson of the Academic Affairs Board of the National Institute of Education from 2006 to 2015.

He also participated as a Government Expert in the 45th Session of the UNESCO /IBE International Conference on Education held in Geneva, September 30 – October 05, 1996, on the theme "Strengthening of the Role of Teachers in a Changing World

Following are some of the Heads of Departments during 1975-1985

Professor L.G. Hewage

Professor Hewage was the first Head of the Department of Humanities Education. He contributed much to the development of the department. His areas of research included religion in education, education for peace, liberation from poverty and cultural heritage and education. He presented his research findings both locally and globally.

Emeritus Professor Swarna Jayaweera

Professor Jayaweera joined the Department of Education of the University of Ceylon - Peradeniya Campus as an assistant lecturer in 1958 and became professor of education in the University of Colombo. She also became the head of the Department of Social Science Education in 1974. She was a founding member of the Centre for Women's Research (CENWOR) and the Sri Lanka Association for the Advancement of Education (SLAAED). She was an author with many contributions to local and international publications and a sought-after consultant by many local and international agencies. 21 of her publications are compiled into a book titled *Envisioning Education for All - Gender Equality*.

Professor K.W. Dissanayake

Professor Dissanayake was the first professor and the first Head of the Department of Educational Psychology. He was a pioneer in teaching the subject Measurement and Evaluation in Sinhala and many of the technical terms in Sinhala in the field of Education Testing, Measurement and Evaluation are terms coined by him. One of his significant publications is *Essay type tests* (1985) in *Adyapanaya* volume 17. He was also on a committee appointed to inquire into and report on public examinations of secondary school level in Ceylon (1972).

Professor S. Muthulingam

He was the second Head of the Department of Educational Psychology and authored two publications which were used as textbooks for Post Graduate in Diploma in Education students.

Educational Psychology. 1975. Jaffna: Geethanjali.
Educational Statistics. 1975. Jaffna: Geethanjali.

Mr. D.G.W. Gunapala

Mr. Gunapala was the Head of the Department of Science and Technology for a very short Period. One of his latest publications is:

Education yesterday, today, and tomorrow (2015) Dayawansha Jayakody Publishers

During the decade spanning from 1975 to 1985, the following academics have also contributed as pioneers in the development of the Faculty and served as Heads of Departments: Mr. P. Chandrasekaram, Professor U.D. Jayasekera, Professor H. Weerasingha, and Professor C. Kariyawasam in the Department of Humanities Education; Professor S. Rupasingha and Professor D. Arampatta in the Department of Social Science Education; Dr. T. Velayuthan and Professor J. Wanasingha in the Department of Science and Technical Education (Wijetunga, 1985).

Mr. P. Chandrasekaram and Dr. T Velayuthan went on transfer to the University of Jaffna in 1980.

Professor U.D. Jayasekera

He was the second Head of the Department of Humanities Education. His specialty was teaching Sinhala.

Professor C. Kariyawasam

Professor C. Kariyawasam subsequently served as Head of the Department of Humanities Education four times and was its longest serving head. His specialities include philosophy of education, adult and non formal education, methodology of teaching Sinhala and Buddhist education. He has published many books on various aspects of education for the Sinhala readership and his latest book in English is *Educating the Sri Lankan for the New Era* (2021).Sarasavi Publishers

Professor Henry Weerasinhga

He served as a Head of the Department of Humanities Education; His speciality was Buddhist education.

Professor S. Rupasinghe

Professor Rupasinghe served as Head of the Department of Social Science Education and later became the dean of the faculty as well. He was a reputed researcher and his speciality was research methods.

Professor D. Arrampatta

Professor Arrampatta also served as Head of Department of Social Science Education. He introduced an integrated secondary school progamme for visually and hearing-impaired students. He was a specialist in the field of special needs education.

Professor S. Wanasingha

He also served as the Head of the Department of Science and Technology Education. He was the longest serving Head of Department. His speciality was on curriculum design and science education.

Second Faculty of Education: Open University of Sri Lanka

At the inception of the Open University of Sri Lanka (OUSL) in 1980, the discipline of Education came under a unit which operated under the Board of Humanities and Social Sciences. The founding Professor of Education, Professor Elsie Kotalawela, functioned as the first Head of the Education Unit from 1981-1985 and there were two other academics. In 1987, when three faculties were established at OUSL, the Education Unit became the Department of Education under the Faculty of Humanities and Social Sciences. Professor Elsie Kotalawela functioned as the first Head of the new department from 1987-1992, followed by Dr Rupa Wijeratne from 1992-1995. In 1993, Professor Chandra Gunawardena joined as Professor of Education, and became the third Head of the Department of Education, and later the first Dean of the Faculty of Education in 2003 when the Department became a Faculty. The establishment of the Faculty of Education on 3rd February 2003, as the second Faculty of Education in the Sri Lankan University system, is a significant achievement for the university as well as the Faculty.

Study Programmes Conducted by the Faculty

At the inception of the faculty, three departments of study were established: the Department of Secondary and Tertiary Education, the Department of Early Childhood and Primary Education, and the Department of Special Needs Education.

The Postgraduate Diploma in Education (PGDE) and Certificate in Pre-School Education (CPE) were two major programs offered through the Education Unit since the inception of the OUSL, and those programs are offered to date. Subsequently, the following programmes were commenced: Master of Education (MEd) in 1990, BEd (Natural Sciences) Programme in 1992, and Master of Arts in Teacher Education in 1995.

Currently, the faculty consists of four departments of study: Department of Secondary and Tartary Education (since 1980), Department of Early Childhood and Primary Education (since 1999), Department of Special Needs Education (since 2003), and the Department of Educational Leadership and Management (since 2020).

The vision of the Faculty is to be a leader of the advancement of knowledge and professional practice in education as a fundamental human endeavour through Open and Distance Learning (ODL) in Sri Lanka and in the region. The mission of the Faculty is to achieve excellence in research and scholarship in the field of education and make significant contribution to the general and teacher education in the nation.

Pioneers and Their Contributions

Professor Elsie Kotalawala

The founding Professor of education, Professor Elsie Kotalawela functioned as the first Head of the Education Unit from 1981 to 1985. In 1987, the Education Unit became the Department of Education under the Faculty of Humanities and Social Sciences. Professor Elsie Kotalawela functioned as the first Head of the new department from 1987 to 1992.

The certificate course in preschool education has been offered by the

Open University of Sri Lanka since its inception under the leadership of Professor Kotalawala. This is the first time a university has undertaken to develop a curriculum to train preschool teachers. The most popular curriculum followed at that time was the A.M.I Maria Montessori curriculum. Prof Kotalawala's contributions to early childhood education (ECE) include the formulation of the first National Policy on Early Childhood Care and Development Studies (ECCD), which was introduced by the Children's Secretariat, in 2004, with Prof Kotalawala as the lead consultant and the designing of national standards for early childhood development centres in 2006 introduced by the Children's Secretariat. She also served as consultant for ECCD in Sri Lanka and led the national survey on Early Childhood Development and Education Centres conducted by the Marga Institute for the World Bank.

She also contribute to the revised national plan of action for Sri Lankan Children 2013-2017

Emeritus Professor Chandra Gunawardena

Professor Chandra Gunawardena is the founding Dean of the Faculty of Education at the OUSL. She served as Dean from 2003 to 2006. Prior to that, she held the positions of Dean, Faculty of Humanities and Social Sciences (1995-2001) and Head, Department of Education (1993-1995). She was also the Chair Professor at the Department of Secondary and Tertiary Education, and Senior Professor of Education. Professor Gunawardena was awarded the Doctor of Letters (Honoris Causa) by OUSL in 2006. Prior to joining OUSL, she served at the Department of Education, University of Peradeniya and the Faculty of Education, University of Colombo *(The Open Quarterly, 2019),*

She was a prolific writer and both locally and internationally reputed researcher. She was a member of the UGC Standing Committee on Education and lead consultant for the formulation of a National Policy on International schools until her demise on 30th August 2021.

Department of Education: University of Peradeniya

The Department of Education (DoE), University of Peradeniya (PDN) has a long and remarkable history. In 1949, the Department of Education of the University of Ceylon was established in Colombo. However, the DoE was shifted to the new university campus at Peradeniya in 1957.

As has been stated above, with the reorganization of courses in universities and on the recommendations of the Jayaratna Committee, a single Faculty of Education was established in the University of Colombo in 1975, to which was amalgamated the resources of the Departments of Education at Peradeniya and the then Vidyodaya and Vidyalankara Universities. Thus, the Department of Education at Peradeniya ceased to function in 1975.

As a result of the implementation of the Universities Act No. 16 of 1978 and the restoration of the autonomy of universities, the Department of Education was re-established at the University of Peradeniya in 1979.

The Bachelor of Education Course (BEd) was inaugurated in 1964, whereby education-related subjects were introduced at the degree level under the leadership of Professor J.E.

Jayasuriya. A similar course was also offered by the Department of Education of the Vidyodaya University. This course continued up to 1975 when the Department ceased to function but was reintroduced in 2016/2017 in the University of Peradeniya.

From its beginning, this department conducted the Postgraduate Diploma in Education (PGDE) programme, which supported the professional training of graduate teachers in the country. In 1985, the government decided not to grant full-pay study leave for teachers who wished to follow the PGDE. This provided an opportunity for this Department to introduce self-financed courses at postgraduate level. However, in 1992, the Ministry of Education reverted to the earlier policy of granting leave with pay to teachers to follow the PGDE.

DoE is the pioneer in the introduction of the Postgraduate Diploma in Physical Education (PGDPE) in Sri Lanka in 2000.

In 2001, the curriculum of the PGDE was restructured under the course unit system with major revisions and the introduction of the new subjects.

Over the years, the Department was enriched with both human and other physical resources. In 2002, the DoE was provided a new building under the Teacher Education and Teacher Deployment (TETD Project) of the Ministry of Education (MoE) which was funded by the World Bank. At present, the following courses are offered by the Department:

Bachelor of Education special Degree

Postgraduate Diploma in Education-(Weekend/Full time)

Postgraduate Diploma in Physical Education

Master of Education

Master of Philosophy in Education

Doctor of Philosophy in Education

Pioneers and their Contributions

Emeritus Professor J.E. Jayasuriya

His work in the field of education extended from the mid-1940s to the end of the 1980s. After his postgraduate studies, Prof Jayasuriya joined the University of Ceylon where he became the first Sri Lankan Professor of Education in the 1957-1971 period. Recognizing his abilities, he was appointed as the regional advisor for population education at the UNESCO regional office in Bangkok.

His contribution to education has been of special significance in several areas. He was the chairperson of the National Education Commission in 1961/62, during which time it published a report proposing far-reaching reforms. His mathematics textbooks were used in all schools for over a decade. He was a chartered psychologist and the intelligence test he developed for Sri Lanka and his standardizations of the Raven's Non-Verbal Test were the instruments used in intelligence testing for many years.

As the Head of the Department of Education at the University of Peradeniya, he changed the structure of teacher education and expanded its vistas. He introduced the first BEd degree programme, the model which is still used in the University of Colombo and is also used in other Universities as well.

Professor R.P. Liyanage and Professor Asoka Jayasena also served as Heads of Departments and continued the work started by Professor Jayasuriya.

Department of Education: University of Jaffna

The Department of Education was instituted in the Faculty of Arts, University of Jaffna, on 15th October 1980. The first academic programme was inaugurated by the Department of Education with the first batch of 45 PGDE students and five academic staff transferred from the University of Colombo.

The aims behind the establishment of the department were to provide opportunities for teachers from about 989 schools of the Northern Province to study for a PGDE (their first professional qualification), to offer an undergraduate degree in education (BEd), to create competent teachers with in-depth knowledge and professional skills, and to conduct professional development programmes for teachers.

At present, the Department of Education conducts full-time and part-time taught courses for the PGDE for the teacher-students enrolled in the Faculty of Arts. The department staff is also involved in a Master of Education (MEd) full-time taught course, Master of Philosophy in Education (MPhil) (research-based), and Doctor of Philosophy in Education (PhD) (research-based) degrees offered by the Faculty of Graduate Studies.

The department conducts an undergraduate programme - BSc in education - for the students of the Faculty of Science. Later it was renamed as the BSc in Science and Education. Four batches of students graduated through this programme and the programme was terminated due to the issue of whether it could be equated to a BEd degree. At present, initial preparations are underway to recommence an undergraduate BEd degree programme.

Pioneers of the Department and Outstanding Academic Work

Professor P. Chandrasegaram was the Founding Head of the Department. He was a Head of the Department of Humanities Education, University of Colombo prior to going on transfer to University of Jaffna in 1980. He was followed by Emeritus Prof V. Arumugam and Professor K. Sinnathamby, Dr. A. Karunananthan and Dr. T. Velayutham who also contributed to the development of the newly established Department in spite of the situation in Jaffna due to the Civil war.

Department of Education and Child Care: Eastern University

The Education and Childcare Unit (ECU) was established in 1998 as a discipline under the Faculty of Arts and Culture in the Eastern University due to the huge demand for the study programme. Education as a subject was introduced to the BA degree programme in 1999 by the ECU and a Bachelor of Education (BEd) degree programme was introduced in 2005. The unit was elevated to the status of a department in 2007. In the same year, the department commenced a Master of Education degree programme to fulfil the demands of the teachers in the region.

Postgraduate Diploma in Education Unit of the Rajarata University of Sri Lanka

The Postgraduate Diploma in Education Unit was established in the Department

of Humanities Education in the Faculty of Humanities and Social Sciences in 2015 and presently offers both full-time and part-time Postgraduate Diploma in Education programmes. Since 2015, the number of students who have graduated from the Postgraduate Diploma in Education Unit is 635.

Currently, the Department of Humanities offers two special degree programs: History and Mass Communication, and three courses relevant to BA Degree programs: History, Mass Communication, and Education Science.

Present Status of the Two Faculties of Education

In 2021, when Sri Lanka commemorates the centenary of humanities education, there remain only two Faculties of Education. Both these faculties have originated as departments in the Faculty of Arts and Faculty of Humanities and Social Sciences. Therefore, it is necessary to examine the status of the two faculties.

Faculty of Education: University of Colombo

> To be a centre of excellence in scholarship, teaching, and research in education, committed to serve humanity.
>
> To facilitate the development of a committed professional educator with relevant knowledge, favourable attitudes, and useful skills for teaching, research, and service to the nation.

Faculty of Education: Open University of Sri Lanka

> To facilitate the development of a committed professional educator with relevant knowledge, favourable attitudes, and useful skills for teaching, research, and service to the nation.
>
> Achieve excellence in research and scholarship in the field of education.
>
> Prepare professionals for service and leadership roles in education and related areas.
>
> Constructively inform educational policy makers and to critically appraise educational policy in Sri Lanka.
>
> Contribution to curriculum development in general and teacher education in particular.

As the vision and mission statements of both faculties indicate, they have moved forward from the original purpose specified in the Kannangara Report of 1943. While the Report stated that the training of graduate teachers to be entrusted to a university, presently the two faculties have not restricted their services only to training of graduate teachers.

A review of the above vision statements indicates that in addition to the traditional objective of producing a professional graduate, significant additions can be seen. A summary of these global trends based on the above vision statements is as follows:

i. Partnership with schools, colleges, and other educational agencies
ii. Cross-disciplinary studies and education research
iii. Contributing to education-related policy and practice for the betterment of society
iv. International collaboration

A glimpse of these trends can be discerned in the vision and mission statements of the two Sri Lankan university faculties and the objectives of NEREC, listed in section 8.3. However, there are many challenges and obstacles in achieving these goals. Any consideration of how

we advance towards a learning system must begin with an attempt to better understand the existing system and how it operates. The following discussion, produced in consultation with the present dean as well as former deans of the two faculties, highlights the challenges in following global trends in education.

Study Programmes: Faculty of Education, University of Colombo

At the commencement of the faculty, as discussed above, there was no Bachelor of Education (BEd) programme. The new BEd programme commenced in 1996 and continues up to now with modifications. As Table 1 in annexure 1 indicates, it is a combined Arts/Education special degree. A new undergraduate programme, BEd in Primary Education, is to commence in 2022.

In 1975, there were only two Postgraduate Diploma in Education programmes. However, in 2021, there are seven programmes, three full-time courses, and four part-time courses.

Similarly, postgraduate degree programmes have also expanded with four full-time and four part-time Master of Education programmes. A new MPhil leading to PhD programme was introduced in 2013, in place of the traditional MPhil and PhD degree courses. The faculty commenced as a postgraduate faculty and although a BEd programme is offered, and new courses have been initiated, it continues to be dominated by its postgraduate programmes.

Three significant changes can be seen in the development of the study programmes in the faculty since 1995 to 2021. First, there is a quantitative increase in the number of courses offered; secondly, there is a diversification in the postgraduate courses offered with general diplomas and degrees becoming specialized. For example, the Postgraduate Diploma in Education (Teaching of Drama and Theatre) and Master of Education in Educational Management; thirdly, in the inception all courses were administered by the Dean's office of the faculty with the contribution of the academics of all the Departments. However, at present the responsibilities have been delegated to the departments, as seen in Table 1 of annexure 1.

Study Programmes: Faculty of Education, Open University of Sri Lanka

In contrast to the Faculty of Education, University of Colombo, the Faculty of Education at OUSL offers courses in the distance or blended mode. Hence, the course structure as well as the entry points are different. Further, the faculty is relatively young as it commenced as a fully-fledged faculty only in 2003. However, prior to that as a Unit, and later as a Department in the Faculty of Humanities and Social Sciences, the following programmes are being offered and they continue to be offered.

Certificate in Pre-School Education (CPE)

Postgraduate Diploma in Education (PGDE)

Master of Education (MEd)

BEd (Natural Sciences) Programme

Master of Arts in Teacher Education

As Table 2 in annexure two indicates, there is an increase in the number of courses offered. A higher certificate and diploma course in preschool Education have commenced. In addition to the

BEd in Natural Sciences, three other Undergraduate courses have commenced. Of these the BEd in Primary Education provides opportunities for Diplomates in Pre School Education to advance in their career path. The BEd in Drama and Theatre is offered in conjunction with the Tower Hall Foundation. In addition, a BEd in Special Needs Education is also offered.

Compared to the Faculty of Education of the University of Colombo, the OUSL Faculty offers more undergraduate and certificate courses. On the other hand, it offers fewer postgraduate diploma and degree programmes.

The faculty commenced with three departments and at present there is a newly established department yet to commence offering courses.

National Education Research and Evaluation Centre (NEREC)

Considering the need for a dedicated research institution in education, the Ministry of Education and Higher Education made a request to the World Bank in October 1999 to reallocate some funds released under the Teacher Education and Teacher Development (TETD) project for the setting up of a National Education Research and Evaluation Centre (NEREC). It was proposed that this institution would be affiliated to the Faculty of Education of the University of Colombo. The University of Colombo agreed to provide the space, release a Professor of Education as a full-time director, and to set up NEREC as an institute under the provision of the University Act No. 16 of 1978. Accordingly, the Council of the university established NEREC as a centre affiliated to the Faculty of Education of the University of Colombo in 2000.

The objectives of NEREC are:

i. To provide and maintain expertise in the areas of educational research, evaluation development, and measurement.
ii. To initiate and carry out research and evaluation studies in education relevant to educational policy and student learning in Sri Lanka.
iii. To provide research-based findings for national policy formulation.
iv. To maintain documentation and databases on education in Sri Lanka that will be available to educational researchers.
v. To initiate and facilitate international co-operation in research and evaluation activities.
vi. To disseminate the findings of research and evaluation carried out in Sri Lanka and elsewhere that are relevant to Sri Lankan education.
vii. To develop research and evaluation capacity in Sri Lanka by providing training services. https://edu.cmb.ac.lk/nerec/

Although NEREC is established in the Faculty of Education, University of Colombo, it is a national centre for academics in the faculties and departments of education as well as the Ministry of Education to collaborate in the conducting of research and dissemination of findings.

Pioneers and their Contribution

Emeritus Professor Swarna Wijetunga

Professor Wijetunga was the founding Director of NEREC and was subsequently a dean of the Faculty of Education.

Professor Lal Perera

Professor Perera was the second Director of NEREC who was also a dean of the Faculty of Education. Later he became an additional secretary of the Ministry of Education and served as the Vice-Chairman of the National Education Commission and the Director-General of the National Institute of Education.

The above account indicates that in 2021, the centenary year of humanities and social sciences education in Sri Lanka, the discipline of education in the universities is still developing; there are only two faculties, a department each in three universities, a unit in one university, and a National Education Research Centre. Therefore, to identify the way forward, it is pertinent to examine the global trends in the world-class higher education institutes that offer programmes in education.

Global Trends in the Discipline of Education

As an initial step in the discussion of global trends in education, the vision statements of four world-class university faculties of education are examined.

Faculty of Education: University of Cambridge

The University of Cambridge Faculty of Education is committed to the highest standards of research and teaching and is a significant contributor to the improvement of educational policy and practice in partnership with schools, colleges, and other educational agencies both in the UK and internationally. http://www.edu.cam.ac.lk.

The Harvard Graduate School of Education

Founded in 1920, the Harvard Graduate School of Education (HGSE) believes that research-based education practice and policy have the power to create a more just and prosperous society. Therefore, the School aims to improve the lives of the student body and the community by expanding opportunities through the comprehensive study and effective practice of education. https://www.gse.harvard.edu/about.

The Education University of Hong Kong

The University of Hong Kong hopes to enhance their role as a leading university in the Asia Pacific region and beyond, with a focus on educational research, development, and innovation. They expect to continue to raise their profile and impact locally, regionally, and internationally through high-quality research and scholarship. They are committed to nurturing outstanding and caring educators and professionals who contribute constructively to sustainable social and economic development in Hong Kong and beyond. https://www.eduhk.hk.

Department of Education: University of Oxford

Oxford has been making a major contribution to the field of education for over 100 years and today this department has a world-class reputation for research, for teacher education and for its master's and doctoral programmes. Their aim is to continue to be a world-leader in cross-disciplinary education research that is closely connected with policy and practice http://education.ox.ac.uk.

Challenges and Strategies in Pursuing Global Trends

Collaboration among Faculties, Schools, and Other Educational Agencies

In many of the universities in some developed countries university teachers are given a period of time to teach in schools to strike a balance between theory and practice which may help to enhance quality and professionalism. The Carnegie Foundation for the Advancement of Education in their report published in 2020 claims that the "Involvement between public schools and universities has shown a dramatic increase nationally in the USA" (p. no.23) and recommends that every college and university follow the lead of the schools cited in the report.

However, the experience of the Sri Lankan faculties and departments of education is different. The interaction between the universities and the schools is increasingly becoming minimal. The main reason for this lack of collaboration is that while the universities fall under the purview of the Ministry of Higher Education, the schools come under the Ministry of Education. Even though teachers are sent by the Ministry of Education on full-time study leave to complete their Postgraduate Diploma in Education, it is becoming increasingly difficult to find placements in schools for their compulsory teaching practice. This could be because there are other teacher training institutes such as National Colleges of Education and the Teacher Training Colleges which come under the direct purview of the Ministry of Education and the Ministry of Education has to prioritise these institutes when providing placements for practicum.

In the past, there were practicing schools linked to teacher training institutes. For example, the practising school for the Teachers' College Maharagama was the present Maharagama Central College. In some countries, there is a pre-assigned school attached to the faculty or school of education in a university. For example, Vorarlberg University of Education, Austria has a school within the university premises. The school and the university work in collaboration and share their resources: the classrooms are used as lecture rooms in the afternoon and the lecturers and teacher trainees walk in and out of the school for teaching and research purposes. One of the present writers was fortunate to visit this university and the school and teach students of two secondary grades. It was a novel experience which was beneficial to the writer as well as the students. Both the Dean and the Principal of the school were very cooperative.

It is worthwhile to explore the possibility of implementing the practicing school concept again.

Cross-disciplinary Studies and Education Research

Cross-disciplinary research is critical and taking place the world over, as producing a multicompetent citizen should be the goal of education. As discussed in the introduction to this chapter, the multidisciplinary approach to education was evident in ancient Sri Lanka. Yet today the boundaries within disciplines are so rigid that it is problematic to cross over them. One such example is, as mentioned in section 6.0, the Department of Education, University of Jaffna was unable to offer a combined Science/ Education degree due to the inability to agree on the nomenclature. While the Science Faculty insisted on BSc, the Education Department expected the title

to be BEd. This was also the situation when the Faculty of Education, University of Colombo wanted to expand the BEd degree from a combined Arts/Education degree to a Science/Education degree.

The workload of the lecturers and timetabling issues are also barriers to cross-disciplinary collaboration. As can be seen in Table 1 of annexure 3, the number of academics in the Faculty of Education, University of Colombo at present is only 29. Due to the present structure of the BEd degree, the undergraduates are affiliated fully to the Faculty of Education only in the final year. As the number of academics per department is calculated according to the number of undergraduates, the faculty is penalized. Although the faculty has full-time postgraduate students they are not counted when allocating human as well as physical resources. This is an issue that needs to be rectified.

Contribution to Policy and Practice for the Betterment of Society

The mission statement of the Faculty of Education, OUSL, states that it is committed to the following:

> Constructively inform educational policy makers and to critically appraise educational policy in Sri Lanka.

One of the objectives of NEREC, Faculty of Education, University of Colombo is:

> To provide research-based findings for national policy formulation.

In this regard, although NEREC has been conducting national level research and the policy implications of their findings are disseminated, such implications have not been utilized in policy formulation.

At present, educational reforms are in progress. Yet, the views of the academics do not seem to be sought and the findings of research conducted in faculties and departments of education do not seem to be considered. One reason for this situation could be the lack of coordination between the various educational agencies such as the National Education Commission, the Ministry of Education, the National Institute of Education, and the universities. However, the way forward for the discipline is for the authorities to have better coordination among the various stakeholders and to provide leadership to university faculties regarding policy formulation.

International Collaboration

The medium of instruction in the faculties and departments of education is mostly the first language of the students. One reason for this trend could be that school education is also imparted in the first language, except the teaching of few subjects in the bilingual mode. As a result, language has become a barrier for developing student exchange programmes and enrolment of foreign students.

Since the faculties of education are mainly postgraduate faculties, more opportunities for research collaborations need to be sought, attempting to shift the focus from teaching to research.

Uniqueness of the Discipline of Education

The difference between the other disciplines coming under the broad field of humanities and social sciences and the discipline of education is that while the former teach subject knowledge or academic content, the discipline of education imparts professional knowledge and skills. Originally, as was already discussed, the role of the faculties

of education was the professional development of graduates who already possessed the necessary academic knowledge. Hence, the faculties of education only had to impart teaching skills along with the theoretical basis for such skills.

However, with the introduction of the BEd degrees, the discipline of education had to expand to teach both academic as well as professional subjects. The faculties were not equipped for this task and are still not adequately equipped for it. Therefore, there is a dire need for collaboration with other disciplines. Yet, as discussed in 10.2, this journey has not been a smooth one. This has been and is one of the greatest challenges for the discipline of education, especially for faculties and departments offering face-to-face teaching and learning.

Recruitment of academic staff is also affected by this dual nature of the discipline. The Bachelor of Education degree is considered equal to the Postgraduate Diploma in Education. In the past, the requirement under category (a) for the recruitment of academic staff was a first class or second class (upper division) pass in the Bachelor of Education degree and category (b) was a distinction or merit pass in the Postgraduate Diploma in Education.

However, at present, category (b) has been removed, to ensure uniformity in all disciplines. Yet, since the faculties and departments have full-time postgraduate students who are experienced teachers from the school sector, it is difficult for Lecturers (Probationary) with BEd qualifications yet lacking teaching experience to work in the PGDE courses. Further, recruitment of academics for higher positions is also an issue. For example, the Faculty of Education, University of Colombo is currently facing a challenge as several of its senior academics have retired during the last few years. Hence, it is necessary to recruit senior lecturers or professors to fill their vacancies. Yet, the lack of qualified and experienced candidates to match the existing recruitment criteria has resulted in not filling the available vacancies. Therefore, recruitment criteria not matching with the needs of the discipline can also be cited as a major challenge.

Conclusion

It is more an axiom to state that consciously given education in all countries is out of date, for no education system can keep abreast with the rate at which exponential change is taking place in all aspects of life. One sees the world as simply changing at an unprecedented pace. This change is aggravated today due to the COVID -19 pandemic which took its toll on all education systems. This phenomenon creates a ‘dinosaur effect’ in education, highlighting several critical issues that exist in the school system and the leadership-providing faculties of education and departments of education in the universities. Teaching methodologies must be radically changed for the newly emerging times of flux as most education systems now in existence were established for other times and purposes with the ‘one size fit for all’ model intended to produce learners who store inert knowledge in a passive manner.

It is also important to produce globally competent professionally socialized teachers in an interdependent globalized world. In this context, the present need is for teachers who will be knowledge producers rather than mere knowledge consumers.

According to the great guru Rabindranath Tagore, "the primary task of a society is to find a real teacher one who performs his duty with perfection and dedication and is a perfect moral teacher for the society" (O'Connell, 2002, p. 60). Teachers must be equipped with the minimum competencies – the 7Cs of Conceptualization, Communication, Commitment, Collaboration, Compassion, Critical thinking, and Creativity as well as digital dexterity. They need to create an unquenchable thirst for learning similar to the Four Pillars of Learning which have been detailed in *Learning: The Treasure Within*, commonly referred to as the "Delors Report" (1996). It proposes to include a holistic and integrated vision of education based on the paradigms of lifelong learning and the four pillars of learning to be, to know, to do, and to live together.

Education has been the medium through which the noblest ideas of mankind have been transmitted through civilizations. Aristotle has put this succinctly when he remarked that human excellence was his aim in all his efforts in education. To achieve human excellence, therefore, "a paradigm shift is essential for a new normal inventive era in education for millennials and others who are 'growing up digitals'" (Kariyawasam, 2021, p.113). This is the greatest challenge for the discipline of education in the universities in Sri Lanka in the future.

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Chapter 6

ARCHAEOLOGY: PATH TO HERITAGE

Anura Manatunga, Gamini Ranasinghe

Abstract

The appointment of Dr. Senarath Paranavitana, the retired Archaeological Commissioner of the Department of Archaeology of Ceylon, to the post of Professor of Archaeology at the University of Ceylone in 1957, the first such professorship in Sri Lankan academia, marks the entry of archaeology as an academic discipline to the state university sector. The next important development along the same lines was the establishment of an undergraduate course in Archaeology in 1959 at the Vidyodaya University (currently the University of Sri Jayewardenepura). After two decades, the Postgraduate Institute of Archaeology was established in 1986 under the auspices of the University of Kelaniya. This was a landmark development in the academic teaching of archaeology in the country as it ensured the possibility of obtaining the highest level of academic training in archaeology in Sri Lanka. Currently, there are seven universities, five under the UGC, and two outside of it, that teach archaeology in Sri Lanka. This chapter gives a brief outline of the history of the development of this discipline in Sri Lankan universities. The institutional establishment, the expansion of the syllabi, details of staff and students, increase in resources, key publications and outstanding services rendered to the nation and to the academic world are discussed here.

Keywords: *archaeology, heritage, history, monuments, Sri Lanka*

Introduction

Archaeology is the discipline that studies the human past through its material remains (Renfrew & Bahn, 2020, p. 12). These material remains can be divided into three broad categories: artifacts, monuments, and sites. The term artifacts encompasses a wide range of materials such as eco and anthro facts, including materials such as microfossils, bones, charcoal, coins, inscriptions, sculptures, paintings, etc. Monuments include every type of structure, from a mud hut to a great stupa or a pyramid, while sites include human activity areas, from a household to a mega cityscape. Archaeology identifies three major periods in human history: Prehistoric, Protohistoric, and Historic (Trigger, 1996). The Prehistoric Period is concerned with the human past preceding the written records. The Historical Period is concerned with the past that produced written records and Proto-History is a transitional period between Pre-History and History. The primary goals of archaeology are to discover

material remains pertaining to the human past, categorizing and seriating them within temporal and spatial dimensions from various theoretical perspectives, and proposing explanatory models and interpretations to account for the material remains left by past human societies.

Archaeology is a relatively recent discipline, and it has its roots in the antiquarian interests of 14th to 17th century Europe. This period in archaeology is known as the 'Speculative Phase' of archaeology. In the middle of the 19th century, under the influence of geology and Charles Darwin's theory of evolutionary, and with the concept of 'culture', archaeology could evolve into a scientific discipline that paved the way for its current nature. Archaeology is now a highly evolved discipline that straddles the social sciences, material sciences, philosophy, and critical theory. Archaeology can be considered as history, anthropology, and science (Renfrew & Bahn, 2020, p. 13), and it encompasses a number of specializations, such as social archaeology, historical archaeology, ethnoarchaeology, environmental archaeology, public archaeology, and heritage management, to name a few. The nature and aims of archaeology today are complex and wide-ranging. Since the 1970s, archaeology has been challenging itself and its disciplinary identity by raising a number of fundamental questions from the foundational convictions that constituted archaeology as a scientific discipline. Contemporary archaeology understands that archaeology and its social contexts are inextricably intertwined and that it is rather naive to think that archaeology is an objective science first and a social practice second. It is both at the same time (Preucel & Mrozowski, 2010).

As in other parts of the world, in Sri Lanka too, archaeology evolved out of antiquarian interests. The study of the past of Sri Lanka found its institutionalized form in 1845 with the formation of the Ceylon Branch of the Royal Asiatic Society. At the request of this society, the colonial government appointed a three-member commission to inquire into the status of archaeology on the island in 1868. This is an important milestone in the history of archaeology in Sri Lanka. The establishment of the Colombo Museum in 1877 and the Department of Archaeology in 1890 were the greatest contributions of the colonial government to Sri Lankan archaeology. Archaeology developed in Sri Lanka under four broad subject areas: Prehistory, Epigraphy, Architecture, and Art History. Prehistoric studies were initiated by some individual scholars in the late 19th century and later by the Colombo Museum. The Department of Archaeology initiated Prehistoric studies only after 1968. Many individuals were interested in Epigraphy, Architecture, and Art History, and the Department of Archaeology also considered them priority areas. The state universities also developed their archaeology courses mainly around these four subject areas. The history of archaeology as a teaching practice since the recognition of the discipline of archaeology as a university subject in 1957 and the subsequent developments are discussed in this chapter.

Establishment of the Discipline and the Pioneers

Sir Nicholas Attygalle, the Vice-Chancellor of the University of Ceylon should be credited for his keen interest and taking the initiative to establish a post of Professor of Archaeology, a research

professor position attached to the Faculty of Arts at the University of Ceylon in 1957. The appointment of Dr. Senarath Paranavitana, a retired Archaeological Commissioner to this position can be considered as the beginning of Archaeology in the University sector of Sri Lanka. Professor Paranavitana was entrusted with editing the first two volumes of the History of Ceylon of the University of Ceylon which were published in 1958 and 1959 respectively. He undertook supervision of a few Master's level research students, of whom Abhaya Aryasingha and Nandasena Mudiyanse became two notable academics in history and archaeology in the country, in later years.

As early as 1959, Welivitiye Sri Soratha Thera, the first Vice-Chancellor of the newly established Vidyodaya University, introduced Archaeology as an undergraduate course under the Department of History. Handupelpola Punnarathana Thera and Kamburupitiye Wanarathana Thera were enrolled for the teaching faculty of archaeology at Vidyodaya University. Dr. P.E.P. Deraniyagala and Dr. Leelanada Caldera of the Colombo National Museum served as visiting lecturers for the archaeology course. In 1960, a Sub-Department of Archaeology was formed under the Department of History at the University of Ceylon, and Professor Senerath Paranavitana was appointed as the Head of the Sub-Department. Professor P.L. Premathilake joined as a lecturer of this department and became the Head of the Department of Archaeology after Paranavitana's retirement in 1964. He held the post for over two decades until he retired in 1987. The Sub-Department of Archaeology of the University of Ceylon was upgraded to a full-fledged Department in 1976 and initiated an Honours degree course in Archaeology under the leadership of Professor P.L. Premathilake. The University of Ceylon was transformed into the Peradeniya Campus of the University of Ceylon and later as the University of Peradeniya during this period.

The Archaeology course offered at the Vidyodaya University ceased with the university reforms in 1973 and it was introduced to the Vidyalankara Campus, which was previously known as the Vidyalankara University and later named the University of Kelaniya. Professor Abhaya Aryasingha, who was lecturing in archaeology at Vidyodaya, was transferred to Vidyalankara to develop the archaeology course at that campus. He was attached to the Department of History and conducted archaeology courses within that department with the help of the teaching staff of the Department of History and some visiting lecturers. Under the direction of Professor Abhaya Aryasingha, Archaeology was first established as a Sub-Department of the Department of History in 1977 and then as an independent department in 1979. Dr. Senake Bandaranayake, who joined the department in 1976, was the other principal lecturer in this department and succeeded Professor Aryasingha as the Head of the Department in 1983. At the time, N.B. Amarasinghe, an Assistant Registrar of the University, Dr. Sirinimal Lakdusinha of the National Museum, L.K. Karunarathna, and Marcus Fernando, who retired from government service, were among the visiting lecturers of the Archaeology course of the Vidyalankara Campus, which was reformed as the University of Kelaniya in 1978.

Development of the Subject

After the 1978 reforms, three universities offered Archaeology courses for General and Special degrees. The University of Peradeniya and the University of Kelaniya developed separate Departments of Archaeology while the University of Sri Jayewardenepura reintroduced Archaeology as a course of study under the Department of History. Subsequently, the Department of History was renamed the Department of History and Archaeology. Until the Postgraduate Institute of Archaeology (PGIAR) of the University of Kelaniya was founded in 1986, postgraduate training in archaeology was limited only to a very few students in all these universities.

The University of Peradeniya had the strongest Department of Archaeology at the beginning. Under the Headship of Professor P. L Prematthilake, the Department was at its zenith from the mid-1980s to the early 1990s. A number of important archaeologists, such as Mr. K.H. Jayatilaka, Dr. W.H. Wijayapala, Professor Sudarshan Senevirathna, Dr. Damayanthi Gunasekera, Wetara Mahinda Thera, Dr. Piyatissa Senanayaka, and Dr. Moira Tampoe taught in the department. After a long period of leadership under Professor Prematthilake, Professor Sudarshan Senevirathna succeeded as the Head of the Department.

In the University of Kelaniya, Professor Senake Bandaranayake succeeded Professor Abaya Aryasinghe in 1983 and remained as the Head of the Department of Archaeology till 1995. He transformed the Department into a field-oriented and active entity. Professor H.T. Basnayaka, Professor A.A.D. Amarasekera, Professor Anura Manatunga, Professor Prishnatha Gunawardhane, and Professor Uda Hettige are a few of the prominent archaeologists and historians of this department.

As mentioned earlier, a course in archaeology was reintroduced to the University of Sri Jayewardenepura and the course was reformed under Professor S.B. Hettiarachchi and Professor T. G. Kulatunga. Professor Suraweera Dissanayaka and Professor Karunasena Hettiarachchi were enrolled into the teaching faculty of Archaeology, whereas Professor Mendis Rohanadheera, the renowned historian, and the veteran art historian Professor Chandra Wickramagamage rendered their services to enhance the Archaeology program at the Department.

Professor Senake Bandaranayake was the founder-director of the Postgraduate Institute of Archaeology of the University of Kelaniya. The first courses of studies it offered were the Certificate Course in the Conservation of Cultural Property and a very popular Postgraduate Diploma in Archaeology. The latter intended to function as a gateway for non-archaeology graduates to enter graduate studies in archaeology. A Master of Science course was initiated as an early training for those who wished to pursue archaeology as a professional practice. These courses were conducted by several visiting lecturers drawn from different universities areas at the beginning. Professor Jagath Weerasinghe was the first lecturer recruited to the PGIAR in 1987. Professor Raj Somadeva, Professor Gamini Adikari, Dr. Rose Solangaarachchi, Dr. Priyantha Karunarathna, Dr. Arjuna Thantialge and Professor T.R. Prematthilake joined the institute later on.

The Buddhist and Pali University of Sri Lanka had courses in Archaeology since its inception in 1995. Professor Yamuna

Herath and Professor Sasni Amarasekera were recruited to the Department of Archaeology which followed the syllabus of the Department of Archaeology of the University of Kelaniya. Some staff members of Kelaniya served as visiting faculty of this Archaeology course during its early years.

The Rajarata University of Sri Lanka, which was established in 1996 at Mihintale, formed a Department of Archaeology and Heritage Management under the Faculty of Social Sciences and Humanities. Professor Indrakirthi Siriweera, a historian and the first Vice-Chancellor of the University performed a great service in the formation of the Archaeology course in this department. Professor Ariya Lagamuwa and Professor Chandana Rohana Withanachchi were among the first members of staff recruited to this department.

Archaeology was introduced to the University of Ruhuna as an academic discipline in 1998 under the Department of History. The Department of History, which was founded in 1978 at the inception of the university, was consequently renamed as the Department of History and Archaeology along with the introduction of the Archaeology subject. Professor Sirimal Ranawella, a well-known Epigraphist of the Department of History can be considered the founder of this new discipline. Historians Professor P. M.U. De Silva and Professor S. Wawwage were the Heads of the Department after Professor Ranawella.

The teaching of archaeology as an academic discipline in the University of Jaffna commenced in 2003, in the Department of History, which was established in 1974, during the inception of the university. However, it is important to note that from 1979 to 1985, under the leadership of Professor K. Indrapala, the academic programs of the Department of History provided inter-related courses and thus, the history students were provided instruction in Ancient History and Archaeology. Hence, Archaeology was one of the subjects for General Degree programmes and later was introduced as a separate Special Degree course. Professor S.K. Sithrampala, Professor P. Raghupathi, Professor P. Pushparathnam and Professor S. Krishnarajah were in the teaching staff of the Department of Archaeology.

The Sri Lanka Bhikshu University at Anuradhapura conducts Archaeology and Heritage Management courses under the Department of Social Sciences and Comparative Studies. Galkande Wimalakanthi Thera is the first permanent faculty member of this department.

Archaeology Course Content

The common Archaeology course units offered in Sri Lankan universities are on prehistoric archaeology, epigraphy and paleography, numismatics, art history, ancient architecture, history of archaeological studies, ancient civilizations and theory and method. These subjects are taught at different levels and under different headings and with some differences in the content. Computer applications in Archaeology has also been included in the curriculum during the last two decades. Other relevant subjects such as History, Sanskrit, Pali, Photography, and Drafting have also been included as auxiliary subjects in most of the syllabi. In addition to these common subjects, some universities have their own specialities and teaching traditions.

For example, the Postgraduate Institute of Archaeology has been spending a

larger part of its research time on field archaeology, mural conservation, ancient metallurgy and heritage preservation. The University of Peradeniya included proto-history and early iron age into their syllabus and are pioneers in introducing this component into Sri Lankan Universities. archaeo-zoology, environmental archaeology, museum management, and craft technology are some of the specialities in the Peradeniya syllabus. Numismatics has received a high degree of research attention at the University of Sri Jayewardenepura as can be seen in the published works of Professor T.G. Kulatunga. Furthermore, the professional aspects pertaining to archaeological project planning and procurement processes, underwater archaeology, and museology are also given relatively more importance at the University of Sri Jayewardenepura. The undergraduate program at the University of Kelaniya pays more attention to art history, industrial archaeology, tourism, anthropology, and heritage management. The University of Ruhuna has specialized in maritime archaeology and Indian ocean trade. Ancient irrigation and heritage management are emphasized at the Rajarata University. The syllabus of the University of Jaffna includes Tamil culture and history courses. Furthermore, the University of Jaffna teaches politics and archaeology in South Asia that addresses the issues surrounding the social relevance of archaeology. The Buddhist Art of South Asia and Buddhist archaeology are major concerns in the Buddhist and Pali University syllabus.

Museums attached to Archaeology Departments

The Professor Senarath Paranavitana Memorial Museum of Peradeniya is the first museum attached to any Department of Archaeology in the university Sector. It is known for its rich collection of ivories and other antiquities. The museum at the University of Sri Jayewardenepura contains terracotta objects and some other antiquities. The University of Kelaniya has a museum of masks and terracotta objects as its main collection. The carnelian necklace found at Ibbankattuva megalithic burial site is one of the important exhibits of the Kelaniya collection. Rajarata has a museum named after Siran Deraniyagala and its main collection is Prehistoric stone tools. The museum of the University of Jaffna exhibits items of Hindu heritage in addition to bronzes, coins and other materials.

Field projects of National Importance

Several archaeological explorations, excavations and conservation projects were conducted by Sri Lankan universities in collaboration with the Department of Archaeology (DoA) and the Central Cultural Fund (CCF). The salvaging and rebuilding of the Nalanda Gedige which was going to be submerged in the Bowatenna Reservoir of the Mahaweli Project was one of the early projects undertaken by the universities. Professor P.L. Prematilake of the University of Peradeniya (PDN) handled this massive project at the invitation of the DoA. Professor Sudarshan Senevirathna of the PDN joined the Anuradhapura citadel project as the Co-Director with Dr. Siran Deraniyagala of the DoA. Dr. W.H. Wijayapala of the PDN worked in prehistoric excavation projects of the DoA with Dr. Siran Deraniyagala and later joined the DoA, leaving the university. The universities played a pivotal role in the UNESCO-Sri

Lanka Cultural Triangle of the Central Cultural Fund (CCF)'s archaeological projects since its inception in 1980. It's at the CCF's projects at Anuradhapura, Polonnaruwa, Kandy, Sigiriya and Dambulla that a whole new generation of younger archaeologists from Sri Lankan universities began to get their grounding in the discipline.

Works of the Polonnaruwa and Kandy Projects of the Cultural Triangle Programme of the Central Cultural Fund were carried out by the PDN under the leadership of Professor P.L. Prematihilake. The Abhayagiriya Project at Anuradhapura was under the Univerity of Sri Jayewardenepura (SJP) where Professor Chandra Wickramagamage, Professor S.B. Hettiarachchi and Professor T.G. Kulatunga were succeeding directors. The Sigiriya and Dambulla Projects were under Professor Senake Bandaranayake of the Univerity of Kelaniya (KLN). Professor Sudarshan Senevirathna of the PDN and Professor Anura Manatunga of the KLN were appointed as the Directors of the Jetavana and Polonnaruva Projects of the CCF respectively in 1999.

The PGIAR conducted several explorations and excavations throughout the island from 1986 under the direction of Professor Senake Bandaranayake. The Settlement Archaeology Project of Sigiriya-Dambulla Region was its first major field activity. The excavations at Pidurangala, Ibbankatuwa, Potana, Aligala, Degigaha-Ela and Manawewa were some of the important excavations conducted by the PGIAR. A large number of explorations and excavations covering Proto Historic and Early Historic periods have been directed by Professor Raj Somadewa of the PGIAR since 1990. Professor Gamini Adikari led some prehistoric excavations while Dr. Rose Solangaarachchi worked on ancient metal technology. Painting conservation of the Dambulla caves was conducted mainly under Professor Jagath Weerasingha for the last three decades. Archaeobotanical work was pioneered by Professor T. R. Premathilaka and Dr. Arjuna Tanthilage who conducted several important chemical analyses of metals that contributed to our understanding of ancient copper deposits at Seruwila and their link to art history. Dr. P. Vidanapathirana conducted field explorations on ancient road networks and her work has revised our understanding of the centre-periphery association of ancient Sri Lanka.

The Upper Malwathu Oya explorations were co-directed by Professor Prishantha Gunawardhana of the KLN with Professor Robin Cunningham of Durham University. Dr. Mangala Katugampola of the KLN conducted a notable excavation at Dewalapola in the Gampaha district. Professor Chandana Rohana Withanachchi of the Rajarata University explored ancient irrigation networks throughout the island, while Mr. Seevali Bandara Manatunga of the Univerity of Ruhuna (UoR) has conducted an exploration on Highland railways. Furthermore, the Archaeological Project of Rajagala is presently being carried out by the Univerity of Sri Jayewardenepura in collaboration with the Department of Archaeology.

Notable Publications

The University Edition of the History of Ceylon edited by Senarath Paranavitana as his main task as the Professor of Archaeology is still considered a

magnum opus of all archaeology related publications. The Reports of the Archaeology Directors' of the CCF were mainly the work of universities concerned with particular projects. Professor Senake Bandaranayake's *Rock and Wall Paintings, Settlement Archaeology of Sigiriya-Dambulla Region* and *The Further Studies on Settlement Archaeology of Sigiriya-Dambulla Region* are considered classic research publications. Professor T.G. Kulatunga's two books on Abhayagiriya Vihara and ancient coins are the best publications on these topics in Sinhalese. The doctoral theses of Professor Raj Somadewa, Professor Prishanta Gunawardhana and Professor T.R. Premathilake are among notable publications of the universities. The PGIAR publishes a series of periodical research papers. Each university department has its own journals but none have been published regularly.

National Services Rendered by the University Archaeologists

In addition to being Directors of the UNESCO-Sri Lanka Cultural Triangle and holding consultancy positions of various bodies, our faculty members have held significant posts at national and international levels. Professor S.B. Hettiarachchi of the University of Sri Jayewardenepura held the post of Vice-Chancellor of the University and served as the Ambassador to the People's Republic of South Korea. Professor Senake Bandaranayake of the KLN held the post of Vice-Chancellor of the University and he held diplomatic positions as the Ambassador to France and the High Commissioner to India and also became the representative to the UNESCO. He was the Director-General of the CCF for some time. Professor Sudharshan Senevirathna of the PDN held the post of Director-General of the CCF and later the High Commissioner to India and presently to Bangladesh. Professor Chulani Rambukwella held the post of Chairman of the Board of Kandyan Heritage. Professor Dayananda Amarasekera of the KLN held the post of the Dean at the Faculty of Social Sciences and the Director of the Wickramarachchi Institute of Gampaha. Professor P.B. Mandawala of SJP served as the Acting Director-General of the DoA. Professor Chandana Rohana Withanachchi of the Rajarata University holds the post of Dean at the Faculty of Humanities and Social Sciences of the University. Professor Gamini Adikari of the PGIAR and Professor Prishantha Gunawardhana of the KLN held the post of Director-General of the CCF. Professor Gamini Ranasinghe of the SJP holds the post of Director-General of the CCF at present while Professor Anura Manatunga of the KLN holds the post of Director-General of Archaeology, the most powerful position of Archaeology in Sri Lanka at present.

The Present Situation of Archaeology in Universities

Each university enrolls about 10-20 students annually for the Archaeology Honours degree course. Archaeology has been taught as a subject for the general degree even before it was introduced as an honours degree in most of the universities. Overall, there are about 500 Archaeology students at a time in the university sector in Sri Lanka. The teaching faculty consists of 50 members including ten professors at present. These figures are subject to change in future.

Students' Activities

Each University has a students' society of Archaeology. These societies organize special lectures, field tours and publish journals. The PDN publishes the *Vikalpa Puravidya* as its journal, while the SJP's journal of the student society is *Vidharani. Vasundhara* is the journal of the KLN. Students are being sent to be trained in the field projects of the CCF and DoA. The discovery of some unknown paintings at Sigiriya by a student of the KLN in 1983 was considered one of the most remarkable discoveries in Sri Lanka.

Journal Publications and Research Conferences

The Department of History and Archaeology of the University of Sri Jayewardenepura annually publishes an academic journal named '*Vidarani*', which consists of academic articles written by the students and the members of the staff. In addition, the 7th International Congress of the Society of South Asian Archaeology (SOSAA), which was organized in collaboration with the Department of History and Archaeology of the SJP, Swami Vivekananda Cultural Centre of the High Commission of India in Sri Lanka and Sri Lanka National Commission for UNESCO was held in 2020 at the University of Sri Jayewardenepura.

As a part of its academic activities, the Department of Archaeology of the KLN has published research journals occasionally; *Archaeologia: Journal of Archaeology, Puranaya, Archaeology Zeylanica, Sarasavi and Chiranthana* are some examples. The department initiated publishing the research journal, *Trivalent: Journal of Archaeology, Tourism & Anthropology* in 2021 and *Vasundara,* the Journal of Undergraduates' is also presently being published. In addition, the department organizes an Undergraduates' Research Conference on Archaeology, Anthropology, and Tourism. Moreover, the 'Centre for Heritage Studies', affiliated to the department, frequently organizes various research activities.

The Department of History and Archaeology of the University of Ruhuna bi-annually publishes an academic journal named *Avalokana*, where both staff and students can publish their research work.

The Department of History of the University of Jaffna publishes two students' journals namely, *Kalasurabhi* and *Thedal,* under the patronage of the two student associations, 'Historical Society' and 'Archaeology Study Circle' respectively.

The Department of Archaeology and Heritage Management of the Rajarata University annually organizes an Undergraduates Research Symposium on Archaeology.

External Relations

All the respective departments of each university maintain close contacts with the principal national institutional bodies related to the field such as the Department of Archaeology, the National Museum Department, the National Archives Department and the Central Cultural Fund. This has enabled the students of Archaeology and related disciplines in the entire university system to obtain the opportunity to obtain practical training in the usage of sources, archaeological excavation, and conservation of artefacts and monuments through these institutions.

In addition, the University of Kelaniya has a close relationship with tourism-related governmental authorities such as the Ministry of Tourism, the Sri Lanka Tourism Promotion Bureau (SLTPB), the Sri Lanka Tourism Development Authority (SLTDA), the Sri Lanka Institute of Tourism and Hotel Management (SLITHM) and the Sri Lanka Convention Bureau (SLCB) as well as with non-governmental organizations for the benefit of the students who follow the degree programme in Tourism and Cultural Resource Management.

Foreign Training

Based on the MoU signed between the University of Sri Jayewardenepura and the Deccan College in Pune, India, the Department of History and Archaeology of the University of Sri Jayewardenepura provided a foreign training programme in India for a group of Archaeology undergraduates in the years 2016, 2017, and 2018. The training programme consisted of lectures at Deccan College, field tours to Ajantha, Ellora, and Bhag caves, excavations in Aurangabad etc.

Similarly, based on the MoU signed between the Department of Archaeology of the University of Kelaniya and the School of History and Culture of the Sichuan University in China, four Archaeology undergraduates were provided an opportunity to take part in a Service-Learning Programme at the Sichuan University of China in 2019. The programme had been designed to provide the opportunity to gain experience at the Sichuan University and to explore the unique West Chinese Culture.

Postgraduate studies

The senior academic members of the Department of Archaeology of the University of Peradeniya teach and supervise PhD, MPhil, MA and Diploma course students at the Post-Graduate Institute of Humanities and Social Sciences (PGIHS) of the same university and the department is in the process of introducing a Master's degree programme in Landscape Archaeology in collaboration with the Freie University of Germany.

The Department of History and Archaeology of the University of Sri Jayewardenepura offers Research-based Master of Arts (MA), Master of Philosophy (MPhil) and Doctor of Philosophy (PhD) programs in the areas relevant to History and Archaeology through the Faculty of Graduate Studies of the same university.

The Department of Archaeology of the University of Kelaniya offers postgraduate qualifications including Master of Arts (MA) in Archaeology, Master of Philosophy (MPhil), and Doctor of Philosophy (PhD) since 1980 and a one-year Diploma in Archaeological Heritage and a two-year Master of Social Sciences (MSSc) in Archaeology since 2007. Further, the department wishes to introduce MA and MSc Programs in Tourism and Cultural Resource Management shortly.

These Masters Programmes focuses on major current themes such as Impact Assessments and Professionals' role, World Heritage concepts, Museums and Tourism, Heritage Preservation and Site Presentation, Irrigation and Ancient society, Ancient Technology, Technological application for Cultural

Heritage and Bio-archaeology. Hence, this is designed to provide a bridge between archaeology and its application through professional management. This course has been developed to meet the demand for intellectual preparation, training for the management of archaeological resources and introducing adequately equipped archaeologists to the society. Therefore, it is designed to provide well-qualified professionals with an understanding of the concepts and systems underlying archaeological practice and developing their skills of diagnosis and implementation in cultural resource management and the research process.

In addition, the Post Graduate Institute of Archaeology (PGIAR), was established in 1986 and affiliated to the University of Kelaniya as a dedicated institute for postgraduate studies in Archaeology. The PGIAR offers PhD, MPhil, MA, and MSc programmes in Archaeology through research-based and course work and research-based programs. In addition, the PGIAR offers Post-Graduate Diplomas in the fields of Art History, Archaeology, Museology and Heritage.

The Department of History and Archaeology of the University of Ruhuna also offers research-based MA, MPhil and PhD programs in areas relevant to History and Archaeology through the Faculty of Graduate Studies of the same university.

The Department of History of the University of Jaffna also offers MA, MPhil, and PhD programs in areas relevant to History and Archaeology through the Faculty of Postgraduate Studies of the same university.

Rajarata University does not currently offer postgraduate degree programmes but it is working towards introducing them shortly.

Table 6.1 Present Statistics: Academic Staff, Students, & Non-academic staff by 2021

Category		Peradeniya	USJ	Kelaniya	Ruhuna		Jaffna	Rajarata
Academic staff (Permanent)	-	07	14	08		14	07	07
	PhD	36	13	23		04	12	-
Postgraduate Students	MPhil					05		
	MA/MSc					01		
Undergraduate Students (Archaeology/ History/ Heritage Management/ Anthropology/Cultural Tourism)					Arch	Hist		
	1st Year	106		466	51	87	500+	200
					51	89		
	2nd Year	76	150-200		20	46		
	3rd Year				02	23		
	4th Year							
Non-academic staff	-	01	01	03		02	02	04

- The University of Sri Jayewardenepura and the University of Ruhuna have two degree programmes (History and Archaeology) under the same department.

- The University of Kelaniya has three degree programmes (Archaeology, Tourism and Cultural Resource Management and Anthropology) under the same department.

- The University of Jaffna has three degree programmes (History, Archaeology and Cultural Tourism) under the same department.

Conclusion

Archaeology has been a very popular subject among students of Sri Lankan universities since the 1980s. It has been taught in Sri Lankan universities for more than 60 years, which means that higher education institutes in Sri Lanka has been teaching archaeology for more than half of its history. Archaeology in Sri Lanka in general, however, has a history that goes back to the late 19th century. As such, archaeology is one of the oldest subjects that contributed to the formation of the modern idea of 'nation' in the country. Understanding the critical importance of archaeology in the concept of the nation and its various ramifications will ensure the future of archaeological education in Sri Lankan universities, meaning that archaeology will have to be taught with an emphasis on its social relevance.

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Chapter 7

SOCIOLOGY AND ANTHROPOLOGY: EVIDENCE-BASED INQUIRY INTO THE SOCIAL WORLD

Kalinga Tudor Silva, Sasanka Perera

Abstract

This essay provides a synoptic history of the discipline of sociology in Sri Lanka from its inception to present times. This will be done by paying particular attention to the following areas: the origin and development of the discipline; the contributions it has made to society; the contributions made globally by sociological knowledge produced via research in Sri Lanka; the challenges encountered and the way forward to overcome these challenges. In providing this history, this chapter makes no distinction between sociology and social anthropology. A brief comparative element is also offered which considers some of the challenges the discipline has faced in India to make the point that, while some of these challenges are regional and global, it would be possible to learn from these experiences in facing the difficulties in Sri Lanka.

Keywords: *contributions, Sociology, social anthropology, University of Ceylon, academic exchanges, India.*

Introduction

Sociology and Social Anthropology are related disciplines that originated in Europe during the 19th century. In the early period, sociology examined social formations in Europe and North America while social anthropology dealt with non-European societies subjugated by European imperial powers during the colonial encounter. This original distinction between the two disciplines became largely irrelevant when they were introduced to non-western societies as both disciplines were used to understand social processes within the same societies. Some universities in non-European contexts, however, maintain the distinction between sociology and anthropology due to historical reasons and apply anthropology to study tribal and peasant social formations, and sociology to investigate both urban and rural social formations and processes of social transformations.[1] Sociology as

1. For a discussion in this disciplinary overlap and variation in Sri Lanka, read 'Deciphering Anthropology; Reckoning with Sociology: A Critical Self-assessment of the practice of 'Sociology' in/on Sri Lanka' by Sasanka Perera; in, Ravi Kumar, Dev Nath Pathak and Sasanka Perera (Eds.), *Sociology and Social Anthropology in South Asia: Histories and Practices* (Orien Black Swan, 2018).

a discipline was first introduced to the university system in Sri Lanka in 1948. For the most part, sociology became institutionalized as an inclusive discipline also containing what might generally be thought of as an anthropology content in most instances. As de Silva (2020) noted in a recent essay, the boundaries between the two disciplines are blurred in the case of Sri Lanka and interlinkages have been far more common than autonomous engagement. It is significant that there was a much older tradition of writing in Sri Lankan society at the time sociology was introduced, and, so far, no effort has been made to critically examine the disjuncture and possible engagements between these two bodies of knowledge (Spencer, 1990).

Of the 10 universities in Sri Lanka where sociology and cognate subjects are taught, presently there are Departments of Sociology in the Universities of Peradeniya, Colombo, Jaffna, Kelaniya, Ruhuna, Sri Jayewardenepura, Eastern University, and South Eastern University. University of Sri Jayewardenepura is the only university with two separate departments of Sociology and Anthropology, with anthropology being the older discipline established under the leadership of the eminent scholars U. Alex Gunasekera and P.E.P. Deraniyagala in 1960. They formed a combined Department of Sociology and Anthropology in the 1980s and separated the two departments again in 2018. Rajarata University and Sabaragamuwa University have Departments of Social Sciences in which Sociology is included as a main subject. In the University of Jaffna, a separate Unit of Anthropology has been established in the Department of Sociology after the recruitment of Ahilan Kadirgamar, with a PhD in anthropology.

Given the above background, this essay refers to the term Sociology in an inclusive sense to denote both Sociology and Social Anthropology unless otherwise specified.

This essay maps the establishment of Sociology and related disciplines such as Social Anthropology, Criminology, and Social Work in the Sri Lankan university system focusing on the following aspects:

i. Origin and development
ii. Contributions made to society
iii. Global contributions
iv. Challenges encountered
v. International dimensions and comparisons with India
vi. Way forward

The current assessment is based on published and unpublished reports, information collected by the University Grants Commission (UGC), from various universities involved in teaching of sociology at different levels, and the personal experiences of the two authors of the essay, supplemented by consultations with key actors.

Origin and Development

Following its introduction to Sri Lankan academia in 1948, Sociology did not progress in a consistent way, but rather followed an inconsistent trajectory over the next seven decades. Its shifts and turns can be understood in terms of the following phases:

i. 1948-1960: Gradual establishment of Sociology as an independent academic discipline within the University of Ceylon.

ii. 1961-1980: Exodus of the first generation of Sri Lankan sociologists

to the west and the resulting destabilization of the discipline in Sri Lanka.

iii. 1981-2000: Recovery and rapid expansion of the discipline in most universities in Sri Lanka.

iv. 2001-2021: A stabilization phase involving curriculum development, diversification, and expansion of research and teaching at BA and postgraduate levels.

Let us now explore the developments and challenges in each of these phases in more detail.

Establishment of Sociology as an Academic Discipline in Sri Lanka

Compared to other disciplines in the social science such as Economics, Geography, and Political Science, Sociology was a late comer to liberal arts education in Sri Lanka (Seneviratne, 2017). Sociology, Anthropology, or any of their cognate subjects were not taught in the University College (1921 to 1942), the predecessor to University of Ceylon. Sociology was introduced in 1949 as a separate department in the University of Ceylon under the leadership of the American Sociologist Bryce Ryan, who was not a Sri Lanka or South Asia specialist to begin with. However, initially Sociology courses were offered as a specialization within the Economics study programme. It is not clear under what circumstances Bryce Ryan first joined University of Ceylon. Based on the limited information available, Seneviratne (2017) speculated that Ryan may have arrived at the US embassy in Sri Lanka in response to a request made by Sir Ivor Jennings, the first Vice Chancellor of the University of Ceylon, for the services of an American academic in the field. His services may have been obtained under one of the bilateral or multilateral programmes in operation in the US at the time or under a fellowship offered by the Rockefeller Foundation. In any case, it is important to point out that the discipline of Sociology was established in Sri Lanka under the influence of American Sociology rather than British Sociology or Social Anthropology, even though Sri Lanka was a British colony, and the University of Ceylon was established under the British model under the leadership of Ivor Jennings who came from Cambridge University. This is an important point that we must bear in mind in tracing the origin of the discipline in Sri Lanka.

In this regard, Seneviratne (2017) has stated that the study of sociology as a subordinate component of economics was a particularly established practice in the United Kingdom, and Jennings may have followed this model. This was, indeed, how sociology was introduced in the London School of Economics, and thereby accepted as a model for developing university education in Sri Lanka. The pattern followed in University of Ceylon was to initially establish Sociology as a specialization within the Economics study programme, with the students taking courses in Economics, Sociology, and other disciplines. Departments of Sociology also served the needs of other existing departments. For instance, the Department conducted a course on Traditional Sinhala Culture for the benefit of the students in the Department of Sinhala (Seneviratne, 2017). A second American Sociologist, Murray Straus, who had a background in social psychology, joined the University of Ceylon in 1949, adding to the American influence during the early

phase of Sociology in Sri Lanka. Murray was later joined by his wife Jacqueline, who had an academic background in psychological measurement.

In his inaugural lecture in the University of Ceylon later published in *University of Ceylon Review,* Bryce Ryan highlighted the need for a comprehensive empirical foundation for Sociology: "The future of sociology lies in a well-founded programme of empirical research. This will be different from the old philosophical approach to understanding social reality. I am not devaluing the importance of social theory. But it is important that theories are built on facts and not pure conjecture" (Ryan, 1949. p.81). One of Ryan's important contributions as the founder of Sociology in Sri Lanka was to initiate and implement a village studies programme with the participation of his students from 1948 to 1952. This study programme, funded by the University of Ceylon and the Rockefeller Foundation, is described by Ryan in the preface to his book, *Sinhalese Village* (1958):

> The village study programme was originally designed to gain elemental knowledge of Ceylon society and cultures, and also as a means for bringing Ceylon University students into close objective understanding of their rural countrymen… Since modern sociological and cultural anthropological studies had been non-existent in Ceylon, the programme was first conceived as a series of baseline studies. (Ryan, 1958. p.5)

A bibliography presented at the end of *Sinhalese Village* lists a total of 26 publications under the village study programme. Two of the key publications resulting from this study programme were his pioneering work '*Caste in Modern Ceylon'* (1953) and '*Sinhalese Village'* (1958) with two of his Ceylonese students, L.D. Jayasena and D.C.R. Wickramasinghe, as co-authors of the latter publication. He also developed a classification of socio-cultural regions in Sri Lanka (1950) which had considerable potential as a tool for understanding regional differences in Sri Lankan society and as a possible tool for regional planning. The outputs of the village study programme led to the PhD thesis by S.J. Tambiah at Cornell University (1954). The village study programme, however, did not serve as a real baseline for subsequent research and social analysis in Sri Lanka due to several factors. These include the lack of continuity in research and a deliberate effort by some of his successors in University of Ceylon to disown his heritage and develop a separate methodological approach in social research. This will be explored in a latter part of this chapter.

Despite this break in continuity and twists and turns in the trajectory of Sri Lankan sociology, two subsequent publications on Patadumbara offered a continuation or further development of the empirical tradition established in Sri Lanka by S.J. Tambiah, a student of Ryan, who published his famous work on kinship and land tenure in Patadumbara in the Journal of the Royal Anthropological Institute in 1958. This was one of the earliest international publications by a Sri Lankan anthropologist who underwent undergraduate training at the University of Ceylon. As Seneviratne (2017) subsequently noted, Tambiah's findings may have reinforced or even influenced Leach's subsequent view elaborated in his famous book *Pul Eliya* (1961). Here, Leach argues that kinship is not a thing in itself that can be understood in terms of kinship rules (jural norms) and related

structural dynamics, a widely held orthodoxy in British anthropology at the time but is rather an identity anchored in land ownership and common residence. "*The Disintegrating Village*" (1957) jointly authored by N.K. Sarkar and S.J. Tambiah and published by the University of Ceylon is based on fieldwork in Patadumbara. This may be seen as an early example of the application of the survey research method to assess socio-economic conditions in a region in Sri Lanka. This was a joint initiative between the Department of Economics (represented by Sarkar who was an Indian economist/statistician working at the University of Ceylon), and the Department of Sociology (represented by Tambiah), along with the students who contributed as field investigators following a pattern previously established by Bryce Ryan.

Bradman Weerakoon, who belonged to the first group of Sociology graduates in the University of Ceylon, went on to become one of the highest-ranking public servants in the country, serving as secretary to five different presidents of Sri Lanka. When interviewed by H.L. Seneviratne, Bradman Weerakoon stated that there were 10 sociology students in his batch (Seneviratne, 2017. p.107). They enrolled themselves in three sociology courses, one of which was Research Methods. Another early graduate of the Sociology programme in University of Ceylon was Stanley Tambiah who was subsequently recruited as an assistant lecturer in the Department of Sociology at University of Ceylon and later received his PhD in Anthropology at Cornell University where Bryce Ryan also served at the time.

Bryce Ryan served in University of Ceylon from 1948 to 1952. During his tenure as the Professor and Chair of Sociology he recruited three Sri Lankan scholars as assistant lecturers in Sociology in 1951 - Ralph Pieris, S.J. Tambiah, and L.C. Arulpragasam. The last two were sociology graduates from University of Ceylon. Ralph Pieris, who was an economist, graduated from University of Ceylon and received his PhD in Sociology from the London School of Economics from 1945 to 1950. After the departure of Bryce Ryan, Ralph Pieris became the main driver of the discipline of Sociology in Sri Lanka. He was promoted as lecturer grade II in 1953, and lecturer grade 1 and the Head of the Department of Sociology in 1955. He contributed to the institutionalization of sociology in Sri Lanka in a number of ways. First, he was instrumental in developing a degree programme in Sociology independent of the degree programme in Economics. Second, he introduced Sociology as a subject for the civil service examination, and that enabled Sociology graduates to enter the esteemed administrative service in Sri Lanka. Moreover, he requested several relevant departments of the Government of Sri Lanka, including the Departments of Social Services, Probation and Child Care, and Rural Development to recruit qualified sociologists for the relevant positions in government service so as to improve the quality of services provided. Later, he served as an advisor to the Ministry of Planning enabling opportunities for sociologists in the planning service. Third, along with several other colleagues from University of Ceylon, he was instrumental in establishing the *Ceylon Journal of Historical and Social Studies* as a prestigious journal published by the University of Ceylon as also claimed in his autobiographical essay (1988).

Seneviratne summed up Pieris' contribution in the following passage:

> Although Pieris is not the founder of Sociology at University of Ceylon in a strict sense, he is certainly the founder of its degree programme without which Sociology would have remained the handmaiden of Economics. (Seneviratne, 2017. p.115)

H.L. Seneviratne was in the first batch of 12 students who followed the degree programme in Sociology designed by Ralph Pieris from 1957 to 1959. He reported in his essay published in 2017 that this curriculum included 8 prescribed courses. Four of them, namely Elements of Social Structure, Social Administration, Comparative Social Institutions, and Theories and Methods of Sociology, were offered by the Department of Sociology. Another two, namely, Political and Social Theory, and Statistics were offered by the Department of Economics. Social Psychology was taught by J.E. Jayasuriya from the Department of Education. A fourth course on the History of Ceylon was offered by the Department of History. In the final examination, the students were required to write a paper on a general topic selected from among the topics assigned by the Department. What Seneviratne rightly described as this 'fragile arrangement' was interdisciplinary in character, and this may have influenced the applicability of the training received in a wide variety of contexts. As Ralph Pieris acknowledges in his autobiographical essay, Social Administration was added to the study programme in order to prepare graduates for the administrative positions in the Ceylon Civil Service that many of them aspired to. All this clearly indicates that Ralph Pieris carefully planned the Sociology study programme utilizing the limited resources available and the needs of the country as identified by him.

Pieris' contribution to the development of sociology in Sri Lanka, however, was seriously hampered by two factors.

One was his trail of resignations and rejoining academia. In September 1958, he resigned from the University of Ceylon to accept a UNESCO position in India. In 1961, Pieris returned to the University of Ceylon to accept the position of Professor and Chair of Sociology. In 1967 he retired from university service, reportedly as a protest against the Higher Education Act of 1967 and joined UNESCO once again as an expert in regional development. In 1972, he rejoined the University of Ceylon as the Professor and Chair of Sociology only to resign later in the same year to accept a position in the Asian Development Institute in Bangkok. Seneviratne identified Ralph Pieris as 'the most resigned person' in the university system (Seneviratne, 2017. p.117). In his memoir, Ralph Pieris identified his career as a peripatetic one and sought to explain it in terms of the challenges faced by his discipline due to the rather illiberal Asian environment in which sociology was 'implanted' (Pieris, 1969). While this may be a valid point, we must recognize the fact that sociology has flourished to varying degrees in a number of Asian countries, including India, Japan, Philippines, and South Korea. We will consider the Indian example more closely later in this essay.

The second was his anti-village study mindset which may be seen as an outcome of his holistic historical approach to the Kandyan kingdom reflected in his popular publication, entitled *Sinhala Social Organization: Kandyan Period* (1956). While he was by no means the only one

critical of village studies, his was a more fundamental attack dismissing village studies altogether, and in the process, dismissing the key anthropological work on Sri Lankan society by researchers from Sri Lanka and abroad. His attack on Ryan was multi-stranded, with a personal touch to it in that he suspected Ryan was not keen to recruit him to the Department of Sociology in 1951. Perhaps he was unhappy that despite possessing a PhD in Sociology he was recruited as an assistant lecturer and not directly to the lecturer grade:

> In 1951, I was appointed assistant lecturer at the University of Ceylon in the face of peevish opposition by the American Professor who headed the Department of Sociology, who told me that he had no interest in history or theory, having studied at a "cow college" (Texas). His main preoccupation was securing funds for data collection by students, through formal questionnaires. I had no wish to be drawn into this naive empiricism, nor did I have any research funding, in common with scholars in most underdeveloped countries whose travails I have described elsewhere. (Pieris, 1988, p.18)

In an article published in the *Ceylon Journal of Historical and Social Studies*, Pieris (1960) had a major encounter with Leach over the ethnographic approach he deployed in his well-known *Pul Eliya* study. Peiris criticized Leach's effort to generalize his findings for the whole of society from a single village, the applicability of an approach developed in non-literate societies in a literate society like Sri Lanka, the ethical aspects of exposing sensitive information about individuals, the methodology of data collection, and the lack of understanding about the macro-situation. In response, Leach justified the ethnographic approach as an intensive research method that collects first-hand information from the field, unlike in historical research where the researcher must rely on unreliable secondary data over which he or she has no control. In any case, what this debate highlighted was that each research design had some specific strengths and limitations, and an excessive preoccupation with one method was not the best approach in terms of expanding the frontiers of sociological knowledge. His historical approach to understanding the social reality of Sri Lanka was not developed as a rigorous methodology by him or any of his students as an alternative or supplement to village studies to make it a viable empirical approach in social research in Sri Lanka.

Gananath Obeyesekere was another key member of the first generation of sociologists/ anthropologists of Sri Lanka. He completed his undergraduate studies in English literature in the University of Ceylon and graduated in 1955. From 1956 to 1959 he studied anthropology for his MA degree in the University of Washington in Seattle, USA. He returned to Sri Lanka in 1959 and joined the Department of Sociology as an assistant lecturer. When he joined the Department, it was rather well-established with "Ralph Pieris, S.J. Tambiah, and Laksiri Jayasuriya all with fresh PhDs" as later reported by Obeyesekere (2014). In any case the fragile nature of the Department noted by Seneviratne seems to have disappeared at least for the time being. He and Tambiah gave an anthropological orientation to the Department initially engaging in ethnographic research in the remote Laggala Pallegama region in the Matale District. Obeyesekere has been engaged in a research project on the Pattini cult since his undergraduate days.

For this reason, he decided to embark on graduate studies in anthropology with the encouragement of his English professor, Ludowyk, who was his key mentor at that time.

Obeyesekere was instrumental in introducing courses in Sociology of South Asia and Sociology of Religion. He went back to the University of Washington for his PhD in Anthropology from 1960 to 1964. He returned to the University of Peradeniya (by this time University of Ceylon had been redesignated as the University of Peradeniya) in 1965 and became Professor and Chair of Sociology in 1967. One of the authors of this essay was privileged to be an undergraduate student of his from 1969 to 1972. Obeyesekere was admired by his students for his popular teaching style, critical engagement with Sri Lankan society and culture, and the tendency to draw heavily from his ongoing research and debates. With his frequent travel between Sri Lanka and overseas destinations, he was not easily accessible, but when he was around, he was the centre of attention among his students and fellow researchers alike. He had prepared a set of printed notes on yellow paper which came in handy even when he was not around.

Apart from his charismatic qualities and appeal as an internationally renowned Sri Lankan intellectual, Obeyesekere's contribution to the discipline was wide-ranging. He opened research in a number of new areas such as popular religion, Ayurveda, political violence, and nationalism. As a qualitative researcher and an analyst with a theoretical framework drawing from Weber, Freud, and recent phenomenological theorists, he influenced his students to look for new analytical models and ways of understanding social reality. He was one of the few Sri Lankan academics well established internationally who returned to Sri Lanka after his retirement. On his return, he embarked on a study of *kadaim* and *vitti pot*, identifying them as an important source of local social history and the complex cultural landscape in Sri Lanka in addition to his important work among the Veddas in the Uva-Wellassa area. His intellectual contribution largely influenced the domain of understanding the social and cultural world, rather than finding remedial measures for social problems, problems of under development, youth unrest and the like.

Exodus of the First Generation of Sri Lankan Sociologists and its Impact

This process started towards the end of the 1950s, gained momentum particularly after the youth uprisings in the South, and further escalated during the war that began in the 1980s. Seneviratne referred to "a phenomenon that was to become the emblem of the Department in its early decades, the flight of its faculty" (Seneviratne, 2017, p.111). Almost all the key sociologists in Sri Lanka left the country accepting overseas positions in North America, Australia, or elsewhere during this period. Why this happened and how Sociology in Sri Lanka was affected by this situation have not been subjected to adequate research as of now. Ralph Pieris commented on the circumstances leading to his own departure in his memoirs (1988). He identified the inadequate remuneration for academics in the university system in the country when compared to international standards even in countries within the region as an important factor contributing to the

flight of university teachers. Others have referred to certain adverse developments in the country such as the rise of militant Sinhala and Tamil nationalisms, youth uprisings, and politicization of university administration as more important reasons for outmigration of university teachers. Tambiah, for instance, noted that his experience as a field researcher during the Gal Oya riots of 1958 was a key trigger for leaving Sri Lanka immediately after (1986). Intellectual freedom is certainly needed for objective social research, and this is difficult to achieve at times of ideologically driven militant confrontations.

It must be noted here that many of the Sri Lankan sociologists working overseas did not abandon their research interests in Sri Lanka. On the contrary, they continued research on Sri Lanka taking advantage of the funding opportunities and the liberal atmosphere prevailing in the overseas universities where they were employed. Gananath Obeyesekere, for instance, visited Sri Lanka regularly for his research work and produced several landmark publications on Sri Lanka while serving in the US. During the period from 1970s onwards, sociological and anthropological research on Sri Lanka achieved a new height in several centres of learning in North America and Europe with the participation of Sri Lankan and international scholars, as documented in several publications (Nissan, 1987). The problem, however, was that this research did not make much impact on the academic scene in Sri Lanka due to a combination of factors, including falling academic standards, language difficulties encountered by some of the new academics, and active hostility towards objective social research that challenged orthodoxies and hegemonic ideas among nationalistically oriented scholars and commentators such as Goonatilake (2001).

During this period, several academics in other fields made useful contributions towards sustaining the Sociology study programmes in the university system in the absence of fully qualified sociologists in the relevant departments. This included Tilak Hettiarachchi who served in the University of Colombo, W.M. Sirisena in the University of Peradeniya, Nandasena Ratnapala in the University of Sri Jayewardenepura, and M.U.A. de Silva in University of Ruhuna. They were originally trained in other disciplines, but each of them had received some training in sociology-related disciplines prior to or during their transfer to their respective Departments of Sociology. They were, however, not merely short-term measures. Ratnapala gained much popularity through his coveted advocacy of popular sociology (*janapriya samajavidyawa*) disseminated through weekend Sinhala newspapers. This involved various exposés about the underworld, sex industry, beggars, and the like, revealing his reported first-hand encounters in the field. Ratnapala introduced the discipline to the masses in a way that none of the professionally qualified sociologists or anthropologists in the previous generation did, but he may have also given a wrong message about these disciplines due to ethical problems and the lack of the methodological rigor required by sociology's particular narrative style.[2]

2. For a detailed discussion on this issue and related matters pertaining to Sri Lankan sociology and anthropology, please see, 'In Search of a Sri Lankan Sociological and Anthropological Tradition' by Sasanka Perera; in, *Lanka Guardian*, Vol. 19, # 2 (May 15, 1996) and Vol. 19 # 3 (June 1, 1996). Guardian Publications.

Sociology was established in the University of Colombo in 1969 under the leadership of Malsiri Dias and I.V. Edirisinghe. Later, Laksiri Jayasuriya, an authority on Social Policy and Social Welfare, joined the Department as its first chair and professor (de Silva, 2020). He gave an applied sociological orientation to this Department with his focus on Social Policy and Social Welfare. He left the Department within a few years to accept a position at the University of Western Australia. From 1977 to 1978, Ralph Pieris joined the Department of Sociology of the University of Colombo as a research professor but retired prematurely at the age of 54 due to poor health (Pieris, 1988, p.28). Three social scientists from the second generation made a substantial contribution to the establishment of sociology on a sound footing in University of Colombo. They were Joe Weeramunda, Newton Gunasinghe, and I.V. Edirisinghe, all of whom had received undergraduate training in the University of Peradeniya. Joe Weeramunda, who was an English honours graduate, later pursued a PhD in Anthropology in the US, following a model already established by Gananath Obeyesekere. He joined the Department of Sociology and Social Welfare in the University of Colombo as a lecturer in 1977. He came with a strong background in qualitative research. Newton Gunasinghe obtained his PhD in Sociology from the University of Sussex in 1979. He was instrumental in introducing a Marxist framework in sociological analysis in Sri Lanka, moving away from the functionalist and Weberian frameworks well entrenched in sociological research in the country when he joined the academic staff in the 1970s. He had an untimely death in 1988 when he was serving as a senior lecturer in Sociology in University of Colombo. At present, the Department has a number of academics, all of whom have received advanced training in Sociology or Anthropology from a variety of universities around the world.[3]

Recovery and Rapid Expansion of the Teaching of Sociology in the University System in Sri Lanka from 1980 onwards

Study programmes in Sociology and Anthropology in universities in Sri Lanka benefitted from several positive developments after 1980. This included the introduction of Sociology education in the General Arts Degree, Special Arts Degree, and in the postgraduate study programmes in several universities in Sri Lanka. The programmes took place in Sinhala, Tamil, and English mediums, and with the return of many university teachers after their postgraduate training, there was diversification of the sociology curriculum and increased popularity of the sociology study programmes. New-found enthusiasm was evident, perhaps due to the relevance and availability of sociological insights to understand the emerging problems in the country such as youth unrest, insurgency, ethnic riots, crime and deviance, and a variety of other social problems. The return of Siri Hettige (initially to the University of Sri Jayewardenepura and later to the

3. For more information on the history of the sociology program in University of Colombo and other universities, one can see, 'Deciphering Anthropology; Reckoning with Sociology: A Critical Self-Assessment of the Practice of 'Sociology' in/on Sri Lanka' by Sasanka Perera; in, Ravi Kumar, Dev Nath Pathak and Sasanka Perera (Eds.), Sociology and Social Anthropology in South Asia: Histories and Practices (New Delhi: Orien Black Swan, 2018).

University of Colombo) and Kalinga Tudor Silva (University of Peradeniya) after completing their PhD studies in Sociology and Anthropology in Monash University in 1981 and 1982 respectively was an important landmark in this recovery process, followed by the return of many more Sri Lankan academics trained in Sociology, Anthropology, and related fields in later years. The mass appeal of Sociology due to the intervention of scholars such as Nandasena Rathnapala may have also contributed to this phenomenon, even though we are unable to determine whether and how far this may have contributed to the popularization of Sociology within the university system.

There is also a significant change in the subject matter of social research in Sri Lanka from 1980 onwards. Subjects such as kinship, caste, land tenure, and religion that were important subject matters in social research in the earlier period gave way to subject areas like ethnicity, violence, gender, and nationalism from 1980s onwards (Haniffa, 2020; de Silva, 2020; Silva, Pinnavela, & Herath 1988/1989). Silva (2020) argued that the emerging developments in society took the sociology enterprise in Sri Lanka by surprise and looked for initial explanations in familiar subjects like religion, caste, and breakup of the traditional social order (see also Gamage, 2014).

Whatever the specific causes, sociology recorded a massive expansion in terms of student enrolment from 1980 onwards. This numerical growth in number of staff and students is evident from Table 7.1 and Table 7.2 respectively.

The university system as a whole reported a nearly 200 percent increase in the number

Table 7.1: Number of Sociology staff in the university system in Sri Lanka 1987/88 and 2021

University	No of staff		% Increase
	1987/88	2021	
Colombo	11	23	109
EUSL	NA	6	
Jaffna	2	6	200
Kelaniya	2	12	500
Peradeniya	13	19	46
Rajarata	NA	8	
Ruhuna	4	13	225
Sabaragamuwa	NA	12	
SEUSL	NA	5	
SJP *	7	11	57
Total	39	115	195

NA - Not available
EUSL - Eastern University of Sri Lanka
SEUSL - South Eastern University of Sri Lanka
SJP - University of Sri Jayewardenepura

Source: Figures for 1987/88 are from Pinnavela, & Herath 1988/1989. Figures for 2021 are from the reports from various universities compiled by UGC for this report in 2021.
Note: Merged information about staff in Sociology and Anthropology Departments and units

of staff in Departments of Sociology and Anthropology between 1987 and 2021. It varied from a 46 percent increase in the University of Peradeniya to a 500 percent increase in the University of Kelaniya. It is also important that new universities established after 1987/88 such as the Eastern University of Sri Lanka, Rajarata University, Sabaragamuwa University, and South Eastern University of Sri Lanka all initiated sociology study programmes despite difficulties encountered in recruiting qualified staff in the new universities. In many cases, the founding staff in the new universities came from older universities like Peradeniya, Colombo, and Sri Jayewardenepura.

As for the undergraduate intake in Sociology in the entire state university system, it increased from 2396 in 1987/88 to 5121 in 2021, a 114 percent increase over a period of about 24 years. It ranged from a 33 percent increase in the University of Peradeniya to a 1438 percent increase in the University of Jaffna. Only Ruhuna recorded a decrease in the undergraduate intake in this period and this appears to be due to the non-inclusion of sociology students in the General Degree Programme in 2021 figures. The intake of postgraduate students in sociology recorded a 1817% increase over this period, with Kelaniya, Peradeniya, and Sri Jayawardenepura recording the biggest expansions in postgraduate programmes in Sociology.

In summary, the recovery process in Sociology and related disciplines in the

Table 7.2: Number of Sociology students in the university system in Sri Lanka 1987/88 and 2021

University	No of undergraduates*		% Increase	No of postgraduate students		% Increase
	1987/88	2021		1987	2021	
Colombo	176	482	174	15	95	533
EUSL	NA	816		NA	NA	
Jaffna	26	400	1438	NA	6	
Kelaniya	65	587	803	NA	358	
Peradeniya	750	1000	33	24	300	1150
Rajarata	NA	945		NA	NA	
Ruhuna	269	251**	-6.7	NA	5	
Sabaragamuwa	NA	140		NA	NA	
SEUSL	NA	500		NA	NA	
SJP ***	601	1134	89	15	271	1706
Total	2,396	5121	114	54	1,035	1817

NA - Not available
EUSL - Eastern University of Sri Lanka
SEUSL - South Eastern University of Sri Lanka
SJP - University of Sri Jayewardenepura
Source: Figures for 1987/88 are Pinnavela, & Herath 1988/1989. Figures for 2021 are from the reports from various universities compiled by UGC for this report in 2021.

* Combines the number of students in Sociology in General and Special Degree Programme
** In the UGC records, only the number of students in the Sociology special degree programme is provided.
*** Merged information about number of students in Sociology and Anthropology programmes

university system in Sri Lanka during the 1980 to 2000 was reflected in a substantial increase in the number of staff and higher enrolment of students at undergraduate and postgraduate levels in the university system in general. In the analysis pursued here, we have not included external degree students following Sociology courses in several universities in Sri Lanka due to the non-availability of data, but if these students too are added to figures given in Table 2, the actual student intake in Sociology programmes in the university system will be much higher. In any case, we feel that quality improvement is essential for making these study programmes relevant and useful to the participants and to society at large. Advances in staff training with an increased number of staff with PhD level training in Sociology and related fields is a parallel development that contributed to the enhancement of the quality of education in the relevant fields. Inadequate development of a research culture and the lack of high-quality research output, however, remains a persistent problem, judging by the number and quality of research publications in this era compared to the 1960s and 1970s.

Stabilization of the Sociology Study Programmes in the University System in Sri Lanka since 2000

During the past two decades, there has been a stabilization of Sociology study programmes in the university system in Sri Lanka in a number of ways. They include postgraduate training of staff members mostly in reputed universities overseas, and their due return after completion of their postgraduate training, curriculum development incorporating new subjects such as Feminism, Political Sociology, Ethnic Studies, Nationalism, Applied Sociology, Environmental Studies, and Media Studies. Social Work has been newly introduced as part of the Sociology study programmes in Colombo, Peradeniya, and Kelaniya Universities. There is, however, still a need for practical training in social service organizations as such opportunities are inadequate at present. In a similar development, a new teaching and research area centred around peace and reconciliation is being advanced at the University of Peradeniya with three academics successfully obtaining PhD level training in this broad area from Gothenburg University in Sweden. Several new courses in this broad area have been introduced at undergraduate and postgraduate levels.

Another important development is the expansion of the postgraduate programmes in the Universities of Peradeniya, Kelaniya, and Sri Jayewardenepura. These are fee-levying programmes which are sustainable over a long period of time. But the quality of these programmes must be regularly monitored and consistently advanced with an increased emphasis on high quality research.

Contributions to Society by Sociology

Sociology has made a notable contribution to Sri Lankan society in several areas.

i. Understanding emerging social issues such as youth insurgency, ethnic violence, social stratification, the nationalist orientation in culture and society, and the impact of globalization processes. That said, there has not been consistent progress

in knowledge production, debates around key issues, and development towards cutting edge understanding of the underlying causes of these social issues and possible remedies for them. For instance, Herath (2020) complains of a lack of thorough investigation on the impact of the neoliberal framework on the erosion of the Sri Lankan welfare state (Herath, 2020).

ii. Many key administrative posts in the country were held by sociology graduates from the university system. Some well-known examples from the first-generation of sociology graduates rising to the top of Sri Lanka bureaucracy are Bradman Weerakoon, Sarath Amunugama, Daneshan Casie Chetty, and P. Kapila Pathirana Wimaladharma. Sociologists' hold on the public service seems to have declined in more recent years due to opening the of the Sri Lanka Administrative Service (SLAS) to graduates in other fields as well.

iii. Sociology graduates are among the key researchers in organizations such as the Hector Kobbekaduwa Agrarian Training and Research Institute, the International Centre for Ethnic Studies, the Centre for Poverty Analysis, and the Centre for Women's Research.

iv. There is also a considerable number of sociology graduates at the higher levels of civil society organizations, including Save the Children, National Peace Council, and Sarvodaya Movement of Sri Lanka.

Some important domains of society where sociology has made a limited contribution are politics, the private sector, and international agencies in general.

It is also important to take note of the contributions to and expansions in the discipline itself in terms of recent thematic innovations. Up to about the 1980s, the thematic orientation of research in Sri Lanka varied from issues in kinship to land tenure to religion and faith, caste, and social organization and so on – often in response to global debates (Nissan, 1987). But since the late 1980s, much of the research themes have focused on issues that had significant local impact on life and politics that includes work on political violence and nationalism (Sasanka Perera, Pradeep Jeganathan, Jonathan Spencer, Newton Gunasinghe, Jani de Silva, Sharika Thiranagama etc); issues of gender and sexual identity (Malathi de Alwis, Sandya Hewamanne etc). At the same time, some of the earlier thematic considerations like faith and religion continued with a focus on the impact of social change and politics on issues of faith (Gananath Obeysesekere, S.J. Tambiah, Richard Gombrich, David Scott, Premakumara de Silva etc). Newer themes such as art and visuality have also been introduced to sociology in more recent times (Sasanka Perera etc).

Global Contributions

Sociology as a discipline and body of research in Sri Lanka has also made a considerable global impact from the beginning. A summary of this impact is needed to understand more fully the history of the discipline in the country. This can be understood in two ways: the global impact of Sri Lankan sociological research in general and the ways in which

Sri Lanka has become an important site for sociological and anthropological research in global discourses. Perera (1996) has referred to this as 'Sri Lanka-centric sociology'. The term can also be thought of as 'Sociology of Sri Lanka' as opposed to Sri Lankan sociology as a general term that includes all research and writing based on research in Sri Lanka irrespective of the national location of the scholars concerned. That is, the researchers could be foreign academics based overseas as long as their work on Sri Lanka has become part of global knowledge production.

Much of the 'precursors' to knowledge production in sociology and anthropology in Sri Lanka can be traced to numerous essays that were published in the Journal of the Royal Asiatic Society of Ceylon that dealt with aspects of local culture. Many of the early contributions to this journal were not made by formally trained sociologists or anthropologists, but by people who were interested in aspects of Sri Lankan culture, including colonial administrators. But they had a regional and global impact, given the important global intellectual networks of which the Royal Asiatic Society was a part at the time. The first full length formal ethnography by a foreign scholar was *The Veddas* which Charles and Brenda Seligmann published in 1912. A similar early contribution was made through Indian scholar M.D. Raghavan's well-known book, *Handsome Beggars: The Roḍiyās of Ceylon* published in 1957. James Brow's long-term work among the Veddas (1978), Dennis MacGilvray's work on Tamil and Muslim society of the east coast (2008), and R.L. Stirrat's work on Sinhala Catholics (1992) can also be included in the body of research by overseas scholars that have made sociological research in Sri Lanka part of a global discourse. Though this trend continues, it has not expanded as it ideally should have, and the reasons for that would also be useful to consider when planning for the discipline's future, not only in local terms but also in global terms.

Challenges Encountered

In the overall pattern of the history of the discipline in Sri Lanka that has been outlined in the previous sections, several factors have impacted its development both positively and negatively.[4] A clear assessment of any discipline's local history and status as well as potential future trajectories cannot be ascertained without a realistic understanding of the challenges it has faced. The general sense of crisis in sociology and anthropology as part of the overall crisis in social sciences felt globally has clearly influenced the Sri Lankan context. But our interest at present is in the specific local challenges the discipline has faced over the years.

There is no doubt that the discipline has seen phenomenal growth in terms of numbers of students coming into learning programmes in Sociology. The field has grown in an institutional sense as seen in the way Sociology or Anthropology is offered in almost every university in the country as a specialized subject from which one can get a degree or as a minor subject as a part of other areas of study. More importantly it has also become one of the most popular

4. The essay, 'Reclaiming Social Sciences and Humanities: Notes from South Asia' offers a regional view of this situation with an emphasis on Sri Lanka, India, and Pakistan. The present discussion at one level needs to be located and understood in this broader regional context and not only within local conditions: https://groundviews.org/2017/12/20/reclaiming-social-sciences-and-humanities-notes-from-south-asia/ (last accessed on 5th September 2021).

subjects of choice in the social sciences alongside Economics. This expansion and popularity are related to many reasons. One is Sociology's utilitarian value in the state's development initiatives. The second is the non-government sector's and donor agencies' reliance on sociological input in their programming. This was very clear in the post-Tsunami development efforts too. However, these developments also camouflage crucial issues that negatively impact the discipline. Historically, since the 1970s and more clearly since the 1980s, certain clear negative trends in the discipline can be seen despite the numerical and institutional expansion referred to above. This can be seen in terms of research, teaching, publication, and other activities related to these core activities. These can be summarized as follows:

i. The migration of pioneer Sri Lankan scholars in Sociology and Anthropology to European, American, and other overseas universities, creating an intellectual vacuum at a crucial time in the discipline's local development (Perera, 2005. pp.231-232). Although others took up their intellectual roles soon and teaching continued without disruption and teaching programmes expanded, they were by and large unsuccessful in taking the discourse to core global centers.

ii. Debilitating restriction of sources of state funding, the non-availability of private funding, and institutional hurdles have negatively impacted the regular publishing of scholarly journals for knowledge exchange. This has had a major impact on the relative dismantling of critical debate (Perera, 2005. pp.231-232). Though journals specifically meant for Sociology and Social Sciences and Humanities more broadly continued, and have in fact expanded, they have not positively impacted the production of serious knowledge including initiating theoretical and methodological debates.

iii. The change in the medium of instruction in universities from English to Sinhala and Tamil in the 1960s also had a crucial impact on the development of the discipline (Perera, 2005. pp.231-232). While this was a progressive step that opened sociology education to a broader spectrum of people, the failure to make available globally acknowledged sociological knowledge in local languages as done in countries like Japan or Thailand, served to undermine high quality knowledge production and contribution to the pool of global knowledge. This has also resulted in "an insular sociology" particularly among monolingual practitioners of the discipline easily attracted to narrow nationalist interpretations of the past, present, and future (Hettige, 2020). One can even see the development of bilingual glossaries that began in the 1960s as part of this effort were not routinely upgraded as a matter of policy.

iv. The critical failure to create and sustain a locally rooted academic publishing industry[5] (Perera, 2005. pp.231-232). The main issue is, instead of a specialized and internationally competitive a academic publishing sector

5. For more information and context on the issues of academic publishing in Sri Lanka, please read, ශ්‍රී ලංකාවේ සමාජ විද්‍යා සම්ප්‍රදාය, රචනය හා ප්‍රකාශනය': https://www.patitha.lk

following global good practices, Sri Lanka has developed a generalized publishing industry since the 1960s. This means that knowledge of high quality, competitive, which also had a specifically Sri Lankan identity could not be produced for global discourses, which was possible before the early 1970s.

v. The non-establishment of a serious local institutional system to offer funding for social science research (Perera, 2005. pp.231-232). Unlike the west, and in some cases in places like Korea and Japan, state funding for social research is almost non-existent in Sri Lanka where what tends to be supported is developmentalist research while private grant agencies do not exist.

vi. The overlapping of developmentalist and applied research with broader, theoretically grounded sociolegal research. Clearly in Sri Lanka applied social research has grown as a sector generating employment, information, and specific kinds of knowledge. But this knowledge is predicated upon 'developmental utility.' It cannot directly impact the academic practices of sociology, its pedagogic aspects as well as its theoretical and theoretical development beyond a point. With reference to India, Mukherji observes that "much of the academic time of many social scientists in universities and research institutes is being diverted to evaluation/consultancy research very much demanded by NGOs" (Mukherji, 2004, p. 29). As we know, the situation in Sri Lanka is not very different.

Given the state of affairs outlined above, Sri Lankan "universities are no longer in the forefront of initiating or publishing cutting-edge, path-breaking or creative research; neither is this the preserve of the civil society sector" (Perera, 2005, p. 232). Despite this, a significant cross-section of such research already in the public domain has contributed to the advancement of the discipline locally and also in their ability to take Sri Lankan sociology to global forums. In this situation, "serious research on contemporary Sri Lanka is the activity of individuals, be they based in the country or beyond" (Perera, 2005, p. 232). What we also see is that important sociological works on Sri Lanka or contributions in other disciplines that can impact the sociology of Sri Lanka published elsewhere in the world hardly impact the local discourse due to the difficulties in accessing them in the country. This is due to high purchase costs, non-availability of local reprints, or the inability of many academics to incorporate this knowledge into pedagogic programmes due to ruptures in language. In this overall context, even though there is a large institutional structure within the university system that supports the teaching of sociology, and an extensive network of students and teachers researching and teaching in Sociology (and Anthropology) in the universities, the output is not particularly advanced, going by the available syllabi (Perera, 2005. p.333). Part of the problem is because much of the university-based training in sociology has thus far focused only on undergraduate teaching and not the more advanced postgraduate teaching. This is also the reason why an advanced sociology research culture has not emerged in universities.

Comparison with Developments in India

We feel that a brief comparative exploration of the situation in India would be useful. On one level, a comparison can be made between sociological research in Sri Lanka and India through a reading of Veena Das's influential essay which was partly titled, 'The State of Crisis' (1993). But, at another level, there are also vast differences in India when compared to Sri Lanka in the ways in which the discipline was established historically by establishing postgraduate programmes and academic presses and regularly publishing journals to disseminate scholarly works to the world. One thing that is clear is that practitioners of sociology in India have taken the discipline very seriously as an intellectual asset of the country, and this is seen in the efforts taken in a number of well-known books to clearly outline the history of Indian sociology and anthropology. One can take as examples *Oxford India Companion to Sociology and Social Anthropology* (2003) edited by Veena Das; *Anthropology in the East: Founders of Indian Sociology and Anthropology* (2007) edited by Patricia Uberoi, Nandini Sundar and Satish Deshpande; and *Doing Sociology in India: Genealogies, Locations and Practices* (2011) edited by Sujata Patel. Such a concerted effort to critically assess and formally record the history of the discipline has not happened in the rest of South Asia, though cursory and brief histories have been written in a sporadic manner in other countries too, including Sri Lanka.

The Indian efforts have been successful in bringing sociology to the centre of intellectual fora and debates as well as to the state decision-making sectors. Even before these histories were formally written, in as early as the 1980s, scholars such as Andre Beteille argued for the non-difference between sociology and social anthropology in the Indian practice, a position taken by the three major publications referred to above (Beteille, 1982, 2000, 2002). These publications and public debates did much to create a clear sense of identity of what Indian sociology might be (even though there were serious regional differences in the way it was practiced and taught) and instilled a sense of self-pride in the discipline for practitioners. This has not happened in this manner in Sri Lanka.

However, that robust public personality of the discipline has not saved it from a sense of decay and crisis in recent times. To outline the Indian situation and bring it to the local conversation in Sri Lanka, we would like to offer a snapshot of the Indian context, mostly via Das' (1993) essay referred to above. Even though it was published in 1993 with observations from the 1980s, operative conditions have not changed for the better and the sense of crisis she flagged still prevails. In her essay, Das had observed, "the crisis in sociological research in India has to be located in three institutional structures - the universities, the UGC, and the professional bodies such as the Indian Sociological Society" (Das, 1993, p. 1159). She makes this argument based on her close observations and experience in the country that these three crucial institutional bodies linked to the discipline played crucial roles in the long-term decline of sociology. Explaining her position, she further notes, "at the level of the universities, the proliferation of the subject (in this particular case, sociology is taught everywhere) has simply not been matched by the will to ensure competence in teaching and research" (Das, 1993, p. 1159). It is important to note that in the Indian context, the expansion is not merely in undergraduate

teaching programmes but also in large postgraduate programmes, which is a major difference from Sri Lanka where the broader emphasis is still on undergraduate training. The core of this argument is that the mere expansion of university courses in sociology and the expansion of the number of students offering the subject does not guarantee its overall robustness in theoretical, intellectual, or discursive terms. This is something Sri Lankan sociologists should also think about when looking at the discipline's local expansion in the last thirty years.

This situation becomes more challenging when the entry of knowledge into the university system and academic discourse tend to get limited. This happens due to lack of more robust training in local languages and the almost complete unavailability of texts being produced to support this effort, such as introducing global knowledge in the subject to local contexts either through English or in a continuous translation programme as seen in Japan or China. Sri Lanka is very clearly in this situation as well. Many of India's regional universities where sociology is taught also fall into this category, as opposed to the central universities and selected state universities which teach in the English medium, enabling the kind of knowledge access that is ideal and necessary.

The way in which the Indian UGC plays a part in this situation is quite interesting because it may offer valuable lessons to Sri Lanka. The Indian UGC clearly has the best financial assets when compared with other UGCs in the region. This allows it to liberally dispense funding for research writing and institutional-building efforts. As Das notes, "the decision-making bodies in the UGC seem to have completely misguided notions about the state of social science research in the country" (Das, 1993, p. 1159). Her concern is that the UGC's somewhat 'mechanical' decision-making process adopted for funding assumes that all colleges, universities, departments, faculties, or thinktanks eligible for UGC funding to be equal in their intellectual and academic makeup. This assumed sense of equality is obviously not correct in real terms. The point she makes is that these variations in capacity must be taken into account seriously if the ultimate aim is to systematically develop the social sciences, humanities, or any academic or professional discipline in India. But to make such decisions, it is important that organizations like the UGC are familiar with the actual status of these disciplines, and what is needed. Though Das made her observations in the 1980s, what she said then remains equally relevant today. Her concern rightly has been that this kind of mechanistic funding generate research that lacks intellectual rigour, which then becomes part of the discourse through publications and then possibly part of pedagogic programmes and ultimately a problem in teaching and training (Das, 1993).

Conclusion

It is our belief that the background of the discipline presented so far would work as an realistic point of departure to think of the way forward. However, that way forward is not only a matter for sociology, but also for social sciences and humanities in the country in general, as this is where sociology is also located. As we have pointed out, part of the problem is an extension of the global crisis in sociology and more broadly in the social sciences and it is simply not within our capabilities to influence these global trends.

But what is possible locally? What should be done by sociologists to move

forward? Instead of providing details of future scenarios, the following checklist suggests what should ideally be done:

i. The current levels of training and modes of recruitment for teaching in universities should be radically changed. In addition to updating pedagogical practices and syllabi in line with global trends, younger academics should be encouraged to seek training in institutions which are established in sociology knowledge production. This should be mandated at a systemic level and should not be up to individual universities or departments. Also, the backward practice of recruiting teachers with a BA degree in local universities should be discontinued and the minimum criteria for teaching in universities should be raised to a PhD from a recognized study programme or university.

ii. State, and, where possible, corporate and donor funding should be deployed to maintain academic journals for publishing cutting-edge and original research in the discipline following global publishing and selection norms. This needs to extend to the arena of training editors as well. The focus should be to ensure that these journals work as forums of debate and discourse locally and take critical and reflective works of Sri Lankan sociology to regional and global discourses, which does not take place in the current context.

iii. The programme initiated by the Department of Educational Publications in the 1960s to produce bilingual glossaries and to bring globally published knowledge in sociology to Sinhala and Tamil language teaching programmes should be restarted. Further, the private sector should also be encouraged to partner in this effort under close university supervision. The translations should be done based on university teaching priorities and not market needs.

iv. The absence of a university press needs to be addressed as a matter of priority. Although the University of Colombo and the University of Visual and Performing Arts have begun their own presses, it is clear that neither entity is familiar with the dynamics of global academic publishing. More realistic public and private efforts are needed to re-initiate academic publishing in the country, to subsequently take the material produced to global markets and international discourses. This is an important means of making sociology research in Sri Lanka globally competitive.

v. Sociological inputs are badly needed by other fields of study in Sri Lanka such as medicine (in both allopathic and Ayurveda forms), engineering, natural sciences, and art and culture to advance their contribution to Sri Lankan society and culture and vice versa. This should, however, be done in a way that does not take away the autonomy and agency of the discipline of sociology.

vi. Given the current situation in the country in respect of the need to build trust, mutual understanding, and civic consciousness cutting across ethnic and religious divisions in society, sociology and anthropology has a critical role to play in terms of research, interventions, and public awareness raising (Silva, 2020). While the efforts to establish sociology and anthropology in universities in Jaffna,

Batticaloa, Oluvil, and Vavuniya are welcome, state, private sector and international support is needed to improve the quality of education, research funding, and training of staff in these institutions. Staff and student exchanges between the new universities and established universities must be encouraged as a means of promoting mutual understanding and the sense of unity and diversity and establish a public sociology that cuts across differences in identity.

vii. Research, analysis, dissemination, and publication skills of staff should be strengthened through proper interventions in training, knowledge advancement, and local and international academic exchanges.

It is our contention that if these issues can be addressed satisfactorily, the local pathways of sociology can be re-directed from their present places of relative crisis to a better and intellectually robust future.

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Chapter 8

POLITICAL SCIENCE AND PUBLIC POLICY: CULTIVATING THE CRITICAL SPIRIT

A.M. Navaratna Bandara, Jayadeva Uyangoda

Abstract

Teaching political science in Sri Lanka's university system has a history that goes back to the beginning of the Ceylon University College. Began and evolved in line with the British university traditions of teaching political science, Sri Lankan universities have since the 1980s widened and enriched the scope of the discipline giving emphasis to and incorporating multi-disciplinary as well as South Asian orientations to political science teaching programmes and course structures. Initially confined to the University of Peradeniya, the subject of political science has now expanded to ten Sri Lankan universities, with both undergraduate and post-graduate programmes. Sri Lankan political scientists have also produced a rich body of scholarly knowledge on Sri Lankan politics through research and publication. However, further development of teaching, postgraduate training, research and knowledge production in Political Science, as in many other disciplines in the social sciences and humanities in the Sri Lankan universities, is at present impeded by a range of structural and institutional constraints, reflecting a general crisis in the Sri Lankan university education.

Keywords: *British tradition of political science; multi-disciplinary; South Asian orientation; structural and institutional constraints, general crisis of university education.*

Introduction

The teaching of political science in the Sri Lankan university system has now completed its first century. From the beginning, the subject has accommodated courses in theoretical and applied politics as well as philosophical, normative, scientific, comparative, and institutional approaches to the study of politics. More recently, political economy and feminist approaches have also been integrated into political science courses. Today, teaching and conducting research in political science in the Sri Lankan university system have become multidisciplinary in orientation, interacting closely with many other disciplines such as economics, history, philosophy, public administration, international relations, public management, policy studies, development studies, conflict resolution, peace education, gender studies, human rights, and citizenship studies.

The History

Courses related to the field of political science commenced in Sri Lanka during the time of the Ceylon University College which was established in 1921. The mandate of the College was to produce graduates from the Arts and Science streams for the public sector. The College prepared its students, who were registered as external candidates, for the degree programmes of the University of London. This practice continued until the College was replaced by the University of Ceylon in 1942.

In British universities during this time, the subject of politics was not regarded as an independent discipline. The Ceylon University College too followed the practice of British Universities where courses in politics were attached to subjects such as History, Law, and Economics. For example, in 1938 under the subject of History, the History of England was taught, focusing on the Constitutional History of England and the Evolution of Parliament. Another course was the History of Political Theory, under which ancient, medieval, and modern political theories, growth of political thought in the West, and political thought in England were taught. Under Economics, there was a paper on the British Constitution covering English government and politics, constitutional law, English local government, and constitutional law of the British Dominions. Professor S.A. Pakeman, Lecturer in History, Professor B.B. Das Gupta, Lecturer in Economics, Mr. W.J.F. Labrooy, Assistant Lecturer in History, and Mr. B.R. Shony, Assistant Lecturer in Economics were among the teaching staff engaged in teaching History and Economics at the Ceylon University College during this period (*Ceylon University College Prospectus 1936-37*, Ceylon Government Press, 1936).

During this period, the learning of liberal arts subjects such as Classics, Philosophy, History, and Law was recognized as the best way to acquire a liberal-humanist preparation for those who aspired to assume positions in public life. The teaching of Politics also followed the same ethos of liberal education. Courses such as Political Theory, Political Philosophy, History of Political Theory, History of the British Empire, Constitutional Law, and British Government were recognized as subsidiary areas of those disciplines.

The study of political institutions and constitutional systems had overlapping identities with both law and politics Craig, 2012, 27-29. The British tradition of political economy focused on interrelationships between the government and economic policy. The London School of Economics and Political Science, founded in 1895 by Sydney and Beatrice Webb and other members of the Fabian Society, reflected the close disciplinary affinity between Economics and Political Science in the British university tradition.

Since the University College had followed the courses offered by the University of London, the liberal arts courses conducted by the College aimed to produce the 'generalist' liberal arts graduates required for the administrative class in the home and overseas civil services. This was the outcome of the concept of amateurism introduced by the Northcote-Trevelyan report of 1854 that determined the orientation of the British civil service system for the next century. Since the curriculum included liberal arts subjects such as Classics, Philosophy, History, Economics, Ethics, and Law, the undergraduates had to learn History

of Political Theory, History of the British Empire, Constitutional Law, and British Government as subsidiaries of those disciplines.

The evolution of the discipline of Political Science in Sri Lanka has for historical reasons been closely related to the University of Peradeniya (Kodikara, 1992). Sri Lanka's pioneers in teaching, research, and publication in the field of Political Science have been involved in teaching the subject there since 1952. Coincidentally, the period between the early 1950s to the early 1970s also constituted the most vibrant phase of the university's history against a general backdrop of social peace, relative prosperity among the middle classes, and optimism among the intellectuals who were a privileged social stratum. These factors also enabled the University of Peradeniya to maintain a culture of intellectual elitism. The shock of the 1971 insurgency, ethnic conflict, and internal war during the 1980s, and the rise of political authoritarianism since the early 1970s were new developments that directly affected university life. Meanwhile, there was an expansion of the number of universities in response to the increasing social demand for the democratization of opportunities for higher education. This led to a new anomaly in higher education where the reduced levels of material and human resources provided to new universities were inadequate to sustain the level of intellectual productivity that the University of Peradeniya had achieved during its formative phase. Politicization of academic and student communities as well as the university administrations became aspects of a new reality that continued to shape the conditions of intellectual life in all Sri Lankan universities since the early 1970s. All the Sri Lankan universities, 'old' and 'new' alike, continued to remain undergraduate colleges, exclusively devoted to undergraduate education, with a marginal interest in postgraduate education or research.

This has been the general context of teaching, learning, and knowledge production in the discipline of Political Science in all Sri Lankan universities during the past several decades, close to a half century.

University of Ceylon – (1942 to 1969)

The University of Ceylon, which was established in 1942, was legally empowered to offer its own degrees. However, the University of Ceylon retained the courses related to politics within the curriculums of Economics and History. Although the Department of History had some courses on the History of Political Thought and History of European Political Developments focusing on nationalism and the emergence of Nation-States, Politics was treated as a subject area integral to Economics. Therefore, courses in Politics were handled mainly by the Department of Economics. This system continued even after the University was shifted to Peradeniya in 1952 (Kodikara, 1992, 225).

Undergraduate courses in the field of politics offered in the Department of Economics were in the areas of Political Philosophy, Political Thought, and British and Ceylon Government. The teaching staff that conducted courses on politics and government included Dr. I.D.S Weerawardana, a pioneering Sri Lankan scholar engaged in teaching

politics at the University of Ceylon. He was also a trailblazer in research and publications in the field of Sri Lankan politics. His book, *Government and Politics in Ceylon, 1931-1947* (1951), based on his PhD thesis submitted to the University of London, still remains one of the finest analyses of the workings of the Donoughmore system of government. It was translated into Sinhala in 1962 to encourage the teaching of the subject in the vernacular. The undergraduates who were selected to follow the Economics (Honour) programme were allowed to choose advanced politics courses from the third and fourth year to specialise in politics. They were offered courses on Ceylon Government, Comparative Government, International Politics, and Advanced Political Thought. However, the degree they were awarded was BA Economics (Honours). This practice continued until 1973.

University of Ceylon: Peradeniya (1969 Onwards)

In 1969, the Department of Economics initiated a full programme of politics adopting the designation "Political Science". Changes that took place in the UK to treat the subject of politics as a separate discipline in the social sciences with its own distinct identity influenced the academic staff engaged in teaching politics in Ceylon to spearhead this new move.

From the year 1969 onwards, undergraduates started learning Political Science in the first year. The General Arts Qualifying (GAQ) examination, held at the end of the first year became a test to select students for the Special Degree courses. Political Science became a subject of the General Degree (with three subjects) and the Combined Degree (two Subjects) programmes in the second year. In 1970, students who selected Political Science for their general and combined degrees were offered for the first time a course under the title "Elements of Public Administration", a subject which until then had been offered only in the Department of Public Administration, Faculty of Management, at the University of Sri Jayewardenepura since 1959.

The inauguration of a four-year Special Degree programme in Political Science led to the further widening of the thematic scope of the undergraduate syllabi. In 1971, students who entered the Special Arts Degree (Political Science) programme were offered the following courses in the third year: Politics of New States, Parties, Pressure Groups and Public Opinion, Comparative Government, Applied Economics, Statistics, and Theories of International Politics. In the final year they followed the following courses: Political Change in Ceylon, An Area Study in Government (Japan), Political Sociology, and Twentieth Century Political Movements. The final year program included, for the first time, a research-based dissertation which carried the same 'weight' as a final year paper. This was a new requirement introduced in 1973 for all undergraduates in the Faculty of Arts who sat for the Special Degree. The political science teaching program implemented within the Department of Economics offered the above courses until the establishment of a separate Department of Political Science in 1980.

Thus, during 1969 -1973 political science teaching branched out from its traditional bases. Instead of focusing on courses such as Political Theory and the constitutions of Ceylon and Britain, the

new department introduced new courses such as the theories of international relations, public administration, political sociology, and political systems in Southeast Asia and new states in the African continent (Ghana and Tanzania). The new curriculum aimed to widen the students' understanding of the politics and government from a broad perspective. Special degree students were offered courses in Statistics and Applied Economics to prepare them better for their final year research projects.

First Department of Political Science: University of Peradeniya (1980 Onwards)

The first Department of Political Science in the university system of Sri Lanka was established in 1980 by separating the staff who taught Political Science related courses in the Department of Economics, University of Ceylon. This separation provided a new office space, new cadre positions, and the physical and financial resources to develop Political Science as an independent discipline. Within a few years the new subject became attractive, and more than 500 students selected Political Science courses in the first year. As the students were drawn towards public administration and international politics, in 1990 the department introduced four new courses: Comparative Public Administration, Development Administration, Foreign Policy in Sri Lanka, and International Organizations.

By the 1990s the Department had introduced six courses categorized into three optional streams: Public Administration, International Politics and Comparative Government. Students who opted for Public Administration followed Development Administration and Comparative Public Administration courses in the final year. Those who opted for International Politics followed courses on Foreign Policy in Sri Lanka and International Organizations. Those who opted for Comparative Politics followed courses on the Governments of China, USSR, USA, and Politics of South Asia. The objective of this arrangement was to allow the graduates to specialize in disciplines closely related to political science such as Public Administration and International Politics.

During 1994-2000, Political Science teaching was further expanded by accommodating several new subject areas in order to enhance the students' understanding and analytical capacity of political events related to the ethnic conflict and similar contemporary political issues. They included Conflict Resolution, Gender and Politics, Human Rights, and Issues in Sri Lankan Politics.

When the new semester system came into operation at the University in 2000, the department introduced new optional and core courses in Public Policy, namely, Theory and Practice of Public Policy, and Theories of Public Policy. The introduction of public policy courses was influenced by the developments taking place in the field of public policy making in government accommodating new areas such as global environment, global economy, public resource management, peace building, human security, and science and technology.

Thus, by 2000, the discipline of political science at the University of Peradeniya had introduced several sub-fields which had a more practical focus, thereby offering the students of politics an opportunity to expand their theoretical and practical knowledge.

During this period, the postgraduate programme was reorganized introducing courses in Advanced Public Policy, Public Management, and Citizenship, in line with the syllabus changes introduced by the Faculty of Arts. The new courses in Public Policy and Public Management filled the missing link in the study of Public Administration, namely policy implementation and evaluation.

Currently the Department conducts optional and core courses which include Quantitative Techniques for Political Science, Theories and Practices of Public Policy, Elements of Public Administration, Development and Comparative Public Administration, Gender and Power, Human Rights, Theory and Practice of Political Economy, Public Sector Management in Sri Lanka, Administrative Law in Sri Lanka, Integrated Conflict Management in Sri Lanka, International Law, Policy Implementation and Management, Democracy, Local Government and Management in Sri Lanka, and Government and Politics of China.

Thus, the Department of Political Science has changed the direction of the teaching of politics from the traditional approach of producing generalists as graduates. At present, the Department equips graduates with practical knowledge on public sector management and the skills needed for analysing current issues in politics from a global perspective. The wide variety of courses in the field of Political Science introduced by other universities demonstrate this trend. As a result, teaching Political Science in Sri Lankan universities has become diverse in emphasis and disciplinary orientation.

At present, the Department of Political Science at University of Peradeniya has one Professor and six Senior Lecturers with PhD qualifications and two lecturers with Master's qualifications. The Department also has six temporary and probationary lecturers. Professor Upul Abeyratne is the current Head of the Department.

Teaching Political Science outside Peradeniya

When other Universities such as the University of Colombo, Sri Jayewardenepura, Kelaniya, and Jaffna commenced teaching political science, initially they taught the subject in the History or Economics Departments following the Peradeniya example. There have also been instances when political science was affiliated to departments of social sciences. The new independent departments of Political Science and Public Policy were gradually initiated in the other universities, with the University of Colombo establishing their Department of Political Science and Public Policy in 2001. At present, there are eight Departments of Political Science and Public Policy, and one Unit, conducting a political science special degree programme in the state university system under the University Grants Commission.

At the University of Colombo, political science was initially taught as a subject in the general degree programme when the new Faculty of Arts was established in 1963. Its early history goes back to the days of the University College and the University of Ceylon which was located in Colombo before the latter shifted to Peradeniya in 1952. Following the example of Peradeniya University, the subject of Political Science was included in the Department of Economics, along with Commerce and Management. In 1973, when the university's Arts

Faculties were re-organized, political science came to be affiliated with the Department of History, and the new department was named the Department of History and Political Science. Pioneers of the Political Science programme at the University of Colombo were Professor Kumari Jayawardena and Professor Tressie Leitan. They began their teaching careers at the Department of Economics where Political Science was a subject of the Economics degree programme. Both Professor Jayawardena and Professor Leitan joined the Economics Department in 1969. While Professor Jayawardena had completed her undergraduate and doctoral studies at the London School of Economics (LSE), Professor Leitan's undergraduate education was at Peradeniya University. Later she completed her PhD at LSE. After Professor Jayawardena resigned from the university in 1980, political science courses were handled by Professor Leitan with the support of the staff and visiting lecturers of the History Department.

In the new Department of History and Political Science, both History and Political Science were taught as undergraduate subjects. Initially, only History was offered as a Special Degree subject. The undergraduate courses in Political Science were organized around Political Thought, Public Administration and Local Government, Government and Politics of Sri Lanka, and Comparative Government and Politics. Responding to increased student interest in the subject of political science, a Special Degree programme was inaugurated in 1989. With the return of Dr. Jayadeva Uyangoda after his doctoral studies in late 1986, the staff strength had also increased. However, participation of the staff from the Department of History and the newly established unit of International Relations, as well as services of visiting lecturers, was still necessary for teaching and evaluation in the Political Science courses in the General and Special Degree programmes. Political science students could also join History and International Relations students to follow common course units.

With the increase in student numbers and the strengthening of the undergraduate courses for the Special Degree, a separate Department of Political Science and Public Policy was established in 2001. Professors Indrani Munasinghe, Amal Jayawardena, George Cooray, and Dr. R.A. Ariyaratne, who were Heads of the Department of History and Political Science at different times, and Professors Tressie Leitan and Jayadeva Uyangoda made pioneering contributions to obtain UGC approval for the setting up the new department. Professors Leitan and Uyangoda were instrumental in updating and revising the syllabi and taking steps to recruit new teaching staff to the department. The designation 'public policy' was added to the department's name to emphasize the expected re-orientation of the teaching programme to combine the fields of politics and public administration.

With the inauguration of the Special Degree programme, the framework of undergraduate courses was also expanded and diversified. Among the new areas that were introduced were political economy, public policy, local government, women and politics, political and social theory, conflict resolution, philosophy and methodology of social research, political sociology, and politics of world regions. The department began to place new emphasis on building field research capacities of special degree students incorporating a field research component

to the fourth-year undergraduate thesis. This was a departure from traditional political science research in Sri Lanka that relied mostly on archival material and interviews with political actors. In order to enhance students' interests in research and to develop their capacities, new courses on methodologies of social science research were introduced.

A distinctly new feature of the undergraduate programmes in Political Science at University of Colombo that evolved after 1989 – the year when the special degree programme began – was the multidisciplinary nature of the overall approach to the course structure and syllabi. Approaches and themes in political economy, political sociology, feminism and women's studies, public policy, conflict resolution, nationalism and ethnicity, political philosophy, political theory, international relations, and constitutional law were integrated at varying degrees at different times with core courses in Political Science. The structural flexibility inherent in the semester-based course unit system made such integration possible.

The Political Science department also revamped its postgraduate studies programme in 2007 by initiating a coursework-based MA and PhD programme in collaboration with the University of Oslo, Norway. It produced three PhD scholars in Political Science and several Master's graduates. Two batches of Master's students were given an opportunity to follow coursework at Oslo University for a Semester. The first batch of successful Doctoral candidates in Political Science were Dr. Pradeep Pieris, Dr. Keerti Ariyadasa and Dr. Minna Taheer.

At present, the Department has four senior lecturers with PhD qualifications, five Senior Lecturers and one Lecturer with Master's qualifications. It also has four probationary Lecturers with Master's qualifications. Dr. Pradeep Pieris is the current Head of the Department.

University of Sri Jayewardenepura

At the University of Sri Jayewardenepura, teaching political science began in 1959, when the university was established. Political Science was a subject in the Department of Economics. Mr. Laksiri Fernando (who later joined Peradeniya and Colombo and became a Professor) was one of the pioneering teachers in political science during the early period. This practice continued until 2009 when a separate Department of Political Science was established. Professor Piyadasa Athukorala was another pioneer in the teaching of political science and in the establishment of the Department of Political Science.

The Department has organized its undergraduate teaching programme with three streams: Comparative Government, Public Administration, and International Politics. Under these three thematic areas, the department teaches Gender and Politics, Environmental Politics, Comparative Politics of East Asia, Foreign Policy of Major Asian States, Public Administration and Public Policy, Elements of Public Administration, Public Administration in Sri Lanka, Comparative Public Administration, Public Information Management, Local Government and Regional Development in Sri Lanka, and Public Project Management. The Department also offers selected subjects from the above fields under the postgraduate programmes.

The Department has four Senior Lecturers with Master's qualifications and also three probationary lecturers. Ms. Visakha

Suriyabandara is the current Head of the Department.

University of Jaffna

The University of Jaffna began teaching Political Science when the University was first established as the Jaffna campus in 1974. Initially, courses in Political Science were part of the undergraduate degree programme in Economics. A Special Degree programme in Political Science began in 1977, still within the Department of Economics. In 1992, a new department of Political Science and Sociology was established when the two subjects were separated from the Department of Economics.

A separate department of Political Science was established in 2007. The first Head of the department was Professor A.V. Manivasakar. With the establishment of the new department, a new curriculum and course modules were designed. At present, political science is a subject for the General Degree as well as the Special Degree.

Currently, the Department of Political Science offers undergraduate and postgraduate level courses which include Political Thought, Public Administration, International Relations, Public International Law, Human Rights, Political Sociology, Political Economy, Research Methodology, Sri Lankan Politics, and Regional Politics.

The Department also implements two postgraduate programmes and a Master's course in Public Administration, in collaboration with the Faculty of Graduate Studies.

Those who made pioneering contributions to the development of Political Science at the University of Jaffna are Dr. S.K. Sanmuganathan, Professor A.V. Manivasakar, Mr. K. Ranjakumar, Mr. K. Sakayaseelan, and Dr. K. Ragunatha.

The Department presently has six members of the academic staff with one Professor and three Senior Lectures with Master's qualifications. It also has three probationary lecturers. Professor K.T. Ganeshalingam is the current Head of the Department.

University of Ruhuna

At the University of Ruhuna, teaching Political Science began in 1994 under the Department of Economics as a subject in the undergraduate degree programme. The affiliation with the Department of Economics ceased in 2015 when a new department of Public Policy was established. Initially, Political Science was only a General Degree subject. Courses offered for the General Degree students were: Principles of Political Science, Sri Lankan Politics and Government, Political Theory, Public Administration, Comparative Politics, and International Relations. In the absence of a Special Degree programme, students who wished to follow a Special Degree were transferred to Peradeniya.

In the early days, there were only two lecturers to teach political science courses. These pioneers are Mr. E.G. Wijesiri and Mr. A.P. Santhasiri, who are now Senior Lecturers.

The next important step that contributed to further develop the teaching of Political Science at the University of Ruhuna was the launching of a four-year Special Degree programme in Political Science in 2000. This was a direct response to growing student interest in Political Science studies. With the initiation of the new Special Degree programme

under the Semester system, several new subject areas were incorporated into the Political Science undergraduate syllabus. The present course titles include State and Government, Government and People, Elements of Public Administration, Political System of Sri Lanka, International Politics, Political Theory, Race Ethnicity and Politics, Introduction to State Policy, Comparative Politics and Political Analysis, Political Sociology, Introduction to Conflict and Peace Studies, International Organizations, Social Conflict and Conflict Transformation, Comparative Government and Political Analysts, Organization Theory, Comparative Peace Process and Political Analysis, Comparative Public Administration, Political Ideology, Gender Politics and Rights, Issues in World Politics, Politics of South Asia, and Foreign Policy and International Relations of Sri Lanka.

The establishment of the Department of Public Policy in May 2015 was another major landmark in the development of political science at the University of Ruhuna. In 2020, the new department embarked on revising and updating the existing syllabi. The curriculum development committee focused on several factors when it was introducing the new syllabus. These factors included enhancing the employability of students, building a sound understanding of local and international politics, and introducing the new subject areas in the field of political science in order to enhance opportunities for students when they pursue their higher studies.

The Department presently offers both general and special degree programmes covering major areas of political science and public policy. The course units offered by the Department are designed to cover a wide range of themes relating to politics and public policy. The titles of these course units are Principles of Political Science, Public Administration, Political Theory, International Studies, Politics of Sri Lanka, Human Rights, Comparative Governments, Political Sociology, Comparative Public Administration, International Organizations, International Law, Political Ideology, Foreign Policy, Research Design, Conflict and Peace Studies, Gender and Politics, Research Methodology, South Asian Politics, World Politics, Public Policy and Governance, Administration of Sri Lanka, Policy Implementation Studies, Comparative Government, and Government and People. These course units are designed to build the theoretical and analytical skills of the students to equip them to deal with contemporary political problems and policy issues.

The University of Ruhuna also has a research-based postgraduate programme in Political Science which offers Master's and Doctoral degrees.

At present, there are nine academic staff members in the Department of whom three are PhD qualified and three are Master's qualified. The other three are probationary/temporary staff members. Mr. I. Renuka Priyantha is the current Head of the Department.

University of Kelaniya

At the University of Kelaniya, teaching Political Science began in 1997 as a subject in the Department of Economics within the Faculty of Social Sciences. A new department for Political Science was created in 2017. Professor Kamal Karunanayake played a pioneering role in initiating political science at the

University of Kelaniya. After graduating from the Department of Economics of the University of Peradeniya in 1962, Professor Karunanayake received his PhD from the University of Birmingham in 1969. Economics, Political Science, and Public Administration were his main areas of interest and teaching.

The Department at Kelaniya University conducts undergraduate teaching for internal as well as external students. The external degree programmes are administered by the university's Centre for Distance Education.

The Department currently offers courses on Political Theory, Political Process in Sri Lanka, Sri Lankan Foreign Policy and Conflict Resolution, Local Government, Human Rights, Gender Politics, and International Relations, and conducts both postgraduate and undergraduate degree programmes.

The Department has also been conducting a coursework-based MA programme in Political Science. Currently there are 63 Master's candidates in Political Science.

At present, the Department's academic staff consists of 8 members, two of whom are Senior Lectures with PhD degrees and three Senior Lecturers with Master's qualifications. The remaining staff members are Probationary Lecturers. Ms. Yamuna Mendis is the current Head of the Department.

South-Eastern University of Sri Lanka

At the South-Eastern University of Sri Lanka too, political science has been an undergraduate degree programme in the social sciences since the university was inaugurated in 1995. The first Vice Chancellor Professor M.L.A. Cader who was assigned from the Department of Political Science, University of Peradeniya, assisted the Department to conduct political science courses in the early years. The affiliation with the Department of Social Sciences continued till 2015 when a separate department for Political Science was established. The undergraduate programme in political science accommodates course units in the areas of politics and public administration.

In addition to the core-subjects in the field of political science such as Political Theory and Comparative Politics, the Department currently teaches courses on Public Administration, International Relations, Development Studies, Conflict and Conflict Resolution, Political Economy, Minority Politics and Local Government.

At present there are six academic staff members in the department. Two of them are Senior Lecturers with PhD qualifications and one is Senior Lecturer with a Master's qualification. The other three members are probationary lecturers. Dr. M.M. Fazil is the current Head of the Department.

Sabaragamuwa University of Sri Lanka

At the Sabaragamuwa University of Sri Lanka of Sri Lanka, teaching Political Science began in 1996 when the university was established. The undergraduate programme in Political Science began at the Department of Social Sciences in the Faculty of Social Sciences and Languages. This department continues the practice of offering its two degree programmes; one in the Social Sciences and the other in Political Science.

The Department currently teaches courses on Sri Lankan Politics, World

Politics, Conflict Resolution, Peace and Conflict Studies, Political Theory, World Politics, Development Politics, Gender and Politics, Media and Politics, Constitutional Development, Power Politics in the Indigenous Community (Vedda Society), Public Policy and Management, Development Administration, International Relations, Political Ideology, Political Theory, Security Studies, Democracy in Global Context, Voting Behaviour and Problems of Constitutionalism in Sri Lanka, Issues of Human Rights, Issues in Local Governance, Corruption in the Public Sector, and Women's Rights.

Eastern University of Sri Lanka

At the Eastern University, which was established in 1986, teaching Political Science has been carried out by the Department of Social Sciences as a separate discipline since 1991. The other subjects taught in the department are Philosophy, Sociology, and Anthropology. Philosophy became a separate department in 2017.

Initially, teaching was conducted with the help of the Department of Political Science at Peradeniya University. Professor Ambalavanar Sivarajah of the University of Peradeniya assisted in preparing the course structure and syllabi. There have been three rounds of syllabus revision in political science, in 1991, 1995 and 2015.

A separate unit within the Department of Social Sciences has been set up to coordinate the Political Science programme. In addition to courses in political science, all students in the first year of study are provided with an introduction to computer skills, Sri Lankan Studies, Social Harmony, Management, and Entrepreneurship.

At present, the Political Science Unit has two professors and three senior lecturers.

Open University of Sri Lanka

The Open University of Sri Lanka began teaching Political Science during 1991-1992 as a part of the BA degree programme in the Social Sciences at the Department of Social Studies. At present, political science is a major subject in the overall curriculum in the Department of Social Studies, the subject being offered at Foundational in Sihala, Tamil and English mediums and at BA and MA levels in the English medium.

Initially the subject was first offered only as a Level 2 course in the Foundation Programme of Social Sciences. It was a beginner's course titled *Elements of Political Science*. The course content mainly consisted of basics concepts, types of governments, ideologies, history of constitutions of Sri Lanka, and constitutions of the UK, and USA. It had two modules and 20 study sessions meant for the Open and Distant Learning students.

The first course team (1991/92) members were Professor Jayadeva Uyangoda of University of Colombo, Professor Upali Vidanapathirana (Head of the Department of Social Sciences) Professor Bertram Bastianpillai of University of Colombo, Dr. Mahim Mendis and Dr. Shantha Abeysinghe (Coordinator).

The course unit *Elements of Political Science* was revised in 2009/10 period under the leadership of Professor Kamala Liyanage and changes were introduced to the content of the syllabi.

The third content revision took place in 2019 by team a headed by Dr. S.M.A.K.

Samarakoon. New courses were added to in the areas of public policy, international organizations and diplomacy. Content in the political science courses was also updated making a connection between the study of politics and the politics of everyday life, thereby synthesizing both macro and micro levels of political analysis.

Courses in Political Science were incorporated into the BA Degree program in Social Sciences in 2014. A team of experts from the disciplines of Political Science, International Relations, History and Social Anthropology, headed by Professor Jaydeva Uyangoda, developed the new syllabus to match the current needs with regard to learning and employment skills of graduates in the Social Sciences.

Knowledge Production through Scholarly Publications

This section covers the contributions to knowledge production through publications made by the Sri Lankan Political Science academics who are either no more or are now in retirement. Some of them were pioneers in Sri Lanka's Political Science scholarship while all of them have gained recognition abroad. At present, there are several young political scientists in service in the Sri Lankan universities who are engaged in research and publishing and maintaining international and regional intellectual links. They have just begun publishing their contributions to the field of Sri Lankan political science. Many others have been publishing textbooks in either Sinhala or Tamil while producing conference papers as well. Unlike the academics of previous generations, these academics, who are mostly relatively young, are facing difficulties in pursuing their goals in research and publication consistently, or with regular commitment, due to many structural and institutional factors. Key among them are: (a) the excessive workload they carry in undergraduate teaching and evaluation, (b) the persistence of weak research cultures in the universities, (c) the absence of traditions in our universities of high quality and ethical academic publishing, (d) the underdeveloped nature of postgraduate education, training, and research, and (e) the prevalence of institutional incentives to benefit from predatory and self-publishing routes in order to promote personal goals of career advancement.

Publications

In this section, only the works of political scientists who are either no more or in retirement are acknowledged. Two of the earliest academics to publish scholarly articles and books in the field of political science were Sir Ivor Jennings and Dr. I.D.S Weerawardana. Jennings was a legal scholar and not involved in teaching Political Science. However, his writings have been extensively used by students as well as academics in the field of Political Science. Jennings was the last principal of the Ceylon University College and the first Vice-Chancellor of the University of Ceylon. He also played an advisory role to the government of Ceylon during the 1940s in drafting the first post-independence constitution. He was thus intimately aware of Sri Lanka's politics during the 1940s and 1950s. His book, *The Constitution of Ceylon*, published in 1951, was the first book-length treatment of Sri Lanka's Soulbury Constitution. Most of his books are related to both political science and constitutional law. A prolific writer, Dr. Jennings published the following books while working in Sri

Lanka: *The British Commonwealth of Nations* (1948), *The British Constitution* (1950), *Approaches to Self-Government* (1954), *The Queen's Government* (1954), and *Party Politics* (1955).

Jennings also published the following journal articles during his stay in Sri Lanka: Ceylon General Elections – 1947, *The University of Ceylon Review,* VI: 3 (July 1948), 133-195; Nationalism and Political Development in Ceylon, *Ceylon Historical Journal*, III:1-4, (July-October, 1953), 62-84, 99-114, 197-206; Additional Notes on General Elections, Ceylon, *Ceylon Historical Journal* II: 3-4, (January-April, 1953), 193-208.

Dr. I.D.S. Weerawardana was the first Sri Lankan political scientist to teach Political Science at the University of Ceylon at Peradeniya. During this early phase of the University of Ceylon, Political Science was only a subject taught in the Department of Economics. Dr. Weerawardana was also the first Sri Lankan political scientist attached to the University of Ceylon to engage in research and publish in the field of Political Science and the first Sri Lankan political scientist to publish a book on Sri Lankan politics. His book, *Government and Politics in Ceylon (1941-46)* (Ceylon Economic Research Association) was based on his PhD dissertation submitted to the University of London and published in 1951. This book was translated into Sinhala and published in 1962 by the Saman Press. Weerawardana also carried forward the election studies tradition inaugurated by Jennings. His first election study was on the 1952 parliamentary election and it was published in 1952 as General Elections in Ceylon 1952 in *The Ceylon Historical Journal*, II: 1 & 2, (July-October, 1952), 111-178. Weerawardana's book *Ceylon General Election 1956*, published in 1960 (M.D. Gunasena & Co.*)* was the first book-length election study carried out in Sri Lanka. His other books included *The Senate of Ceylon at Work* (1955, Ceylon University Press), and *Ceylon and Her Citizens* (1956, Oxford University Press, Madras).

Dr. Weerawardana was also a pioneer in publishing textbooks in Sinhala. He published four Sinhala books in the field of political science and economics, *Lankaawa Saha Ratavesiya* ('Ceylon and HerCitizens' - 1957, Saman Press), *Arthika Vidya Praveshaya ('An Introduction to Economics'*, 1958, Department of Official Language), *Lanka Arthika Selasma* ('Ceylon's Economic Plan*'*, 1958, Official Language Department) and *Britanya Aandu Kramaya* ('The British Government', 1960, Official Language Department).

The most prolific of the Sri Lankan political scientists with an international reputation was Professor A.J. Wilson who passed away in Toronto, Canada in 2000. He was one of the two pioneers, along with I.D. S. Weerawardana, his senior, to teach the subject of Political Science in Sri Lanka as early as 1952. He taught at the University of Peradeniya until 1972. In 1969, he became the first Chair in Political Science at the University of Peradeniya. Wilson joined the University of New Brunswick, Canada, in 1972 and retired in 1994 (Fernando, 2013). The impressive list of books he published on Sri Lankan politics includes the following: *Politics in Sri Lanka, 1947-1973* (1974, Macmillan)*; Electoral Politics in an Emergent State: The Ceylon General Election of May 1970* (1975, Cambridge University Press); *The Gaullist System in*

Asia: The Constitution of Sri Lanka 1978 (1980, Macmillan); *The States of South Asia, Problems of National Integration* (Edited, 1982: Hurst); *The Breakup of Sri Lanka: The Sinhalese-Tamil Conflict* (1988, C. Hurst); *S.J.V. Chelvanayakam and the Crisis of Sri Lankan Tamil Nationalism, 1947-1977: A Political Biography* (1994, University of Hawaii Press); and *The Post-Colonial States of South Asia: Democracy, Development and Identity* (2001, Palgrave). Professor Wilson was also advisor to President J.R. Jayewardene in drafting the 1978 Constitution. His book on the 1978 constitution, *The Gaullist System in Asia*, is arguably the most insightful study on the constitution and the political framework it introduced to Sri Lanka.

When Professor Wilson started publishing on the politics of Sri Lanka, political science scholarship was in the hands of non-Sri Lankan academics. Ivor Jennings, Howard Wriggins an later Robert Kearney and James Jupp were the four leading names among them. Wriggins' *Dilemmas of a New Nation* (1960, Princeton University Press) and Kearney's *The Politics of Ceylon (Sri Lanka)* (1973, Cornell University Press) were the key texts available at the time. Wriggins was Professor at Columbia University, New York and Kearney at Syracuse University, New York. Wriggins was also the U.S. Ambassador in Sri Lanka during 1977-79. While Jennings focused mostly on the constitutional aspects of Sri Lanka's politics, Wriggins and Kearney focused on the rise of post-colonial nationalist politics and issues in Sri Lanka's nation-building and political integration. Kearney's other important work includes the book *Communalism and Language in the Politics of Ceylon* (1967, Durham: Duke University Press). His numerous journal articles covered a wide range of themes of Sri Lanka's politics such as Sinhalese nationalism, Tamil nationalism, Sri Lanka's ethnic conflict, Sri Lanka's left and radical movements, and the political party system in Sri Lanka. Jupp was a Left-leaning political scientist from Australia. His book, *Sri Lanka: A Third World Democracy* (1978, Frank Cass), provided an analysis of the post-independence political change in Sri Lanka with a focus on political institutions, processes, and contradictions in the polity.

When the new Department of Political Science at the University of Peradeniya was started in 1979, Professor Shelton Kodikara became the Head of the Department. Later Professor Kodikara joined the University of Colombo and set up the undergraduate and Master's degree programmes in International Relations. Professor Kodikara was the pioneer in teaching and research in Sri Lanka in the fields of international relations, Indo-Lanka relations, and Sri Lanka's foreign policy. He was also instrumental in making international studies an integral part of the political science curriculum in Sri Lanka. While being the Head of Department at Peradeniya, he improved the Department's teaching programmes by introducing several courses on international politics. His major publications were *Indo-Lanka Relations since Independence* (1965, Ceylon Institute of World Affairs), *Foreign Policy of Sri Lanka: A Third World Perspective* (1982, Chanakya Publishers), and *Dilemmas of Indo-Lanka Relations* (1991, Bandaranaike Centre for International Studies).

Another significant contribution to the field is made by Professor Wiswa

Warnapala whose publications cover a wide range of themes in Sri Lanka's politics. His first publication was in the field of public administration and titled *Civil Service Administration in Ceylon: A Study in Bureaucratic Adaptation* (1974, Government Press). It was based on his doctoral dissertation submitted to the University of Leeds in 1970. *The Sri Lanka Political Scene* (1993, Navrang), *Ethnic Strife and Politics in Sri Lanka: An Investigation into Demands and Responses* (1994, South Asia Books), *Provincial Politics in Sri Lanka: An Analysis of the Southern Provincial Council Election*, 1994 (1997, Navrang); *Politics in Sri Lanka* (2001), *Local Politics in Sri Lanka: An Analysis of the Local Government Election of May 1991* (1993, Windsor Books); *Welfare and Politics in Sri Lanka* (1997, with David E. Woodsworth, McGill University); *Parliament and Public Accountability in Sri Lanka* (2004, Godage Publishers); *Aspects of Politics and Higher Education in Sri Lanka: A Collection of Essays* (2010, Godage Publishers);

After Professor Warnapala left the Department to become a Deputy Minister of the Government of 1994, the Department came to be headed by Professor Ranjith Amarasinghe who passed away in 2015. His major publication was *Revoluti1onary Idealism: A Study of Trotskyism in Sri Lanka (*1998, Social Scientists' Association*).* It was the second major study on Sri Lanka's Lanka Sama Samaja Party. The first was *Origins of Trotskyism in Ceylon: a Documentary History of the Lanka Sama Samaja Party, 1935*-1942 (1968: Stanford University Press), by George Jan Lersky. Lersky was an American academic who was briefly affiliated with the Peradeniya Political Science Department as a Fulbright scholar. Professor Amarasinghe's journal articles and book chapters include: Legislative Functions of Provincial Councils: Statutes Making and Capacity Issues (Y.R. Amarasinghe et. al. (Eds.); *Thirty Years of Devolution: The Working of the Provincial Councils in Sri Lanka*, ICS, Colombo, 2010); The Working of Provincial Councils: Centre-Province Relations (Y.R. Amarasinghe et. al. (Eds.); *Asymmetrical Devolution: Understanding the Spanish Experience* (Y.R. Amarasinghe at el (Eds.); *Power Sharing: The International Experience, ICS, Colombo,* 2011).

Professor A. Sivarajah, who passed away in 2014, a contemporary of Professor Amarasinghe, and who taught mainly in the Tamil medium, published two studies on Sri Lanka's Tamil Nationalism entitled, *Politics of Tamil Nationalism in Sri Lanka* (1996, South Asia Publishers) and *The Federal Party of Sri Lanka: The Strategy of an Ethnic Minority Party in Government and Opposition 1949-2002* (2007, Kumaran Books). Professor Sivarajah did his postgraduate studies at the University of New Brunswick, Canada and was also a student of Professor A. Jeyaratnam Wilson.

Professor Laksiri Fernando, another graduate student of Professor Wilson at the University of New Brunswick, started his career teaching political science at Vidyodaya University, which was later re-named as the University of Sri Jayewardenepura. He later taught at the universities of Peradeniya and Colombo. In 2002, Professor Fernando published *Human Rights, Politics and States: Burma, Cambodia and Sri Lanka (Social Scientists' Association)*, which was based on his doctoral thesis submitted to the University of Sydney.

Professor Gamini Samaranayake, who completed PhD research in the field of Political Violence and Conflict Resolution, introduced conflict and conflict resolution studies into the curriculum of the Department of Political Science at the University of Peradeniya. His publications covered political and social theory, and radical politics in Sri Lanka after the early 1970s. His book *Political Violence in Sri Lanka, 1971-1987* (2008, Gyan Publishing) was based on his doctoral dissertation submitted to the University of St. Andrew's, U.K. His acclaimed articles and book chapters include *Political Violence in Sri Lanka: A Diagnostic Approach* (1997), and *Political Terrorism of the Liberation Tigers of Tamil Eelam* (2007).

Professor Kamala Liyanage's contribution has been mainly in the area of women and politics. She has been a pioneer in introducing courses on gender to the political science undergraduate programme at Peradeniya University. Her book chapters and monographs include Party Women; Their Role in Sri Lankan Politics, (1996), Women in Political Parties: The Sri Lankan Experience, (1999), Testing the Politics of Presence: Women's Representation in Local Government in Sri Lanka (2018), and Women and Political Parties in Sri Lanka (2018).

Professor A.M. Navaratna Bandara mainly taught courses in Public Administration and Public Policy. Among the other courses he taught were Ceylon Government, Politics of Sri Lanka, and Human Rights and Citizenship. He is the pioneer in introducing Public Policy, Public Management, and Human Rights and Citizenship courses to the Department. His major publications include *Management of Ethnic Secessionist Conflict: The Big Neighbour Syndrome* (Dartmouth, Aldershot 1995), a revised version of his doctoral dissertation submitted to the University of York, and *National Movement during British Colonialism: The Sinhala Buddhist Nationalism* (2007 in Sinhala, a revised version of the dissertation he submitted for the Master of Arts degree, University of Peradeniya). His book chapters, articles, and monographs include *Local Government in Sri Lanka: A Historical Overview* (Cooray and Abeyratne (Eds.), *Decentralization of Sri Lanka within a Unitary State*, Springer 2017); *History and Context of Public Administration in Sri Lanka* (Sabharwal & Berman (Eds.), *Public Administration in South Asia,* Taylor & Francis 2013); *The Politics of Devolving Power* (Y.R. Amarasinghe at el (Eds.), *Thirty Years of Devolution, The Working of the Provincial Councils in Sri Lanka*, ICS, Colombo 2010); Provincial Public Administration and Public Service (ICS, Colombo 2010); State Building and Nation Building in India (Y.R. Amarasinghe et. al. (Eds.), *Power Sharing: The International Experience, ICS, Colombo,* 2011); Citizens' Right to Efficient, Effective, and Responsive Governance: An Examination of The Role of Public Administration in the Modern State and An Overview of Public Administration in Sri Lanka (2010 policy paper: www.scribd.com); The Indian Factor and the External Interventions in the 2002 Peace-Process in Sri Lanka (Centre for the Just Peace and Democracy, *International Dimensions of the Conflict in Sri Lanka,* 2008); Nation Building or Nations Building: A Critical Evaluation of the Theory and Practice of National Integration (Amal Jayawardene (Ed.), *Perspectives on National Integration in Sri Lanka*, 2006); The Peace Process of

2005, Lessons Learned, Challenges and (future) Prospects (Centre for the Just Peace and Democracy, *Envisioning New Trajectories for Peace in Sri Lanka*, 2006); Ethnic Relations and State crafting in Post-Independence Sri Lanka (Lakshman & Tisdell (Eds.), *Facets of Development of Sri Lanka Since Independence*, The University of Queensland, 1999); Review Article on the book titled: Nation, Constitutionalism and Buddhism in Sri Lanka (2015), In *Journal of Church and State*, Vol .57, Nu. 4, 2015.

Among the teachers at the University of Colombo, Professor Kumari Jayawardena and Professor Tressie Leitan have been the pioneers in research and publication. Professor Jayawardena's earliest work was *The Rise of the Labour Movement in Ceylon* (1972, Duke University Press), which was a revised version of her doctoral thesis submitted to LSE. It still remains the major research work on Sri Lanka's labour movement. Dr. Jayawardena left the University of Colombo and taught for a few years at the Institute of Social Studies at the Hague, in the Netherlands. She is the pioneer in introducing feminist scholarship to Sri Lanka. After leaving university teaching, she has been engaged in research and writing on Sri Lanka's modern social history and women's role in social and labour movements in Sri Lanka and elsewhere. Her other notable publications are *Feminism and Nationalism in the Third World* (1986, Zed Press), *The White Woman's other Burden: Western Women in South Asia during British Rule* (1995: Routledge), *Erasure of the Euro-Asian: Recovering Early Radicalism and Feminism in South Asia* (2007, Social Scientists' Association), *Nobody to Somebodies: The Rise of the Colonial Bourgeoise in Sri Lanka* (2002, Zed and 2007, Social Scientists' Association, (2007, *Perpetual Ferment: Popular Revolts in Sri Lanka During the 18th and 19th Centuries* (2010, Social Scientists' Association), and *Class, Ethnicity, and Patriarchy in Sri Lankan Plantations: Two Centuries of Power and Protest* (2015, with Rachel Kurien, Orient BlackSwan). Dr. Jayawardena is internationally recognized as a pioneer in the study of feminist movements in the non-Western world.

Professor Tressie Leitan has been teaching and publishing primarily in the areas of public administration and local government in Sri Lanka. Her first book was *Local Government and Decentralized Administration in Sri Lanka* (1979, Lake House), which was based on her doctoral thesis submitted to LSE. She has also published the following monographs: *The System of Provincial Councils in Sri Lanka: Centre-Province Relations* (1992); *Political Integration through Decentralization and Devolution of Power: The Sri Lankan Experience* (1999), and W*omen, Local Government, and Tsunami* (2009). Professor Leitan has also published the book chapter, The Evolution of Local Government in Post-Independence in Sri Lanka (2015).

Professor Jayadeva Uyangoda, who joined the Department of Political Science at the University of Colombo in 1981, also has publications covering a wide range of themes. Among his books are, *Reframing Democracy: Perspectives on the Cultures of Inclusion and Exclusion in Contemporary Sri Lanka* (Co-editor-Author, 2011, Social Scientists' Association), *Liberal Peace in Question: Politics of State and Market Reforms in Sri Lanka* (Co-Editor-Author, 2011, Anthem Press), *State Reform in Sri Lanka: Issues, Directions and Perspectives* (Editor-Author, 2013, Social Scientists' Association)

Social Research: Philosophical and Methodological Foundations (2015, Social Scientists' Association), *Local Government and Local Democracy in Sri Lanka: Institutional and Social Dimensions* (Editor-Author, 2015, Social Scientists' Association), *Political Parties in Sri Lanka: Change and Continuity* (Co-Editor-Author, 2018, New Delhi: Oxford University Press). He has also published many journal articles and book chapters in Sri Lanka and abroad. The volume on political parties published by Oxford University Press, New Delhi, is a major contribution to political science scholarship on the Sri Lankan political parties. His book, *Social Research: Philosophical and Methodological Foundations,* is the first on this subject to have been published in South Asia. In 2996, it won the state literary award for the best scholar book in English for the year 2015.

Among many of his book chapters published in Sri Lanka and abroad are The Indo-Lanka Agreement and the State in Sri Lanka, (1989); Indo-Bangladesh Relations in the 1970s: Bangladeshi Perspectives, (1990); The President and Parliament in Sri Lanka: Conflicts, Checks and Balances, (1991); Economic Change, the State and the Question of Security in Sri Lanka, (1992); Youth Unrest and Politics in Sri Lanka, (1993); The State and the Process of Devolution in Sri Lanka, (1995); Militarization, Violent State, Violent Society: Sri Lanka, (1996); Emerging Issues in South Asia's Insecurity, (1997); Sri Lanka: Political Violence and Ethnic Conflict, (1998); Post-Independence Social Movements [in Sri Lanka], (1999); A State of Desire? Some Reflections on the Unreformability of Sri Lanka's Post-Colonial State,(2000); Security's Insecurity: South Asia's States, Societies and Citizens in the Age of Globalization, (2001); Sri Lanka's Conflict: Complexities in a Negotiated Settlement, (2002); Social Conflict, Radical Resistance and Projects of State Power: The Case of *Janatha Vimukthi Peramuna* in Sri Lanka, (2012); Travails of State Reform in the Context of Protracted Civil War in Sri Lanka, (2011); The Dynamics of Coalition Politics and Democracy in Sri Lanka, (2012); The Puzzle of State Reform during the Civil War in Sri Lanka: Contexts, Barriers, and Outcomes, (2013); Local Democracy and Citizenship in the Social Margins, (2012); Local Government in the Decentralization: Devolution and Local-Self - Government Discourses in Sri Lanka, (2015); Left Parties in Permanent Decline [in Sri Lanka]: Ideological and Strategic Shifts and Survival Strategies, (2018).

Two of Professor Uyangoda's recent journal articles published in 2018 are: Decolonial Thinking, Southern Theory, and the Search for Alternative Epistemologies in South Asia, which was published in the *Colombo Arts, Journal of Social Sciences and Humanities*, and Modern Buddhism and Democracy: Diverse Encounters in India and Sri Lanka, published in *Society and Culture in South Asia*.

Recent Trends in the Discipline and General Trends

There have been several significant developments in the political science programmes in recent years. The introduction of postgraduate courses with emphasis on coursework and research is an important new development. Departments of Political Science at Peradeniya, Colombo, Kelaniya, and Jaffna have been pioneers in facilitating postgraduate degree programmes with

a coursework component in political science. These taught postgraduate courses have supplemented the traditional postgraduate training confined to research and thesis writing. The University of Colombo initiated a Master's degree programme in 2008. After a hiatus of a few years, plans are now afoot to re-launch it with an updated syllabus.

The widening of the thematic scope of political science courses since the 1980s is perhaps the most significant new trend. The dramatic changes that occurred in Sri Lankan politics since the 1970s constitute the broad historical context against which many new subject areas came to be integrated in political science teaching, research, and publication. The spread of radical politics and armed struggle, the ethnic conflict and the civil war, constitutional authoritarianism and the decline of democracy, political violence and the erosion of human rights, the ethnic conflict, and the volatility in foreign policy are some of the key developments since the early 1970s that the political science community were compelled to grapple with.

The introduction of the semester-based course unit system in 2000 also enabled the exploration of new thematic areas. Human rights, democracy, conflict resolution and peace studies, ethnic politics, nationalism, nation-state, public policy, and political sociology were among the new thematic areas that were initiated with the introduction of the course unit system. Meanwhile, the spread of feminist perspectives and increasing consciousness of women's rights in Sri Lankan society led to the introduction of undergraduate courses in women's studies. The Political Science Departments at Peradeniya and Colombo universities have been pioneers in this initiative. This also reflects a global trend since the 1980s in which feminism has become an influential multi-disciplinary strand of scholarship in the universities in the developed as well as developing world.

These thematic areas have a multi-disciplinary character and are closely associated with law, sociology, anthropology, history, public administration, and political economy. With the expansion of the thematic concerns of political science teaching, the subject of political science has acquired a multi-disciplinary character, no longer confined to its traditional British identity. As reflected in the latest curricular innovations by all departments, politics is no longer viewed as state-centric or a neutral sphere for detached scientific analysis. The new innovations include social, cultural, gender, and ethnic dimensions of politics, critical evaluation of Sri Lanka's politics, people's rights, issues of democracy, and the emphasis on political theory and research capacity building among students.

Meanwhile, almost all departments of Political Science in Sri Lanka have among the academic staff a large number of relatively young lecturers, who are just beginning either their postgraduate studies or careers after obtaining postgraduate qualifications. If the future of Political Science and Public Policy as a discipline is to be secure and flourishing, despite the current neo-liberal onslaught on the Social Science and Humanities disciplines, these fresh talents need support, encouragement, and guidance not to fall into the alluring traps of intellectual inertia, professional stagnation, and career opportunism. This observation applies to all departments

in the Social Science and Humanities Faculties in our universities.

There are also worrying trends throughout the university system that raise serious concerns and generate new ideas for addressing them as well. The decline of the scholarly quality and standards of academic publications is a general trend in many disciplines in Sri Lankan universities, and political science is no exception. There are two main trends that characterize some, if not most, of the publications by members of the university academic community at present. Many university teachers tend to publish textbooks that are essentially works of dissemination of knowledge. They are not usually subjected to procedures of quality control, pre-publication review, or scrutiny against ethical and professional norms of publishing. These publications, mostly available in the vernacular languages, perform an important social function, by making existing knowledge in academic disciplines available to high school and university students. Although such publications may democratize and popularize the basic subject knowledge, they make no new contribution to deepening scholarly knowledge in the relevant disciplines. The second trend among an increasing number of university teachers is their eagerness to publish their books and academic articles through predatory publishers and in predatory journals, which are part of a global malaise in the academia. In many Departments and Faculties young as well as senior academics (with the exception a few) have fallen prey to the allure of predatory publishing which disregards internationally recognized norms, practices, and standards of academic writing and publishing. It is also important to acknowledge that there are also university teachers, albeit a minority, who continue to abide by their commitment to publication ethics, international standards, and norms of intellectual integrity.

The mad rush for promotions in the university teaching positions seems to be a relatively new cause for the rapid spread of a culture of predatory publishing and presenting abstracts as well as papers at fraudulent international conferences. The unwillingness of the University Grants Commission and the Universities to ensure, without endangering academic freedom, the quality and standards of research, publications, and conference participation among academics through mechanisms that cannot be subjected to abuse and manipulation, needs to be acknowledged as a grave institutional failure even at this belated stage so that corrective measures can be implemented.

The fact that Sri Lanka's university system has not been able to incorporate postgraduate teaching and research as a legitimate and regular feature of university life is a major structural barrier to the declining standards of knowledge production by university academics, as particularly evident in the fields of Social Science and Humanities. Many university academics remain primarily as undergraduate teachers until their retirement, with very little or no exposure to intellectually challenging posts, graduate teaching, and research supervision. This can be attributed to several factors such as the rapid increase in the undergraduate teaching and evaluation workload of the teachers, the mismatch between the ratio of undergraduates and the teaching staff, the absence of any differentiation between the teachers of undergraduate and

postgraduate programmes, the paucity of research funding for teachers as well as postgraduate students to engage in research aimed at creating new knowledge, and the absence of institutional facilities as well as a culture of publishing of high quality academic journals and scholarly books. Although there has been an expansion of postgraduate education in Sri Lanka's universities, these programmes are mostly part-time or weekend courses and offer taught courses without a research component. In this context, the postgraduate programmes have become a popular attraction among employed persons seeking paper qualifications for promotions in their careers. As long as the universities do not consider postgraduate students engaged in research-based studies as regular members of their intellectual community, these developments are unavoidable. The absence of a strong and sustainable research culture has thus become a general feature of all Sri Lankan universities. The university academics are thus caught up in a double trap by being active in sustaining an underdeveloped research culture and at the same by becoming its victims as well.

The virtual absence of engagement and interaction with international intellectual communities has become a general feature in the field of political science in Sri Lanka, and that is also a feature in the humanities and social sciences in general, with only a handful of individual exceptions. This situation stands in sharp contrast to the first, second and third generations of academics in these disciplines. If we take the example of the three earlier generations of Sri Lankan political scientists, all of them received their post-graduate training and doctoral degrees in the universities in the first world – the UK, the USA and Canada. Scholarly writing and publication in accordance with international standards were an integral component of their academic life, and obviously the training as well. That culture and tradition has not been passed on to, or been inherited by, the majority of academics of subsequent generations.

A related feature, no less troubling, of the academic life of the Social Science and Humanities Faculties from early days, is international isolation. Seldom do departments have international collaboration to enable the teachers and students to benefit from international networking and exposure. Only a handful of teachers have developed the habit of attending international conferences to present research papers, mostly through personally cultivated contacts. Still fewer would publish in international journals or contribute chapters to book volumes published abroad by legitimate publishers. One major factor that has directly contributed to this state of affairs is the extraordinary emphasis on undergraduate teaching in our universities. It continues to impede the intellectual growth of academics as well as students of the Social Sciences and Humanities Faculties of Sri Lanka's universities.

Identifying and addressing the structural, institutional, and cultural reasons for that decline is an exercise worth undertaking by our universities as a thanksgiving gift to a system that is one hundred years old, has seen its golden days, and now seems to have entered a prolonged phase of stagnation.

Conclusion

Started at the University College of 1920, and then developed as an independent discipline by the University of Ceylon of

1942, the teaching of political science is now being undertaken by 10 universities in Sri Lanka's University System. The academics engaged in teaching political science in the University of Ceylon since the early 1950s laid a strong foundation for future progress in teaching and production and dissemination of in the field.

During the period since the 1950s, teaching programmes of political science have accommodated the theoretical and applied politics as well as philosophical, normative, scientific, comparative, institutional, political economy and feminist approaches to the study of politics. Today, teaching and conducting research in political science in the Sri Lankan university system have become multidisciplinary in orientation, interacting closely with many other disciplines such as economics, history, philosophy, public administration, international relations, public management, policy studies, development studies, conflict resolution, peace education, gender studies, human rights, and citizenship studies.

There are also worrying trends throughout the university system that raise serious concerns. The stagnation of universities as institutions of undergraduate training, without adequate attention to postgraduate education and research has been a formidable structural barrier for the universities in Sri Lanka to re-invent themselves as centers of excellence in teaching, research and publication. The discipline of Political Science, along with almost all other disciplines in the social sciences and humanities, share this legacy. The decline of the scholarly quality and standards of academic publications is a general trend in the discipline of Political Science too. A notable feature of the academic life is its international isolation. Seldom do departments have international collaboration to enable the teachers and students to benefit from international networking and exposure. The major factors that have directly contributed to this state of affairs include the mad rush for promotions in the university teaching positions, the rapid spread of a culture of predatory publishing, the extraordinary emphasis on undergraduate teaching and the huge increase of enrolment of undergraduates without providing necessary human and material capacities. These factors continuously impede the intellectual growth of academics as well as students of the Social Sciences and Humanities Faculties of Sri Lanka's universities. Identifying and addressing the structural, institutional, and cultural reasons for these trends has become an urgent task of the University System of Sri Lanka today while marking the one hundredth year of its institutional biography.

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Chapter 9

MANAGEMENT STUDIES: DISCIPLINARY HISTORY IN SRI LANKA

H.H.D.N.P. Opatha, Sampath Amaratunge

Abstract

The discipline of Management Studies (MS) or Management Education (ME) is an extensive and popular field of studies and broadly refers to the system of teaching (i) knowledge, skills, and attitudes of the art and science of managing organizations successfully, (ii) ways of managing effects from various external forces, and (iii) ways of managing organizational impacts on the planet and people, and (iv) the characteristics, duties and responsibilities, competencies, careers, and career development of various managers who manage organizations. MS is indispensable for the nation as it deals with creating, maintaining, and enhancing a pool of generalized and specialized managerial personnel who are essential to successfully manage various organizations which produce various goods and services needed by people to meet various needs and wants. MS occurs at bachelor's, master's, and doctoral levels. The origin of university ME in Sri Lanka dates back to the academic year 1959-1960 of the Department of Economics, Business and Public Administration of the Faculty of Arts of the Vidyodya University (presently University of Sri Jayewardenepura [VE]) and thus ME has existed in Sri Lanka for more than six decades. ME at master's level was begun in Sri Lanka in 1968 with the Master of Business Administration and Master of Public Administration degrees conducted by the Faculty of Management Studies and Commerce of SJP, and ME at the doctoral level commenced in 1987 with the doctoral programmes that offered two degrees, i.e., Doctor of Philosophy (PhD) Business Administration and Doctor of Philosophy (PhD) Public Administration, under the Postgraduate Institute of Management of the SJP. ME became a very popular field of studies in the country. Later, ME was established in the University of Kelaniya, University of Colombo, University of Peradeniya, and all other state universities. As a result of the continuously increasing demand, offering various degree programs in General Management, and certain specialized fields of Management including Accounting, Business Economics, Human Resource Management, Marketing Management, and related fields was begun. Indeed, there were several milestones that occurred in the field of ME in Sri Lanka.

Keywords: *management studies, management education, economics, business and public adminstration, commerce*

Introduction

The main objective of writing this chapter is to present a general historical description and an overview of Management Studies (MS) in Sri Lanka. Our approach is to present the account of the evolution of MS in a simplified way. Before presenting the history of MS in Sri Lanka, we define MS, list the subjects that fall under MS, and explain the general importance of MS for a nation.

Management Studies refers to the education of theories, policies, practices, systems, methods, and techniques of managing organizations in the way that is effective and efficient. 'Effective' means achieving goals in the expected way and 'Efficient' means minimizing the waste in utilizing limited resources, including human resources. MS is alternatively called Management Education (ME) in this chapter and it is about the teaching and learning of Management which includes setting or resetting the vision, mission, goals and strategies of an organization and coordinating the efforts of its various employees to achieve its objectives. An organization is a formal group of two or more people who work together formally and informally to accomplish a certain goal or common goals. Organizations differ in several ways and two major ways are by ownership, such as private and public/state-owned, and by size, such as large, medium, and small. Further, organizations include those which are profit-oriented and non-profit orientated, and government bodies. In a broader sense MS refers to the system of teaching (i) knowledge, skills, and attitudes of the art and science of managing organizations successfully; (ii) ways of managing organizational impacts on the planet and people; (iii) ways of managing effects to organizations from various forces in the external environment such as economic, demographic, cultural, legal, technological, and global; and (iv) the characteristics, duties and responsibilities, competencies, careers, and career development of various managers of organizations.

Management Studies includes all subjects which deal with different aspects of organizational management. They include Business Administration, Public Administration, Commerce, Accountancy, Business Economics, functional areas of Business Management such as Human Resource Management, Financial Management, Operations Management, and Marketing Management, Management or Business Information Systems, Entrepreneurship, Estate Management and Valuation, and other related fields.

Why is MS very important or indispensable? How well any country survives in this global economy depends on the performance of its organizations (Werther and Davis, 1996). While success depends on good organizations, the progress of success depends on better organizations (Opatha, 2009). Opatha (2009) states:

> Organisations were created and will be created for the purpose of meeting needs and challenges of people/nation. ... Modern economy/nation is operated by a group of various organisations that differ in terms of goals, size and complexity. What will happen if the working of this group of organisations ceases, or is destroyed? Modern sophisticated society will become destitute, confused, uncivilised, and even paralysed completely. For example, if organisations engaged in distributing essential food items, providing electricity,

> exchanging information, transportation of goods and people, caring health, and providing education stop their activities for several days, existence/living of everyone will fall into a terrible plight within a short time. (p.3)

Thus, organizations are of utmost importance to people (Jones, 2013; Opatha, 2015), and their survival and growth become essential. Sound management is indispensable to make organizations good and ensure their constant improvement. Management is a universal consideration, and almost every problem faced by organizations or nations can be at least partially solved through effective and efficient management practices (Hodgetts, 1985). Thus, any society or nation undeniably needs generalized as well as specialized managers who are competent, motivated, committed and involved. Aspiring managers need to possess appropriate and adequate technical, conceptual, and human relations-related competencies as well as personality, intelligence, individual character, and the ability to manage personnel. MS is about educating learners or students to become successful managers. MS or ME is concerned with the gradual process by which a person gains the knowledge, skills, and attitudes to manage organizations successfully through learning. Hence, generally MS or ME is of utmost importance to us, the nation.

ME occurs at bachelor's, master's, and doctoral levels. It also occurs through professional qualifications, and at diploma, and certification levels. Qualifications are also being offered by various professional institutes, private institutes, private colleges, technical colleges, and foreign affiliated educational organizations. However, this chapter focuses only on ME conducted in the state universities. Further, its scope was narrowed down to exclude ME at diploma level and offered as external degrees within these universities. At the bachelor's level, ME is primarily concerned with developing tomorrow's managers today (teaching young inexperienced students) to become junior and middle managerial professionals, teachers, and lecturers in Management or in a related field in the future. The objectives of introducing a bachelor's degree in Management or in a related fields are:

i. There are many students studying in the Commerce stream after the GCE (O/L) who expect to enter a university to read for a degree in Management. In fact, the number of students following the Commerce stream has been increasing since its inception. One reason for commencing a bachelor's degree in Management or a related field is to provide an opportunity to a certain number of students who could pass the GCE (A/L) examination to read for a degree in Management or a related field.

ii. To give an opportunity to young students to read for a degree that enables them to secure knowledge, skills, and attitudes which are demanded by employers or organizations (to read for a degree that offers a higher rate of employability).

iii. To give an opportunity to young students to read for a degree that builds and improves personality, self-esteem, and capability to think rationally, critically, and creatively.

iv. To produce a graduate who has the potential to become an effective and efficient professional in the general field of Management or in a specialized field of Management such as Accounting, Human Resource Management, Operation Management and Marketing Management or a related field including Business Economics, Public Management, and Management Information Systems etc.

At the master's level, ME is primarily concerned with developing current managers to become managers of higher rank and responsibility so that they will be in a position to contribute to the organization's success and growth at a higher level. At the doctoral level, ME is primarily concerned with developing top or experienced managers to become management consultants to solve applied issues of managing organizations systematically and scientifically and developing academics to become better practitioners to enhance the existing body of Management-related knowledge through continuous research and to increase the quality and relevance of teaching.

General History of ME in Sri Lanka

In this section, we intend to give an account of the important events that unfolded in the past in ME in the state university system of in Sri Lanka. As a matter of fact, our writing might not be entirely accurate to include all the milestones that occurred across all the state universities in Sri Lanka owing to the reason that literature about the history of ME in Sri Lanka is surprisingly scanty. Wickramarachchi (2008) states:

> The origin of university management education in Sri Lanka dates back to the academic year 1959-1960 of the Faculty of Arts of Vidyodya University. Under the patronage of Welivitiye Soratha Maha Thera, then Vice-Chancellor of Vidyodya University, Professor Linus de Silve established two undergraduate programs in Business Administration and Public Administration for two selected groups of students from the private and public sectors, respectively. Working experience was a criterion to apply for the admission test. Subsequently, Professor K.P. Mukarji became the Head of the Department of Economics, Business and Public Administration. Later, Professor Dharmasena de Silva was mainly responsible for the development of management education from department level to faculty status. (p. 75)

Thus, the honour of pioneering ME goes to the University of Sri Jayewardenepura (SJP), one of the leading universities in Sri Lanka and formerly known as Vidyodaya University, which commenced its academic activities in the academic year 1959/1960. Sri Lanka, being a developing country, lacked a workforce that contained personnel who had the right management capabilities to run her industrial and commercial enterprises - both private and public - successfully. In order to support the economic and organizational needs of the country, the Most Welivitiye Sri Soratha Theramade a revolutionary change within the University by commencing studies in Business Administration and Public Administration. Then SJP's mission, founded upon the Pali tenet *Vijja Uppatatam Settha* (Of things that arise, knowledge is the greatest), was to excel as an institution of higher learning. The first two programs of studies in Business

Administration and Public Administration in Sri Lanka were introduced in 1959 under the then Department of Economics, Business, and Public Administration of the Faculty of Arts and they were Bachelor of Arts (General) degrees (Wijebandara, 2004; Ekanayake, 2013). It is mentioned in the Mahavansa that the Vidyodaya University under the guidance of Welivitiye Sri Soratha Thera provided students with the facilities to learn Business Administration and Public Administration at the SJP (Amaratunge and Udugahapattuwa, 2019). At the outset, the students (about 400 students for both programs) were experienced employees who were working as executives or first line managers. It is interesting to note that to enter the Business Administration program then, one had to have Senior School Certificate or higher qualifications, a minimum of two years' work experience in a recognized organization and pass the special competitive admission examination (Department of Business Administration Prospectus 1990-94). Professor R.A.A. Perera who served as an Associate Professor in the Department of Business Administration of SJP was an academic from the first batch for Business Administration and Professor A. Ekanayake who served as an Associate Professor in the Department of Public Administration of SJP was an academic from the first batch for Public Administration.

In 1967, the admission procedure was synchronized with the general university admission (i.e., selection on merit from the GCE A/L results) (Department of Business Administration Prospectus 1990-94). Thus, these programs were opened to young and inexperienced students who passed with the highest marks from the General Certificate of Advanced Level Examination in the Commerce stream. The A/L subjects passed should include Commerce and Finance, Accountancy, and Economics in order to get admission (Prospectus 1987-1991, SJP). The objective was to prepare graduates who have the potential to become effective and efficient professionals, teachers, and lecturers in Management or in a field related to Management. The titles or names of the programs were changed in 1968 from BA (Bachelor of Arts) Honours/ General (Business Administration) and BA (Bachelor of Arts) Honours/General (Public Administration) to BBA (Bachelor of Business Administration) and BPA (Bachelor of Public Administration) as there was a need to differentiate between these two programs and other Bachelor of Arts degrees. The demand for Business Administration and Public Administration increased largely owing to the applied nature and the managerial job orientation of the programs, the increased number of new organizations set up in the country, and the firm necessity of maintaining and enhancing the affairs of the current organizations.

In 1972, the Faculty of Management Studies and Commerce (FMSC) was established with two departments of study: Management Studies and Commerce (Prospectus, 1987-1991). In 1973, the titles of the degrees were changed again from BBA and BPA to BSc (Bachelor of Science) Business Administration (Special) and BSc (Bachelor of Science) Public Administration (Special) (Department of Business Administration Prospectus, 1990-94). The reasons were (a) to keep up with the international titles of similar degrees offered by certain international universities, particularly in the USA and the UK, (b) to have a

title that represents the arts and science-related nature of Management, (c) to reflect the inclusion of science-related courses such as Business Mathematics, Statistics, and Operational Research, and (d) to enhance the perceived quality of the degrees. During that time, Professor K.A. Munasinghe, who served as an Associate Professor in the Department of Business Administration, was instrumental in achieving this milestone. He, whose first degree was BSc (Econ) from University of London, was the first academic hired to the Department of Business Administration of SJP. In 1973, the BCom (Special) Degree was established, and, in the same year, the degree program in Estate Management and Valuation, which was initially launched at the University of Colombo in 1972, was transferred to SJP (Kaluthanthri, 2013).

The annual system had been utilized to offer the courses and all four degree programs were converted to four-year programs. The number of courses was generally six per year and 24 for the four years. However, for about 5-7 courses of some programs there were two subjects (two parts). Consequently, a degree program was composed of about 29 or 31 subjects. For example, refer to Table 9.1 that gives the curriculum of the BSc (Business Administration) (Special) Degree program which in fact shows the content (courses) demonstrating the rigor and the quality of the degree even at that time (1980s) in our history.

Table 9.1: Curriculum of the BSc (Business Administration) (Special) Degree Program

First Year-Degree Part I

BAd 101 - Management Process

(a) Organizational Theory and Principles of Management

(b) Office Systems

BAd 131 - Industrial Development and Resources

(a) Industrial and Commercial History

(b) Natural and Industrial Resources

BAd 132 - Principles of Economics-Micro Economics

BAd 141 - Financial Accountancy

BAd 151 - Quantitative Techniques 1

(a) Mathematical Foundation

(b) Basic Statistics

BAd 161 - Political Science

Plus

English Proficiency

Second Year-Degree Part II

BAd 202 - Organizational Behaviour

(a) Industrial Psychology

(b) Industrial Sociology

BAd 203 - Marketing Management

BAd 233 - Economics Analysis-Macro Economics

BAd 242 - Management Accountancy

BAd 252 - Quantitative Techniques 11

(a) Business Mathematics

(b) Statistical Methods

BAd 262- Law and Logic

(b) Legal Environment

(c) Logic

Third Year-Degree Part III

BAd 304 - Personnel Management and Industrial Relations

BAd 305 - Financial Management

BAd 334 - Industrial and Managerial Economics

BAd 353 - Operational Research

BAd 354 - Management Information Systems and Introduction to Computer Programming

BAd 161 - Industrial and Commercial Law

Fourth Year-Degree Part IV

BAd 406 - Production and Material Management

BAd 407 - Business Policy and Administration

BAd 435 - Development Economics and Policies

(a) Development Economics
(b) National Development Policies

Two of the following electives:

BAdE 408- Practical Study

(a) Seminar on Methodology
(b) Practical Study Report

BAdE 408 - Agri-business Management

BAdE 410 - Small Business Management

BAdE 411 - Co-operative Enterprise Management

BAdE 412 - Project Formulation and Evaluation

BAdE 413 - Insurance Management

BAdE 414 - Transport Management

BAdE 415 - Supplies and Stores Management

BAdE 416 - Marketing Research, Advertising and Sales Management

BAdE 417 - Labour Relations and Labour Law

BAdE 418 - Wage and Salary Administration

BAdE 436 - Banking, Theory and Practice

BAdE 433 - Auditing

BAdE 444 - Taxation

BAdE 445 - Accounting for Inflation

BAdE 455 - Computer Programming

BAdE 464 - Company Law and Secretarial Practice

Source: Based on Prospectus 1987-1991, SJP

Being a student of MS is not only very rewarding but also challenging and demanding (Silva, 2004). The FMSC of SJP is considered as the Pioneer in MS in Sri Lanka and is the largest faculty in terms of student population in the Sri Lankan university system (Kumara, 2015). Table 9.2 presents the 12 Bachelor's degrees under the FMSC of SJP, the department that offers each degree, and the year of commencement of the degree. As a matter of fact, the degree of BSc Business Administration was the first degree (out of the two-degree programs) in MS in Sri Lanka and many courses were being taught under it including Accounting, Human Resource Management (then Personnel Management), Financial Management, Marketing Management, Economics, and Operations Management (then Production Management). Furthermore, Business Economics, Finance, and Human Resource Management were introduced as areas of specialization in the BSc Business Administration degree program at the Department of Business Administration in the year 1995. Ideas were conceived and the relevant initiatives were carried out by the end of 1993 in order to introduce specialization or concentration areas of the Business Administration degree program. Professor (then Mr.) W.M.A. Bandara, serving as the Head of the Department of Business Administration, contributed to commence these concentration areas. The authors of this chapter served as the Coordinators for the specialization areas of Human Resource Management and Business Economics respectively.

The demand for MS throughout the country increased tremendously year after year. Consequently, ME was started in other state universities in Sri Lanka. In 1976, ME was established in the University of Kelaniya with the BCom degree offered by the Department of Commerce under the Faculty of Social Sciences (Student Handbook, University of Kelaniya 2019-2021). In 1995, the Faculty of Commerce and Management Studies was established, and it introduced BBA Accountancy and the BBA Human Resource Management. BBA Marketing and BBA Finance were introduced in 2005 and 2011 respectively. Four

specializations were offered under the BCom degree and they were Commerce, Business Technology, Entrepreneurship, and Financial Management.

In the University of Colombo, ME was introduced in 1979 with the BCom Degree offered by the Department of Commerce under the Faculty of Arts, and in 1994, the Faculty of Management and Finance was established consisting of two departments: the Department of Commerce and the Department of Management Studies (MBA Handbook, 2010/2012). The Faculty offered BCom (Special) and BBA (Special). In 2007, the Faculty started Bachelor of Business Administration (Special) Degrees in Marketing, Accounting, Human Resource Management, Finance, and Business Economics. An innovative degree titled Bachelor of Business Administration (Special) in International Business was introduced in 2014.

In the University of Peradeniya, teaching Commerce commenced in 1962 as a component of the BA (General) degree programme which was offered by the Department of Economics, Commerce, and Statistics under the Faculty of Arts (Student Handbook, University of Peradeniya, 2021). The BCom Degree was commenced in 2002 by establishing the Department of Management Studies at the University of Peradeniya. The Faculty of Management was established in 2015 and the BBA Honours degree was commenced in the academic year 2008/9. Four specialization areas were offered,

Table 9.2: Bachelor's Degrees, Relevant Departments, and Years of Degrees Commencement

Bachelor's Degree	Offering Academic Department	The Year of Commencement
BSc Business Administration (Special) (then BBA)	Business Administration	1959
BSc Public Management (then BPA)	Public Administration	1959
BCom (Special)	Commerce	1973
BSc Estate Management and Valuation (Special)	Estate Management and Valuation	1973
BSc Accountancy	Accounting	1992
BSc Marketing Management (Special)	Marketing Management	1994
BSc Human Resource Management (Special)	Human Resource Management	1994
BSc Finance (Special)	Finance	2001
BSc Business Administration (Business Economics) (Special)	Business Economics	2001
BSc Business Information Systems (Special)	Information Technology	2001
BSc Operations and Technology Management (Special)	Decision Sciences	2008
BSc Entrepreneurship (Special)	Entrepreneurship	2010

Source: Based on information given in Faculty Prospectuses 2013-2014 and 2014-2015

and they included Accounting and Finance, Human Resource Management, Marketing Management, and Operations Management. Subsequently, a specialization called Organizational Management was also introduced.

In the University of Jaffna, ME commenced in 1977 with the BCom degree, offered by the Department of Economics under the Faculty of Arts (Handbook, University of Jaffna, 2015/2016). The Faculty of Management Studies and Commerce was established in 1999 comprising of the Department of Management Studies and the Department of Commerce which offered BBA and BCom In 2010, the Faculty started offering specializations in Accounting, Finance, Human Resource Management, and Marketing.

In the Eastern University of Sri Lanka, ME began with the establishment of the Faculty of Commerce and Management in 1988 (Faculty Prospectus, Eastern University of Sri Lanka, 2018) and degrees in Commerce, Management, and Economics were offered under the titles BBA and BCom. Later, Human Resource Management and Marketing Management were introduced as specializations to the BBA. Also, Enterprise Development, Accounting and Finance, and Business Economics were started as specializations to the BCom program.

In the Sabaragamuwa University of Sri Lanka, ME commenced in 1996 in the Faculty of Business Studies which comprised of the Department of Business Management and the Department of Accountancy. The degrees offered were the BSc in Business Management, BSc in Financial Management, BSc in Marketing Management, and BSc in Tourism Management. All four degrees were three-year degrees (Undergraduate Handbook, Sabaragamuwa University of Sri Lanka 2012-2013). In 2003, the Faculty of Business Studies was renamed as the Faculty of Management Studies in order to reflect the four degrees being offered, and the duration of the degrees changed from three years to four years, thus making them Special degrees. BSc in Business Management instead of BSc Business Administration was a pioneering title and the degree was very popular in the University. The Faculty started offering the degree BSc in Tourism Management which was a pioneering initiative in ME in Sri Lanka. The Department of Tourism Management initiated three degrees in the field of Tourism Management: BSc Honours in Tourism Management, BSc Honours in Eco-Business Management, and BSc Honours in Hospitality Management, to develop graduates who were capable of contributing significantly to the tourism industry which was and is a strategic industry in Sri Lanka. In fact, specialized education in Tourism Management was commenced in the university and that is worthy of mentioning here.

In the Rajarata University of Sri Lanka, 1995 was the year in which ME began. The Faculty of Management Studies was established in 1995 to offer the degrees of BSc in Accounting and Finance, BSc in Business Management, and BSc in Tourism and Hospitality Management. The Bachelor's degree in Tourism and Hospitality Management was an innovative development in ME in Sri Lanka.

In the South Eastern University of Sri Lanka, the delivery of ME commenced in 1995, when degrees in Business

Administration and Commerce were offered (Student's Handbook, 2007-2008). A special degree in Marketing and Accountancy was initiated in 1999. Although the Student's Handbook does not record the year the Faculty of Management and Commerce was established, it was started around 2001 with six undergraduate programs.

In the University of Ruhuna, ME commenced in 1978 with the BBA. The Faculty of Management and Finance was established in 2003. Business administration was the major field at the outset and specializations in Entrepreneurship and Accounting were offered.

In the Wayamba University of Sri Lanka, ME began with the establishment of the Faculty of Business Studies and Finance in 1999. The Faculty started offering the degrees BSc in Accountancy and Business Finance, BSc in Business Management, BSc in Banking and Finance, and BSc in Insurance and Finance. The degrees in Banking and Finance and in Insurance and Finance were pioneering degrees in ME in Sri Lanka.

In the Uva Wellassa University, ME was established in 2006, at the very inception of the University (Student Handbook, 2008). The Bachelor of Business Management in Entrepreneurship and Management and Bachelor of Business Management in Hospitality Tourism and Events Management were the two pioneering degree programs.

A careful examination of the history of ME at the bachelor's level reveals that there were two popular models, i.e., a degree in General Management and a degree in a specialized field of Management. An example of a degree in General Management was BSc Business Administration (Special). An example of a degree in a specialized field of Management was BSc Human Resource Management (Special). Both types are special degrees in that the duration of study is four years. The term *Special* referred to the duration of the degree program. Unlike at the inception of the degree programs in MS when the duration of the degree programs was three years, all the degrees were of four-year duration in all the faculties of Management in all the state universities. It is the Sri Lankan practice that the term *Honours* was utilized for a degree secured with a class (first, second upper or second lower). For example, if a person secured her/his degree BSc in Business Administration with a Second Class (Upper Division) it would be written and stated that s/he holds a BSc Business Administration (Special) with Second Class (Upper Division) Honours. The term *Honours* was not utilized for a degree with a general pass (alternatively called an ordinary pass).

ME at Master's Level in Sri Lanka

The origin of university ME at the master's level in Sri Lanka dates back to the academic year 1968 when two master's programs, the Master of Business Administration (MBA) and Master of Public Administration (MPA), were established by the Vidyodaya University of Ceylon. These two programs were the first two master's programs in MS in Sri Lanka (Prospectus 1987-1991). During 1968-74 the Department of Management Studies conducted these two programs but could not continue due to the severe shortage of adequately qualified staff and essential facilities (Prospectus, 1987-1991). Thus, the lack of adequately

qualified academics was a serious barrier for the continuity of master's studies in MS. However, with the increased strength in the permanent staff and the professional assistance from a number of foreign countries, the Division of Postgraduate Studies was established under the Faculty of Management Studies and Commerce of SJP and the MBA and MPA programs were re-commenced in 1981. The Division of Postgraduate Studies was reconstituted into a separate institute, i.e., Postgraduate Institute of Management (PIM) in January,1986 (Prospectus, 1987-1991). This institutional development was an important landmark in a quarter-century of ME at the SJP. The first Director of the PIM was Professor (then Dr.) Gunapala Nanayakkara who was a permanent academic attached to the Department of Public Administration of the FMSC of the SJP (PIM Programme Calendar 1987-1988).

The reasons for the commencement of ME at the Master's level were:

i. Until 1967 there was no opportunity to read for a master's degree in Management or Administration in Sri Lanka. Those who wanted to read for such a degree had to go abroad, particularly to the UK, the USA, Australia, or India, and this was very costly in economic and social terms. Hence, there was a need to fill this lacuna.

ii. To produce managers who would add value in their organizations for the benefit of larger society (in addition to serving owners, and contributing towards meeting the needs of other key stakeholders for long term organizational survival and growth).

iii. To impart a sound understanding of the most up-to-date theoretical knowledge in Management to develop their abilities to utilise such knowledge for solving practical Management and related problems in a better way.

iv. There were managers of various enterprises and government bodies who lacked a sound theoretical understanding of Management although they possessed qualifications in Engineering, Science, Arts, etc. Hence, there was a deeply felt need to provide graduates of any discipline with an adequate understanding of the theories, strategies, policies, procedures, and systems of General Management and the main functional management fields such as Personnel Management (now called Human Resource Management), Marketing, Financial Management and Production Management (now called Operations Management).

The PIM received much recognition and was popular as a centre for providing and developing higher education in Management. It focused on General Management and leadership. The mission of the PIM stated that it delivered educational programmes to general managers and leaders of organizations in the various sectors of the economy and government, and the focus was on generality, policy, strategy, and leadership in the fields of Management. It focused on meeting the country's needs for generalists rather than those for specialists (PIM Programme Calendar 1987-1988).

Subsequently, certain valid criticisms were developed regarding the MBA. One of the criticisms was that the MBA

did not provide an adequate opportunity to conduct research so that one could develop the capacity and skills required for conducting a detailed study of a specific aspect of Management. The research component of an MBA program had been equivalent to one or two courses and the duration for the research component was only three or four months. This period was not sufficient to do an intensive study which was a requirement to develop academics in Management. Another criticism was that reading for many courses at the master's level hindered the development of an academic (who had a special four-year degree in Management with a First or Upper Second Class) who sought to specialize in a particular field of Management. A master's degree of not less than two years' duration with a research component of at least one year in a relevant field was a general requirement to gain direct entry to a PhD program in some foreign universities. The MBA and MPA did not meet this requirement. Also, some experienced senior academics from other disciplines such as Science and Social Sciences had a negative attitude towards the MBA when promoting academics to the post of senior lecturer due to the inadequacy of the duration of the research component. Another reason was that an MBA could be obtained without a thesis (equivalent to 5 credits) but by doing a research paper or policy report (equivalent to 3 credits). Consequently, the FMSC of SJP commenced three research-based master's programs in 1988 - MSc Business Administration, MSc Public Administration, and MCom. (Management Memo 1, 1988). These master's degrees were purely by research, not by coursework, or not by both coursework and research. There was a mandatory question paper on Research Methodology, the duration of which was four hours, which had to be passed by obtaining 60% and no teaching was done since the candidate was required to acquire the knowledge and skills through self-study. In addition, a pass at the viva voce examination was mandatory. In 1990, additional developments, regulations, and criteria were added to the programs such as starting an MSc (Estate Management & Valuation), a question paper relating to the field of research, and another mode that included thesis, viva voce examination, a question paper relating to the field of research, a question paper on Research Methodology, and two common question papers determined by the relevant department (Standing Orders & Criteria of Postgraduate Degrees, 1990). The first graduate from MSc Business Administration Program of SJP was Senior Professor (then Mr.) H.H.D.N.P. Opatha.

The continuity of these programs was in a difficult position owing to several reasons such as (i) lack of facilities and literature, (ii) difficulty in finding motivated and capable supervisors who possessed research-based master's degrees, (iii) candidate's reluctance, inability, and lack of confidence to learn Research Methodology and advanced aspects of the field of research through self-study, (iv) the relative difficulty of doing research in MS as opposed to other disciplines, and (v) most of the practicing managers were not interested in doing extensive research due to the lack of necessity of research for their jobs, lack of confidence and capability, and having a short-term focus.

In 1995, a research-oriented more formalized master's program was commenced under the FMSC of SJP and it was MSc in Management (MSc (Mgt)). In fact, in addition to MSc (Mgt), a postgraduate diploma in Management

was also initiated in the same year. There was a need to offer a more research-oriented master's degree owing to an increasing emphasis on conducting Management research as a major method of obtaining information for the decision-making process. Particularly in the international business world there was a practice of conducting scientific business research which was becoming increasingly popular. It was a specialized type of investigation characterized by the testing of hypothetical relationships and the use of the scientific method. The FMSC had to employ a larger number of permanent young academics to conduct undergraduate courses and programs for which the demand from students increased every year. As a matter of fact, the FMSC of SJP is the most sought-after seat of learning in the discipline of Management in Sri Lanka to read for a special degree with a view to enriching one's life as well as one's ability to contribute to the well-being of society as a professional in Management or a related area (Amaratunge, 2015). Another reason for starting the MSc (Mgt) was to train young academics who faced difficulties in obtaining funds from the university and the government and had to overcome severe competition to win a scholarship to go abroad to read for a master's degree. This MSc was designed based on a model that was different from the model on which the MBA was based. Table 9.3 shows the differences between the MBA and MSc (Mgt).

In 2003, facilities for specializing in a field of Management under MSc (Mgt) and PG Dip (Mgt) were provided depending on the availability of resource personnel and the number of students. In addition to the traditional functional fields of Management such as Human Resource Management, Marketing Management, and Financial Management, facilities were provided in fields such as Organizational Analysis and Behaviour, Accounting, Business Economics, Public Management, Management Information System, and Commerce and Industry (Opatha, 2003). As the hub of ME in Sri Lanka, the FMSC commenced a Master of Business Administration, which was a generalized master's degree, and seven specialized master's degrees including MBA (Human Resource Management), MBA (Operations Management), MBA (Information System), MBA (Marketing), MBA (Business Economics), MBA (Accounting), and MBA (Finance) (Nimal, 2009). Quality was a top priority, and it was deemed more important than quantity. Hence, the FMSC was not motivated to increase the number of graduates at the expense of quality.

As the year of commencement of the MBA program offered by the University of Colombo was not certain, an attempt was made to determine it by examining several prospectuses published by the relevant Faculty. It was stated in the MBA Prospectus 2008/10 published by the Faculty of Management and Finance that the history of the MBA of the University of Colombo spans over two decades. This implies that it was started in about 1987. At a later time, the MBA in Finance, MBA in HRM, and MBA in Marketing were introduced.

At the University of Kelaniya, the first master's degree was started in 1986 and it was the Master of Commerce. The MBA was introduced in 2005 with academic support from the Indian Institute of Management, Lucknow. Later, the Master of Human Resource Management and Master of Business Studies programs were launched. Almost all the Management faculties of other

Table 9.3 : Differences between MBA and MSc (Mgt)

	MBA	MSc (Mgt)
Title	Master of Business Administration	Master of Science in Management
Number of Courses taught	More courses (generally 14 or more)	Less courses relatively (12 or less)
Research Requirement	Not compulsory. There is no such research requirement for some MBAs	Compulsory
Weightage of the Research	Less (if there is a research component) (generally an equivalent to one or two courses)	More (generally it is equal to eight courses)
Viva Voce/Oral Examination	Mandatory for some MBAs and not for others	Compulsory
Focus	High on taught courses	High on the thesis
Emphasis on Research and Preparation for Scholarship and Systematic Inquiry	Lesser extent	Higher extent
Nature of the Research	Generally non-scientific	Generally scientific
More Suitable for	Practicing Managers	Academics and those who wish to be researchers in Management
Postgraduate Qualification	Mainly professional	Mainly academic
Availability of a Separate Course on Research Methodology	Sometimes	Yes, compulsory.

Source: Adapted from Opatha (2003)

state universities in Sri Lanka also commenced various master's programs, primarily MBAs.

ME at the Doctoral Level in Sri Lanka

There were, are, and will be various challenges to managing people and other resources to achieve goals of organizations. To manage related contexts and to meet these challenges requires independent, conceptual, operational, and creative thinking based on a sound understanding of both the theory and practice of Management. A concentrated period of researching at the forefront of knowledge was essential for a person to develop that understanding and to stimulate original and innovative thoughts. ME at the Doctoral Level was needed to help the advanced graduate students of Management develop such knowledge, skills, and attitudes.

The origin of university ME at the doctoral level in Sri Lanka dates back to approximately 1987 when the doctoral programme that offered two degrees, i.e., Doctor of Philosophy (PhD) Business Administration and Doctor of Philosophy (PhD) Public Administration was commenced by the PIM, University of Sri Jayewardenepura (PIM Programme

Calendar, 1987-1988). These two degrees can be considered the first ever two formalized programs in ME at the doctoral level in Sri Lanka. They were initiated to fill the gap of not having an opportunity to read for a formalized doctorate within Sri Lanka and to fulfil the role of the PIM as the postgraduate centre for providing and developing higher education in Management in Sri Lanka. These two programs offered an opportunity to advanced graduate students of high calibre to expand their horizons of knowledge further, and to contribute by way of original research to the discipline of Management. The structure of the doctoral program consisted of one-year of coursework and two-years of research. There were four compulsory courses, i.e., The Sociology of Knowledge, Research Methods in Management, The Environment of Organization and Management, and Theoretical Approaches to Management, and one elective course in the area of specialization or research, as approved by the Board of Study, and after completion of the comprehensive examination, the candidate was allowed to proceed to work on her or his thesis (PIM Programme Calendar, 1987-1988).

As a result of the need to start a doctorate by research (without coursework but with three years of research), another doctoral degree program, the Doctor of Philosophy was commenced by the FMSC in 1988 (Management Memo 1, 1988). At least three years had to be utilized to do the research work to obtain the degree (Standing Orders and Criteria of Postgraduate Degrees, 1990). This PhD program was initiated to train university academics in MS of the SJP but it was inactive owing to the reason that almost all the permanent academics of the Faculty who planned to do a PhD wanted to obtain the qualification from a foreign university. Those academics were not even interested in the doctoral program offered by the PIM. One of the main reasons for this reluctance was to find a suitable supervisor with a PhD in the area of the candidate's research interest, and another reason was the availability of a limited number of competitive scholarships offered under certain schemes founded by some countries to read for a PhD in a foreign country (by being present physically there). In 2009, the FMSC was able to start a more formalized PhD in MS which aimed at finding systematic and/or scientific solutions to pure problems with the purpose of improving the body of knowledge of Management in the Sri Lankan context. Thus, the focus was to produce a body of knowledge in MS and/or related applied problems with the purpose of addressing current issues or enhancing relevant phenomena in the practice, particularly in the Sri Lankan practice of Management, and to apply interdisciplinary knowledge in the Social Sciences to Management problems. The PhD program was structured to have three years (two semesters for each year) and in order to obtain the degree, successful completion of (i) the four courses: Quantitative Research Methods, Qualitative Research Methods, Applied Statistics, and Seminars in Management; (ii) a detailed research proposal; (iii) the proposal defence; (iv) carrying out the proposal; (v) thesis writing; (vi) three seminar presentations of progress; (vii) at least two research publications in referred and/or indexed recognized journals; and (viii) the thesis defence were required. This program has become popular within Sri Lanka.

In the University of Colombo, ME at the doctoral level commenced with the PhD program under the Faculty of Graduate

Table 9.4: Perceived and idealized differences between PhD in MS and DBA

Base	PhD in MS	DBA
Nature of Researching	Basic	Applied
Contribution to the Existing Body of Knowledge at a High Extent	Essential	Preferred
Coursework	Not essential; a maximum of four courses	Essential; more than four courses
Duration of Research Work	Three years	Two years
More Suitable for	Academics	Practicing Managers wishing to become applied researchers or consultants
Identification	Academic Doctorate in Management Studies	Professional Doctorate in Management Studies
The Development of Practical Research with Direct Relevance to improving the Practice of Management	Encouraged	Essential

Studies. The PhD program was not specifically in MS but in Social Sciences including MS. The commencing year was about 1996. The PhD program in MS offered by the Faculty of Management and Finance was initiated in 2014 (Web Information, University of Colombo, 2021). In 2020, the Faculty of Management and Finance commenced a professional doctorate in Business Administration titled Doctor of Business Administration (DBA).

In the University of Kelaniya, the commencement of ME at doctoral level was with the PhD program offered by the Faculty of Graduate Studies. The Faculty of Commerce and Management Studies commenced a DBA in 2016. This DBA can be considered the first professional doctorate in Business Administration in Sri Lanka.

The Sri Lankan history of ME at the doctoral level involves two main models, i.e., (i) Doctor of Philosophy in MS and (ii) Doctor of Business Administration. Table 9.4 presents perceived and idealized differences between the PhD in MS and the DBA.

Conclusion

ME or MS has a long history in Sri Lankan state universities. It dates back to the academic year 1959-1960. Thus, the disciplinary history spans more than six decades. As a matter of fact, the FMSC of SJP is considered the Pioneer in MS in Sri Lanka in the real sense of the word. Later, other faculties engaged in MS of other universities commenced ME. Initially, these faculties launched ME at the bachelor's level, then at the master's level, and then at the doctoral level. A program of studies is a degree and there is a set of courses or subjects within a program. Generally, any bachelor's degree in MS consists of certain subjects including an introductory course on Management (which may be titled Principles of Management, Management, Management Process, Fundamentals of Management, or Introduction to Management), major and traditional functional fields of Management such as Human Resource Management,

Marketing Management, Financial Management, and Operation Management (this course may not be offered in a degree in Public Administration), an integrated course in Management (popularly titled Strategic Management), Accounting course or courses, Economics related courses, Information Technology courses, quantitative techniques related course or courses, Business Communication related course or courses, Entrepreneurship related course or courses, and Business Law related course or courses. In the case of a specialized degree, there are specialist or specialized or concentrated courses (generally 50% of the courses for the degree) in the relevant field of specialization. The duration of all the bachelor's degrees in MS in the state university system is four years, and this four-year degree is composed of at least 38 courses. A research component which requires the undergraduate to carry out a study of academic and practical value and write an independent research report is a requirement for obtaining a bachelor's degree in the case of a majority of degrees. During several decades a practical training component called Internship in Management or the related field of specialization in Management, duration of which is at least six months, was not a requirement for a bachelor's degree in MS in Sri Lanka. However, during the last two decades it became compulsory for almost all bachelor's degrees in MS offered by the state universities in Sri Lanka. Some universities offer external degrees in MS (to those who could not enter a university based on their GCE A/L results) and the duration of such a degree is three years and they are general degrees. Several models on ME at the master's level are available and mainly they are (i) MSc and (ii) MBA. As far as ME at the doctoral level is concerned, there are three main models: (i) PhD by Research; (ii) PhD by Research and Coursework; and (iii) DBA (Coursework and Research).

We believe what is presented in this chapter represents a reasonable and a factual coverage with regard to the disciplinary history of MS although it may not be complete enough to cover every milestone in ME in Sri Lanka. We encountered a serious barrier in finding factual and accurate information, as the information given by some universities with regard to their history of ME (in the prospectuses and on the websites) is confusing and inadequate. Further, we are aware that this chapter does not include the historical information in respect of the personalities who were instrumental for various developments and contributions, learning materials such as textbooks, supplementary scholar books, and study manuals developed and published, research journals and studies published, research endeavors such as conferences and symposiums etc. and we recommend the conducting of historical studies of those aspects of ME in Sri Lanka. Furthermore, we suggest carrying out more specific research and publishing the results of such research, particularly with regard to the pioneers in ME in each of the state universities and prominent staff members and their works. This was not possible in our attempt due to the lack of clear and factual data and owing to the fact that this is the first formal and systematic attempt to write the general history of ME in our country.

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Chapter 10

COMMUNICATION AND MEDIA: IMPERATIVE ELEMENT OF HUMAN INTERACTIONS

Sunanda Mahendra, Ranjan C.K. Hettiarachchi

Abstract

The human would have remained a jungle dweller if it hadn't been for communication. Communication as an area of research began long before it was formally acknowledged as a subject of study. Once it was recognized as a subject, its spread was unprecedented. Its prominence, importance, and evolution have not been studied adequately. Its development and future activities were hardly known to the public. Its genuine profile is still to be studied and its overall significance is yet to be revealed. Considering all these aspects as the background, this analysis examines how Sri Lankan universities have approached the task of introducing and maintaining Communication as a discipline of study and established departments to offer degrees in it. Interviews and discussions with the founder members of the field were undertaken to obtain data for the analysis, and documentary material was used as a source of information. It was revealed that the subject had been introduced as a solution to the issue of the lack of employability of the youth in the country. Also, the study aims to prove that many universities have recognized the discipline as a career-oriented pathway and established departments to offer degree programs in the discipline of communication and media. Universities have established fully-fledged departments with the requisite facilities in technology, initially for undergraduate programs, and gradually expanding to postgraduate programs as well. The study showed that the programs offered are in high demand and that different branches of the discipline have been developed to create different new degree programs. A general appraisal of the programs from time to time is important for further development of the discipline.

Keywords: *communication history, mass media, career orientation, university education*

Introduction

> Wise men speak because they have something to say; Fools because they have to say something - Plato.

Mass Communications is a natural and recurring element of human social interaction. Persuasive communication was analyzed and taught to help people to speak effectively. Communication is said to be linked with the growth and maintenance of religion. Mass communication is used daily in everyone's lives, whether we recognize it or not.

Cooley defines communication as "the mechanism through which human

relations exist and develop-all the symbols of the mind, together with the means of conveying them through space and preserving them in time" (Cooley, 1901, p. 61).

> McLuhan recognized that the evolution of communication played a crucial role in human historical development and that social changes following the World Wars were directly connected with the rising of electrical communication technologies, which contributed in transforming the world into a 'global village. (Paolo, 2012, pp.221)

In around 500,000 BCE, the invention of speech signaled the beginning of human communication. Since its inception, new modes of communication have emerged, enhancing both the range of people who can communicate and the information's longevity. The creation of symbolic language is widely credited with leading to the first great Information Revolution early in humankind's history, between one and two million years ago to 100,000 years ago.

The second great Information Revolution occurred as humans moved from a sound-based to a vision-based culture. Their ways of thinking and expressing themselves changed as a result of this revolution. The development of writing, with its use of a codifiable visual medium, created cultures with unique characteristics that conclusively distinguished them from the earlier oral cultures. Meaning was now conveyed by carefully placed and chosen words committed to a static medium, eliminating the need for reliance on memory.

Renaissance Europe had handwritten newsletters circulated privately among merchants, passing along information about everything from wars and economic conditions to social customs and "human interest" features.

During and after the pre-modern era, several theological schools, such as Nalanda and Takshila, as well as various schools of thought, conducted early studies on mass communication. Mass Communication dates back to 1,800 BCE, as archeologists have found ancient bulletins and brochures in ancient Mesopotamia.

> Several millennia after the establishment of chirography and the scribal culture, the nature of global knowledge was changed dramatically with Gutenberg's printing press, leading to the third Information Revolution. The mechanization of writing changed the creation and dissemination of information and the scope and content of the shared knowledge space. Print had profound impacts on social, cultural, political and economic development as the world moved from a chirographic to a print culture from the 15th to the 20th centuries. (Sabbatini, 2001, p. 3).

The article The Evolution of Mass Communication, Crises Control Today by Sehgal traces the evolution of media technology in the world from prehistoric forms of art and writing to basic printing technology around 800CE; Gutenberg's printing press in 1455; the first weekly printed newspaper in Antwerp in 1605; Marconi's Berners Lee's invention of the internet (Sehgal, 2019, p.1).

As communication technologies developed, so did the serious study of communication. Communication has existed since the beginning of human beings, but it was not until the 20th century that people began to formally study the process. Before becoming simply

communication, or communication studies, the discipline was formed from three other major studies: psychology, sociology, and political science. Since then, the importance of communication has been argued and compromised at all levels of global decision-making. When World War I ended, the interest in studying communication intensified. The social-science study was fully recognized as a legitimate discipline after World War II. Communication studies focus on communication as central to the human experience, which involves understanding how people behave in creating, exchanging, and interpreting messages.

After 1500 CE, as a result of western colonialism of Asian countries, modern media began to emerge at the expense of traditional media in Asian countries including Sri Lanka. By the time it was introduced to Sri Lanka as a study stream the industry was developing with media technology. Johannes Gutenberg's printing press of the 15th century laid the foundation for the development of the industry and the technology reached Sri Lanka in the nineteenth century. Representing a new strand in the traditions of both Sinhalese and Tamil literature, Christian writings began to appear during the Dutch period. Although most of these new works were translations of basic canonical texts, some were polemics that targeted both Buddhism and Hinduism.

The 18th-century writer Jacome Gonćalves was among the most notable figures in Sri Lankan Christian literature. The VOC's establishment in 1734 of the first printing press in Sri Lanka used to meet the needs of missionaries as well as administrators, aided the proliferation of Christian texts. (Weerasinha, 2020) mentioned that Portuguese and Dutch started the print work for the propagation of their religion. In 1802 Ceylon was made a crown colony by the British, and, took control of Dutch press and started to print government gazette. Sri Lanka launched its media industry before beginning to study it. The Colombo Journal was first published in 1932, followed by the Lankalokaya 1860 and the Lakmini Pahana 1862. The first Tamil newspaper, Udaya Taragai, was published in 1941. There are now over a hundred newspapers available on the market, as it continues to grow. (Weerasinha, 2020)

Radio in Sri Lanka

After only three years of broadcasting in the world, the first radio transmission under the name Radio Ceylon was made in 1923. It is the world's second-oldest radio station. Since its inception, it has provided very effective and significant service. In 1972, it was renamed as Sri Lanka Broadcasting Cooperation. Radio broadcasting, like other forms of media in the country, is generally divided along linguistic lines with both state and private media operators providing services in Sinhala, Tamil, and English language. Regular broadcasting began in Colombo in July 1924. Ceylon's first radio station Radio Colombo started regular broadcasting on 16 December 1925. In October 1944, The station was taken over by the British military during World War II who renamed the station Radio SEAC which broadcast across South Asia. After the war the station was handed back to the civilian government of Ceylon who renamed it Radio Ceylon on 1 October 1949. Radio Ceylon became a public corporation on 30 September 1967, changing its name to Ceylon Broadcasting Corporation (CBC).

When Ceylon was renamed Sri Lanka in 1972 after becoming a republic, CBC was renamed Sri Lanka Broadcasting Corporation (SLBC). SLBC broadcast on medium wave until 1993 when FM broadcasting began. 95% of the country received FM transmissions by 1999, by which time there were 4 types of radio services in operation in Sri Lanka:

i. National Radio broadcast-state sector transmitted from Colombo
ii. Private Radio FM 99 service transmitted from Colombo
iii. Regional radio broadcast (Rajarata, Ruhuna, Kandy)
iv. Community radio broadcast (Girandurukotte, Kotmale)

The government maintained a monopoly on radio broadcasting until the early 1990s when private radio stations were allowed to broadcast. There are now around 70 radio stations, as well as foreign stations such as All India Radio, BBC World Service, China Radio International, and Radio VERITAS Asia. Broadcasting has achieved rapid progress with the passage of time. (Ransirilal, 2016).

Television in Sri Lanka

At Selfridge's Department Store in London on March 25, 1925, Scottish inventor John Logie Baird made the first public demonstration of televised silhouette images in motion. He televised a ventriloquist's dummy named Stooky Bill, whose painted face had more contrast, talking and moving, because human faces had insufficient contrast to show up on his crude technology. He exhibited the radio broadcast of a moving image of a face on January 26, 1926. This is largely considered to be the first public television demonstration in the world. Baird transmitted a signal over 438 miles (705 km) of telephone line between London and Glasgow.

Due to concerns about the social impact of television, it arrived in the country many years after it was discovered. The authorities were of the view that it could have a negative impact on Sri Lankan on Sri Lankan society and culture. After having the plan rejected multiple times, Sri Lanka's first television network was established on April 13, 1979, fifty-five years after its discovery in Germany. The ITN channel owned by the Independent Television Network Limited (ITN) became the first terrestrial television channel of Sri Lanka. On June 5, 1979 ITN was converted to a government owned business and was later brought under the Sri Lanka Rupavahini Act of 1982 along with the newly created Sri Lanka Rupavahini Corporation (SLRC).

Significant changes occurred in 1992 as the government permitted the establishment of private television networks. Subsequently, the Maharaja Television Network (MTV) was launched in collaboration with Singapore Telecommunications Limited (SingTel).

Since then many new television networks have come into existence within Sri Lanka. There are also a number of Satellite networks and pay per view television networks in Sri Lanka such as Dialog TV which boasts over one million subscribers in the country. The national telecommunications provider Sri Lanka Telecom also launched an IPTV service in 2008. Altogether there are approximately fifty channels available in Sri Lanka now.

The social, economic, cultural, and political impact of the introduction of the press in the 18th century, the radio in the early twentieth century and the television in the middle of the same century was significant. The impact affected every field, especially when political groups tried to publicize their views, especially after independence was declared. Weerasinha (2020), citing Kariywasam points out that the press developed the mindset needed to build Sinhala political leadership after 1936. Day by day, the rapid growth and its impact on mass consciousness grew more noticeable. While traditional media's influence continues to rise, the newest means of communication, social media, has emerged. Facebook, Twitter, Instagram, Pinterest, Snapchat, TikTok were ranked as the most popular social media platforms in 2020.

Social Media in Sri Lanka

There were 10.90 million internet users in Sri Lanka in January 2021. The number of internet users in Sri Lanka increased by 800 thousand (+7.9%) between 2020 and 2021. Internet penetration in Sri Lanka stood at 50.8% in January 2021. The number of social media users in Sri Lanka was equivalent to 36.8% of the total population in January 2021 (Digital in Sri Lanka Data Reportal).

This chapter is entirely qualitative in nature. Interviews were conducted, and documentary evidence was examined to investigate how the subject's origin and subsequent development took place. Interviews with the founders of the subject were conducted in order to trace the origins of the discipline, and information provided by specific departments was used as a source to compile this brief history of the field.

Study of Communication and Mass Media in Sri Lanka

It's worth noting that communication studies departments are about to commemorate their 50th anniversary, which will coincide with the centennial celebrations of Sri Lanka's humanities and social sciences departments.

Mass communication was introduced as a mainstream subject to the university system in Sri Lanka in early 1970's. At the same time, there is some evidence to suggest that even before the Grunewald Declaration, courses related to communication and media education existed in Sri Lanka. In 1969, media courses were started in the more recently set up universities that were considered technical education centers in Sri Lanka. However, these courses did not bring about the expected outcomes. As a result, when the University of Kelaniya in 1973 incorporated this subject into its syllabi, most other higher education institutions in Sri Lanka followed suit (Dissanayake, 2018).

The Osmund Jayarathna committee, which was tasked with investigating the causes of the youth uprising against the government in 1971, proposed various educational reforms to address the country's youth unrest and unemployment problem.

One of the recommendations of the committee was to establish a job-oriented mass communication degree program. As a result, an eight-member committee was constituted to make course recommendations. This committee included Professor D.J. Wijerathne (Chair) Mr. M.A. De Silva, Dr. Kailasapathy, Dr. Sunanda Mahendra, Mr. Edwin Ariyadasa, Dr. Wimal

Dissanayake, Mr. D.C. Ranatunga, Dr. K. Jayasena (Secretary) (University of Sri Lanka, 1973).

After a several meetings, it was proposed in the report that the introduction of a course on mass communication would contribute to the efficacy of all aspects of the national endeavor.

> Effective systems of mass communication can help to bring into focus the diffuse energies of a nation to win the desired goals of economic, social and cultural programmes (Committee report, 1973).

Considering the wide spectrum of the content that is covered in the course, the name "mass communication" was given. The programme that has been prepared in the first instance was a two-year programme comprising compulsory and optional courses. There were six course units for the first year and two were compulsory for all students and a candidate had to select two other courses from among the other four optional courses. In the second year, students were required to sit for six papers. In addition, students were required to produce a research paper. Eight courses were available, of these two were compulsory. A student was required to select two or three of the six optional courses and one or two from other courses available in the university.

Following the board's recommendations, the Kelaniya University's mass communication program was established for the first time in Sri Lanka under the direction of Professor Wimal Dissanayake, the first head of the Department of Mass Communication. Professor Dissanayake, the founder and the chair of the committee to launch the subject at the university, explained that the subject was introduced at a time when the country needed professional oriented courses. (Dissanayake, 2021) More information on the subject's introduction is available in the official website of the Department of Mass Communication at the Kelaniya University.

Before mass communication was introduced to the university system as a subject, the late Dr. Edwin Ariyadasa had introduced it in 1969 into the curriculum of the Junior University College of Ceylon in Dehiwela. It was the turning point in the history of Sri Lankan media and communication education (Weerasinha, 2020).

The field of communication has grown steadily since the 1980s and continues to do so now. Teaching and research areas in the field now include rhetoric, mass communication, instructional communication, interpersonal communication, group communication, organizational communication, intercultural communication, gender communication, health communication, and visual communication, sport, Latino/Latina Communication Studies, family communication, and many more. However, the discipline of media studies had significantly developed by the time Sri Lanka began awarding communication degrees.

Many universities now have departments of communication, and many schools offer communication as a subject at both the primary and secondary levels. Teaching the subject at both the high school and university levels is difficult due to the high cost of the necessary facilities.

Development of the Subject up to now

The discipline of Mass Communication was inaugurated for the first time by the University of Kelaniya as a profession-oriented course. Until then, individuals start off as trainees or apprentices to learn their skills "on the job" with a media organization. This was the traditional route for people of any education level who wanted careers in the media. These trainee journalists may not have been to university, and if they did, they had gained undergraduate degrees in traditional academic subjects far removed from journalism. Media institutions were primarily responsible for training journalists. One of the pioneers of media education, Professor Wimal Dissanayake, wrote that the Department of Mass Communication was established at Kelaniya University because there was a need to introduce new courses that had immediate applicability to daily life. At that time, the subject was a part of language degree programs and taught by the academic staff of the language departments. Therefore, they were more concerned about the subject areas relates to communication and language, while the mass media aspects were also highlighted.

Communication Courses in Sri Lanka

Almost all universities in Sri Lanka offer journalism courses for undergraduates as well as postgraduates, or are in the process of introducing the discipline. In addition to state universities, many private universities in the country have begun to offer degrees in media studies.

As the following table shows, Communication-related degrees have been given distinct titles by the departments that offer them in Sri Lanka.

i. BA in Mass Communication, University of Kelaniya
ii. BA in Mass Communication, University of Sri Jayewardenepura
iii. BA in Mass Communication and Journalism, University of Jaffna
iv. BA in Media Studies, Sri Palee Campus University of Colombo
v. BA in Communication Studies, Department of Languages and Communication Studies, Trincomalee Campus, Eastern University of Sri Lanka
vi. BA in Mass Communication, Department of Humanities, Rajarata University

Most media graduates from Sri Lanka's universities seek local careers in the media industry or in related sectors such as advertising and public relations. They work as journalists, copywriters, news reporters, editor, presenters, market analysts, brand managers, in public relations (PR), community engagement/ developers, radio broadcasters, translators, and news anchors.

Department of Mass Communication - University of Kelaniya

The Department of Mass Communication of the Faculty of Social Sciences at the University of Kelaniya is the first department that offered a BA degree in mass communication in Sri Lanka. Also the oldest Department of Mass Communication in the country, it was set up to offer a career-oriented degree program. Professor Ediriweera Sarachchandra, Professor M.B Ariyapala,

Professor Wimal Dissanayake, Professor Sunanda Mahendra, Kalakeerthi Dr Edwin Ariyadasa, Dr W.D. Amaradewa, and Dr D.B. Nihalsinghe founded the Department of Mass Communication of the Faculty of Social Sciences of the University of Kelaniya in 1973, which, as stated above, was the first department in Sri Lanka to offer a degree in mass communication. The Department has been exploring various areas of the discipline in the past forty-eight years, and continues to contribute academically and professionally to national development in Sri Lanka. The Department offers BA (General and Special) degree programmes, a B.A (General) external degree programme and several postgraduate degree programmes.

The department offers postgraduate programmes in the levels of Master of Arts (MA) (one year course work), Master of Social Sciences (MSSc) (Course work with research component two years), Master of Philosophy (MPhil) and Doctor of Philosophy (PhD). The first diploma in Public and Media Relations offered by a Sri Lankan university was commenced in 2013. A Higher Diploma in Public Relations, and a Postgraduate Diploma in Public Relations and Media Management are some of the other courses that have been approved by the UGC. In 2015, Public Relations and Media Management was introduced by the Department as a discipline for the Bachelor of Arts (General) degree.

Additionally, The Department offers a one-year Diploma in Mass Communication, which is an entry qualification for pursuing the external degree or obtaining professional qualifications. There is also another professional higher diploma course in Public and Media Relations. All courses are taught with the utmost professionalism and academic rigor.

The Department of Mass Communication has also established a Center for the Study of Media and Human Rights (CSMR) and a Communication Research Unit (CRU) to broaden these domains. The department also coordinates the university's Communication Media Center. It boasts of a fully-fledged audio-visual studio with laboratory facilities with new technological applications for media productions.

Expanding the academic discipline of communication, opening its doors, and creating more career opportunities, Public Relations and Media Management as a subject was introduced to the Social Sciences undergraduates in 2015 by the Department of Mass Communication. The BA general and honours degrees in Public Relations and Media Management are designed to develop knowledge, skills, and experience in public relations and media management. Public relation is a tool for promoting one's (institutional) personality in terms of drawing interest towards itself in which media plays a significant role. However, it is hard to find a particular University course in Sri Lanka to fill this social need. A comprehensive training in Public Relations and Media Management has not been offered by any other higher education institution in either the state or private sector. Therefore, this course of the Department of Mass Communication fills a pervasive vacuum. The curriculum of the degree course has been developed to provide students with the knowledge and skills for public and media relations officers and professionals in related fields to serve efficiently and effectively. The course also facilitates undergraduates to

gain insights and investigate emerging and escalating social and professional issues.

An essential feature of the honors degree courses offered at the Department at the University of Kelaniya is the opportunity given to students to train in private and public media organizations. Moreover, the proximity to metropolitan areas has enhanced the employability of the students, enabling them to find employment while in the last stages of their courses.

As discussed above, the availability of practical training has become vital in media education. It has often been the dividing line between high-quality education that enhances career opportunities and mediocre education, leaving students isolated from the industry. It has also been recommended that students be given additional opportunities to acquire English and other foreign languages to find employment in local and international job markets with a larger scale of remuneration.

The Center for Study of Media and Human Rights and Communication Research can also be considered another landmark in the development of the discipline. It has been established with the aim of expanding these domains by the Department of Mass Communication.

Subjects Offered in the Department and Orientation

The following are the subjects of the General Degree in Mass Communication: Principles of Communication, Communication and Media History, Communication, Media and Society, Language and Creative Communication, Communication for Development, Communication for Development and Sri Lankan Media, Public Relations and Media Management, New Media and Communication Trends, and New Media and Social Impact.

The following are the subjects in the Honours Degree in Mass Communication: Principles of Communication, Media Law and Ethics, Evolution of Sri Lankan Media, Appreciation of Literature and Communication, New Media and Information Communication Technology, Contemporary Media Studies I, Health Communication, Media Literacy, Communication and Media Research, Language, Culture and Creative Communication, Communication Skills, Communication for Development, Media and Gender Studies, Effective Speaking, Print Media Studies, Film and Television Media Studies- I, Social Work Project, Marketing and Advertising, Contemporary Media Studies II, Advanced Communication Skills for Professionals Film Appreciation, Media Psychology, Radio Media Studies, Film and Television Media Studies-II , Political Communication, Research Seminar, Public speaking, Social Media Studies, Philosophy of Communication, Translation Methods, Public Relations and Media Management, Dissertation, Research Writing Skills, Social Media Marketing, Media Criticism, and the Internship.

The following are the subjects covered in the Honours Degree in Public Relations: Fundamentals of Public Relations, Strategic Public Relations, Media & Communication, Contexts and Applications, Advertising & Marketing in Public Relations, Advanced Strategic Public Relation

Planning, Specialized Writing for Public Relations, Critical Thinking & Crisis Management, Media Entrepreneurship, Corporate Communication, Media & Communication Management, Digital, Social, and Mass Media Strategies, Case Studies in Public Relations and Media Management, Events Management, Political Public Relations, Law, Ethics & Regulations in Public Relations, Creativity in Public Relations, Integrated Marketing, Communications and Public Relations, International Public Relations, Public Relations Planning & Production, Asian and Sri Lankan Public Relations, Public Relations and Media Management Research, Global Corporate Communications, Finance and Public Relations, Media Management & Economics, New Media & Public Relation Campaigning, Propaganda, Public Opinion and Media Advocacy, Public Relation Techniques, Culture and Public Relation, Psychology of Public Relations, Issues Management, Internship, Public Relation Professionalism, Statistics in Public Relations and Media Management Research, Political Economy of Public, Relations and Media Management, Independent Dissertation

Administration of the Department

Since the department's inception in 1973, nine academics have served as its heads.

i. Professor Wimal Dissanayake (1973-1978)
ii. Professor Sunanda Mahendra (1979-1989)
iii. Ms. Ramani Asoka Kulasekara (1990-1993)
iv. Professor Chandrasiri Rajapaksha (1993-1996)
v. Mr. Nihalsiri Gunawadhana (1996)
vi. Professor Rohana Lakshman Piyadasa (1996-1999)
vii. Professor Ariyarathna Atugala (1999- 2004)
viii. Professor Chandrasiri Rajapaksha (2005-2010)
ix. Professor Rohana Lakshman Piyadasa (2010-2015)
x. Professor Mapa Thilakarathna (2016- 2017)
xi. Mr. Aruna Lokuliyana (2017 to date)

Academic Staff of the Department

Academic staff of the Department includes a professor, 10 senior lecturers, six probationary lecturers. In addition, there are nearly fifteen visiting lecturers, who contribute their service in broadening the capacities the students of the department. They are; Aruna Lokuliyana, Senior Lecturer and Head of the Department, Senior Professor Ariyarathna Athugala, Mr Wijayananda Rupasinghe, BA, Senior Lecturer, Ms. Chandima Nishshanke, Senior Lecturer, Mr. Manoj Pushpakumara Jinadasa, Senior Lecturer, Mr. R. Saman Rajapaksha, Senior Lecturer, Ms. Samanthika Priyadarshani, Senior Lecturer, Mr. Darshana Mapa Pathiranage, Senior Lecturer, Mr. Dammika Bandara Herath, Senior Lecturer, Ms. Dinithi Jayasekara, Senior Lecturer, Dr Achala Abeykoon, Senior Lecturer, Mr. Mangala Keerthi de Pasqual, Lecturer (Probationary), Ms. Amali Uthpala Nandasiri, Lecturer (Probationary), Ms. Dineesha Liyanage, Lecturer (Probationary), Mrs. Dilini Gamage, Lecturer (Probationary), Mrs. Ileka Ruwanpathirana, Lecturer (Probationary), and Mr. Ayesh Wijayasinghe, Lecturer (Probationary).

Pioneers and Main Research Interests of the Academic Staff

Professor Wimal Dissanayake, first head and the one of the founders of the discipline, Emeritus Professor Sunanda Mahendra, successor of the first head and the one of the founders of the discipline, Emeritus Professor Chandrasiri Rajapaksha, Emeritus Professor Rohana Luxman Piyadasa, Emeritus Professor Mapa Tilakarathna, Ms. Ramani Kulasekara, and Mr. Nihalsiri Gunawardhana enriched the discipline.

Research interests of the academic staff of the department have evolved in significant areas of the study of mass communications. They have been doing research in the following broad range of disciplines since the department's establishment in 1973. These include Media and Communication Theory, Media Psychology, Media Research, Communication for Development, Language and Literary insights, Culture and communication, Creative Communication, Print Media Studies, Political Communication and Political Marketing, Film, Television and Radio Broadcasting, Gender and Media, Media Law and Ethics, Communication Skills, Event Management and Crisis Management, Marketing and Advertising, New Media and communication, Communication Technologies and Development, Public Relations (Drama, Music and Dance), International Communication, Asian Studies, Culture and Traditional Communication, Outstanding academic work performed by the department.

Contribution of the Department

The department organized the "Kelaniya Summit" in collaboration with the ministry of mass media and information to evaluate the nature, quality, and relevance of the exiting and the future of media education in Sri Lanka. For the first time, mass communication lecturers from all universities around the country came together, and the Kelaniya Declaration' was issued in late 2010. The Summit was preceded by a series of reviews of university curricula in media education. The reviews appear reasonably comprehensive, though at times slightly generic, and covered all academic courses offered by recognized universities in the country. The Kelaniya Summit itself was an extremely positive development in media education, leading to more structured and streamlined circular across Sri Lankan universities. An exciting development in this regard is the introduction of communication and media studies into the school curriculum at GCE A/L and GCE O/L levels from 2006. This work was spearheaded by the Department of Mass Communication. The media festival "Sanjananī" organized for the first time by the Department in 2002, continues to date as a media festival organized by the students, parallel to which school workshops, "Ape Hændæva" cultural festival and "Harasara" award ceremony are also held.

The Department organized several national forums on media and communications to share academic knowledge. The workshop "Trends of Digital Communication and Media Development in Sri Lanka" (2016), organized by the academics of the Department and veteran professionals in the field of Mass media, was one of many attempts to improve practical knowledge on mass media and the corpus of the subject of mass communication.

International Conference organized by the Department of Mass Communication in collaboration with the Ministry of Buddha Sāsana, Sri Lanka to mark the 150th Birth Anniversary of Srimath Anagarika Dharmapala. National Summit -2016 organized by the Department of Mass Communication in collaboration with the Ministry of Buddha Sāsana and the Presidential Secretariat Sri Lanka to mark the 152nd Birth Anniversary of Srimath Anagarika Dharmapala. The Department of Mass Communication organized the first National Conference on Mass Communication (NCMC) held on the 8th of December 2018.

"Vimuktikāmī Wellassa 1818- 2018" the National Conference on Commemorating Bicentennial Celebration of the 1818 Freedom Struggle, was jointly organized by the Department and the Presidential Secretariat of Sri Lanka. The journal, *1818 Nidahas Aragalaye Desiyavas Sæmaruma* and *Peralikāra Wellassa* folklore collection on the 1818 Uva Wellassa Freedom Struggle and a conference were also launched on the same day. Moreover, "1818" a documentary film on the topic was also launched at the ceremony. In 2019, "Stories of Democracy", a short film competition and film festival was organized with the Ministry of Education on behalf of the Election Commission of Sri Lanka.

The Department of Mass Communication publishes several academic publications; the maiden publication of the Department *Sannivedana* (since 1979) enabled the publication of practical applications and learning on print media that the student learned in the classroom. In 1986, the *Sri Lanka Journal of Communication* was published by the Department, of which the executive editor was Sunanda Mahendra, a renowned professor in the field, supported by Manique Karunaratne and Mahim Mendis, as assistant editors. The Journal positioned the Department in the international academic platform.

In 1993, the *Mādhya vimarśhī* magazine was launched, which published academic articles of the Department staff and the experts in the field. This work was remarkable, mainly because the Department continues this publication to this date.

The magazine *Sannivedakayā* (Communicator) was published in 1997 with articles of both students and the department's lecturers. In addition, the Department has published three commemorative publications, *Sandsara, Piyahasara, and Thilaka Lakuna.* Unik Radio, the formal radio channel of the University of Kelaniya continues to be run by the Department of Mass Communication. NOK, is a web-based newspaper also being maintained by the Department of Mass Communication.

Subsequent Expansion of the Discipline

The milestones of the department include the following, presented chronologically:

1973 - Establishment of the Department of Mass communication

1996 - Commencement of the Postgraduate courses in Mass Communication

2000 - Commencement of the Diploma in Mass communication

2010 - 'Introduction media Psychology' paper was introduced to new curricula

2013 - Commencement of the Diploma in Public Relations and Media Management

2014 - Commencement of the Higher Diploma in Public Relations and Media Management

2015 - Commencement of the Bachelor of Arts Honors degree in Public Relations and Media Management

2016 - Commencement of the Higher Diploma in Public Relations

Department of Media Studies: University of Jaffna

The Media Studies curriculum was drafted with an emphasis on practical skills as well as the theories of communication, with the collaboration of the University of Linnaeus, Sweden in 2007, by the Faculty of Arts. The Bachelor of Arts in Media Studies Programme was approved on 10th October 2013 by the University Grants Commission as the first, and to date, the only degree programme in Media Studies offered in Tamil medium in Sri Lanka.

In 2016, the curriculum of Media Studies was revisited in order to maintain the aspects of the Sri Lanka Quality Framework and modified as per the Outcome-Based Education (OBE) and Students Centered Learning (SCL).

Establishment and the Development of the Department

The Honourable Minister of Higher Education declared the establishment of the Department of Media Studies as 18th Department of the Faculty of Arts, University of Jaffna by an extraordinary gazette notification (no. 2116/43) dated 27th of March 2019.

At the University of Jaffna, Media Studies has a long and illustrious history that predates the department. It was first established at the Faculty of Arts as part of literature studies in order to encourage students to write creatively. However, it is worth noting that the University's leaders at the time, as well as certain well-wishers of society particularly in the media profession, were determined to introduce media education from a critical sociological perspective. As a result, the University organized a society for film appreciation with the support from these interested parties in order to promote the evaluation of the visual media.

Subjects offered by the Department and Orientation

The subjects include the following: Principles of Communication, Theories and Models of Communication, Bachelor of Arts in Media Studies (General Degree), Reporting and Editing for Newspaper, Media Literacy, Film Script Writing, Contemporary Media Technology , Advertising, Photo Journalism , Television and Cinema Production Technologies, Media Research Methods, Radio Production and Presentation, Media Project Report, Mass Communication and Society, Reporting Techniques and Skills, Media, Democracy, Law and Ethics, Film Script Writing, Media Literacy, Folk Media, Photo Journalism, Newspaper Editing: Concepts and Processes, Public Relations, Political Communication, Visual Communication, Development Communication, Radio Production and Presentation, Gender and Communication, Television and Cinema Production Technologies, Conflict Sensitive Journalism, Print Media: Productions and Design, Digital Storytelling: Documentary Film Making, English for Media, Media Research Methodologies , Introduction to Animation Techniques, Media

Management, Sinhala for Media, Digital Visual Effects, Investigative Journalism, Digital Storytelling: Short Film Making, Media Internship, Dissertation

The objectives of the Bachelor of Arts degree in Media Studies are as follows: to educate students to think critically, communicate clearly, and collaborate effectively as they apply the fundamental communication principles in day to day encounters in personal, social and professional life, to make a significant contribution towards the supply of skilled professional manpower in print, electronic and new media to create an intellectual reservoir to meet the growing demands of the media field, to provide the notable level of education in communication and media and to produce competent, creative and responsible professionals, to promote a spirit of free and objective enquiry in the fields of knowledge of communication and media with strong ethical values.

The Extra-Mural Studies Unit of the University of Jaffna conducted a Certificate Course in Journalism, which was one of the pioneering courses for media education in the Northern Province. When the Certificate Course in Journalism was first introduced, it did not rely just on university professors; it also enlisted the assistance of local journalists, both professionals and working journalists. Chief editors, news editoers, reporters, photojournalists, printers, and distributors were all invited to contribute ideas and share their experiences as guest lecturers, which paved the way for the acceptance and utilization by academics, the resources of the local professional media. This course helped to educate not only the students of the University of Jaffna but also different categories of media personnel.

Future Development of a Resource Centre

In the early 2000s, the University of Jaffna established a Media Resources and Training Centre (MRTC), a project supported by UNESCO, with the aim of providing professional media practice in the Tamil media landscape. The Centre was established as a platform for the production of competent Tamil journalists through media training. Furthermore, it served as a resource center for journalists, assisting them in developing their skills and boosting public awareness of the media's role in Northern Sri Lanka through the provision of media literacy.

Following the completion of foreign funding, the MRTC ceased operations on December 31, 2016, and was renamed the 'Media Lab' under the Media Studies Faculty of Arts.

Subsequent Expansion of the Discipline

The Bachelor of Arts Degree in Media Studies offered by the Faculty of Arts, University of Jaffna is a pioneering effort and a response to the need of the time by offering an academically and theoretically sound approach to the study the Mass Media while providing practical skills in print, electronic and new media for the students. Thus, the programme provides great strength to and facilitates the creation of Media Studies graduates with the professional skills, knowledge and principles to find employment as journalists, press officers, information officers, advertisers, documentary and feature film makers, and public relations officers at the regional and national level.

It also affords the graduates with great potentials to be self-employed as small scale entrepreneurs considering the vast horizons of media and as teachers of Media Studies in schools and universities.

The Northern Province's long-running civil strife and uncertain conditions had a significant impact on the media environment, lowering the quality of professional journalism and its ethical standards. The Media Studies Degree Program aims to close the gap mentioned above, allowing more young people to enter the sector with a solid educational foundation.

Furthermore, it is clear that curriculum streams such as Conflict Sensitive Journalism, Nonviolent Communication, and Media Culture would instill in young journalists a belief in social justice and peace through media activities.

There is an increasing need and demand in the media industry of Sri Lanka for professional journalism with the rise of new newspapers, radio and television channels and the growth of online journalism. Schools have already responded to this demand by including the subject Communication and Media Studies at both the Ordinary and Advanced Levels. It has been part of the school curriculum since 2007 in the GCE (O/L) and since 2010 in the GCE (A/L). The Media Studies program looked into the possibility of continuing study in this area through university education.

Other Programs Conducted by the Department

A Higher Diploma in Media Studies was introduced as a self-financing course in 2020/2021 to provide an opportunity for those who have missed university admission but wish to work in professional journalism, as well as for working journalists who do not have recognized qualifications, to study Media Studies in a systematic way according to the Sri Lanka Quality Framework (SLQF).

The Department of Media Studies provides the opportunity to conduct research at the post-graduate level by its facilitation with the Faculty of Graduate Studies, University of Jaffna for MPhil and PhD programmes in the mediums of Tamil and English from the year 2018.

Academic Staff and Research Interest

At present, Dr. S. Raguram, Senior Lecturer in Media Studies, serves as the Head, Department of Media Studies along with three permanent academic staff members; Mr. Jude Dinesh Koduthor, Lecturer (Probationary), Miss. Poongulaly Balagobalan, Lecturer (Probationary), Miss. Anutharsi Linganathan, Lecturer (Probationary).

The dedicated faculty and staff members have a wealth of professional expertise and creativity, and they have diverse and interesting backgrounds in film, television, broadcast news, audio and music, radio, public relations and print media. Their research focuses on development communication, journalism and mass communication, media and public engagement, international relations, conflict sensitive journalism, film studies, political communication, broadcasting journalism, social media, media ethics, cartoon materials, film studies, gender studies and amp; media literacy, digital literacy and new media, web journalism, gender inequalities in the media industries more widely-

gender, sexuality and sexual violence, social structures and norms, and cartoons on social issues.

Journalism Unit: University of Colombo

The Journalism Unit was established in February 1991 by the council of the University of Colombo to function under the authority of the Dean/ Faculty of Arts with the following vision and mission.

> To strive to be a center of excellence of regional and international repute through research, teaching and practical training in communication and media studies.
>
> To provide students with exceptional research and professional experience opportunities and challenge them to be deep thinkers and responsible citizens.

The First -Degree level programme in Journalism in the University of Colombo was inaugurated in May, 1992 with the collaboration of Asia Foundation. It was also the First -Degree level programme in Journalism in the University of Colombo as well as in Sri Lanka. The Journalism Degree course curriculum was designed in 1991 by the curriculum development committee that included then the Vice Chancellor Professor G. L. Peiris as Chairman, Professor H.N.C. Fonseka, Dean/ Faculty of Arts, Dr. Sarath Amunugama, Kalakeerthi Dr. Edwin Ariyadasa, Veteran Journalist Mr. Shavindra Fernando, Former news Editor - Rupavahini, Professor Tilak Hettiarachchi, Professor Jayadeva Uyangoda, Professor J.B. Dissanayake and Mr. Romesh Fernando (Lecturer).

Subjects Offered by the Unit and Orientation

Introduction to Communication, Introduction to Media Studies, Theories of Communication, Print Media -Reporting and Editing, Language of Moving image TV & Film, Development Communication, Video Production Techniques, Radio Theory, Gender and Media, Advertising and Public Relations, Print Media-Feature Journalism, Writing for Television and Film, Communication and Contemporary Issues, Radio Programme Production, Critical Studies in Film are the courses offered by the unit.

Film and Television Studies were introduced at the Unit along with practical components in 1988. With the introduction of the course unit System, the entire syllabus was revised to meet the modern requirements in the field of Communication and Media studies, in 2004.

Diploma in Journalism Programme

This Diploma Programme is primarily planned to provide a basic knowledge, both theoretical and practical, to the students. The programme includes a considerably wide range of academic topic areas in Journalism and Media Studies. This programme provides an orientation in the process of communication in both print and electronic media, the background to communication and media activities, issues linked to media practices, the impact of communication and journalism on society, the historical evolution and new developments and technological advancements in the field of Journalism and Communication.

Course Structure and Duration

The Course consists of four main subjects, History of Journalism, Language and Communication, Creative Writing in Media, Techniques of News Casting, constituting 36 contact hours. In addition, all candidates will be required to write a Project Report written on a theme related to the fields of Journalism, Communication and Media Studies and it shall contain not less than15,000 words

Academic Staff of the Unit

At present, Professor Samantha Herath, serves as the Coordinator, Journalism Unit, along with three permanent academic staff members; Ms Fathima Shanaz, Ms Chalika Sasikani Thangarajah, and Mr. Krishan Jayashanka Siriwardhana.

Department of Sinhala and Mass Communication: University of Sri Jayewardenepura

This department was established in 1959 to uplift Sinhala language, literature and culture parallel to the initiation of Sri Lankan universities. The department initially had only Sinhala discipline. Mass Communication was introduced in 1993 with modern genres of Sinhala writing as well. The primary objective of the degree of Mass Communication is to provide students with the necessary orientation relevant to the field and to develop a reflective awareness of the theoretical and the practical aspects of Communication and Media Studies. The course units are designed to meet the needs of this field and to strengthen the career prospects of our students. The department has enriched the education system by offering Graduate Degrees, Post Graduate Degrees and Diplomas in Sinhala and Mass Communication.

Professor Wimal G. Balagalle, Professor A.V. Suraweera, Professor Tissa Kariyawasam, Professor T.B. Kangaharachchi, Professor B.N. Rathnapala and Professor Rathna Wijethunge were among the founders of the department.

Subjects Offered by the Department and Orientation

Subjects offered by the department include the following: Principles of Communication, Introduction to Mass Media, Evolution of Mass Media, News Gathering and Reporting, Development Communication, Communication Skills, Feature, Columns and, Interviews, Fundamentals of Electronic, Media, Mass Media Effects, Group Communication, Mass Media Research, Business Communication, Public Relations, Intercultural Communication, Political Communication, Research Report Writing, Advertising & amp;, Cinematography, New Media, Theories of Mass, Communication I, Independent Research Phase, Television Production, Techniques, Print Media Techniques, Radio Production Techniques, Mass Media Law & amp, Theories of Mass, Communication II, Institutional Awareness and Entrepreneurial Development, Institutional Alternative, Training, Current Trends in Media, Public Opinion.

Diploma in Writership and Communication

The Diploma in Writership and Communication was introduced in 1987 by the Department of Sinhala and Mass Communication of the University of Sri Jayewardenepura. This course is the oldest diploma course offered by

the Faculty of Humanities and Social Sciences. The main aim of the course is to provide a university level education to those who are engaged in writing and communication but do not have access to a formal tertiary education.

This course provides subject related knowledge in the fields of language, literature and communication relevant to the art of writing and communication. This is the only course currently being conducted in Sri Lanka covering these respected fields. The publication of several academic texts, participation in developing the education system and engagement in local and international research areas are some of the outcomes of this programme.

Academic staff and Research Interest

Dr. M.A.S. Harischandra serves as the Coordinator of the Program with three senior lectures; M.K.G. Imesha Dharmasena, Senesh Dissanaike Bandara, and Charitha Marcus. These include human communication, political communication, media education, disaster communication, health communication, development communication, visual communication, electronic media, film studies, advertising, publicity and public relations.

Department of Mass Media: Sri Palee Campus

The Faculty of Mass Media was established by the Sri Lankan Government's extraordinary gazette notification NO. 928/1 dated 20th June 1996. The Department of Mass Media which functions as a Department under the Faculty of Mass Media of the Sri Palee Campus started its teaching activities with the first batch enrolled for the academic program in 1999.

In the last two decades, Sri Palee's Department of Mass Media has served as an academic, professional, and ideological foundation in the field of mass media. The Department of Mass Media is primarily concerned with meeting the demands of Sri Lanka's academic and professional communities. The Department's principal goal is to become a regional center of excellence in media education. Mass media today serves as an industry, a social institution, a profession, a business, and an area of study. When the Department introduced subjects in the field of mass media, all of these factors were taken into account.

Subjects Offered by the Department and Orientation

The four specialist fields in which the Department of Mass Media offers a four-year special degree in Mass Media are Media Studies, Print Media, Television, and Radio. Students who enroll in the degree program as Media students must complete a two-year mandatory education program in IT and English.

Media and Communications program explores a wide range of contemporary issues in media and communications. The program focuses on forms of media and communications in relation to political economy, regulation and power, communication content and audience response. The main objective of the program is to produce graduates with conceptual, theoretical, and practical knowledge in Mass Media. The program consists of the Main courses, Foundation courses, Elective courses, and Service courses. The students are required to

take at least 43 courses among the 80 courses of four major areas offered by the Department to obtain the four years of specialized Degree in Mass Media. Theoretical aspects of the discipline are offered through lectures and a practical training is provided at the Audio-Visual Studio, Print Media lab, and the Campus Radio station which are located on the Campus premises. The students are guided at the Department to gain extensive practical exposure from other government and private media institutions as well. In addition to the Mass Media Department, the Department of Languages offering compulsory English proficiency courses and Department of Computer Studies offering compulsory computer studies courses.

Administration of the Department

Since the department's inception in 2000, five academics have served as its heads. Dr. L. Tudor Weerasinghe (2000 to 2009), Professor Ranjan Hettiarachchi (2009 to 2015), Dr. Pradeep N. Weerasinghe (2015 to 2016), and Professor Dharmakeerthi Sri Ranjan (2014 to 2015 and from 2016 to 2021 (Acting). Dr. Kumudini Maddumage is the department's current head since April 2021.

Development of the Subject

The Mass Media Department of the University of Colombo's Sri Palee Campus was the first to enroll students for a specific degree programme from the start. For almost two decades, the Department has played a unique intellectual and instructional role. Its main focus is on the development of educated social consciousness, as well as strong spiritual, moral, cultural and ideological attitudes that regulate human behaviour.

The Department offers four majors: print media, media studies, television studies, and radio studies, and students can choose any course unit as their major research subject. Both the theoretical and practical aspects of the discipline are given equal weight in the discipline. As a result, from the first to the last year, practical training is compulsory alongside the theory component. Throughout their studentship in the Campus, all students in the Department have access to facilities for their practical trainings. The Print Media Unit, the Audio-Visual Unit, and Campus Radio were created with the goal of providing empirical knowledge that is critical for Media students. Also, campus radio was introduced for the first time in the University system at the Sri Palee Campus, with its activities are competently conducted by student management teams. This facility center caters to the practical needs of many students of the Campus. The evaluation criteria were also created in accordance with the nature of the syllabus, which places a strong emphasis on the practical components of the discipline.

The main purpose of this programme is to develop graduates who have the necessary academic and practical knowledge for the twenty-first century. Consequently, the curriculum and courses were developed with a focus on the multidisciplinary, interdisciplinary, and trans-disciplinary nature of the discipline. Electronic and technology-based curriculum was devised to break away from the traditional University approach. Subjects like Media Sociology, Media Psychology, Media Criticism, Literature and Mass Media, Media Linguistics, Political Communication, Political Economy, Culturology, Political Communication, International

Communication, and Critical Thinking have been incorporated and developed in the curriculum, which are not found in other Mass Communication fields of study in Sri Lanka.

The distinctive feature of this degree is that it teaches the history of the media in three key paradigms. Pre-modernism, modernism, and post-modernism are the three types of modernisms. The programme's approach sees pre-modernism as based on folk media, modernism as based on mass media, and the netocratic media as based on Postmodernism.

The Department of Mass Media understands that we all are now living in a multi-centered media world in which the global balance is changing rapidly. Therefore, we are committed to address theoretical and empirical Euro centrism which is still pervades much of the discourses in the non-Western world. Our concern is to appreciate the richness, dynamism, and complexity of media in regions like Asia, Middle East and Africa. The specialist knowledge of these cultures, societies, political economies and their inter-relations are discussed through the contents of our programme. So, in recent years, there has been a growing interest in the Media research and social research in the Sri Palee Campus. We intend to identify key conceptual and practical trajectories in the field, with particular reference to its professionalism, and also the key understandings of the issues and differences in vision and shape of Media research. Never before have the once separate worlds of news, stored knowledge, and the products of the mass media and entertainment industries converged locally, nationally, and globally as at present, with even greater convergence certain to take place in the years ahead.

Another unique contribution of the Department of Mass Media is the creation of new vocabulary by Dr. Tudor Weerasingha for scholarly, professional, and popular use in the field of media. It has established new terms in communication and media studies, which gave standardization in Sri Lanka. In this instance the term design for "ජනමාධ්‍යය", "ජනසන්නිවේදනය", and "බහුජන සංස්කෘතිය" respectively "සංහතික මාධ්‍යය", "සංහතික සන්නිවේදනය", and "සංහතික සංස්කෘතිය" are highly significant. Especially in Sri Lanka pre-modern terminology "ජන" is in usage for the modern terminology "Mass". These usages of different Sinhala terminologies are contradictory to the concept of "mass". However, the term we introduce makes it possible to define the specific conceptual issues in the field of social and humanitarian sciences. It will also help to prevent the linguistic complexity and ambiguity arising from the above-mentioned terms in the Sinhala language.

Center for Media Research

The Centre for Media Research (CMR) was founded in order to foster a greater research culture on campus. As a result, the Center for Media Research has recognized that the quality and impact of media on contemporary society are the responsibility of both media creators and citizens. It is created on the premise that the development of informational and critical thinking skills requires media research and training. In turn, research and teaching about the media is highly essential to the development of informative and critical public.

The Center for Media Research has been publishing national and international journals to disseminate multidisciplinary and interdisciplinary information, opening the way for pedagogical training approaches and insights into the media and associated sectors. The Center for Media Research and the Department of Mass Media have recognized that an academic field based solely on interdisciplinary knowledge and programs is unlikely to flourish. They are most likely to remain stuck in their fields. So, the national journal "Janamaddyawedaya - Media Study and Media Criticism" has already been published in several issues under relevant, theoretically sound areas such as the Sociological approach, Theoretical concepts, Research Methodology, , and media culture etc. *International Journal of Communicology* is the multidisciplinary academic media publication of the Center for Media Research started in the year of 2012.

Campus Radio

Campus Radio was launched in 2011 under the IRQUE project as a community radio station to provide practical experience for students who are studying radio. This is the first community radio managed and run by a Campus community in Sri Lanka. In the beginning, it functioned as a broadcasting radio, and now it is a webcast radio. Live listening is possible on www.campusradio.lk. The student organization named "Wireless Club" also operates in addition to this radio station.

Audio Visual Unit

The Audio Visual Unit has been a part of the campus since its inception, supporting the practical components of the faculty's undergraduate curriculum. As part of their degree curriculum, students on campus have produced several documentaries on various themes and video films on diverse narratives during the last two decades. The Audio-Visual studio is equipped with state-of-the-art technology. It has high-tech modern cameras, recording and narrating facilities, as well as post-production and color combination technology. The studio is equipped with a multi-camera studio and is utilized to provide practical training to Campus students. Thanks to the Audio Visual Unit, Students can conveniently receive their training within the campus premises. It also maintains an audio visual library.

Print Media Unit

The Print Media Unit of the Sri Palee campus was established in 2015 under the IDAS grant of the HETC project procured through the University of Colombo. The main aim of this unit is to develop the soft skills of the undergraduates in the campus. The print media sector provides students with a variety of professional opportunities including editing, feature writing, cartoon drawing, printing, distribution, marketing, photography, and web page creating. We began to publish an electronic newspaper and a news bulletin to help students in media and the performing arts to improve their soft skills. As a result, the print media unit collaborates to develop a skilled group of undergraduates with theoretical and practical knowledge in print media. The field of print media is an open platform for everybody, regardless of gender, to develop their own intelligent dialogue. As a result, the primary goal is to develop the University press club and to distribute the critical analysis journals. We arrange for students to attend an industrial visit in order for them to gain theoretical knowledge. Every year, we aim to visit

the Department of Government Printing, Lake House - Associated Newspapers of Ceylon Limited, Wijaya Newspapers, and other companies in the sector.

Postgraduate Studies

Sri Palee campus is an excellent choice for postgraduate students who need a quality educational experience. It offers opportunities for students at all stages of their careers and for the next phase of their education. The Department of Mass Media offers highly recognized Mass Media Degree programs in Sri Lanka. The Campus announces two post-graduate programs, MA in Mass Media and MA in Media Research, both of two years' duration. The Postgraduate Diploma in Mass Media (one year) is carried out in collaboration with South Asian academic and media organizations.

The subjects of the Postgraduate Diploma in Mass Media (PGDMM) and Masters in Mass Media Studies(MAMM) include Mass Media Theory, Political Communication, Media Sociology, Media Criticism, Media and Communication Research, International Communication, Marketing Communication, Media Management, Proposal and Dissertation Writing, Media Economy and Online Media Studies.

The Sri Palee Campus of the University of Colombo, the Senate and the Council of the University of Colombo has recognized the course MA in Media Research as an advanced interdisciplinary postgraduate degree program that combines liberal arts courses with media and communication with 16 credit and research components. The Sri Palee Campus of the University of Colombo has the strength to offer the post graduate degree program with adequate in-house resource persons, laboratory capacities, library resources and all required technical facilities.

The course contents of the MA in Media Research will serve to develop independent researchers and professional media expertise in the nation. Further this MA will provide research training of the highest standard to postgraduate researchers and professionals in different fields and train the next generation of professional researchers. It is intended to enable scholars to enhance their skills and competencies through a spectrum of research methods, balancing the acquisition of specialist knowledge with the research practices in a realistic environment. By bringing together the intellectuals and professionals from a range of subject areas and a diversity of cultures, the course affords a stimulating environment to enhance traditional and innovative research competencies.

The subjects of the Masters in Media Research (MAMR) include Philosophy of Media Research, Principles of Mass Media, Sociological Theory, Media Studies and Media Criticism, Visual Methodology, Research Methodology, Advance Qualitative Research Method, Literature Review, Statistic in Media Research, Project Management and Project Proposal Writing, Professional Writing and Practice on Media Research and Presentation Skills.

The Main Research Interests of the Academics

Up to thirty research areas can be identified as the research interests among the academic staff of Department of Mass Media: Mass Media Studies, Media Theory, Linguistic in Media, Philosophy of Media, International Communication

Studies, Inter Cultural Communication, Public Relation, Media Literacy, Media Sociology, Media Psychology, Research Methodology, Radio Media Studies, Development Communication, Print Media, Digital Journalism, Media History, Media Management and Marketing, Electronic Media Studies, New Media, Cyber Cultural Studies, Conflict Communication, Media Criticism, Gender Studies, Organizational Communication, Peace Communication, Television Media , Literature and Media, Radio Media, Media Education, and Critical thinking etc.

Academic Staff of the Campus

The Department of Mass Media is committed to providing high quality education and to conduct high impact research which will contribute towards national development. Therefore, the Department of Mass Media consists of fourteen 914) academics of high caliber who are knowledgeable in a diverse number of disciplines related to Mass Media.

Dr. Tudor Weerasinghe, PhD (Moscow), Professor Ranjan Hettiarachchi, PhD (Hiroshima), Professor Dharmakeerthi Sri Ranjan, PhD (Wuhan), Sugath M. Senarath, PhD (Wuhan), Pradeep N. Weerasinghe, PhD (Wuhan) contribute for the development of the discipline along with young academics; Ms. Sajitha Lakmali, Ms. Kalani Dharmasiri, Ms. Kumesh Prabhashini, Ms. Nirosha Dissanayake, Ms. Pradeepa Dissanayake, Mr. Dilan Darshana, Ms. Nayana Suraweera, Mr. Amila Lokumannage, and Ms. Anusha Sivalingam.

Subsequent Expansion of the Discipline

During recent years, creative industries have been contributing immensely to strengthen employment opportunities, innovation and economic growth in the country through their products, services and their working methods.

The rapid development of convergent media usually involves broadcasting, print, photography, and internet sites which generate many job opportunities for the graduates in a country. The increased interaction of creativity with technologies has led to new forms of artistic expression and entirely new genres of art. This directly enhances creativity and drives innovation and growth of broader economy.

The Faculty of Mass Media and the Faculty of Performing Arts will be established at the Sri Palee Campus. This will primarily direct graduates to improve their own practical and theoretical understanding. We also intend to emphasize university partnership in the areas of knowledge-based, high-tech, innovative industry, and commerce as a strategic priority. Through these faculties, the campus also hopes to provide new interdisciplinary, multidisciplinary, and trans-disciplinary courses. Among potential graduates, these courses are viewed as key capacity-building activities.

In terms of institutional growth in the future, the department will become the Faculty of Mass Media, with four departments: the Department of Mass Media, the Department of Language, the Department of Computer Studies/ Department of Media Technology, and the Department of English Language

Pedagogy and Practice. The Campus will offer a BA General Degree in the future, in addition to the existing special degree program, allowing students to leave the university at various exit points.

The departments has also scheduled revisions to our curriculum and courses and plan to introduce new courses such as Spiritual Communication, Communication Sciences, Convergent Journalism, Netocratic Media, Digital Journalism, Civic and Community Media, Event Management, and Introduction to Persuasive Media. Moreover, we are planning to expand our postgraduate programs with the introduction of MPhil and PhD programs.

The Department of Languages and Communication Studies: Trincomalee Campus

The Department of Languages and Communication Studies of the Faculty of Communication and Business Studies on the Trincomalee Campus, Eastern University of Sri Lanka has been offering a degree programme in Communication Studies in the English medium since its inception in 2000. The BA in Communication Studies degree program has been in operation since 2003, with the first batch of students enrolling in the academic year 2002/2003.

Rev. Dr. C.P. Rajendram was the pioneer of the BA in Communication Studies degree programme. He led the mission as a PhD holder with his knowledge to commence programme in English as no other university at that time offered a communication studies degree in the English medium. Initially, the BA in Communication Studies was offered as three year general degree programme. Later on, in 2006, it was upgraded as a four year special degree programme.

Communication is a contemporary multidisciplinary subject that intersects with a variety of other fields, including language, literature, conflict resolution, business, politics, science, sociology, psychology, film and television, animation techniques, and many others. It also opens up many job opportunities both nationally and internationally. Communication skills, on the other hand, are considered soft skills that are required in any career. In this digital age, the demand for educational and professional abilities in communication studies never leaves, and this was the impetus for offering a degree in communication studies, particularly in the English medium.

Subjects Offered by the Department and Orientation

The syllabus covers all aspects of communication which includes An Introduction to Media, Critical media Theories, Print Media, Media Ethics, Managing Media Institutions and Research Methodology. Also, it is designed to give practical exposure to the students related to advertising, documentary and short film making, script writing for films, Asian cinema, animation techniques, desktop publishing, photography, editing, basic video production, and advanced video production.

In addition to the main subjects, the programme offers courses on; General English I (Basic Reading & Grammar), General English II (Basic Writing & Speech) General English III, General English IV, Basic Tamil & Basic Sinhala, Computer Literacy & Application, Basic

Mathematics, Desktop Publishing (ITEC (T) and ITEC (P), Language, Linguistics and semiotics, Literature and culture, and Independent Study.

Administration of the Department

Since the department's inception in 2003, four academics have served as its heads; Rev. Dr. C.P. Rajendram as the first head of the department (2003-2006 & 2008), Dr. Niruba S. Jayasundara (2006-2008, 2009-2010 & 2013), Dr. V.J. Naveenraj (2011, 2016 - to date), Dr. S. Raduram (2011-2013, 2014-2015).

Academic staff and Research Interest

At present V. J. Naveenraj (Senior Lecturer Gr I), PhD (Annamalai) serves as the Head of the Department of Languages and Communication Studies along with four Senior Lectures; Niruba Sarath Jayasundara, PhD (Annamalai), Ms. G.A.P.K. Ganegoda, Ms. E.W.M. Shalika Boyagoda, J.S. Rohan Savarimuttu, PhD (Deemed), and six Probationary Lecturers; Mrs. Sivapriya Sriram, Ms. K.G.L.A.N.S. Jayawardhana, Mr. E.B. Veerasingam, Mr. W.M. Sumith Dananjaya, R. Joel Jairus, D. Nayanthara Jayarathne. Mr. Sivarasakumar Rushanthan serves as an Instructor. Cultural studies, gender studies, new media, world cinema, environment communication, film studies, gender studies, journalism, development communication, cultural studies, film studies, new media, print journalism, radio broadcasting, gender studies, Sri Lankan cinema, Asian cinema, film and television, new media, media management, marketing communication, international communication, global media, intercultural communication, conflict communication are research areas of the staff.

Outstanding Academic Work

The department possesses qualified, energetic and experienced academic staff who are dedicated to making the department and the discipline vibrant. The Department was able to produce 14 lecturers (six lecturers work at Trincomalee Campus, three at University of Jaffna, one at South Eastern University, one at University of Colombo, one at University of Kelaniya, one at Uwa Wellassa University, and one at Sri Lanka Air Force academy). Award winning and recognized research studies have done by the academics and students which have been published and presented in local and international fora. Students produce more than 50 documentaries and more than 10 short films annually and many of the productions have been recognized locally and internationally. Students organize an annual street drama series in the Trincomalee area to address and raise awareness on current social issues. An annual photography exhibition is organized by the students for World Photography Day. An annual cultural programme of the students "Sayuru Thera" is staged for 2-3 days showcasing the aesthetic talents of the students.

The BA in Communication Studies degree program was initially launched as a general degree in 2003. In 2006, it was upgraded to an Honors degree of four years (Special Degree). The curriculum began with a majority of theoretical subjects and has since expanded to incorporate a large number of practical skills such as animation techniques, desktop publishing, instructional media, advertising, film and television, basic video production, and advanced video

production. The department facilitates a three-month internship at reputable media stations (print, television, and radio) for the students to gain first-hand experience in the field of media. Many students who participated in the three-month internship are now employed as regular media professionals by national level state and private media organizations such as Sri Lanka Rupavahini Cooperation (SLRC), TV Derana, Sirasa TV, Independent Television Network (ITN) and Lake House.

Educational/ field visits to media institutions are organized annually in order to broaden the students' practical exposure and to widen the network of connections which will help the students to find places in the media industry. A comprehensive viva voce is conducted on Beginning video Production (documentary making), Advanced video Production (short film making), independent study (research proposal) and research reports. Hence, the students are able develop their confidence and personality to present themselves and to defend their project before a panel of experts. In another student centred activity, students also contact eminent personalities in the field of media and communication industry to develop a report that includes the experiences shared by these experts in the field. This has turned out to be a great learning experience for students which gives a deeper understanding about the media industry and prepares them to enter into the media field beforehand.

Subsequent Expansion of the Discipline

The department is in the process of establishing a separate department for communication studies. The proposal has already been submitted to the faculty board. A separate department for communication studies degree program will benefit students because currently, both languages and communication students study common subjects in the first year and are then selected either to pursue a degree in communication studies or in languages in the second year. However, students will benefit from the first year onwards if a separate department is established since they will be able to master more communication discipline related subjects.

A master's degree program, a photography diploma, and a Sinhala diploma will begin soon. The existing syllabus is currently being revised to reflect current industry developments.

The department has several strengths that allow it to cater to the multiple needs of the student community. The Department of Languages and Communication Studies of Trincomalee Campus is the only department that offers a communication studies degree programme in English medium. English is not only the medium of instruction, but the language of the entire study programme.

The department consists of a well-equipped sound studio, audio and video editing suit with Apple computers, animation technique lab with 20 computers and a mini theatre, which facilitates the students to gain a practical exposure to video audio production. In addition, the department owns a good collection of documentaries and short films produced by the experts and our students.

The department's first ever web radio station "Tune In Trinco" is about to

launch, pending Senate approval. The web radio will help the students to improve their media management skills, announcing, programme producing, editing and technical skills while creating a skilled radio personality during their study programme.

A new movie theatre is also under construction, with a seating capacity of 90 in order to facilitate the students' film reading abilities, analytical skills, creativity and their production skills. First, the movie theatre will be open for campus students and later the department expects to screen movies for the public for a fee, so that the movie theatre will generate some income for the department.

The department was able to win Q.E.F project (2009), IDAS project (2014) and AHEAD project (2019) and much needed equipment was purchased for the department, while several programmes/ workshops/ seminars/ competitions were organized with the fund received for the students.

Department of Humanities: Rajarata University of Sri Lanka

From its beginning in 1995, the Department of Humanities was one of the first departments created in the Faculty of Social Sciences and Humanities in the Rajarata University of Sri Lanka. A BA in Mass Communication is offered as a special degree by the Department of Humanities.

The department introduced the mass communication degree program with the following objectives; to provide a global understanding of the definitions and primary structures that are founded on the fundamental concept of communication, to increase practical and theoretical understanding in related subject domains such as developing information exploration related to the current world's development, management project communication, public relations, and advertising art, to confirm the use of communication to achieve social goals such as human relationship development, which is necessary for a successful life, socialization, peace and harmony, social organization and management, friendliness, and accountability, to broaden knowledge of both Eastern and Western notions related to media literacy, such as creativity, taste, and critique, which must come into contact with the process, To gain a better understanding of both Eastern and Western conceptions of media literacy, such as creativity, taste, and critique, this must all be considered during the process, to get a better understanding of the meanings of terms like globalization, new information communication, media culture, popular culture, and knowledge society, as well as to advance research into how to apply them to life, society, and the cosmos, to develop a person who can enter the working world and connect with the communication process with a clear understanding of folklore related to the native environment, religion, traditional communication linked to culture, as well as modern media trends such as television, radio, cinema, newspapers, and magazines, as well as computer-based communication associated with new media and net-worked communication.

Subjects Offered by the Department and Orientation

Degree programme offered by the Department covers the theoretical and practical areas of the subject. Introductory knowledge on environment and society, economics and scientific

management, history, archaeology and heritage management, Sinhala and social communication, language and tourism, English, Sinhala, mathematics, computer studies, personality development, education, literature are given. Programme covers essential fields of the subjects through the Courses; Principles of Communication Studies, Basic concepts of Sociology, Basic concepts of Social Anthropology, Basic Computer Application, Education Philosophy, Education and Society, Approach to Communication Studies, History and Evolution of Mass Media, Language and Communication, Development and Communication, Principles of Communication, Comm- unication and Society, Cultural Comm- unication, Communication Projects Studies. Print Media Studies, Radio Media Studies, Usage of Media Language, Development Communication, Public Relations Studies, Applied Art of Advertising, Television Media Studies part, Media Management and Communication, Media Analysis and Criticism, Health Communication, Web Journalism, New Media and Communication, Introduction to Research Methodology, Mass Consciousness and Folklore Studies, Media Ethics: Usage and Social Effects, Media Law and Acts in Sri Lanka, Communication Skills and Media Usage, Creative Communication, Photography, Videography and Cinematography, Project Proposal Formulation, Media Research Methodology and Practices, Political Communication, Environmental Communication, Industrial Training, and Dissertation.

Postgraduate Studies

The introduction of postgraduate degrees is a relatively recent development in journalism education. This postgraduate program is designed for recent graduates as well as experienced media professionals. With a postgraduate degree, fresh graduates with no journalism experience may find it easier to break into the media profession. Experienced journalists might take postgraduate journalism courses to enhance their skills or to explore new challenges after gaining on-the-job training and practical experience.

Academic Staff and Research Interests

Professor Sena Nanayakkara, PhD (Kelaniya), serve as the Head of Department with three members of the academics staff; Nandana Millagala, Subject Coordinator, Mr. Nelanga Jayasinghe, and Mr. Asitha Mallawaarachchi. Development communication, radio media studies, creative communication and folklore studies, new media, social media and art of advertising, media ethics and law, and sociocultural communication are research interests.

Conclusion

The university degree program that was first inaugurated for mass communication was a success, and has, since then, expanded to other universities. Some universities have created separate departments for communication degrees, while others provide degree programs under different departments where media departments have yet to be created. Some universities are in the process of establishing new communication studies degree programs. The degree of development of the departments appear to vary amongst universities. The necessary technology and facilities for the discipline are gradually being obtained. New degree programs based on the larger field

have been introduced as a result of the program's expansion, and they continue to be in high demand among students since they have created numerous career opportunities in the market. The degree programs available are nationally and globally recognized and are of high quality. A review of the departments as a whole, as well as fresh prospects for the discipline's future development, are materials for a subsequent study.

Acknowledgements

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Chapter 11

CRIMINOLOGY AND CRIMINAL JUSTICE: A SEPARATE DISCIPLINE

Jeeva Niriella, Danapala Wijesinghe

Abstract

Criminology and Criminal Justice is an interdisciplinary field of study that links to many other different fields of study such as Anthropology, Biology, Demography, Economics, Environmental Studies, History, Law, Mathematics, Philosophy, Political Science, Psychology and Psychiatry, Sociology, Technology, and the like. There is an emerging trend in the world to offer Criminology and Criminal Justice together as a separate field of study in their university system. The main purpose of this chapter is to review the chronological development of Criminology and Criminal Justice from the status of a course module to a separate field of study under the mainstream of Humanities and Social Sciences in the university education system in Sri Lanka during the last century, from 1921 to 2021. Furthermore, the study investigates the problems involved in teaching Criminology and Criminal Justice in the state universities in Sri Lanka. This is a doctrinal study that includes the historical background of Criminology and Criminal Justice as a distinct discipline in the field of Social Sciences and Humanities. The study found that although Criminology and Criminal Justice has been identified as a course module in different study programmes in some universities, only one university has established a separate department to teach Criminology and Criminal Justice and one university has established a faculty to recognize Criminology and Criminal Justice as a separate field of study. The study further found that scarcity of criminologists in the academia who have specialized in this area of study, lack of optimistic attitude among the academic community and university heights governing bodies to consider the Criminology and Criminal Justice as a separate field of study, and high capital and recurrent expenditure are the main obstacles in teaching Criminology and Criminal Justice as a separate discipline.

Keywords: *criminology and criminal justice, chronological evolution, social sciences and humanities, Sri Lanka, state universities, tertiary education*

Introduction

Criminology is the interdisciplinary study (Klein, 1986) of crime as both an individual and social phenomenon. It focuses on the background and forms of crime, its causes and consequences, and social and state response to crime. Criminology encompasses and has links to the other different fields of study such as Anthropology, Biology, Demography, Economics, Environmental Studies, History, Law, Mathematics, Philosophy, Political Science, Psychology and Psychiatry, Sociology, Technology and the like (Buickhuisen, 1979). In other words, Criminology as a field of

study contains many other disciplines of study. Criminal Justice, which is closely related to Criminology, has also been emerging as a separate but closely related academic field, focusing on the structure, and functioning of different Criminal Justice agencies including the police, courts, corrections, probation, and government analysis department rather than on explanations of crime. Today, many universities in the world offer Criminology and Criminal Justice together as a separate field of study in their university system. It is not wrong to state that there is a growing interest in the university system of Sri Lanka to recognize the importance of Criminology and Criminal Justice as a distinct discipline of study and that establishing separate faculty for Criminology and Criminal Justice reveals the interest towards subject. For the first time in the university history in Sri Lanka, a faculty for Criminal Justice was established at the General Sir John Kotelawala Defence University in 2021. The faculty has two departments, namely the Department of Criminology and the Department of Police Science.

The multidisciplinary nature which is unique to this field of study resulted in substantial assortment in its academic placement within universities (Ingraham & Johnson, 1973). Some universities have a tendency to treat Criminology and Criminal Justice as part of legal education (e.g. Institute of Criminology is a part of the Faculty of Law of the University of Cambridge; Criminal Justice is a separate course module of the Master of Laws (LLM) taught course programme offered by the Department of Public and International Law, Faculty of Law, University of Colombo and Masters of Criminal Justice Administration is a postgraduate (taught course) degree programme, conducted by the Open University of Sri Lanka; Domestic Criminal Justice System is a course unit of the LLM degree programme offered by the General Sir John Kotelawala Defence University, whilst other universities consider it as a related subject under the Faculty of Arts and teachings have usually been divided between Departments of Sociology or Social Administration, Departments of Law, and Departments of Psychiatry (e.g. in many South American universities, the anthropological and medical elements predominate the teaching in Criminology). In recognizing the significance of teaching Criminology and Criminal Justice, universities either established a separate department for this subject under the Faculty of Humanities and Social Sciences (e.g. Department of Criminology and Criminal Justice, University of Sri Jayewardenepura, Sri Lanka) or established a separate faculty consisting its own departments (e.g. Department of Criminology, Department of Police Science, Faculty of Criminal Justice, General Sir John Kotelawala University, Sri Lanka).

However, Criminology has most often been situated in the Department of Sociology and different course modules related to Criminology are taught in the Department of Sociology (e.g., Anthropology, Social Work are taught as different course modules under Department of Sociology, University of Colombo).

Background

The purpose of this chapter is to review the chronological development of Criminology and Criminal Justice from a mere course module status to a separate field of study under the mainstream

of Humanities and Social Sciences in the university education system in Sri Lanka during the last century, from 1921 to 2021. This study further discusses the issues associated with teaching Criminology and Criminal Justice in the state universities in Sri Lanka. Finally, several remedies are recommended to overcome the identified issues.

This chapter in the inaugural publication of the historical background of the Social Sciences and Humanities in the university education in Sri Lanka in the recent past, mainly focuses on the historical background of Criminology and Criminal Justice as a distinct discipline in the field of Social Sciences and Humanities. This is a doctrinal study that includes descriptive analysis of the information collected from the state universities in the country.

The information gathered regarding the following state universities has been utilized in completion of this chapter. They are the University of Sri Jayewardenepura, the University of Colombo, the Open University of Sri Lanka, which are governed by the University Grants Commission (UGC) and the Ministry of Education, and the General Sir John Kotelawala Defence University which is governed by the Ministry of Defence.

In this chapter, the discussion starts with an account of university education in Sri Lanka. Then it proceeds to the status of Social Sciences and Humanities, a major discipline in university education in Sri Lanka from 1921 to date. The core of this chapter deals with the evolution of the teaching of Criminology and Criminal Justice in the university education system, which is discussed with reference to four universities in Sri Lanka. The information is gathered only from the state universities of Sri Lanka.

The only criterion for sample selection is whether Criminology (or any sub-topic in Criminology) has been included in the course content of any major curriculum.

Criminology as a separate discipline of study; the number of students studying the subject; standards of teaching, learning, and assessing of the subject; the development from a course module status to faculty level; adequacy of providing with the required infrastructure in teaching, learning and assessing Criminology and Criminal Justice; challenges and prospects of teaching in Criminology and Criminal Justice in the university system in the 21st century are the main focal areas of this chapter.

The remedial measures that can be taken to overcome the issues identified regarding teaching this subject are stated at the end of the chapter.

Criminology and Criminal Justice is an area of study which is ideal for the students who have an active interest in a multitude of fields and seek to develop a critical and focused mind with an integrative approach to questions of individual and societal behaviour. Students who are interested in acquiring an in-depth understanding of the complexities of criminal, delinquent, and deviant behaviour, as well as the society's response to crime also may pursue the degree programmes offered under this field of study.

Since the degree programmes in Criminology covers a range of course modules including psychological and sociological reasons for deviance and

wrongful human behaviour, forensics, environmental crime, penal theory, rule of law, functions and role of the different agencies of Criminal Justice system, crime victims and witnesses, institutional and community based corrections, restorative justice, peace building and reconciliation, social work and development, research policy and analysis, the students have a variety in choosing course modules according to their aspiring career paths or actual interests (Chubin, *et al.,* 1986).

Furthermore, the integration of different study fields such as psychology, sociology, political science, economics, history, philosophy, computing science and mathematics, and law in a sole programme of study provides opportunity for more students to study Criminology. It confirms that studies in Criminology does not confine only to the individuals who serve in Criminal Justice agencies.

An individual with a bachelor's degree in any of the major disciplines has the equal opportunity to pursue a postgraduate degree in Criminology and Criminal Justice. Such a candidate can pursue his/her further studies up to the degrees of Master of Philosophy and Doctor of Philosophy in Criminology and Criminal Justice.

Due to the unique nature of this field of study stated earlier, a large number of career opportunities are open both locally and especially internationally to the students who have studied Criminology and Criminal Justice. A few such occupational/professional opportunities are as follows:

Law enforcement, policing, corrections, probation, restorative justice mechanisms, victim and witness support, social work, counselling, youth and family dispute resolutions, advocacy, law and justice consulting firms, forensic and private investigations, detective, society and economic risk management, public administration, community or regional planning, psycho-therapy, forensic psychology and analyst, international development agencies and organizations, different local and international commissions, treaty making bodies, education and academia, government / public policy analyst, researcher, foreign service, immigration, etc. (Write, 2015). This chapter discusses the value and importance of studying Criminology and Criminal Justice and its current status.

The fifth section of this chapter deals with a brief description of the historical background of university education in Sri Lanka, teaching in Social Sciences and Humanities as major disciplines of study, and the historical development of Criminology and Criminal Justice as a separate field of study in the state universities in Sri Lanka.

University Education in Sri Lanka

Higher (tertiary) education was introduced to the education system in Sri Lanka following colonization. Prior to colonization, education was associated only with Buddhist temples and was conducted by the Buddhist priesthood. The entire education system (though it was not as formal as today) focused on the teachings of the Buddhist philosophy and the cultural values of the country followed at that time. This education benefitted only males as it was limited only to the male population of the country.

The colonization of Sri Lanka began with the arrival of the Portuguese in 1505. Sri Lanka was partly (Maritime Provinces) and completely governed by

three different nations: the Portuguese, the Dutch, and the British, from 1505 to 1948. The higher education of the country was initiated with the influence of the system of primary and secondary education provided by the missionary schools by the Portuguese, the Dutch Reformed Church by the Dutch and ordinary schools by the British. Higher education was limited to the teaching of subjects in the Humanities with the belief in a 'generalist' administrator for the public services of the colony (Ranasinghe, 1992). As far as the higher education of Sri Lanka is concerned, higher education commenced in the country with the establishment of the Colombo Academy affiliated with the University of Calcutta in 1859 (Wickramasinghe, 2018).

Renamed Royal College, the first higher education institution established in Sri Lanka is credited with providing higher education (Wickramasinghe, 2018). The responsibility of the college was to prepare the students for external examinations conducted by the University of London. In 1870, the Ceylon Medical School was established, and it was elevated to the status of a college in 1880. With some improvements, this led to the establishment of the University of Ceylon with two higher educational institutions, namely Ceylon Medical College and Ceylon University College, in 1889 (Tilakaratna, 1997). With the introduction of the free education system based on the proposal by C.W.W. Kannangara in 1945, higher education which was confined to a limited number of students from privileged families was opened to ordinary citizens in the country. The UGC of Sri Lanka was established under the Universities Act No. 16 of 1978 to govern the state-funded universities in the country. The UGC is positioned under the Ministry of Higher Education. The UGC initiated a programme to financially assist the university teachers who were in the probationary category to undertake doctoral studies at local and overseas universities. More importantly, the National Centre for Advanced Studies in Humanities and Social Sciences was established under the Universities Act of 1978 for the purpose of promoting advanced studies and research mainly in the fields of Humanities and Social Sciences. Today, Social Sciences and Humanities are major disciplines of study in the university system.

Criminology and Criminal Justice as a Separate Field of Study: Diversity among the Universities

This section of the chapter mainly focuses on the development of the teaching of Criminology and Criminal Justice in the state universities of Sri Lanka.

University of Sri Jayewardenepura

The history of higher education and training in Criminology and Criminal Justice in the University of Sri Jayewardenepura has evolved through a sequence of progressive academic interests and accompanied teaching and learning steps such as (a) the conceptual addressing of crime and deviance in the explanation of human behaviour in Social Sciences, (b) the study of crime and deviance as social problems in the explanation of social phenomena, (c) the study of Criminology and Criminal Justice as separate disciplines of special and general degree programmes, (d) the introduction of a special degree programme in Criminology and Criminal Justice, (e) introduction of postgraduate degree programmes such as Postgraduate

Diploma, Master of Arts (MA), Master of Philosophy (MPhil) and Doctor of Philosophy (PhD), and (f) introduction of diploma and certificate courses in Criminology and Criminal Justice for professionals, in the course of the last seven decades. This progressive development has been facilitated by the expansion of institutional infrastructure, administrative and organizational requirements of conducting those academic programmes while enhancing the quality and relevance of the higher education in Criminology and Criminal Justice as required for the effective administration of Criminal Justice and the maintenance of peace and order of society.

For the first time in the history of the university education in Sri Lanka, the University of Sri Jayewardenepura introduced Criminology and Criminal Justice degree programmes and other extension courses through the Department of Sociology and Anthropology of the Faculty of Arts in 1983, enriching its exclusive reputation for introducing new disciplines of academic and professional significance through the establishment of new faculties and new departments including the Department of Criminology and Criminal Justice. The new Department of Criminology and Criminal Justice offers a Bachelor of Arts (BA) special degree in Criminology and Criminal Justice while Criminology and Criminal Justice course units are also offered for the internal and external general degree programmes of the Faculty of Humanities and Social Sciences. A postgraduate diploma in Criminology and Criminal Justice, and other higher research degree programmes are also offered in Criminology and Criminal Justice through the Faculty of Graduate Studies along with seven diploma courses in selected fields of the same disciplines. An academic staff of nine members comprising Professor Dhanapala Wijesinghe, Professor M.W. Jayasundara, and senior lecturers; M.P.A. Anuruddhika Buddhadasa, Dr. Sunil Rajaneththi, Dr. R.B.N. Sunil, A.R.P. Chanaka Udayakumara, Dr. Niranji Wijewardene, H.P.K.N. Hewawasam, and K.G.N.U Ranaweera, bears the collective responsibility of conducting these academic programmes with the assistance of a staff of visiting lecturers. Senior lecturer Anuruddhika Buddhadasa was appointed as the first head of the new department.

Currently, the Department of Criminology and Criminal Justice holds special reputation for being the nation's one and only academic institution dedicated for producing scholars and professionals qualified in different fields of Criminology and Criminal Justice and thereby addressing an indispensable national need for ensuring effective control and the prevention of crime. The seminal effort of institutionalizing higher education in Criminology and Criminal Justice in the university system of the country has resulted in a national recognition of the subject encouraging other institutions of higher education and professional training including the Department of Police to incorporate Criminology and Criminal Justice studies into their curricula as required for the enhancement of such programmes.

The history of the emergence of a separate academic department as the Department of Criminology and Criminal Justice dividing the Department of Sociology and Anthropology into two in May 2016 could be traced back to the initial organization

of the Vidyodaya University established in 1959 under the University Act No. 45 of 1958. The founding Vice-Chancellor, Walivitiye Sri Soratha Thera, had a special interest in introducing new disciplines of indigenous education as well as that of western education which had not been considered as part of higher education at the time. As anthropology was among those new subjects, a separate Department of Anthropology was established in 1960 under the Faculty of Arts and the renowned anthropologist Professor P.E.P. Deraniyagala was assigned with the headship for the development of higher education in physical anthropology, social anthropology, and ethnology. Mr. C.M. Ostin de Silva, the anthropologist of the then National Museum, served as a visiting lecturer of the new department. Under their leadership, the first "Anthropological Society" was organized, and the society published the first "Journal of Anthropology" comprising academic articles written by renowned scholars such as Mr. Martin Wickramasinghe, Professor P.E.P. Daraniyagala, Dr. E.W. Adhikaram, to name a few. The title of the article authored by Dr. E.W. Adikaram was "*Crime and Deterrence*". This historical document sustains the tiny seed of academic interest that prevailed in the academia of the time in addressing social phenomena falling within the domain of Criminology and Criminal Justice.

Mr. Martin Wickramasinghe deserves the special gratitude of the nation for the introduction of anthropology into university education as he frequently emphasized in his writings the significance of teaching anthropology in universities and conducting anthropological research studies while encouraging such efforts. In 1964, Dr. Alex Gunasekera was appointed the Head of the Department and he worked hard to revise the existing curricula emphasizing the significance of developing indigenous knowledge base useful for the country instead of imitating that of the West. The Department of Anthropology was transformed into the "Department of Anthropology and Sociology" incorporating the discipline of sociology in 1968. Dr. Nandadeva Wijesekare also made a great contribution to the institutionalization of anthropological studies and research while extending his support to Professor Nandasena Rathnapala who held the headship of the department for over 13 years from 1972 to 1985.

Professor Nandasena Rathnapala, who had been serving as a senior lecturer in the Department of Sinhala after securing his PhD from Gottingen University in Germany, became the Head of the Department of Anthropology and Sociology in 1972. As a student of the department, Mr. Edwin K. Ganihigama (later a senior lecturer) played a vital role in persuading Professor Rathnapala to accept the headship of the department when it was confronted with a crisis of survival without headship as Dr. Alex Gunasekara left for London. This appointment itself marks a historical transition of academic and research commitment of Professor Rathnapala from Sinhala literature of Humanities to anthropology, sociology, and later criminology and criminal Justice of Social Sciences, and he academically equipped himself for the new disciplines securing another PhD in Sociology and DLitt for conducting empirical research studies that laid a strong foundation for the consolidation of his identity as a versatile social scientist with special interest in anthropology, sociology, and criminology and criminal Justice.

Professor Rathnapala deserves special appreciation in any historical account of introducing sociology and criminology to the people of this country for his extraordinary commitment and dedication to social research on burning issues of the social life of people and his extensive publication of research findings in simple language and in both Sinhala and English that attracted a vast readership. Local newspapers, journals, and other mass media frequently published his articles and discourses, making the discipline of sociology a people's subject from being a subject once confined to and deliberately restricted to a handful of the learned English readership. Among the hundreds of social research studies, "The Beggar in Sri Lanka" remains an outstanding contribution to the methodology of social research as it introduces a new technique of data collection - 'Living in Research' - that goes beyond the participant observation developed by the pioneers of anthropology.

Even though the phenomena of crime and deviance have been addressed in the Social Sciences such as psychology, sociology, anthropology, geography, economics, and political science as required for the explanation of human behaviour from the perspectives of those disciplines, none of the departments offering them had shown any interest in expanding the education of crime and deviance until Professor Rathnapala endeavoured to address them as social problems in the periodic revision of curricula of the Department at the beginning and later under a separate subject of Criminology. His research experience of social problems and the experience of working with the Police Department for research and training of police officers seems to have developed the wisdom required for opening a new avenue of higher education and professional training in the field of criminology and criminal justice for the first time in the university system of Sri Lanka.

Even though the criminal justice system including the Police Department was always blamed for its weaknesses in the control and prevention of crime while maintaining the peace and order of society, Professor Rathnapala came forward to acknowledge and convince the nation that the reason was the lack of higher education in criminology and criminal justice for most of the workforce of the criminal justice system. The demand for higher education and training in the fields of criminology and criminal justice was evident from the discussions he had with police officers, judicial officers, prison offices, corrections and probation officers, custom officers, excise offices, and various other institutions. Highlighted in such discussions was the lack of higher educational opportunities in existing universities in the country and the difficulties of going abroad to obtain such exclusive qualifications.

It was in response to this real demand of the criminal justice system of the country and the national need for developing a useful knowledge base of criminology and criminal justice that Professor Rathnapala worked hard amidst various institutional and personal obstacles to introduce criminology as a major subject of the existing degree programme of the BA in Sociology and Anthropology in the early 1980s and the special degree of BA in Sociology: Criminology and Criminal Justice in 1983. The term Sociology was included in the title of the degree as a technical requirement for keeping the available access to state sector positions

open for the new graduates until the new degree gain recognition.

The fullest support of the Vice-Chancellor Dr. Karunasena Kodithuwakku and the Dean of the Faculty of Arts, Professor Wimal G. Balagalla enabled Professor Rathnapala to proceed with the new proposals for the introduction of the special degree programme in Criminology and Criminal Justice. They assisted in finding infrastructure facilities for conducting lectures and recruiting five new lecturers for enhancing the capacity of academic staff of the department which had been confined to five permanent members. Professor Rathnapala, Dr. Siripala Hettige, and senior lecturers Edwin K. Ganihigama, B.A. Tennyson Perera and Swarnalatha Perera served in the permanent staff with the assistance of a few temporary and visiting lecturers. Newly recruited were Yasanjalee Devika Perera, Anuruddhika Buddhadasa, M.W. Jayasundera, Praneeth Abayasundara and Jayantha Jayasiri who secured their postgraduate qualifications later and became permanent members of the staff. During his period of headship, Professor Rathnapala was able to increase the number of the permanent staff members and retain ten of them at the time of handing over the headship to senior lecturer Mr. Edwin K. Ganihagama in January 1986.

The original curriculum of the new degree programme was developed by Professor Rathnapala in consultation with the relevant stakeholders of the major institutions of the criminal justice system of the country and the staff of the Department. It was designed for three years as students for the special degree programme were selected from those who obtained high marks for sociology subjects offered for the first year of the general degree programme of the faculty. The course offered 15 subjects: (i) Basic Concepts of Sociology, Anthropology and Psychology, (ii) Principles of Criminology, (iii) South Asia, (iv) Crime in Primitive Societies and in Sri Lanka (v) Criminology and Criminal Justice; Theoretical Orientation, (vi) Crime Control and Technology, (vii) Sociological and Criminological Research Methods, (viii) International Politics and Criminal Justice, (ix) Criminal Law and Criminal Justice, (x) Crime and Social Problems, (xi) Crime in Selected Countries of the World, (xii) Crime and Rehabilitation, (xiii) Advanced Sociological and Anthropological Theories, (xiv) Criminal Justice Administration, and (xv) Research Essay.

The original curriculum was further developed with the academic consultation of Professor Richard Ward whose service was available with the patronage of the Asia Foundation office in Colombo. Being a professor of criminology and criminal justice of the University of Illinois in the USA, Professor Ward was able to provide the necessary consultation required for developing the course contents to match international standards. The Asia Foundation extended its patronage for obtaining the service of former Deputy Inspector General of Police (DIG) Dharmadasa Siva in the capacity of consultant for curriculum development and visiting lecturer of the new course. Furthermore, Mr. John Gier of the Asia Foundation paid special attention directing the librarian Mr. Nallathambi to support the criminology and sociology degree programmes with relevant literature. As a result, the department was able to get a large collection of textbooks and other publications in criminology,

criminal justice, sociology, anthropology, psychology, research methods, and communication.

The curriculum has undergone several periodic revisions in the period of the last thirty-eight years in terms of introducing new policies for enhancing the quality and relevance of university education and reorganizing of curricula in accordance with the system of course units. Accordingly, the present curriculum contains twenty-eight course units offered by the Department of Criminology and Criminal Justice and in addition the students have a choice for selecting twelve course units from other relevant degree programmes offered by other departments of the faculty. The Course Units offered by the Department are: (i) Introduction to Criminology, (ii) Criminal Justice Systems (iii) Criminological Theories (iv) Psychology of Crime (v) Child Rights and Child Abuse (vi) Comparative Criminology (vii) Criminological Research Methods (viii) Women and Crime (ix) Police and Judiciary (x) Criminal Investigation (xi) Criminal Law (xii) Corrections (xiii) Modern Theories crime (xiv) Victimology (xv) Drug Abuse (xvi) Crime in Sri Lanka (xvii) Juvenile Delinquency (xviii) Applied Criminology (xix) Computer Crime (xx) Forensic Science (xxi) International Terrorism (xxii) Crime and Human Right Violation (xxiii) Crime Control and Prevention (xxiv) Conflict Criminology (xxv) Cultural Criminology (xxvi) Environmental Criminology (xxvii) Industrial/ Alternative Training Opportunity and (xxviii) Independent Study.

Professor Rathnapala always emphasized the fact that any expansion of university education is meaningless unless it enhances the employability of graduates through due recognition for addressing the national needs of the country. In keeping with this principal assumption, he adopted a strategy of obtaining the maximum service of the leading stakeholders in the institutions of the criminal justice system of the country for curriculum development as well as the teaching and learning requirements of the new course. Accordingly, a large staff of external lecturers representing almost all sections of the Police, Judiciary, Prisons, Probation, Attorney General, Government Analyst, Law, Forensic Science, and Forensic Medicine enthusiastically contributed to the delivery of relevant subjects with their expertise and invaluable experience in their respective fields of specialization. Their active involvement enriched the quality and relevance of the degree programme while providing the due recognition for the new degree in the Criminal Justice system.

Among those members of the original visiting staff, DIGs Mr. S.P. Dharmadasa Silva, Mr. W.B. Rajaguru, Mr. Frank Silva, Mr. Kinsley Wikramasooriya, and Mr. Chandra Fernando of the Department of Police, Commissioner Generals of the Prisons Mr. J.P. Delgoda and Mr. H.A. Dharmadasa; retired High Court judges Dr. Ananda Grero, Mr. G.L.M. de Siva, President Counsel Mr. D.P. Mendis, and Government Analyst Mr. Ananda Mendis rendered their service providing institutional support for the field training of the students. The staff of visiting lecturers was further expanded in the subsequent decades obtaining the service of new office bearers of those institutions and departments. Professor Vidanapathirana and Dr. Sanjaya Hulathduwa of the Faculty of

Medical Science at the university of Sri Jayewardenepura have been serving as visiting lecturers of Forensic Medicine and Forensic Science. Government Analyst Mr. W. Jayasundera also joined the visiting staff continuing the service rendered by Mr. Ananda Mendis. Mr. Raja Gunarathna, a senior lecturer of the Department of Legal Studies at The Open University of Sri Lanka has been serving as an important resource person of the new course. Being a graduate of the new degree programme, DIG Sajeewa Madawaththa contributes immensely to the courses offered by the Department in the capacity of visiting lecturer.

The presence of important officials of the criminal justice institutions in the university premises was not equally welcomed by some groups of students at the beginning considering them as a serious threat to their freedom. Soon there developed a secret anti-criminology movement that demotivated the students who were interested in enrolling in the second batch of the degree programme. There were serious incidents where students who had selected criminology for their specialization were coerced to give it up. A lack of recognition for employment in the state sector and the risk of being unemployed after graduation were the issues they openly emphasized as a pretext for discouraging the selection of criminology course, without revealing their underlying political agendas. As a result, only four students applied for the second batch of the course even though the first batch comprised fifteen students. It was after motivating the selected students to find two more students that the course continued with six students in the second year. There were only ten students in the third batch. The number of students applying for the criminology course gradually increased thereafter creating a competition among students for following it.

Meanwhile, the introduction of the course unit system in the early 2000s opening a new door for selecting a prescribed number of optional course units from courses offered by relevant other departments of the faculty, provided the students of each department with an opportunity to follow the subjects of the criminology course as required for the selected degree programme. Accordingly, this new policy further increased the opportunities available for teaching subjects of criminology and criminal justice for many students in addition to the students following the special degree in Criminology and Criminal Justice.

Having considered the national need for extending the access to higher education in criminology and criminal justice for students following the external degree programmes offered by the university, the department designed a separate curriculum in 2015 and introduced it into the BA General Degree programme of the faculty. The curriculum contains six subjects: (i) Basic Concepts of Criminology, (ii) Criminal Justice System (iii) Criminological Research Methods (iv) Theories of Criminology (v) Contemporary Trends of Crime, and (vi) Crime Control and Prevention. For each academic year, two of the subjects are offered respectively.

It was after the introduction of the Criminology degree programme, Professor Rathnapala worked for the commencement of postgraduate degree programmes in criminology and criminal justice with the intention of providing postgraduate qualifications specially

for the graduates employed in different capacities of the Police Service and other institutions of Criminal Justice system of Sri Lanka and thereby enhancing the quality of their service. He himself encouraged new graduates as well as professional practitioners in the same field to read for postgraduate degrees of MA, MPhil, and PhD. This opportunity was available for those who assisted as expert resource persons for the development of the first-degree programme and some of them - DIGs Mr. Dharmadasa Siva, Mr. Frank Silva and Mr. Kingsley Wickramasooriya, - were able to secure PhD qualifications under the supervision of Professor Rathnapala. After the establishment of the Faculty of Graduate Studies, the responsibility of conducting the postgraduate programmes was transferred to it and presently, the Board of Study of Social Sciences of the Faculty bears the responsibility of the development and operation of all postgraduate programmes including those of the Department of Criminology and Criminal Justice. Annually, an average of ten candidates registers for postgraduate degrees offered in the field of Criminology and Criminal Justice.

Postgraduate Diploma in Criminology and Criminal Justice

Having considered the national need for one-year postgraduate diploma courses and the need for providing a prerequisite qualification for those willing to follow an MA in Criminology and Criminal Justice with a first degree other than criminology, the Department of Sociology and Anthropology designed a one-year Postgraduate Diploma in Criminology and Criminal Justice in the year 2000. As envisaged, it provided access to graduates hailing from the academic streams of Liberal Arts, Science, Medicine and Health, Law, Commerce and Management to enrol in the MA programme and proceed further. The annual average of students registered for the course remains at forty for the last decade. The curriculum of the course was originally developed with the above-mentioned understanding of the need for such a course containing the following course units:

i. Theories and Concepts of Criminology and Criminal Justice
ii. Criminological Research Methods
iii. Crime Control and Crime Prevention
iv. Criminal Law and Human Rights
v. Counselling and Conflict Resolution
vi. Buddhist Jurisprudence
vii. Forensic Science and Forensic Medicine
viii. Independent Research Report

Diploma in Criminology

The Diploma in Criminology Course (one year) was introduced in 2005 after considering the need for opening a door of education in criminology for the professionals with educational qualifications of General Certificate of Education (GCE.) Advanced Level and GCE Ordinary Level with service experience of two or more years in the institutions belonging to the criminal justice system and others interested in securing such a qualification with future ambitions of finding employment in the police and other security services. As was observed in training workshops in the police training colleges and centres, police officers who had joined the police service with GCE Ordinary Level and Advanced Level qualifications had a special interest in following a diploma

course in criminology with the prime intention of enhancing their educational qualifications and thereby enabling themselves to apply for promotions. This need for professional training in criminology was clearly expressed by officers of all ranks of the police service in the discussions the department conducted for planning the diploma course in the early 2000s. The Departments of Police, Prisons, Probation, Excise, and the Ministry of Defence recognized the new diploma course, adopting policy decisions to provide a selected number of professionals with financial sponsorship for covering the course fees and special leave for following it. The annual average number of students enrolled for the course remains at one hundred and fifty for the last decade. The course offers the following subjects:

i. Criminological Research Methods
ii. Concepts and Theories of Criminology
iii. Police and Community
iv. Criminal Law and Prosecution
v. Crime Prevention
vi. Punishment and Rehabilitation
vii. Crime Investigation and Criminology
viii. Computer Crimes
ix. Conflict Resolution and Mediation

New Diploma Courses Introduced in 2021

With the objective of expanding the educational service in different fields of criminology and criminal justice, the present Head of the Department, Dr. Sunil Rajaneththi organized the following six diploma courses and received the approval of the university in 2021 and two of these courses have already been commenced.

Diploma in Computer Crime Prevention and Control

i. Introduction to Criminology and Criminal Justice
ii. Introduction to Cyber Criminology
iii. Introduction Computer Hardware and Software
iv. Network Administration with Security
v. An Introduction to Hacking
vi. Introduction of Criminological Research Methods and Independent Research Report
vii. National and International Cyber Crime Legislation
viii. Introduction of Cyber Security and Forensic Science
ix. Treat Analysis, Security and Crime Prevention
x. E-Crime Investigation Strategy and Procedure

Diploma in Criminal Investigation and Modern Technology

i. Criminological Theory and Criminal Justice Process
ii. Sri Lankan Society, Culture, Kinship and Crime
iii. Criminal Investigation Theory and Concepts
iv. Criminal Law and Judicial Process
v. Grave Crime Scene Investigation
vi. Criminological Research Methods and Independent Research Study
vii. Crime Investigation and Modern Technology
viii. Forensic Criminal Investigation
ix. Police Public Relation and Criminal Investigation
x. GIS Crime Mapping, Crime Prevention and Control

Diploma in Criminal Psychology and Offender Counselling

i. Introduction to Criminological Theories
ii. Study on Personality Development
iii. Introduction to Criminal Psychology
iv. Basic Concepts of Counselling
v. Techniques and Professional Ethics for Offender Counselling
vi. Introduction to Criminological Research Methods
vii. Human Behavior and Violence
viii. Introduction to Mental Health
ix. Psychology of Criminal Justice Administration
x. Stress Management and Counselling Treatment
xi. Independent Research Report

Diploma in Legal Education for Crime Prevention and Control

i. Introduction to Criminology and Criminal Justice Administration
ii. Sri Lankan Society, Culture, and Kinship
iii. Legal History and legal Systems of Sri Lanka
iv. Public Law and Private Law
v. Criminal Law, Criminal Procedure and Law of Evidence
vi. Introduction to Criminological Research Methods and Independent Research Report
vii. Environmental Law and Conflict of Laws
viii. International Human Rights Law and Fundamental Law
ix. International Relation and Conflict Resolution
x. Constitutional Law, Rule and Regulation

Diploma in Homeland Security

i. Introduction to Criminology and Criminal Justice Administration
ii. Introduction to Homeland Security.
iii. Organized Crime Prevention
iv. Immigration, Customs and Law Enforcement Procedures
v. Roll of the Intelligence Agencies and Homeland Security
vi. National and International Security Law and Policy Making
vii. Introduction to Criminological Research Methods
viii. Border, Harbour, Maritime, Transportation and Crime Prevention
ix. Role of Police and Private Security Agencies
x. National Security and Cyber Crime
xi. Introduction to Geographic Information System (GIS) Application
xii. Independent Research Report

Diploma in Prevention of Bribery and Corruption

i. Introduction to Criminology and Criminal Justice System
ii. Society, Culture and Personality Development
iii. Allegation and Judgment of Corruption and Bribery
iv. Introduction to White-collar Crime
v. Global Movements of Anti-Corruption and Bribery
vi. Forensic Accounting and Investigation of Financial Frauds
vii. Criminological Research Methods and Independent Research Report
viii. Investigation of Bribery and Corruption
ix. Human Behavior and Psychology of Crime

x. Online Bribery and Corruption
xi. Role of NGOs in the Prevention of Bribery and Corruption
xii. Police Public Relation and Crime Prevention

University of Colombo

Criminal Justice - LLM Programme

The Faculty of Law of the University of Colombo is the only traditional faculty that offers legal education in the university system of Sri Lanka. In its history of 73 years, until 2008, the Faculty of Law did not offer the subject of Criminology and Criminal Justice at its undergraduate or postgraduate levels. In 2006, subsequent to the suggestion made by Mrs. Jeeva Niriella, a senior lecturer of the Faculty of Law of the University of Colombo, the faculty realized the importance of this subject, and having considered the national need for extending the access to higher education in criminology and criminal justice for the officials of the criminal justice system of Sri Lanka, decided to introduce criminal justice as a course unit in its LLB degree programme.

Thus, in the year 2008, for the first time, the faculty introduced this subject as a separate course unit to its LLM programme. The allotted number of lecture hours was forty-five, equivalent to three credits. The number of one-on-one lecture hours (teacher-student interaction sessions) of this subject was increased to sixty hours advancing the course to four credits with the change of the course module title to Criminal Justice. The course curriculum was prepared by Mrs. Niriella and she was the course director of the two subjects. It has become a popular subject in the LLM programme and students demonstrate a high interest in learning this subject by choosing a topic from this subject to complete the (extended essay) dissertation. Honourable judicial officers, members of the Official Bar and Unofficial-Bar demonstrate greater interest in studying criminal justice than the other officials engaged in the criminal justice system of Sri Lanka. Table 11.1 presents the increased interest of the students (officials who engage in the Criminal Justice system) to opt the subject in the degree programme:

Department of Sociology, Faculty of Arts

The Department of Sociology was established in 1969 in fulfilling the necessity for introducing a separate department to teach sociology and social welfare in the newly established Faculty of Arts in the Colombo branch of the University of Ceylon. Professor Jayasuriya, the first Head of the Department of Sociology, has made an

Table 11.1: Increased interest of the students to select the subject Criminal Justice

Academic Year	Number of Students of Criminal Justice	Number of Students enrolled in the LLM Programme
2009/2010	13	Not available
2011/2012	34	-do-
2013/2014	36	-do-
2016/2017	48	-do-
2019/2020	49	-do-

Source: Information provided by the LLM Unit Faculty of Law, University of Colombo

immense contribution to the field of social welfare and politics, migration and multiculturalism focusing on both Sri Lankan and Australian contexts. His intellectual contribution was continually received by the department until his demise as an Emeritus Professor of the University of Western Australia.

The other pioneers of the Department of Sociology who undertook the responsibility to elevate the department to the position where it is today are Ms. Malsiri Dias, Mr. I.V. Edirisinghe, Professor S.T. Hettige, Professor Ramani Jayathilake, Ms. Suvineetha Gunasekara, and Dr. Newton Gunasinghe. The students of the first batch who successfully completed their degree, joined the department as academics, and contributed immensely to the growth of the research culture of the department. Their research addressed issues of social inequalities, discrimination in education, marginalization of youth in the social development process, injustice faced by youth in many aspects, injustice and marginalization of women and their vulnerability and conflict and violence among different communities etc, which could be related to criminology and criminal justice. Conflicts and violence, deviance, crime and social control, gender and women's studies, law and governance, topics related to criminology, and criminal justice are taught by the Department of Sociology, and the academics demonstrate their ongoing interest in specializing in the above areas.

Open University of Sri Lanka

Master of Law (LLM) - Department of Law

The LLM in Criminal Justice Administration Degree programme was launched in 2012 by Department of Law, Faculty of Social Sciences and Humanities of the Open University in Sri Lanka. This was the first postgraduate degree programme in criminal justice introduced in the state university system. The course was designed to include criminal law jurisprudence in general and juridical sciences blended with medical and other allied sciences that bears a significant affinity with criminal law and administration of criminal justice. Being the first postgraduate degree programme under the field of law in the university system of Sri Lanka approved by the Quality Assurance and Accreditation Council of the UGC, this pioneering programme fulfilled a long-standing lacuna in the country's higher education system and facilitated the professional development aspirations of many who are connected or have an interest in the administration of criminal Justice and the criminal justice system.

This programme has a theoretical focus blended with practical knowledge. The broad aim of this programme was to impart juridical, legal, and scientific knowledge in the areas of criminal investigation, administration of criminal justice, forensic medicine, and other allied sciences which play a vital role in dispensation of criminal justice.

The duration of this study programme is two academic years. According to the governing rules and regulations, the maximum period to complete the programme should not exceed six consecutive academic years. The medium of instruction of this study is English.

The curriculum of the LLM Degree programme of Criminal Justice Administration reflects an excellent mixture of both juridical sciences and medical and other applied sciences. Eminent academics and professionals

were in the working committee to develop the course curriculum for the degree programme. Both authors of this chapter were in the committee and Professor Niriella undertook the responsibility of preparing the course curriculum for the subjects of Penology 1 (Penal Theory), Law of Evidence and Law of Criminal Procedure and contributed immensely to the preparation of the curriculum for the subject of Human Rights Relating to Criminal Justice Administration. Professor Dhanapala was entrusted with the task of preparing the course modules for the subjects of Criminology and Corrections (Penology II). Table 11.2 provides the details of the course curriculums of the degree programme.

The dissertation is a research component with a word limit of 20,000 and 25,000. Appropriate research topics could be selected by the candidates. However, the particular topic should be related to a course unit taught in the programme. Candidates should complete the dissertation under the guidance of a senior academic. Since 2012, approximately three hundred students representing the Judiciary, Attorney General's Department, Police Department, Department *of* Prisons, academics, lawyers from un-official Bar and other departments that are related to the Criminal Justice system have enrolled in this degree programme and successfully completed the degree programme. Table 11.3 reveals the growing number of

Table 11.2: Course Curriculum of the LLM in Criminal Justice Administration offer by Department of Law, Open University Sri Lanka

Year	Course Code	Credit Value	Course Title	Prerequisites
First Year	LLPA 301	3	Penology I	None
	LLPA 312	3	Research Methodology	
	LLPA 303	3	Criminology	
	LLPA 504	5	Law of Evidence	
	LLPA 605	6	Criminal Procedure	
	LLPA 306	3	Criminal Investigation I- Forensic Toxicology, EQD and DNA	
	LLPA 307	3	Criminal Investigation II- Ballistics and Explosive	
	LLPA 408	4	Medical Science in criminal Investigation	
Second Year	LLPA 409	4	Human Rights Relating to Criminal Justice Administration	Completion of minimum fifteen (15) credits in the first year in the programme to register in the second year of the programme.
	LLPA 410	4	International criminal Law	
	LLPA 411	4	International Humanitarian Law	
	LLPA 302	3	Penology II	
Second Year	LLPAF13	15	Dissertation	Completion of LLPA312

Source: Information provided by the Post-Graduate Unit of the Department of Law, Faculty of Social Science and Humanities, Open University of Sri Lanka

Table 11.3: Number of the students completed the degree programme

The academic year	Intake	Number of students enrolled	Number of students passed
2013/2014	1st intake	35 students	09
2014/2015	2ndintake	50 students	11
2015/2016	3rdintake	51 students	26
2016/2017	4thintake	50 students	21
2017/2018	5th intake	50 students	21
2018/2019	6th intake	60 students	The results yet to be released
2020/2021	7th intake	64 students	The course will be commenced in October 2021

Source: Information provided by the Postgraduate Unit of the Department of Law, Faculty of Social Science and Humanities, Open University Sri Lanka

intakes and successful completion of the degree programme from the year 2013 to 2021.

General Sir John Kotelawala Defence University (KDU)

Domestic Criminal Justice Module – LLM programme

This course module was introduced for the first time to the LLM taught course programme conducted by the Faculty of Graduate Studies, KDU in collaboration with Faculty of Law, KDU, in 2016. The Domestic Criminal Justice course unit offers an elective subject in semester I of the year I in this programme. This unit consists of three credits with forty-five one-on-one interactive teaching hours. The course unit includes both formative and summative assessment components. International Criminal Justice, which is a parallel course unit, is similar to the Domestic Criminal Justice course unit in teaching, learning, and assessing. Since 2016, ninety-two students have offered the subject. The Criminal Justice course introduced by the Faculty of Law of the University of Colombo was the benchmark considered in the preparation of this course. Since 2016, Professor Jeeva Niriella has taught this subject.

Faculty of Criminal Justice

The establishment of a faculty of Criminal Justice at KDU was discussed at the meeting held at the Presidential Secretariat with His Excellency the President of Sri Lanka and the Board of Management of the KDU on 19th October 2020. KDU approved the establishment of the Faculty of Criminal Justice at its 630th sitting on 21st May 2021. As a result, this youngest faculty of the KDU was established in July this year (2021). It is now in the process of initiating undergraduate and postgraduate degree programmes which will commence in January 2022. This faculty has two departments, namely, the Department of Criminology and the Department of Police Science. The Department of Criminology will offer Bachelor of Science (BSc) in Criminology and Criminal Justice, BSc in Criminal Psychology, Master of Science (MSc) in Criminology and Criminal Justice, and MSc in Criminal Psychology, whilst the Department of Police Science will offer BSc in Police Science, BSc in Crime

Table 11.4: Discloses the growing interest of the individuals to learn the subject along with the pass rate comparison to the total number of the students enrolled to LLM degree programme from 2013 to 2019.

No	Year	LLM Programme	No. of Candidates in the Batch	No. of candidates offered DCJ	Pass rate %
1.	2019	Programme 7	58	26	77
2.	2018	Programme 6	31	27	89
3.	2017	Programme 5	32	21	86
4.	2016	Programme 4	34	18	94
5.	2013	Programme 5	19	19	100

Source: Information provided by the Faculty of Graduate Studies, KDU, Sri Lanka

Investigations, MSc in Police Science. The faculty also will offer the MPhil and PhD programmes. All these BSc degree programmes are SLQF level five programmes that include ninety credits to be completed within three academic years. As per the approval by the Board of Management, the faculty anticipated to enrol forty police officers to pursue BSc in Police Science and fifty students including police officers and day scholars to follow the BSc in Criminology and Criminal Justice in 2022. Professor Jeeva Niriella has been appointed the founding Dean of the newly established Faculty of Criminal Justice. At the time of writing this chapter, she has completed designing thirty-two course modules Grade Point Average (GPA) and Six Non-Grade Point Average (NGPA) course modules for BSc in Criminology and Criminal Justice. The preparation of the course curriculum for the BSc in Police Science is in progress under the guidance and supervision of Professor Jeeva Niriella.

Challenges and Prospects

The shortage of criminologists in academia who have specialized in this area of study can be listed as the main obstacle in teaching criminology and criminal justice as a separate discipline in the university system of Sri Lanka.

The techniques that should be adopted in teaching and learning as well as assessing the subject is different from other disciplines due to the interdisciplinary nature of this subject. Therefore, the capital expenditure and other recurrent expenses to be spent for teaching this subject are relatively higher than other subjects.

The lack of optimistic attitude among the academic community and university heights governing bodies to consider criminology and criminal justice as a separate field of study is another barrier in teaching in criminology and criminal justice as separate field of study in the university system. It is still mainly considered a mere course unit offered under the main discipline of sociology or law.

Every country in the world today focuses on the fundamental goals of sustainable development in formulating their government policies. Crime control and crime prevention are either directly or indirectly linked to each of these goals. Therefore, it is appropriate to consider criminology and criminal justice as a

distinct field of study. Thus, including criminology and criminal justice as separate study field and enhancing teaching mechanisms which are unique to the subject will lead to achieving its full potential in the future.

Conclusion

The main point that emerges from the above discussion is that the teaching of this subject in the university system in Sri Lanka is still in its primary level. Thus far, only the KDU which is administered by the Ministry of Defence, has made a decision to establish a new faculty to teach criminology and criminal justice as a separate field of study, realising its national interest. It is now time for the state universities in Sri Lanka to follow the same pathway and contribute to the national interest.

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Chapter 12

DEMOGRAPHY: A MULTIDISCIPLINARY PROGRAMME

K.A.P. Siddhisena

Abstract

Demography is a pivotal discipline which is held in high regard for its multidisciplinary and interdisciplinary nature, especially within the field of Social Sciences in Sri Lanka. It aims to understand the causes and consequences of the size, growth, distribution, and composition of population and its demographic dynamics. Demography and Population Studies are associated disciplines which are rooted in the field of Social Sciences at the selected universities. With the establishment of Demographic Training and Research Unit, the field of Demography as a discipline was established within the Faculty of Arts of the University of Colombo to carry out training and research programmes at undergraduate and postgraduate degree levels. Due to the high average annual growth rate of the population which prevailed during the period 1963-1971 in Sri Lanka and the implications of population-related factors on multifaceted economic and social issues prevalent since the 1950s, especially in developing countries, the UNFPA granted generous financial support to commence training and research activities initially at the University of Colombo and thereafter to other universities where the Social Science-related courses were conducted in Sri Lanka. Over the last five decades, Sri Lankan universities including the University of Colombo have offered diverse Demographic and Population study courses for General and Honours Degree programmes and Postgraduate programmes, produced scholarly and policy-oriented research, and organized seminars and conferences to create awareness of the subject among students, professionals, and researchers. Short-term training courses, consultancy services, and research projects are also provided at the request of government ministries, departments, and other organizations. All these activities continue at the universities with the aim of creating productive professionals of quality who are capable of providing guidance and advocacy to formulate better socioeconomic policies.

Keywords: *Demography, population studies, research. social science*

Introduction

The different subjects in the Social Sciences enrich the quality and scope of the related areas of higher education which plays a vital role in the economic and social development in a country. In this context, Demography can be regarded as a multidisciplinary and interdisciplinary field within the Social Sciences that helps to understand the causes and consequences of the size, growth, distribution, and composition of a population. Moreover, it is a field

of study that examines the dynamics of fertility, mortality, and migration on demographic, socio-economic and health issues and develops the necessary policy options and strategic plans.

One of the common questions that is frequently raised is "What is Demography?" We can simply state that demography is the study of population. According to the United Nations (1958), it is "the scientific study of human populations, primarily with respect to their size, their structure, and their development" (United Nations, 1958, p. 3). Further, demography is the "statistical and mathematical study of the size, composition, and spatial distribution of human populations, and of changes in these aspects through the operation of the five processes of fertility, mortality, marriage, migration and social mobility" (Bogue, 1969, p. 1-2). As pointed out by Hauser & Duncan (1959, p. 2-3), Demography and Population Studies are closely inter-related but slightly different disciplines in their scope as Demographic Analysis is confined to the study of components of population variation (fertility, mortality, and migration) and changes whilst 'Population Studies', in a broader sense, considers the determinants and consequences of population trends. The aim of this chapter is to provide an understanding of the establishment of Demography/Population Studies as an important discipline and how it rooted and has evolved within the field of Social Sciences in the university education system of Sri Lanka.

Origins and Institutionalization of Demography as a Discipline in Sri Lanka

As the growth of the world population has been accelerating since the 1950s, several social scientists, policy makers, and UN agencies have been concerned about the factors and consequences of the growth and distribution of populations on economic, social, and environmental issues. Thus, the United Nations has paid special attention to these demographic issues and their socio-economic and political impacts on demographic trends since the 1950s, particularly by organizing influential international meetings and population conference. For instance, the 1954 World Population Conference in Rome, the 1965 World Population Conference in Belgrade, and the 1974 World Population Conference in Bucharest created the momentum required to actively promote population education as one of the components within school curricula and university education in developed and developing countries (Gnanarajah & Fraser, 1981). Furthermore, serious consideration was paid to the importance of population education in Asian countries after the Population Studies workshop held in Bangkok in 1970.

The rapid growth of population in Sri Lanka, where it nearly doubled from 1946 (6.66 million) to 1971 (12.69 million) or the average annual population increase of 2.58 per cent per year during the intercensal period of 1946-1971, also led to the initiation of population education in school curricula and the university education (Siddhisena, 1998). Based on this demographic scenario, the United Nations Funds for Population Activities (presently known as the United Nations Population Fund – UNFPA) granted financial assistance to initiate and promote population programmes such as family planning, training, and research in the field of Demography and Population Studies in Sri Lanka. Although the

Swedish International Agency (SIDA) was the first agency which provided financial assistance (US $ 3.7 million) to the Sri Lankan government for the implementation of population programmes such as conducting surveys, allocating a separate building, training of personnel, and the purchasing of equipment including audio visual aids and contraceptives, the UNFPA has been the main agency which signed the agreement with the Government of Sri Lanka to provide funds for population-related programmes since the 1970s. According to this agreement, the UNFPA granted US $ 6 million in 1973 to initiate 11 projects to promote population-related programmes in Sri Lanka. Among them, one of the projects (SRL/72/PO6/07) was given to the University of Colombo to promote teaching and research activities on population studies (Ministry of Health and Social Services, 1994).

As a result of this generous financial assistance from the UNFPA, the late Professor Laksiri Jayasuriya (former Dean and Professor of Sociology) of the Faculty of Social Sciences (the present Faculty of Arts) of the University of Colombo finalized the establishment of the Demographic Training & Research Unit (DTRU) within the Faculty of Arts of the University of Colombo in November, 1973. This was accomplished with the help of the Government of Sri Lanka (the Ministry of Planning and Economic Affairs) and the United Nations Population Division which was named as the Executing Agency.

The prime objective of the DTRU was to initiate teaching, training, and research in the field of Demography and Population Studies in Sri Lanka. Thereafter, the DTRU has been positioned as the primary centre and focal point of building a nucleus of competent personnel inside and outside the university system, who can develop extensive demographic teaching and research study programmes in Sri Lanka. Although initially the emphasis was on conducting academic courses, it was envisaged that the DTRU would in due course be entrusted with the function of supervising and servicing research projects in the field and providing advisory and consultancy services to ministries and other government organizations such as the Ministry of Plan Implementation and the Department of Census and Statistics. In addition, the DTRU had a role in training government officials such as Divisional Secretariat personnel, Planning Officers, teachers engaged in teaching the population-related materials found in the syllabuses of Economics and Geography for the Advanced Level examinations and other personnel through training programmes on population and related disciplines relevant to their fields.

After the establishment of the DTRU, its office was temporarily located at No. 18, Ward Place, Colombo 7 for 3 months and then it was shifted to the UN premises in Buller's Road. This shift was made to develop logistic and academic programmes under the direct supervision of the Director of the DTRU in consultation with two of the UN experts. Dr. S.L.N. Rao was the first to be recruited in December 1974 as a UN expert. He was followed by Dr. Badra Hanna, who joined in early 1975. They worked for 3 years on contract basis until 1977. The work of the DTRU gathered momentum after the recruitment of the UN Experts. Thereafter, for about a year, the DTRU shifted to Keppetipola Road, Colombo 7, to a building rented

by the University of Colombo. However, due to the inconvenience of conducting administrative and academic functions such as the conducting lectures from this location, the Unit was shifted to the premises of the Faculty of Arts of the University of Colombo.

Although population issues like the consequences of growth, distribution, redistribution (migration) and urbanization of population were discussed under the disciplines of Economics, Sociology and Geography in university education prior to the 1970s, the field of Demography was initially launched in the Sri Lanka university education system with the establishment of the DTRU in 1973 and the beginning of its Demography training and teaching programme. The Demographic and Population Studies courses and their course outlines, reference materials, and examination protocols for Undergraduate courses and the Postgraduate Diploma in Population Studies course were designed and developed by the two UN Experts with the assistance of the founder academic staff. These founder staff consisted of two Senior Lecturers (Senior Counterparts –from the UN term) and two Assistant Lecturers (Junior Counterparts-from the UN term). The Senior Lecturers were from the field of Geography and the Assistant Lecturers were from the fields of Economics and Sociology. They were assigned to carry out the undergraduate teaching in the Sinhala and Tamil media under the guidance of UN experts and the direction and supervision of the Director and Management Steering Committee during the period 1974-1976. During this period, the UNFPA had provided the DTRU with essential publications like textbooks, journals, reports, and UN Manuals on Population and Demography to set up a well-stocked library and also supplied audio visual equipment, teaching aids and computer facilities to the DTRU. Even after the first round of financial assistance provided by the UNFPA, the DTRU was able to receive continuous support from the organization to continue teaching and training programmes on Demography and Population Studies at undergraduate and postgraduate levels. It also facilitated other service courses for administrative personnel and teaching staff and provided support for conducting policy-oriented research. With this substantial financial support and the demand for undergraduate and postgraduate programmes as well as other consultancy and research work, the DTRU functioned as a main unit of the field of Demography in the Faculty of Arts of the University of Colombo.

A course unit on Demography was offered to students reading for the special degree in Economics since 1980 and two course units on Demography and Population Studies were offered to Sociology special students since 1983. In 1990, Demography was introduced as a subject for the 3-year Bachelor of Arts (General) degree by the then Acting Director of the DTRU Professor Siddhisena. In later years (during 1991-1997), the six course units that were introduced for the degree programme were expanded to 10, thus increasing the choice for the students. Therefore, as several course units are offered at the undergraduate and postgraduate levels and research activities are undertaken by senior staff members, and the DTRU as a unit facilitated the process of creating qualified trained staff at postgraduate level, 3 students were able to graduate with PhDs in Demography.

Accordingly, the Acting Director of the DTRU, Professor K.A.P. Siddhisena and the staff proposed to the University Grants Commission to upgrade the DTRU to an academic department of demography, with the approval of Professor Arjuna Parakrama, who was the Dean of the Faculty of Arts, University of Colombo at the time. Considering this request, the DTRU was subsequently upgraded to a fully-fledged department as the Department of Demography in 1997. According to the vision statement,

> the Department of Demography strives to be a leading regional centre of excellence in teaching, research and scholarship in Demography and its mission is "to promote teaching, learning, research and scholarship in Demography and population related issues affecting the country as well as the region and share such knowledge through collaborative research and training programmes within and outside the country. (https://arts.cmb.ac.lk/demo/?page_id=228)

Thus, since 1997, the Department of Demography in the University of Colombo has been functioning as a center of excellence for teaching and research on population and related disciplines and their implications for development. In addition, the Department of Demography is considered an influential institution in Sri Lanka for training population scientists and producing high-quality research in order to enable proactive decision-making to face the challenges related to demography and population of Sri Lanka.

Thereafter, the Department of Demography in the University of Colombo flourished under a set of key figures in the development of the Department in chronological order (Table 12.1). At present, the department consists of seventeen (17) academic faculty members, together with a Professor and three Emeritus Professors and a supportive staff. Currently, among the present academic faculty, there is a diverse range of expertise in areas such as fertility, mortality, migration, urbanization, population ageing, health, climate change, regional planning, and related sub-disciplines. The department continuously offers a lively environment for studying and researching in the areas related to Demography/Population Studies and allied fields.

The following sections provide an overview of the teaching and training programmes on demography conducted at both undergraduate and graduate levels at the University of Colombo and the service courses offered to other universities and government and non-government institutions which conduct demographic research as well.

Demography as a Subject for Degree Programmes: University of Colombo:

The overall aim of the study programme conducted by the former DTRU and the present Department of Demography is to provide undergraduate as well as postgraduate students with a sound knowledge of the theoretical, applied, and practical aspects of Demography, in order to produce suitably qualified personnel required for the country. This is done by providing adequate training, consultancy, and research on the various aspects of Population and Demographic fields such as Population and Sustainable Development, Population and Reproductive Health, Population and Environment, Human Resources Development and Labour Market Planning, and Computer

Table 12.1: Key figures in the development of the Department in chronological order

Name & Designation (at that time)	Title	Period
Professor A.D.V. de S Indraratna, Professor of Economics	Founder Director-DTRU	1973-1977
Mr. W.A.D.G. Abayasekera, Senior Lecturer –DTRU	Acting Director –DTRU	1977-1979
Professor G.W. Roberts- Appointed by UNFPA	Director -DTRU	1979-1981
Professor Stanley Wijesundara- Vice-Chancellor	Direct supervision, control and direction	Sep.1981-1983
Mr. K.A.P. Siddhisena- Lecturer in Demography- DTRU	Coordinator and in-charge of the staff.	1983-1984
Dr. Mrs. Indra Gajanayake Lecturer in Demography- DTRU	Coordinator-DTRU	1984-1987
Mr. Lakshman Dissanayake Lecturer in Demography -DTRU	Acting Coordinator -DTRU Coordinator –DTRU	1987-1988 1988-1989
Dr. K.A.P. Siddhisena- Senior Lecturer in Demography-DTRU	Coordinator-DTRU Acting Director –DTRU	1989-1995 1995-1997
Professor K.A.P. Siddhisena – Associate Professor in Demography	Founder Head- Department of Demography	1997 -2000
Professor W.I. de Silva Associate Professor in Demography	Head - Department of Demography	2000-2003
Professor K.A.P. Siddhisena Professor of Demography	Acting Head Department of Demography	2003
Mr. P. Amarabandu Senior Lecturer in Demography	Head Department of Demography	2003-2007
Professor W.I. de Silva Senior Professor in Demography	Head Department of Demography	2007-2009
Dr. Swarna Ukwatta Senior Lecturer in Demography	Head Department of Demography	2010-2013
Dr. E.L. Sunethra J Perera Senior Lecturer in Demography	Head Department of Demography	2013-2019
Dr. Manori Weeratunga Senior Lecturer in Demography	Head Department of Demography	2019- to date

Source: Extracted from the Departmental records

Application in Demography and Statistics programmes etc.

Introducing Demography at the Postgraduate Degree Level

The first teaching programme in the field of demography introduced by the DTRU since its inception was the one-year Postgraduate Diploma in Population Studies in 1975 and this course is still being conducted in the English medium by the Department of Demography. It is designed to impart knowledge on Population Studies and Demography in the context of interrelated disciplines to participants who represent a cross-section

of multidisciplinary fields. For instance, the students in the early batches were from the fields of Economics, Sociology, Geography, Statistics, Mathematics, Computer Science, Biology, Medical Sciences and Management. Further, this diploma programme provides training in population studies, primarily directed at those who are already employed in population and related fields in the universities, various government departments, and ministries. The curriculum comprises of 8 course units, which mainly cover demographic data analysis, basic demographic techniques, applications, the relationship between demographic studies and other disciplines, social statistics, and research methodology (Siddhisena, 1995). This coursework is subsequently followed by an independent research project (Table 12.2). This diploma programme is mostly beneficial for the promotion of professionals in the Department of Census and Statistics, Registrar General's Department, Ministry of Plan Implementation, and the academic staff of the universities of Sri Lanka. The successful completion of this diploma has also enabled a few university Sri Lankan academics to get their placement for Master's and Doctoral programmes in foreign universities.

In addition to Postgraduate Diploma Programme, the discipline of Demography was further expanded to Master's degree level after 2-3 years from the inception of the DTRU. As a result, a postgraduate programme leading to a Master of Arts Degree in Demography was offered during the period 1975-1976. Therefore, initially two candidates were registered to the Master of Arts in Demography by research programme in 1975 though they did not complete the programme. However, well-structured two-year full-time MA and MPhil programmes in Demography, which included a year of coursework followed by a year's thesis,

Table 12.2: Course units in the Postgraduate Diploma in Population Studies 1976-1990

Course structure	Name of the Course Unit	Lecture hours
Postgraduate Diploma in Population Studies		
First Term- Four Course Units ***(12 teaching weeks)-***		
DMD 501	Basic Demographic Techniques	54 hours
DMD 502	Mortality and Morbidity	36 hours
DMD 503	Migration and Urbanization	36 hours
DMD 504	Introductory Statistics	36 hours
Second Term- Four Course Units ***(12 teaching weeks)-***		
DMD 505	Statistical and Research Methods	36 hours
DMD 506	Nuptiality, Fertility and Family Planning	36 hour
DMD 507	Population Projections and Theoretical Population Models	54 hours
DMD 508	Population and Development	36 hours
Third Term - ***(12 research weeks)-***		
	Independent Research work and dissertation	12 weeks

Source: The Annual Reports of the Department of Demograph

were initiated by the DTRU under the leadership of Professor Siddhisena in 1995, when he was the head of the department. The main enrollment for the MA and MPhil programmes were from the Department of Census and Statistics, which is under the Ministry of Plan Implementation. Personnel from several universities and research institutes were also given an opportunity for further study in the fields of Population Studies and Demography and this allowed them to expand their academic knowledge and work experience in the field of population or related disciplines. The MA programme had been designed to enhance the student's knowledge and ability to undertake research whilst the coursework would mainly focus on advanced demographic analysis, social research methods, and a reading course on Population Studies (Table 12.3).

Responding to considerable requests received from academics attached to universities, and personnel from research institutes, government departments, and ministries, the Department of Demography commenced a one- year Master's programme in Demography in 2013. This MA programme had a high demand from those who sought training in demography and allied fields, and it continued until 2019. In the first batch, 22 students successfully obtained MA degrees out of the 25 students who enrolled, and most of them have benefited from an extensive theoretical and practical knowledge of Population and Demography and the application of Social Statistics and Research Methodology which are useful for their professional development. Due to the increasing demand for postgraduate programmes, the department ventured to offer a one-year Master's in Demography programme, by including more coursework in the form of 5 major course units and a research oriented extended essay component in 2019.Thus, the Masters in Demography programme offers the following subjects in an academic year since 2019 (Semesters I and II) (Table 12.4):

The MPhil in Demography had also become a prominent postgraduate programme in the DTRU since 1976 (Siddhisena, 1995). However, it gained momentum after the DTRU was upgraded as the Department of Demography. The aim of this MPhil programme is to develop the student's ability to undertake independent research with the intention of meeting the demand of demographic researchers in the country. The programme is directed towards students who had demonstrated outstanding

Table 12.3: The course content in the MA in Demography programme up to 2019

MA in Demography		
First Term- Four Course Units *(12 teaching weeks)*-		
DMD 601	Advanced Demographic Analysis	36 hours
DMD 602	Social Research Methods	36 hours
Second Term- Four Course Units *(12 teaching weeks)*-		
DMD 603	Reading course in Population Studies	36 hours
During the balance period of five academic terms a student shall work on the research proposal approved by the Department for the MA Thesis		

Source: The Annual Reports of the Department of Demography

Table 12.4: M.A in Demography (MADEM) (current programme)

Academic Year/ Semester	Code of Course Unit	Name of Course Unit	Number of Credits
Semester I	MADEM 6101	Demographic Techniques	04
	MADEM 6102	Research Methodology	04
	MADEM 6103	Population and Sustainable Development	03
	MADEM 6104	Statistics	04
Semester II	MADEM 6205	Mortality and Morbidity	03
	MADEM 6206	Nuptiality and Fertility	03
	MADEM 6207	Migration and Urbanization	03
	MADEM 6208	Extended Essay	06
	Total Credits		30

Source: The Annual Reports of the Department of Demograph

performance in population studies at postgraduate level and possessed a proven ability to undertake research. The medium of instruction of this programme is English. Although 5 candidates registered for the MPhil in Demography programme in 1995, none of them were able to complete the degree. This might be due to fact that most of them received foreign assignments and scholarships to pursue their postgraduate studies overseas. However, in its entirety, this programme has created quality graduates who are capable. For instance, out of the candidates registered for the MPhil in Demography, some who had successfully completed all the requirements as per the by-laws of the MPhil Degree programme in the Faculty of Arts had been upgraded to PhD level in 2018. This is a successful landmark in the development of Demography as a discipline in the Social Sciences and for the Department of Demography. It is heartening to note that 10 Master's qualified candidates who are engaged in activities and programmes related to the area of population and its relationship to sustainable development are following the MPhil in Demography programme since 2020.

Demography at the Undergraduate Degree Level

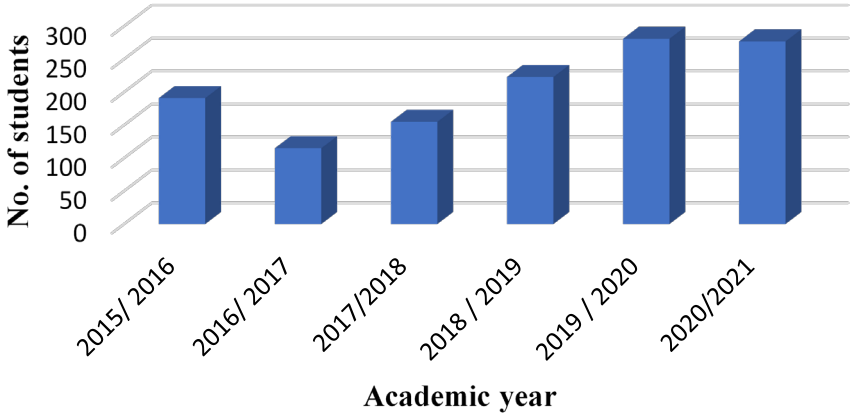
With the inception of the DTRU, the subject of demography was introduced as an important discipline of the Social Sciences within the Bachelor of Arts stream. Thus, the establishment of the discipline of Demography as a degree programme at undergraduate level was first made by the DTRU by offering

five undergraduate course units, i.e., Introduction to Population Studies, Basic Demographic Techniques, Population Growth and Economic Development, Elements of Human Resources Planning and Development and Labour Force and Manpower Projections for the BA in Development Studies (B. Dev. S) programme under its job range of "Population and Manpower Planning" in 1974-1975. These course units in the B. Dev. S programme were continued until they were replaced by the conventional Bachelor of Arts (BA) degree in 1980. Thereafter, Demography was gradually introduced into the undergraduate stream through the Special Degree in Sociology and Economics. Thus, at the request of Professor H.A. de S. Gunasekera, the Professor of Economics and the head of the department of Economics of the University of Colombo at the time, a Demography course (ECS/DMS 401) was incorporated into the Honours Degree in Economics for the 4th year students. This was carried out in 1980 under the coordination of Professor G.W. Roberts who was the UNFPA Expert attached to the DTRU and the Director of the unit at that time. Moreover, two courses, 'Introduction to Demography' and 'Social Demography', were commenced for the Honours Degree in Sociology under the leadership of Professor Siddhisena, who was the head of the department in 1983. These courses were offered to the 2nd years and 3rd year students respectively. These three Demography course units offered to Economics and Sociology students were continued until recent years. Currently, these course units are offered under the Honours Degree in Demography. Therefore, these students of the Honours Degree in Demography have the opportunity to understand Demography as an interdisciplinary subject. It is envisaged that these students in the Honours Degree Programme will be competent when they start working in the fields of population statistics and social relations in any government department in Sri Lanka, with the training they receive.

Instead of teaching Demography as a subsidiary subject for undergraduate level programmes, in 1991 the DTRU firmly decided to commence the teaching of Demography as a major subject of the BA General degree in the University of Colombo. Thus, the DTRU has been conducting six course units for the General degree programme in the Sinhala and Tamil medium. It is worthy to note that only the University of Colombo was able to introduce Demography as a major subject in a degree programme within the university system in Sri Lanka. Consequently, since its initiation, many students who received university admission demanded this subject when selecting a university. Therefore, a considerable number of students who entered the Arts Faculty of the University of Colombo have taken Demography as a main subject at the first-year study programme from 1991, specially during the period from 2014/2015 to 2020/2021, as exemplified in Figure 12.1.

Gradually, the number of course units in Demography for the BA General Degree Programme offered by the DTRU and the Department of Demography increased from 6 to about 18 and they are offered in all three languages - Sinhala, Tamil, and English - making it possible for students to gather knowledge in Demography, which is an interdisciplinary subject related to several other subjects. As the unit system was introduced to the University of Colombo in 1995, around

Figure 12.1: **Number of 1st year students who selected Demography as a subject: 2015-2021**



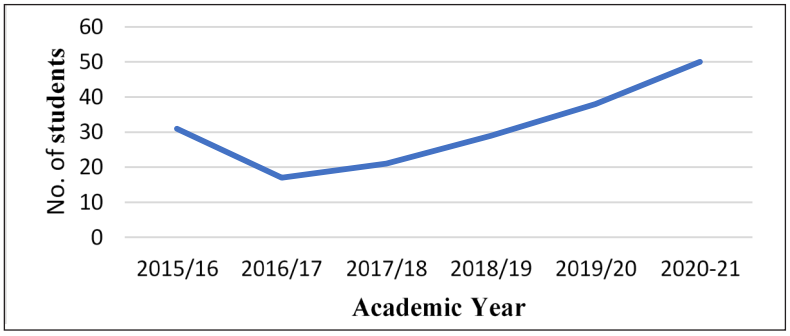
Source: The students enrollment records of the Department of Demography

34 course units have been offered by the department focusing on the students of all four levels. As a result, student enrollment in the Demography General degree programme has increased tremendously. In order to meet the growing demand for the subject at the undergraduate degree level, the Department of Demography introduced a new subject stream, 'Applied Demography,' which can be selected as a 'study stream' from the second year for the General Degree in Arts (BA) programme from 2018 onwards.

In addition to General degree programme, the Department of Demography was able to initiate a four-year Honours Degree programme in 2007. This Honours Degree in Demography programme tends to have a high demand from the students each yearn general, the department absorbs 20 to 30 students annually for its Honours Degree programme from within the 70-80 students who are eligible to follow this degree on their merit passes at the first-year examination. Due to the high demand for the Honours Degree in Demography and since there are no other established departments that can offer an Honours Degree in the subject, the department has decided to allow more opportunities for eligible students to follow the Honours Degree in Demography. This is considering the availability of library facilities, space in the lecture halls, and the availability of computer facilities of the Department. As a result, the absorption of students to the Honours Degree in Demography Programme has increased considerably during the last five years, especially from 2016/2017 onwards (Figure 12.2).

A student following the Honours Degree in Demography is required to complete a minimum of 42 course units of which 26 are course units offered by the Department of Demography itself. For this Honours Degree programme, the department has initiated an internship programme for the students in their final year, with the intention of developing close contact with public and private organizations in order to increase their level of employability. So far, the department has been able to complete six batches

Figure 12.2: Total number of students in Demography Special Degree programme: 2015-21



Source: Department of Demography, 2019, The Annual Reports of the Department of Demography

since the commencement of the Honours Degree programme, and through this process, the Department has produced many Demography graduates who can meet the needs of the country. Therefore, the academic staff of the Department have been fully involved in encouraging the students to develop a knowledge base and assisted them to develop the required skills in the subject of Demography. As a result, these graduates can successfully compete in the job market and are capable of meeting the needs of potential employers (Faculty of Arts, University of Colombo, 2009).

Teaching Demography at Other Departments, Institutes and Faculties in the University of Colombo

In addition to Demography courses that have been offered at the undergraduate and postgraduate levels, the Department of Demography has been offering lectures and training activities related to Demography/Population Studies. These initiatives are of varying duration and have been offered since the 1980s at the request of different departments in Natural Science and the Social Sciences of the University of Colombo. A few lectures on mortality and fertility analysis have been conducted by the senior staff members of the DTRU for the 3rd year students of Community Medicine within the MBBS degree programme at the Faculty of Medicine, University of Colombo in the 1980s. Thereafter, the training programme on Demography was extended to the MD in Community Medicine conducted by the Postgraduate Institute of Medicine (PGIM), University of Colombo. This training which consisted of 20 lecture hours and covered in particular the demographic aspects of population issues related to human reproduction, mortality, and morbidity has been offered for medical personnel since the 1990s. In addition to Demography courses, a senior staff member of the Department of Demography provided a service course on data analysis using SPSS for 25 consecutive batches of medical personnel since the 1990s.

With the inclusion of 20 hours of lectures for the module on Demography in the MSc in Environmental Science conducted by the Faculty of Science of the University of Colombo, since 2009 the Department of Demography offers lectures on subjects such as Basic Concepts in Demography, Population Trends, Population Dynamics,

and Population and Environmental issues. Furthermore, the Department of Demography is also invited to offer 10 hours of lectures on Population for the Honours Degree programme on Environmental Science since 1980.

In addition, a senior staff member of the DTRU has conducted a course unit on Demographic Data Analysis for the Postgraduate Diploma in Sub-national Level Planning conducted by the Regional Development Studies Centre of the Department of Geography, University of Colombo during the period 1990-1995. The DTRU and the Department of Demography continue to provide lectures on Demographic Application on Health for the MSc in Medical Administration conducted by the Ministry of Health and Family Health Bureau in conjunction with the Faculty of Medicine, University of Colombo.

The Department had also designed two course units on Population Studies and Population and Manpower – one for the Diploma in Workers Education and the other for the Bachelor of Labour Studies for the Institute of Workers' Education (IWE) of the University of Colombo. These courses were taught by the DTRU and the Department of Demography from 1981 until the Institute of Workers' Education was renamed as the Institute of Human Resource Advancement (IHRA). At present, there is a course on Population and Manpower that continues to be taught at the IHRA by the staff of the Department of Demography. They also provide assistance on matters related to curriculum development and moderation of examination work.

Population issues are covered in an optional course unit titled 'Population Education' that consists of 20-25 lecture hours, and is taught by the Faculty of Education, University of Colombo, under its Postgraduate Diploma in Education and Master of Education degree (MEd). Although the lectures for these two postgraduate programmes have not delivered by the staff of the Department of Demography, the three senior staff members of the Faculty of Education have been trained on coursework and were given exposure to conducting research in the field of demography through the Postgraduate Diploma in Population Studies.

Teaching Demography and Training Provided for Other Universities and Institutions

Several course units and training programmes on Demography and population related fields have been introduced to other universities and governmental and non-governmental institutions after the establishment of the DTRU and the Department of Demography.

Two useful Demography courses have been introduced by the DTRU and Department of Demography for the MSc in Town and Country Planning and the Postgraduate Diploma in Urban Development conducted by the University of Moratuwa. These courses have been conducted continuously from 1991 to 2015. These courses on Basic Demographic Dynamics and Population Forecasting and Projection for town and urban planning are primarily designed to train students who are mostly involved in urban planning and town planning activities in the Urban Development Authority, Housing Ministry, and the Building Research Institute as well as university staff who are engaged in research in such activities.

In view of the benefits of Demography-related courses, the Department of Town and Country Planning of the University of Moratuwa has been requesting the Department of Demography to develop the curriculum for a Demography course for the BSc Degree in Town and Country Planning, and therefore the Department of Demography has offered 3-credit course unit. These Demography courses are continuing at the University of Moratuwa at undergraduate and Postgraduate degree levels. Lectures are conducted by staff members of that department who were trained at the Postgraduate Diploma in Population Studies conducted by the Department of Demography.

As is widely accepted, the interdisciplinary nature of Demography makes it closely related to Statistics and Mathematics which are subjects that help to develop demographic techniques, models, and projections. Therefore, the Department of Demography offered two Demography courses, i.e., Basic Demographic Techniques and Advanced Demographic Techniques for the BA Honours degree in Social Statistics conducted by the Department of Economics of the University of Ruhuna from 1986. At present, the two courses on Demography had been brought down to one course unit (Demographic Techniques) and it is also conducted by a staff member who is well-trained in the line of Demography. Curriculum development and moderation work are also carried out by the staff of the Department of Demography, University of Colombo.

In addition to the above lectures, the senior staff members of the Department of Demography conducted visiting lectures on courses titled Introduction to Population Studies and Fertility and Mortality for the students of the Honours degree in Sociology of the Department of Sociology, University of Sri Jayewardenepura when that department temporarily experienced a lack of qualified staff to teach the subjects.

Further, the DTRU has been offered the same lecture curriculum on Demography, which was offered to the IWE of the University of Colombo, to working students attached to the branch of the Institute of Workers' Education (IWE) at the University of Sri Jayewardenepura (SJP) in 1982-1984 period.

In addition to the Department of Demography, the Population Information Centre, which initially functioned under the Ministry of Plan Implementation and later operated under the Ministry of Health, also carried out numerous short term training programmes on Population studies and disseminated several population statistics through data sheets, printed materials, and information and policy related bulletins, research papers written by the academics on population and development issues. These multi programmes helped the promotion of knowledge and general awareness on population issues among the students and the public.

Short-term Training Courses

The DTRU as well as the Department of Demography offered various training programmes which primarily benefited officers whose work is related to population and allied disciplines. Some such programmes are:

- teacher training programmes in population and associated socio-economic environment and citizen's life

- training programmes on population and sustainable development for the middle-level administrators
- a lecture series on basic population matters and issues for the newly recruited Sri Lanka Administrative Cadet officers at the Sri Lanka Institute of Administrative Development (SLIDA)
- lecture sessions on population studies to the nursing staff at the Angoda Mental Hospital for Psychiatric Social Service
- lecture sessions for health and health related personnel who followed the Diploma in Health Promotion conducted by the IWE, University of Colombo
- lectures on Demographic measures and Population-related issues for the National Institute of Social Development (NISD).

In addition, at the request of government departments such as the Department of Labour, the DTRU and the Department of Demography offered a short-term training programme on population and its issues to the labour officers during the last 10-12 year period. Other than these specific lecture sessions, several ad hoc lectures on population and related issues have been conducted for Non-Governmental Organizations such as the Sri Lanka Family Planning Association and Sarvodaya etc.

Population Related Courses Offered by Selected Universities in Sri Lanka

Population related course units are generally offered by the Departments of Geography in the General and Honours degree programmes in the Universities of Kelaniya, Sri Jayewardenepura, Ruhuna, Sabaragamuwa, Peradeniya, and Jaffna. For instance, a course unit on Population Geography was offered to 1st year students who follow the Honours degree under the Development Studies degree programme of the University of Kelaniya up to 2005. The course unit on Population and Development and also a course on Population Studies for the MA in Geography are offered in the Department of Geography at the University Kelaniya. Likewise, the courses on Population and Development or Population Geography are offered by the Universities of Ruhuna, Sri Jayewardenepura, Jaffna and Sabaragamuwa. The Department of Geography, University of Jaffna offered an MA in Population and Development for two batches only during the period of 2005-2006. Moreover, two demography-related courses titled Introduction to Population Studies and Demographic Techniques are offered to the 2nd and 3rd year students respectively of the BA in Social Statistics Honours degree conducted by the Department of Social Statistics of University of Sri Jayewardenepura.

Population issues are also sometimes covered in Departments of Sociology and Economics as a part of other courses whilst research work done by staff and students from other departments also cover population and development issues. Further, in order to strengthen demography and population studies in these universities, the UNFPA provided a special project on 'Strengthening Population Studies and Research in Selected Universities' in collaboration with the University Grants Commission (UGC/ UNFPA Project) under the direction and supervision of the Professor Sirisena Thilakaratne, who was the

Chairman of UGC at the time. This was carried out considering the Department of Demography as the focal point during the period 1995-1999. After initiating this project, the UGC coordinated and offered population and development courses and research activities to these universities. In order to promote teaching and research activities related to Demography/ Population Studies, a senior academic was appointed as the coordinator to the project from each of those universities. As a result of the implementation of this project, UNFPA funds allocated to the Department of Demography of the University of Colombo were extended to the Universities of Kelaniya, Sri Jayewardenepura, and Ruhuna to strengthen population and development related training and research activities. At the inception of this project, the four coordinators of this project (who were senior academics) were awarded fellowships to visit leading universities in Australia to learn from their undergraduate and postgraduate programmes and research activities on Population Studies/ Demography and to build a network with those universities. During the project period, three middle-level staff members who teach population studies courses at the three universities (except Colombo) were also provided the chance to visit the Population Studies Centre of the Mahidol University, Bangkok, Thailand to study and to share their experiences on training and research programmes. Moreover, this project has offered invaluable access to books, journals and other publications on population and development as well as audiovisual equipment and teaching aids (computers, calculators, overhead projectors etc.) to conduct the training and research activities.

Establishment of Professional Association

On suggestions made by the Department of Demography, the UNFPA agreed to establish the Population Association of Sri Lanka and a generous fund was granted to initiate this. Hence, the Population Association of Sri Lanka (PASL) was founded as a professional body on 8th February 1997 by a group of researchers, academics, policy makers, and professionals who are dedicated to actively pursue a wide range of interests pertaining to the advancement of Demography, Population Studies, and allied fields of scholarship. The Mission of the PASL is "Provision of a forum for scholars, researchers, teachers, and students to present their views on various issues on Population/Demography and to make a contribution to the development of the discipline both at home and abroad" (www.http://pasl.lk). The office of the PASL is established in the Department of Demography, University of Colombo. Professor Sirisena Thillakaratne, the UGC Chairman of the time, was appointed as the Founder Chairman whilst Professor K.A.P. Siddhisena was appointed as the Founder Secretary to the PASL and other council members who were selected were senior academics from the Universities of Kelaniya, Sri Jayewardenepura, and Ruhuna. In order to disseminate research papers on Demography and allied fields, the PASL has initiated a journal titled 'Sri Lanka Journal of Population Studies', which is the only learned and peer-reviewed journal published in Sri Lanka for the fields of Demography and Population Studies. It has been published since the inception of the PASL and 22 volumes have been published so far. From 2022, two volumes will be released per year with the aim of upgrading it to the stature of an indexed journal.

Thus, the subject of Demography has become a pivotal discipline in the Social Sciences spectrum, contributing to several other fields in the Social Sciences and Natural Sciences. In this context, the Department of Demography is an important institution in Sri Lanka which makes an immense contribution by conducting training programmes on Demography and Population Studies which nurtures population scientists and develops high-quality research in population and related disciplines to provide advocacy to resolve development-related challenges in Sri Lanka.

Moreover, during his tenure as the Director of the DTRU, Professor Siddhisena contributed to the development of the National Policy on Population and Reproductive Health in Sri Lanka, participating in the taskforce which was mandated by the Ministry of Health and Indigenous Medicine in 1998. Thus, this national policy's 8 goals were:

- maintaining the declining trends in fertility to achieve a stable population size at least by the middle of the 21st century
- ensuring safe motherhood and reducing reproductive health system related morbidity and mortality
- achieving gender equality
- promoting adolescent and youth behaviour
- providing adequate health care and welfare services for the elderly
- promoting economic benefits of migration and urbanization while controlling their adverse social and health effects
- improving population planning
- improving the quality of population and health statistics.

(Ministry of Health and Indigenous Medicine, 1998).

The rationales for these goals were clearly explored whilst several strategies and programmes for the achievement of each goal were suggested. The Task Force mandated by the Ministry of Health and Indigenous Medicine worked to formulate the draft policy on Population and Reproductive Health. Mr. Bradman Weerakoon chaired this process whilst 15 distinguished members from several ministries such as Health and Indigenous Medicine, Transport, Environment and Women Affairs, Department of National Planning, Women's Bureau, Urban development Authority, National Institute of Education, Family Planning Association, the DTRU of the University of Colombo, and Sarvodaya participated in the Task Force.

Research Trends in Demography

From the inception of the DTRU in 1973, it has demonstrated high levels of scholarly productivity and rigorous teaching and research programmes. Thus, as a premier Training and Research Centre in the field of Demography, it was subsequently upgraded as a Department of Demography in 1997. From then onwards, numerous policy-oriented research studies have been conducted on Demography and related issues. Most of these research activities are centered around applied fields of Demography and Population Studies including Fertility and Mortality Dynamics, Internal and International Migration, Sexual and Reproductive Health, Population Dynamics and Family Planning, Population and Health, Ageing and Elderly Care, Labour Force and Manpower, Economic Demography, Social Demography, Family Demography,

Population and Environment, Population and Development, Population Policy etc.

Currently, the number of academics in the department is 17, while 8 staff members have PhDs and 3 staff members have gained MA/MPhil qualifications. The academic staff of the department possesses a range of expertise in areas such as Fertility, Mortality, Migration, Urbanization, Population Ageing and Elderly care, Regional Planning and related sub-disciplines. The Department of Demography and other departments such as Departments of Geography and Economics of the University of Colombo offer a lively environment for studying and researching in areas related to demographic studies, population and sustainable development for postgraduate students under the supervision of senior staff members of the Department of Demography. Over the years, through these demographic as well as population-based research and surveys, the Department of Demography has been contributing immensely to the production of knowledge, refinement of policies and generation of solutions to development issues in Sri Lanka. Moreover, from the inception of the DTRU and Department of Demography, individual staff members have contributed a number of research papers to journals and presented at conferences conducted locally and internationally. These contributions can be listed as:

i. Common research activities carried out by the DTRU and Department of Demography
ii. Research by individual members of the DTRU and the Department, and
iii. Research on Demography or Population related issues by other faculty members of the University of Colombo (Table 12.5).

In addition, at the request of the Ministry of Plan Implementation and UNFPA, the Department of Demography has completed a project to translate the book titled "The Emerging Issues of the Ageing of Population in Sri Lanka" by P.D.A. Perera into Sinhala. The original was published as an ESCAP Publication (Bangkok) in 1987 and the translation was published in 1993. Moreover, in order to celebrate the occasion of the Silver Jubilee of the DTRU, the academic staff and visiting staff of the Department of Demography tirelessly worked on 12 papers and some of them are in the fields of fertility decline and female employment, development of population and health policy, migration policies and programmes, factors influencing age at marriage and mortality trends and determinants. This collection was published as a volume on Demography of Sri Lanka: Issues and Challenges. This publication highlighted the importance of Demography as a vital discipline in the Social Sciences.

Individual staff members of the Department of Demography have contributed to the discipline by conducting research and producing a vast number of scholarly research papers. Around 280 papers were published by 7 senior staff members during the last 2 decades. These papers were published in national and international refereed journals. In addition, some more papers were disseminated and published in non-refereed journals, presented at National / International Seminars or Conferences or made available in monograph format.

Table 12.5: Common research carried out by DTRU and Department of Demography

Research carried out Year/Period	Research conducted by:-	Title/brief description of research
1975-1976	DTRU	Age at Marriage in Sri Lanka
1975-1976	DTRU	Value of Children
1974-1975 & 1980	DTRU	Demographic Atlas of Sri Lanka - Analysis carried out collected and compiled data with cartographical work and published in 1981 - the first Demographic Atlas produced in SL.
1980-1981	DTRU	A research project on Nuptiality, fertility and family planning in Puttalam District in Sri Lanka, sponsored by UNFPA
1980-1981	DTRU – involved a staff member	Bibliography of Demography of Sri Lanka (first bibliography of demography) compiled - published in 1981
1983-1984	DTRU	A study on Determinants of Choice and Use of Contraceptives in Selected Areas in Kalutara district sponsored by the UNFPA
1983	DTRU-Involved Two Staff Members only	World Fertility Survey (London) for the study on Sri Lanka: World Fertility Survey 1975 - A summary of finding and their relevance to policy.
1984-1985	Professor J.C. Caldwell with DTRU Staff	Micro-level demographic studies on routes to mortality in Sri Lanka and traditional family planning programmes in SL with the DTRU staff.
1985-1988	Staff Members of DTRU	Mortality and Life Table Analysis- Presented in DTRU Working Paper Series
1988	DTRU	UNICEF project on Street Children in Sri Lanka-Sponsored by UNICEF
1988	DTRU	Survey on Street People in Sri Lanka- sponsored by Colombo Municipal Council
1997	Dept. of Demography	A Project to develop a database and annotated bibliography on development goals for children and women in Sri Lanka-sponsored UNICEF
2006		Sexual behaviour, unwanted pregnancy and HIV/AIDS of female workers in Free Trade Zone in Sri Lanka, A formative research.
2011	Dept. of Demography	Health impact of Internal Migration, International Organization for Migration.

Source: The DTRU and Progress and Annual Reports of the Department of Demography of various years

Most research activities of the academic staff are centered on the applied field of Demography and Population Studies in areas such as reproductive behaviour, fertility and contraceptive use, reproductive health issues, migration and urbanization trends, patterns and determinants, mortality and morbidity analysis, population ageing and elderly care issues, physically disabled population and population projection etc. Further, some senior staff members' guidance and consultancy services on population related matters were provided to government and research institutes.

Furthermore, it is important to note that other departments such as the Department of Geography of the University of Colombo conducted courses in the field of Population Studies, considering mainly the geographical and spatial aspects of population-related matters to provide a better understanding of population changes taking place in the country. These contributions were also helpful for the development of policy planning and to promote the discipline.

Convening of Seminars and Webinars

The communication of research experience and intellectual knowledge pertaining to the discipline of Demography and Population Studies can be done by conducting seminars or webinars. At the early stage of the DTRU, a three-day international seminar on "Population Problem of Sri Lanka in the Seventies" was conducted in Colombo on December 10th-12th 1975. This seminar was the first International Seminar on Demography conducted in Sri Lanka with the sponsorship of UNFPA, Colombo. 19 papers on the growth and distribution of population including mortality and morbidity, fertility and family planning, migration and urbanization, labor force and employment and demographic interrelations and population policy were presented at the seminar. All the papers were peer reviewed and edited. All these papers were compiled as a publication by the DTRU in 1976. In addition to local experts in the fields of Economics, Sociology, Geography, Medical and Law, foreign experts in Demography and other social scientists such as Professor Lincoln H. Day (Dept. of Demography, Australian National University), Dr. Rele (International Institute of population Studies, Bombay, India), Mr. D.V.R. Murty (Population Division, ESCAP, Bangkok), Dr. Immerwahr (Consultant, WHO in Health Ministry, Colombo), Dr. S.L.N. Rao and Dr. B. Hanna (both attached to DTRU as UNFPA Consultants) also participated in this seminar.

Two seminars on current issues of demography in Sri Lanka were also conducted by the DTRU at the Sri Lanka Foundation in 1981. These were:

i. Sri Lanka Demography in Asian perspectives - Ruth Glass (British Demographer)

ii. Mortality trends in Sri Lanka (with the participation of medical personnel, demographers and other social scientists including Dr. Meegama and Mr. Dallas Fernando).

In addition, during the last two years, a few multidisciplinary Research Seminars and Webinars were conducted by the Department of Demography, University of Colombo, to create awareness of the quality of population data and population related issues. The first International Multidisciplinary Research Seminar on 'The Quality of Morbidity Data in

Sri Lanka' was conducted by Professor Muditha Vidanapathirana in December 2020. The 2nd Multidisciplinary Research Seminar on 'Sustainable Development and Changing Demography in the Asia-Pacific' by Professor Gavin Jones was held in June 2021. These seminars further promote the discipline of Demography within the field of Social Sciences.

Future Directions in the Development of Demography as a Subject

Considering all the training and research activities on Demography and Population Studies conducted by the Department of Demography, University of Colombo and other departments, faculties and Universities of Sri Lanka, it is evident that these entities have contributed substantially to the development of the discipline of Demography in the country. However, Demography, which is regarded as a multidisciplinary and interdisciplinary subject, needs to further expand through introducing necessary course units on Demography/Population Studies with Social Sciences and Natural Science disciplines. The Department of Demography is confident that it has the capacity to attract international students for its postgraduate programmes and this possibility can be enhanced in other universities as well, if the academic staff who is interested in the fields of Demography and Population Studies can be trained up to PhD level and engage in applied research. However, financial assistance from foreign and local funding agencies is required to accommodate foreign students and for further training of academic staff.

It is needless to point out that to fulfill the country's needs, it is essential that the scope of Demography as a discipline in the Social Sciences is widened and that there is more scientific and policy-oriented research on Demography and Population related fields. For this purpose, the young academics should be motivated by being providing financial assistance and other forms of support.

The departments where demography and population studies are conducted should organize regular seminars and local and international conferences on population and development issues at least once a year as that will be useful for the future development of the discipline of Demography in Sri Lanka. Moreover, the Department of Demography, University Colombo and the other allied departments in other universities can benefit from maintaining contacts with reputed international universities and institutions. The staff of such universities could be encouraged to spend their sabbatical leave period in Sri Lankan universities and develop their training and research activities in collaboration with local academics engaged in the field of Demography.

Conclusion

Since the inception of the DTRU which was established in the Faculty of Arts of the University of Colombo in 1973, Demography has been established as a pivotal discipline in the Social Sciences and its role has evolved within university education in Si Lanka. At present, the discipline of Demography exists as an applied field not only within the Social Sciences, but also within the Natural Sciences as well. However, the discipline of Demography associated with Population Studies is nurtured and expanded mostly within the arena of the Social Sciences. This fact is clearly evident from the courses and research

initiated and conducted primarily by the DTRU, which was upgraded as the Department of Demography, University of Colombo in 1997. In this context, the Department of Demography in the University of Colombo is located as a multi-disciplinary department that plays a leading and focal role with diverse activities to promote demographic research and training at both undergraduate and graduate levels. Hence, the Department of Demography of the University of Colombo can be regarded as a centre of excellence for teaching and research on population and related disciplines and its training and research activities enhance the employability and sustainable development of the country. Thus, the promotion of vigorous teaching, training, and research activities in the discipline of Demography and allied fields carried out by the faculties of the universities in Sri Lanka will undoubtedly enhance the high competency and research abilities that will strengthen the field of Social Sciences. This will, in turn, benefit the process of formulating better policies related to the social fabric of Sri Lanka.

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Chapter 13

INTERNATIONAL RELATIONS: A LATE DEVELOPMENT

Amal Jayawardane

Abstract

The academic study of International Relations (IR) was a late development in Sri Lanka. For a small country, Sri Lanka played a prominent role in the international arena since gaining independence. At the academic level, however, Sri Lankan universities failed to generate a serious interest in the study of international relations. The University of Ceylon, the first university in the country, made no effort to introduce IR into the curriculum, even though it was a major area of study in many universities abroad. However, since the 1980s, the University of Colombo has played a pioneering role in the development of IR at the university level. In collaboration with the School of International Service (SIS) at the American University in Washington, D.C., the University of Colombo started a Master's degree programme in IR in 1985, the first of its kind in the country. IR was later introduced as a separate subject for the general degree. The University of Colombo also became the first university in the country to introduce a special degree program in IR at the undergraduate level in the late 1990s. The national security crisis that took place in the country in the 1980s with the internationalization of the ethnic problem created an environment conducive to the growth of the academic discipline of IR. The crisis situation led to an increased public awareness of the importance of international affairs as a crucial determinant of the island's destiny. With the launching of the SAARC movement in the early 1980s, the interaction among South Asian scholars and research institutes also increased with unprecedented intensity. Presently IR is being taught in many universities and military academies. There has been a rapid expansion of the study of IR during the last three decades.

Keywords: *international relations, international studies, conflict and peace studies, state universities, non-state universities, research institutes*

Introduction

In 2019, the world celebrated the one hundredth anniversary of the birth of the academic discipline of International Relations. The World's first Chair in International Politics was founded at the University College of Wales, Aberystwyth in 1919 (Knutsen, 2017, p. 58; Bain 2019, pp. 132-133). Subsequently, many universities and research institutes in Europe and the United States established new academic programmes in International Relations.

Although the institutionalization of IR as an academic discipline began in 1919, great thinkers had expressed ideas and theories about international affairs long before the early 20th Century. This 'pre-history' can be traced back to the Greek historian Thucydides (430-406 BC) who wrote the *History of the Peloponnesian War*, discussing the dynamics of inter-state relations between Sparta and Athens. The study of classical strategic thinkers such as Sun-Tzu, Kautilya, Carl Von Clausewitz, and Niccolo Machiavelli, constitutes an integral part of the subject of IR. International affairs were traditionally discussed as part of subjects such as History, Political Science, International Law, Philosophy and Economics. IR is undoubtedly a multi-disciplinary subject. However, it has now been recognized as an independent scholarly discipline with its distinctive identity, concepts and approaches.

At present, different titles are used to refer to degree programmes in IR, such as International Politics, International Studies, International Affairs, and Global Politics. The academic approach, programmatic focus and course modules offered can vary significantly from one academic institution to another. It is also important to note that IR is the disciplinary home of several subfields such as Security Studies, Strategic Studies, Conflict Analysis and Peace Studies, International Political Economy, and Area Studies.

Historical Overview of the Development of IR as an Academic Discipline in Sri Lanka

The academic study of IR was a late development in Sri Lanka (Jayawardane, 2001; Jayawardane, 2003). For a small country, Sri Lanka has played a prominent role in international affairs since gaining independence. However, strange as it may seem, IR was not a part of the curriculum of the University of Ceylon in the early post-independence period.

Sri Lanka became a member of the Commonwealth at independence, and its Finance Minister, J.R. Jayewardene and Australia's Foreign Minister, Percy Spender, were considered the co-founders of the Colombo Plan, which was established in 1950 to strengthen the socio-economic development of member countries in South and South-East Asia. The Colombo Powers Conference, hosted by Sri Lanka in Colombo and Kandy in April-May 1954, became the precursor to the Bandung Conference of 1955. Mr. S.W.R.D. Bandaranaike participated in the Asian Relations Conference, which was held in March 1947 in New Delhi, even before Sri Lanka gained independence. After obtaining membership in 1955, Sri Lanka played an active role in the United Nations. Further, Sri Lanka has been a member of the non-aligned movement since its inception in 1961. As evident from parliamentary debates, many politicians in both the government and opposition took a keen interest in foreign policy matters.

Despite Sri Lanka's active political participation in the international arena, the University of Ceylon failed to generate a serious interest in the study of international relations. Sir Ivor Jennings, the first Vice-Chancellor of the University of Ceylon, observed in an article written in September 1954: "It is not unfair to say that Ceylon has not a single expert on international affairs. It would take a whole generation to create that elite of instructed

opinion which is so influential in the policies of other countries" (Jennings, 1954, p. 346). He further observed: "it is the only independent country in the commonwealth which has no Institute of International Affairs" (Jennings, 1954, p. 343). The situation had not improved by the end of the decade. Howard Wriggins observed in his book about Sri Lanka, *Dilemmas of a New Nation*, published in 1960:

> Apart from a few individuals in the democratic parties, articulate Marxists, and a handful of journalists, few seriously debated foreign policy alternatives. There appeared to be a notable unconcern with foreign affairs for a people so much affected by developments abroad. (Wriggins, 1960, p. 415)

Thus, it is clear that the University of Ceylon made no effort to introduce IR into the curriculum, even though it was a major area of study in many universities abroad. However, this situation changed when Dr. Shelton U. Kodikara[1] returned to Sri Lanka in 1962, having completed his Master's in International Relations at the University of Denver, U.S.A. in 1958 and a PhD in International Relations at the London School of Economics in 1962. His doctoral dissertation was published in 1965 under the title *Indo-Ceylon Relations since Independence,* and was an important contribution to the development of International Studies in Sri Lanka. Professor Kodikara was a member of the academic staff of the Department of History at the University of Ceylon, Peradeniya. Ironically, at his own university, he was unable to introduce a separate course module on IR until 1968, when he began teaching a course in IR under the Political Science Degree Programme.[2]

Even the Ministry of External Affairs did not make a serious effort to develop a research arm on the country's foreign policy. Commenting on this early period, Shelton Kodikara has observed:

> Although a Policy Planning Division has existed for some time in the Ministry, it is common knowledge that it has had no impact at all on research or policy planning to speak of and it has now been abolished. Nor has there been a Historical Division such as existed in India to such good purpose during India's 'time of troubles' with China during 1959–62. Storage and retrieval of information in the Ministry is, therefore, still primitive, and it has not been unknown for ministry officials to seek the assistance of foreign embassies in Colombo in the preparation of their briefs.[3] (Kodikara, 1992. p.10).

In the preface to his book, *Sri Lanka's Foreign Policy* (published in 1984), H.S.S. Nissanka has noted:

> The foreign affairs of Sri Lanka (Ceylon) during the recent past seemed to have been a field outside the scope of research by scholars. This was largely due to the lack of research facilities. Valuable documents relating to the foreign policy of Sri Lanka are kept in dusty files untouched by human hands even though twenty five years have lapsed since the events occurred. So far there is no department of International Relations at any of the seven universities of Sri Lanka. These two factors – the non-cooperation by the Ministry of External

1. First Professor of International Relations at the University of Colombo, appointed in 1986.

2. The Department of International Relations at Dhaka University was established In July 1947 and has earned the unique distinction of being the oldest department of IR in South Asia. See Kalam & Hussain, 2003.

3. For later developments in the Ministry of Foreign Affairs, see, Melegoda & Hasangani, 2020, pp. 107-113.

> Affairs and the absence of academic interest in the field of foreign affairs have brought about a state of inertia of which I too was a victim. (p. iii)

Shelton Kodikara has argued that even the growth of Political Science as a separate discipline was a "late development" in Sri Lanka (Kodikara, 1992, p. 225). He has further added: "Thisis perhaps a reflection of the sad fact that the teaching and study of Political Science in Sri Lanka are still under somewhat the same constraints that obtained when Sri Lanka, then Ceylon, was still a colony" (Kodikara, 1992, p. 224). Political Science was taught as a specialization within the Department Economics at the University of Ceylon, Peradeniya, since 1965, and a separate Department of Political Science was established only in 1980 (p. 224).

Professor Frank Thistlethwaite, Vice-Chancellor, University of East Anglia, who was invited to advise the National Council of Higher Education (NCHE) on the creation of the Colombo Campus as a separate University, made an interesting observation in his final report in 1967:

> Colombo should capitalize its position as the university in the heart of the country's metropolis. It should draw strength from and contribute to the characteristic activities of the capital city: government and administration, diplomacy and international relations, law, finance, trade and commerce and communications.[4] (Thistlethwaite, 1967, p. 7)

However, the challenge of introducing an IR programme was first taken up not by the University of Colombo but by the Bandaranaike Centre for International Studies (BCIS), the academic wing of the S.W.R.D. Bandaranaike National Memorial Foundation. Inaugurating the Centre on January 15, 1975, Prime Minister Mrs. Sirima Bandraranaike said:

> The Centre for International Studies will fulfill a long felt need in this country. Even though Sri Lanka has been independent for the last twenty five years, yet we do not have any Institute which has undertaken a serious study of International Affairs. . . .I am happy to note that among the objectives of your Centre will be the organization of a diploma course in International Affairs and the setting up of a comprehensive research library. . . I have no doubt that the research that will be undertaken at the Centre will be of a scientific and comprehensive nature. This will enable our country to use the knowledge and information emanating from the Centre in the interests of the nation as a whole. The inauguration of this Centre at this particular time is of special significance in the context of the serious problems faced by the developing nations including Sri Lanka as a result of the world economic crisis. I hope that the work of the Centre will contribute valuable ideas for discussion at the Non-Aligned Conference to be held in this very hall next year. ("New Dimension", 1975)

The Centre was named after Mr. S.W.R.D. Bandaranaike as a tribute to his enormous contribution to the development of Sri Lanka's foreign policy.[5] Mr. K.P.S. Menon, one of India's most distinguished former diplomats and a contemporary of the late S.W.R.D. Bandaranaike at the Christ Church and Oxford delivered the opening lecture of the inauguration ceremony. It is a well-known fact that Mrs. Sirima Bandaranaike conducted

4. It should be mentioned however that Thistlethwaite himself did not recommend the introduction of IR as a subject for the BA degree. "Government" (meaning Political Science) was among the new subjects he recommended.

5.The BCIS was commissioned on 8th December 1974 and officially launched on 15th January 1975.

a high-profile foreign policy in the international arena, and hosted the 5th Nonaligned Summit in Sri Lanka in August 1976 with the participation of 86 nations representing all the continents of the world. During this period BCIS became the focus of IR teaching and research. Professor Shelton Kodikara was associated with the BCIS from its inception. However, BCIS was not a degree-awarding institute, and therefore, could only offer diploma courses in IR.

Teaching of IR at the University Level

The University of Colombo became a pioneer in the development of IR at the university level. The Department of Modern History began offering IR courses under the subject of History in the mid-1970s. First, the "Introduction to International Relations" was offered as one module under the subject of History, and this course was taught by Professor George Cooray. Later more papers such as "Theories and Approaches to International Relations," and "Disarmament and Arms Control" were added. However, the big breakthrough came when the Department of Modern History started an academic link program with the School of International Service (SIS) at the American University in Washington, D.C., in 1985 during the tenure of Professor Stanley Wijesundera as the Vice Chancellor of the University of Colombo.

Richard R. Berendzen, President of the American University, and Ernest Corea, Sri Lanka's Ambassador to the United States, signed a three-year educational programme in August 1984 (Sri Lanka and SIS Connection, 1986, p.5). Professor William C. Olson, Dean of the School of International Service (SIS) visited Sri Lanka in 1984 as a participant of the 'American Specialists Program' of the United States Information Agency (USIA) and assisted the department in the preparation of syllabi for the Master's degree. Professor Stanley Wijesundera also visited the SIS to discuss the logistics of the exchange program. As a result, a two-year Master's Degree Programme in IR was established in 1985, the only one of its kind in Sri Lanka at the time. One of the expectations in establishing the Master's degree programme was to give an opportunity to full-time employees of the public and private sector to take courses outside working hours. In addition to the Master's degree, IR was later introduced as a separate subject for the general degree. The University of Colombo also became the first university in the country to introduce a special degree program in IR at the undergraduate level in the late 1990s.

Professor Shelton Kodikara was appointed the first Professor of IR at the University of Colombo in 1986.[6] Under the faculty exchange programme, three reputed scholars from the American University came to Sri Lanka to teach in the MA degree program over a period of three years (Professors Garry Weaver, Nicholas Onuf, and John Richardson). Likewise, three staff members from the Colombo University (Professors George Cooray, Shelton Kodikara, and Amal Jayawardane) taught at the American University. Professor Nicholas Onuf, who is considered one of the founders of the theory of Constructivism, completed his famous work *World of Our Making: Rules and Rule in Social Theory and*

6. Before his appointment as the Professor of International Relations at the Colombo University, he served as the Professor of Political Science at Peradeniya University since 1977.

International Relations (1989) while he was residing at the University Lodge in Bagatalle Terrace (Presently the Vice Chancellor's Lodge) during his teaching assignment in Sri Lanka. John Richardson became a regular visitor to Sri Lanka and wrote many scholarly works about Sri Lanka, including the book: *Paradise Poisoned: Learning about Conflict, Terrorism and Development from Sri Lanka's Civil Wars* (2005).

With a grant from the Ford Foundation, New Delhi, the Colombo University was able to organize one national seminar and two international seminars in the late 1980s, which enabled the publication of three books under the editorship of Professor Shelton U. Kodikara:

i. Indo - Sri Lanka Agreement of July 1987;
ii. South Asian Strategic Issues: Sri Lankan Perspectives; and
iii. External Compulsions of South Asian Politics.

Professor Shelton Kodikara, together with several South Asian Scholars, established the Regional Centre for Strategic Studies (RCSS) in 1993 supported by an endowment grant from the Ford Foundation, New Delhi. The RCSS is a South Asian Regional Think Tank, located in Colombo, which supports research on strategic and security issues and promotes interaction among scholars and professionals in the field of International Relations. Its Executive Directors are appointed from among scholars in the South Asian region and Professor Shelton Kodikara served as its founding Executive Director.[7]

Conducive Environment for the Development of IR since the 1980s

What was the background for the rapid development of International Relations as an academic subject in Sri Lanka since the 1980s? Even though defence and security considerations played an important role in the formulation of the country's foreign policy from the very start of the post-independence period, there was no serious military threat to the territorial integrity and sovereignty of the country until the early 1980s. Therefore, there was no sense of urgency to engage in serious discourse about security problems in the country. The security crisis, which took place in the 1980s with the aggravation of the ethnic conflict, created a need for a comprehensive discourse on international relations, which paved the way for the development of the field of international studies in Sri Lanka. The country's ethnic tension, which was considered an internal problem until the anti-Tamil ethnic riots in 1983, became highly internationalized thereafter. The Indian intervention in the internal affairs of the island became a subject of intense public debate. The internationalization of the ethnic crisis created an increased public awareness of the importance of international affairs as a crucial determinant of the island's destiny. Thus, there was an inextricable link between the growth of the IR field in Sri Lanka and the security situation in the country.

With the aggravation of ethnic tensions, Sri Lanka became a security problem in the South Asian sub-system. India viewed alleged foreign involvement in the island's internal affairs in the 1980s as a threat to her own security, whereas Sri Lanka and other South Asian countries were highly critical of India's own role in Sri Lanka. The increased interest in

7. Two other Sri Lankans have served as Executive Directors of the RCSS: Prof. Amal Jayawardane, 6th Executive Director (2007-2011) and Professor Gamini Keerawella, 9th Executive Director (2018- present)

the Indo-Sri Lanka problem saw the appearance of many analyses of strategic issues in South Asian Politics.

Thus, in the 1980s, Sri Lanka became a subject of international concern. The Indo-Sri Lanka problem, the refugee problem, terrorism, and human rights issues attracted international attention. The increased international interest in Sri Lankan affairs was a contributory factor for generating financial resources for the promotion of security studies in Sri Lanka. The movement for South Asian Regional Cooperation (SARC), which was launched in the early 1980s, also spurred considerable scholarly activities within the region. The interaction among South Asian scholars and research institutes also increased with unprecedented intensity.

What happened in Sri Lanka is not an entirely isolated development. Issues of war and peace played a crucial role in the development of IR as an academic discipline globally. As mentioned previously, the first Chair in International Politics was founded at the University College of Wales, Aberystwyth in 1919. The First World War had a deep impact on the social psyche of humankind. Shattered by the horrors of the First World War, many intellectuals and politicians of the day debated on how to prevent the recurrence of war. The League of Nations was created in this spirit. It was against this background that the Welsh liberal politician and philanthropist David Davies and his sisters made an endowment to the University College of Wales, Aberystwyth, for the purpose of creating a Chair in International Politics "in memory of the fallen students of our University" and "for the study of those related problems of law and politics, of ethics and economics, which are raised by the prospect of a League of Nations and for the truer understanding of civilization other than our own" (Bain, 2019, pp. 132-133). Thus, the Woodrow Wilson Chair of International Politics was created, named in honour of US President Woodrow Wilson who was the leading architect of the League of Nations.

Thus, it is evident that issues of war and peace have always been centrals concern of IR. This was further reflected in the developments that took place in the field of IR after the Second World War. The advent of the Cold War and the super power rivalry in global politics provided the stimulus for the development of Strategic Studies in the 1950s and 1960s. Simultaneously, Peace Studies also developed, criticizing Strategic Studies for its state-centric analysis and preoccupation with military affairs, and questioning the morality and the rationality of nuclear weaponry.

The Development of the first IR Department in the Country

The Department of History came into existence when the Second Arts Faculty of the University of Ceylon was established in Colombo in 1963. The department was initially named the Department of History and later renamed as the Department of Modern History. Professor Lakshman S. Perera became the first Head of the Department of History. Even though Professor Perera's academic specialization was the ancient history of Sri Lanka[8], he had a new vision for the department. He introduced several new courses which were quite different

8. The International Centre for Ethnic Studies, Kandy has published Professor L.S. Perera's doctoral dissertation in two volumes in 2001 titled Institutions of Ancient Ceylon from Inscriptions.

from what was traditionally taught under the history syllabus at the University of Ceylon, Peradeniya[9]. Among the new courses were History of the Twentieth Century and History of Russia and the Soviet Union. He spoke fondly of Geoffrey Barraclough's *An Introduction to Contemporary History* (first published in 1964), which was a provocative book at the time. Professor Perera said that it was necessary to develop new tools to understand the dynamics of the present era.[10] What Barraclough argued in his book was that the "contemporary" or "post-modern" era was structurally different from the so-called modern era, and that the conventional methods used to interpret history were insufficient to explain the paradigm shift that had taken place in the contemporary era. Professor Perera left the department in 1973 to join the Commonwealth Secretariat in London as a Senior Consultant on Universities and Higher Education, but the new orientation he introduced to the department had a long-lasting effect on its future development. His successor Professor Tikiri Abeyasinghe was also favourably inclined towards introducing new courses to the History syllabus. His efforts also facilitated the infusion of IR input to the history syllabus.

The Department of Economics at the University of Colombo offered some course modules in Political Science as part of its Economics degree. In the late 1970s, those who taught Political Science at the Department of Economics were transferred to the Department of History. This led to the development of Political Science as a separate academic specialization within the Department of Modern History. The department was subsequently renamed the Department of History and Political Science. By the beginning of the 21st century, three academic specializations were conducted under one department: History, International Relations, and Political Science. In 2002, when the present writer was its Head, the Department of History and Political Science was bifurcated, and two new departments were created: The Department of History & International Relations and the Department of Political Science & Public Policy. A few years later, a request was made for further bifurcation in order to create two separate departments: The Department of History and the Department of International Relations. There were two major reasons for this bifurcation. Firstly, among the Sri Lankan universities at the time, only the University of Colombo offered a special degree programme in IR, which had become a very popular subject. There was a steadily increasing demand for the special degree programme in IR and the department found it difficult to conduct two separate special degree programmes in History and IR due to inadequate facilities and staff shortages. Secondly, rather than offering combined course

9. To be fair by the Department of History at Peradeniya, it should be mentioned that there was a move towards the end the 1960s to diversify the areas of study under the History syllabus. For that purpose, Professor Karl Gunawardena, Professor of History, encouraged Mr. Mahinda Werake, a lecturer in the department, to specialize on East Asia, particularly China. He wanted to learn Chinese but could not proceed to the Mainland China because of the disruptions in the educational system caused by the Chinese Cultural Revolution of 1966. Instead, he joined the University of Hong Kong in 1970 and studied Chinese for two years. Later he joined the Far Eastern and Russian Institute of the University of Washington, Seattle, and completed his PhD in Chinese Studies in 1980.
10. A conversation the author had with Professor Perera when he joined the Department of History at the University of Ceylon, Colombo on July 14, 1970.

modules for both degree programmes, there was a need to offer more subject-specific courses. History was moving toward becoming a more critical and theoretically grounded discipline, and, therefore, it was thought that a separate Department of History would be able to provide students with courses geared towards providing a deeper understanding of the discipline of History. Likewise, a separate IR department would enable the development of other sub-fields such as Security Studies, Strategic Studies, Peace Studies, and Area Studies. It was argued that the departmental bifurcation would enable both subjects to reach their full potential. The Senate approved the proposal on January 28th, 2009, and the Council on February 11th, 2009. After obtaining UGC approval, the bifurcation was implemented in July 2010, with Professor Nayani Melegoda as Head of the new Department of International Relations.

In many foreign universities, the subject of IR developed within the discipline of Political Science or Economics. At the University of Colombo, however, IR grew under the umbrella of History. After remaining as a specialization within the Department of History, IR finally achieved full-fledged status in 2010 as a separate department that could grant its own degrees.

The Department of IR at the University of Colombo offers IR as a subject for the general degree and as a four-year special degree programme. It also offers 12 course units for one of the study streams in the faculty titled: 'Conflict Resolution and Peace'. In May 2015, the Faculty of Arts of the University of Colombo inaugurated a system of study streams for those who opt for a three-year degree. According to the *Undergraduate Prospectus* of the Faculty of Arts:

> a study stream is a streamlined and closely targeted selection of subject-specific course units offered by department/ units at the faculty…Students have the opportunity to offer an array of courses that amount to a sound combination that will result in rigorous knowledge in a particular area. (*Undergraduate* Prospectus, 2018, p.11)

Conflict Resolution is one of the Study Streams available at the Faculty of Arts.

A large number of principal subjects are available for selection students who enter the Faculty of Arts, University of Colombo. During the first year, an undergraduate is expected to select six course units (CUs) from three principal subjects (two CUs each) and five other CUs from Foundation courses and English language courses. The principal subjects are: Buddhist Studies, Demography, Economics, English, Geography, History, International Relations, Information and Communication Technology, Islamic Civilization, Communication and Media Studies, Political Science and Public Policy, Sinhala, and Sociology. The following table shows that a considerable number of students have selected IR even though it is not a subject taught at Advanced Level (A/L) classes in schools. It is one of the new subjects available after university admission.

In addition to undergraduate programmes, the Department also offers a two-year Master's degree programme and a limited number of students are admitted to its PhD programme. The Department also offers two Certificate Courses (each one-year duration): The Certificate Course in International Relations (CCIR) and the Certificate Course in Conflict,

Table 13.1: Student enrolment at the University of Colombo

YEAR	Total number of First Year intake to the Faculty of Arts	Number of Students who selected IR as a principal subject in the First Year	Number of students who got selected for the Special Degree program in IR
2016	737	190	27
2017	611	161	43
2018	713	191	36
2019	738	196	48
2020	716	233	39

Source: Data received from the Information and Documentation Centre (IDC) of the University of Colombo through the Department of International Relations

Peace and Reconciliation (CPR). The Faculty of Graduate Studies (FGS) of the University of Colombo also offers several programmes in IR, including the one-year Master's degree in IR, Master's degree in Conflict Resolution, and the MPhil/PhD programme.

The Department of IR at the University of Colombo has made a significant contribution to the development of IR at other local universities. A large number of the academic staff who teach IR at other local universities have obtained their undergraduate or postgraduate qualifications from the University of Colombo.[11] At present, IR is taught as a subject in several universities in the country.

Teaching of IR at the University of Kelaniya

The "International Studies" degree program at the University of Kelaniya was conducted by the Department of Economics since 2002. It became a popular programme among students, and, as a result, a separate Department of International Studies was created under the Faculty of Social Sciences in August 2017. Presently, International Studies is offered in the Sinhala medium as a subject for the general degree. The same programme is also offered as a subject for the external degree. The four-year Honours Degree Programme is conducted in the English medium. For this programme, it is mandatory that students complete one of the foreign languages offered by the Department of Modern Languages, such as Russian, Chinese, French, German or Korean. This is a unique feature of the special degree programme in International Studies at the University of Kelaniya. There are approximately 350 students who presently follow undergraduate courses offered by the Department. It also offers some optional course units in International Studies for students of the Faculty of Commerce and Management Studies. In addition to the above courses, the Department currently offers a diploma in International Studies. Conflict

11. The present writer joined the General Sir John Kotelawala Defence University (KDU) on contract basis as a Senior Professor in Defence & Strategic Studies in 2016 after retiring from the University of Colombo. He was instrumental in introducing the BSc degree in Strategic Studies and International Relations at the KDU.

Resolution is also one of the course modules offered by the Department of International Studies to its IR students. However, there is a separate degree programme on Conflict Resolution at the Kelaniya University, which is conducted under the Department of Philosophy. The department of IR at the University of Kelaniya has also submitted a proposal to offer an MA degree in International Studies.

Sri Lanka experienced three decades of violent conflicts since the 1980s due to the second uprising of the JVP in the South and the protracted separatist war in the North and the East. In order to create a culture of peace and non-violence in the country, there was a need to find sustainable methods for conflict management and transformation. There was a growing interest in the subject of Conflict Resolution and Peacebuilding not only among scholars, but also among peace activists and practitioners in civil society organizations. This led to the development of formal undergraduate and postgraduate teaching programmes at the tertiary level as well as informal learning and training programmes at the civil society level.

The Philosophy Department of the Kelaniya University was at the forefront of developing a degree program in Conflict Resolution at the university level. First, the issues of war and peace were discussed under the subject of Philosophy. For example, Dr. Jayantha Seneviratna, who later became Professor and the Head of the Department of Philosophy, introduced a course titled 'Philosophy of Peace'. The introduction of peace-related courses in the late 1990s resulted in the establishment of a three-year general degree programme in 2005 on "Peace and Conflict Resolution" under the leadership of Professor Jayantha Seneviratne. A special degree programme was introduced in 2010.

The University Grants Commission was also interested in promoting Peace and Conflict Studies at the University level. As a result of the discussions the University of Kelaniya had with the UGC, that university was selected as the location for a special intake for Peace Studies. 35 students are selected directly by the UGC annually to follow the four-year degree programme in Peace and Conflict Resolution at the Kelaniya University which is conducted in the English medium.

Teaching IR at General Sir John Kotelawala Defence University (KDU)

General Sir John Kotelawala Defence University (KDU), the only Defence University in Sri Lanka, is the latest to introduce a separate degree programme in International Relations at the undergraduate level. IR was taught as a separate module from the very inception of the Kotelawala Defence Academy, which was established in 1980. It remained as a three-credit course unit even after the conversion of the Academy to a full-fledged university in 2007. Since the vast area of the subject matter cannot be covered within a three-credit course, the KDU responded positively to the idea of starting a separate degree programme in International Relations. A new degree programme called the Bachelor of Science (BSc) in Strategic Studies and International Relations was launched at the undergraduate level, commencing from the academic year 2020. This is a hybrid degree, combining both Strategic

Studies and International Relations. The Faculty of Graduate Studies (FGS) of the KDU began offering a Master's degree programme in Security and Strategic Studies in 2014. The FGS also conducts an MPhil./PhD programme and some students are engaged in their doctoral work in the field of Strategic Studies/ International Relations.[12]

IR is offered as a course module in several military institutions in Sri Lanka, such as the Defence Services Command and Staff College (DSCSC) in Sapugaskanda, the Sri Lanka Military Academy (SLMA) in Diyatalawa, and the Sri Lanka Air Force (SLAF) Academy in China Bay. These military academies are all affiliated to the KDU.

The National Defence College (NDC) of Sri Lanka, which is scheduled to commence its teaching activities in September 2021, is considered the highest seat of military studies in the country. The NDC is also accredited (or affiliated?) to the KDU. Senior officers of the Armed Forces, Police, and Public Service are admitted to the NDC course. Upon successful completion of the course, participants will be awarded the "ndc" qualification and those who fulfil eligibility criteria can obtain an MSc (National Security & Strategic Studies)/ MPhil (NS&SS) through the Faculty of Graduate Studies (FGS), KDU. There is a very strong IR input in the courses offered by the NDC, which include Introduction to Strategy and Policy, Economic Security, Regional and Global Compulsions, International Security, Geo-politics and Strategy, and National Security and Policy.

As discussed so far, there are three state universities in Sri Lanka which have created separate departments to conduct degree programmes in IR: The University of Colombo, the University of Kelaniya, and the General Sir John Kotelawala Defence University. The Peace and Conflict Resolution degree programme is conducted at the University of Kelaniya under the Department of Philosophy. In addition, there are several other universities in Sri Lanka which offer IR course modules in their degree programmes.

IR Teaching at other Universities

University of Peradeniya

At the University of Peradeniya, the Department of Political Science always included IR course offerings in its degree programme. Before he became the Professor of IR at the University of Colombo, Professor Shelton Kodikara served as the Professor of Political Science at the University of Peradeniya during the period 1977-1986. Professors Birty Gajameragedera and M.O.A. de Zoysa also taught IR courses at the Political Science Department. Since 1968, the department offered a course module on International Politics. From 1990 to 2018, the final year students of the political science degree programme were allowed an option from among three subject areas: International Politics, Public Administration, and Comparative Politics. Those who opted for the International Politics stream were expected to complete two course

12. The first candidate who obtained his PhD in International Relations (Security and Strategic Studies) from KDU was Admiral (Retd.) Jayanath Colombage who is presently the Secretary to the Ministry of Foreign Relations. His doctoral dissertation has been published under the title: Asymmetric Warfare at Sea: The Case of Sri Lanka, LAP LAMBERT Academic Publishing, 2016.

modules: Foreign Policy in Sri Lanka and International Organizations. The three-stream system was changed in 2018. From 2018 onwards, students are expected to follow several IR course modules throughout the degree programme, including Theory and Practice of International Politics (2nd year), Seminars on Issues in Contemporary World Politics (3rd year), International Law (3rd year), Foreign Policy and Diplomatic Practice of Sri Lanka (4th year), and Transnational and Trans-governmental Politics (4th year).

The Postgraduate Institute of Humanities and Social Sciences (PGIHS) at the Peradeniya University commenced a Master's degree programme in IR in the academic year 2019/2020. It is a taught course of 18-month duration in which a candidate is required to earn 44 credits from core and optional courses. A successful student is allowed to proceed to an MPhil degree by fulfilling a research requirement (submission of a thesis).

University of Sri Jayewardenepura

The Department of Political Science at the University of Sri Jayewardenepura has included several IR course units in its general degree and special degree programs. Among those course units are International Relations, Theories and Approaches, Contemporary Issues in World Politics, Conflict Resolution: Theory and Concepts, Conflict Resolution: Case Studies, Foreign Policy of Sri Lanka, and Foreign Policies of Major Asian States.

There is a very strong IR input in the external degree program (BA General) conducted by the Political Science Department as well. International Relations is one of the three baskets from which students can select their course units. The IR course offerings include Introduction to International Relations, International and Regional Organizations, International Politics, Conflicts and Conflict Resolution, Contemporary Issues in World Politics, and Sri Lanka's Foreign Policy. The external degree is conducted in the Sinhala medium. The Department of Political Science also conducts a one-year diploma course in International Relations**.**

University of Ruhuna

The Departmenof Public Policy at the University of Ruhuna offers a special degree programme in Political Science, which includes several IR course offerings such as Foreign Policy, Conflict and Peace Studies, International Organizations, South Asian Politics and World Politics.

University of Jaffna

The Department of Political Science at the University of Jaffna offers several IR related courses in its four-year special degree programme such as Introduction to International Politics, Trends and Issues in International Politics, International Organizations, Human Rights: Theory and Practice, War and Peace in West Asia, Conflict Analysis: Theory & Practice, International Political Economy, and Politics of South Asia.

South Eastern University of Sri Lanka

The Department of Political Science of the South-Eastern University of Sri Lanka also offers courses on social harmony, multiculturalism and conflict resolution.

Open University of Sri Lanka (OUSL)

The Department of Social Studies at the Open University of Sri Lanka (OUSL)

offers a three-year degree programme in Social Sciences at the undergraduate level. There are four core streams offered under this degree:

i. Communication Studies
ii. Economic and Development Studies
iii. Politics and International Studies
iv. Society and Cultural studies.

Four units have been established to run these core streams. The Politics and International Studies Unit was added to the Department of Social Studies in 2014, as a part of the curriculum review undertaken by the Department with funding support from the World Bank-sponsored Quality & Innovation Grants (QIG) project of the UGC.

The objective of this programme is to "guide and enable students to understand the complexities of national, global and societal politics." An attempt has been made to promote political literacy and responsible citizenship among students and to engage them on a broader discourse on nation-building, democratic governance, and strategic and diplomatic dimensions of the country's external environment. For this purpose, a combination of Political Science and IR courses have been added to the program. Among the course offering are:

Level 3: Introduction to International Politics; Politics and Governance: An Introduction; Living Political Ideas; Politics of Sri Lanka; Political Participation, Representation and Governance

Level 4: Politics of South Asia; International Organizations and Transnational Governance; Public Policy and Administration; Politics and Social Movements

Level 5: Global Political Economy; Gender Politics; Democracy and Development; State, Society and Citizens; Globalization, Migration and Social Change; Conflict Resolution and Peace Building; Sri Lanka in a Globalized World; Law and Politics; Cyber Politics and the State; Ethnicity in Everyday Life

(Please note that the BA programme at OUSL starts at Level 3)

Today, the Politics and IR is a major branch of the BA Degree program and a large number of Open and Distance Learners (ODL) are attracted to this course. Annually around 400 students select this stream as their major field in the BA in Social Sciences. The Politics & International Studies Unit has expressed its desire to upgrade it into a separate department in the near future.[13]

Diploma Courses in IR

There are two other institutes which offer diploma courses in IR. As mentioned earlier, the Bandaranaike Centre for International Studies (BCIS), which was established in 1974, was the first institute in Sri Lanka to offer teaching and research programmes in IR. Presently, it offers several courses in IR such as the Certificate Course, Diploma, Higher Diploma, and Postgraduate Diploma. The

13. Currently four academics (three permanent and one on contract), one academic coordinator, and one project assistant have staffed the Politics and IR Unit. This was started in 2012 with only one permanent cadre. Dr. Athulasiri Samarakoon currently heads the unit. He has obtained his Bachelor's in International Relations (Hons.) from the University of Colombo and completed his MA, MPhil and PhD in International Politics at the School of International Studies, JNU, India.

Bandaranaike International Diplomatic Training Institute (BIDTI), which is the Training Institute of the Ministry of Foreign Affairs, also offers a Diploma and a Postgraduate Diploma in International Relations.

Teaching of IR at Non-state Higher Educational Institutes

There are few non-state higher educational institutes in Sri Lanka, which offer degree courses in IR. The Royal Institute of Colombo (RIC) conducts a BSc degree programme in IR that is three years in duration. It is an Honours degree awarded by the University of London, with academic direction provided by the London School of Economics and Political Science (LSE). RIC is listed as a Recognized Teaching Centre of the University of London's distance learning programme. The LSE provides guidance in terms of course content, material, examinations, assessment marking, etc. whereas the RIC facilitates the teaching process, conducting lectures and tutorials locally in Sri Lanka.

Metropolitan College is also a non-state higher education institute recognized by the University Grants Commission (UGC) in Sri Lanka. It offers a Diploma, a Higher Diploma and a BSc Degree in International Relations. Metropolitan College is one of the campuses of Girne American University (GAU). In order to complete the BSc degree in International Relations, Higher Diploma students may choose to transfer to one of Girne American University's international campuses or continue with their education at Metropolitan College. In order to complete the degree locally, Higher Diploma students have to complete 17 course modules within one (top up) year at the Metropolitan College.

Research Interests of the Academic Staff

Even before the formation of IR as an academic field of study at university level, several lecturers in the departments of History (both in Peradeniya and Colombo) opted to do their postgraduate studies in International Relations/ International Studies. They considered it not as a deviation from their discipline of history, but as a part of departmental expansion. As a result, once the discipline of IR was established, their academic training proved to be very useful towards the development of the new field of study. As already mentioned, Professor Shelton Kodikara was the first person who obtained his postgraduate qualifications in the field of IR from the University of Denver, U.S.A. (1958) and the London School of Economics, UK (1962). Dr. Birty Gajameragedera (Peradeniya) obtained his Master's degree and doctorate from the London School of Economics (1974) and the University of Sussex (1977), respectively in the field of IR[14]. As already mentioned (footnote 9), Dr. Mahinda Werake (Peradeniya) obtained his MA (1972) and PhD (1980) in the field of Chinese Studies from the University of Washington. The present writer (Colombo) also obtained his MA (1974) and PhD (1982) in the field of Russian and Soviet Studies from the University of Washington. Professor George Cooray did his postgraduate studies on the politics of the Indian Ocean and obtained his MPhil. from the University of Colombo. Professor Gamini Keerawella (Peradeniya) completed his doctoral studies on the "Growth of Superpower Naval Rivalry in the Indian Ocean and Sri Lanka's Response" at

14. His doctoral dissertation has been published (Gajameragedera, 2011).

the University of British Columbia, Vancouver, Canada, in 1988. Professor W.M. Karunadasa (Colombo) obtained his MA (1981) from the University of London and PhD from the University of Colombo (1996).[15] Professor Nayani Melegoda completed her doctoral studies at the University of Leeds, UK, and obtained her Ph. D. in 1984[16].

After the establishment of IR programmes at university level, members of the academic staff have undertaken their doctoral studies in diverse areas such as Conflict Analysis and Peace Studies (Wanasinghe-Pasqual, 2011; Wijegoonawardana, 2013; Balasooriya, 2013; Wakkumbura, 2020); Comparative Politics (Vidanage, 2009); Maritime Security, (Fernando, 2011); China-Sri Lanka Relations (Senaratne, 2020); Nuclear Politics (De Silva, 2020), Migration and Citizenship (Jayawardena, 2021); Regional Integration (Padmakumara, 2020), and Foreign Policy Studies (Kandaudahewa, 2020). Naturally, the academic staff is not expected to limit themselves only to the research areas of their postgraduate training, and are expected to diversify their interests for teaching and research purposes. Presently, the academic staff have widened their research interests covering a wide range of areas.

There are several lecturers in Political Science departments in a number of universities who have obtained their BA and MA degree qualifications in the field of IR. Some have even completed their doctorates on IR related topics. As a result, the inclusion of several IR course modules can be seen in the Political Science degree programmes of different universities. It is possible that independent and separate IR degree programmes will emerge in the future under the umbrella of Political Science.

IR is a multi-disciplinary subject, and therefore, compartmentalization should be avoided. Inter-departmental and inter-faculty collaboration is necessary for teaching purposes. For example, courses on International Economics and International Political Economy can be offered by the Department of Economics. The Faculty of Law and the Faculty of Science can offer courses on International Law and Cyber Security respectively. Such measures will also help the IR departments overcome the problem of staff shortage.

The Area Study Programmes are an integral part of the IR discipline. The foreign universities which have well-established IR degree programmes have developed a series of area study programmes covering Europe, North America, South America, Russia & Eastern Europe, the Middle East, Africa, Asia-Pacific, East Asia, Central Asia, South and South East Asia etc. It is a requirement in the American universities that those who are engaged in postgraduate research in Area Study programmes be conversant in the language relevant to the subject area. The School of International Studies at the Jawaharlal Nehru University (JNU) in India has a number of area study programmes such as American Studies, Chinese Studies, Japanese and Korean Studies, Russian and East European Studies, South Asian Studies, South East Asian & Southwest Pacific Studies, Central Asian Studies, West Asian and North African Studies, and African

15. His doctoral dissertation has been published (Karunadasa, 1997).
16. Her doctoral dissertation has been published (Melegoda, 2000).

Studies. Due to the lack of research facilities and the limitation of human resources, it is difficult to introduce such a vast array of area study programmes in Sri Lankan universities. However, in view of the country's national interest, it is necessary to develop some Area Study programmes at least on a few selected countries such as India and China.

It goes without saying that teaching and research should go together and are complementary to each other. There are two types of research: Basic (fundamental) research and applied (policy) research. Basic research is designed to expand existing knowledge by adding new knowledge and adopts the 'knowledge for its own sake' approach. Applied or policy research is designed to answer specific problems and propose practical solutions. This type of research is practical and policy-oriented, involving solution driven-studies.

Most of the work already done in Sri Lanka belongs to the first category of research. There is a clear need to encourage policy research in addition to other types of academic research. As an island strategically located in the Indian Ocean and as a small country situated in close proximity to a large neighbour, Sri Lanka is affected by the big power rivalry in the Indian Ocean. There is a close nexus between the country's defence policy and foreign policy. Diplomacy is the frontline defence for a small country like Sri Lanka, and therefore, the proper conduct of foreign policy is vitally important to protect and promote the country's national interests. Therefore, it is necessary that the research community be engaged in policy-oriented research in order to make pragmatic policy recommendations. The interface between the academic community and the policy community needs to be strengthened.

The conduct of research on IR-related issues is not limited to universities alone. There are other organizations such as the Regional Centre for Strategic Studies (RCSS), Bandaranaike Centre for International Studies (BCIS), International Centre for Ethnic Studies (ICES), Lakshman Kadirgamar Institute of International Relations and Strategic Studies (LKI), Institute of National Security Studies (INSS) which is a National Security Think Tank under the Ministry of Defence, Institute of Policy Studies (IPS), and the Pathfinder Foundation that engage in IR-related research. Therefore, the university academic community has ample opportunities for collaborative research with such organizations.

Conclusion

It is clear from the above discussion that there has been a rapid expansion of the study of IR during the last three decades. Further improvements are necessary to consolidate the achievements made so far.

i. One of the problems faced by IR departments in Sri Lanka is the slow growth of their human resource base. Presently, IR departments conduct undergraduate programmes as well as postgraduate programmes. In addition to teaching activities, the limited staff is also required to supervise research students at both the undergraduate and postgraduate levels. They are also expected to engage in their own research projects. Under these circumstances, IR departments, especially those that

were recently established, need to be provided with adequate staff.[17]

ii. Western influence is still predominant in the field of IR. The theoretical, conceptual, and methodological advances made in this field have come mostly from universities and research institutes in the West. However, the growth of the discipline also requires cross-cultural insights and new perspectives from other geographical regions. The teaching of IR in local universities should not be an exercise of merely reproducing what is being said in the West. As part of a major conflict area in world politics and a region that has played an important role in international affairs, South Asian countries including Sri Lanka have a critical role to play in presenting new perspectives and alternative views on global developments. To make such an academic contribution, a considerable degree of maturity and theoretical sophistication is necessary in the development of the discipline of IR locally. At the political level, however, Sri Lanka has already made such a contribution, as can be seen from the statements made by the country on issues such as anti-colonialism, Afro-Asian solidarity, the role of the UN in World Affairs, nonalignment, regional cooperation, arms control and disarmament, and the Indian Ocean as a Zone of Peace[18].

iii. Many subjects taught in our universities have their own professional associations. It is high time to establish an Association of International Relations to build capacity and promote professional interest in the field. The rapid expansion of the study of IR during the last few decades has paved the way for the formation of an "IR Community" in Sri Lanka. This includes not only university academics but also practitioners in the Ministry of Foreign Affairs, researchers in various research institutes and students. The establishment of an association would provide a forum for those studying and working in the IR field to meet, discuss, and plan activities.

17. In this chapter, I have only considered the universities that have separate IR departments. The IR Department at the University of Colombo has a Senior Professor, a Professor, seven senior lecturers, and two lecturers. Seven members of the department have already earned their PhD degrees. The IR Department at the University of Kelaniya has four Senior Lecturers and three lecturers. One senior lecturer has a PhD (Dr. Chaminda Abeyasinghe obtained his MA from the Waseda University, Tokyo, and PhD from the Meiji University, Tokyo in 2014). Two others are abroad pursuing their doctoral programmes. The Department of Strategic Studies at KDU has seven senior lecturers and a lecturer. Four of them have already obtained PhD degrees, and one senior lecturer is about to complete his PhD There is a need to increase the cadre provisions of these departments, especially at the University of Kelaniya.

18. For Sri Lanka's position on these issues, see Jayawardane, 2005.

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CONCLUDING REMARKS

Arguably, the subjects categorized under the broader fields of Humanities and Social Sciences (HSS) make important societal contributions. But these are not well understood, at least not in the authority of 'science'. Compared to the natural and technical sciences, the impact of the HSS is thought to be more indirect and less visible. For HSS disciplines, this might come with particular challenges that are not well understood yet. The HSS provide a diverse range of problem relevant knowledge for societal challenges. From a solution focused point of view, the HSS knowledge is partly counterintuitive because it does not necessarily aim to contribute to a solution but seeks to question the problem and its possible solutions. Moreover, rather than producing knowledge that might stimulate change or even transformation itself, HSS disciplines are more frequently attributed to the role of producing "cohesion knowledge," that is, knowledge that helps anticipate change. In this regard, HSS disciplines fulfill a moderating role in complex change processes by helping to establish and maintain social order, cohesion, and equality.

In fact, the multiple roles attributed to HSS disciplines could amount to this moderating role that would involve taking into account the complexity of issue formation in change processes, as well as attempts to tackle these. Therefore, HSS disciplines are able to consider overarching issues of social cohesion and equality. The challenges facing the social sciences as bodies of knowledge and as practical guides to action are much more difficult today than in the past. The institutions and social processes (such as the state, the national economy, the human personality, the environment, and societies) which served as traditional objects of analysis have all undergone or are presently undergoing a dramatic transformation. In some cases they are being superseded by new objects and new ways of investigating them.

The Social Science disciplines also became increasingly subjected to demands that required them to demonstrate their policy relevance in a broader sense. In the present academic landscape, the Social Science disciplines are more firmly entrenched institutionally than ever before. At the same time their intellectual and scholarly rationale is being re-examined and there is a renewed interest in the dialog about their relationships to each other, to other scholarly and scientific pursuits and to society at large. In this backdrop let us provide concise concluding remarks to the current volume of Social Sciences (SS) which contains chapters on disciplines such as Economics, Geography, Sociology, Criminology, Political Science, Archaeology, International

Relations and Demography and other related fields such as Management, and Education. This volume has produced 11 chapters that span over several social science disciplines offered in Sri Lankan state Universities. Such disciplines were introduced into the university education in the country over the last one hundred years after the establishment of Ceylon University College in 1921. Since then, the disciplines that came under the umbrella of 'Social Sciences' were taught while setting up disciplinary related Departments and Faculties offering undergraduate as well as postgraduate degree programs. For example, though Sociology as a discipline was first introduced into the 'Arts Degree' in 1948, it was fully offered as a degree program in 1956. Each chapter in this volume has captured the historical development of the discipline while presenting the current status and the future orientation with a focus on the challenges that they face in reformulating the Social Sciences education in response to the current socio-economic demands of the country and the world.

Sri Lankan state universities in general, and Social Sciences and Humanities departments of them in particular, are often criticized for their laissez-faire attitude towards research. Such allegations and complaints have been in circulation for many years. The general impression is that research related to natural sciences, engineering, medicine or technology are more relevant to the development of the world than those in the fields of HSS. That is one of the main reasons for inequitable division of research funding among these areas. If the country wants rigorous, creative, socially relevant research from HSS, we have to convert fully teaching universities into research universities or a combination of both while providing necessary funding and institutional support for improving the research culture in the field of HSS rather than discouraging them as not relevant to the emerging neoliberal societies. It is important to note here that prioritizing science and technology over the humanities and social sciences is a global phenomenon not just confined to Sri Lanka. Government must make sure that they tap into the expertise in HSS, or they will fail to tackle the challenges of this decade.

Sri Lanka should fruitfully use the research-based knowledge generated by the disciplines of Social Sciences to tackle the problems that we are facing today. The Social Sciences ought to be directed towards addressing important social problems, and the research agenda for Social Science ought to be influenced or shaped by the constituencies in society who are most affected by these social problems. At a macro level the Social Sciences ought to be engaged, in a serious way, in improving the quality of life of the people on our planet. They can best do this, it would seem, by discovering some of the causes of persistent social problems and providing a sound basis for designing policies that have a chance of ameliorating them. And they can focus their research agenda by working closely with practitioners and the ordinary people who experience these social problems. Unfortunately, in Sri Lanka, Social Science knowledge has not either been considered as an important body of knowledge having the capacity to solve human problems or been used adequately to understand and solve those problems encountered by the people.

Re-establishing the connection between Social Science and social problems should be a high priority for all of us -- social scientists and citizens alike. The social problems (deepening poverty, deepening inequalities of wealth, income, and quality of life, violence against individuals and groups, oppression of women and girls, climate change, resource exhaustion, environment degradation, persistent authoritarian regimes, imperfect democracies, corruption, inadequate systemic response to disaster etc.) we face are crucially important, they are intractable, and they are often trending in the wrong direction. The solutions for such problems will require the artful design of new institutions and new ways of coordinating social behavior. In short -- these are problems that are much more challenging, intellectually and practically, than decoding the human genome, controlling a nuclear reactor or even placing a human on Mars. The best efforts of talented and committed researchers will be needed in order to understand and change these conditions. Producing quality researchers in HSS through our university system, after its hundred years of existence, still remains to be a huge challenge. It is evident that over the years, HSS education in our universities has been expanded, hence there is something to be celebrated with a serious critical reflection on the journey that we have travelled over the last one hundred years. Some argue that the existing system of university education in Sri Lanka emanates largely from two factors. The first is the inability of the university system, as a whole, to move out of the traditional university college model which emphasized only the undergraduate education while restricting full time postgraduate student culture in our universities. The second factor is the inability of HSS faculties to 'professionalize' their undergraduate programs in tune with the changing demands of the national and global economies and employment markets.

This is in addition to the governing and research and development issues encountered by the university system, in general. In order to overcome such pertaining issues, we would like to suggest that we, as responsible scholars in the field of HSS, must take stock and draw drastic measures to avoid the looming crisis even at a time of celebrating hundred years of university education in the country. Deepening of the national debate, facilitating the emergence of concrete actions for reform and intervention is indeed the duty of the UGC and the universities, and together we can achieve them. UGC and the Standing Committee of HSS have already taken some policy measures and actions to introduce reforms not only in the field of Humanities and Social Sciences but also in all other sectors of university education, but it is not enough as we need to give urgent attention to bring reform and concrete actions with holistic perspectives while considering views of other stakeholders of the university system.

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Uyangoda, Jayadeva

Jayadeva Uyangoda, with BA, University of Peradeniya and PhD, University of Hawaii, is a Professor Emeritus in Political Science and Public Policy, University of Colombo. He was the Distinguished Chair of Democracy at the Center for the Study of Developing Societies, India (2016-2017). He has numerous local and international academic publications on Sri Lanka's ethnic conflict, minority rights, conflict and peace processes, democratization and state reform in Sri Lanka. His recent publications which include those he has both edited and co-edited are *Political Science: A Contemporary Introduction*, *Political Parties in Sri Lanka: Change and Continuity* and *Local Government and Local Democracy in Sri Lanka: Institutional and Social Dimensions*. He has also been a member of the Council of Management of Social Scientists' Association, Council of the University of Jaffna (2018-2019), Governing Board and National Institute of Education (2018-2019). He was Chairman of Academic Affairs Board and National Institute of Education (2018-2019) as well.

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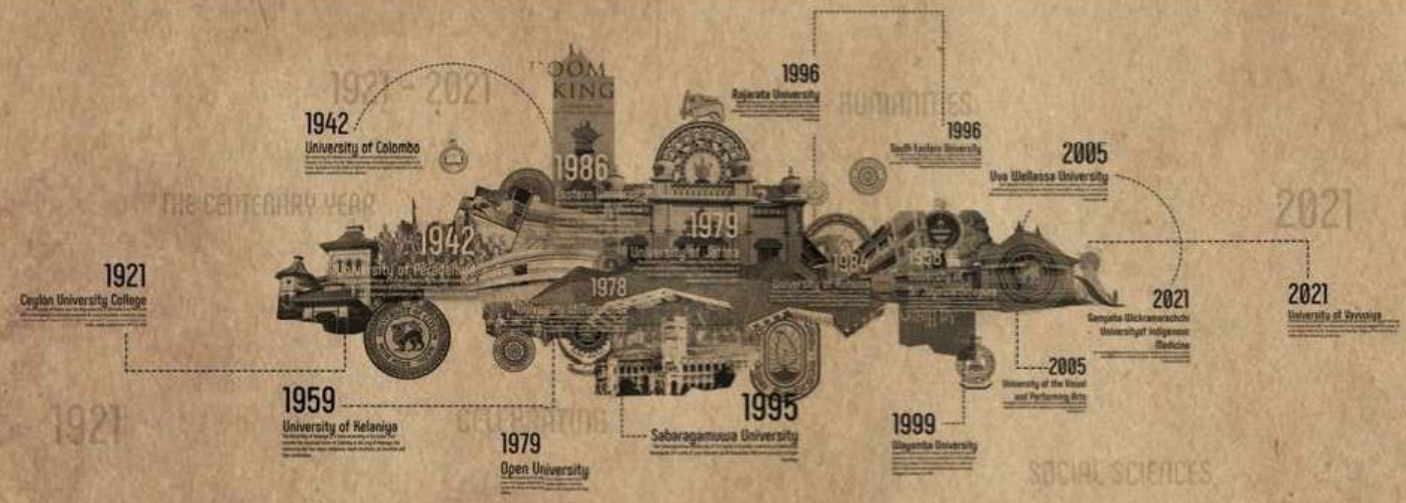
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