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EDITORIAL

On behalf of the Faculty of Graduate Studies, University of Kelaniya, and my colleagues on the Editorial Board, I wish to thank all researchers, reviewers and contributors who have given of their time and effort to publish the second volume of the *Journal of the Faculty of Graduate Studies, University of Kelaniya*. I would especially like to thank senior researchers of our university system who gave valuable insights based on what they perceived as teething issues of volume 1, published last year. All feedback was most welcome, and accepted in the spirit of collaboration in which it was given.

This issue of the journal is based on presentations made at the 13th Annual Research Symposium, held in 2012. The theme of the symposium was the “Multi-faceted nature of research in the 21st century,” and the research represented in this volume certainly captures its essence. The range of topics, the multi-disciplinary approaches, and the diversity of the articles symbolize the multi-faceted nature of research in this century. In addition to theoretical discussions such as elements of judgment in scientific inquiry, we have studies of pedagogical interest such as musical interventions in the teaching of morphology and syntax.

The first paper in the collection is from the domain of the differently abled, with the researcher focusing on methodological issues of teaching children with learning difficulties. This is followed by a critical appraisal of research methodology in the Social Sciences, and two papers on making language classes more meaningful and lively through music and explicit instructional techniques. Striking a dramatic chord as it were, is the study of majoritarian discourse and masking in a discussion of the persona of the female suicide bomber in Sri Lankan English literature. The scientific analysis of sodium-ion batteries is interspersed between a discussion of kingship during the Kotte Period, and ceremonial dance rituals of Sabaragamuwa. The journal also includes a historical study of the tradition of donations ‘worth your weight in gold’ from the Anuradhapura period, to a description of user education programs launched by the University of Jaffna library, and the struggles faced by undergraduates groping with linguistic issues in the face of English medium instruction.

A highlight of this issue is the role played by the University of Kelaniya in the internationalization of tertiary education. This is symbolized in the research of international graduate students, mainly from Africa. In this issue, we have 4 contributions from the Nigerian students reading for doctorates at our university, in sociology, economics, political science, and business administration. The Nigerian postgraduate students have demonstrated a fresh approach to analysis and a critical awareness, which are the hallmarks of empirical research.

We hope you enjoy this multi-faceted approach to research, and the diversity of cultures it represents, and look forward to your contribution to the next issue of this refereed, peer reviewed, academic journal.

Manique Gunsekera,
Chair, Editorial Board,
Dean, FGS,
November 2013.

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'Colourful Semantics' as a whole-class approach with Sri Lankan Tamil-speaking children experiencing language-learning difficulties

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Abstract

The Colourful Semantics approach (Bryan, 1997) has been used effectively as a whole-class approach to support vocabulary and syntactic development in children. Using a colour-coding system and thematic roles, it helps children learn to use and respond to key 'wh' questions. This study evaluated the effectiveness of the Colourful Semantics approach to develop target vocabulary and the use of Subject- Object-Verb (SOV) structures in 30 Sri Lankan-Tamil speaking children experiencing language-learning difficulties. The Colourful Semantics approach was introduced as a whole-class approach via the teacher and incorporated into daily literacy activities for 6 weeks. Pre- and post-intervention assessments were undertaken on five receptive and expressive language and literacy measures of vocabulary and syntax.

There were positive changes in all the vocabulary and syntactic measures undertaken at an individual and group level. The post-therapy language scores on all five measures were highly significant at a $p < 0.05$ level. It is recommended that the Colourful Semantics approach be used as a whole-class intervention approach, facilitated by the teacher under the supervision of a speech and language therapist in deprived and under-resourced areas.

Keywords: Colourful Semantics, Whole-Class, Sri Lankan Tamil, Language Delay

Introduction

Speech and Language Therapy is a relatively new field in Sri Lanka, with little awareness about the scope of the profession among people, particularly outside of the capital. At present, there are approximately 60 speech and language therapists with over 3 years of experience, working mainly in base hospitals, private hospitals or community centres in and around large cities (Doman & Read, 2006; Kodikara, 1999; Morris, 2001). In addition, there are 30 newly qualified speech and language therapists, though none has been absorbed into the government education system. This has resulted in limited access to speech and language therapy services within school, and inequalities in this access across the country.

Children experiencing language-learning difficulties often omit verbs and grammatical elements and fail to complete sentences (Black & Chiat, 2003; Chiat, 2000). Unresolved speech and language difficulties can have long-term implications for social skills, confidence, behavior and literacy skills (Law et al., 2000). In order to minimize the long-term sequelae of early speech and language difficulties, intensive therapy is required. This is a challenge in resource-poor countries, which could be addressed via whole-class intervention approaches delivered through the class teacher.

Whole-class speech and language therapy intervention approaches have the potential to supplement or augment individual speech and language therapy sessions. They can support children experiencing specific speech and language difficulties and provide general language stimulation which could prevent or minimize potential, often undetected difficulties in children in the class.

‘Colourful Semantics’ (Bryan, 1997) is a therapy approach that can be adapted to be used as a whole-class intervention package focusing on developing the understanding of the role of verbs, encouraging the production of complex sentence structures and word order. The ‘Colourful Semantics’ approach aims to support syntactic development using a semantic route and is based on three primary theories. The first is ‘bootstrapping’ (Chiat, 2000), which posits that children use knowledge of phonology or intonation and stress patterns, semantics or the meaning of verbs and syntax or the argument structure to locate and understand the focus of a verb. The next is the theory of ‘functional (verb) argument structure’ (Garrett, 1980; Black & Chiat, 2003), which acknowledges the existence of an argument structure in all verbs, conveyed as thematic roles. The third is a theory of ‘non-argument structure’ (Pinker, 1989; Black & Chiat, 2003), which suggests the production of elements within a sentence not directly connected to the verb.

‘Colorful Semantics’ has the potential to encourage the development of vocabulary, sentence length in the appropriate word order, recognise aspects of grammar and connect

word to text. Within this approach, children learn how to generate and respond to key ‘wh’ questions. The colour-coding system aims to help recognise thematic roles and generate a range of argument structures. The colour-coding assists language learning in children who require an additional visual facet to learning.

The ‘Colourful Semantics’ approach has been used effectively to support vocabulary and syntactic development with children experiencing language-learning difficulties (Bennington, 2011; Bryan, 2008; Ebbels & van der Lely, 2001; Morrissy, 2010; Wade, 2009). Case studies have demonstrated the effectiveness of ‘Colourful Semantics’ (Bryan, 1997; Guendonzi, 2003; Spooner, 2002), although these studies lack a control group. Bryan (1997) reports on the use of colour-coding to highlight the argument structure of sentences when working with a 5; 10 year old boy with language-learning difficulties. Bryan (1997) found language gains of 12-18 months on a single test of expressive language, more accurate use of argument structure, the use of a variety of verbs and a generalization of language gains into spontaneous language at specific times (i.e. “news time”).

Similarly, Spooner (2002) reports on progress in the use of argument and adjunct phrases by a child aged 6; 3 years, with less success with an older child aged 9; 9 years. Contrary to this, Guendonzi (2003) found less improvement in the language skills of a younger child age 6:10 years with some language gains observed in the older child age 7;0 in a study using an approach comparable to *Colourful Semantics*. This, however, may be reflective of the type of language difficulty of word finding and not syntactic difficulties experienced by the younger participant.

In a more recent study, Bolderson and colleagues (2011) found ‘Colourful Semantics’ to be an effective therapy approach for six 5-6 year olds receiving therapy under clinical conditions. Following on from two weekly therapy sessions for 8 weeks, the children gained higher scores on reassessment on the *Renfrew Action Picture Test* information and grammar scores (RAPT, Renfrew, 1988), the Bus story (Renfrew, 1995) information score and on the Mean Length of Utterance. The participants served as their own control group as the researchers had undertaken an assessment 9 weeks prior to the start of therapy, a baseline measurement before offering 8 weeks of therapy and a re-baseline measurement at the end. However, overall, aspects of the study design including the small sample size and the narrow age range have undermined the generalisability of the findings of this and many other studies.

‘Colourful Semantics’ was also incorporated into the ‘Oral Language Supporting Early Literacy’ (OLSEL) Project in Australia (Morrissy, 2010), that included work on syntactic understanding, story grammar, reading comprehension, picture vocabulary and phonological awareness. Students attending the 8 research schools had shown better

reassessment scores compared to students attending the 6 control schools. Morrissy (2010) asserts that ‘a measurable growth’ was evident in literacy skills in students with low, average and above average skill when offered the ‘Colourful Semantics’ component. She presents a case study of a 6; 9 year old boy diagnosed with receptive and expressive language delay to illustrate the project’s success. The language scores gathered at baseline and then 9 months later on reassessment using RAPT (Renfrew, 1988) following on from the OLSEL Project, demonstrated both qualitative and quantitative changes in the information and grammar scores.

Methods

The current study investigated the effectiveness of using the ‘Colourful Semantics’ approach as a whole-class programme with Sri Lankan Tamil-speaking children experiencing language-learning difficulties.

Specific Objective: To evaluate the effectiveness of using the ‘Colourful Semantics’ approach to develop target vocabulary knowledge and the use of Subject-Object-Verb (SOV) structures in Sri Lankan-Tamil speaking children experiencing language-learning difficulties.

Participants

Thirty children experiencing language-learning difficulties between 3; 2 and 16; 1 years attending a special school were included in the study. The school is situated in Muttuwal, a deprived area of the country. The participant group consisted of 11 female and 19 male students. The students were all first language speakers of Sri Lankan Tamil, which was also the medium of instruction at the school. The participants were from four parallel classes at the school.

Ethical considerations

Ethical approval was sought and gained from the Ethics Review Committee of the Faculty of Medicine, University of Kelaniya. The parents of the students at the special school were provided with an information sheet and consent form in simple Tamil prior to implementing the study and collecting data.

Training programme

Ten teachers were offered two half-day training sessions on ‘Colourful Semantics’ at the school. The researcher was supported by a peer who helped to demonstrate the activities while the content of the programme was translated simultaneously into Sri Lankan Tamil by an interpreter who is also a healthcare professional.

The training programme included the following aspects:

- The importance of early remedial support for language-learning difficulties
- Background to the ‘Colourful Semantics’ approach
- Introduction to the colour-coding system
- Experiential activities for: Who? What is s/he doing? Where?
- Ideas on how to use children’s stories

In order to demonstrate the intervention approach, 3 children’s storybooks were used. The main text was *The very hungry caterpillar* (Carle, 1969). In addition, the local storybooks *Kude Hora* (Wettasinghe, 1956) and *Keerthihan’s Kite* (Meyler & Titus, 2009) were also used to explain the therapy approach. The teachers were observed while they conducted the intervention approach and feedback offered as required.

Intervention programme

The ‘Colourful Semantics’ approach was offered as a teacher-facilitated, whole-class therapy approach by four teachers. The intervention approach was incorporated into the Literacy lesson everyday for 6 weeks. The focus in the six weeks was on introducing the ‘wh’ question tags of ‘who’ and ‘what is s/he doing’ using stories and action pictures.

Data collection and analysis

The researchers provided the teachers with individual monitoring and feedback sheets for each student. This enabled the teachers to keep a record of any observations they made during the period of intervention. Individual language data was collected by the researcher pre- and post-intervention from all the participants. The measures included:

- Receptive vocabulary of target words (understanding of language): informal picture-based task of target words
- Expressive vocabulary of target words (use of language): informal picture naming task of target words
- Generating Subject-Object-Verb structures (SOV): informal picture description task using target Black Sheep Press pictures
- Mean length of utterance (MLU): An adapted version of the *Renfrew Action Picture Test* (Renfrew, 1988)
- Writing of SOV structures: informal picture description task using target Black Sheep Press pictures

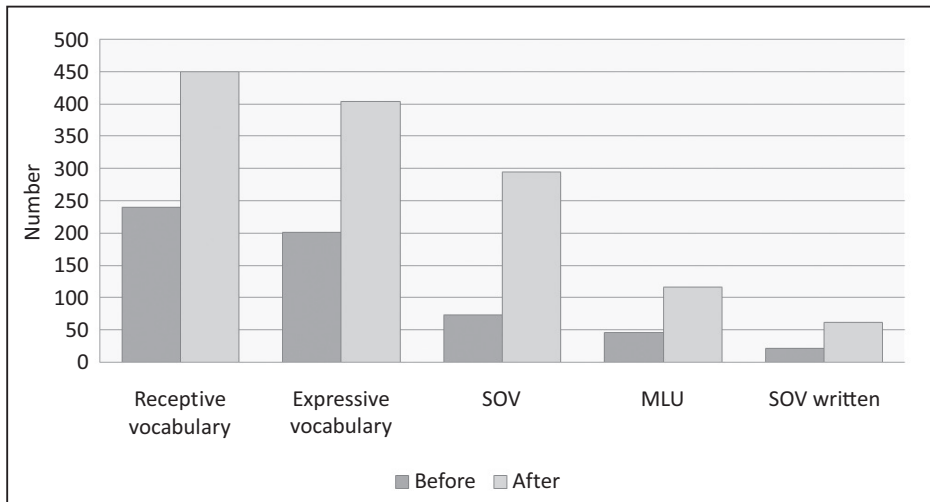
The language data were analysed through comparison of test scores pre- and post-intervention at an individual and group level. Inferential statistics in the form of means and standard deviations were undertaken and paired t-tests were performed on SPSS (version 16.0). In addition, qualitative feedback from the teachers was recorded and a thematic analysis undertaken using aspects of *Framework Analysis* (Ritchie & Spencer, 1994).

Results

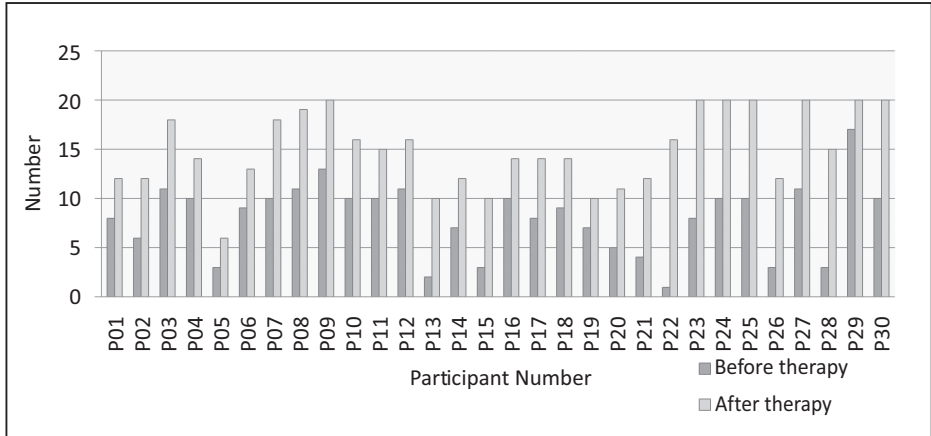
Pre- and post- intervention scores were gained on five language measures using informal picture-based tasks and one adapted formal assessment.

At a group level, the participants showed a marked improvement on all 5 language measures as shown in Figure 1 below.

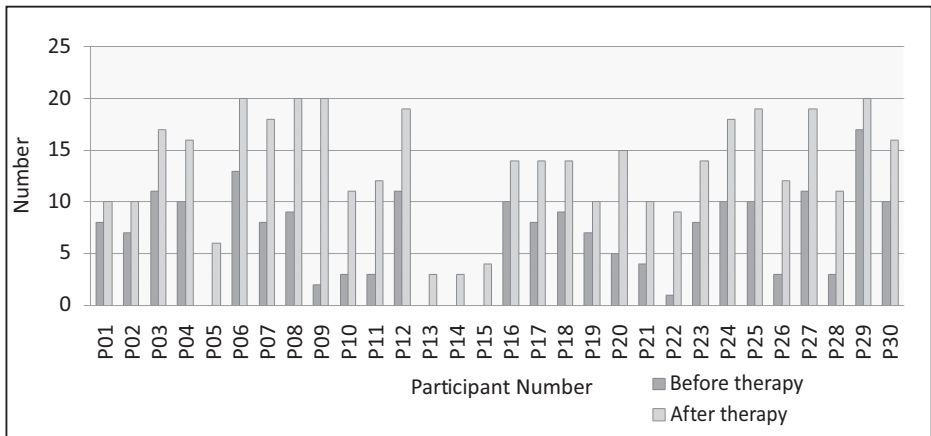
Figure 1: Pre-and post-intervention language scores at group level.



As a group, the participants scored 240 (Mean= 8.00; Standard Deviation= 3.68) on the receptive language task before intervention. On post-intervention language measures, the participants scored 449 collectively (Mean= 14.97; Standard Deviation = 3.88). At an individual level, all the participants displayed higher receptive vocabulary scores post-intervention, as shown in Figure 2. The change in the understanding of the target vocabulary items reached statistical significance ($t(29) = 12.27, p < .001$).

Figure 2: Pre- and post-intervention receptive vocabulary scores.

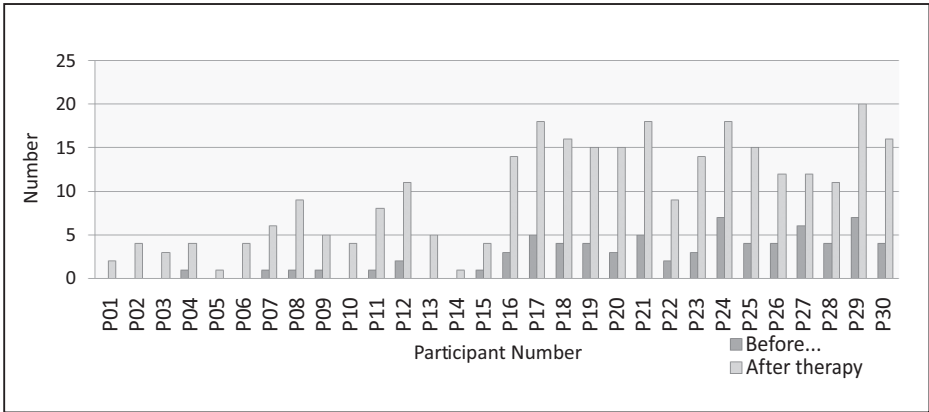
All the participants showed an improved expressive language score post-intervention as illustrated in Figure 3. Collectively, the participants scored 201 (Mean = 6.70; Standard Deviation = 4.44) on the expressive language task prior to intervention. Following on from intervention, the participants scored 404 (Mean= 13.47; Standard Deviation = 5.19). At an individual level, the increase in the use of target vocabulary items following the intervention programme was statistically significant ($t(29) = 11.42$, $p = .000$).

Figure 3: Pre- and post-intervention expressive vocabulary scores.

In the measure of the number of SOV structures produced in an informal picture description task, all the participants indicated gains in their scores as shown in Figure 4. The change in scores in this measure too, at an individual level was statistically significant at ($t(29) = 10.187$, $p = .000$). The group of participants scored 73 (Mean = 2.43; Standard Deviation = 2.22) together before intervention. The collective score

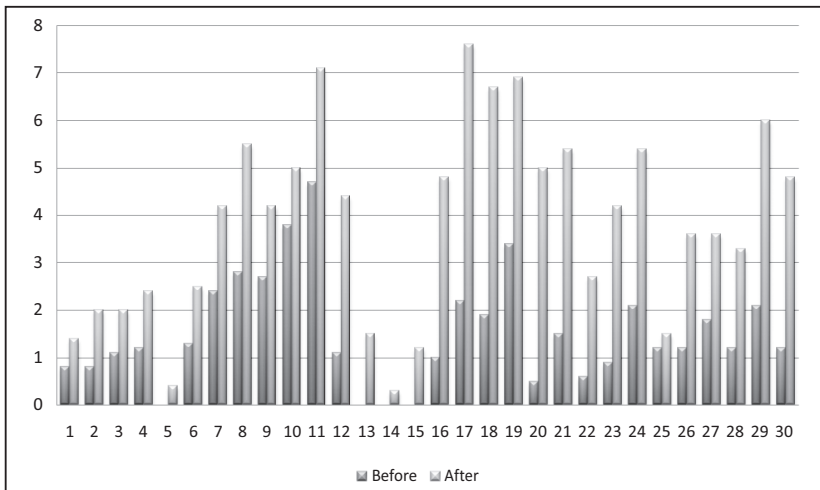
had increased to 294 (Mean= 9.80; Standard Deviation = 5.89) on assessment after intervention.

Figure 4: Pre- and post-intervention SOV production scores.



In the language assessment undertaken prior to the intervention programme, the participants gained a collective score of 45.50 (Mean= 1.52; Standard Deviation = 1.14). This increased to 115.60 (Mean= 3.85; Standard Deviation = 2.04) in the post-intervention assessment. At an individual level, there was also a positive change in MLU before and after intervention as indicated in Figure 5. This too, reached statistical significance ($t(29) = 8.995, p = .000$).

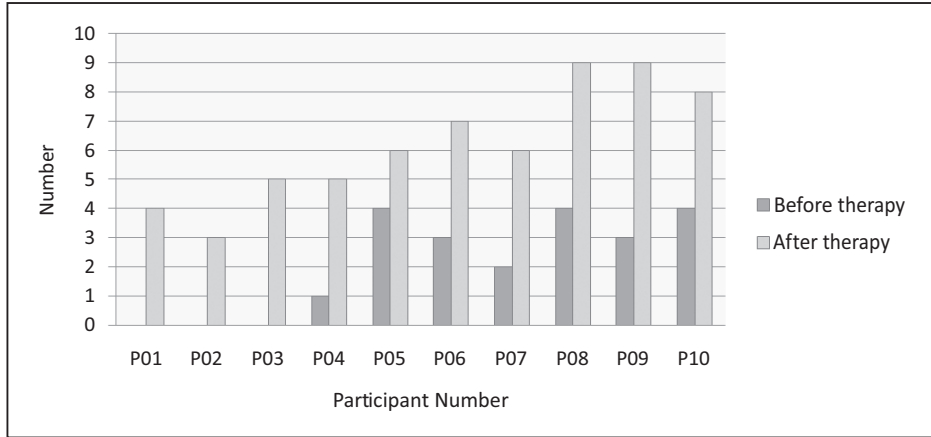
Figure 5: Pre- and post-intervention MLU scores.



Data on the writing of SOV sentences could only be gathered from 10 of the participants who were literate, that too with support. The results are presented in Figure

6 below. The group scored 21 (Mean= 2.10; Standard Deviation = 1.73) in the written task before intervention and 62 (Mean = 6.20; Standard Deviation = 2.04) at the end of the whole-class intervention programme. There was a statistically significant difference in the number of SOV sentences written by the participants in the informal task before and after therapy ($t(29) = 11.78, p = .000$).

Figure 6: Pre- and post-intervention MLU scores.



Qualitative findings

The qualitative data gathered through teacher feedback indicate an increase in the level and duration of attention to tasks by the students. The teachers reported a positive change in the level of listening and motivation displayed by the participants during the ‘Colourful Semantics’ activities in the classroom. They also report evidence of cooperative work by the students in their classes during the target activities.

Discussion

In summary, 30 Sri Lankan Tamil-speaking children with language-learning difficulties were offered a whole-class based ‘Colourful Semantics’ intervention programme for 6 weeks. Language measures were undertaken before the start of the intervention programme and repeated at the end. On all five language measures of receptive and expressive spoken language and written language, the group of participants indicated an increase in competencies post-therapy.

The effectiveness of the ‘Colourful Semantics’ approach as seen in the current study is supported by findings from previous studies (Bolderson et al., 2011; Bryan, 1997; Guendonzi, 2003; Spooner, 2002), in spite of differences in study design. The current study was conducted as part of a whole-class intervention approach, in contrast to the clinic-based studies by Bryan (1997) and Bolderson and colleagues (2011). However, it is akin to the Australian OLSEL study (Morrissy, 2010), which offered classroom-based

intervention. The findings thus support the use of non-clinician facilitated intervention (in this case teacher-led) under the supervision of a speech and language therapist. As reported in the systematic review by Law and his colleagues (2000) on the effectiveness of speech and language therapy, the findings from the current study uphold the assertion that therapist-led and non-therapist facilitated therapy can result in similar positive gains in children experiencing language difficulties.

The main strength of the current study is in the relatively large sample size of 30 children, in contrast to previous studies. This strengthens the generalisability of the findings compared to previous single case studies or studies with fewer than ten participants (Bolderson et al., 2011; Bryan, 1997; Guendonzi, 2003; Spooner, 2002). Nevertheless, while we are able to state that the present study provides supportive evidence for the effectiveness of a classroom-based, teacher-facilitated 'Colourful Semantics' programme, it does not have a control group. We are unable, therefore, to directly link the progress made to the intervention provided. Therefore, this lack of a control group is a limitation. In this respect, the present study is similar to previous case studies, which are also limited by this methodological weakness (Bryan, 1997; Guendonzi, 2003; Spooner, 2002). In contrast, Morrissy (2010) had included research schools and control schools, and Bolderson et al (2011) had designed the study with a control measure of initial assessment and baseline assessment 9 weeks later prior to the start of therapy.

'Colourful Semantics' has been used either as a discrete therapy approach on its own or incorporated into a more complex therapy programme consisting of several components. Unlike the successful OLSEL project in which 'Colourful Semantics' formed part of a school-based programme focusing on grammar, vocabulary, reading and phonological awareness, the findings from the current study indicate the effectiveness of 'Colourful Semantics' on its own. Although lacking a control group, the use of a distinct therapy approach is a positive feature of this study.

The current study reports on an intervention programme offered for only 6 weeks, albeit daily, which may not be sufficient. This is at variance with previous studies, which report the duration of therapy as between 3 months (e.g. Bryan, 1997), 5 months (e.g. Spooner, 2002) and 9 months (Morrissy, 2010). Also, with regard to the measures undertaken, most studies have employed a combination of formal assessments (e.g. Spooner, 2002) and informal tasks (e.g. Bolderson et al., 2011). The current study used mostly informal assessment tasks. It can be argued that this too, is a limitation of the study. Yet, it did use RAPT (Renfrew, 1988), though in adapted form as it has been designed to test English sentence structures rather than other languages.

Main limitations of the study

The main limitation of the study was the use of an interpreter during the teacher training sessions and in the assessment and reassessment of the students. However, the student language data included relatively simple language structures. In addition, although 30 participants can be considered comparatively large in relation to previous studies on ‘Colourful Semantics’, it is still a fairly restricted sample size, which deters the generalisability of the results. Additionally, the present study relied on an adapted formal assessment and mostly informal assessment tasks to generate data. The lack of robust measures to gain language data is a shortcoming of this study. There are currently no formal assessments in Sri Lankan Tamil that can be used in research studies. The current practice of using informal assessment tasks or adapted formal assessments is reflective of this situation. A more comprehensive study with a larger sample of participants across several educational settings and investigating a range of languages (i.e. Sinhala, Sri Lankan Tamil, English, Sri Lankan Sign Language and Sri Lankan Malay) is to be undertaken in the future.

Conclusions and implications

The findings from the current study reveal the effectiveness of the *Colourful Semantics* programme offered through teachers under the guidance of a speech and language therapist to Sri Lankan Tamil-speaking children experiencing language-learning difficulties. The findings of this study have important pedagogical implications as well as consequences for service delivery. At a pedagogical level, the findings support the use of semantic information and colour-coding to encourage the understanding and use of target vocabulary and syntactic structures among children experiencing language-learning difficulties. At a service delivery level, it supports the use of facilitators other than speech and language therapists in delivering intervention programmes (under the direction of a Speech and Language Therapist) to reach a wider group of children. It thereby substantiates the need for teacher training programmes. It encourages collaborative practice and whole-class intervention programmes that have the potential to increase accessibility to speech and language therapy intervention to children hitherto not accessing remedial support at government hospital clinics or private institutions.

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***Characteristics and elements of judgment in scientific inquiry
(A survey of research methods used by Social Science students of the
University of Kelaniya, Sri Lanka)***

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Abstract

Science comprises an array of disciplines that tracks objective knowledge with methods that promote objectivity. Facts and truth emerge through rigorous observations and empirical studies of the real world. The scientific community of every institution has formal standards for scientific research that reflect the general theories of scientific methodologies. The continuum of academic knowledge comprises sciences; social sciences; and humanities. The science method is rigorous, hard, and precise, while that of humanities is considered soft and particular. Social science exists between sciences and humanities and it adopts much of the scientific methods applied to different and less predictable types of data. The University of Kelaniya as an institution has several Faculties including Sciences, Social Sciences and Humanities. The Social Science Faculty of Kelaniya University is not exempted from rigorous use of scientific methods; therefore, what methodological standards do their students apply for scientific inquiry? This paper examines characteristics of science and nature of scientific research; methods used in scientific inquiry; and the social science research methods. A sample of 120 respondents was randomly drawn from the category of final year undergraduate and postgraduate students of the Faculty and data collected from them. Also, past research projects written in English medium were analyzed. Results show the application of scientific methodology without standard uniformities. The paper recommends a standard format that will guide all research and report writing in the Faculty, reflecting the nature of the subjects taught and researched in Social Sciences.

Keywords: Characteristics of Science, Scientific Methodology, Social Science Methods, Academic Writing, University of Kelaniya

Introduction

Scientific tradition has been preserved through the activities of the scientific community. This community consists of interacting professionals that practice science, and set up guidelines and norms, behaviours and attitudes, ethical principles, techniques and training, beliefs and values, and vocational routes that bind them together (Neuman, 2007). The professionals in this community originate from natural and social sciences (Mulkay, 1991; Merton, 1973; Hagstrom, 1965). Passively sitting, reading, reflecting and writing or interacting with specific people with little or no analytical basis are not normally thought of as research in the social sciences although, of course, such activity can be just so classified in the humanities (Bauböck, 2008). The goal of social science research is to explain social phenomena; clarify doubtful relations and explain variables; correct the misconceived facts about social life; and seek solutions to social problems (Longino, 1990). In humanities, the goal is generally interpretive rather than explanatory. Ideas are interpreted either synchronically as they exist within their context of origin, or diachronically by translating their historical development and relating them to earlier and later ideas and thus identifying traditions and their evolution over time, (Bauböck, 2008).

Common procedures used across disciplines that claim scientific status bind social and natural sciences together, while usage of specific methodologies is discipline specific because standards of principles and ethics are discretions of subject (Kantorovich, 1993). The scientific method is determined to use systematic techniques for inquiries and fact finding. Regularities of practice coupled with emphatic observation and understanding are the prime means that lead to truth because the method grants possibilities for replication and falsification (Dampier, 1971; Harre, 1967; Popper, 1959). In most social science research there is an element of going and finding out. It is a field-based activity which employs some element of empirical enquiry. Framework is designed to make the activity coherent and allow synchronization of ideas with experience. Processes that will account for the experience are systematically organized in parts and phases. Different parts of the process should make holistic sense and coherently be represented in writing. The scientific method of inquiry is a tradition of social science researchers and is generally used by social science students of institutions of higher learning. This paper sets forth to examine knowledge of the scientific method of inquiry acquired by Social Science students of Kelaniya University; the way they apply it in their research; and the format or steps they normally adopt. The paper also reviews the general characteristics and methods of scientific inquiry, and discusses some common applications of the method in the social sciences.

Review of Literature

The scientific method of inquiry was built on observation and experiment, public criticism and discussion, logic, skepticism, and the rejection of all interference of false

idols and dogmas (Bacon, 1985). Methodological standard is the bedrock that safeguards this authenticity based on the role it plays in governing conduct and defining the aims of science. Scholars like Popper, (1959); Kitcher, (1993); and Laudan, (1990) assert that science's method has distinctive features that distinguish it from others like philosophy, literature, religion and pseudo sciences. Characteristics and steps of scientific studies distinguish it from non scientific writing.

Characteristics of Science and Steps of Scientific Research

Rigidity of methodology and method is the defining feature that separates science from others. It is uniquely empirical, verifiable, analytical, factual, impartial, propositional, reliable, replicable, and logical. Though there is no consensus on single format of steps that is generally adopted by all institutions and departments for application in scientific research, the above features are discussed as follows:

- 1. Topic Selection:** It is the first step in scientific research writing. The interest of the topic may arise from personal experience, chance occurrence, interaction with other people, or as a result of reading others' work. Topic selection is subjective at the initial stage but once the choice is made it becomes objective. Science's development begins with the progress made on thoughts and ability for empirical verifications, falsifications, and substitutions of poor theories with better ones through practical test and experience. The research topics in science are verifiable and address empirical and practical phenomena. Practicality of phenomenon gives a clue to its magnitude and allows conceptualization of its nature and possibilities to measure the level or degree to which it influences or affects a system (Nagel, 2006). A research topic must be feasible, empirical and practical.
- 2. Identification and Explanation of the Problem:** Formulation of the research problem supports the validity of the topic or otherwise. It is a broad statement that clearly presents a portrait of the gap which the present research is willing to fill, and researcher's familiarity with the problem situation. Definition of research problem leads to a questioning process, which is ubiquitous in sciences. Questioning process exposes a subject for research; an existing problem; and articulated uncertainties or difficulties. Paradoxical thoughts are necessary for the discovery of the unknown, and they are a requirement of science. Many of the most creative aspects of the research process involve questions that translate theories into more precise objectives, hypotheses and tasks (Gomez & Jones, 2010). Formulation of the research problem will clarify the analytical nature of the topic; contribution of the research to the existing field of knowledge; and depth of understanding of the research area.

- 3. Statement of Research Objectives:** The broad aim and specific objectives will guide research on where to go and what is needed. Research objectives are directed towards a search for an objective knowledge or facts. Factuality as a feature of science denotes a reputable status of dealing with those things that are actually real. Tasks are governed by the notions of investigations into a phenomenon in its real or actual state of existence. Research objectives are guided by the belief in truth and authenticity of method that led to it (Furseth & Repstad, 2006).
- 4. Review of Literature and the Theoretical Framework:** The concepts, variables, hypotheses, theories and paradigms used by science are analytical, and they can be measured. Paradigms are the larger built up theoretical perspectives from philosophical viewpoints which are used to inform methodology and contextualize ground logic. They are discrete historical ideas presenting a logical view of reality and used for test and compatibility of theories (Crotty, 1998; Kuhn, 1970). Scientists use background theoretical models in order to ascertain expectations. The theoretical base or paradigm influences scientists' choice for method; help advancement or modification of used methods; and also determine improvement in use of other procedures (Psillos, 1999).

The deterministic feature of science permits a trace of antecedent of event. Hence, nothing happens without reason and science's orientation was geared towards systematic observation and empirical verification of knowledge of the antecedents in the physical and social world (Hochberg, 2006). Predictable factors that influence a phenomenon or outcomes of previous events should be reflected in the literature.

Existing theories and previous findings are independently and impartially analyzed. Consideration of diverse hypotheses, ideas, approaches and models is done, in order to understand shortcomings and guide researchers to control uncertainties that might lead to prejudices or creeds and proved impartiality (Longino, 1990). Likelihood of objectivity is higher when literatures of different cultures, personalities, and styles of thoughts clash together rather than form a consensus of like minded views (Resnik, 1998).

Literature review increases familiarity with the research area; guides problem and hypothesis formulation; exposes the theoretical aspect of the research, and also guides analysis and interpretation of data. The framework into which the research fits depends on theory and nature of research problem and it brands the research design and underpins other processes of research activities (Walliman, 2006).

- 5. Identification of Appropriate Research Design:** Choice of research design is based on the purpose of the research. The research purpose might be geared towards dealing with familiarities; testing hypothesis, determining frequency of occurrences, or examining causation. Exploratory design establishes familiarity with phenomenon; descriptive design portrays characteristics and relations of individuals, groups, situations, events or determines frequencies; and, the explanatory design is motivated to test hypothesis of causation. It must also be cross-sectional or longitudinal, explaining the timeframe needed to conduct the research (Neuman, 2007). The research devices used in science and the design established for data collection and analyses must produce the best result. It should also create avenues for replication and possibilities of falsification, since nothing is completely true in science (Okasha, 2002).
- 6. Establishment of General Methodology:** A mature scientific discipline is dependent on a model that outlines what to study, how feasible the study is, and how accessible the object to be studied; what impact or relationship is assumed of the object to the social or physical world, and finally, what suitable methodology could be applied for the study in order to yield the best results (Kuhn, 1970). Choice of methodology justifies processes for test of assumptions and theories. Newton-Smith (1981) opined that scientific methodology equips scientists with reasons to accept or reject beliefs, hypotheses, theories or findings. General strategy or plan of action detailing the complete process of proposed research design; clarifications of choice on method; and technique that links choice of method to desired outcomes is the research methodology (Crotty, 1998). It is a general picture of the research that emerges from critical questions derived from the gained experience of the larger theories of social or physical phenomena. The entire research process is presented in methodology including plans and conduct in the field; study design; anticipated conclusions; and how to report findings. It highlights statements and clarifications of concepts, control of settings; attitudes and values; and context and contents of the research, respectively (Jonker & Pennik, 2010). Research methodology stretches analytical nature of study and demonstrates impartiality and reliability as it opens possibilities for replication.
- 7. Formulation of Hypothesis:** Propositional issues are presented in science to serve as ideas for consideration and discussion among professionals. Guesses for answers to unresolved problems encourage formulation of hypothesis (Beissel-Durrant, 2004). Hypotheses are testable statements that show a relationship between variables. It determines the type of data to be collected, where to be collected, and how to be analyzed. Although not all scientific studies need a hypothesis, all studies need a guiding hypothesis or research question. Validated hypotheses form a base of new theory or theories.

8. Selection of data collection method: Some research has interdisciplinary and multidisciplinary scope (Beissel-Durrant, 2004). Therefore, several choices to use quantitative or qualitative method, primary or secondary source, or multi method triangulation exist. The selection is made in order to allow full observation and description of real occurrences of phenomena, because method is the process that connects methodology with observational unit and unit of analysis as it presents the specific steps together with applied logic to get the best and most comprehensive data, with elaboration of each technique used for data collection and analysis, (Johansson, 2004). Composition of method indicates procedures, actions, phases, chronology or the followed stringent sequence in research (Jonker & Pennik, 2010; Marczyk et.al, 2005; Kazdin, 1992). Parsimony is maintained through use of specific cases that relates to the problem as closely as possible and avoids use of unnecessary units (Ladyman, 2002). Intersubjective procedures are used in order to get that which is the most reliable of all. Research method is guided by the knowledge of the problem and its settings, and the explorations of methods used in previous studies (Jayaram, 2011). Also, four characteristics of replicability, falsifiability, precision, and parsimony distinguish science methods from other modes of explanations (Bhattacharjee, 2012; Okasha, 2002).

9. Data Presentations and Analyses: Collected qualitative or quantitative data determine means of presentation and analyses. Tabular presentations are most common while an in-depth analysis depends on level of measurement to which the variables belong. Basic levels of measurement applied in social sciences are nominal; ordinal; and interval/ratio levels. Social science researchers apply various statistical tests to validate collected data, processes and methods, and reach a final conclusion.

10. Conclusions and Summary: The method used in research is the element that judges the authenticity of final conclusion and it oscillates between theories, operationalizations or conceptualizations and observations (Dunne, et.al 2005). Comprehensiveness of reasons executes final verdict for recognition of truth. Truth reached through scientific method is termed 'truth in the final instance' because it rests on logical propositions that are real and commonsensical. Precise statements are summarized as new findings which are presented and reported with scholarly caution and restraint. A disclosure strategy is fully impartial and reflects progressive and innovative thoughts with expertise, liberty, and freedom (Furseth & Repstad, 2006). In a nutshell, the above format of scientific methodology preserves strong professional norms of honesty and uprightness, by placing value on merit in process and findings, not to any personal or individual character (Neuman, 2007). How are these processes shared between social and natural sciences?

Commonalities and Peculiarities of Natural and Social Sciences Methodology

All branches of science use similar methods, the unifying elements being the followed techniques but not the used materials. Categorizations and organizations of facts in any form or matter; careful observation of mutual relations; describing order of influence or arrangement is a scientific application (Pearson, 1957). Principles applied in research processes make it scientific, whilst different scientific disciplines have clear and agreed-upon guidelines for gathering, evaluating, and reporting data (Cozby, 1993).

Natural and physical sciences are fully influenced by the positivists' ideas. This philosophy views the purpose of scientific investigation as to describe phenomena and relate them to each other in order to allow generation of rules that enable calculation of probabilities of observations especially when the results of earlier observations are known. In this method, verifiable hypotheses are identified from the existentially quantified hypotheses and attempts are made to establish causations and present a law like statement since natural phenomena can be subjected to laboratory test and measurement. Part of the research culture of positivism is to see the text as in some sense neutral or almost naturally occurring. Application of positivist philosophy is limited in social science research since its use of experimentation method could not be done in absolutely controlled settings. Pure experimentation has limited applicability in social science (Bechhofer & Paterson, 2000) and as such, other methods like survey; case study; and action research methods are employed.

Phenomenological method is the most commonly applied philosophy in social science research. The method involves systematic investigation of consciousness, because it is the phenomenon that would prove a certainty of postulates. The central assumption is that, all experience of the world including perceptions of objects and the knowledge of mathematical formulae is constituted in, and influenced by consciousness. To study a phenomenon one must disregard all prior knowledge about the world, and address the question of how it emerges, why it emerges in that form, or from which matter or process does its knowledge come into being. This strategy is known as phenomenological reduction or referred to as bracketing (Ahmad, 2011; Scott & Marshall, 2005).

Materials and Methods for the study

Exploration of methodology and methods used by the Social Science students of Kelaniya University is the purpose of this study. The Social Science Faculty of this university consists of nine departments- Archeology; Economics; Geography; History; Library and Information Sciences; Mass Communication; Philosophy; Sociology; and Sports and Leisure Studies. Questionnaires with semi structured questions were used for data collection from a randomly selected sample of 120 final year undergraduates and postgraduate students. The method of interaction is self-administered since the

population composed of learned individuals. Also past student theses written in English were surveyed in the university library.

Presentation, Analysis and Discussion of Results

Collected quantitative data show that all the respondents (100%) demonstrate ignorance of scientific methodology and steps involved in it. On the alternative methods and steps used by the respondents, 63% (76) lamented having no specific format or steps. Only 37% (44) stated use of the questionnaire method or a combination of questionnaire and interview method as presented in Table 1 below.

Table 1: Students' Response on Knowledge and Usage of Scientific Methodology in Social Science Research

| Variables | Responses | | | |
|---|-----------|------------|-----------|------------|
| | Yes | | No | |
| | Frequency | Percentage | Frequency | Percentage |
| Possessed knowledge of scientific inquiry | 0 | 0 | 120 | 100 |
| Used knowledge of scientific method in academic write up | 0 | 0 | 120 | 100 |
| Presented clear methodological steps in academic write up | 44 | 37 | 76 | 63 |

Source: Field Work October 2012

In the qualitative data, the respondents mentioned that they never use scientific methods in academic research and writing and describe research as consulting books and internet materials. The techniques employed when using secondary sources and documents are not mentioned by the respondents as they cannot present the format or steps adopted in it. Observations of library materials indicate a good practice of scientific method with standard format by the students of Commerce and Management Faculty of the same university whose topics have much in common with that of social sciences.

Summary, Conclusion and Recommendations

Gebremedhin and Tweeten (1994) clarify that research methods and scientific writing techniques vary between persons, disciplines, and problems. Basic principles and mental techniques used in scientific investigation and communication of results in dissertations, theses and journal articles, or other forms are common (Beveridge, 1957). Rigid formula is used for all scientific discoveries or scientific writing with underlying basic assumptions that, events can be understood if right questions are

asked and right analyses are made; and, a systematic relationship always binds cause with effects. The checkpoints involved in scientific research basically comprise stating a problem; formulating a hypothesis or, clarifying research questions and developing objectives; designing method of data collection and analysis; interpreting results; and drawing conclusions. Courage, patience and unhurried activities lead to reliable findings as they help in overcoming disappointments or discouragements associated with pursuing answers to difficult questions. The research process is incomplete if systematic processes of reporting and disseminating results are not followed. Social science disciplines use scientific methods and the Social Science Faculty of Kelaniya University needs to develop, clarify, and standardize its methods for academic research and writing. Questionnaires are not methods; they are instruments used in the scientific research process to collect data.

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Everything in the universe has a rhythm, including learning and teaching

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Abstract

Today, most of the ESL (English as a Second Language) learners in Sri Lanka consider English language learning as anxiety packed, insipid and an unconquerable obstacle. If facilitators can integrate music into ELT (English Language Teaching), the ELT sessions can be converted into a stress free, learner friendly atmosphere. This study attempts to investigate whether music can be implemented in teaching English grammar and vocabulary. The sample of this study consists of 100 students from the Faculty of Humanities and Social Sciences of the University of Kelaniya. A pre-test was given to test 50 students' prior knowledge of grammar and vocabulary, in a traditional classroom setting. The control group of another 50 students was exposed to a teaching session of grammar and vocabulary using music. Later on, their acquired knowledge was tested through a post-test. The results showcase that if used properly by the facilitator, English songs are an excellent means of cultivating interest and high motivation in language learning.

Keywords: ELT, Music, Pre-test, Post-test, Grammar, Vocabulary, Motivation

Introduction

The purpose of this study is to examine whether using music in ESL (English as a Second Language) sessions brings better learning outcomes. than the traditional approach The researchers attempt to identify the achievement level of the English language skills of the Sri Lankan University students with regard to the application of classroom instruction blended with music and no music in respective groups to suggest effective pedagogical interventions that can be utilized in an ESL setting.

English Language Teaching (ELT) in Sri Lanka has been functioning on a traditional teaching basis for quite a long time. According to Karunaratna (2003) in Sri Lanka, since the introduction of English to the school curriculum as a second language in the early 1950s, the direct method followed by the grammar-translation method was used to teach English. However, past experience shows that these methods have not been successful in improving English proficiency of Sri Lankan school students (Karunaratne, 1993). Especially when teaching grammatical structures and vocabulary, most of the facilitators have used the same old chalk and talk method to teach ESL. Moreover, the facilitators always try to overload the students with an excessive number of exercises followed by consecutive exams to evaluate their accomplishments. So, it is inevitable that ESL learners consider learning English; especially grammatical structures as boring, insipid and an unconquerable task.

In contrast, music acts as an effective tool to create a relaxed and enjoyable atmosphere in an ESL setting. However, Ayotte (2004: 10) observed that both music and language share the “same auditory, perceptive and cognitive mechanisms that impose a structure on auditory information received by the senses.” Music can be incorporated in diverse ways to teach English. Songs and lyrics, which are an integral part of music, are of great importance to ESL learners in enhancing English skills; reading, writing, speaking and listening. The multi faceted qualities possessed by songs and lyrics; their richness in theme and culture provide therapeutic functions, placement of the grammatical words, idiomatic expressions and different types of vocabulary acquisition. All this helps to create a rich and a genuine source of teaching material for ESL learners. Georgi Lozanov (as cited by Larsen-Freeman, 1991) incorporates music in his teaching method; “suggestopedia” as music is instrumental in creating a relaxing and comfortable environment, which can propel language learning. The current study gains significance since there is a dearth of research pertaining to the use of music as an effective tool across the ESL curriculum in Sri Lanka. This study attempts to unfold the importance of incorporating English songs in ELT, especially with regard to English vocabulary and grammar, and suggests specific teaching activities that can be implemented in an ESL setting.

Literature Review

There are a plethora of past surveys that describe the use of English songs and lyrics in ELT. Huy Le (2007), a Vietnamese ESL teacher, observed that music is highly valued by both students of English and ESL teachers in the teaching of speaking, listening, reading, and writing. Other reports by teachers from the United States (Baez, 1993), Taiwan (Katchen, 1988), Canada (Magahay-Johnson, 1984), Japan (Moriya, 1988), Mexico (Domoney and Harris, 1993), and South Africa (Puhl, 1989) support the importance and usefulness of music and music activities in the teaching of ESL learners. However, this proved enthusiasm for using music as an effective tool in an ESL classroom emanates from the first hand experiences of the facilitator. So, it is very important to carefully examine some empirical research that showcases the success of the combination of music and language. Brand (2007) concluded that there is theoretical and physiological support for the inclusion of music in the teaching of spoken English. Not only are language and musical processing located in the same area of the brain, but neurologists (Maess & Koelsh, 2001) have discovered that both musical and linguistic syntax are similarly processed. Furthermore, Brand (2007) explained how song lyrics are used in sensitizing Chinese ESL learners to the importance of effective intercultural communication. On the other hand, Ayotte (2004) conducted music related research involving adult learners regarding the acquisition of verb forms in teaching French as a second language. The results of the study demonstrated that the subjects who listened to songs performed with more grammatical accuracy on the immediate post-tests in three verb forms –present, future, and conditional. Statistical significance was only seen for the present and conditional forms in the delayed post-tests. Nevertheless, the other experiment, showed no statistical significance between language taught with music and language taught with no music. Apart from this study, Hazel-Obarow (2004), in a study involving young learners of English, examined both the short-term and long-term effects of music on vocabulary acquisition using a pre-test, a post-test and a delayed post-test on an experimental design. The final outcomes of the study revealed that techniques that included music appeared to be more motivating for students and engaged them deeper in learning of vocabulary. According to Brand (2007) ESL classrooms in Asia are often associated with crowded classes, monotonous testing and assessment regimes, and an over-emphasis on the teaching of rigid grammatical rules—all at the expense of a more vibrant and naturalistic everyday English speaking communication approach. These research studies pave the way to carefully examine the relative effectiveness of songs and lyrics in the teaching of English language; subsequently suggesting more appropriate, interesting, and authentic English teaching material.

Research Questions

- RQ 01- Is teaching English language through music effective with Sri Lankan ESL learners in teaching English grammar and vocabulary?

Rationale

Nowadays, most of the Sri Lankan ESL classrooms function in a traditional teaching setting which evokes less interest among Sri Lankan ESL learners. Owing to this fact, most of the ESL learners display a low enthusiasm in engaging in ESL classroom activities and there's a remarkable decrease in terms of the participation of ESL learners at lectures. So the significance of this study lies in the sample that the researchers have selected for the study. Moreover, little research has been conducted in using music across the ESL curriculum. This study is an attempt to fill that void by incorporating music in a learning environment and demonstrates its effectiveness as a learning tool which helps to design several specific teaching activities as serious attempts to add life to ESL classrooms.

Methodology

The sample of our study consists of 100 students from the Faculties of Humanities and Social Sciences who are following the English for Humanities and Social Sciences course (ELTU 13012). These students were exposed to a pre-test in measuring their knowledge of grammar and vocabulary. After that, the selected 100 subjects were divided into two groups of English with music and English with no music, with 50 subjects in each group. These two groups were randomly assigned to the two groups. The music group was taught the second conditional of English grammar and selected vocabulary items using songs. The no music group was taught the same, without songs. The post-test was immediately administered, after the teaching session. Later on, the mean values of the pre test and post test were calculated to analyze the data.

Test Instrument

Both pre-test and post-test versions were designed to assess the subjects' knowledge and understanding of the selected vocabulary items and the second conditional of English grammar. These pre-tests and post-tests encompassed about 20 test items. The first ten questions were designed based on vocabulary picked out from the famous song 'Hotel California' by the Eagles. The students were asked to match the correct definition of the given words. The second ten questions were based on the second conditional of English grammar where the students got to fill in the blanks with the correct verb form.

Data Analysis and Results

Figure 1: Mean Values of the Pre-Test & Post-Test

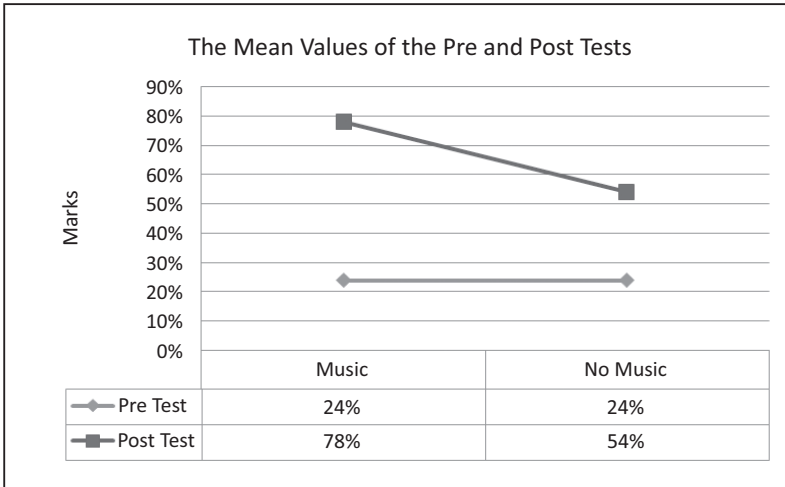


Figure 1 demonstrates the mean values of the pre and post tests. As seen on the graph, the mean value of the pre test is 24%. And the mean value of the post test taught without music was 54%. Moreover, the mean value of the post test taught with music was 78%. So, it is evident that the classroom instruction coupled with music has brought better learning outcomes. It was evident from the pre-test that the students had no knowledge of the words ‘colitas, alibis, feast, sweat and chambers.’ Only 5% got more than five answers correct in the vocabulary question and only 3% got more than 5 answers correct in the grammar question.

The results of this study show that the degree of the use of songs in ESL classrooms produces different levels in English Language achievement scores. The subjects who were exposed to music and classroom instruction achieved the highest score in post tests.

Conclusion

Teaching English language through music is effective with Sri Lankan ESL learners in teaching English grammar and vocabulary, amongst other possibilities.

Pedagogical Interventions

English songs can be utilized to enhance English vocabulary, to teach grammar, practice pronunciation and to teach idiomatic expressions as discussed below:

- ✓ The lyrics of the songs can be given with gaps. After listening to the song the students can fill in the blanks and the answers can be discussed with the definitions.
- ✓ Grammar can also be explained as most of the songs are based on stories related to past, present and future tenses, wishes (first conditional), hypothetical situations (second conditional) and regrets (third conditional).
- ✓ The difference between speech sounds can be clearly explained through songs. For Instance the difference between /s/ and /z/, /p/ and /f/.
- ✓ When idiomatic expressions are taught in a contextual environment using music, the students tend to remember them better than when the idiomatic expressions are taught in isolation.

Above all, the inclusion of music makes the ESL class more attractive and meaningful to tertiary level students and teachers because of the diversity it represents.

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Majoritarian discourse, masking and the female suicide bomber in Chandrasekaram's *Forbidden Area*

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Abstract

Sri Lankan theatre productions featuring war rarely place importance on the suicide bomber. As such, Visakesa Chandrasekan's play *Forbidden Area* is unique as it revolves round a female LTTE suicide bomber who is on a mission. Thus, investigating the representation of female militancy is important with relevance to cultural studies as well as security studies given the pervasive presence of 'wars on terror'. Consequently, this paper attempts to discuss whether Chandrasekaran subverts majoritarian discourse which dehumanizes the female suicide bomber, and for this analysis I use the concept of masking.

Masking, as viewed by Elaine Savory (1999), is a series of codes signifying multiple levels of personality, indicated by ritual ways. While Urmila dons a 'mask of courage and defiance', as the time for the mission dawns she unveils mixed emotions. The complexity of Urmila's character is heightened as she subverts gender politics and 'femininity'; she also draws divine inspiration from the Hindu goddess *Kali*. Although Urmila's character doesn't fall short of being "human" her final action is far from being dialectical. In this text, masking functions as a protective and subversive strategy given her precarious situation.

Keywords: Dehumanization, Female Suicide Bomber, Masking, Tragedy, Gender

Introduction

Militant weaponisation of life is a complex area of study. In modern psycho-political warfare, the suicide bomber has become one of the most potent weapons. Since the first suicide attack on 5th July 1989 when Captain Miller drove a truck laden with explosives into a Sri Lanka army camp at Nillady in Jaffna, blowing himself up, suicide attacks have been regularly used by the LTTE (Narayan Swamy cited in de Mel, 2007, p.193). In public discourse, the suicide bomber is often perceived as the “other”, a menacing threat to society who is “morally culpable of great crimes, thus less than human and deserving of punishment” (Boudreau & Polkinghorn cited in Macleod, 2010: 1). Often, successful dehumanization of the suicide bomber is established “in relation to ethnicity and race, with the ‘enemy’ cast as being savages or barbarians lacking in culture, cognitive and rational capacities, morality, and self-restraint” (Haslam cited in Macleod, 2010: 1). Sri Lankan theatre productions featuring war also rarely give importance to the female suicide bomber. As such, Visakesa Chandrasekaram’s play *Thahanm Adaviya* or *Forbidden Area*, is unique as it foregrounds the character of a female suicide bomber on a mission. Here too, the sudden sexual urge the suicide bomber develops towards Raman, her handler, allows her to be portrayed as a “savage [that] has brutish appetites for violence and sex, [who] is impulsive, and prone to criminality”(ibid.). However, when women become human bombs, their intent is to make a statement and not only in the name of the country, a religion, a leader, but also in the name of their gender (Bloom, 2005: 145). In line with this perspective, Neluka Silva (2010: 21), in her reading of *Forbidden Area* raises the question whether her act of death, or martyrdom, is an act of “victimhood” in view of what motivates her and agency. However, as Dorrit Namman (ibid.) foregrounds “when women opt to fight alongside men, they challenge the dichotomy of woman as victim/ man as defender” as it challenges the “dichotomy of gender stereotypes”. Just as much as the female insurgent departs from, yet reaffirms the “essentialist assumptions of femininity”, because female sexuality, especially feeding into the archive of purity and virginity re-establishes her as a “Madonna”. Also, the imagery of motherhood of a suicide bomber dressed as a pregnant woman plays a major role in confirming martyrdom. The advent of women suicide bombers has transformed the “womb into an exploding one” (Bloom, 2005: 145), attracting more media attention than of the male counterpart.

Research Objectives

This paper examines whether Chandrasekaram (1998) subverts the majoritarian perspective which dehumanizes the female suicide bomber and whether her multiple personality traits can be read in terms of “masking”.

Theoretical Underpinnings

This study employs “masking” as a concept through which the female suicide bomber’s actions could be analysed in the text *Forbidden Area*. Masking in postcolonial discourse, as viewed by Elaine Savory (1999), is a series of codes signifying multiple levels of personality, indicated by ritual ways in which gods can temporarily occupy the physical plane of human existence, thereby heightening and solemnifying the ordinary human decisions (or) a code for disguise, deceit, (and) retreat from self exposure. Especially the mask’s effectiveness as protective and subversive strategy in politically dangerous contexts is foregrounded in this respect. Moreover, Aristotelian Coercive System of Tragedy (Boal, 1979: 36) is used to ascertain the didactic impact that the character has on the audience, in changing their perspectives: the stages hamartia, anagnorisis, catastrophe and catharsis are used for this purpose.

Paradox of the Female Suicide Bomber

Mainstream narratives on suicide bombers, especially in the aftermath of 9/11, portray suicide bombers as lacking in conscience and being cold blooded. Yet, *Forbidden Area*¹ appears to be a play that seeks to challenge the perspective of those who view the female suicide bomber as an inhuman cold blooded murderer. Nevertheless, subverting majoritarian perspective is not an overt objective of the playwright; he declares that:

I do not seek to explain what themes are explored in the play. I have seen how the youth from the north as well as the south get affected by the cruel war. Instead I seek to recreate some real incidents that took place in the recent past that I found to be revolting and shocking² (Chandrasekaram 1997: 19)

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- 1 The play revolves round the main character Urmila, a Tamil LTTE suicide bomber, whose assignment is to assassinate the President of Sri Lanka. She is sent to the site (they are temporarily using an old theatre as a hideout and the ‘forbidden area’ for the civilians where the stage for the ministers and VIPs is situated close by) accompanied by Raman, a forcibly conscripted LTTE cadre, who functions as voice of the “Tamil citizens living in the north” and the binary opposite of Urmila who is determined to die earning the honour of a martyr. As the play unravels it is revealed that Raman and Urmila have developed a romance and the dénouement of the plot is marked by the discovery that she is to change her target from the President to the old Tamil Minister who had worked all his life for the improvement of the Tamil community. As they debate the new development Supremo, the LTTE leader himself arrives at the scene to convince Urmila to fulfil her destiny. Coupled with suspicion and irrationality behind the change of plans and her newly sprouted sexual relationship and the desire for Raman unnerves Urmila and Supremo insists that she does not question him but executes her task as she promised when she became an LTTE cadre. Eventually, she relents and finally the sound of her blast is heard off stage, indicating that she has carried out his orders.
 - 2 The playwright has been inspired to write this play after the publicizing of an incident of a woman, suspected of being an LTTE cadre, being stripped and raped at a checkpoint by the policemen who were in charge. (Chandrasekaram 1998)

Still deeper analysis foregrounds the complexity of the female suicide bomber, raising powerful questions on the function, psyche and the humanity of a terrorist.

The first appearance of Urmila concurs with the popular media image of a gun totting female militant. In light of her suspicion over Raman, her comrade, she appears threatening and ruthless, as she points the gun at her only support. She ridicules Raman's reservations on blindly following orders and reveals her hamartia, the tragic flaw, her blind faith in Supremo, the leader of the LTTE and her wish to die as a martyr. To Urmila, Supremo seems to offer the only salvation to oppression of the Tamils, retorting, "I love only him". However, gradually, the audience sees her changing as she reveals her past, drawing sympathy from the audience. It is her praxis which keeps her alienated from society; her social, economic class and caste as well as outward appearance contribute much to her marginalization. She is categorically described as 'dark-skinned' and belongs to a low caste, probably of the 'Sakkiliar caste³', as her mother goes to a Vellar doctor's house to "scrub the (chamber) pots". She retorts:

Urmila: "...Because of this caste thing, school friends didn't get too close. I know I am not pretty. I was one of the ugliest girls in the class. A boy called Jemini sent me notes. Compared to me he was beautiful. He was also of our caste. So I thought there would be no problems...However, his mother demanded a dowry of 25,000/- rupees and to put the title to our family home in my name". (Chandrasekaram 1997: 16)

She resents her parents as they fail to find her the dowry to get married. Moreover, her higher education prospects are impeded as she falls short of eight marks for university entrance. She remarks that even if she did go to university she wouldn't have had the money to buy books. With her father dead and with three other female siblings in the family who need to be clothed, fed and married off, joining a militant group is the viable option for Urmila.

However, as the time for the mission dawns she seems to make the most of the time she has; she makes physical contact with Raman, to fulfil a basic human need, sex. Thus, the reserved and dismissive manner with which she treated Raman changes. Her sexuality is awakened when Raman helps her to put on the 'bomb jacket': she urges his consent to have sex, saying "I want that". She reveals that she had sex with Raman the night before, losing her virginity. Here, on the one hand, one can argue that the playwright subverts and challenges the majoritarian perspective of the female suicide

3 Tamil society is rigid in caste stratification and Vellar is considered the highest of all strata. They oppressed the lower castes and rioted against Pallar and dobhi castes in the 19th century ascertaining their hierarchical supremacy. Urmila's description of the discrimination that her family was subjected to is resonant of the sentiments of the LTTE leader Prabhakaran, who also belongs to the Karaiyar, a relatively low caste, according to public perception.

bomber where she is viewed as devoid of human feelings and cold blooded, as she seems to insist on the fulfilment of a basic human need. Here, Urmila even transgresses a “well-entrenched cultural norm amongst the conservative section of the Hindu Jaffna society” (Herath 2012: 1). Also, premarital sex between LTTE cadres was taboo and the violation of such resulted in receiving the punishment of death. On the other hand, Urmila, perhaps conscious of her impending death, resorts to violate the rigid LTTE code of conduct. Thus, the complexity of Urmila’s character is aggravated as she subverts gender politics and ‘femininity’, assuming “the phallic function of exercising reason and control” (Wright, 1994: 118). She decides not to accept orders blindly but, the final appearance of Supremo breaks her will. She finally agrees to keep her end of the deal intact. Thus, although Urmila embraces ‘humanity’ her final action is far from being dialectical as she is forced to blow up herself killing the Tamil Minister.

Unmasking the Female Suicide Bomber

The performative function of masking is used to shed light on the multiple personality traits of Urmila, the female suicide bomber. Even her ‘femininity’ can be read in light of masking which allows her to survive the ‘hostile powers’ that control her.

As the feminist critic Joan Riviere (1986) foregrounds womanliness is a “cover-up to conform to social constructions of femininity” (Wright 1994: 118), and thereby the attributed ‘female’ characteristics function as an excuse to her submission to Supremo’s request and his onus becomes her object, to further the LTTE cause. As Riviere (ibid.) points out womanliness is a mask to hide the possession of masculinity: both Lacan and Freud repudiate ‘femininity’ and the woman becomes what she is by parodying and mimesis, by the practice of ‘being’ a woman. Thereby Urmila’s sudden conversion to ‘womanly behaviour’ can be considered a ‘feint’ or ‘cover up’: suggesting that there is no absolute ‘femininity’ beneath the veil of toughness, although one may argue that femininity and masculinity are not self-evident categories. Yet, from the outset, Urmila is described as a tough woman carrying a pistol in her pockets, bragging about her heroic deeds from her past in confrontations with the militia of the Government of Sri Lanka (GoSL). She reiterates that she “is not scared” and she smirks at death as she sees it as a “speck on the horizon,” (Chandrasekaram, 1998: 12). She expresses disapproval of Raman’s idea of going back to his mother and living a ‘normal’ life. She accuses him of being sentimental, tapping into the archive of male machismo and ironically her sarcasm makes him feel intimidated and appear in an effeminate light. She says:

Urmila: You are a gutless bastard. If you have come to fight, you must forget everybody- your mother, father, brothers and sisters. Everybody. Don’t be so selfish! To think of only your family. Your own small needs...” (ibid, p.15)

Here, considering the performative aspects of gender, one can observe that Urmila constantly camouflages herself with the mask of ‘masculinity’ concurrent with popular media’s portrayal of militancy as ‘masculine’ and everything non-militant as ‘feminine’.

Urmila’s mask of ‘femininity’ concurs with stereotypical gender roles and hence ‘humanity’. She, as any rational human being would, empathises with Raman as he narrates how deep distrust between the two ethnic groups prompt him to take refuge under the wings of the LTTE. Listening to Raman, Urmila vaguely retorts, “Are you that old?” (ibid., p.14). From this moment on, she begins to shed her mask of aggressive and unruly behaviour, and dons the mask of ‘femininity’. This masking is important in terms of purging the hamartia of blind faith in the minds of the audience, which is in Boalian terms called *anagnorisis*, because masking allows her to see the dialectical truth. Thus, as the catastrophe of her unwilling death takes place, in the minds of the audience *catharsis* is executed, which is the purification of the hamartia, her blind faith which leads to believe in martyrdom after her human sacrifice.

On the other hand, Urmila drawing inspiration from the Hindu goddess Kāli dons the masks of both annihilator of evil forces and benevolent mother goddess, because in Hindu mythology she is representative of both. “The figure of Kāli conveys death, destruction, and the consuming aspects of reality. As such, she is also a ‘forbidden thing’, or even death itself” (McDaniel, 2004: 257). Thus, Kāli temporarily in the physical plane of human existence, aids in Urmila’s human decisions. If this is another one of the multiple masks that Urmila dons, her true self is hidden behind this mask. In this way, masking helps even to de-demonise the suicide bomber while making her appear more human.

Conclusion

The textual evidence foregrounds the disintegration of the fallacies and myths that are woven round the LTTE militants; the worst type of them being the suicide bomber. As Chandrasekarm himself points out, this play closes the chasm that separates the LTTE Tiger from the militia of the GoSL, which he further explores in his latest novel, *Tigers Don’t Confess*. However, while the audience sympathises with Urmila for her fate, she is criticised throughout the play for being a cog in the wheel, and for the hysterical craze with which she follows Supremo, aspiring martyrdom.

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Explicit instructional techniques used in teaching vocabulary through reading

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Abstract

The objective of this action research is to find out the instructional techniques used in class to teach vocabulary items that are encountered in reading passages. A combination of both quantitative and qualitative data collection methods was used. Primary data were collected through self-observation and attentive classroom observation supported by record keeping in the form of note taking. First, a checklist of techniques for direct vocabulary instruction reflecting the researcher's own teaching was made. This checklist was based on the sample checklist of 'Techniques for Direct Vocabulary Instruction' published in Grabe & Stoller, 2002. The data were analyzed to find out the trends in the use of certain vocabulary-teaching techniques and to understand why certain approaches had been preferred over certain others by the teacher. The explicit vocabulary teaching techniques that had been used are analysis of word parts, anecdotes or stories highlighting word meaning, definitions, dictionary consultation, discussing of word meaning, games, illustrations /drawings on the blackboard, synonyms/antonyms and translation. The data very clearly show that the vocabulary-teaching technique that is used mostly, with a total of 76, is giving dictionary definitions to students. The techniques that are under-used are games and analysis of word parts.

Keywords: Teaching Vocabulary, Instructional Techniques, Teaching Reading, Action Research, Self-observation

Introduction

Teaching vocabulary is an essential part of second language teaching. Research has emphasized the importance of vocabulary teaching for developing learners especially in reading (Fisher & Frey, 2008; Schmitt, 2000; Stahl, 1999). For example, how many word meanings a student will know in his or her second language is a strength to a learner as that knowledge will contribute directly to his or her ability to communicate in the second language (Stahl & Nagi, 2006). Research shows that learners definitely benefit from direct and explicit teaching of vocabulary items (Graves, 2006; Stoller & Rosen, 2000). Therefore, it is important to find the most effective methods of teaching vocabulary explicitly. In the present study, explicit instructional techniques used in the classroom to teach vocabulary and specifically, observations on teaching vocabulary through reading are analyzed.

Research questions:

What are the explicit vocabulary teaching methods used in the English Language Teaching (ELT) classroom?

To what extent are explicit instructional techniques used in teaching vocabulary?

Research objective:

The main goal of this action research is to inquire into the instructional techniques used in a 21st century tertiary level class to teach vocabulary items that are encountered in reading passages. It is believed that an objective inquiry into one's own teaching practices will improve skills in teaching and will eventually benefit the students in their acquisition of vocabulary.

Literature Review

According to Michael Graves (2006), there are four essential components of vocabulary instruction. They are, providing rich and varied language experience, teaching individual words explicitly, teaching word learning strategies, and fostering word consciousness. Explicit vocabulary teaching strategies can target each of these components in vocabulary teaching. For example, one of the word learning strategies could be using a dictionary or using context clues and by doing so, the teacher can inform the students the meaning of individual words explicitly. Graves' categorization helped the researcher to understand the purpose of each explicit vocabulary teaching technique that was used in the present study.

Baumann et al. (2003) report that direct teaching of word learning strategies such as using dictionaries or semantic mapping helps students to become independent vocabulary learners. This research strengthened the purpose of this action research. Nagi (1988) discusses the most effective methods of vocabulary instruction for improving reading and these methods were included in the record keeping form of the present research. Lee (2003) in her research concludes that target vocabulary instruction

improves vocabulary production. In her study using 65 secondary school students she showed a 13.19 % improvement in recognized target vocabulary production.

The reading activities of the present study are limited to passage level as in the lesson material that was used in this action research, the reading or comprehension passage was simply one component of the lesson among many other components such as grammar explanations and activities. Therefore, the study by Elleman et al. (2009) was of particular relevance as it had examined the impact of vocabulary instruction on passage level comprehension of school-age children. This study manifests that students with reading difficulties benefitted more than three times as much as students with no reading difficulties through vocabulary intervention.

The Report of the National Reading Panel published by The National Institutes of Children's Health and Development (2000) not only concludes that vocabulary instruction is effective, but provides instructional recommendations stating that direct instruction should be used in teaching vocabulary and a variety of instructional approaches should be used for optimal results.

By reviewing the research on the effectiveness of explicit vocabulary teaching techniques, we can conclude that explicit vocabulary teaching techniques are essential for vocabulary acquisition in learners.

Methodology

Courses observed

Data collection was achieved by gathering information from four different courses currently conducted by the English Language Teaching Unit, (ELTU) University of Kelaniya. The four courses were English for Communication (ELTU 13012), English for Communication and Further Studies (ELTU 22032), Introduction to Literature (ELTU 22022) and Teaching Methodology (ELTU 12052). None of these courses focused on reading mainly or exclusively. The focus of data collection was on the reading passages given in the lesson material of these courses. The lesson material for two of the courses viz. English for Communication (ELTU 13012) and English for Communication and Further Studies (ELTU 22032) had been designed by a member of the ELTU teaching staff. The role of the researcher as observer and participant is part of the methodology used, as the present researcher had designed the lesson material for the other two courses. After each class, the researcher filled out a self-observation record sheet, categorizing the methods of explaining vocabulary items in the class, for the duration of a month.

Participants

The number of participants is of little importance to this action research since the focus is on the teacher, the vocabulary items and the teaching techniques. However, information on the participants of the courses would be relevant in order to understand the choice of vocabulary teaching techniques. Seventy one undergraduate students participated in this action research. The students belonged to levels one, two and three of the university system. There were approximately 10 regular students in the English for Communication course, 30 students in English for Communication and Further Studies course, 20 students in the Teaching Methodology course and 11 students in Introduction to Literature class.

Procedure

The first step in designing this study was to establish the purpose of the present action research. Since there is evidence to show that direct and explicit vocabulary teaching enhances the vocabulary development of second language learners, the researcher was interested in finding out the extent to which teaching vocabulary explicitly was done. Therefore, several research questions were posed: what are the instructional approaches used in the class to teach vocabulary and to what extent is teaching done directly and explicitly? As a byproduct of the two aforesaid research questions, finding out the most effective instructional methods of teaching vocabulary was analyzed.

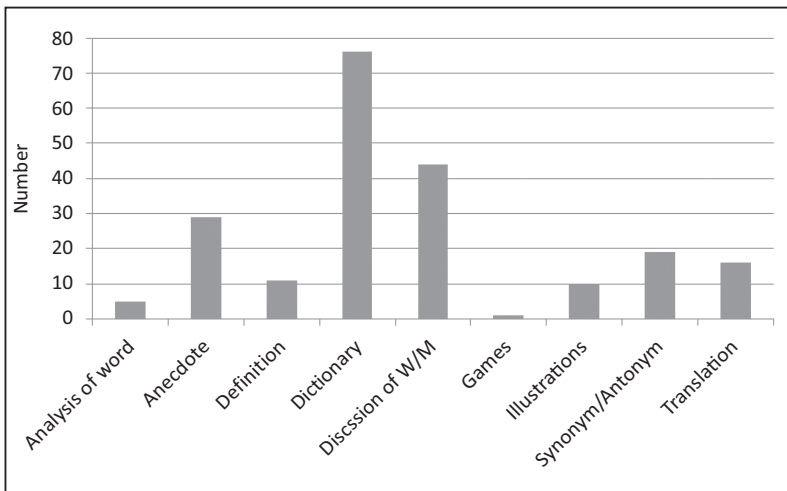
In the present study, a combination of both quantitative and a qualitative data collection methods was used. Primary data were collected through self-observation and attentive classroom observation supported by record keeping in the form of note taking. In addition, the checklist was based on the sample checklist of 'Techniques for Direct Vocabulary Instruction' published in *Teaching and Researching Reading* (Grabe & Stoller, 2002). Colleagues in similar teaching environments were consulted to find out how they teach vocabulary to their students, and their approaches were added to the list.

Whenever a reading passage was taught, a record was kept of how the vocabulary items were taught, in an observation sheet. The methods of teaching certain vocabulary items had been planned, anticipating the levels of difficulty for each group. Additionally, spontaneous explicit teaching techniques in handling real time queries on vocabulary were used. Whenever possible, remarks on the technique used to explain vocabulary items were noted in the lesson material itself. Later, this information was transferred to the self-observation record keeping form.

Data Presentation and Analysis

The feedback form had seventeen teaching techniques listed. Of these techniques only nine techniques were used in teaching vocabulary items. The explicit vocabulary teaching techniques that had been used are analysis of word parts, anecdotes or stories highlighting word meaning, definitions, dictionary consultation, discussing of word meaning, games, illustrations /drawings on the blackboard, synonyms/antonyms and translation. The following figure illustrates the number of occurrences for each of the explicit vocabulary teaching techniques.

Figure 1: The number of occurrences for each explicit vocabulary teaching technique



A total of 211 vocabulary items were taught during the period of data collection: 29 vocabulary items to the students following English for Communication, while the students following the Teaching Methodology course had been exposed to 39 vocabulary items. The most number of vocabulary items had been taught in the Introduction to Literature course, which amounts to hundred and eight. Only 35 vocabulary items had been discussed explicitly in the English for Communication and Further Studies course. That result is not surprising as the students who follow that course are second year Science Faculty students and they are generally considered more fluent than the student populations in other faculties. Also, the fact that only data from two weeks were available for scrutiny for that particular course may have contributed to the low occurrence of explicit vocabulary teaching in that course.

The data very clearly show that the vocabulary teaching technique that is used mostly, with a total of 76, is giving dictionary definitions to students. As a percentage this figure converts to 36%. The reason for this high use of dictionary consultation could be the lecturer making notes of the vocabulary items perceived to be difficult for students using the dictionary and irrespective of student inquiry, explicitly teaching the

meaning. The techniques that are under-used are games and analysis of word parts. As a teacher and participant observer, on reflection, the researcher had assumed that teaching vocabulary items using anecdotes or stories highlighting word meaning was an excellent technique. However, the data show that use of anecdotes is only 13% of the total use of vocabulary teaching techniques. The researcher's self-observation data also reveal a preference for discussing the word meanings in class with students. Techniques such as semantic mapping, using of lexical sets and semantic feature analysis are infrequently used. The reason could be avoidance of techniques perceived to be highly technical instructional approaches. These techniques may have had the potential to enhance the vocabulary acquisition of the students better than the approaches used by the researcher. The data suggest that the techniques that are not used or rarely used can feature in future vocabulary teaching, possibly to enhance the impact of vocabulary acquisition.

Conclusion and Recommendations

Two of the research questions were successfully answered in this action research. The researcher found out that nine different explicit vocabulary teaching techniques had been used by her. They are analysis of word parts, anecdotes or stories highlighting word meaning, definitions, dictionary consultation, discussing of word meaning, games, illustrations /drawings on the blackboard, synonyms/antonyms and translation. The second question is the extent to which explicit instructional techniques in teaching vocabulary had been used. Over a period of four weeks, in a total time limit of 28 hours, 211 vocabulary items had been explicitly discussed. The use of dictionary definitions seemed the most commonly used technique for most of the vocabulary explanations, with games being the least used technique.

As remedial work, the study suggests experimenting with at least two of the techniques which had not been used, and would no doubt add variety to teaching methodology, while exposing the students to new ways of learning.

Recommendations

Each of the explicit teaching techniques needs to be tested in class. Thereby, the suitability of the technique and its effectiveness can be investigated in terms of student performance. Such follow-up action to this study, would bring forth a more useful result that would enhance the quality of teaching of ELTU courses.

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කෝට්ටේ යුගයේ රාජත්වය

පී. ඇම්. සුධර්මාවතී
ඉතිහාස අධ්‍යයන අංශය, කැලණිය විශ්වවිද්‍යාලය, ශ්‍රී ලංකාව

සංකෙෂ්පය

ඓතිහාසික මූලාශ්‍රය අනුව ක්‍රි.පූ. 6 වන සියවසේ දී ආර්ය ජනාවාස බිහිකර ගත් පිරිස් තම නායකයා, පාලකයා ලෙස අභිෂේක කිරීම හේතු කොට ගෙන මෙරට පළමුවන රජු ලෙස විජය සැලකේ. විජය රජුගේ පටන් ලංකාවේ රාජත්වය සම්බන්ධ වරින්වර එකතු වූ වාරිත්‍ර කාලයන් සමග සම්ප්‍රදායන් බවට පත් විය.

අනුරාධපුරය කේන්ද්‍ර කරගෙන ආරම්භ වූ මෙරට අගනගරය විවිධ හේතු නිසා වෙනත් ස්ථාන කරා කලයෙන් කාලයට මාරු විය. එම ගමන් මගෙහි එක් ස්ථානයක් කෝට්ටේ මුල් කරගෙන බිහිවිය. ක්‍රි. ව. 15 වන සියවසේ මුල් භාගයේ දී කෝට්ටේ අගනුවර ලෙසට වර්ධනය විය. ක්‍රි.ව. 1415 දී හයවන පරාක්‍රමබාහු රජතුමා විසින් බලකොටුවක් ලෙස පැවතුන කෝට්ටේ අවශ්‍ය අංගෝපාංග ඇතුළත් කරමින් අගනගරයක් බවට පත්කර ගන්නා ලදී. ක්‍රි. ව. 1415 සිට ක්‍රි. ව. 1597 දක්වා සියවස් එකහමාරකට අධික කාලයක් පැවති මෙම රාජධානියේ රජ වූ පාලකයන් රාජත්වය පිළිබඳව වූ සම්මත වාරිත්‍රයන්ට අනුකූලව පාලනය ගෙන ගියාදැයි පරීක්ෂාවට ලක් කිරීම මෙම පර්යේෂණයේ අරමුණ වී ඇත.

ප්‍රාථමික හා ද්විතීයික මූලාශ්‍රය ඇසුරින් මෙම පර්යේෂණය සිදු කරන ලදී. රාජත්වය සම්බන්ධව කාලයක් තිස්සේ පවත්වාගෙන ආ සම්ප්‍රදායන් රැසකි. එම සම්ප්‍රදායන්ගේ මූලික ම කාරණය වූයේ රජකම පිළිබඳ හිමිකම හෙවත් උරුමය යි. එමෙන් ම ක්ෂත්‍රීය වංශිකයකු වීම, අභිෂේකය පැවැත්වීම, යුවරජු පත්කර ගැනීම හා ඔහුගේ උරුමය යන කාරණා වැදගත් කොන්දේසි විය. එමෙන් ම රාජත්වය හා බෞද්ධාගම අතර අන්‍යෝන්‍ය බැඳීම ද ප්‍රධාන ලක්ෂණයක් විය.

කෝට්ටේ අවධියේ සිහසුන දරූ පාලකයෝ අතර මෙකී සම්ප්‍රදායන් අනුගමනය කළ මෙන් ම එයින් බැහැර වූ පිරිස් ද වූහ. එවැනි තත්ත්වයන් ඇතිවීමෙහි ලා කවර හේතු සාධක බලපාන ලද්දේ දැයි මෙම පර්යේෂණය තුළින් ඉස්මතු කර ගැනීමට හැකියාව ලැබිණි.

ප්‍රමුඛ පද: කෝට්ටේ, රාජත්වය

Kingship during the Kotte Period of the history of Sri Lanka

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Abstract

According to historical sources the Aryans who started settlements in 6th century B.C., accepted their leader as the ruler of the kingdom. Thus Vijaya is regarded as the first king of Sri Lanka. The customs which originated from the time of King Vijaya established themselves as traditions.

The capital which was situated in Anuradhapura shifted to various places of the country from time to time. Kotte was one such place. Kotte developed as the capital during the first half of the 15th Century A.C. King Parakkramabahu VI developed Kotte, which was only a fortress at the beginning, into a full fledged capital city in 1415 A.C. The objective of this paper is to examine whether the kings of Kotte from 1415 A.C. to 1597 A.C. ruled according to the established norms on kingship.

There is a large amount of tradition regarding kingship in Sri Lanka. Among them, traditions on inheritance to the throne as the main one. Moreover, conditions such as belonging to the Kshatriya clan for enthronement, the position of Yuvaraja, and his right to the throne were important. The mutual bond between kingship and Buddhism was also a major characteristic.

It was revealed that while some rulers of Kotte acted according to these traditions some tended to overlook them. This study examines many factors, which were considered alternatives to tradition.

Keywords: Kotte, Kingship

ශ්‍රී ජයවර්ධනපුර කෝට්ටේ මෙරට අගනුවර වශයෙන් පැවති කාලවකවානුව කෙටි එකක් වුව ද එය ශ්‍රී ලාංකීය ඉතිහාසයේ ඉතා වැදගත් සන්ධිස්ථානයක් ලෙස සැලකිය හැකි ය. ඒ, මෙරට සභ්‍යත්වයේ මින් පෙර නොවූ විරූ ආකාරයේ වර්ධනීය තත්වයක් තත් රාජධානියේ ආරම්භක වර්ෂ පණහක පමණ කලක් තුළ දක්ෂ පාලකයෙකු යටතේ පැවති අතර තදනත්තරව ඇති වූ අභ්‍යන්තර දේශපාලන ගැටුම් හා තීරණාත්මක විදේශීය බලපෑම් නිසා එම වර්ධනයේ සීඝ්‍ර පරිහානියක් හා බිඳ වැටීමක් ද මේ අවධිය සනිටුහන් කරන බැවිනි.

කෝට්ටේ අවධියේ පැවති රාජත්වය සම්බන්ධව පරික්ෂා කිරීමේදී කෝට්ටේ අගනුවර බවට පත් කරගැනීමෙහිලා හේතු වූ සාධක බෙහෙවින් ම වැදගත් වේ. ගම්පොළ යුගයේ පැවැති දේශපාලන පසුබිම බෙහෙවින් ම එයට බලපෑවේ ය. සමකාලීන රජුන් කිහිපදෙනෙකු විසින් රාජ්‍ය කොටස්වලට බෙදා පාලනය කිරීම, රජ පවුලේ ගැටුම් ඇති වීම, දුර්වල රජුන් සිටීම, රජුට වඩා ප්‍රභූන් බලවත්වීම, ප්‍රභූ පවුල් අතර ගැටුම්, යාපන අර්ධද්වීපයෙහි ස්වකීය ආධිපත්‍යය තහවුරු කරගත් ආර්යවක්‍රවර්තීන් දකුණේ පිහිටි විශාල රාජ්‍යයට බලපෑම් එල්ල කිරීම, චීනය හා ලංකාව අතර වූ දේශපාලන සම්බන්ධතා සක්‍රීය වීම හා බටහිර හා නිරිත දිග වෙරළ තීරයේ ආර්ථික හා දේශපාලන ක්‍රියාකාරකම්වල වර්ධනයක් ඇති වීම ද එකල දක්නට ලැබුණි⁴.

ආර්යවක්‍රවර්තීහු දේශපාලන ආධිපත්‍යයෙන් හා ආර්ථික අතින් ද ශක්තිමත් වීම සඳහා දකුණු දිග රාජ්‍යයට විවිධ බලපෑම් ඇති කිරීමට තරම් ප්‍රබල තත්වයකින් යුක්ත වූහ⁵. මේ තත්වය තුළ පළමුවෙන් ම ජයවර්ධනපුර කෝට්ටේ නමින් බලකොටුවක් ඉදිකරන ලද්දේ ආරක්ෂාව පදනම් කරගෙන ය. බලකොටුව ඉදිකෙරුණේ තුන්වන වික්‍රමබාහු රජ දවස රයිගම විසූ අලගක්කෝනාර හෙවත් නිශ්ශංක අලකේශ්වර නම් ප්‍රභූරාජ්‍යා ගත් පියවරක ප්‍රතිඵලයක් ලෙසිනි.

බලකොටුව ඉදිකිරීම පිළිබඳ සමකාලීනව හා පසුකාලීනව රචිත මූලාශ්‍රය තොරතුරු අනුව අලකේශ්වරයන් ආර්යවක්‍රවර්තීන්ට පහරදීමට ප්‍රථම දීර්ඝ කාලීන දුර්ව සුදානමක් ඇති කරගෙන තිබේ⁶. එම තොරතුරුවලින් අලකේශ්වරයන් බලකොටුව ඉදිකිරීමට ක්‍රියාකළ ආකාරය සම්බන්ධව පැහැදිලි විග්‍රහයක් ඉදිරිපත් කෙරේ. බලකොටුව තුළ සිටිමින් ආර්යවක්‍රවර්තී සේනා සමඟ යුද්ධ කොට ඔවුන් පලවා හරිමින් අලගක්කෝනාර රණබිමේ දී ලැබූ විශිෂ්ට ජයග්‍රහණය පිළිබඳ එන විස්තර මගින් බලකොටුවක් ලෙස මුලින් ම කෝට්ටේ ගොඩනඟා ගැනීමේ සාර්ථකත්වය පැහැදිලි වේ⁷.

වංශකථා තොරතුරු අනුව මෙරට පාලන නායකත්වයක් පළමුවරට ඇති වන්නේ විජය කුමරු ඇතුළු පිරිස මෙරටට පැමිණ ජනාවාස පිහිටුවාගෙන විජය කුමරු අභිෂේක ලැබීමත් සමඟ ය⁸. ඉන්දියාවේ මෞර්ය අධිරාජ්‍යයේ ප්‍රබල පාලකයා වූ අශෝක අධිරාජ්‍යාගේ

4 Herath, 2004, 16; Herath, 1994, 74, 76; පරනවිතාන, 1972, 610-612.
5 නිකාය සංග්‍රහය, 1934, 29-30; අලකේශ්වර යුද්ධය, 1965, 19- 20; සද්ධර්මරත්නාකරය, 1955, 317-318; රාජාවලිය, 1997, 216.
6 නිකාය සංග්‍රහය, 1934, 29; සද්ධර්මරත්නාකරය, 1955, 317; රාජාවලිය, 1997, 216
7 රාජාවලිය 1997, 216; නිකාය සංග්‍රහය, 1934, 30; අලකේශ්වර යුද්ධය, 1965, 19-20
8 ම.ව. 7 පරි. 48

හා මෙරට පාලක දේවානම්පියතිස්ස රජතුමා අතර වූ මිත්‍රත්වයේ ප්‍රතිඵලයක් ලෙස එරට සම්ප්‍රදාය අනුව අංග සම්පූර්ණ අභිෂේක ක්‍රමයක් මෙරටට හඳුන්වා දීම රාජත්වයේ වර්ධනීය කඩඉමක් ලෙස ගත හැකි ය⁹. එමෙන් ම අශෝක අධිරාජ්‍යයාගේ මැදිහත්වීමෙන් මෙරට මිහිඳු මහරහතන් වහන්සේ ප්‍රමුඛ ධර්ම දූත පිරිස බුදු දහම රැගෙන පැමිණීම හා දේවානම්පියතිස්ස රජු ප්‍රධාන අනුග්‍රාහකයා ලෙස කටයුතු කිරීම ද මෙරට රාජත්වය සම්බන්ධ තවත් සන්ධිස්ථානයකි¹⁰.

මෙරට රාජත්වය හැඩගැසී ම කෙරෙහි රාජාභිෂේකය හා බුදු දහමේ ආභාසය යන අංශ දෙකම ප්‍රබල සාධක බවට පත් විය. මෙලෙස අනුරාධපුර අවධියේ මුල සිටම රාජත්වය පිළිබඳ වාරික සකස් වෙමින් ඒවා සම්ප්‍රදායන් බවට පත් වී ඇත.

ශ්‍රී ජයවර්ධනපුර කෝට්ටේ ගොඩනංවා දිවයිනේ දකුණු දිගට හා මධ්‍යම කඳුකරයට පැතිරෙමින් තිබූ යාපනේ ආර්යවක්‍රවර්තින්ගේ බලය මැඩපැවැත්වීම අනාගතයේ බිහිවිය හැකිව තිබූ ඒකච්ඡත්‍ර ශ්‍රී ලංකාවට මඟ හෙළිකර දුන්නේ ය¹¹. කෝට්ටේ රාජ්‍යයේ සිහසුන දැරූ පාලකයන් වූයේ හයවන පරාක්‍රමබාහු (1415-1467), දෙවන ජයබාහු (1467-1469)¹², හයවන බුවනෙකබාහු (1470-1478), හත්වන පරාක්‍රමබාහු (1478-1484), අටවන වීර පරාක්‍රමබාහු (1484-1508/1509), නවවන ධර්ම පරාක්‍රමබාහු (1509-1519), හයවන විජයබාහු (1519-1521), හත්වන බුවනෙකබාහු (1521-1550) හා දොන් ජුවන් ධර්මපාල (1551-1597) යන රජවරුන් ය.

පහළොස් වන සියවසේ මුල් භාගයේ සිට සියවස් දෙකකට කිට්ටු දීර්ඝ කාලයක් පුරා පැවැති කෝට්ටේ සමයේදී ලංකාවේ අභිෂේක ලැබූ රජුන් වශයෙන් නීත්‍යානුකූලව පිළිගැනුනේ කෝට්ටේ පාලකයන් පමණි. පූර්ව රාජ්‍ය සමයන්හිදී මෙන් කෝට්ටේ රාජ්‍යයේ ද ශ්‍රේෂ්ඨතම නායකයා වූයේ රජතුමා ය. හයවන පරාක්‍රමබාහු කෝට්ටේ අගනුවර ලෙස තෝරාගනිමින් දිවයිනේ අගරජ බවට පත්වීම මෙරට දේශපාලන ඉතිහාසයෙහි පමණක් නොව සෑම ක්‍ෂේත්‍රයක ම දීප්තිමත් කාලවකවානුවක් සනිටුහන් කළේය. මොහු සිහසුනට පත්වන විට මෙරට දේශපාලන තත්ත්වය තුළ වියවුල් සහිත තත්ත්වයක් පැවැතුණි¹³. රජෙකුගේ ප්‍රධාන වගකීම වූයේ ලෝක ශාසන දෙක (රටවැසියා සහ ආගම) ආරක්‍ෂා කිරීමයි. ඒ අනුව පරසතුරන්ගෙන් රාජ්‍යය රැකගැනීම, ආගම දියුණු කිරීම සහ සමාජයේ සමඟියන් සාමයන් ඇති කිරීමට කටයුතු කිරීම රජුගේ වගකීම විය¹⁴

කෝට්ටේ පළමු පාලකයා වූ හයවන පරාක්‍රමබාහු රජතුමාගේ පරපුර, රාජ්‍ය උරුමය, සිංහාසන පදවිප්‍රාප්ත වූ අයුරු හා රජ පැමිණි වර්ෂය පිළිබඳව පවත්නා තොරතුරු අනුව

9 ම.ව. 11 පරි. 28 - 36
10 ම.ව. 14 පරි. - 19 පරි.
11 ඉලංගසිංහ, 2005, 23
12 මුලාශ්‍රය මේ රජු විවිධ නම්වලින් හඳුන්වා ඇත. නිදසුන් වශයෙන් මහාවංසය 'ජයබා' නමින් ද (92 පරි. 1 ගාථාව), රාජාවලියේ 'වීරපරාක්‍රමබාහු' හා 'ජයවීර පරාක්‍රමබාහු' යන නම්වලින් ද (1997: 219), අලකේශ්වර යුද්ධය 'ජයවීර පරාක්‍රමබාහු' නමින් ද (1965, 24), රාජරත්නාකරය 'ජයබාහු' නමින් ද (1995, 121) හඳුන්වා ඇත. මේ පිළිබඳව සෝමරත්න (1975, 133) දීර්ඝ වශයෙන් සාකච්ඡා කර ඇත.
13 පරනවිතාන, 1972, 624-635
14 පෙරේරා, එල්. එස්., 1987, 142; කෝකිල සන්දේශය, 08 කවිය.

නිශ්චිත නිගමනයකට එළඹීමට අසීරුය.¹⁵ කෙසේ වුව ද, මුල් අවධියේ පටන් ම සෑම සිංහල රජකෙනෙක්ම ඝෛරීය වංශිකයන් වූ බව දක්නට ඇත¹⁶. මෙකල ලියවුණු කාව්‍ය ග්‍රන්ථ අනුව හයවන පරාක්‍රමබාහු රජතුමා මෙරට සිහසුන දැරූ පැරණි ඝෛරීය රාජ පරම්පරා කුල ගෝත්‍රයන්ට අයත් වේ. පැරකුම්බා සිරිත හා කාව්‍යශේඛරය ඇතුළු තවත් මූලාශ්‍රය අනුව රජුගේ මව කාලිංග රටේ රජ පෙළපතට අයත් සුනේත්‍රා දේවිය වන අතර පියා ක්‍රි. පූ. තුන්වන සියවසේ ශ්‍රී මහාබෝධිය වඩමවාගෙන මෙරටට පැමිණි පිරිසේ සිටි ධර්මාශෝක පරපුරට අයත් සුමිත්ත කුමරුගෙන් පැවැත එන ජයමාලේ මහිපති ය¹⁷.

පරම්පරාව සම්බන්ධව එන තොරතුරු අනුව මේ රජු සුර්යවංශයට අයත් ‘ලැමැණි’ (ලම්බකර්ණ ගණවැසි) පෙළපතෙන් පැවැතෙන අතර¹⁸ කුරුණෑගල රජ කළ සවුළු විජයබාහු හෙවත් පස්වන විජයබාහු රජුගේ පරපුරට අයත් ය¹⁹. ඔහු පස්වන විජයබාහු රජුගේ පුත්‍රයකු වූ ගම්පොළ රජ කළ පස්වන පරාක්‍රමබාහු රජුගේ මුතුබුරෙකු විය²⁰. ලම්බකර්ණයන් ඝෛරීයයන් නොවන බවට මතයක් පැවැතුණ ද²¹ අනුරාධපුර යුගයේදී සිහසුන දැරූ ප්‍රධාන රාජවංශයක් වූයේ ලම්බකර්ණයන් ය²². හයවන පරාක්‍රමබාහු රජුට මෙරට සිහසුන දැරීමට තරම් ඝෛරීය උරුමයක් තිබුණ බව මේ මූලාශ්‍රය මගින් පෙන්වුම් කිරීමට ගෙන තිබෙන උත්සාහය අනුව ඔහුට රාජ්‍යය සඳහා උරුමයක් තිබෙන්නට ඇතැයි සිතිය හැකි ය.ලක්දිව රාජ්‍ය උරුමය හිමි වූයේ පියාගෙන් පුතාට හෝ සහෝදරයාගෙන් සහෝදරයාට යන පිළිවෙලට ය²³. හයවන පරාක්‍රමබාහු රජතුමාට සඳවති හා උලකුඩය දේවිය නමින් දියණියන් දෙදෙනෙකු සිටිය ද රජුගේ අනුප්‍රාප්තිකයා වීමට පුත්‍රයෙකු නොසිටි නිසා පැන නැගුණු තත්ත්වය හමුවේ රජතුමාගේ දෙදු දියණියට (සඳවතිට) සුදුසු සැමියකු හා දරුවන් ලබා දෙන මෙන් උපුල්වන් දෙවියන්ගෙන්²⁴ ද, උලකුඩය දේවියට පුත්රුවනක් ලබා දෙන මෙන් විභිෂණ දෙවියන් ගෙන්²⁵ ද රජතුමාගේ පුත්‍ර ස්නේහයෙහි හැදුණු තොටගමුවේ ශ්‍රී රාහුල හිමියෝ²⁶ අයදා සිටියහ. සැමියකු ලැබීමට පෙර සඳවති මිය ගිය²⁷ ද උලකුඩය දේවියට දරුවකු ලැබුණි. ඔහු ජයබාහු ය. මෙරට රාජත්වයේ උරුමය සඳහා පැවැති ඉතා වැදගත් හා සම්ප්‍රදායික පිළිවෙත් මේවායින් හෙළි වේ.

15 පරනවිතාන, 1972, 625-633
16 හෙට්ටිආරච්චි, 2008, 143; පරනවිතාන, 1964, 221
17 පරනවිතාන, 1972, 625- 633; පැරකුම්බා සිරිත, 27 කවිය; කාව්‍යශේඛරය, 15 සර්ගය 17-21 කවි; සිංහල බෝධිවංශය, 1998, 183
18 ‘විචිකුල කමලකර- විචිකුල ලමැණි ගොත් පිරිසිදු ගුවන් මැද....’ සැළලිහිණි ස., 19 හා 97 කවි, ‘සුනිමල ලැමැණි කුල තිලකෙවි උදුළු හැම කළ....’ පලෙවි ස., 46 කවිය, ‘සරසමන් කල දිවයුරා ...’ පැරකුම්බා සිරිත, කවිය; අලකේශ්වර යුද්ධය, 1965, 21; රාජරත්නාකරය, 131; ගිරා සන්දේශය, 125, 130, 137 කවි
19 අභයසිංහ, 1997ල 15
20 පලෙවි සන්දේශය, 22, 27 කවි; පැරකුම්බා සිරිත, 27 කවිය; පරනවිතාන, 1972, 603-604; අඛයරත්න, 2004, 103, 224. මෙම ග්‍රන්ථයේ දෙවැනි පරිච්ඡේදයේ මේ පිළිබඳව සවිස්තරාත්මකව සාකච්ඡා කර ඇත.
21 එල්ලාවල, 2004, 31
22 හෙට්ටිආරච්චි, 2008, 221-226
23 පරනවිතාන, 1964, 222
24 පලෙවි සන්දේශය, 204 කවිය
25 සැළලිහිණි සන්දේශය, 103 කවිය
26 ගිරා සන්දේශය, 232 කවිය
27 ධ තෙන්නකොත්, 1957, i, ii, iv

රජු ලඟට පදවිප්‍රාප්තියට සුදුස්සා වූයේ ඔටුන්න හිමි කුමාරයා ය. එනම් උපරාජ හෙවත් යුවරජු ය. එම තනතුරට පත් වූයේ රජුගේ පුත්‍රයා හෝ බාල සහෝදරයෙකි²⁸. හයවන පරාක්‍රමබාහු රජතුමාගේ යුවරජු ලෙස සිටියේ බාල සහෝදර අම්බුලුගල කුමාරයා ය. මොහු 'මායාදුනුනුවර පරාක්‍රමබාහු' නමින් ද හඳුන්වා ඇත²⁹. මොහු මායාදුනු නුවර වාසය³⁰ කළ අතර හෙතෙම පරාක්‍රමබාහු රජුට පෙර මිය ගියේ ය. එම තනතුර සඳහා ඉන් පසුව පත් කරන ලද්දේ අම්බුලුගල කුමාරයා නම් වූ සපුමල් කුමරුගේ බාල සහෝදරයා ය³¹. සපුමල් කුමරු හයවන පරාක්‍රමබාහු රජුගේ පුතෙකු ලෙස සඳහන් අවස්ථා තිබුණ ද ඔහු කුඩා කල සිටම පුත් තනතුරේ හදා වඩාගත් පුත්‍රයෙකු³² මිස සුජාත පුත්‍රයෙකු නොවීය. එසේ ම සපුමල් කුමරුගේ බාල සහෝදරයා වූ අම්බුලුගල කුමාරයා ද රජුගේ සෙවනේ හැදී වැඩුණි. මොවුන්ගේ පියා දකුණු ඉන්දියාවේ මලබාර් ප්‍රදේශයේ සිට පැමිණි රජ වාසලේ සේවය කළ පතිකල වේ, රාජවංශයට අයත් ක්‍රියාශීලී විවක්‍ෂණ පුද්ගලයෙකු ලෙස සඳහන් වේ³³. මොහු රාජවංශයට අයත් යැයි දැක්වීමෙන් 'ක්‍ෂත්‍රීය' වංශිකයෙකු බව හැඟේ. ඒ අනුව මොවුන් ද ක්‍ෂත්‍රීය වංශිකයන් යැයි අනුමාන කළ හැකි ය. අම්බුලුගල කුමාරයාගේ පාලන ප්‍රදේශය වී තිබුණේ ද සතර කෝරලය යි³⁴. එහෙත් පරාක්‍රමබාහු රජුගේ අවසාන රාජ වර්ෂය වන විට රජුගේ මුතුබුරු ජයබාහු කුමාරයා යුවරජ තනතුර දරන්නට ඇතැයි ද අදහසක් පවතී³⁵. ඒ අනුව හයවන පරාක්‍රමබාහු රජතුමා මියයාමට පෙර ජයබාහු කුමාරයා රාජ්‍ය උරුමක්කරු ලෙස පත්කොට තිබුණි. මොහු තම දියණිය වූ උලකුඩය දේවියගේ පුත්‍රයා ය. ඔහුගේ පියා ලෙස සඳහන් වන්නේ දකුණු ඉන්දීය ප්‍රභවයක් ඇති දෙමළ ප්‍රභූවරයෙකු වූ නන්තූර්තුනසාර් ය³⁶. හයවන පරාක්‍රමබාහුගේ ඇවෑමෙන් රජ වූ විරපරාක්‍රමබාහු³⁷ නමින් ද හැඳින් වූ දෙවන ජයබාහු කුමරුට කෝට්ටේ සිහසුන දැරීමට හැකිවූයේ වසර දෙකක් පමණි. උතුරේ විසූ සපුමල් කුමාරයා විරපරාක්‍රමබාහු³⁸ ජීවිතක්‍ෂයට පත් කර හයවන බුවනෙකබාහු (ශ්‍රී බුවනෙකබාහු) නමින් කෝට්ටේ රජවිය³⁹. සපුමල් කුමරුගේ ක්‍රියාකලාපය පිළිබඳව ශ්‍රී රාහුල සංඝරාජයන්ගේ ද රාජ්‍ය නිලධාරීන් හා ප්‍රභූන් ඇතුළු විශාල පිරිසකගේ ද අප්‍රසාදය ඇති වී තිබුණි. සපුමල් කුමරු යාපනේ ජයග්‍රාහකයා වශයෙන් සිංහල මිනිසුන් අතර සම්මානයට පාත්‍ර වී සිටිය ද මුළු දිවයිනේ ම රජු වූ පසු ඔහුට ජනතාවගේ පක්‍ෂපාතීත්වය අඛණ්ඩව පවත්වා ගත නොහැකි විය. ඔහුට එරෙහිව 'සිංහල පෙරළිය', 'සිංහල සංගේ' (සිංහලයන්ගේ සටන), යන නම්වලින් හැඳින්වෙන ජනතා විරෝධයක් හෙවත් කැරැල්ලක් පැන නැගුණි. පරනවිතාන මහතා දක්වන ආකාරයට කැරැල්ල මේ නමින් හැඳින්වෙන්නට ඇත්තේ පිය පසින් මලයාළි පෙළපතකට අයත් පාලකයෙකුට එරෙහිව ජාත්‍යානුරාගී හැඟීම් නිසා පැනනැඟුනක් ලෙසට ය⁴⁰. පරනවිතාන

28 හෙට්ටිආරච්චි, 2008, 143; රණවැල්ල, 2000, 142

29 සෝමරත්න, 1982, 18

30 පරෙව් සන්දේශය, 203 කවිය

31 පරනවිතාන, 1972, 641; හෙට්ටිආරච්චි, 2008, 439

32 රු. තෙන්නකොන්, 1957, i, ii

33 පරනවිතාන, 1972, 637; අලකේශ්වර යුද්ධය, 1965, 22

34 රාජාවලිය, 1997, 220

35 සෝමරත්න, 1982, 18

36 සැලලිහිණි සන්දේශය, 96 කවිය හා 208, 209 පිටු

37 රාජාවලිය, 1997, 219

38 විරපරාක්‍රමබාහු, ජයවීරපරාක්‍රමබාහු නමින් ද රාජාවලියේ දක්වා ඇත (රාජාවලිය, 1997, 219).

39 ම. ව., 92 පරි. 2; රාජාවලිය, 1997, 219; අලකේශ්වර යුද්ධය, 1965, 24

40 පරනවිතාන, 1972, 642

ශුචිත් එසේ ප්‍රකාශ කළත් පිය පාර්ශවයෙන් මොවුන් දෙදෙනාම ලාංකිකයන් ය. ජනතා විරෝධයක් නැගෙන්නට ඇත්තේ හයවන පරාක්‍රමබාහු රජතුමා හා රජ පවුල කෙරෙහි වැසියා තුළ පැවැති හක්තෘදරය නිසා විය හැකිය. ඒ අනුව රජතුමාගේ දියණියගේ පුත්‍රයා යන්න හා රජු විසින් පත්කළ පාලකයා සපුමල් කුමරු විසින් ජීවිතක්‍ෂයට පත් කිරීම යන හේතු විය හැකිය. මී කැරැල්ල මර්දනය කිරීමට යුවරජ අම්බුලුගල කුමරු සහයෝගය ලබා දුන්නේ ය⁴¹.

තමා හයවන පරාක්‍රමබාහුගේ පුතෙකු බව ප්‍රසිද්ධ කරමින් ඔටුන්නට තමා නියම උරුමක්කරු බව දැක්වීමට හයවන බුවනෙකබාහු හෙවත් සපුමල් කුමරු යන්න දැරීය⁴². දැදිගම සෙල්ලිපියේ දක්වෙන ‘ශ්‍රී පරාක්‍රමබාහු මහා රාජාධිරාජනන්දන ……’ යන සටහනින් ද ඒ බව තහවුරු වේ⁴³. මෙහි ‘නන්දන’ ලෙස හැඳින්වෙන්නේ පුතා ය. හයවන බුවනෙකබාහු මෙලෙස සිය රාජ්‍ය බලය තහවුරු කරගැනීමට ඉමහත් ප්‍රයත්න දරා තිබේ⁴⁴. ඔහුගේ ඇවෑමෙන් රජකමට තෝරා පත් කර ගන්නා ලද්දේ යුවරජු නොව රජුගේ පුත් පරාක්‍රමබාහු ය⁴⁵. මේ අනුව ඔහු ද පූර්ව වාරිකු නොසලකා කටයුතු කර ඇත. ඇතැම් මූලාශ්‍රය දක්වන්නේ ඔහු හයවන බුවනෙකබාහු රජු විසින් හදාගත් පුත්‍රයෙක් වශයෙනි⁴⁶. ඔහු රාජත්වයට පත් වූයේ හත්වන පරාක්‍රමබාහු නමිනි⁴⁷. එහෙත් සිහසුන බලාපොරොත්තුවෙන් සිටි යුවරජු වූ අම්බුලුගල කුමාරයා හත්වන පරාක්‍රමබාහුට එරෙහිව සටන් කොට ජීවිතක්‍ෂයට පත් කර අටවන වීර පරාක්‍රමබාහු නමින් රජ විය⁴⁸. මොහු වසර විස්සක් පමණ රජ කිරීමෙන් අනතුරුව මිය ගොස් ඇත. මේ රජුගේ වැඩිමහල් පුත්‍රයා වූ ධර්මපරාක්‍රමබාහු කුමාරයා යුවරජු ලෙස පත් කර ගන්නා ලදී. ඔහු පිය රජු දවස රජු වෙනුවෙන් පාලන කටයුතු මෙහෙයවූ බවට ද මතයක් පවතී. සිය පියරජු ඇවෑමෙන් ධර්මපරාක්‍රමබාහු කුමාරයා නවවැනි ධර්මපරාක්‍රමබාහු නමින් රජ බවට පත් විය⁴⁹. ඔහුගේ අනෙක් සහෝදරවරු රාජ්‍යයේ විවිධ ප්‍රදේශවල පාලන මධ්‍යස්ථාන පිහිටුවාගෙන රජුගේ පාලනය යටතේ සිටිමින් ඒ ඒ ප්‍රදේශ පාලනය කළහ. ඒ අනුව සකලකලාවල්ලහ කුමරු උඩුගම්පොළ ද රාජසිංහ කුමරු මැණික්කඩවර ද තනියවල්ලහ කුමරු මාදම්පේ ද විජයබාහු හෙවත් වක්‍රායුධ කුමරු රයිගම ද වශයෙන් ප්‍රාදේශීය පාලන මධ්‍යස්ථාන පිහිටුවා ගත්හ⁵⁰. වීර පරාක්‍රමබාහු රජුගේ වැඩිමහල් පුත්‍රයා යුවරජු වශයෙන් පත් කිරීමත් පියරජුගේ ඇවෑමෙන් ඔහු සිහසුනට පත්වීමත් වාරිත්‍රානුකූලව රාජ්‍යත්වය පිළිබඳව නිවැරදි තීරණයට එලඹී අවස්ථාවකි⁵¹.

41 රාජාවලිය, 1997, 219-220

42 සෝමරත්න, 1982, 19; Somaratne, 1975, 141)

43 E. Z., vol. iii: 279

44 බස්නායක, 2002ල 36

45 සෝමරත්න, 1982, 21; රාජාවලිය, 1997, 220

46 රාජාවලිය, 1997, 220

47 රාජාවලියේ (1972, 220) ඔහු හඳුන්වා ඇත්තේ ‘පණ්ඩිත පරාක්‍රමබාහු’ වශයෙනි.

48 රාජාවලිය, 1997, 220

49 රාජාවලිය, 1997, 221

50 සකලකලාවල්ලහ කුමරු පාලනය කළ උඩුගම්පොළ කෝරළ හතකින් ද රාජසිංහ කුමරු පාලනය කළ මැණික්කඩවර කෝරළ හතරකින්ද තනියවල්ලහ කුමරු පාලනය කළ මාදම්පේ කෝරළ දෙකකින්ද සමන්විතවිය(Silva, CR, 1995: 13).

51 මේ සම්බන්ධව දෙවැනි පරිච්ඡේදයේ සවිස්තරාත්මකව සාකච්ඡා කර ඇත.

පවුලේ කුමාරවරු යටතේ රාජ්‍යය කොටස්වලට බෙදා පාලනය කිරීම මෙරට දේශපාලන තත්ත්වයේ නව ලක්ෂණයක් නොවීය. මේ තත්ත්වය කෝට්ටේ ස්වාධිපත්‍යයට බාධකයක් නොවූයේ ඔවුන් තුළ පැවැති එක්සත්කම නිසා ය. කෝට්ටේ රාජ්‍යයට එල්ල වූ අභියෝග ජයග්‍රහණය කළ හැකි වූයේ මේ සහෝදර සමගිය හේතුවෙනි⁵². නවවන ධර්ම පරාක්‍රමබාහු රජතුමාගෙන් පසුව යුවරජු වූ සකලකලාවල්ලභ කුමරු හට රජකම නිත්‍යානුකූලව උරුමව තිබුණ ද ඔහු සිය සොයුරු විජයබාහුට සිංහාසනය පැවැරීය. රාජ්‍ය උරුමයට සහෝදරයන් අතර ගැටුම් ඇති කර නොගැනීමට සකලකලාවල්ලභ කුමරු විසින් අනුගමනය කළ මේ ක්‍රියාමාර්ගය කෝට්ටේ දේශපාලන තත්ත්වය තුළ ඉතා වැදගත් සිදුවීමකි. ඒ අනුව නවවන ධර්ම පරාක්‍රමබාහු රජුගෙන් පසුව කෝට්ටේ රාජ්‍යයේ පාලකයා වූයේ හයවන විජයබාහු ය⁵³.

හයවන විජයබාහු රජු සිය අනුප්‍රාප්තිකයා පත් කිරීම සඳහා නිත්‍යානුකූල උරුමයෙන් බැහැරව ගෙන ගිය කුමන්ත්‍රණයක් හේතුවෙන් කෝට්ටේ රාජ්‍යයේ අවුල් සහගත පසුබිමක් මෙන්ම රාජත්වය සම්බන්ධයෙන් ලාංකීය ඉතිහාසයේ කළු පැල්ලමක් ද ඇති විය. සකලකලාවල්ලභ කුමරු මියයාම නිසා හිස් වූ යුවරජ තනතුරට විජයබාහු රජු සිය දෙවන බිසවගේ පුත් දේවරාජ කුමාරයා පත් කිරීමට සැලසුම් කළේ ය. මේ රහස් කුමන්ත්‍රණය දැනගත් අගබිසවගේ පුතුන් තිදෙනා වූ බුවනෙකබාහු, පරරාජසිංහ, මායාදුන්නේ හා එක්ව ඊට එරෙහි ව ගෙනගිය විරෝධතාව මගින් පිය රජු ඝාතනය කර කෝට්ටේ රාජ්‍යය බෙදා ගත්හ⁵⁴. ක්‍රි. ව. 1521 දී සිදු වූ මෙය 'විජයබා කොල්ලය' නමින් ප්‍රකට ය.

මේ සිද්ධියෙන් පසුව කෝට්ටේ අගරජු ලෙස අභිෂේක ලැබුවේ හත්වන බුවනෙකබාහු කුමාරයා ය. පරරාජසිංහ කුමරු රයිගම ද මායාදුන්නේ සීතාවක ද සිටිමින් ඒ ප්‍රදේශ පාලනය කළ හ⁵⁵. හත්වන බුවනෙකබාහු රජ දවස රාජත්වය සම්බන්ධව අභ්‍යන්තරිකව මෙන් ම විදේශීය වශයෙන් ද ඇති වූ බලපෑම් හේතුවෙන් පෙර නොවූ ආකාරයේ වෙනස්වීම්වලට භාජනය වෙමින් රාජත්වය සම්බන්ධව මෙතෙක් තිබූ පෙර සිරිත් කඩවීම් සිදු විය. හත්වන බුවනෙකබාහුගෙන් පසුව කෝට්ටේ සිංහාසනයට අවසාන උරුමක්කරු ලෙස පත් කළේ ඔහුගේ මුතුබුරු වූ ධර්මපාල කුමාරයා ය. ඔහු රජුගේ දියණිය වූ සමුද්‍ර දේවියගේ පුත්‍රයා ය. ඇයගේ ස්වාමියා වූයේ හයවන විජයබාහු රජතුමාගේ සහෝදර තනීයවල්ලභ කුමාරයාගේ දියණියගේ පුත්‍රයා වූ චිදියබණ්ඩාර ය. බුවනෙකබාහු හා මායාදුන්නේ අතර දිගු කලක් තිස්සේ අරගල පැවැතීම නිසා බුවනෙකබාහු රජු පෘතුගීසීන්ගේ සහය ලබා ගැනීමෙන් සිදු වූයේ කෝට්ටේ සිහසුන ආරක්ෂා කිරීමේ කාර්යය ද පෘතුගීසීන්ට බාර වීම ය. අනාගත රාජ්‍යය හිමි කුමාරයා වූ ධර්මපාල කුමාරයාගේ පිළිරුවක් පෘතුගාලයේ ලිස්බන් නුවරට යවා එයට ඔවුහු පැළැඳවීමට හත්වන බුවනෙකබාහු කටයුතු යෙදීය. එහිදී අධිරාජයා විසින් ධර්මපාල කුමාරයා කෝට්ටේ රාජ්‍යයෙහි නිත්‍යානුකූල උරුමක්කරු බව ප්‍රකාශ කරමින් ආඥාවක් ද නිකුත් කළේ ය⁵⁶.

52 රාජාවලිය, 1997, 221
53 රාජාවලිය, 1997, 224
54 රාජාවලිය, 1997, 225 -227
55 රාජාවලිය, 1997, 227
56 රාජාවලිය, 1997, 227

රජකම සම්මත කරගැනීමේ වාරික්‍රියන්ගේ ප්‍රධාන අංගයක් වූයේ අභිෂේක මංගල්‍යය පැවැත්වීමයි. *මහාවංශයේ* විජය රජුගේ අභිෂේක මංගල්‍යය පිළිබඳව සඳහන් වේ⁵⁷. එමෙන්ම දේවානම්පියතිස්ස රජු අභිෂේක මංගල්‍යය දෙකක් පැවැත්වීය. එයින් මෞර්ය අධිරාජ්‍යයාගේ අනුග්‍රහයෙන් සිදු කළ දෙවන අභිෂේකය මෙරට දේශපාලන ඉතිහාසයේ විශේෂිත අවස්ථාවක් බව *මහාවංශයේ* පෙන්නුම් කෙරේ⁵⁸. අභිෂේක මංගල්‍යයට රාජත්වයේ වැදගත් සන්ධිස්ථානයක් හිමි වූයේ එය ප්‍රාදේශීය යුද්ධාධිපතියකුගේ තත්ත්වයේ පටන් සකලාංග යන්ගෙන් සමන්විත පිරිසුන් රජකුගේ තත්ත්වය දක්වා විකාශනය වීමේ අවස්ථාවට වීමයි⁵⁹. හයවැනි පරාක්‍රමබාහු රජතුමා රයිගමදී අභිෂේක ලැබූ බව මූලාශ්‍ර තුළින් හෙළි වන අතරම කීර්වැල්ලේ රාජවංශික කුමරිය විවාහ කරගනිමින් ජයවර්ධනපුරයේදී නැවත අභිෂේකය ලබා ඇත.⁶⁰ හයවැනි බුවනෙකබාහු රජුගේ පටන් හත්වැනි බුවනෙකබාහු රජතුමා ඇතුළු සියලුම රජවරු වාරික්‍රාන්තකුලව අභිෂේක පවත්වා ඇත⁶¹. ක්‍රි. ව. 1521 විජයබා කොළලයෙන් පසුව කෝට්ටේ අගරජු ලෙස බුවනෙකබාහු රජු අභිෂේක කරනු ලැබීය. අභිෂේක මංගල්‍යය ඉතා උත්කර්ෂවත් අන්දමින් පවත්වා ඇත. එය එකල වාරික්‍රියක් ලෙස පැවැතුන නිසා ඇතැම් පාලකයන්ගේ රාජ්‍ය වර්ෂ අනුව ඔවුහු ද මෙසේ මෞලි මංගල්‍යය පවත්වන්නට ඇතැයි අනුමාන කළ හැකිය. සෝජාන සිටු (ජෝතිය සිටුවරයා) උඩරට කැරැල්ල සිදු කරන විට රජතුමා ඔටුනු පැළඳ පනස් දෙකක් අවුරුදු⁶² යැයි *රාජාවලියේ* සඳහන් වේ⁶².

ක්‍රි. පූ. තුන්වන සියවසේ මෙරටට බුදු දහම ලැබීමත් සමඟ රාජ්‍යය හා ආගම අතර අවිච්ඡින්න සම්බන්ධතාවක් වර්ධනය වනු දැකිය හැකි ය. සඳහන් වන පරිදි රජුට පැවැරුණු ප්‍රධාන කාර්යය වූයේ ලෝසසුන් වැඩීම හෙවත් මහජනයා හා බුද්ධාගම ආරක්‍ෂා කිරීම ය. ඒ තත්ත්වය තුළ 'රටේ පාලකයා බෞද්ධයකු විය යුතුය' යන්න සම්මත වාරික්‍රියක් බවට පත් විය⁶³. කෝට්ටේ රජවරු බෞද්ධාගමික සම්ප්‍රදායන්ට ගෞරව කරමින් ඒවා ආරක්‍ෂා කරගනිමින් පාලනය ගෙන ගිය හ. හයවන පරාක්‍රමබාහු රජතුමා බෞද්ධාගමික අභිවාද්ධිය උදෙසා සිදු කළ සේවා රැසකි. මේවා අතර ශාසන සංශෝධනය කරමින් කතිකාවතක් පිහිටුවීම හික්කු ශාසනයේ චිරස්ථිතියට බෙහෙවින් හේතු වූ වැදගත් සේවාවක් විය⁶⁴. කෝට්ටේ රජමහා විහාරස්ථානය, සුනේත්‍රා දේවි පිරිවෙන ඇතුළු තවත් බොහෝ වෙහෙර විහාරස්ථාන ඉදිකරමින් හා ප්‍රතිසංස්කරණය කරමින් ද ඒවායේ නඩත්තු කටයුතු සඳහා ඉඩම්, කුඹුරු අතුළු විවිධ පූජාවන් සිදුකරමින් ද සිදු කළ මෙහෙය අතිමහත් ය (සුරවීර, 1985: 26-27; බෙල්, 2004: 180-181). එ මෙන් ම වර්ෂයක් පාසා තුන් රට හික්කුන්ට කඩින විවර දානදීම, තුන් සිවුරු පූජා කිරීම ඇතුළු අනෙකුත් ප්‍රත්‍ය පහසුකම් සපයාදීම, වටිනා ධර්ම පුස්තක ලියවීම, උපසම්පදා මංගල්‍ය පැවැත්වීම ආදී බොහෝ ශාසනික සේවා සිදු කළේ ය⁶⁵. තව ද, මෙරට ථෙරවාදී බෞද්ධ මධ්‍යස්ථානය ලෙස බුරුමය, සියම, කාම්බෝජය යනාදී අග්නිදිග ආසියාතික රටවල ප්‍රකට වී ආගමික සම්බන්ධතා

57 ම.ව., 7 පරි., 48-58
 58 ම.ව., 11 පරි. 28-36
 59 හෙට්ටිආරච්චි, 2008, 20-21
 60 රාජාවලිය, 1997ල 218ක පරතචිතාන, 1972ල 689
 61 රාජාවලිය, 1997, 220-227
 62 රාජාවලිය, 1997, 219
 63 රාහුල හිමි, 65; ඉලංගසිංහ, 2005, 15; ඉණවර්ධන, 1993, 174-180
 64 සුරවීර, 1985, 125-126
 65 ම. ව., 91 පරි. 22-35; සද්ධර්මරත්නාකරය, 1955, 319

ගොඩනැගීම සඳහා මේ රජුගේ ආගමික කටයුතු බලපෑවේ ය⁶⁶. හයවන බුවනෙකබාහු රජ දවස ද බුරුමයේ සිට හිඤ්ඤන් පිරිසක් පැමිණ උපසම්පදාව රාජ්‍ය අනුග්‍රහය යටතේ ලබා ගත්තේය⁶⁷. හයවැනි බුවනෙකබාහුගේ සිට හත්වැනි බුවනෙකබාහු දක්වා සියළුම රජවරු ආගමික කටයුතු ඉටුකළ බව *මහාවංශයේ* දැක්වෙන්නේ ‘මේ රජදරුවෝ තුමුන් සර්ධානුගුණ ශක්ති වූ පරිද්දෙන් ලෝක ශාසනාභි වෘද්ධිය කොට නම් වූ පරිද්දෙන් පරලොව ගිය හ’ යනුවෙනි⁶⁸. මේ පාලකයෝ විහාරස්ථාන සඳහා ඉඩම් පූජාවන් සිදු කර තිබෙන බව අරංකැලේ සන්නස, කැරගල පුවරු ලිපිය, කැලණි විහාර පුවරු ලිපිය, කප්පාගොඩ ටැම් ලිපිය, පල්කුඹුර සන්නස යනාදී සෙල්ලිපි තුළින් පැහැදිලි වේ. හයවැනි පරාක්‍රමබාහු රජතුමා කෝට්ටේ ඉදිකළ රජමහා විහාරයට හත්වැනි බුවනෙකබාහු රජ දවස සිට රාජ්‍ය අනුග්‍රහය නොලැබෙන්නට ඇත. සියවස් ගණනාවක් තිස්සේ රජතුමා බෞද්ධයෙකු ලෙස පෙනී සිටි සම්ප්‍රදාය උල්ලංඝනය කිරීම ආරම්භ කරන ලද්දේ හත්වන බුවනෙකබාහු රජු විසිනි. ‘මතු බුද්ධ ශාසනයට අනාදරවල් එරජ නිසා පැමුණුණයි දූගත යුතුයි’ යනුවෙන් *රාජාවලියේ* මේ රජු ගැන සඳහන් වේ⁶⁹. පෘතුගීසීහු තම අරමුණ වූ කතෝලික ධර්මය මෙරට ප්‍රචාරය කිරීමේ කටයුතු මෙකල ආරම්භ කරන ලදී. රජු කතෝලික ආගම වැළඳ නොගත්ත ද කතෝලික ආගම පැතිරවීමට විරුද්ධ නොවීය (අබයසිංහ, 2005: 176).

ධර්මපාල රජවීමෙන් පසුව කෝට්ටේ රජමහා විහාරයේ අවසානය ද ළඟා විය. කෝට්ටේ රජමහා විහාරය හා එහි සියළුම ආදායම් මාර්ග තමන් අනාගතයේදී ඉදිකරන්නට බලාපොරොත්තු වූ කතෝලික පල්ලියක් සඳහා යොදා ගැනීමට ප්‍රැන්සිස්කානු පූජකවරුන්ට හැකි විය. එමෙන් ම ධර්මපාල රජු සන්නසක් මගින් ලංකාවේ සියළු විහාර ඉඩකඩම්වල අයිතිය ප්‍රැන්සිස්කානු පූජකවරුන්ට පවරා දුන්නේ ය.⁷⁰ මේ අනුව ධර්මපාල රජතුමා හැර කෝට්ටේ සියලුම පාලකයන් බුදු දහමේ දියුණුව සඳහා විවිධ කටයුතු සිදුකර තිබේ.

ක්‍රි. ව. 1551 දී බුවනෙකබාහු රජු මියයෑම නිසා ධර්මපාල කුමරුට සිහසුන හිමි වූ අතර පෘතුගීසීන්ට අවනත රජෙකු එමගින් ඇති විය. දොන් ජුවන් ධර්මපාල නමින් ඔහු ක්‍රි. ව. 1557 දී කතෝලික බෞතිස්මය ලබා ගැනීමත් සමඟ කෝට්ටේ පාලකයා කතෝලික ආගමික රජෙකු බවට පත් විය. එමගින් පෘතුගීසීන්ට ස්ථාවර දේශපාලන තත්වයක් ද ලබා ගත හැකි විය⁷¹. කතෝලික ආගම වැළඳ ගැනීමෙන් අනතුරුව රජු බෞද්ධාගමික විරෝධියෙක් ලෙස බුදු දහම විනාශ කිරීමෙහි බොහෝ පියවර ගත්තේ ය.⁷² මේ තත්වය සම්බන්ධයෙන් කල කිරීමට පත් වූ කෝට්ටේ රාජ්‍යයේ සිටි හිඤ්ඤන් වහන්සේලා කන්ද උඩරටට ද සීතාවක රාජධානියට හා වෙනත් ආරක්‍ෂිත ස්ථාන ද කරා වැඩම කළහ. බොහෝ සිංහල ප්‍රධානීහු හා මහජනතාව සීතාවක මායාදුන්නේ රජු වටා එක්රොක් වූහ.⁷³

66 පරනවිතාන, 1972, 711-713
67 ඉලංගසිංහ, 2005, 230-231
68 ම. ව., 92 පරි. 6 ගාථාව
69 *රාජාවලිය*, 1997, 229
70 ඉලංගසිංහ, 2005, 112-113
71 *රාජාවලිය*, 1997, 230
72 අබයසිංහ, 2005, 189-205; බස්නායක, 2002, 53
73 ඉලංගසිංහ, 2006, 38

මේ තත්ත්වය තුළ කෝට්ටේ පාලකයා කෙරෙහි වැසියාගේ හක්තෘදරය නැතිව ගිය අතර මිථ්‍යාදෘෂ්ටික රජෙකුට එරෙහිව බෞද්ධ බලවේග නැගී සිටීමත් මහාසංඝයා වහන්සේ සිංහල ප්‍රධානීන් හා ජනතාව මායාදුන්නේ වටා ගොඩනැගීමත් නොවැළැක්විය හැකි තත්ත්වයක් උදා කළේ ය. මෙරට වාරිත අනුව සීතාවක රාජධානිය සකස්වීම නිසා කෝට්ටේ හා සීතාවක අතර පැවැති දිගු කාලීන අරගලයේදී හික්කුන් වහන්සේලා හා රටවැසියාගේ සහයෝගය සීතාවක පාලකයාට හිමි විය. මායාදුන්නේ තම පුත් රාජසිංහ කුමරු හා එක්ව සිදුකළ පහරදීම් හේතුවෙන් ක්‍රි. ව. 1565 දී ධර්මපාල කුමාරයා ද කැටුව පෘතුගීසිහු කොළඹ කොටුවට පැන ගිය හ⁷⁴. මූලාශ්‍රය සඳහන් කරන්නේ ධර්මපාල කුමාරයා පෘතුගීසි රුකඩයක් බවට පත්ව මාසිකව වැටුප් ලබන පෘතුගීසි රජුගේ සේවකයකු බවට පත්ව සිට ක්‍රි. ව. 1597 මැයි 27 මිය ගිය බවයි. රජුගේ මරණයත් සමඟ කෝට්ටේ රාජ්‍යයේ නීත්‍යානුකූල උරුමය පෘතුගීසීන්ට පැවැරුණි⁷⁵.

පොළොන්නරු අවධිය වන විට රාජත්වය සම්බන්ධව සම්මතයක් වූයේ 'දළදා වහන්සේ හිමි තැනැත්තාට රජකම හිමිය' යන සංකල්පය ද ඇති වෙමින් නීත්‍යානුකූලව දළදාව රාජත්වයේ සංකේතය බවට පත් ව තිබීමයි⁷⁶. දළදා වහන්සේගේ දේශපාලන වැදගත්කම මෙයින් පසු සෑම යුගයකදී ම කැපී පෙනෙන ලක්ෂණයක් විය. දළදාවේ හිමිකම ලබා ගනිමින් රාජත්වයට නීත්‍යානුකූල බව ලබා ගැනීමට හැම විටම පාලකයන් උත්සාහ දරා ඇති බව පෙනේ. දඹදෙණි යුගය මේ සම්බන්ධතාවේ සුවිශේෂී කාලවකවානුවකි⁷⁷.

කෝට්ටේ යුගයේදී ද දළදාවට දේශපාලන අතින් සුවිශේෂී ස්ථානයක් හිමි විය. හයවැනි පරාක්‍රමබාහු රජතුමා දළදාව ආරක්ෂා කර ගැනීමෙහි ලා කටයුතු කළේ ය. මොහු රයිගම සිට කෝට්ටේට පැමිණෙන විට දළදාව ද රැගෙන පැමිණියේ ය⁷⁸. මේ අනුව මොහු රයිගම සිටියදීම දළදාව හිමි කරගෙන සිටින්නට ඇත. ගම්පොල රාජධානියේ අවසාන භාගයේදී දළදාව පිළිබඳව නිශ්චිත තොරතුරු හමු නොවේ. එම අවධියේ පාලකයකු ව සිටි චීර අලකේශ්වර සම්බන්ධව චීන මූලාශ්‍රය දක්වන ආකාරයට දළදා මැදුර රජමාලිගය අසලම පිහිටා තිබුණි⁷⁹. අද්මිරාල් වෙං-හෝ විසින් දන්ත ධාතුව චීනයට රැගෙන ගිය බව චීන මූලාශ්‍රය සඳහන් කරනත් එය පිළිගත නොහැකි බවට හේරත්⁸⁰ මහතා දක්වන අදහස පිළිගත හැකි ය. එම අවධියේ චීන අධිරාජ්‍යයෙන් ද⁸¹ ආර්යවතුචරිතයෙන් ද ඇති වූ බලපෑම් නිසා දළදාව ගම්පොල හෝ ඒ ආසන්නයේ ආරක්ෂිතව තබා ගන්නට ඇතැයි අනුමාන කිරීම සාධාරණය. මූලාශ්‍රයවල සඳහන් නොවූව ද, මෙතෙක් යම් ස්ථානයක සඟවා තිබූ දළදා වහන්සේ රජුට ලබා දීමට විදාගම ස්ථවිරයන් ප්‍රමුඛ මහ තෙරුන් වහන්සේ කටයුතු කරන්නට ඇතැයි ඉලංගසිංහ මහතා අනුමාන කරයි⁸². හයවැනි පරාක්‍රමබාහු කෝට්ටේ මහල් තුනකින් යුක්ත දළදා මන්දිරයක් ඉදිකර එහි දළදා වහන්සේ සඳහා මහත්

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75 අබයසිංහ, 2005, 19
76 ම. ව., 68 පරි. 266, 72 පරි., 88; රාහුල හිමි, 77; Herath, 1994, 59-66, 95-101
77 ලියනමගේ, 1989, 143-145, 161; Herath, 1994, 101-109
78 Pieries: 1992, 16
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81 Herath, 1994, 77
82 ඉලංගසිංහ, 2005, 259

වූ මණ්ඩපයක් කරවා, මැණික් එබ්බ වූ රන් කරඬු සාදා දළදා වහන්සේ එහි තැන්පත් කර පුද පූජා පැවැත්වීමට පියවර ගත්තේ ය⁸³. හයවන බුවනෙකබාහු දළදා වහන්සේ සඳහා කරඬුවක් ද කර වූ බව සඳහන් වේ⁸⁴. සන්දේශ කතුවරු හැම දෙනාම දළදා මැදුර වන්දනා කළ යුතු ප්‍රධාන ස්ථානයක් ලෙස පණිවිඩය රැගෙන යන දූතයන්ට දන්වයි⁸⁵. සන්දේශ කාව්‍ය කතුවරුන් තුළ දළදා වහන්සේ පිළිබඳ පැවති හක්තෘදරය එයින් පිළිබිඹු වේ. සමාජය තුළ දළදා වහන්සේ පිළිබඳව මුල්බැසගෙන තුබූ ආකල්ප ද එමගින් පෙන්නුම් කෙරේ. විදාගම හිමියන් දළදා වහන්සේ පිළිබඳ දක්වන්නේ 'බුදුන් වහන්සේගේ පින්කඳ එකට පිඬු වී ලෝකයාට පෙනෙන්නාක් මෙන් රන්රුවන් රශ්මිය විහිදුවමින් සියළු දිශාවන් ඒකාලෝක කොට සන්වයන්ගේ නෙත් සිත් සතුටු කරවමින් සදාකල්හිම බබලන්නා වූ දළදා මන්දිරයට පිවිස වැඳ පූජා පවත්වා...' යනුවෙනි⁸⁶. දළදා වහන්සේ පිළිබඳ ලාංකික අනන්‍යතාව විදේශයන්හි පවා ප්‍රචලිතව පැවතිණි. හයවැනි පරාක්‍රමබාහු රජ දවස බුරුම පාලකයා වූ නරපති රජු රන් හා මුතු දළදා වහන්සේ පිදීම පිණිස එවී ය. එමෙන් ම ඒ රජුගේ අනුප්‍රාප්තිකයා වූ තිහථුර රජු තම බිසවගේ කෙස්වලින් පිස්නාවක් තනා එහි මීටේ මැණික් ඔබ්බවා දළදා මැදුර පිරිසිදු කිරීමට එවී ය⁸⁷. මෙය දළදා කරඬුවේ ඇතුළු ගැබ පිරිසිදු කිරීමට යොදා ගත්තා විය හැකි ය. හත්වැනි බුවනෙකබාහු රාජ්‍ය කාලය දක්වාම දළදා වහන්සේ කෝට්ටේ දළදා මැදුරේම වැඩ සේක. ධර්මපාල රජුගේ කටයුතු හමුවෙහි රාජත්වයේ සංකේතය වූ දළදා වහන්සේ ආරක්‍ෂා කරගැනීම සඳහා ඒ වන විට කෝට්ටේ දළදා මාළිගාවේ දියවඩන නිලමේව සිටි හිරිපිටියේ රාළ ශ්‍රී දන්තධාතුන් වහන්සේ ආරක්‍ෂිතව රැගෙන ගොස් සීතාවක මායාදුන්නේ රජුට භාර කිරීමට කටයුතු කළේ ය. දළදාව ලද මායාදුන්නේ රජතුමා දෙල්ගමුවේ මාළිගයක් තනවා දළදා වහන්සේ එහි තැන්පත් කර ආරක්‍ෂා කිරීමට පියවර ගත්තේ ය⁸⁸. මායාදුන්නේ රජුගේ දේශපාලන බලය වර්ධනය වීමට දළදා වහන්සේ ලැබීම බෙහෙවින් ම හේතු විය. ලංකා රාජ්‍යය නීත්‍යානුකූල උරුමයෙන් ලද බව ප්‍රකාශ කිරීමට දෝ මහු 'ත්‍රිසිංලාධීශ්වර' යන විරුදය භාවිතා කිරීමට මෙතැන් සිට පටන් ගත්තේ ය⁸⁹. රාජ්‍ය හිමිකමේ සංකේතය වූ දළදාව හිමිවීම නිසා අන් වූ දේශපාලන ශක්තිය පදනම් කරගනිමින් මායාදුන්නේ රජු යටතේ ජාතික නිදහස් සටන් ව්‍යාපාරයක් සංවිධානය විය. එහි ප්‍රතිඵලය වූයේ පළමුවැනි රාජසිංහ රජු යටතේ මුල්ලේරියා වෙලේදී ඇති වූ සටනින් පෘතුගීසීන්ට දරුණුතම පරාජයක් අත් වීමයි⁹⁰. සමාජ හා දේශපාලනික වශයෙන් දළදාව වැදගත් වන ආකාරය හයවැනි බුවනෙකබාහු රජුගේ දැදිගම ලිපියෙන් ද ගම්‍ය වේ. රජුට විරුද්ධව කැරැලි ගැසූ සතර කෝරලවාසීන්ට සමාව දීම සඳහා වූ ප්‍රකාශනයක් බඳු වූ මේ සෙල්ලිපියෙහි 'දළදා පාත්‍රා ධාතුන් වහන්සේගේ ආඥාය' යනුවෙන් සඳහන් වේ⁹¹.

83 සද්ධර්මරත්නාකරය, 1955ල 318-319න ම. ව., 92 පරි. 18-22 හාථා
 84 Silva, CR, 1995ල 33
 85 පරේව් සන්දේශය, 42-43; කෝකිල සන්දේශය, 135; සැලලිහිණි සන්දේශය, 17; හිරා සන්දේශය, 50-55, 133
 86 හංස ස., 47 කවිය
 87 Herath, 1994, 82-83
 88 ඉලංගසිංහ, 2005, 42
 89 ඉලංගසිංහ, 2005, 261
 90 ඉලංගසිංහ, 2006, 40-41
 91 E. Z., vol. iii, 279-281

රාජ්‍යත්වය හා බැඳී තිබූ අනෙක් කාර්යය වූයේ රජු හා හික්කුච අතර පැවැති අන්‍යෝන්‍ය බැඳීමයි. මෙය ක්‍රි. පූ. 3 සියවසේ දේවානම්පිය තිස්ස රජුගේ පටන් ආරම්භ වූ සබැඳියාවකි. හයවැනි පරාක්‍රමබාහු රජු ළදරු අවධියේ පටන් ආරක්‍ෂා කර සිහසුනේ තැබීමේ භාරදුර කාර්යය සිදු කරන ලද්දේ විදාගම මහ තෙරුන්ගේ නායකත්වයෙනි⁹². කෙසේ වුව ද, ජයබාහු මරා සපුමල් කුමරුට සිහසුන ලබා ගැනීමට සංඝරාජ රාහුල හිමියන්ගේ දායකත්වය නොලැබිණ. සමාජයේ ප්‍රධානත්වය ගෙන සිටි හික්කුන් වහන්සේලා මේ රජු දවස දෙපිළකට බෙදී සිටි බවට ද ඉඟි ලැබේ⁹³. මේ අවධියේ විසූ පාණ්ඩිත්‍යයෙන් හෙබි පුපුකට හික්කුන් වහන්සේලාගේ අනුග්‍රහය රාජ්‍යයේ පැවැත්මට බෙහෙවින් ම උපකාරී වන්නට ඇත. හත්වැනි බුවනෙකබාහු රජතුමාගේ දියණිය අටවන විරපරාක්‍රමබාහු රජුගේ පුත් වූ තනියවල්ලහ කුමරුගේ දියණියගේ පුතා වූ විදියබණ්ඩාරට විවාහ කරදීම සඳහා හික්කුන් වහන්සේලා මැදිහත් විය. හත්වන බුවනෙකබාහු හා ඔහුගේ සොහොයුරු සීතාවක මායාදුන්නේ අතර ඇති වූ ගැටුමකදී මායාදුන්නේ පරාජය වූ විට දෙදෙනා සමඟ කිරීමට ක්‍රි. ව. 1537දී හික්කුන් වහන්සේලා මැදිහත් විය⁹⁴. පූර්ව යුගවලදී මෙන් ම කෝට්ටේ යුගයේදී ද හික්කුන් වහන්සේලා රාජ්‍යයේ පැවැත්ම සඳහා සිය යුතුකම් ඉටු කර තිබේ. හත්වන බුවනෙකබාහු රජු සිය අවසන් කාලයේදී ආරක්‍ෂාව පතා පෘතුගීසීන් සමඟ සම්බන්ධවීම නිසා ඔහුට ද විදියබණ්ඩාරගේ පුතා වූ ධර්මපාල රජුට ද හික්කුන් වහන්සේලාගේ අනුග්‍රහය නොලැබිණ. එහෙත් සීතාවක මායාදුන්නේ රජුට හික්කුන්ගේ සහයෝගය හිමි විය. එකල විසූ බුද්ධවංස නම් මහ තෙරුන්වහන්සේ කෙනෙකු රජු වටා ජනතාව ඒකරාශී කිරීමට කටයුතු කළ බව සඳහන් වේ⁹⁵.

හත්වන ධර්ම පරාක්‍රමබාහු රජ දවස පළමුවෙන් ම පෘතුගීසිහු ලංකාවට ගොඩ බැස්ස හ⁹⁶. එහිදී රජු හා පෘතුගීසි තානාපති ලෙස පැමිණි පයෝ ද සුසා අතර ඇතිවූ ගිවිසුමට අනුව මෙරට වෙළඳාම සඳහා ඔවුන්ට අවකාශය ලැබුණි. හය වන විජයබාහු රජ දවස මොවුහු ආයුධ ශක්තිය තුළින් කොළඹ බලකොටුවක් ඉදි කරගැනීමට සමත් වූහ⁹⁷. ඔවුහු මෙලෙස වෙළඳාම කෙරෙහි මූලදී අවධානය යොමු කළ අතර පසුව මෙරට දේශපාලන ගැටුම්වලින් ප්‍රයෝජන ගනිමින් පාලනාධිපත්‍යය අල්ලා ගැනීමට කටයුතු කළ හ. ක්‍රි. ව. 1521 දී විජයබා කොල්ලය හේතුවෙන් ඇති වූ පසුබිම පෘතුගීසීන්ට ඒ සඳහා අවස්ථාව උදා කළේය. එහිදී කෝට්ටේ පාලකයා වූ බුවනෙකබාහු හා ඇති වූ සහෝදර අරගල හේතුවෙන් බුවනෙකබාහුට පෘතුගීසි සහයෝගය ලබාගැනීමට සිදු විය⁹⁸. ඒ වෙනුවෙන් බුවනෙකබාහු රජතුමාට ඔවුන්ගේ විවිධ බලපෑම්වලට මුහුණ පෑමට සිදු විය. පෘතුගීසි හමුදාවේ ආරක්‍ෂාව පැතීමට සිදුවීම නිසා පෘතුගීසි හමුදාවට වැටුප් ගෙවීමටත් විශාල වශයෙන් ඔවුන්ට කප්පම් ගෙවීමටත් කෝට්ටේ රාජ්‍යයේ අපනයන ද්‍රව්‍ය මිලදී ගැනීමේ ඒකාධිකාරිය ලබාදීමටත් අඩු මිලට භාණ්ඩ සැපයීමටත් රජුට සිදු විය. ඒ වගේම කතෝලික ආගමේ බලපෑම ද සිදු විය. මෙරට රාජ්‍යත්වයට කතෝලික ආගමෙන් ලද බලපෑම වූයේ ධර්මපාල කුමාරයාට ක්‍රිස්තියානි කුමාරයෙකු වශයෙන් හදා ගැනීම හා

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 97 පෙරේරා, 1963, 19-21
 98 රාජාවලිය, 1997, 226

හත්වන බුවනෙකබාහු රජතුමා ඔවුනට අවශ්‍ය පරිදි කටයුතු කරන්නෙකු බවට පත්කර ගැනීම ය. ධර්මපාල කුමාරයාගේ පිළිරුවක් නෙලා පෘතුගාලයට යවා ඔටුනු පැළඳවීමට ඔවුන් කටයුතු කළේ ය. හත්වන බුවනෙකබාහු රජුගේ අවසාන කාලයේදී පෘතුගීසීන්ගේ කුමන්ත්‍රණද ක්‍රමයෙන් වැඩි විය. ක්‍රි. ව. 1551 දී රජු අවාසනාවන්ත ලෙස මිය ගිය අතර ධර්මපාල කුමාරයාට සිහසුන හිමි විය. එය පෘතුගීසීන් ලත් ජයග්‍රහණයකි. ක්‍රි. ව. 1557 දී ධර්මපාල කුමරු බොතිස්ම කිරීමත් සමඟ පෘතුගීසීන්ගේ අභිප්‍රාය සාර්ථක විය. ක්‍රි. ව. 1597 දී ධර්මපාල රජතුමා මිය යාමෙන් අනතුරුව කෝට්ටේ රාජ්‍යය නීත්‍යානුකූලව පෘතුගාලයේ රජුට හිමි විය. මෙලෙස මෙරට රාජත්වයට පෘතුගීසීන් කළ බලපෑම් මගින් ලාංකික උරුමය අවාසනාවන්ත ලෙස අහිමි වී කෝට්ටේ යුගයේ පරිහානියට ගමන් කිරීම නොවැලැක්විය හැකි තත්ත්වයක් බවට පත්විය.

කෝට්ටේ රජවාසල තුළ ද්‍රවිඩ සම්බන්ධතාවලට මූල පුරා ඇත්තේ හයවන පරාක්‍රමබාහු රජතුමා විසින් ම ය එයට අනුව හයවන පරාක්‍රමබාහු රජතුමා දකුණු ඉන්දියානුවකු වූ පතිකල් රජවාසල සේවයට බඳවා ගෙන ඇත. එමෙන්ම පතිකල්ගේ දරුවන් වූ සපුමල් හා අම්බුලුගල යන කුමාරවරු රජු විසින් පුත් තනතුරේ ඇතිදැඩි කළේය. එහි අවසන් ප්‍රතිඵලය වූයේ හයවැනි පරාක්‍රමබාහු රජුගේ මුතුපුරකු වූ ජයබාහු රජු මරණයට පත් කර සපුමල් කුමරු හයවන බුවනෙකබාහු නමින් සිහසුනට ලබා ගැනීමය. එතැන් සිට කෝට්ටේ සිහසුනට පත් වූවන් මගින් මෙරට රාජත්වයට ද්‍රවිඩ බලපෑම් ඇති වූ බව පැහැදිලිය.

ප්‍රාථමික හා ද්විතියික මූලාශ්‍රය මත පදනම්ව සිදු කරන ලද ඉහත විග්‍රහය අනුව කෝට්ටේ රාජධානි අවධියේ මෙරට රාජ්‍ය පාලනය රජුගේ මූලිකත්වයෙන්, විශාල නිලධාරී තත්ත්වයක සහයෝගයෙන් ක්‍රියාත්මක වූ යාන්ත්‍රණයක් විය. එම යාන්ත්‍රණය ශක්තිමත් කිරීමෙහිලා පුරෝගාමී පාලකයා වූයේ හයවන පරාක්‍රමබාහු රජු ය. ඒ රජු විසින් ගොඩනංවන ලද පදනම මත පාලන රටාව ක්‍රියාත්මක වී ඇත. එහි ශක්තිමත් බව කොතෙක් ද යත් කෝට්ටේ රාජධානිය ක්‍රි. ව. 1597 දී අත්කරගත් පෘතුගීසීන් තමනට උරුම වූ ඒ සිංහල පාලන රටාවේ මූලිකාංග එලෙසම පවත්වාගෙන ගියහ.

විරාත්කාලයක් තිස්සේ සිංහල රාජ්‍යයේ පැවැත්ම රැඳුනේ රජු, ප්‍රභූ පංතිය, මහාසංඝයා වහන්සේ හා පොදු ජනතාව යන සාධක මත ය. මේ සාමූහිකත්වය ඒකරාශි කළේ පැරණි සම්මත වාරිතුවලට පටහැනි නොවන ආකාරයෙනි. රාජත්වය රටේ උසස්ම තනතුරයි. රජු හා ජනතාව අතර බැඳීම් පැවැතියේ සම්මත වාරිතූ අනුවය. එම සම්මත වාරිතූ උල්ලංඝණය කිරීම තුළින් රාජ්‍යයේ පැවැත්ම එම පාලකයාට රඳවා ගැනීමට නොහැකි බව කෝට්ටේ රාජ්‍යයෙන් ම මෙන් ම ඉතිහාසයේ තවත් බොහෝ සිදුවීම් තුළින් ප්‍රකට වේ.

ආශ්‍රේය ග්‍රන්ථ නාමාවලිය

ප්‍රාථමික මූලාශ්‍රය

සිංහල බෞද්ධවාදය, 1998, ඩී. ඩී. එස්. ගුණවර්ධන (සංස්.), සමයවර්ධන මුද්‍රණාලය, කොළඹ.

නිකාය සංග්‍රහය, 1934, පී. කේ. ඩබ්. සිරිවර්ධන (සංස්.), පී. කේ. ඩබ්. සිරිවර්ධන පොත් ප්‍රකාශකයෝ කොළඹ.

අලකේශ්වර යුද්ධය, 1965, ඒ. ඩී. සුරවීර (සංස්.), රත්න පොත් ප්‍රකාශකයෝ, කොළඹ.

සද්ධර්මරත්නාකරය, 1955, ධර්ම කීර්ති ශ්‍රී සුගුණසාර (සංස්.), කලපලුවාවේ රත්නාකාර පොත් වෙළෙඳ ශාලාව, කොළඹ.

කෝකිල සන්දේශය, 1962, එම්. එච්. එල්. ජයසූරිය (සංස්.), මහාබෝධී මුද්‍රණාලය, කොළඹ.

හංස සන්දේශය, 1979, ජී. එස්. බී. සේනානායක (සංස්.), ප්‍රදීප ප්‍රකාශකයෝ, කොළඹ.

හංස සන්දේශය, 1979, කේ. ඩී. පී. වික්‍රමසිංහ (සංස්.), සීමාසහිත එම්. ඩී. ගුණසේන සහ සමාගම, කොළඹ.

පැරකුම්බා සිරිත, 1954, ශ්‍රී වාල්ස් ද සිල්වා (සංස්.), සීමාසහිත එම්. ඩී. ගුණසේන සහ සමාගම, කොළඹ.

ගිරා සංදේශය, 2001, ඩී. ඩී. එස්. ගුණවර්ධන (සංස්.), සමයවර්ධන පොත් සමාගම, කොළඹ.

සැළලිහිණි සන්දේශය, 1966, ජී. එස්. බී. සේනානායක (සංස්.), ප්‍රදීප ප්‍රකාශකයෝ, කොළඹ.

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Epigraphia Zeylanica (E.Z.), III, IV, V

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***Synthesis and characterization of sodium cobalt oxide nanostructures
for sodium-ion batteries***

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Abstract

The secondary lithium-ion battery has been widely used in various kinds of personal digital accessories, and is expected to be further spread into larger-sized applications such as power sources of hybrid automobiles. While cathode materials for secondary lithium-ion battery have been so far made mostly from lithium cobalt oxide, the development of substitute materials is essential because of the depletion and increasing prices of lithium and cobalt resources.

The sodium-ion secondary battery is an alternative for the lithium ion rechargeable battery that made utilizing mostly abundant sodium which has high electrochemical potential after the lithium. Therefore, in this study we have synthesized sodium cobalt oxide by the solid state reaction of cobalt carbonate and sodium carbonate at 700 °C. The product was characterized by an X-ray diffraction (XRD) technique.

The preliminary studies showed the cell has discharge capacity of 40mAhg⁻¹ discharging at current rate of 75mAhg (World Energy Issues Monitor, 2012). Further studies are needed to test for long cycle life and other battery performance requirements.

Keywords: *Rechargeable Batteries, Sodium Cobalt Oxide, Cathode Material.*

Introduction

Declining global energy resources have drawn the attention of the world to find new avenues of meeting the future energy demand. It is not only to cater to the current consumers of energy but also to the category of underprivileged to access their domestic needs of energy. It is found that 1.4 billion people live without access to electricity out of which 67% of them live in Asia^[1]. The storage of energy is another dimension that should be looked into, parallel with its generation because energy from renewable sources such as hydropower, solar and wind are not sometimes available at the time of demand.

In order to develop new electrochemical power sources, world research efforts have been focused on rechargeable batteries. Research on lithium and sodium ion rechargeable batteries was started in the early years of the 1980s. Comparatively, the lithium ion rechargeable battery was chosen to be developed first because of its higher energy densities (Kim et al, 2006).

Because of the limitation imposed by the high cost of lithium metal, sodium has been promoted as a substitute for rechargeable batteries (Terasaki, 2003, Shin et al, 2002). The abundant sodium resource is easily accessible compared to lithium. Currently, a growing trend of sodium replacement in lithium ion rechargeable batteries has emerged and intense research work has already been initiated.

The present study involves the utilization of sodium cobalt oxide as the cathode material of sodium ion rechargeable batteries due to its remarkable physical and chemical properties. Na_xCoO_2 is synthesized, characterized and utilized in sodium ion rechargeable batteries to evaluate its performance.

Methodology

Polycrystalline samples of Na_xCoO_2 were prepared by a solid-state reaction where, starting materials, sodium carbonate (Na_2CO_3) and cobalt(II) oxide (CoO) were mixed in a molar at the ratio of Na to Co, $x= 0.2, 0.3, 0.5, 0.7, 1$. Then the mixtures were sintered at 750 °C for 12 hours repeatedly, after grinding at the end of each sintering, until a blackish homogeneous powder was obtained.

X-ray diffraction (XRD) characterization was performed on the resulting powder with Bruker D8 Focus X-ray Diffractometer using Cu K_α radiation to analyze the structure of the sample. Crystallographic information was obtained with the aid of the ICDD database.

The developed Na_xCoO_2 were then used as the cathode material in sodium-ion batteries using the following fabrication process. A slurry was first made by grinding

1 World Energy Issues Monitor (2012). World Energy Council 2012 Report, p. 8.

Na_xCoO_2 85% with 5% acetylene black (AB) and 10% polyvinylidene fluoride (PVdF) dissolved in 1-methyl-2-pyrrolidinone (NMP) as the binder and casted on a stainless steel plate and then allowed for slow drying at 120 °C.

The half cell construction of the battery was performed in the Na_2 atmosphere with sodium foil as the anode Polyester membrane placed as the separator was soaked with the electrolyte where the electrolyte was a 1M solution of NaClO_4 in propylene carbonate. Charge discharge tests were performed to discover the charge retention of the rechargeable cell.

Results and Discussion

The samples corresponding to different molar ratios of Na_xCoO_2 where, $x = 0.2, 0.3, 0.5, 0.7, 1.0$ were scrutinized by charging/discharging tests. The charging and discharging of the $\text{Na}/\text{electrolyte}/\text{Na}_x\text{CoO}_2$ cell was carried out at a rate of 100 mA/g. The open circuit voltage of the cell was about 2.5 V and discharging of the cell was done until the cell voltage dropped down to 0.5 V.

Figure 01: Charge capacity on Sodium combinations to Cobalt synthesis- Na_xCoO_2

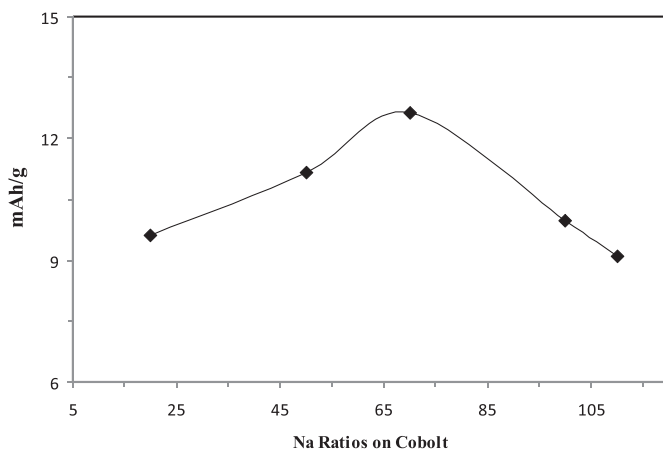


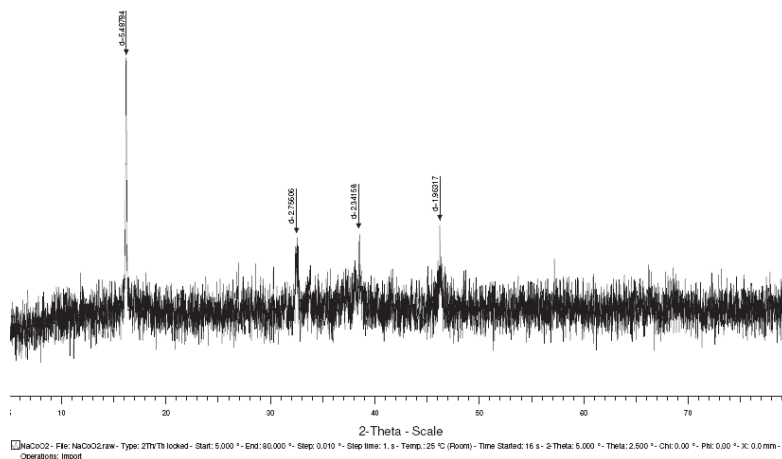
Figure 1 shows the dependence of the capacity of the cell on different Na and Co molar ratios. Initial introduction of sodium in the cobalt(II) oxide has made the capacity increase slightly, followed by a gradual decrease after reaching the maximum point as the cathode material occupy sodium higher than $x = 0.7$ mole fraction.

This study was aimed at selecting the maximum capacity retention sodium molar ratio for which further tests were conducted with the intention of studying the best composition of cathode material at the cell usage.

The XRD tests were performed for the cathode material to monitor the formation of the crystalline structure. XRD patterns of the Na_xCoO_2 sample for $x = 1.0$ is shown in

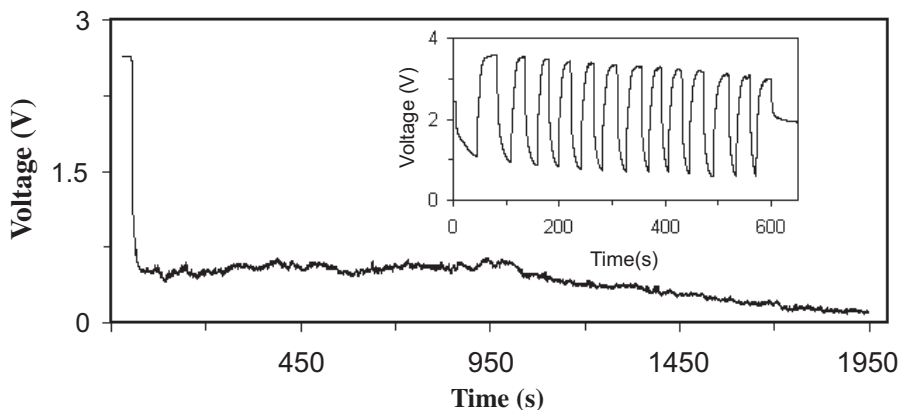
Figure 2. The amount of sodium affects the structure of the sodium cobalt oxide, as is observed in the final product when $x = 1$. Comparison of the peaks of the XRD pattern of the samples with the standards, confirms that the synthesis route leads to the formation of NaCoO_2 at $x = 0.1$.

Figure 02: XRD pattern of Na_xCoO_2 for $x = 1.0$.



The apparent XRD peaks of the sample observed for 2θ values of XRD at 16, 33, 38 and 46 degrees matches with the standard confirming the proper synthesis of sodium cobalt oxide which is the active cathode material of the secondary sodium-ion battery. The crystal size of the sodium cobalt oxide was about 42 nm calculated using Scherrer's equation for the peak appearing at 16 degrees in the XRD.

Figure 03: First discharge in the cell made of $\text{Na}_x\text{CoO}_2(x=0.7)$. Insertion is for ten charge discharge cycles of the same cell.



The charge / discharge is another cycling method to study the retention capacity of charges in a rechargeable battery. By this method the amount of charge which could be retained with time could be calculated. The cathode of the cell that was used is Na_xCoO_2 ($x=0.7$), and this was discharged at a rate of 0.75mA until it reached a voltage of 0.1V. The retained capacity value was then calculated to be 40 mAh/g.

The inset in Figure 3 demonstrates more than ten charge / discharge cycles which continued until it reached faltering levels of each cycle and the stability was monitored. The cell reported a voltage of 2.6 V initially and at no-load level again it reached a value just more than 2.3 V after undergoing eleven charge discharge cycles. These patterns establish the stability of the cell developed in this study.

Conclusion

Highlighting the potential of the sodium ion batteries comparable to the lithium ion batteries, the suitability of a cathode material was tested with the introduction of sodium to cobalt(II) oxide with certain selected sodium ratios. The highest charge retention was obtained for cells of Na_xCoO_2 with the ratio $x = 0.7$. Further tests on the same cell were done and the XRD diffraction technique was used to conform the structure. By Scherrer's equation, the average particle size of materials was calculated to be the average size of ~ 42 nm. The number of charge / discharge cycles confirmed the potential stability of these cells.

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An empirical analysis of globalization and economic integration in the Nigerian economy

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Abstract

Trade openness and economic integration are believed to stimulate economic growth due to their influence in integrating world economies and generating better markets. This study examines the impact of globalization and economic integration on the Nigerian economy. Data sourced from Central Bank of Nigeria (CBN), and National Bureau of Statistics (NBS) were analyzed through the employment of multiple regression model of Ordinary Least Squares (OLS). The study examines a unique long-run relationship between economic performances, Foreign Direct Investment (FDI), Exchange Rate, government fiscal status and trade openness. In Nigeria, 80.3% of economic performance is explained by FDI and other explanatory variables. In addition, FDI, exchange rate and government fiscal status impact positively on the economy of Nigeria. However, the trade openness impacts negatively, indicating that Nigeria must be properly keyed into the process of globalization or be marginalized. The study therefore recommends, amongst others, that the country should develop its infrastructural and institutional capacities to encourage investment and exports.

Keywords: Globalization, Economic Performance, Foreign Direct Investment, Trade Openness

Introduction

Globalization means different things to different people, as the word globalization is used in two ways, which is a source of confusion. It is used in a *positive* sense to *describe* a process of integration into the world economy. It is also used in a *normative* sense to *prescribe* a strategy of development based on rapid integration of the world economy. Additionally, its characterization is by no means uniform. It can be described simply as an expansion of economic activities across the national boundaries. There are three economic manifestations of this phenomenon: international trade, international investment and international finance. This also constitutes its cutting edge and forms the basis for economic integration to create pareto-optimal conditions for nations involved; as it is about the expansion of economic transactions and the organization of economic activities across the political boundaries of nation states. More precisely, it can be defined as a process associated with increasing openness, growing economic interdependence and deepening economic integration in the world economy.

A quick look at the past two decades reveals that globalization and economic integration have accelerated due to factors like technology development: embracing telephone, computers and internet. And the Economic Community of West African States (ECOWAS) is greatly affected by the process as they entail the breaking down of national economic barriers, financial activities, production activities as well as the power of trans-national cooperation.

It is however, important to note that though West African States are affected by the globalization and economic integration process, the economically better and stronger countries are the major ECOWAS players who control the process and policies, and are able to maintain control over their own national policies as well as determine the policies and practice of the economic organization.

The background to the creation of ECOWAS was the unprecedented arrival of two Heads of State (of Nigeria and Togo) in May 1975, to a summit in Lagos to give birth to the formation of ECOWAS as they formally approved its establishment and signed its treaty with their country's ratification. Also unprecedented was the fact that within a matter of weeks, all sixteen West African countries ratified the treaty. However, following the withdrawal of Mauritania in December 2000, membership dropped to fifteen. Moreover, it is perceived that the integration of economies is imperative as it would engender pareto-optimality in the allocation of resources to foster economic growth.

There are numerous scholarly articles as well as speeches given on globalization and economic integration of Nigeria regionally and globally. Adedeji (2002) argues that there has been an increasing trend of globalization and integration in the ECOWAS

region but there is yet to be positive impact on development and poverty alleviation in the region. He however, failed to highlight the advantages and effects of globalization in the region, though he commended the ECOWAS Monitoring Group (ECOMOG) for maintaining world regional peace.

There are other analyses on globalization and economic integration but not without shortcomings as regards the nature of the relationship between the macroeconomic variables and the indices of globalization and economic integration. It is against this background that this paper is set- to highlight clearly, even to the average person, the impact of globalization through economic integration on economic growth and development, the channels in which this impact can be created as well as the challenges, risks and consequences associated with globalization and economic integration in Nigeria. The paper also suggests the way out for Nigeria and ECOWAS, using interpreted results of regression analysis of the data obtained from secondary sources.

Objective of the Paper

The main objective of this paper is to empirically evaluate the trends as well as impact of globalization and economic integration on the economy in the ECOWAS region with greater emphasis on Nigeria.

Other specific objectives are to discuss the challenges of globalization and economic integration faced by ECOWAS in general, and Nigeria in particular. Secondly, to examine the possible channels through which globalization and economic integration make an impact on economic growth and development.

Review of Literature

Globalization and economic integration are central to economic development of every nation. As a result, many scholars from different fields of endeavor advocate that special attention should be given to this subject.

According to Marwa, (1999), globalization is the latest technological effort in reducing the physical distance among nations and societies of the world through information transfer at a speed that is hitherto unknown in information technology. He further buttressed that this development is capable of transforming a country from being a dependent nation to a self- sustaining and economically viable one.

Collier (1998) viewed globalization as a process of integration in product and financial market. In economic sense, it is seen as a progressive and intricately structured division of labour on a worldwide basis. Expatiating on this point, Elaigwu (2000) argued that globalization means the relative liberalization and homogenization of the

globe as a result of the technological revolution, which encourages or facilitates the global economy to be liberalized rapidly. Thus, there is a widening and deepening of international flows of trade, finance and information in a single global market, which would in turn produce the outcome for human welfare and economic development.

According to United Nations Reports (1999), globalization is a process by which value systems, economic activities, cultural and social systems are fast converging and becoming standardized and interdependent. This means that people's lives around the globe are linked more deeply, more intensely, more immediately than ever before. To the mind of sociologist, Roland (1992), globalization is seen as the compression of the world and the intensification of consciousness of the world as a whole. Paying credence to this fact, Giddens (1990), viewed globalization as the intensification of world social relations which link distinct localities in such a way that local happenings are shaped by events occurring many miles away.

Shafaeddin (2005) defines globalization as the development of a global network in the form of international consortia, cross-licensing agreements and joint ventures, the aim of which is either to reduce the cost of production by finding low-cost suppliers of production, material inputs and intermediate products or by expanding their market scope to enjoy economies of scale.

Therefore, in view of all the submissions on globalization, it is the position of this paper that globalization is defined as extreme competition among nations of the world that is characterized by the multiplicity of linkages and interconnections between states that make up the present world system.

On the part of economic integration, it can be said to be any type of arrangement in which countries agree to coordinate their trade, fiscal and monetary policies. Obviously, there are many degrees of integration such as, Preferential Trade Agreement (PTA), Free Trade Area (FTA), custom union, common market, economic union and monetary union.

Regional economic integration is therefore viewed as the legal and institutional relationship within a region in which economic transactions take place or as the market relationship among goods and services. As a sub-system of international relations, regional groupings involve interactions among various groups in the international economic system ranging from conflict to cooperation.

Regional integration is an effective means to attain high levels of economic growth by all the countries involved when it is seen as a process and not an end itself. Moreover, an important concern which should motivate integration is the benefit derivable from regional and global integration arrangements. One of the benefits is the growth effect

which has been found to be significant (Oyejide, et al, 2003). International evidence suggests that regional integration is capable of providing mutual benefits to all countries involved.

Theoretical Explanations

This section focuses on the theoretical explanations advanced by several scholars on the subject of globalization and trade, which cut across virtually all disciplines of human endeavors.

In this study, three theories are used so as to underlie the point of departure and controversies surrounding the understanding of globalization and its attendant consequences on Nigerian foreign trade. These theories are: Liberalism, Realism and Marxism.

Liberalism

The liberals believe that globalization is a national out-growth of capitalist development. Smith (1776), the pioneer classical liberal thinker argued in his work, *An Enquiry into Nature and the Causes of the Wealth of Nations* that national wealth and power are a derivation of economic growth and that trade is the lubricant of the globalization game that can enhance the engine of growth. The liberal thinkers also stated that nations should specialize in what they can produce best in order to be wealthy and powerful, and that the market should regulate itself through the invisible hand (market forces of demand and supply), a principle of laissez-faire extended globally. In agreement with the liberals, Gilpins (1986) stated that economic specialization produces gains in productive efficiency and national income. He further noted that the neo-liberals advocated the deepening of globalization through the dismantling of official regulations. This assertion was buttressed by Breton Woods Institutions (IMF and the World Bank), WTO and the mainstream academic economists.

However, the basic weakness of this theory as lamented by Milton (2001) is the assumption that all nations are equal. He argued that the theory has polarized nations into an international division of labour where poor countries specialize in the production of mostly primary commodities without the option of opting out.

Realism

The second school of thought on this subject is Realism whose tradition is identified with the Mercantilist writers of the early modern period, such as the German historical school of late 19th century and economic nationalists of the 20th century. Proponents of this school include Alexander Hamilton, George Hegel, Johann Fische et al. Milton, (ibid) argued that Hamilton, a leading scholar of this school, demonstrated that manufacture is superior to agriculture. Thus, every nation should be able to create essentials of national

supply. The theory centers on protectionism, industrialization and state intervention in trade. The relevance of this theory is that nations, which concentrate and excel in manufacturing or production of industrial goods, are the significant beneficiaries of globalization, because they will accumulate wealth and power to themselves, while the primary producers of raw materials are clear losers in the global economy.

This theory has been criticized on the grounds that economic interest can be pursued to the detriment of other nations and the whole international economy. This could lead to insecurity through inequality, exploitation of weak and vulnerable nations and creating an arena of global conflict. This in essence, forms the basis of the Marxist argument.

Marxism

In his submission on Marxism, Wallestein (1997) traced the origin of Marxist theory to works of Karl Marx (1818-1883) and Fredrick Engels (1820-1895). Wallestein (ibid) submitted to the works propounded under the auspices of underdevelopment and dependency scholars of classical Marxism such as André Gunder Frank, Samir Amin, and Walter Rodney et al. Karl Marx observed that the history of all hitherto existing societies is the history of class and class struggle. To the Marxists, globalization is tantamount to imperialism. They vehemently lament that an equitable distribution of trade benefits cannot be obtained within a capitalist system, characterized by gross exploitation of weak nations.

In consonance with Marxist theory, Akinsanya (2002), described globalization as the latest stage of European economic and cultural domination over the rest of the world. Submitting to this, Toyo (2009), lamented that the current global economic crisis which the world has found itself in is a consequence of the greedy and antagonistic competition of the capitalists, where even human beings are sold and killed, all in attempts to make money. He cried out that capitalism is returning the world to the era of slavery. However, in his criticism, Iyoha (2005), identified the weakness of Marxism as its failure to bail the third world nations from the shackle of capitalist biased system. He concluded that the submission of Marxism is no longer useful and effective in explaining contemporary global matters of trade and economic development.

The viewpoint of this paper is that globalization has become an irreversible phenomenon, not even a matter of choice, although it has adverse consequences for a significant proportion of the world's population, which is quite incapable of facing its challenge. Developing countries such as Nigeria seem to be facing major challenges posed by globalization as the world becomes more integrated. Thus, the argument presented in this paper is in conformity with realist and liberalist theories.

Methodology

Methodology

The study makes use of the econometric procedure in estimating the relationship between the indices of globalization and economic integration and economic growth from 1981 to 2010. The data that are sourced from the secondary sources: Central Bank of Nigeria (CBN), National Bureau of Statistics (NBS), International Monetary Fund (IMF), journals and bulletins are utilized using Ordinary Least Squares (OLS) technique as contained in E-View 5.1 [see Table s1r 2].

Model Specification

Generally speaking, in economics it is believed that change in one variable may result in changes in one or more variables. As a result of this we have a functional relationship between the variables of the study as;

$$GDP=f(FDI,ER,GFS,DTO) \dots\dots\dots (1)$$

And the econometric form of it as a model is;

$$GDP=\alpha_0+\alpha_1FDI+\alpha_2ER+\alpha_3GFS+\alpha_4DTO+U \dots\dots\dots (2)$$

Where

- GDP= Real Gross Domestic Product growth rate
- FDI= Foreign Direct Investment
- ER= Exchange Rate of Naira to US Dollar
- GFS= Government Fiscal Status (deficits or surplus)
- DTO= Degree of Trade Openness
- α_0 =Intercept
- α_1 = Coefficient of FDI
- α_2 = Coefficient of ER
- α_3 = Coefficient of GFS
- α_4 =Coefficient of DTO
- U= Stochastic Random Term

With the apriori expectation that is based on economic theory that, high level of FDI, GFS and DTO have positive relationship with the real GDP.

Data Analysis and Results**Table 1: Descriptive Statistics**

| | ER | GDP | GFS | FDI | RESID | SER01 | DOP |
|-------------|----------|----------|----------|----------|----------|----------|----------|
| Mean | 46.87296 | 319029.8 | -73734.8 | 12825.63 | 1.35E-13 | 16404.93 | 5.311111 |
| Median | 21.89000 | 275450.6 | -22116.1 | 6263.700 | -11300.6 | 29323.90 | 1.600000 |
| Maximum | 133.5000 | 634251.1 | 32049.4 | 55999.30 | 150073.7 | 78409.80 | 19.00000 |
| Minimum | 0.610000 | 183563.0 | -301402. | 584.9000 | -30189.8 | -78355.5 | 0.000000 |
| Std. Dev. | 53.60376 | 131849.5 | 94353.88 | 14611.46 | 36204.21 | 40261.31 | 6.180013 |
| Skewedness | 0.710437 | 1.139965 | -1.08398 | 1.610114 | 2.844718 | -0.98737 | 1.082234 |
| Kurtosis | 1.663327 | 3.124755 | 3.025947 | 4.627281 | 12.09701 | 3.270950 | 3.095768 |
| Jarque-Bera | 4.281272 | 5.865355 | 5.288295 | 14.64515 | 129.5160 | 4.469652 | 5.280851 |
| Probability | 0.117580 | 0.053254 | 0.071066 | 0.000066 | 0.000000 | 0.107011 | 0.071331 |

Extracted from the E-View 5.1 output

From the descriptive statistics in Table 1 above, it can be seen that standard deviation of GDP is far more than FDI, GFS, ER and DOP. In addition, GDP has the highest coefficient of variation while DOP has the lowest of all. This indicates that the most volatile variable is the GDP followed by GFS and DOP respectively. The Table also reveals that Kurtosis exceeds 3, pointing out the presence of fat tails which can also be seen in GDP, GFS, FDI and DOP but not in ER. In addition, the negative skewedness and significance of Jarque-Bera test statistics imply deviations from normality. The five variables possess similar characteristics which are common with most series.

Table 2: Regression Results

Dependent Variable: GDP

Method: Least Squares

Date: 20/10/12 Time: 20:18

Sample: 1981 2010

Included observations: 30

| Variable | Coefficient | Std. Error | t-Statistic | prob. |
|----------|-------------|------------|-------------|--------|
| C | 168876 | 17982.1 | 17989.3 | 0.0000 |
| FDI | 1.082895 | 1.03193 | 1.03084 | 0.0006 |
| ER | 907.55 | 1034.43 | 1035.38 | 0.1175 |
| GFS | -0.03997 | 7064.89 | 0.2914 | 0.0711 |
| DTO | 12043.98 | 0.291561 | 7065.981 | 0.0713 |

| | | | |
|--------------------|-----------|-----------------------|----------|
| R-squared | 0.830458 | Mean dependent var | 21.37273 |
| Adjusted R-squared | 0.803332 | S.D. dependent var | 18.67785 |
| S.E. of regression | 17.29598 | Akaike info criterion | 8.597517 |
| Sum squared resid | 9273.675 | Schwarz criterion | 8.688214 |
| Log likelihood | -1083.340 | F-statistic | 30.61411 |
| Durbin-Watson stat | 0.627475 | Prob (F-statistic) | 0.000011 |

E-view 5.1

From the regression results in Table 2, 1% increase in foreign direct investment brings about the same 1% increase in GDP, 1% increase in exchange rate brings about 907% increase in the value of GDP, on the part of trade openness, 1% in it results to a large increase of over 1000% increase in GDP. However, from the results, 1% increases in government fiscal status leads to almost 0% decrease or increase in real GDP.

The value of R-squared (R) is 0.830458 and when it is adjusted (\bar{R}) is 0.803332. This is consistent with the statistical criterion that $0 < R^2 < 1$. The implication of this is that about 83% of the total variation is explained by the regression relationship between GDP and the determinants of globalization and economic integration which are the explanatory variables (FDI, ER, GFS and DTO) in our model.

There is a higher F-calculated compared to the tabulated F value. This indicates that our model is adequate and therefore statistically significant at 5% level of significance. The DW value of less than 2 indicates the presence of serial/auto correlation of the error terms of the variables.

Table 3: Unit Roots Test Results

| Variable | ADF | 1% | 5% | 10% | Order of integration |
|----------|-----------|---------|---------|---------|----------------------|
| GDP | -3.739476 | -3.6955 | | | I(1) |
| FDI | -6.719118 | -3.6959 | | | I(1) |
| ER | -3.102458 | | -2.9750 | | I(1) |
| GFS | -4.861758 | -3.6852 | | | I(1) |
| DOP | -1.727109 | | | -1.6218 | I(0) |

Extracted from the E-View 5.1 output

Table 3 shows the unit root test of stationarity of the variables and the residuals. It can be seen that all variables with the exception of Degree of Trade Openness (DOP) passed the stationarity tests at first difference because their Augmented Dickey Fuller value is greater than the critical values at either 1%, 5% or 10% levels. Likewise all variables are integrated of order (1) with exception of DOP that is integrated of order (0).

Conclusions

This study reflected the implication of globalization and economic integration in Nigeria. It is observed from the findings that globalization does not guarantee equitable distribution of global and regional wealth but has made most people and countries better off. Optimal benefits of globalization and economic integration can only be achieved when the laid down requisites for globalization are met. It was discovered that trade openness, is an ingredient of globalization. It entails the ratio of trade in GDP. All other variables that are indices of globalization and economic integration contribute positively to GDP in Nigeria with the exception of Government Fiscal Status (GFS) that showed a negligible but negative effect on GDP. This can be attributed to the fact that there is no genuine fiscal discipline on the part of policy makers of government in Nigeria.

The fundamental fact is that globalization is an unstoppable process, as it is a natural development of human efforts in finding ways and means of overcoming the barriers imposed by distance and differences. Any country or region that opposes globalization and integration or does not create a conducive environment will be ousted from the process and will be marginalized. As Greenspan (2001) noted, the globalization process may generate victims of progress.

Recommendations

The problem of globalization and economic integration is not that it is harmful in themselves, but the increased risk that comes with their increased benefits may be harmful. The challenge is to realize these increased benefits without their associated increased risks. The risks or negative impacts are predominant in the Nigerian economy in particular, and the economies of West African countries in general. This is because they are not ready for full scale globalization, and at the same time cannot stop the process.

Following are some suggested recommendations so as to manage the risks and maximize the benefits that come with globalization and economic integration so as not to be a victim of progress and then be marginalized;

- a. The member countries of ECOWAS should pursue broad-based growth strategies that will empower the poor nations to bring about rapid and sustainable development in the region.
- b. The Nigerian government should create efforts directed at enhancement of strategies that will make the country technologically advanced and independent.
- c. There should be conscious effort to develop other sectors of the economy so as to reduce imports and encourage exports, as well as reduce dependence on the oil sector, thereby adjusting unfavorable balance of payment.

- d. Nigeria as a country should develop its infrastructural and institutional capacities to encourage investment.
- e. The government needs to continue meeting the basic needs of its people as it has been observed that countries that benefit most from globalization are those that meet the basic needs of their citizens in a sustained manner.

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Opposition parties and democratic consolidation: A comparative analysis of Sri Lanka and Nigeria's democracies

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Abstract

The survival of any democracy depends largely on the functions of the existing institutions within the social system. Political parties in our modern day democracy were identified as one such important institution. It has been observed that without well-functioning parties, governments and legislatures have little chance of representing wider society in a meaningful way. Parties are the bridge between government and society, both in the ways they translate society's demands into political ideas and programs, and in the way they hold government to account on society's behalf. Therefore, the need for strong and sustainable political parties with the capacity to represent citizens and provide policy choices that demonstrate their ability to govern for the public good cannot be over-emphasized. This paper uses content analysis and interviews to examine the role played by opposition parties in democratic consolidation in emerging democracies such as Sri Lanka and Nigeria. It is also the objective of the research to determine the effectiveness of the political parties in containing the challenges of growing complexity of anti-democratic forces.

Keywords: Social System, Political Parties, Sustainable, Democratic Consolidation

Introduction

The survival of modern day democracy depends largely on the existence and effective functioning of institutions of government, as well as other institutions within the social system, such as political parties, civil society organizations, and the media. Although political parties worldwide, suffer serious setbacks; and are increasingly seen as corrupt, run by people who are more interested in their own advancement than the good of the people they represent, democracy is inconceivable without political parties. They provide the needed support for a balanced functioning of the democratic system. Political parties in collaboration with the above institutions play an important role as a vehicle of political change. They recruit leaders, disseminate information, simplify voting choices, encourage competition, unify the electorate, connect society and the state, and manage conflicts of interest to provide a platform for unity in heterogeneous societies such as Sri Lanka, and Nigeria. As an opposition, parties serve as vanguards that protect the country (national interest) from the government (elite/leadership).

Democracy needs strong and sustainable political parties with the capacity to represent citizens and provide policy choices that demonstrate their ability to govern for the public good. With an increasing disconnect between citizens and their elected leaders, a decline in political activism, and a growing sophistication of anti-democratic forces, democratic political parties are continually challenged (Johnston, 2005). While the importance of political parties is obvious for the survival and durability of democracy, given the above explanation, it is axiomatic to say that for there to be strong and sustainable democracy there is need for vibrant opposition parties. This study sets out to examine the role of opposition parties in Nigeria and Sri Lanka, their effectiveness in strengthening democracy, and the existing challenges, and the possible solutions to mitigate those challenges.

Research objectives

The study is set out to achieve the following four objectives: to examine the contribution of opposition parties in democratic consolidation in the two countries; to determine the effectiveness of the opposition parties in meeting the challenges of democracy in Sri Lanka and Nigeria; to identify the problems of opposition parties, and to look for possible solutions to these challenges.

Methodology

The method adopted in the course of this research is content analysis using mainly secondary data; complemented with interviews to balance the information. The secondary data include existing literature on the topic such as books, journals, conference papers, and newspapers.

Conceptual Clarification

Democracy:

The term “democracy” is derived from two Greek words – demos (or people) and kratos (rule). By implication, democracy means the acceptance of the basic equality of men and women as humans and the basic responsibility of all adult men and women for their own destiny. Norberto Bobbio (Ogundiya, 2011) defined democracy as a cluster of rules permitting the broadest, surest, direct and indirect participation of the majority of citizens in political decisions. For example, in decisions affecting the whole community, (Caron, 1992 in Ogundiya, 2011:3). It is also viewed as a “system of elected representative government operated under the rule of law, where the most significant groups in the population participate in the political process and have access to effective representation in the practice of making governmental decisions. That is of allocating resources.” (Dahl, 1982:11).

Democracy is a fluid term employed by people from diverse backgrounds and ideological persuasions (Bilkisu, 2002). Democracy is a very controversial concept with numerous and contradictory definitions which reflect systems of ideology. For instance, we have ‘People’s democracy,’ ‘Guided democracy,’ and ‘People’s democratic dictatorship’ as in the Chinese model. However, important and common to all these variant democracies is that they are not personal rule, and that they are different from authoritarian/ dictatorial rule. There are three main models of democracy along which many modern nation states predicate their political systems, namely: liberal democracy, socialist democracy, and direct democracy (Jega & Wakili, 2002, Malam, 2009).

Representative democracy, as a style of government, is based on a number of assumptions, and has a number of defining properties, which according to Kornberg (1992), include, but are not necessarily limited to: (1) The legitimacy of the government rests on a claim to represent the desire of its citizens. That is, the claim of the government in obedience to its laws is based on the government’s assertion to be doing what the people want it to do. (2) The organized arrangement that regulates this bargain of legitimacy is the competitive political election. Leaders are elected at regular intervals, and voters can choose among alternative candidates. In practice, at least two political parties that have a chance of winning are needed to make such choice meaningful. (3) Most adults can participate in the electoral process, both as voters and as candidates for important political office. (4) Citizens’ votes are secret and not coerced. (5) Citizens and leaders enjoy basic freedom of speech, press, assembly, and organization. Both established parties and new ones can work to gain members and voters (Malam, 2009). The constitutional existence of these principles and their application are entirely different things altogether. Democracy is determined by the effective application of these principles.

Political parties in the democratic system

A political party is a social group as defined by Herbert Simon (1983), as a system of interdependent activities characterized by a high degree of rational direction of behavior towards achieving common acknowledgment and expectation. It is different from other social groups, such as labour unions and other associations because of the unique functions a political party performs for the system, such as organizing public opinion, communicating demands to the centre of governmental decision-making and political recruitment. This is why a political party is taken as a useful index of the level of political development. Hence the relationship between a viable party system and a democratic order is self-evident, (Omoruyi, 2001). Parties in theory, provide the medium through which the accountability of the executive and the legislators to the electorate is exercised through periodic elections under multiparty electoral politics. Kiiza, (2005), identified a number of important variables obtainable in an ideal democratic setting, among others:

That in competitive multi-party politics, the party that is elected to form government seeks to enact into law a number of policies and programs (oftentimes consistent with their election manifesto). Opposition parties are on the other hand free to criticize the ruling party's policies, ideas and programs and offer alternatives. Democratic parties recognize and respect the authority of the elected government even when their party leaders are not in power; that, the notion of a loyal opposition is central to any true democracy. It means that all sides in the political debate – however deep their differences – share the fundamental democratic values of freedom of speech, the rule of law and equal protection under the law; that, parties that lose elections become the opposition. The opposition, then, is essentially a “government-in-the-waiting. And that for a culture of democracy to take hold, opposition parties need to have the confidence that the political system will guarantee their right to organize, speak, disagree and/or criticize the party in power. Opposition parties also need to be assured that in due course, they will have a chance to campaign and re-seek the people's mandate in and through regular, free and fair elections. (Kiiza, 2005: 4)

It follows, therefore, that the culture of democracy rests on the principle of majority rule, coupled with tolerance of dissenting views. Democracy also calls for the zealous protection of the fundamental rights of individuals, disadvantaged groups and minorities, even when they disagree with the ideology, policies and agenda of the ruling party. This suggests that non-majoritarian governance is possible or even desirable. By “non-majoritarian” governance is meant a system of rule that strikes an acceptable balance between the rights of the majority (expressed through free and fair elections) and the duty of the polity to accommodate the rights of all (minorities and marginalized social groups, such as women and differently abled people). Non-

majoritarian governance is critical of the 'winner-takes all' ideology of Western liberal democracy. It is driven by the logic of inclusive politics and sharing power among rival claimants to scarce public resources such as power or official jobs (Kiiza, 2005).

Role of Opposition Parties

The following have been identified among others as roles played by opposition parties. These include: (1) Interest aggregation: Political parties are important organs for aggregating the interests of the political community. Interest aggregation often culminates in the articulation/ projection of certain preferences, values and ideologies into the policy and lawmaking process (e.g. in Parliament) and in the budgeting process; (2) Promoting responsible and reasoned debate. This promotes 'national conversation' and pushes democratic discussion to a higher level of political development and maturity; (3) Maintaining touch with the voter-citizen and demonstrating the relevance of politics to ordinary people, and especially, the oppressed, the marginalized, and the disenfranchised; and (4) Opposition parties hold the government to account for its commissions or omissions. Parties present a viable alternative to the incumbent government by designing alternative ideas, principles and policies for governing society. Should the party in power let the voters down, the "government-in-waiting" takes over the reign of power through free and fair election; (5) Parties act as a training ground for future leaders; (6) Parties strengthen the culture of democracy within the party and the political community in general (by, for example, promoting open debate during delegates' conferences, promoting intra-party democratic elections and ensuring accountable use of party finances; (7) Parties work with the Electoral Commission, the mass media and civil society organizations to monitor and improve the quality of voter registration, civic education and electoral transparency; and (8) Opposition parties are the unpaid but dedicated principal researchers for the government in power (ibid).

The experience of political parties in Nigeria

The extent to which political parties perform the above functions largely depends on the level of political institutionalization of political parties and their institutional strengths and by extension, the strengths of democracy. A well institutionalized, political party can serve as a set of mediating institutions through which differences in ideas, interests and perception of political problems at a given time can be managed (Omotola, 2009). From the assessment of Nigerian political parties, findings were that, the present predicament is connected to the past, even prior to independence. Political parties were not national in structure and outlook; this defect, traceable from the pre-colonial era, undermined the possibility of laying a solid foundation for democracy. A platform for establishing national parties for unity in a heterogeneous Nigeria was lost. In the words of Yahya (2006), one aspect of the party system during the first republic was that political parties were not formally registered nor was their formation guided by the constitution. Thus, there were several parties that existed and contested elections

and “many of these parties served local interests, while some were influenced from overseas,” (Malam, 2011: 09). Much damage was caused in the absence of uniform constitutional guidance over the establishment and operation of these political parties.

The trend worsened in the post independent era, with politicians exploiting the divisions within the parties to score political points. Ethnic identity, regionalism and religion, became prominent. Political parties turned into organs not for organizing the broad masses of the country to form the building blocks of a dynamic nation-state, nor for articulating programs to pursue national goals for the majority, but for winning elections by political elites. The parties differed only in names, lacking in substance, democratic ethics, and above all, principles for which ideal parties are known. Politicians easily changed their party affiliations. The party leadership mostly became representative of the membership, and the leader represented the party elite, (Omoruyi, 2001; Junadu, 2011).

The fundamental determinants of affiliation to political party under a healthy democratic system such as ideology, manifesto, credibility of the leadership and nationalism were all lost to parochial appeals. Because of the centrifugal consequences of the ethno-regionalization and the personalization of party politics, particularly between 1951 and 1965; Nigeria has moved towards reform of the party system, such as internal organization or democracy, and recognition and registration by an electoral body (Junaidu, 2011). Junaidu (*ibid*) points out further that the efforts to reform the party system by the military regimes to de-emphasize the personalization of party politics have not (i) resolved the problem of the political mobilization of ethnicity as a salient factor in Nigeria’s competitive party and electoral politics, although they may have domesticated it within the parties; (ii) brought about internal democracy within the parties; (iii) reduced election-related violence; (iv) created an atmosphere conducive to inter-party dialogue and credible competitive party and electoral governance. Therefore, these ethnic based political parties continue to operate to date. Politicians resort to these primordial means to canvass support in elections and even when in power as a shield from other oppositions and the law. Omoruyi (2001) has this to say while assessing the political parties:

There is nothing called organization in these parties to be analyzed. With the exception of the Peoples Democratic Party (PDP) to some extent, the other parties only exist as organization around certain offices in states or in local government areas with no link with the national offices based at Abuja. The PDP is run as factions and caucus with many big men posing members of the Board of Trustees and others posing as Elders and Leaders of the party on the one hand and the President's men on the other. The collision between the arms of the party and the official leaders of the party is inevitable from time to time. (Omoruyi, 2001: 14)

Omoruyi (ibid) is of the view that the so-called political parties are not in competition with one another. They are in factions; these factions are more in competition within themselves than with another party. He further opined that the program of these political parties, the ruling People's Democratic Party (PDP) and the All People's Party (APP) were status quo parties when they were formed, given their capitalist and conservative dispositions. Despite the Alliance for Democracy (AD), and its progressive and radical appearance, none of them seems to have clear policy positions besides wanting to occupy the vacant positions at all levels of the federation. They are mere platforms for contesting elections and not representatives of any interest. Opposition parties are politically undemocratic, structurally weak, and economically dependent without viable sources of funding, leading to compromising issues of participation and democracy. Professional management of parties was ignored leading to lack of party administrative accountability, and high indiscipline. The consequence is the preponderance of so many unethical, unfair and uncivilized practices by party leaders and public representatives of political parties, including public officials. Knowledge, logic, convention, qualification, skill and experience carry little weight. Candidates were mostly appointed by the party leadership leaving no option to the electorate; elections were mostly rigged, abusing the cardinal principle of free and fair elections. This was evident in the past elections with All Nigeria Peoples' Party (ANPP) as an opposition in 2003; and 2007 elections; and of Congress for Progressive Change (CPC) and Action Congress Party (ACP) in Nigeria's 2011 elections. The Opposition party leaders mostly, get co-opted by the ruling party, thereby weakening the opposition and giving the incumbent party a free hand to operate. Public resources and government institutions and properties including security outfits were used to the advantage of the ruling party. One hardly differentiates the party from the government (Bappah, 2012).

Despite a series of constitutional attempts to evolve a party system, which would promote a stable contest between parties, presumably characterized by different programs manifested in issue-oriented ideologies, what emerged in practice was transactional politics based on opportunistic and informal networks of politicking, replete with intra-party factionalism that constantly led to shifting alliances; a situation which unavoidably supplanted the formal structures of party organization.

Opposition Parties and democracy in Sri Lanka

At independence, Sri Lanka had all the trappings of a democratic state and was indeed regarded as a beacon of hope for democracy. Even though few political parties were ideologically oriented, such as the Lanka Sama Samaja Party (LSSP) and the Communist party (CP), (Warnapala, 2010), it had a record of exceptional vibrant-multi-party democracy, and was adjudged, in comparison with the then many emergent nation-states of Asia and Africa, as an exceptionally successful nation of transformation from a colony to independent nationhood and of democratic governance thereafter, (Wilson,

1974). However, in spite of the popular involvement in electoral politics, successive regimes since independence failed to incorporate diverse ethnic groups into the polity through integration, leading to a great divide.

In the time since independence, consideration of religion, language and culture has largely displaced ideology as the issues around which multi-ethnic Sri Lanka's political life evolves. Ethnic struggle and violence between the government dominated by the majority Sinhalese, and militant minority Tamil separatists has dominated the political process (Navaratna-Bandara, 2006; Peiris, 2006; Warnapala, 2010). Sri Lanka drifted into crises mainly due to its failure to manage its economy and polity, the conflict that was generated during the continued exercise of democratic power. These mistakes that were made in the independence constitution, and the economic reforms of the late 1970s, were later to have a chain reaction with other elements leading to a serious drawback in Sri Lanka's democracy and political parties. Some political analysts are of the view that inherent in Sri Lanka's crisis of governance was the introduction and operation of the 'Executive Presidency.' The change to the 'Executive Presidency' that was brought about in 1978, by the then UNP (United National Party) government, gives the President full executive powers as head of the executive arm and the Cabinet of ministers (De Costa, 1985). The introduction of this distorted unitary model, provides a president with unprecedented power that renders epileptic the parliament and the judiciary. The near unlimited power enjoyed by the President led to the exclusion of minorities and minority sensitivities in the sphere of political decision-making (Navaratna-Bandara, 2006). In the words of Javid (2009),

Sri Lanka's experience of the executive presidency has been an unmitigated disaster with the period of its existence described as the worst period in post-independence history, it has disempowered parliament creating a category of servile, sycophantic, opportunistic, politicians without any vision who are unable to make any meaningful contribution to the formulation of national and legislative policy. They are simply a rubber stamp to president's decisions. (Javid, 2009: News)

The powers were increased over time, and with the expansion of executive powers so also was the weakening of the other institutions, parliament and the judiciary. Equally, the same applied to the opposition parties who were powerless before the government. The plight of the UNP is given in Peiris (2006) and Somasundara, (PC), amongst others.

PC Somasundara J. K. an interview with Professor Jaya Kodi Somasundara on Parties and Politics in Sri Lanka, February 16, 2012.

The UNP was identified as a party that had in 1950s and 1970s developed a party organization that extended over the entire country. Despite the fact that the leadership consisted largely of wealthy and socially privileged persons, and though the party policies were associated with mildly liberal brand of conservatism, the UNP was able to draw widespread electoral support from almost all areas other than the predominantly Tamil areas of the Northern province, and from all social groups other than the organized working class in Colombo. (Peiris, 2006: 348).

The economic reforms brought about by UNP-led governments in the late 1970s and other policies and developmental projects were especially scarcely felt in the predominantly Tamil areas of the north. This was believed to be a factor that led to the heightening of economic grievances expressed by the minorities of the region. Again, the social welfare which aimed at the satisfaction of minimum livelihood had a very negative effect on economic growth, and it fell far short of fulfilling the aspirations of the poor, more significantly the scope for upward social mobility through education, a feature of the country's socio-economic advances of earlier times, was no longer in existence (ibid).

Concomitantly, some scholars are of the view that the implicit social contract entered into between the state and its citizens via "social welfare" which began as far back as 1931 becomes inherent in Sri Lanka's democratic realm as a right that any attempt to deviate from it cannot be tolerated, (Guntalleke, 2005). The mismanagement and heavy public expenditure to satisfy the short-term expectations of the electorates is believed to have connections with increasing economic crisis, poverty and developmental stagnation. The policy is understood by the two leading political parties as unhealthy economically, yet none can dare to move it either as a party in power or as an opposition party. In the absence of any meaningful move at sanitizing the political arena with true democratic issues, any party in power exploits the moment to siphon the already scarce resources in the name of "social welfare," leaving the vast majority in abject poverty, especially those in the periphery.

Political parties have resorted to ethnic affiliation and other elemental issues that hinder the attainment of true goals of democracy. This is clearly seen, especially given the fact that the distinction that hitherto existed between the Sri Lanka Freedom Party (SLFP) and United National Party (UNP) has tended to blur with the passage of time. In economic affairs, the SLFP often claimed to pursue a left-of-centre stance (as distinct from a right-of-centre stance) which according to Peiris (2006) observers often ascribe to the UNP. Moreover, the liberal policy brought about by the then UNP government in the late 1970s, in spite of its defeat, was continued by the SLFP-led government with JVP (Janatha Vimukthi Peramuna) as its main partner without any significant departure. Again, the SLFP was believed to have no clear cut policies being a conglomeration

of alliances, its policies largely dependent on the dictates of the radical left, and on external pressures such as those exerted by donors of aid.

The above realities and the new dimension politics is taking, in resorting to primitive appeals, further contributed to the weakening of democracy in Sri Lanka. Given the strategy of divide and rule employed in the People's Alliance (PA) led government that tends to tilt towards the Sinhalese, on one hand, and the emergence of politicians that were believed to be opportunists lacking in experience who were able to make it to the corridors of power not because of charisma, money, media backing or power, but, simply because of the Sinhalese ideal they held firm, and ardent opposition to any proposal which it perceives as having the potential of strengthening the hands of those espousing the cause of Eelam (Peiris, 2006). This was especially evident in the two political parties, namely JVP and JHU (Jathika Hela Urumaya), and was considered the singular factor behind their victory in the 2004 parliamentary elections. JHU's uncompromising stance against the concept of self-determination for the northeast – the core demand of the LTTE, has received significant endorsement from the Sinhalese segment of the electorate especially in the urban areas of the south-west, from which it secured much of its support.

From the assessment made, it is evident that opposition parties in Sri Lanka are structurally weak, small in size, and deficient in terms of tangible alternatives capable of making any political relevance as an opposition. They have no agenda, which is different from that of the ruling party, they have similar appeal and strategy; worse still, they are faced with lack of internal democracy. The only party that seems capable of contending with the ruling party is the UNP which is now in a serious leadership crisis and lacks internal democracy.

The party in power has the upper hand financially, and exploits the disadvantages inherent in the opposition parties. The relevance of opposition parties largely depends on their ability to mobilize a democratically acceptable agenda different from what the incumbent party provides. There is a need for embracing democratically acceptable values, which are objective, impartial, and aim at providing national leadership that can accommodate all; accord fundamental rights of citizens; and provide practical solutions for mutual coexistence among the national diversities.

Recommendations

There is a need to restructure, and re-institutionalize political parties in order to shape democracy. A crucial challenge before opposition parties in both countries is the need to properly restructure internal party organization with the objective of developing a service framework around which citizens' mobilization can take place. Restructuring internal party organization would require clear definition and delineation

of responsibilities. In other words, there is the urgent need to professionalize the workings of the parties if they are to meet the expectations of their respective countries. The goal is to deepen democracy within opposition parties, before parties can become champions of national democracy, human rights and good governance (Kiiza, 2005; Peiris, 2006; Lukman, 2012).

The goals of democracy can only be achieved where and when these institutions are in place; otherwise a true measure of socio-economic development would continue to remain an illusion. Vibrant civil society and independent media are needed for a successful reform of this nature. Equally, the academics, in Sri Lanka should borrow from Nigeria by becoming frontliners of the nation's struggle against government excess. In Nigeria, the Academic Staff Union of Universities plays an important role in strongly opposing government in policies that are perceived to be in the interest of the ruling class and detrimental to the general public and the nation at large.

Conclusion

From the foregoing, it could be concluded that, in both Sri Lanka and Nigeria, parties have not been able to attain a reasonable degree of institutionalization especially in the areas of internal cohesion and discipline. This deficiency has also contributed to the decline of the conflict management capacity of the parties at both intra- and inter-party levels. The parties have found it extremely difficult to emphasize politics of issues. Rather, their mobilization of popular forces has been largely driven by ethnicity/ language and religion, as much as the influence of money politics. In the circumstances, parties have suddenly descended to the level of being used to promote personal and sectional interests at the expense of the collective good, national integration and development of countries, (Lukman, 2012; Junadu, 2011; Navaratna-Bandara, 2006; Peiris, 2006). The incapacity of the parties as opposition could also be attributed to lack of sufficient funds, making it difficult for them to compete favourably with the party in power.

The expected role to be played by parties as opposition was seriously inadequate due to the existing lapses in the parties and the level of commitment of politicians to the national cause. Both countries experimented with the executive presidency, but the excessive power enjoyed by the executive arm seriously undermines the quality of democracy. The ruling parties in the respective countries tend to become so identified with the government, bureaucracy, the legislature, the judiciary, the army and even treasury that their separate character collapses almost completely. These are fundamental challenges to achieving any meaningful contributions to the democratic consolidation of the respective countries. Importantly, in both countries the executive arm is too centralized and enjoys enormous powers, which in themselves suffocate the opposition with little room for survival, unless these powers are checked for democracy to thrive.

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The status of SME programs in Nigeria

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Abstract

Small-scale businesses have been playing an important role in the process of industrial and economic development of most nations. In Nigeria, there has been a decisive shift in the industrialization policy from import substitution to small-scale business development. To promote the development of small and medium-scale businesses, the Federal and State Governments in Nigeria have set up programs to provide various services to small-scale businesses. However, recent reports indicate that the programs have not satisfactorily performed their roles. This study is therefore, intended to highlight the roles and constraints of the programs implemented by the Federal and State Governments. An exploratory research method and secondary data were used in this study. The study reveals that the programs were assigned with roles which could have assisted immensely the small-scale business development in Nigeria. However, factors such as lack of infrastructure, inadequate resources, undue political interference, and lack of readiness or preparedness of small and medium scale businesses to partake in and their lack of awareness on how to benefit from the programs have hindered the programs from performing their expected roles. The study recommends that adequate financial, physical and human resources should be provided for the existing programs.

Keywords: Small-Scale Business, Nigerian Government, Development, Programs, SME

Introduction

Before independence, industrialization in Nigeria focused on making Nigeria the producer of primary raw material for British industries and importer of British manufactured goods. From the early 1960s, the Nigerian Government pursued the program of processing raw materials for export and Import Substitution Industries (ISIs). After that, the Government pursued the program of ISIs more vigorously than the processing of raw materials for export program. The program of ISIs and export processing did not generate employment opportunities proportionally to the number of accumulating manpower needs of the country.

Therefore, in the mid 1960s, the Federal Government under the military, assumed the position of the dominant financial institution of the nation's development projects; most of which were large, and situated in urban centers (CBN, 1975). In order to address the various problems enumerated above, the Federal and State Governments decided to try an alternative industrialization development strategy of Small and Medium Enterprises (SMEs), especially in the early 1970s. The plan was, if given adequate encouragement, SMEs can perform their expected roles towards the development of the Nigerian economy. SMEs are particularly more conducive to the creation of more jobs per unit of investment than Large-Scale Businesses. As important as they are in the development process, their contribution to Nigeria has been less than adequate, owing to various institutional constraints as well as problems inherent in them.

These problems in turn, restricted them from performing their expected roles towards the development of the Nigerian economy. However, the Government realized that the best way to develop SMEs was to reduce or alleviate the problems facing the sector through its institutionalized programs. This study intends to investigate these programs and their constraints in Nigeria.

Literature Review

There is no single, universally accepted definition of Small and Medium Enterprise (SME), but there is some high level of consensus on the importance of SMEs in economic growth and development. Definitional issues and a paucity of data in some areas make any analysis of SMEs difficult. For example, the role SMEs play in community development often remains obscured by the informal nature of their actions - a phenomenon that is often called "silent corporate social responsibility" (Muñoz, 2001). Recent bodies of research, including a report produced by the United Nations Industrial Organization (UNIDO), show that there is widespread consensus on SMEs as labor-intensive, providing more opportunities for low-skilled workers.

The Nigerian economy is dominated largely by Small and Medium Enterprises (SMEs). A small-scale industry represents about 90 percent of the industrial sector in

terms of review against the number of enterprises that contribute 1 percent of GDP (Aruwa, 2007). This is insignificant when compared to countries like Indonesia, Thailand and India where SMEs contribute almost 40 percent of GDP. The Corporate Affairs Commission (CAC) in Nigeria estimated that about 90 percent of all Nigerian businesses in 2001 employed less than 50 people. Similarly, a study conducted by the International Finance Corporation (IFC) during the same period estimated that 96 percent of all businesses in Nigeria are SMEs compared to 53 percent in USA and 65 percent in the European Union (EU) with SMEs in both places accounting for over 50 percent of their respective countries' GDP (HPAC, 2002).

The significance of SMEs in the market economies is global. In the European Economic Area and Switzerland, out of a million enterprises, SMEs account for 99.8 percent. Two thirds of jobs in the regions are in SMEs. The strong performance of the U.S economy in recent years has been driven largely by the creativity of SMEs that accounted for 43 percent of job creation between 1990 and 1997 (US/SBA, 1998). In every country SMEs are a pivotal instrument of economic growth and development. Several studies have confirmed this, including (Ogujiuba & Adeniyi, 2004; Onugu, 2005; Ihua, 2009) data from the Federal office of statistics in Nigeria affirming this when it revealed that about 97 percent of the enterprises in the country are SMEs, and they employed an average of 50 percent of the working population as well as contributing to 50 percent of the country's industrial output. The development plan articulated the need for the Nigerian economy to be self reliant through industrialization, entrepreneurship development, employment generation and development through increasing export trade.

The Government also realized that the types of assistance needed by SMEs if available from private consulting firms or large industrial enterprises might entail cost beyond its capabilities. Therefore, both Federal and State Governments set up various programs and schemes to provide assistance to SMEs in Nigeria. Incidentally, recent reports indicate that the programs and schemes have not been able to address the problems of SMEs. This study intends to highlight the roles and constraints of these programs.

Statement of the Problem

In the past six decades, many developing countries have realized that the development of small scale businesses can play laudable roles towards the overall development of their countries. This awareness made many developing countries, including Nigeria, have a change of direction of industrial development from large scale to small scale business development from the early 1960's. To promote the development of small scale businesses, the Nigerian Government set up various small- scale business development programs to promote small and medium scale businesses in the country. However, these programs over the years received attention of governments and donor

agencies in support of SMEs in the country, but still the programs are not performing their assigned roles. Available evidence shows that there are constraints that prevent SMEs from performing their role (CASSAD, 1992). It has been generally asserted in the Nigerian business circles that small scale businesses have not been able to perform their roles because of the constraints in the government development programs; this gives a gap for this study to investigate. Therefore, there is a need to embark on the study of the SME development programs in order to investigate the existing problems which could have hindered them from playing their expected roles.

Findings

This section of the report highlights the roles and constraints of major programs that Federal and State Governments have put in place for the development and promotion of SMEs in Nigeria. The following are the programs investigated:

1. Industrial Development Centres (IDCs)

The then Eastern Nigeria Ministry of Trade and Industry established in 1962 the first Industrial Development Centre (IDC) in Owerri. The military government took over in April 1970 the operation of the IDC in Owerri and initiated the setting up of other IDCs in other States of the Federation. Primarily, the IDCs aimed at introducing, modern efficient management techniques to SMEs and their owners by rendering technical and managerial services free of charge. The IDCs are expected to render support services for the promotion and development of SMEs in all parts of Nigeria. The main functions of the IDCs as mentioned in the third National Development Plan are as follows: Technical appraisal of loan application, Provision of industrial extension services, Training of entrepreneurs and their staff including management trainees, Applied research into industrial products involving design products for Small Scale Business (SSB), Provision of facilities for training as well as consultative and extension services for proprietors and managers of SME, Helping SME entrepreneurs to purchase and install machinery, and To assist Nigerian States Governments in granting and supervision of small business loans.

Performance of the IDCs has been constrained by inadequate funding, which has been the major stumbling block to the operation of IDCs. Inadequate skilled manpower is another issue; the number of staff was grossly inadequate to offer services that were required by small-scale industries. The IDC staff were not up-to-date with technological changes and appropriate approaches to SME development due to lack of adequate professional training. Inadequate physical facilities at IDC offices is another issue. For example, IDCs lacked adequate technical staff and vehicles required for extension service of delivery. IDCs were handed over to the Small and Medium Enterprises Agency of Nigeria (SMEDAN) in 2009 (Business Day, December, 2009).

2. *Small-Scale Industries Credit Schemes (SSICs)*

SSICs was set up by each State Government in Nigeria in 1971 to give loans to Small Scale Businesses (SSBs) operating in manufacturing, processing or servicing activities with a capital investment not exceeding N150,000 in machinery and equipment only. The loan was to be given for the expansion and modernization of existing SSBs and also for the development of new SSBs of the mechanized type to manufacture relatively sophisticated consumer goods as well as simple producer goods. A special objective of the credit scheme was to encourage a new class of educated and technically qualified entrepreneurs to set up modern small-scale enterprises.

The major constraints that militated against the scheme are loan defaults and loan diversion. A substantial number of the beneficiaries of the scheme diverted loans obtained to support ostentatious expenditure. A lot of the beneficiaries of the scheme formed the habit of not paying back loans when due, even when they had the ability to pay back, which resulted in new loans to other genuine small-scale industries being denied.

3. *Nigerian Bank for Commerce and Industry (NBCI)*

Nigerian Bank for Commerce and Industry (NBCI) was established in 1973, by Decree No 22 of 1973. One of the objectives of the bank was to improve upon the low success of the Small-Scale Industry Credit Scheme. The Federal Government decided to channel its financial support for SMEs through NBCI. The functions of the NBCI include the provision of loans to indigenous persons, institutions and organizations for medium and long-term investment in industry and commerce at more liberal terms than those of commercial banks. The NBCI had been declining since the early 1990s, until it was matched with Nigerian Industrial and Development Bank in 1999 to form the Bank of Industries.

The major constraints of the bank are liquidity and bad operation. These problems were caused by inadequate financial resources, rampant mismanagement of funds, poor administration and political interference. By the 1990s, the problem escalated to the point that the bank could no more perform its role of making loanable funds available to small and medium scale industries.

4. *Credit Guidelines to Financial Institutions*

Among several ways in which the Central Bank of Nigeria (CBN) contributes to the development of SMEs is through its influence on bank credit. Specifically, CBN's annual credit guidelines to commercial and merchant banks stipulated a percentage of their total loans and advances be lent to small-scale industries. For instance, CBN directed in 1970, that all banks should grant a minimum of 35 per cent of their loans and advances to indigenous borrowers, largely SSB borrowers. This was constrained

by lack of readiness or preparation of SSBs themselves for benefiting from the Credit Guidelines. Such problems are: aversion to ownership dilution, aversion to information disclosure, poor accounting standards, shortage of skills, badly prepared feasibility reports on projects to be embarked upon, and inadequate collateral, as well as lack of awareness by SME owners.

5. National Economic and Reconstruction Fund (NERFUND)

The introduction of a structural adjustment program in 1986 and the devaluation of the Naira created problems for SMEs as they grappled with high production costs and rising cost of imported inputs and increasing interest rates following deregulation (Ikhida and Yinusa, 1998). In order to bridge the perceived gap in bank lending to SMEs, the Federal Government set up the National Economic and Reconstruction fund (NERFUND) through the NERFUND Decree No 2 of 1989. The main focus of NERFUND are: (a) The provision of soft, medium to long-term loans for wholly Nigerian owned SMEs in manufacturing and agro-allied enterprises, mining, quarrying, industrial support services, equipment leasing and other ancillary projects: (b) Provision of medium to long-term loans to participating commercial and merchant banks for lending to SMEs for the promotion and acceleration of productive activities in such enterprises. The interest rate payable on funds from NERFUND was expected to be lower than the market rates.

NERFUND was not able to play its role effectively because of the following constraints: (i). Under-funding by the government. (ii) Lack of readiness or preparedness of SMEs to benefit from the program, aversion to ownership dilution and aversion to information disclosure, inadequate collateral. These problems restricted SME access to NERFUND.

6. Working for Yourself and Entrepreneurship Development Program (WFYP/EDP)

The Nigerian Working For Yourself Program (WFYP) and Entrepreneurship Development Program (EDP) were two programs which merged in 1986 to form the local WFYP/EDP program of the Federal Ministry of Industries. The WFYP/EDP consists of the following steps and arrangement: (i) identification and careful selection of entrepreneur trainees; (ii) training of selected entrepreneur trainees, which involves developing their entrepreneurial capabilities such as confidence, business plan preparation et cetera; (iii) the application of the knowledge acquired in the classroom in the field during which the trainees collect data on the technical viability and economic feasibility of the projects arising from (ii) and (iii). Trainees are expected to develop viable businesses or industrial projects; (v) linking the trainees with the appropriate infrastructure and other related assistance, all of which have inputs into the takeoff of the industrial projects in the shortest possible time: and (v) post training support services.

The programs experienced the following constraints: limited funds for lending to successful loan applicants. These problems were due to the fact that the State Governments were not positively disposed to the programs and thus did not provide adequate funds under the scheme as required by the Federal Ministry of Industries. Unwillingness of Commercial Banks to extend credit to many successful loan applicants whom the banks perceived as high-risks was another problem. Lack of adequate physical, human and financial resources for training, and carrying out post training activities like monitoring and evaluation of the training recipients; and non-readiness of entrepreneurs to partake in the program. Inability of the successful trainees to contribute their own financial quota of cost of projects was another shortfall. Many of the successful trainees were unable to put forward the minimum requirement of 25 percent of the cost of the project.

7. World Bank Assisted Small and Medium Scale Enterprises Loan Scheme

The scheme was introduced by the Central Bank of Nigeria and Federal Ministry of Finance on behalf of the Federal Government of Nigeria in the early 1980s. The objectives of the loan scheme include: (i).Enabling SME entrepreneurs to become more competitive through investment in the rehabilitation and expansion of their enterprises and the establishment of new ones. (ii) Reviving production and improving performance of viable enterprises which are currently facing financial difficulties. The first agreement between the Federal Government of Nigeria and the World Bank was signed in 1984 under the scheme I loan scheme, and was administered by the Nigerian Bank for Commerce and Industries. The SME II loan scheme commenced operation in 1990, by the Central Bank of Nigeria. The SME II loan was disbursed through a number of participating banks, comprising Commercial, Merchant and Development banks. The fund for the SME loan scheme was to be provided by the World Bank, SME entrepreneurs and participating banks. The loan scheme has been suspended since March 1994.

The performance of the loan scheme was limited by lack of adequate funds caused by: distress of ten of the twenty participating banks which made it difficult or impossible to service the loans since 1994, insufficient bankable projects by loan applicants, lack of full interest in tapping the fund by the participating banks because of the credit risk exposure especially the exchange risk exposure, and diversion of loans into non-related activities by some loan beneficiaries.

8. Industrial Estates and Layouts

The provision of Industrial Estates dates back to 1958 when the Federal Government in collaboration with the United Nations Industrial Development Organization (UNIDO) built the first Small-Scale Industrial Estate at Yaba, Lagos. Enugu and Anambra States also built one Industrial Estate each in the State capital.

The Third National Development Plan budgeted N60 million as aid to create model Industrial Estates in 12 States of the federation, while the 12 States on their own budgeted N626 million for the establishment and development of these Industrial Estates.

The main constraint of the scheme in recent times is inadequate funding. This problem was due to the following; State Governments were not positively committed to the development of industrial estates. Some Governments earmarked land for Industrial Estates but failed to contribute their counterpart funds for the development of the land. For example, N10 million was voted as the Federal Government's counterpart fund for the development of the estates in 1988, but only N3 million was released. In the 1990-1992 rolling plan, a sum of N5 million was budgeted for the development of industrial estates but nothing was actually released.

9. The Nigerian Industrial Development Bank (NIDB)

Though NIDB which was established in 1964 by the Federal Government aimed at ensuring that credit facilities were provided for medium and large-scale enterprises, it also has the responsibility of funding small-scale businesses with a total capital outlay of not more than N750,000. The bank was in a moribund state in the 1990s before it was merged with Nigerian Bank for Commerce and Industries (NBCI) in 1999.

Following are the major factors, which limited the performance of NIDB over the years: i) Inadequate funding during the introductory stage. Between 1981 and late 1982 the bank enjoyed low interest loans from the Federal Government. The bank also went into the capital market to raise N15 million loans to supplement its foreign currency. Thus from 1983 onwards, until the bank was eventually liquidated it had more constraints and fewer ventures in its operations. ii) Lack of readiness or preparedness of small-scale businesses owners to partake in the program and inadequate collateral. These problems discouraged NIDB to extend loans to many SSBs.

10. Bank of Industries (BOI)

Bank of Industries was set up by the Federal Government in 2000 through the amalgamation of two former Development Financial Institutions - NIDB and NBCI. The Bank has since then been given a mandate by the Federal Government to source funds from multinational agencies outside the country to supplement local investible funds for SMEs. The following are the factors that limited the performance of the Bank: (i). Failure of the Federal Government to release substantial part of the capital base promised to the bank, (ii). Failure of many investors who applied for loans to package bankable loan applications.

11. National Directorate of Employment (NDE)

The National Directorate of Employment was created in 1986 to create job opportunities for Nigerians, especially school dropouts. It has two programs that were of direct relevance to small-scale industries development. These programs are the vocational skills development program and the small-scale enterprises program. The vocational skills development program has the objective of assisting youths to acquire marketable skills that would enable them to be easily absorbed into the workforce. However, those of them who opt out for self-employment would be given tool kits relevant to the apprentices' trade and working capital as loans under the job creation guarantee scheme of the directorate. In the case of the small-scale industries program, unemployed graduates and other young entrepreneurs are encouraged to set up small-scale enterprises with the provision of loan facilities. One main distinguishing feature of the loan scheme is that all participants are required to undergo a two-week training program in entrepreneurship development before they can be eligible for loans. The major obstacles to the full realization of the objectives of the two NDE programs are the shortage of loanable funds and high rate of default by loan beneficiaries.

12. Small and Medium Enterprise Development Agency of Nigeria (SMEDAN)

SMEDAN linked to the Federal Ministry of Industry was formed by an Act of Parliament in 2003. SMEDAN is expected to play the following roles (Adelaja, 2004): (i). Co-ordinate the activities of other agencies of Government, such as Federal Institute of Industrial Research (FIRO), National Office for Technology Acquisition and Promotion (NOTAP), National Science and Engineering Infrastructure (NASANI), Projects Development Agency (PRODA) etc. to facilitate access of Micro, Small and Medium Enterprises (MSMEs) technology and necessary technical support: (ii). Facilitate access of MSMEs to technology both local and foreign through exhibitions in partnership with relevant institutions. (iii). Keep data/inventory of raw materials by Local Governments/States and disseminate to various MSMEs. (iv). Partner with donor agencies; such as UNIDO, UNDP, World Bank (IFC and IDA) group to give the necessary support that will enhance the skills of MSMEs. (v). Encourage the setting up of product clusters. (vi). Encourage and facilitate the development of Industrial

Parks for MSMEs to have access to infrastructure and business support services etc. (vii). Link MSMEs with large industries in a strategic manner for out-sourcing and sub-contracting for some of the inputs in large industrial production, to facilitate MSMEs active role in the value and supply chain. (viii). Provide both local and foreign market information to MSMEs operators, establish Business Support Centres to provide services to MSMEs in the areas of feasibility studies and development of business plans. (ix). Refer MSMEs to sources of credit. Owing to the relative newness of SMEDAN, it is perhaps too early to make pronouncements about its problems.

Discussion

From the prevailing evidence, it can be seen that the programs set up by the Nigeria Government were assigned several roles towards the development of SMEs in the country. 61.5% of the programs were set up to provide short to medium term loans to SMEs. These were SSICs, NBCI, SSICs, NBCI, NERFUND, World Bank Assisted Small and Medium-Scale Enterprises Loan Scheme, NBCI, BOI and DFIs. If these programs performed their expected roles, the problems of inadequate sources of finance faced by SMEs and borrowing short-term loans to finance long-term investment would have been drastically alleviated. The findings however, indicate that the programs were hindered from performing their roles effectively by loan defaults and loan diversion by the loan beneficiaries, inadequate funding by the governments, rampant mismanagement of loanable funds, poor administration and political interference, lack of readiness or preparedness of SMEs owners. 7.7% of the programs were set up to facilitate access of SSBs to Commercial Bank loans and to make Commercial Banks lend a substantial part of their loanable funds to SSBs. If the program was not hindered from performing its role, the financial problems of SMEs would have been drastically alleviated. The findings, however, indicate that the program was constrained by lack of preparedness or readiness by the SMEs' owners/managers.

This is in line with Fatai's (2011) findings which, state that in Nigeria, most SMEs are folding up or lack competitiveness because they lack the much required financial capacity to prosecute their manufacturing concern as well as face challenges induced by the operating environment such as Government policies, globalization, functions of the nature and character of SMEs themselves. Also, Osotimehin (2012), observes that financial constraints and inadequate management and technical staff hamper the efficient performance of SME programs in Nigeria. Also Dandago and Usman (2011) opined that Government should make available financial and other support mechanisms like the ones envisioned for SMIEIS. The prevailing corrupt tendency in Nigerian society and political interference especially in public institutions have permeated the fabric of society including SME support programs, (Osotimehin, 2012).

15.4% of the programs were set up to develop management and technical skills of the owners and staff of SMEs. These programs were the IDCs, NDE and WFYP/EDP. If these programs were not hindered from performing their roles, the problem of lack of management and technical expertise faced by SSBs which led to use of inappropriate machinery and processes for production and inability to keep necessary records of business, lack of adequate access to product markets, technology, raw materials and credit, among other internal problems, would have been greatly reduced. In addition, the findings indicated that the programs were hampered by some problems: IDCs were faced with the problems of inadequate funding, manpower and physical facilities. WFYP/EDP was hindered from performing its roles by lack of adequate physical, human and financial resources to carry out training and post training activities, and non readiness of entrepreneurs to partake in the program.

Conclusion and Recommendations

The study attempts to access the roles and constraints of SME development programs which the Federal and State Governments of Nigeria have put in place since the 1960s. The results of the study show the following: the programs were assigned roles which could have assisted immensely towards virile development of SMEs in Nigeria. However, the programs had constraints which prevented SMEs from deriving maximum benefits for economic growth and development of the country.

To address the identified constraints of the programs, the study recommends that adequate financial, physical and human resources should be provided for the existing programs. In addition, the Government should conduct regular training that would assist SME owners towards alleviating their own problems which militated against their maximization of benefits from the programs. Finally, the management of the existing programs should not allow politicians to interfere in the execution of their duties and Government should watch against any interference in the activity of such agencies from outside.

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ආර්.කේ. චමින්ද කුමාර, කැලණිය විශ්වවිද්‍යාලය, ශ්‍රී ලංකාව
ආර්.එම්. අනුරාධා සඳමාලි, භූගෝල අධ්‍යයන අංශය, රුහුණ විශ්වවිද්‍යාලය, ශ්‍රී ලංකාව

සංක්ෂේපය

ශ්‍රී ලංකාව පුරා ව්‍යාප්තව ඇති නොයෙකුත් ශාන්තිකර්ම වේ. එම ශාන්තිකර්ම අතර කිරිමඩු, ගිනිමඩු, ගම්මඩු, පහන්මඩු, දෙවොල්මඩු ආදියට සුවිශේෂ ස්ථානයක් හිමි වේ. මේ අතරින් සබරගමු පළාතට සුවිශේෂී වූ ශාන්තිකර්ම විශේෂයක් ලෙස කිරිමඩු ශාන්තිකර්මය හැඳින්විය හැකි ය. අතීතයේ පටන් සශ්‍රීකත්වය, වගා හෝග ආරක්‍ෂා කර ගැනීම, ලෙඩ රෝගවලින් ආරක්‍ෂා වීම, තම ගම් ප්‍රදේශයේ දියුණුව ආදිය බලාපොරොත්තුවෙන් කිරිමඩු ශාන්තිකර්මය පවත්වනු ලැබීය. මෙම අධ්‍යයනය සබරගමු පළාතෙහි රත්නපුර දිස්ත්‍රික්කයෙහි පිහිටි කලවාන ප්‍රාදේශීය ලේකම් කොට්ඨාසය ඇසුරින් සිදු කරන ලදී. මෙම අධ්‍යයනයෙහි මූලික අරමුණ වූයේ සබරගමු කිරිමඩු ශාන්තිකර්මය ආශ්‍රිත පූජා විධි හඳුනා ගැනීම වන අතර කිරිමඩු ශාන්තිකර්මයෙහි ඓතිහාසික වටපිටාව සොයා බැලීම, ශාන්තිකර්මය පැවැත්වීමට බලපාන හේතු හඳුනා ගැනීම, එහි සමාජීය වටිනාකම හඳුනා ගැනීම මෙන් ම මෙම ශාන්තිකර්මයෙහි නව ප්‍රවණතා මොනවාද යන්න හඳුනා ගැනීම සෙසු අරමුණු අතර විය. ඒ සඳහා මූලික වශයෙන් සහභාගීත්ව නිරීක්ෂණ, සම්මුඛ සාකච්ඡා සහ අර්ධ ව්‍යුහගත සම්මුඛ සාකච්ඡා දත්ත රැස් කිරීම සඳහා භාවිත කරන ලදී. ඒ අනුව මෙම අධ්‍යයනය තුළින් සබරගමු පළාතේ කිරිමඩු ශාන්තිකර්මය ආශ්‍රිත පූජා විධි ගණනාවක් හඳුනා ගැනීමට හැකි විය. ඒවා අතර අලුත් දෙවියන්ගේ කොටස, තොට පේ කිරීම, මඟුල් බෙර වාදනය, වී කෙටීම, නෝක්කු බත පිසීම, හත් පද පෙළපාලිය, කිරි ඉතිරවීම, පැදුරු පාලිය, මීය කැඩීම, නානු මුරය හෙවත් ස්නානය, ඇතා බැඳීම, ආඩි ගුරා නැටීම, පත්තිනි කන්නලව්ව, මල්පාලිය නැටීම, රොටි පිදීම, මුරුතැන් වැඩීම හා මඩු හමාරය ප්‍රධාන විය. කෙසේ වුව ද වර්තමානයේ ප්‍රදේශයේ ජනතාවගේ අවිචේකී කාර්ය බහුල ජීවන රටාව, නවීන වෛද්‍ය විද්‍යාවේ දියුණුව, යටිතල පහසුකම්වල දියුණුව හා ගැමියන්ගේ සමාජීය ආකල්ප වෙනස් වීම යන කරුණු පාදක කොට ගෙන වර්තමානය වන විට මෙම ශාන්තිකර්ම විශේෂය ප්‍රදේශයෙන් ඉතා වේගයෙන් ඇත්ව යන බව නිගමනය කළ හැකි විය.

ප්‍රමුඛ පද: ශාන්තිකර්ම, කිරිමඩු ශාන්තිකර්මය, සබරගමුව, පූජා විධි, නව ප්‍රවණතා

Sabaragamu Kirimadu ceremonial dance and rituals
(A study based on Divisional Secretariat of Kalawana, Rathnapura District)

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Abstract

There is a great deal of evidence of ceremonial dances and rituals all over the island of Sri Lanka. Among them *Kirimadu*, *GiniMadu*, *Gammadu*, *Pahanmadu*, *Devolmadu* take a prominent place. Amongst these, *Kirimadu* ceremonial dance could be identified as a specific ceremonial dance confined to Sabaragamuwa Province. From ancient times, this traditional ceremonial dance has been conducted to bring prosperity for all people, for the protection of crops, and to get rid of diseases and epidemics and for the great hope of development of the entire area.

This study focusses on the Kalawana Secretariat in the Rathnapura District. The main objective of the study is to identify the traditions and rituals of ceremonial dance. Among the other objectives are to investigate the historical background, look into the reasons why the ceremonial dance is in the open, the identification of its social values as well as the prevailing new trends. To gain this we utilized face to face interviews, semi- structured interviews and field observation for data collecting.

Through this study we were able to identify many rituals of ceremonial dance in Sabaragamuwa. Among them were the *Aluth deviyange kotasa*, *Thota pe kireema*, *Magul bera wadanaya*, *Wee keteema*, *Nokku batha piseema*, *Hathpada pelapaliya*, *Kiri ithiraweema*, *Peduru paliya*, *Mee kedeema*, *Nanu muraya*, *Atha bandeema*, *Andi gura nateema*, *Paththini kannalawwa*, *Mal paliya nateema*, *Roti pideema*, *Muruthan wadeema* and *Madu hamaraya*. The above mentioned rituals are the main aspects of the ceremonial dance. However, the busy and restless life of the average individuals of the area, the rapid progress and development and advancement of science and drug manufacturing, and accelerated progress of infrastructural networks have paved the way for the speedy diminishing of this ancient, ceremonial dance.

Keywords: Ceremonial Dance, Kirimadu, Sabaragamuwa Province, Rituals, Diminishing

හැඳින්වීම

සබරගමු පළාතේ ප්‍රචලිත කිරිමඩු ශාන්තිකර්ම කිහිපයකි. ඒ ශාන්තිකර්ම පහත්මඩු, හැල්ලුම්මඩු, පිදුම්මඩු, දෙවොල්මඩු, ගීමඩු, කිරිමඩු, දානේමඩු යනුවෙන් හැඳින්වේ. මෙම ශාන්තිකර්ම අතරින් කිරිමඩු ශාන්තිකර්මය සඳහා හිමි වන්නේ සුවිශේෂී ස්ථානයකි. මංගර දෙවියන් සහ පත්තිනි දේවතාවිය ප්‍රධානත්වයෙහිලා පවත්වනු ලබන කිරිමඩුව ගැබ් ගත් කාන්තාවන් සඳහා විශේෂ වූ ශාන්තිකර්මයක් බව බොහෝදෙනාගේ අදහසයි. කුස තුළ සිටින දරුවා කිසිදු උපද්‍රවයකින් තොරව බිහි කර ගැනීම සඳහා දෙවියන්ගෙන් පිහිට ඉල්ලා කෙරෙන මෙම මඩු තෝතුය කාන්තා පක්‍ෂය සඳහා විශේෂ වූවකි (දිසානායක,එම්,1993,234pp). මේ සඳහා විශේෂ වූ මැස්සක් සකස් කෙරෙයි. කඳුරු කණු හතරක් සිටුවා මැස්සක් බැඳ මැස්ස උඩ පස් දමා හතර වටේ ගොක් රැහැන් ඇඳ මෙය සකස් කෙරෙයි(දයාරත්න,ඩබ්,ඒ,ඩී,1997,146pp).

කෙසේ වුව ද සබරගමු ප්‍රදේශයෙහි පවත්නා ශාන්තිකර්ම අතර සත්ත්ව වර්ගයා වෙනුවෙන් පවත්වනු ලබන එකම ශාන්තිකර්මය කිරි මඩුව යි (ජයසේන,කේ,1995,21pp). විශේෂයෙන් හරක් පට්ටිවලට ඇති වන්නා වූ රෝග පීඩාදියෙන් මුදවා ගව සම්පත ආරක්‍ෂා කර ගැනීම සඳහා කිරිමඩු ශාන්තිකර්මය පැවැත්වීම සාමාන්‍ය සිරිත ය. මංගර දෙවියන්ට කරන පුද පූජාවලින් අපේක්‍ෂා කරන්නේ විශේෂයෙන් ගව මහිණිදී සම්පත්, මේ සතුන්ගේ ආරක්‍ෂාව හා පොදුවේ සශ්‍රීකත්වය යි(සරච්චන්ද්‍ර,ඒ, 1999,146pp). මනුෂ්‍ය ජීවිතයෙහි අවශ්‍යතා රැසක් සම්පූර්ණ කර දීමේ කාර්යයෙහි යෙදෙන්නාවූ ගවයා දේවත්වයට පත් කිරීමට පවා හින්දු සමාජය කටයුතු කර තිබීමෙන් එකී සත්ත්වයා කෙරෙහි දක්වන්නාවූ අනුපමේය උපහාරය ප්‍රකාශයට පත්වේ. භාරතීය ශ්‍රේෂ්ඨ සාහිත්‍ය කෘතියක් වන මහා භාරතයේ ඇතුළත් ක්‍රිෂ්ණ දෙවියන් යනු, ස්වාභාවික උත්පත්තියක් ලබා ගෝකුළ ගමෙහි ගොපල සමාජයක හැදුණු වැඩුණු දරුවෙකි. ගවයින්ට විශේෂ ඇල්මක් සහ ආදරයක් දක්වන ලද ක්‍රිෂ්ණ ගවයින්ගේ ආරක්‍ෂාවත්, සුභ සිද්ධියත් තකා හැම විටම කටයුතු කළේ ය. ගවයා පූජනීයත්වයට පත් කළ යුතු බව ක්‍රිෂ්ණ විසින් ප්‍රකාශ කරන ලද්දේ මනුෂ්‍යයා පෝෂණය කිරීමේ මහඟු කාර්යයට උපහාර වශයෙනි(ජයසේන,කේ, 1995,22pp).

භාරතයේ පැවති මෙකී පුද පූජා වලට අනුකූලව නොවූවත් ගවයාගෙන් සහ කිරිඑළදෙනගෙන් සිංහල ජනතාවට සිදු වන්නා වූ අනුපමේය මෙහෙය හේතු කොට ගෙන ගවයා සුරක්‍ෂිත කිරීමේ කාර්යයෙහි සිංහලයා නියුතු වී ඇති බව කිරිමඩු ශාන්තිකර්මයෙන් ගම්‍යමාන වේ(ජයසේන,කේ, 1995,22pp). එසේම ගවයින් ආරක්‍ෂා කිරීමේ අපේක්‍ෂාව මංගර දෙවියන් අතින් ඉටු වෙනැ යි විශ්වාස කළ ගැමියන් මංගර හමුවේ පුද සත්කාර පැවැත්වීමට පුරුදු පුහුණු වූයේ ගව සම්පත සුරක්‍ෂිත කර ගැනීම ජාතික අවශ්‍යතාවක් වූ බැවිනි. පුරාණ පශු වෛද්‍ය විද්‍යාව දියුණු වන්නට පෙර ගව පට්ටි හමුවේ ඇතිවූ රෝග දුරු කර ගැනීමට වෙනත් ක්‍රමයක් නොමැති වූ බැවින් මෙවැනි පුද පූජාවලට ගැමියන් නැඹුරුවී ඇත. කිරි උතුරවා ගව පට්ටියට ඉසීමෙන් සෞභාග්‍යය ළඟා කර ගැනීමත්, මදුරු වසංගත රෝග පීඩාදියෙන් ගව සම්පත ආරක්‍ෂා කර ගැනීමත් මෙහි මූලික පරමාර්ථ වූව ද, පොදුවේ ගමේ සුභසිද්ධිය සමඟ බතබුලන සරුසාර කර ගැනීම ඇතුළු සශ්‍රීකත්වයක් මින් අපේක්‍ෂා කළ බව අදාළ පූජා විධිවලින් පෙනේ.

අධ්‍යයන අරමුණු

මෙම අධ්‍යයනයෙහි මූලික අරමුණ වූයේ සබරගමු කිරීමට ධන ශාන්තිකර්මය ආශ්‍රිත පූජා විධි හඳුනා ගැනීම වන අතර කිරීමට ධන ශාන්තිකර්මයෙහි ඓතිහාසික වටපිටාව සොයා බැලීම, ශාන්තිකර්මය පැවැත්වීමට බලපාන හේතු හඳුනා ගැනීම, එහි සමාජීය වටිනාකම හඳුනා ගැනීම මෙන් ම මෙම ශාන්තිකර්මයෙහි ප්‍රවණතා මොනවාද යන්න හඳුනා ගැනීම සෙසු අරමුණු අතර විය.

අධ්‍යයන ක්‍රමවේදය

මෙම අධ්‍යයනය සඳහා මූලික වශයෙන් සහභාගීත්ව නිරීක්ෂණ, සම්මුඛ සාකච්ඡා සහ අර්ධ ව්‍යුහගත සම්මුඛ සාකච්ඡා දත්ත රැස් කිරීම සඳහා භාවිත කරන ලදී.

සබරගමු ශාන්තිකර්මයෙහි පූජා විධි රටාව

මේ පිළිබඳ ව අපගේ අවධානය යොමු කරන විට මෙම අධ්‍යයනයට අනුව සබරගමු ශාන්තිකර්මයෙහි පූජා විධි රටාව සුවිශේෂී එකක් බව පැහැදිලි විය. විශේෂයෙන් ම එය සබරග මුවට ආවේණික සහ ප්‍රදේශයෙහි පාරම්පරික ශිල්පීන් අතර පවතින පූජා විධි රටාවක් ලෙස සැලකිය හැකි ය. එම පූජා විධි අතර,

- අලුත් දෙවියන්ගේ කොටස
- තොට පේ කිරීම
- මඟුල් බෙර වාදනය
- වී කෙටීම
- නෝක්කු බත පිසීම
- හත් පද පෙළපාලිය
- යහන් දැක්ම
- කිරි ඉතිරවීම
- පැදුරු පාලිය
- මීය කැඩීම
- නානු මුරය
- ඇතා බැඳීම
- ආඬිගුරා නැටීම
- පත්තිනි කන්තලව්ව
- මල් පාලිය නැටීම
- රොටි පිඳීම
- මුරුතැන් වැඩීම
- මඩු හමාරය

ප්‍රධාන ය (සහභාගීත්ව නිරීක්ෂණ, 2012). මෙම පූජා විධි රටාව සබරගමු පළාතට විශේෂයෙන් ම රත්නපුර දිස්ත්‍රික්කයට පමණක් සුවිශේෂ වූ පූජා විධි රටාවක් ලෙස පෙන්වා දිය හැකි ය. ඒ අනුව මෙම අධ්‍යයනයෙන් එම පූජා විධි රටා විභාග කරනු ලැබේ.

■ අලුත් දෙවියන්ගේ කොටස

මෙම පූජා විධිය කිරීමට ඉඩ ගන්නා කාර්යය ආරම්භයේදී හෙවත් මටු දිනයේ සන්ධ්‍යා කාලයේ සිදු කෙරේ. මෙමගින් සිදු කරනු ලබන්නේ කිරි මටු ගන්නා කාර්යය සිදු කිරීම සඳහා දෙවියන්ගෙන් අවසර ලබා ගැනීම ය. එම දෙවිවරුන් අතර අලුත් බණ්ඩාර, පණිකි බණ්ඩාර, සිද්ධ මුදුන් මාලේ, රුප්පා මංකාර, සිද්ධ අමරාපති, මල්හාමි, කිරිඅම්මාවරු සත්කට්ටුව සහ නාවිච්චේ සත් කට්ටුව ප්‍රධාන වේ. මෙම අවස්ථාවේදී කරනු ලබන ගායනයක් මේ ආකාරයට දැක්විය හැකි ය.

“පස් වාන් දහසකට ආයු බොහෝ වේවා!
ආයු බොහෝ වේවා! ආයු බොහෝ වේවා!

සිද්ධ මුදුන් මාලේ අලුත් දෙවියෝ, අලුත් බණ්ඩාර දෙවියෝ දෙවියන්වහන්සේලාට සැල කරවනා කන්නලවු දිවැස් කරුණාවට ගෙන වදාරා ගන්නවයි මැද මාලේ, බිම් මාලේ, මුදුන් මාලේ, කෝවිල් දහඅටේ, රුන දහඅටේ, දහඅට වන්නියේ වලටුවේ විසි හතරේ.....

සත් මුහුදෙන් එදේසේ නෙළුම් මල් පොකුණේ, මානෙල් මල් රේණුවේ පිළිසිඳි මේ ශ්‍රී ලංකාද්වීපයට ගොඩ බසින්ඩ එම්මැයි සිතා රන් නැවු සතක් කරවා රන් රිදී මුතු මැණික් බඩු විගසකින්.....

තට්ටු ගිනි දැල් හතක් මවා පෑ තැනේ දී ඒ තට්ටු ගිනි දැල් හත රඹ කඳන් සේ පාගා සිසිල් කර.....

සිද්ධ මුදුන් මාලේ අලුත් දෙවියෝ, අලුත් බණ්ඩාර දෙවියෝ, රුප්පා දෙවියෝ, පණිකි බණ්ඩාර දෙවියන්ට සැල කරවනා දිවැස් කරුණාවට ගෙන වදාරා කළුහාමි, එල්ලු හාමි, මල්හාමි, සිද්ධ අමරාපති, කිරි අම්මාවරු සත්කට්ටුවට, බණ්ඩාරවරුන් සත් කට්ටුවට.....

කඳුරුගල කෝවිලේ, විදුරුගල කෝවිලේ, බලගල කෝවිලේ කඳුරුගල කෝවිලේ නාවිච්චේට, විදුරුගල කෝවිලේ නාවිච්චේට, බලගල කෝවිලේ නාවිච්චේට,..... නාවිච්චේවරුන් සත්කට්ටුවට, බණ්ඩාරවරුන් සත්කට්ටුවට මල් මු පුවද කස්තුරි ඇතුළු දක්වා ඔප්පු කරවා දෙන දළුමුර කුන් හතලිස් හතල හුරුල්ල දක්වා ඔප්පු කර දෙනවයි.....

පස්වාන් දහසකට ආයු බොහෝ වේවා!!! (සහභාගීත්ව නිරීක්ෂණ, 2012).

එළුමණක් නොව මෙම කන්නලවු ගන්නා කාර්යය ආරම්භයේ සිට අවසානය දක්වාම සාර්ථකව සිදු කර ගැනීමට බලාපොරොත්තු වන දේවාරාධනාවක් ලෙස ද දැක්විය හැකි ය.

■ කොට පේ කිරීම

මෙමගින් සිදු කරන්නේ ගන්නා කාර්යය සඳහා අවශ්‍ය ජලය ලබා ගැනීමට දිය ඇති ස්ථානයක් වෙන් කර ගැනීමයි. සතරවරම් දෙවිවරුන් හා ප්‍රදේශයට අධිගෘහිත දෙවිවරුන් පිදීම ද මෙහිදී සිදු වේ. ඉහත දෙවිවරුන්ට අමතර ව විෂ්ණු, දෙවොල, සමන්, සත් පත්තිනි, මංගර ආදී දෙවිවරුන්ගේ ද අවසර ලබා ගැනීම මෙහිදී සිදු වේ.

මෙහිදී විෂ්ණු දෙවියන්ගෙන් අවසර ලබා ගන්නේ මේ ආකාරයට ය.

| | |
|--------------------------|----------|
| පිරි ජලය උස බඹ තලයට | වඩිනා |
| පිරි තෙතින් දැක ජල කිමිද | බලමිනා |
| සැරි ජල තුන් ලොව මැවු | අනුභසිනා |
| සිරි විෂ්ණු අද තොට මෙමට | වරම්දෙනා |

(සහභාගිත්ව නිරීක්ෂණ, 2012).

■ මඟුල් බෙර වාදනය

මෙහි නැටුම් අංග, විස්තර වන කතා පුවාත්ති හෝ ගායනා නොමැත. මංගර, සත් පත්තිනි, සිවු වරම්, සමන්, ස්කන්ද කුමාර, විෂ්ණු ප්‍රමුඛ මුළු දේව සමාගමට ම කෙරෙන පූජෝපහාරයකි. මෙමගින් දෙවියන් සතුටු වීම හා ශාන්තිකර්මය සඳහා කැඳවීම ද සිදුකෙරේ.

■ වී කෙටීම



අලුත් වී උපයෝගී කොට ගෙන කරනු ලබන මෙම පූජා විධියේ දී දෙව්වරුන් පිරිමක් සිදු නොකෙරේ. මෙහිදී ශාන්ති කර්මයේ දී පිදුම් ලබන දෙව්වරුන්ගෙන් අවසර ගෙන අලුත් වී කෙටීම ප්‍රධාන ශාන්තිකර්ම ශිල්පියා විසින් මෙහිදී සිදු කරනු ලබයි. අනතුරුව සෙසු පුරුෂ පක්ෂය වී කොටා හමාර කරති. මේ සඳහා ස්ත්‍රීන් සම්බන්ධ කර නොගනී. නැටුම්, වාදන හා ගායනවලින් තොර මෙය යක්කම් ස්වරූපයක් ගනී. අලුත් වී සහ නැවුම් වළඳක් පූජා භාණ්ඩ ලෙස භාවිත කෙරෙයි.

ඡායාරූප අංක 01: වී කොටන ආකාරය

මූලාශ්‍රය: සහභාගිත්ව නිරීක්ෂණ, 2012

■ නෝක්කු බත පිසීම

ඉහත කොටන ලද වී භාවිත කොට නෝක්කු බත ලීප තබා එය ඉදෙන තෙක් ම කවී ගායනා කරනු ලැබේ. අනතුරුව බත ඉදුණු පසුව ප්‍රධාන ශාන්තිකර්ම ශිල්පියා බත පරීක්ෂා කොට මෙම ශාන්තිකර්මය සාර්ථක වේද නොවේද යන්න වටහා ගනී.

මෙහි දී ගායනා කරනු ලබන කවී අතර

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| කිරිදිවල ඉහළ දෙවියෝ | වැඩලායේ |
| අල්ලන ඉටි දුනු සත ලා | මැදලායේ |
| අපේ ගුරුන් අප සඳහන් | කළායේ |
| කෙළියති මුව නීති ගොල්ලක් මැද | පැනලායේ |
| අං දික් වක් කුර වට්ටන් නෑ | බිමගේ |
| සුනෙර බිමේ වල් පොත බිම ගැවෙයි | ඇගේ |
| කිරිබර දාට තන දුනුමීටි විතර | ඇගේ |
| මේ මග නොගියේද සඵවක් නෑ | බිමගේ |

(සහභාගීත්ව නිරීක්ෂණ, 2012)

■ හත්පද පෙළපාලිය

මෙහි කතාවක් හෝ ගායනයක් නොමැත. මංගර, දෙවොල්, පත්තිනි දෙවිවරුන් ප්‍රමුඛ දේව සමාගමට උපහාර වශයෙන් මෙම හත් පද පෙළපාලිය නටනු ලැබේ. දුම්මල කබල, කහ දියර කොතලය, පන්දම් කිහිපයක්, පුවක් මල් ඉති කිහිපයක්, පිරුවටයක්, පොල් ගෙඩියක් සහ පැදුරක් ප්‍රධාන පූජා භාණ්ඩ ලෙස භාවිත කෙරේ.



ඡායාරූප අංක 02: හත් පද පෙළපාලිය
මූලාශ්‍රය: සහභාගීත්ව නිරීක්ෂණ, 2012

■ **යහන් දැක්ම**

මංගර, දෙවොල්, පත්තිනි දෙවිවරුන් පුද ලබන මෙම පූජා විධියෙහි නැටුම් හා කතා පුවත් නොමැති අතර සුදු පිරුවට පමණක් ඇඳුම් ලෙස භාවිත කෙරෙයි. ආකුරයින්ගේ බාරහාර ඔප්පු කිරීම සඳහා මෙය පවත්වනු ලබයි. මෝල්ගස් දෙකක්, හක්ගෙඩිය, ඊහහ, නෝක්කුව, පොරව, හෙප්පුව, බත් බුලත් පැහිඳුම සහ පොල් තෙල් පහන පූජා භාණ්ඩ ලෙස භාවිත කෙරෙයි. එහිදී භාවිත කෙරෙන කවියක් පහත දක්වා ඇත.

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| පැලේ නොවෙද පානක් | ඇවිලෙන්නේ |
| මලේ නොවෙද වට සුවද | දුවන්නේ |
| රුලේ නොවෙද රළ පිට නැව | යන්නේ |
| බලේ කරපු කෝවිළ | දෙවියන්නේ |

(සහභාගීත්ව නිරීක්ෂණ, 2012).

■ **කිරි ඉතිරවීම**

මෙමගින් මංගර, දෙවොල් හා පත්තිනි යන දෙවිවරු පුද ලබති. පාන්දර හතරට පමණ ලිප තබන මෙම කිරි හැලියේ ප්‍රථමයෙන් ම කහ දළුව ද ඉන් පසුව කිරි දළුව ද උතුරුවනු ලැබේ. මීඛා මරා ඉපැද්දවීම, කිරි ඉතිරවීමට මඩුව තනන අයුරු හා කිරි ඉසින අයුරු මෙහි නිරූපණය කෙරේ. මෙහි කොටස් තුනකි.

- කිරි මුවටිය ලිප තැබීම
- කිරි මුවටිය ලිප තබා ගිනි මෙලවීමට සූදානම් වීම
- කිරි හා කහ දළුව ඉතිර වීම හා ඒවාට කවි කීම



ඡායාරූප අංක 03: කිරි ඉතිරවීම
මූලාශ්‍රය: සහභාගීත්ව නිරීක්ෂණ, 2012

■ පැයුරු පාලිය

මෙමගින් ද මංගර, දෙවොල් හා පත්තිනි දෙවිවරු පුද ලබයි. මෙම පැයුර සඳහා පත් සපයාගත් අයුරු සහ පැයුර වියන ආකාරය පෙන්නුම් කෙරේ. ඒ සඳහා ඊගසක් ද භාවිත කරනු ලබයි. මෙම අවස්ථාවේ භාවිත කරන එක් ගායනයක් මෙසේ ය.

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| ඉරිදා දවසේ පන් | උදුරන්නේ |
| සඳුදා දවසේ පන් | වේලන්නේ |
| අඟහරුවාදා පැයුර | වියන්නේ |
| බදාදාට සමයං පොළට | ගේන්නේ |

(සහභාගිත්ව නිරීක්ෂණ, 2012).



ඡායාරූප අංක 04: පැයුරේ දපන ආකාරය
මූලාශ්‍රය: සහභාගිත්ව නිරීක්ෂණ, 2012

■ මිය කැඩීම

මංගර, දෙවොල් හා පත්තිනි දෙවිවරුන් පුද ලබන මෙමගින් ශාන්තිකර්මයේ පුරා වෘත්තය කියැවේ. ගායනාවලින් එම පුරාවෘත්තය ඉදිරිපත් කරන අතර එමගින් මිය කැඩූ අයුරු සහ මියේ ස්වරූපය කියැවේ.

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| එනුග එකිරි පෑ උරිරු | ලෙසින්තේ |
| කෙටු පොරෝ සහ කඩා | පනින්තේ |
| මෙනුග මෙයක් අවතාර | කරන්නේ |
| මෙනුග ගසේ මී කෙලෙස | කොටන්නේ |

(සහභාගිත්ව නිරීක්ෂණ, 2012).

■ නානුමුරය හෙවත් ස්නානය

ඉහත දෙව්වරුන් පුද ලබන මෙයින් ද විස්තර වන්නේ මරා ඉපදුන අය මිනී කිලි යාම සඳහා නා පිරිසිදු වූ ආකාරයයි. නැමට මංගර බිසවුන් සත්කට්ටුව පැමිණේ. පොකුණක් මවා නා පිරිසිදු වූ අයුරු හා ආහරණ පැළඳු අයුරු පහත කවිවලින් විස්තර වේ.

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| පිරි ජලය උස බඹ තලයට | වඩිනා |
| හැරි ජලය තුන් ලොව මැවූ | අනුහසිනා |
| පිරි නෙතින් දැක ජල කිමිද | බලමිනා |
| සිරි විෂ්ණු අද නොට මෙට | වරං දෙනා |

(සහභාගිත්ව නිරීක්ෂණ, 2012).



ඡායාරූප අංක 05: නානු මුරයේ එක් අවස්ථාවක්
මූලාශ්‍රය: සහභාගිත්ව නිරීක්ෂණ, 2012

■ ඇතා බැඳීම

ඉහත දෙව්වරුම මෙහිද පුද ලබති. ඉහත සැරසුණු මංගර බිසවු සත්කට්ටුව ආපසු යාම සඳහා ඇතෙකු අවශ්‍ය යැයි කී විට මෙම ඇතා බැඳීමට යයි. රන් මන්ද හා හෙන්ඩුව මේ සඳහා භාවිත කෙරේ.

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| බතලේ ගලේ ගල් කන්දේ සිටිය | ඇතා |
| පිඟං ඔයේ තද වතුරේ පිනු | ඇතා |
| හිස සිට දෙපතුලට ගෝමර ඉසුන | ඇතා |
| මංගර දෙවියන්ට පිට දුන් ඇලි | ඇතා |

(සහභාගිත්ව නිරීක්ෂණ, 2012).

■ ආඬිගුරා නැටීම

මෙහි ද ඉහත සඳහන් කළ දෙව්වරු පුද ලබති. ආඬිගුරා යනු කාසි රටේ සිට ගෝතම රොටි කෑමට පැමිණි පුද්ගලයෙකි. මෙයට විශේෂ වෙස් ඇඳුමක් හා වෙස්මුහුණක් භාවිත කෙරෙයි. ඔහු ගැබ්නියක සේ පැමිණ සිය විස්තර කියා ගෝතම රොටි කා ආපසු යයි. ඔහු හා ශාන්තිකර්ම ශිල්පියා අතර සංවාදයක් ඇති වේ එය මෙසේ ය.

ශාන්තිකර්ම ශිල්පියා; මොකක්ද උඹේ නම?
ආඬිගුරා; ආඬිගුරා
ශාන්තිකර්ම ශිල්පියා; කොහේ ඉඳලා මොකට ද ආවේ?
ආඬිගුරා; වාසි කටේ ඉඳලා ගුතම රොටි කන්න
ශාන්තිකර්ම ශිල්පියා; ඔය ගැබට මාස කීයක් වෙනවාද?
ආඬිගුරා; මාස විසිතුනහමාරක් වෙනවා

(සහභාගීත්ව නිරීක්ෂණ, 2012).



ඡායාරූප අංක 06: ආඬිගුරාගේ පැමිණීම
මූලාශ්‍රය: සහභාගීත්ව නිරීක්ෂණ, 2012

■ පත්තිනි කන්තලව්ව

පත්තිනි දේවිය ප්‍රධාන මංගර, දෙවොල් දෙව්වරු මෙහි පුද ලබති. ශාන්තිකර්මයේ ඇති කෙටිම පූජා විධිය මෙය වන අතර ශාන්තිකර්මයට දායක වූ, අනුග්‍රහය දැක්වූ හා පැමිණි සැමට පඬුරු දැමීම, ආශිර්වාද කිරීම හා සෙත් පැතීම මෙමගින් සිදු කෙරේ.

■ මුරුකැන් වැඩීම

සියළු දේව සමාගම් මෙහි පුද ලබයි. ශාන්තිකර්මය අවසාන කිරීමට පෙර එය පැවැත්වූ ස්ථානයේ වස්දොස් හැරීම මෙයින් සිදු වේ. නෝක්කු බතින් කොටසක් භාජනයක දමා ගෙයි වහලයට විසි කරනු ලබයි.

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| එදා මෙගෙට කප සිට වූ සුභ | මොහොතේ |
| කකසද සමීදු හට කඨිනය දුන් | විපතේ |
| එදා මෙගෙට කප සිට වූ දෝස | නැතේ |
| එමුනි අනුභසින් මේගෙට දෝස | නැතේ |

(සහභාගීත්ව නිරීක්ෂණ, 2012).

■ මඩු හමාරය

සියල්ලට ම පසුව නැවතත් දෙවියන්ට නැවතත් යාතිකා කර සෙත් පැතීමෙන් ශාන්ති කර්මය නිමාව දකී.

අධ්‍යයනයෙහි ප්‍රතිඵල

සියවස් ගණනාවකට පෙර සිට කිරිමඩු ශාන්තිකර්මය අධ්‍යයනයට පාත්‍ර වූ ප්‍රදේශයෙහි පවත්වා ඇති බව පැහැදිලි ය. ඒ මිනිසුන්ගේ නොයෙකුත් අපේක්‍ෂාවන් ඉටු කර ගැනීම සඳහා ය. නමුත් අද වන විට අධ්‍යාපනයේ වර්ධනය, වැවිලි බෝගවල ව්‍යාප්තිය, වෛද්‍ය ශාස්ත්‍රයේ දියුණුව සහ නාගරීකරණයේ බලපෑම හේතු කොට ගෙන ක්‍රමක්‍රමයෙන් මෙම ශාන්තිකර්මයන් ශ්‍රී ලාංකේය ග්‍රාමීය ජන සමාජයෙන් ඇත් ව යන බව ප්‍රකාශ කළ හැකි ය.

නිරීක්ෂණ සහ යෝජනා

මෙම පර්යේෂණය මගින් එළඹිය හැකි ප්‍රධාන නිරීක්ෂණ කිහිපයක් ලෙස, මෙම ශාන්ති කර්ම අද වන විට ග්‍රාමීය ප්‍රදේශවලට පමණක් සීමා වී පැවතීම, මෙම ශාන්තිකර්මය පැවැත්වීමෙහි අරමුණ ගව පට්ටි සංරක්ෂණය වුව ද මෙතුළින් සෞභාග්‍යය, සශ්‍රීකත්වය සහ රෝග පීඩා ආදියෙන් ආරක්‍ෂා වීම ද බලාපොරොත්තු වීම සහ ග්‍රාමීය ප්‍රදේශවලින් ද ක්‍රමයෙන් මෙය ඇත් වෙමින් පැවතීම දැක්විය හැකි ය. එමෙන්ම මුඛ පරම්පරාගතව පවතින දැනුම ග්‍රන්ථාරූඪ කිරීම, පැරණි ශාන්තිකර්ම ශිල්පීන් හට දිරි දීමනාවක් ලබා දීම සහ මෙම ශාන්තිකර්ම පිළිබඳව පාසල් හා විශ්වවිද්‍යාල සිසුන් දැනුවත් කිරීම ශ්‍රී ලාංකේය අප සැමගේ මහඟු උරුමයක් වන කිරිමඩු ශාන්තිකර්මය තව දුරටත් පවත්වා ගෙන යාමට මෙම අධ්‍යයනය තුළින් ඉදිරිපත් කළ හැකි යෝජනා ලෙස පෙන්වා දිය හැකි ය.

ආශ්‍රිත ග්‍රන්ථ

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පැරණි ලක්දිව රජවරුන් විසින් පිරිනමන ලද කුලාභාර දාන පිළිබඳ විමර්ශනයක්

ඩබ්ලිව්. ඒ. හිරණ්‍යා ජයතිලක

ඉතිහාස අධ්‍යයන අංශය, කැලණිය විශ්වවිද්‍යාලය, ශ්‍රී ලංකාව

සංකෙෂ්පය

කුලාභාර දාන යනු යම් පුද්ගලයෙකු හෝ කිහිපදෙනෙකු තරාදියේ එක් පැත්තකට නැග තමාගේ බරට සමානව සිටින සේ තරාදියේ අනෙක් පැත්තට වස්තුව පුරවා කිරා දන්දීමයි. සංකෛප්තව හඳුනාගන්නේ නම් බරට බර දන්දීමකි. ඒ සඳහා කටයුතු කළ පාලකයා ජන ප්‍රසාදය දිනූ දානපතියකු බවට පත් වූ වග අනාවරණය කර ගත හැකි ය. මේ පුණ්‍ය කටයුත්ත සිදු කළ ආකාර විවිධ ය. එහි දී කුලාභාර දානය විශේෂිත වේ. මේ සිරිත පැරණි ලක්දිව රජවරුන් ද ක්‍රියාවට නංවා තිබේ. අනුරාධපුර පොළොන්නරු යුගයන්හි දී මෙරට පාලකයන් දුන් කුලාභාර දාන හා එම දාන ලබාදීමේ අරමුණු පිළිබඳව විමර්ශනයක් කිරීම මෙම පර්යේෂණයේ මූලික අරමුණ විය.

කුලාභාර දානයේ ආරම්භය පිළිබඳ පරීක්ෂා කිරීමේදී ඉන්දියානු දේශපාලනය තුළින් ද මෙම පුණ්‍ය කටයුත්ත සාර්ථකව පාලන තන්ත්‍රයක් තුළ පවත්වාගෙන ආ බව අනාවරණය වෙයි. එමෙන් ම බෞද්ධ ජාතක කථා ඇසුරෙන් සතුන්ගේ බරට වස්තුව දන්දෙන ලද අවස්ථා ද හමුවේ. මෙය රජු පෞද්ගලිකව සිදු කළ ද රජු වෙතින් ජනයාට ලද ජන ප්‍රසාදයකි; සුඛ සාධනයකි. මෙහිදී ප්‍රාථමික හා ද්විතියික මූලාශ්‍රය පරිශීලනය කිරීම පර්යේෂණ ක්‍රමවේදය වශයෙන් යොදා ගැනුණි.

අනුරාධපුර රජවරුන් තනිව දුන් කුලාභාර දානය පොළොන්නරු යුගය වන විට රාජකීය පවුල තුළට විසරණයවීමක් දක්නට ලැබේ. නිශ්ශංකමල්ල රජතුමාගේ පාලන කාලය තුළ පෙර රජවරුන් නොකළ ආකාරයේ කුලාභාර දාන දී තිබේ. එහෙත් පොළොන්නරු යුගයෙන් පසුව මේ සිරිත ක්‍රමයෙන් අභාවයට යන්නට ඇත. රාජ්‍ය අනුග්‍රහය මත ඉතා විධිමත් ආකාරයෙන් පවත්වාගෙන යනු ලැබූ කුලාභාර දානය, රාජ්‍යය, රජු හා ජනයා සුරක්ෂිත කරලීම පිණිස මහත් පිටුවහලක් වී ඇත. මේ තුළින් විවිධාකාරයේ අවශ්‍යතා සපුරාගැනීමට ද දායකත්වය ජනයාට ලැබෙන්නට ඇත.

කුලාභාර දානය ලක්දිව බොහෝදුරට ක්‍රියාත්මක කර ඇත්තේ උත්සවාකාරයෙනි. එමෙන් ම මෙරට පැවැත් වූ කුලාභාර දානය තුළින් දන්දුන් වස්තු පිළිබඳව ද කරුණු හෙළිදරව් කර ගැනීමේ හැකියාව පවතී. පැරණි ලක්දිව කුලාභාර දානය දේශපාලන ක්‍ෂේත්‍රයට හා ජනතා ප්‍රසාදයට සුභසාධනයට ඉහළ දායකත්වයක් ලබා දුන් බව මෙමඟින් නිගමනය කළ හැකි ය.

ප්‍රමුඛ පද: කුලාභාර දානය, ජනතා සුභසාධනය, නිශ්ශංකමල්ල රජතුමා

A review of giving of tulābāra dāna by kings of ancient Lanka

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Abstract

The means of the donation of equivalent fraction (*tulābāra dāna*) is, to donate wealth to the people to match the weight of a person. In brief, it is a donation of wealth, equal to one's weight measured by a weighing scale. The kings became popular owing to this practice. The donations were done in various ways. Among them the *tulābāra dāna* was a special kind of giving. The objective of this research is to evaluate the donations made by the rulers who lived in Anurādhapura and Polonnaruwa kingdoms. (6 B. C.-1215 A. C.)

In India too, records show the showering of wealth according to weight of a person. This is evident from the *Jātaka stories*. It is mentioned that they have donated wealth, equal to the weight of their animals, too. Furthermore in this research I expect to identify the items which were given as *tulābāra dāna*. Even though it was done by the King personally, later it facilitated welfare for the people. As the methodology of this research I have studied part II of *Mahāwamsa* and Epigraphy as primary sources.

The method of donation was changed after the kingdom of Anurādhapura. King Nissankamalla was a great practitioner of this art of giving. The existence of the above practice cannot be seen after the Polonnaruwa Period. The *tulābāra dāna* was practiced in a ceremonial way, according to ancient rituals.

Keywords : *tulābāra dāna*, Welfare, King Niśśankamalla, Weighing Scale

හැඳින්වීම

ශ්‍රී ලංකාවේ ඉතිහාසය නිරීක්ෂණය කිරීමේ දී පැරණි රජවරු (ඒකාධිපති වියරුවෙන් දැගලු ආඥාදායක පාලනයක් ගෙන ගිය පැසිස්ට් පාලකයන් නොවූ බව සත්‍යයයකි.) ඔවුහු බෞද්ධ දේශපාලන දර්ශනයෙන් ශික්ෂිත විශිෂ්ට පාලකයෝ වූහ. තම වගකීම හා යුතුකම කුමක් දැයි අවබෝධ කොට ගෙන පාලනය මෙහෙය වූ පිරිසක් වූහ. සමාජ සුභසාධන කාර්යයට ශ්‍රී ලාංකික රජවරුන් පෙළඹුණේ බුදුසමයේ ආලෝකය සාප්තවම රාජ්‍යයට එල්ල වූ නිසාය. ශ්‍රී ලංකාවේ දේශපාලන ඉතිහාසය මනාව පරීක්ෂාකර බලන විට ලාංකික පැරණි රජවරුන් ජනතා සුඛ සාධන ක්‍රියාදාමයක් ක්‍රි.පූ. තුන් වන සියවසෙන් අනතුරුව විශිෂ්ටතම ආකාරයෙන් ක්‍රියාවට නංවා තිබෙන බවට ඉතිහාසය සාක්ෂි දරයි.

රජ යන තනතුර ප්‍රධාන දේශපාලන විධායකය ලෙස හඳුනා ගත හැකි ය. එම දේශපාලන විධායකයට නොහොත් රජුට පැවරෙන කටයුත්තකි, මහජන සුභසාධනය. ආර්ථිකය, අධ්‍යාපනය, ආහාර, කෘෂිකර්මය වැනි බොහෝ සුඛ සාධන කාර්යයන්හි නියුක්තවෙමින් ලාංකිකයාගේ ජීවන මට්ටම උසස් තත්වයකට ගෙන ඒමට උත්සාහ දරා තිබෙන බව පෙනේ. රටක ආර්ථිකය සුශික්ෂිත නම් ධනයෙන් ආභ්‍ය මිනිසුන් වාසය කරයි නම් රට සමෘද්ධිමත් ය.

පැරණි ශ්‍රී ලාංකික රජවරු රටවැසියාගේ සුභසාධනය පිළිබඳ විශේෂ සැලකිල්ලක් දැක්වූහ. ඒ නිසා ලාංකික ජනතාව පමණක් නොව හික්ෂු සංඝයා වහන්සේලා ද දාන පිරිනැමීමට මහත් උනන්දුවකින් කටයුතු කළ බව පැහැදිලිවම පෙනේ. මේ ඔස්සේ රජවරු නිරන්තරයෙන් උත්සාහ කළේ ජනතා ප්‍රසාදය ඇති කර ගැනීමට ය. එය ඔවුන්ගේ රාජ්‍ය රඳා පැවැත්මේ ප්‍රවර්ධනයට මහඟු පිටිවහලක් විය.

ලක්දිවට දානමය පුණ්‍ය කර්මය උරුම වූයේ බුදුදහමේ ආභාසය ලැබීමත් සමඟ ය. පුණ්‍ය ක්‍රියා සංවර්ධනය උදෙසා යොදාගැනුණි. දානය, සතර සංග්‍රහ වස්තුවෙහි මෙන් ම දස රාජ ධර්ම අතරෙහි ද යහපත් රාජ්‍ය පාලනයක ගුණ ධර්මයක් උපාංගයක් ලෙස සැලකූ බව පෙනේ. එසේ නම් පාලකයා තුළ දානමය කටයුතු පිළිබඳ මනා අවබෝධයක් පැවතුණේ ය යන්න පිළිගැනීම අසීරු නොවේ. අනුරාධපුර පොළොන්නරු නගර නිර්මාණකරණයේදී පවා දාන ශාලා ඉදිකර හික්ෂුන්ගේ පූජාර්ථ වස්තුවක් බවට පත් කොට තිබේ. ඇතැම් විටෙක මේ දාන විධි පිළිබඳ උපදෙස් හික්ෂුන්වහන්සේ වෙතින් ලැබුණා ද විය හැකි ය. කෙසේවෙතත් ජනයාගේ සුභසෙත පිණිසත් ආගමික අභිවෘද්ධිය පිණිසත් මනා පරිපාලනයක් සඳහාත් රජු දානශාලා වැනි ආයතන ඉදිකරමින් දාන පිරිනැමීමට කටයුතු කර තිබේ.

රජවරුන්ගේ මහජන සේවයේ එක් අංගයක් වන දිළිඳු ජනයාට ධනය ලබාදීම පිළිබඳ විමසන විට රජවරුන්ගෙන් ඒ සඳහා ලද දායකත්වය අමතක කළ නොහැකි ය. ලක්දිව බෞද්ධ රටක් වූ පසු දානමය පුණ්‍ය කර්මයෙහි නොසිතූ විරු දියුණුවක් ඇති කිරීමට කිසිදු බාධාවක් ඇතැයි සිතිය නොහැකි ය. ලක්දිව භාතිකාභය රජු, දෙවන දප්පල, දෙවන සේන, දෙවන උදය වැනි රජවරුන් අනුගමනය කර තිබෙන සුභසාධනය පිළිබඳ අවලෝකනය කරන විට ඒ බව තහවුරු වෙයි. නිශ්ශංකමල්ල රජු ගත් විට තුලාභාර දාන

පිරිනැමීමේ ප්‍රවීණයෙකි. එතුමාගේ මේ ක්‍රියාකලාපය හඳුනාගැනීම පහසු වන්නේ එතුමාම පිහිටුවා ඇති සෙල්ලිපි පරීක්ෂාකිරීමෙනි.

මෙම තුලාභාර දාන ක්‍රමය භාරතීය ක්‍රමවේදයට සමාන වූ දාන ක්‍රමයක් සේ ද සිතිය හැකි ය. මිනිසුන් පමණක් නොව සතුන්ගේ බරට ද දාන වස්තු පිරිනමා තිබේ. කෙසේවෙතත් මේ ලාංකීය දාන පිරිනැමීමේ පසුබිමට ඉන්දීය ආභාසය ද ලැබ ලංකාවේ දන්දීමේ සංකල්පය සංවර්ධනයට තුලාභාර ක්‍රමය හේතුවන්නට ඇත. ඒ සඳහා ප්‍රජා නායකයෙකු හා රාජ්‍ය අනුශාසකයෙකු වූ හික්කුන්වහන්සේලාගේ හිතසුව පිණිස මෙන්ම ප්‍රජාවගේ හිතසුව පිණිස ද තුලාභාර දාන පිරිනැමීම විශේෂිත ය. ආගමික සංකල්පය පෙරදැරි කොට ගෙන පෙර රජවරුන් අනුගමනය කළ මේ සුභසාධන ප්‍රතිපත්තිය පසුව රාජ්‍යයේ පරිපාලනය සඳහා බලපාන්නට ඇතැයි අනුමාන කළ හැකි ය. මන්දයත් ජනතාවගේ පක්ෂපාතීත්වය අපේක්ෂාවෙන් ජනතා සුබවිහරණය උපරිමයකට ගෙන ඒමට රජතුමා කටයුතු කළ බැවිණි. උක්ත සඳහන් කළ පරිදි මේ ක්‍රියාදාමය ක්‍රි. පූ. තුන් වන සියවසින් පසුව ඇති වූ බෞද්ධාගමික සංස්කෘතික ප්‍රබෝධයේ මහඟු ප්‍රතිඵලයකි. ඒ අනුව රජුගේ යුතුකමක් ලෙස ජනතා සුභසාධන ක්‍රියාකාරකම් ප්‍රසාරණය වීම සිදුවිය. ඒ ඔස්සේ ජන ප්‍රසාදය ද තහවුරු විය. රජවරුන් රට වැසියාගේ ආර්ථික දරිද්‍රතාවය අවම කිරීම උදෙසා කටයුතු කිරීම ප්‍රමුඛ කරුණක් විය. මේ කාර්යභරය ඉටුකිරීම උදෙසා සිය පාලන නිලධාරීන් ද මේ සඳහා දායක කරගත් බව පෙනී යයි.

තුලාභාර දාන

තුලාභාර දාන පිළිබඳව විමසා බැලීමේ දී එය සුවිශේෂී දානයක් වූ බව පෙනේ. තුලා යන්නෙන් අදහස් කරනුයේ තරාදියයි. භාර යන්නෙන් අදහස් කරනුයේ බරයි. තුලාභාර යන්නෙන් අදහස් කරනුයේ යමෙකු තරාදියේ එක් පැත්තකට නැග තමාගේ බරට සමානව සිටින සේ තරාදියේ අනෙක් පැත්තට වස්තුව දමා කිරා දන්දීමයි. සිංහල සෙල්ලිපි වදන් අකාරාදියෙහි තුලාභාර යන්නෙහි අදහස තරාදියෙහි එක් තටුවක දායකයා නැගී ඔහුගේ බරට අනෙක් තටුව කිසියම් වස්තුවකින් පුරවා කිරා දීමයි (*රණවැල්ල, සිරිමල්, (2004), 120 පිටුව*). සංක්ෂිප්තව සඳහන් කරන්නේ නම් බරට බර දන් දීම තුලාභාර දානයයි. මිනිසුන්ගේ බරට බර වස්තුව දන් දීම සාමාන්‍ය සිරිත වුවද ඇතැම් විට සතුන්ගේ බරට වස්තුව දන්දෙන ලද අවස්ථා දැකිය හැකි ය. එසේ සතුන්ගේ බරට වස්තුව දන් දීම ද තුලාභාර දානයේ ම එක්තරා ප්‍රභේදයක් යැයි සිතිය හැකි ය. ඇතෙකු බරට වස්තුව දන්දීම පිළිබඳ තොරතුරු ජාතකකතාවන්හි සඳහන් වෙයි.

ලංකාවේ තුලාභාර දීම කුමන ආකාරයෙන් පැවැත් වූයේ දැයි නිශ්චිතව කිව නොහැකි ය. එහෙත් හින්දු ක්‍රමය මත පවත්වන්නට ඇතැයි කිව හැකි ය. පුරාණ ග්‍රන්ථවල මහාදාන දෙන ලද අවස්ථා පිළිබඳව දැක්වෙයි. එහිදී විශේෂිත වන මණ්ඩප පිළියෙල කිරීම උදෙසා නීතිරීති පවා ඇති කර තිබේ. විවිධ ප්‍රමාණවලින් යුක්ත වූ අතර ආරුක්කුවලින් අලංකෘත දොරටු සතරක් ද ගඬොලින් තැනූ උස් වූ වේදිකාවක් ද ඊට අවශ්‍ය විය. මෙලෙස මණ්ඩපය පිළියෙල කිරීමෙන් පසු වේදය දන්නා ආගමික පූජකවරු පිළිවෙලින් සතර පැත්තෙහි සිටුවනු ලැබී ය. ඉන් ඉක්බිතිව හෝම පූජා සතරක් ආධිත්‍ය, මරුත්, බ්‍රහ්ම, විෂ්ණු සීහ හා හිරු වෙනුවෙන් පවත් වනු ලැබී ය. යාඥ කිරීම ද සිදු කරනු ලබයි. පසුව නොයෙකුත් වස්තු බ්‍රාහ්මණයන්ට දෙනු ලැබීය. නැවත දානය දෙනු ලබන්නා විවිධ සුදු වස්තු ඇද

සුදු මල් මාලා පැළඳ විඡේෂ්ණට යාඥා කරනු ලැබී ය. පසුව තරාදියට ගොඩ විය. ඔහුට සම බරව සිටින සේ රත්රන් අනෙක් තරාදි තට්ටුවේ තබන ලදී. පසුව පොළොවට යාඥා කර ඔහු තරාදියෙන් බැස රත්වලින් භාගයක් ගුරුට දෙනු ලැබූ අතර බ්‍රාහ්මණයන්ට අතපැන් වත්කොට ඉතිරිය දෙනු ලැබී ය. ඊට පෙරින් දුප්පතුන්ට ගම්වැසියන්ට තැගි පිරිනැමීම ද සිදු කෙරිණි. (History of Dharmastras, Vol.II, Part II, P.V.Kane, P.869,72) මේ සංක්ෂිප්ත විස්තරයෙන් ඉන්දියානු තුලාභාර දානය පිළිබඳව යම් අවබෝධයක් ලබාගැනීමට හැකි වේ. ලංකාවේ තුලාභාර දානය කුමන ආකාරයකට දෙනු ලැබුවේ ද යන්න පිළිබඳ විස්තර ඊට ආසන්න දක්නට නොලැබෙතත් ඉන්දීය ආභාසය යම් පමණකට හෝ අපට ලැබීමත් මත මේ ක්‍රමයටම හෝ ආකාරයකට පවත්වනු ලබන්නට ඇතැයි අනුමාන කළ හැකි ය.

ඇත අතීතයේ සිටම මේ සිරිත ඉන්දියානු ජනයා අතර තිබූ බවට සාක්ෂි ලැබේ. වෙස්සන්තර ජාතකයට අනුව ජාලිය කුමරු හා කෘෂ්ණ ජිනා කුමරි ජූපක බමුණාගෙන් බේරා ගත්තේ ඔවුන්ගේ බරට වස්තුව දන්දීමෙනි. ".....සඳුමහරජාණෝ කුමාරයන්ගේ මිහිරි තෙපුල් අසා සතුටුව ජාලිය කුමාරයන්ට දහසක් දී කෘෂ්ණජිනාවන්ට උන්ගේ භාරයෙන් රන්රුවන් හා බොහෝ වස්තු හා සත්මහල් ප්‍රාසාදයක් ද බමුණාට දී දෙබිහින්නන් ගලවා ගත්හ....." (පන්සිය පණස් ජාතක පොත් වහන්සේ, 1861 පිටුව) එමෙන් ම මහාභාරතය වැනි ඉන්දියානු සාහිත්‍ය කෘතීන්හි ද බරට බර දන්දීම පිළිබඳ සාධක දක්නට ලැබේ. හිෂ්ම විසින් යුධිෂ්ඨිරට පවසන ලද "රජ පරවියා හා උකුස්සා" පිළිබඳ එන කතාන්තරයෙන් එය මනාව පැහැදිලි වේ. උකුස්සෙකුට හසු වූ පරවියෙකු උගෙන් ගලවා ගැනීම උදෙසා බරණැස් නුවර වෘෂදර්භ නම් රජෙකු ඒ පරවියාගේ බරට සමාන වන සේ තමාගේ ශරීරයෙන් මස් කපා වෙන් කොට උකුස්සා වෙනුවෙන් තුලාභාර දානයක් දීමට ඉදිරිපත්ව මදි වූ කල සිය ශරීරයම දන් දීමට ඉදිරිපත් වූ අවස්ථාවක් පිළිබඳ මහාභාරතයේ ආරණ්‍යක පර්වයේ තුන්වැනි කොටසෙහි එකසිය තිස්වැනි ආධ්‍යායේ කියැවෙන්නේ මෙසේ ය. ".....රජතුමනි, ඉදින් ඔබට මේ පරවියාම අවශ්‍ය නම් නමාගේ ශරීරයේ මස් කපා පරවියා හා තුලනය කරනු මැනවි..... ඉදින් ඔබගේ මස් පරවියාගේ හා සම වෙයි නම්, එවිට එය මට දෙනු මැනවි..... මම මගේ මස් මේ පරවියා හා කිරා ඔබට දෙන්නෙමි. රජතුමනි පරම ධර්මය දන්නාවූ උශීනර රජු ගේ මස් අනෙක් කපා පරවියා හා තරාදියක තබා කිරීමට පටන් ගන්නේ ය. තරාදියෙන් කිරීමේ දී පක්ෂියාගේ බර වැඩිවිය. රජු නැවත මස් කපා තරාදියට දැමීමේ ය. රජතුමා කෙතරම් ප්‍රමාණයක් මස් තරාදියට දැමුවත් පරවියා බර වූයෙන් රජු තමාම තරාදියේ වාඩි විය....." (මහාභාරතය, 296-297 පිටු) යනුවෙනි. දානය සඳහා දෙන ලද ද්‍රව්‍යය කෙසේ වුවද සිදු කර ඇත්තේ බරට බර දන්දීමකි.

දකුණු ඉන්දීය රජවරුන් අතර ද තුලාභාරදීමේ වාරික්‍රය පැවති බවට සාධක ලැබේ. විජයනගර රාජධානියේ කෘෂ්ණරාය රජු තුලාභාර දාන දුන් බව සඳහන් වේ. (EI;vol. VII p17) වෝළ රජුන් අතර ද තුලාභාර දීමේ සිරිත පැවතුණි. පළමු වැනි රාජ රාජ වෝළ රජුගේ සෙල්ලිපියක තුලාභාරම් ශ්‍රී කෝවිල් යන්න සඳහන් වීම තුළින් ද පැහැදිලි වේ. ට්‍රැවන්කෝරයේ මාර්කණ්ඩවර්මන් රජුගෙන් පසු රජකමට පත් සෑම රජෙකුම පාහේ තුලාභාර උත්සවය පැවැත් වූ බව පෙනේ. මේ තුලාභාර දානය උත්සවය පැවැත් වීමෙන් පසුව රජුට කුලශේකර පෙරුමාල් යන විරුදය ලැබීමත් පාරම්පරික සිහසුනට පවතින උරුමය තහවුරු වීමත් සිදුවීම විශේෂිත ය. කිසියම් පාලකයෙකුට ට්‍රැවන්කෝරයේ බලය ලබාගැනීමට හිරණාර්භම් උත්සවය ප්‍රමාණවත් වුවත් ඊට සුදුසුකමක් ලබා ගැනීමට ඔවුන්

විසින් තුලාභාර උත්සවය පවත්වනු ලැබී ය. එමෙන් ම එයින් ඔවුන් අතර තුලාභාර දීම අභිෂේකය පිළිබඳ එක් වාර්තයක් බවට පත්වී තිබුණි. මේ අනුව බලන විට පැහැදිලි වන්නේ ඉන්දියානු රජවරුන් අතර ද තුලාභාර දාන දීම ප්‍රචලිතව පැවති බව ය. පරාක්‍රමභාහු රජුගේ සිට රජවරු වාර්ෂිකව පවත්වන අභිෂේකෝත්සවයේ ද තුලාභාර දාන පවත්වන්නට ඇතැයි සිතිය හැකි බවට රෝහණදීර මහතා අදහස් දක්වා තිබේ. (රෝහණදීර, (1998), 136-138 පිටු)

ලක්දිව රජවරුන් දෙන ලද තුලාභාර දාන හා ඒවායේ අරමුණු

ලංකාවේ රජුන් විසින් දෙන ලද තුලාභාර දාන පිළිබඳව විස්තර සාහිත්‍යයේ මෙන්ම ශිලා ලිපිවලින් ද හමු වේ. නමුත් ඒවායේ ද ලංකාවේ රජවරුන් තුලාභාර දෙන ලද ආකාරය පිළිබඳ පැහැදිලි විස්තරයක් දක්නට නොලැබේ. මහාවංසය, ධූපවංසය, දළදාසිරිත හා රාජාවලිය තුලාභාර දාන පිළිබඳව දක්වයි. පර්යේෂණයට අදාළ කාර්යභාරයේදී තුලාභාර දාන දීමේ අරමුණු කෙබඳු වීදැයි පළමුව සොයා බැලිය යුතු ය. ඒ අනුව

- ජන ප්‍රසාදය ලබා ගැනීම
- ජනතා සුඛ සාධනය අපේක්ෂා කිරීම
- පිං පිණිස
- හිත සුව පිණිස

යන මෙම අරමුණු තුළට ඇතුළත් වූ ජනතා සුඛ සාධනය අපේක්ෂා කිරීම, පිං පිණිස හා හිත සුව පිණිස යන කාරණයන් මුල් කොට ගත් ප්‍රමුඛතම කාරණය ජනතා ප්‍රසාදය දිනා ගැනීම යැයි අනුමාන කළ හැකි ය. පිං පිණිස හා හිත සුව පිණිස යන කාරණයේදී භාතිකාභය රජු (ක්‍රි.පූ.19 - ක්‍රි.ව.9) පිළිබඳව ධූපවංසය දක්වන තොරතුරු අතර “අවුරුදු පනා බුද්ධරත්නයට ධම්මරත්නයට සංසරන්න යන තුණුරුවනට තුලාභාර දාන දුන්නේ යැයි” යන සඳහන වැදගත් කොට සැලකිය හැකි ය (ධූපවංසය, 211පි). රාජාවලිය දක්වන්නේ අනුරාධපුර යුගයේ මහා දායික මහානාග රජු (ක්‍රි.ව.9 -21) මුහුදු මැද සරසන ලද ඔරුවල සුවිසි දහසක් හිසුන් ඉඳුවා පෙරවරුවේ තුලාභාර දන් දුන් බවකි (රාජාවලිය, 192 පිටුව).

දළදා සිරිතෙහි දැක්වෙන්නේ “.....ලක්දිව අන් ගෙන දෙමළන් පලවා තුන් රජය එක්සත් කොට අරමණයෙන් මහසගන ද තෙවලා සහම් පොත් ද නොවලා ගෙන්වා ලෝ සසුන් වැඩ කළ මහලු විජය බාහුය, ජයබාහුය, වික්‍රමබාහුය, ගජබාහුය, වළගම්බා රජයෙහි පටන් නකා හේද ඇතිව පැවත ආ බුදු සසුන් පිරිසිදු කර සගමොක් සුව පනාමාලු කමක් දළදා පුදයක් තුලාභාර දීම් ආදී මඟුල් සිවු ඇටක් ද කර.....” (දළදාසිරිත, 70,126 පිටු) යනුවෙනි. ඒ තුළින් පැහැදිලි වන්නේ මේ රජවරුන්ගේ කාලවල සිදු වූ ශාසනික විලෝපකාරී දේ වලකාලමින් බුදු සසුනේ චිර පැවැත්ම උදෙසා පිං පිණිස හා හිත සුව පිණිස අවුරුද්දක් පාසා උපසම්පදාවත් දළදා පූජාවත් තමාගේ බර ප්‍රමාණයට දන්දීම් ආදී උත්සවත් පැවැත් වීමට රජවරුන් කටයුතු කළ බවයි. දෙවන දජපුල රජු (ක්‍රි.ව.815-931) ද “තුලාභාරඤ්ච දාපෙසි” (මව,47:79) යන මහාවංසය දක්වන ගාථා පාඨයෙන් තුලාභාර දුන් බව පැහැදිලි වෙයි. කීර්තිමත් වූ දෙවන උදය රජු (ක්‍රි.ව.887-898) ද “අදාසී ව තුලා භාරං තිකඛනතුං සො මහායසො” (මව,49:127-128) තුලාභාර දාන ආගමානුකූලව හිසුන් වෙත ලබා දී තිබේ. තුන්වන මහින්ද (ක්‍රි.ව.801-804) තුලාභාර දානය දෙන ලද රජෙකි. (මව,,54:27)

දෙවරක් හික්කුන් වහන්සේලාට කුලාභාර දුන් බව කියයි. එමෙන් ම පොළොන්නරු රාජධානි කොට ගත් පළමු වන විජයබාහු රජු (ක්‍රි.ව.1055-1070) සොළී විබලයෙන් රට මුදවා ජනතා සුභ සාධනය උදෙසා බොහෝ කටයුතු සිදු කළ බව වංසකතා තුළින් හෙළි වෙයි. “.....තුන් නිකායට කුලාභාර පරිත්‍යාග කළ බව.....” (මුන්රු කුලාභාරම් මුන්රු නිකායන්තු කුඩුන්තු....) වේළයික්කාර් සෙල්ලිපිය මේ සඳහා කදිම නිදසුනක් වේ. (Ez;II,No.40,p.242-255)

ජනතා සුභ සාධනය අපේක්ෂා කිරීම අරමුණු කර ගනිමින් කටයුතු කළ රජවරු බොහෝ ය. මහාවංසය දක්වන ආකාරයට දෙවන සේන රජු (ක්‍රි.ව.853-887) “කුලාභාර දීමෙන් බැගැපත් වූ අනාර්යන් සැතැප්වේ” (මව;51:64) යන කාරණය සඳහන් කරයි. පළමු වන විජයබාහු රජු “.....තුන්වරක් බැගැපතුන්ට කුලාභාර දෙව්.....” (මව;60:21) යැයි දක්වයි. පළමුවන පරාක්‍රමබාහු රජු “.....බෙරපියව් කරවා යදියන් රැස් කොට අවුරුදු පනා කුලාභාර මහ දන් දෙව්.....” (මව;73:11) යැයි සඳහන් කර ඇත. බැගැපත් වූ අනාර්යන්, දිළින්දන් රැස් කරමින් උත්සවාකාරයෙන් කුලාභාර දාන දුන්නේ ජනතාවගේ ආර්ථික සමෘද්ධිය ඇති කරනු පිණිස වුව ද රාජත්වය තහවුරු කර ගැනීම උදෙසා රජු යුහුසුඵ වූ අවස්ථාවක් ලෙස ද පෙන්වාදිය හැකි ය. ඇත්තෙන්ම රාජකීයභාවය පවත්වා ගැනීම උදෙසා රජවරු ජනතා නැගී සිටීම අවම කිරීමට මෙය උපක්‍රමයක් කොට ගත්තාදැයි සිතේ. මේ බව වඩාත් තහවුරු වන කාලය නම් නිශ්ශංකමල්ල රාජ්‍ය කාලයයි (ක්‍රි.ව.1186-1196). පොළොන්නරු යුගයේ දී මේ සිරිත පැවති බවට සාධක රාශියක් දක්නට ලැබේ. මහා පරාක්‍රමබාහු රජතුමාගෙන් පසුව කුලාභාර දෙන ලද බවක් මහාවංසයෙහි සඳහන් නොවේ. එහෙත් නිශ්ශංකමල්ල රජුගේ ලිපි රාශියකම එතුමා දුන් කුලාභාරදාන පිළිබඳව විශේෂයෙන් ම සඳහන් කරන්නේ “.....පෙර රජවරුන් නොකළ විරු ලෙසැ හවුරුදු පනා කුලාභාර නැගී.....” (ප්‍රීතිදාන මණ්ඩප ලිපිය) පෙර නොවූ විරු ආකාරයෙන් ලබා දුන් බවයි. මෙහි අරමුණ වන්නට ඇත්තේ දේශපාලන අභියෝග උපරිමයෙන් ජයගැනීම විය හැකි ය. නිශ්ශංකමල්ල රජුට එල්ල වූ දේශපාලන අභියෝග අතරෙහි ප්‍රමුඛ වූයේ, විජාතිකත්වයයි. මන්ද පැරණි ලංකාවේ දේශීය ජන නායකයෙක් ජනතා නියෝජනයෙන් රාජ්‍යත්වයට පැමිණි බව දක්වන කාරණයේ දී නිශ්ශංකමල්ල රජුගේ විජාතිකත්වය බල නොපෑවේ යැයි කිසිසේත් කිව නොහැකි ය. රජු බෞද්ධයෙකු වෙමින් ජනතාව විෂයෙහි මෙපමණ කැපකිරීමක් සිදු කරන්නේ සිය රාජත්වයේ අනාගත අභිවෘද්ධියෙහි පැවැත්ම උදෙසා ය. ජනතාවගේ ප්‍රසාදය පක්ෂපාතීත්වය වඩ වඩාත් තහවුරු කරගැනීම සෑම රජෙකුටම මුහුණ පෑමට සිදු වූ අභියෝගාත්මක කාරණයකි. නිශ්ශංකමල්ල රජුට මේ තත්ත්වය දැඩිව දැනෙන්නෙකු බවට පත්වන්නේ එතුමාට එල්ල වූ තීරණාත්මක අභියෝග රැස මුල්කර ගනිමිනි. එනම්,

- විජාතිකත්වය
- මහා පරාක්‍රමබාහු රජුගේ ජනප්‍රියත්වය
- පරාක්‍රමබාහු රජුගේ හමුදාපතින්
- ගොවිකුලයේ ජනයා
- රුහුණු ජනයාගේ නැගී සිටීම

වැනි දේශපාලන අභියෝග රැසකි. මේ සියල්ල මධ්‍යයේ නිශ්ශංකමල්ල රජතුමා හැම විටම සඳහන් කරනුයේ කාලිංගයේ සිට ආරාධිතව ලක්දිවට පැමිණියෙකු වූ තමා කලිංග වැසියෙකු බවයි. *".....උතුම් දම්බද්විති කලිඟුරු සිංහපුරයෙහි මෙම රජපරපුරට නිලකයක් බඳු....."* ගල්පොත ලිපියෙහි දැක්වීම ඊට නිදසුන් කළ හැකි ය. ගොවි කුලයේ ජනයා නිලතල දැරුව ද රජකම ලබා ගැනීම සඳහා ඔවුන්ගේ අභිමතාර්ථයන්ට අනුබල දෙමින් ඔවුන්ට එකතු වන ලෙස ගල්පොත ලිපියෙන් පැහැදිලිවම අවවාද කර ඇත. එපමණක් නොව රජකම පනත ගොවිකුල ජනයා හංසයන් හා සිංහයන් අනුකරණය කිරීමට තැත් කරන කපුටන්ට හා හිවලුන්ට ද සමාන කර ඇත්තේ *".....කාකයා හංසගතියට ද කොටුලා සෙසයින්දවයන්ට ද ගැඩහුලා නාගයන්ට ද කනාමැදිරියා සූර්ය ප්‍රභාවයට ද වටුවා හස්නින්ට ද කැනහිලා සිංහයන්ට ද භාව කරන්නා සේ ගොවිකුලයේ ඇත්තන් රාජ්‍ය ලීලාව නොපැතුව මැන....."* (Ez;vol.II.p.99-101) යනාදී වශයෙනි. ගොවිකුල ජනයා රජකම ලබාගැනීමට තැත්කිරීම නිශ්ශංකමල්ල රජු හෙළා දකින අතර ඊට අනුබල දෙන්නන් රාජද්‍රෝහීන් ලෙස ද සලකා ඇත. තව ද වෝළ, පාණ්ඩ්‍ය, කේරළ ආදී අබොද්ධ කුමාරවරුන් රජකමට පත් නොකර ගන්නා ලෙස ද එසේ වන අයගේ විනාශය ද ඇති කරන බව දක්වා තිබේ. මෙයින් පෙනී යන්නේ කිසිවකු හෝ බලයෙන් රජකම ලබාගතහොත් ඊට විරුද්ධව නැගී සිටීමට තරම් කුමාරයින් හා ප්‍රධානීන් සිටි බවයි. මේ ආකාරයට රජු සහ රාජසභාව ඇතුළත වූ මධ්‍ය පරිපාලන තන්ත්‍රය ආශ්‍රිතව පැවති අර්බුදකාරී දේශපාලන වාතාවරණය හැරුණ විට තම රාජධානියෙන් දුර බැහැර ප්‍රදේශවල මතුව තිබූ ව්‍යාකූලතාවලටද මුහුණ දීමට නිශ්ශංකමල්ල රජුට සිදුවූ බව පෙනේ. එමෙන්ම මායාරට සහ රජරට වැසියන්ගේ දෝෂ දර්ශනයට ලක් නොවන ආකාරයට විසීමට වගබලා ගන්නා ලෙස රුහුණු ජනතාවට කරන ලද ආයාචනයක් කටුගහගල්ගේ ලිපියෙන් අනාවරණය වේ. *"රුහුණු රජයෙහි ඇත්තවුන් කෙරෙහි කරුණායෙන් කියමිහ. ධන ධාන්‍ය දාසි දාසයන් ඇතිව පීචන් වන්නා කැමැත්තමිහ. මායා රජයෙහි පිහිටි රජයෙහි ඇත්තවුන් අතින් නින්දා පරිභව නොඅසා ලෝභව අනුන් ගැන්නට ආශා නොකොට බන් කෑ බුලත් කෑ මතට උඩත නොව රූණෝ නිවංචාවෝය ස්වාමී පක්ෂපාත ගැන්නෝ යැයි කියවව....."* (Ez;vol.III.p.325-331) මෙලෙස ආයාචනයන් කළේ එම ප්‍රදේශවල ජනතාව තමාට විරුද්ධව නැගී සිටීම වලකාලීමේ පූර්ව කටයුත්තක් ලෙස විය යුතුය. මේවායින් මිදීම උදෙසා ගතයුතු ඵලදායී ක්‍රියාදාමය නම් ජනතාවගේ පක්ෂපාතිත්වයයි. ඒ සඳහා අනුගමනය කළ එක් ක්‍රියා මාර්ගයක් ලෙස තුලාභාර දීම වැනි පුණ්‍ය කටයුතු ගිහි පැවිදි දෙපක්‍ෂයටම ලබාදීම මෙහිදී පෙන්වා දිය හැකි ය. නිශ්ශංකමල්ල රාජ්‍යකාලය ගත් විට වසර නවයක් වැනි කෙටි කාලයක් වුවද ජනතා හිතෙන්ම ලෙස කටයුතු කරන්නට උත්සාහ ගෙන තිබෙන බව පැහැදිලි ය. තුලාභාර දීම ම පමණක් ගත් විට වුව ද නිශ්ශංකමල්ල රජතුමා කැපී පෙනෙන වෙනසක් ඒ තුළ ඇති කරන්නට කටයුතු කළ බව එතුමාම සඳහන් කරයි. එතුමාගේ රාජකීය පවුලේ උදවිය මේ උතුම් පුණ්‍ය කටයුත්ත ඉටු කරදීම කෙරෙහි යොමු කරවා ගත්තේ අනේකුකව යැයි කිව හැකි ද? ඇත්තෙන්ම රජුට මෙම අවස්ථාවේ අවශ්‍ය වූයේ ජනතා ප්‍රසාදය තුළින් රාජත්වය තහවුරු කර ගැනීමට ය. ඒ තුළින් දිගු කාලයක් පුරාවට බිඳහෙළීමට නොහැකි බලයක් රජු වෙත පවරා ගැනීමට ය. දුස්ථ ලංකාවාසීන් ස්වස්ථ කිරීම එතුමාගේ අපේක්‍ෂාව බව නිරන්තරයෙන් සෙල්ලිපි මගින් ජනතාවගේ නෙත ගැටෙන පරිදි ජනතා සිත් සනත් රඳවන්නට උත්සාහ ගත්තේ ද මේ නිසා යැයි සිතිය හැකි ය.

ආහරණ හා වොටුණු සහිතව අනෙක් රජුන් තනිව තුලාහාර නැගුණ ද නිශ්ශංකමල්ල රජු පමණක් නොව සිය පවුලම හා සමග තුලාහාර නැගුණු බව එතුමාගේම ශිලා ලේඛනවලින් පෙනෙයි. එහිදී අනුරපුර රුවන්වැලි ලිපිය, ප්‍රීතිදාන මණ්ඩප ලිපිය, පොළොන්නරු කලා ක්‍රීඩා විනෝද ගල්ආසන ලිපිය, හැටදාගේ ප්‍රවේශ ලිපිය, ගල්පොත ලිපිය විශේෂ කොට දැක්විය හැකි ය. අනුරපුර රුවන්වැලි ලිපියෙහි දැක්වෙන ආකාරයට

“මා දවස කැන් නොසිතා සුවසෙ පසුව මනැයි පෙර රජ දරුවන් නොසිතූ විරු ලෙස තුලාහාර නැගෙමිය සිතා වදාරා විරබාහු මහපාණන් වහන්සේ අග මෙහෙසුන් කාලිංග සුහදා බිසවුන් වහන්සේ හා තුන්දෙනා වහන්සේ තුලාහාර නැගී.....” (Ez;vol. II.p.77) යැයි දක්වා තිබේ.

ඒ අනුව රජු මෙන්ම විරබාහු මහපා, අගමෙහෙසිය කාලිංග සුහදා තුලා නැගියවුන් විය. මේ ලිපිය පිහිටුවා ඇත්තේ නිශ්ශංකමල්ල රජුගේ හතරවැනි අවුරුද්දේ දී ය. පස්වන අවුරුද්දේ දී පිහිටු වන ප්‍රීතිදාන මණ්ඩප ලිපියේ ඉහත දැක් වූ තිදෙනාට අමතරව ගග වසෑ කලාශාණ මහා දේවීන් වහන්සේ ද තුලාහාර නැගී තිබේ. පොළොන්නරු කලා ක්‍රීඩා විනෝද ගල්ආසන ලිපියෙහි හවුරුදු පතා සතර තුලාහාරයක් නැගිනැයි සඳහනක් වෙයි. ගල්පොත ලිපියේ අගමෙහෙසිය වූ කාලිංග සුහදා, ගග වසෑ කලාශාණ මහා දේවීන් වහන්සේ රජු මහපාණන් දුටු සර්භාංග සුන්දරී ඇතුලු පිරිස තුලාහාර නැග ඇති බව ගල්පොත ශිලා ලිපියේ තිබේ.

“ගගවංස කලාශාණ මහ දෙවීන් වහන්සේ හා සහවොටුහු රජබරණින් සැදී උරෙහි දා දරු මහපාණන් හා දු සබ්බාග සුන්දරීන් වහන්සේ හා එක්වූ තුලාහාර නැගී හවුරුදු පතා පස්තුලාහාරයක් බැගින් දී...”
(Ez;vol.II.p.106)

එතුමාගේ හැටදාගේ ශිලා ලිපියට අනුව ඉහත සඳහන් කළ රාජකීයන්ට අතිරේකව නිශ්ශංකමල්ල රජු ඇතුලු වික්‍රමබාහු ඇපාණන්, පාර්වතී, වන්දා බිසවුන් ඇතුලු රාජකීය පිරිස තුලාහාර නැගී බව දක්වයි. (Ez;vol.II.p.93) මේ සඳහන්වලින් පෙනෙන්නේ තුලාහාර ගණන් ගත්තේ නගින පුද්ගලයන්ගේ ගණනට අනුව පමණක් නොව වාර්ෂිකව රාජකීයයන් එකිනෙකා වැඩි කිරීමෙන් බවයි. නිශ්ශංකමල්ල රජුගේ හතර වෙනි අවුරුද්දේ දී තුනක් ද පස් වෙනි අවුරුද්දේ දී හතරක් ද හය වන අවුරුද්දේ දී පහක් ද ආදී වශයෙන් සංඛ්‍යාත්මකව වැඩිකරමින් තුලාහාර දාන ලබා දුන්නේ ජනතා ප්‍රසාදය ලබා ගැනීම සඳහා යැයි සිතිය හැකි ය. තුලාහාරදානදීමේ පුණ්‍ය ප්‍රතිපත්තිය පෙර රජසිරිතට අනුව ශක්තිමත්ව ඉදිරියට ගෙනයමින් යම් තරමකට හෝ දිනා ගත් ජනතාවගේ ප්‍රසාදය වඩ වඩාත් තහවුරුකරගැනීම උදෙසා රාජකීයයන් එක්කර ගත්තා ද විය හැකි ය. නිශ්ශංකමල්ල රජතුමා පොදු ජනතාවගේ ගෞරවාදරය තමා වෙතට යොමු කරගැනීම උදෙසා විශාල ප්‍රචාරක ප්‍රතිපත්තියක් අනුගමනය කළ අයෙක් බව තවදුරටත් අනාවරණය කර ගැනීම අසීරු නොවේ. නව අවුරුදු පාලන කාලය තුළ සිදු වූ කැපී පෙනෙන සේවාව තුළ පොදු ජනතාවට විවිධ සහනයන් සලසා දෙමින් විවිධ වස්තු පරිත්‍යාග කරමින් ඒවා සියල්ල සෙල්ලිපි මගින් ප්‍රචාරයකිරීමට සමත් වීමම ඊට හේතුවයි. නිශ්ශංකමල්ල රජතුමා කළ පරිත්‍යාග අතර මුතු, මැණික්, පබළු ආදී නොයෙක් රන්රන් ද ගෝ, මහිණ, ධන,

ධාන්‍ය, දාස දාසියන් ද දිවෙල්, ගම්, පමුණු ද විවිධ වස්ත්‍රාභරණ ද රන් වළං, රිදී වළං ද ඇතුළත් වෙයි. (Ez;II,p.139) මේ පරිත්‍යාග ලැයිස්තුව සෑම ලිපියකම පාහේ පිළිවෙලකට යොදාගෙන තිබෙනු දක්නට ලැබේ. තමන් ලෝවැස්සන්ගේ පිණිත් උපන් කල්ප වෘක්‍ෂයක් සේ යි. (Ez;II,p.105) දක්වන ලද සඳහනකට අනුව එතුමා පරිත්‍යාගශීලීත්වය ප්‍රගුණ කළ අයෙකු බව වැටහේ. මේ ධන පරිත්‍යාගයන් අතර තුලාභාර දාන වැදගත් තැනක් ගනී. නිශ්ශංකමල්ල රජතුමාගේ පාලන කාලය තුළ පෙර රජවරුන් නොකළ ආකාරයේ තුලාභාර දුන් බව අනුරාධපුර පුවරු ලිපියේ එන සඳහනින් පැහැදිලි කර ගත හැකි ය. "..... කාන් නොසීඟා සුව සේ විසුව මැනවයි පෙර රජදරුවන් නොකළ විරු ලෙසක තුලාභාර නැගෙමිසි සීතා වදාරා තුලාභාර නැගුණු බව....." (Ez;II,p.77)

මේ තුළින් අනාවරණය කරගත හැකි වන්නේ වැසියාට ධන පරිත්‍යාග කොට දුප්පත්කමින් මිදීම උදෙසා තුලාභාර දානය රජවරු පෙර නොකළ ආකාරයට ලබා දෙමින් ජන ප්‍රසාදය දිනා ගැනීමට නිශ්ශංකමල්ල රජතුමා කටයුතු කළ බවයි. මහජන දුක්ගැන්වීලි නිවාරණය තුළින් ප්‍රසාදය ලබා රාජ්‍යත්වයට එල්ල වූ අභියෝග ජය ගන්නට උත්සාහ දැරූ තවත් අවස්ථාවක් ලෙස දඹුලුගිරි ලිපිය පෙන්වා දිය හැකි ය.

".....හවුරුදු පතා පස් තුලාභාරයක් බැගින් රන් රුවන් මුතු රිදී ඇ නො එක් වස්තු හා දී ලංකාවාසීන් ස්වස්ථ කරවා..... තුලාභාර වස්තු දානයෙන් මුළු දිළිඳුන් සින් පුරා එතන්හි බොහො කලක් පවත්නා නියායෙන් ජය සතම් (හ කොටු නිශශංකෙශවරයැ)....."
(ශිලා ලේඛන සංග්‍රහය, 63පිටුව)

දිළින්දන්ට දනය ලබා දී එතැන ස්ථම්භ පවා ඉදිකිරීම් සිදු කළ බව සඳහන් කිරීම තුළින් මේ රජු තුලාභාර දීම කෙතරම් වැදගත් අවස්ථාවක් බවට පත් කර ගත්තේ ද යන්න පැහැදිලි ය. දොරටියාව සන්නස ද තුලාභාර දාන දීම පිළිබඳව දක්වන තොරතුරුද මෙහි දී වැදගත් වේ.

"....බොහොසන් දිනු සහ වොටුනු රජබරන කිර බොහොසන් සින සහ වොටුණු රජබරණ කිර නවුදු දුආතුල නල(ක) අරා කපතුරුමෙන් නොමී නන්රුවන් ණවුදු රුදුනප අරා කපතුරුමෙන් නොමීන් නන්රුවන් දන්(ල).... දෙසෙනොල මුළු දිළිඳු"
(JRAS(CB), Vol;XXIX, No. 70)

පොළොන්නරු යුගයේ රජවරුන් බොහෝ දෙනෙක් ම තුලාභාර දුන් බව ශිලා ලිපිවලින් මෙන්ම සාහිත්‍යයෙන් ද කියැවෙන බැවින් පොළොන්නරු යුගය වන විට තුලාභාර දානය දීම රජුන් අතර ප්‍රචලිතව තිබෙන්නට ඇතැයි සිතිය හැකි ය. එහෙත් නිශ්ශංකමල්ලගෙන් පසුව තුලාභාර දානය දීම පිළිබඳ තොරතුරු විරල ය. ඇතැම් විට පොළොන්නරු යුගයෙන් පසුව ඇති වූ අභ්‍යන්තර පීඩා හා ආර්ථික පීඩනයන් නිසා මේ සිරිත අභාවයට ගියේ යැයි සිතීමට හැකි ය. කුමන හේතුවක් නිසා හෝ මේ යුගයෙන් පසුව මේ සිරිත නැතහොත් වාරිත්‍රය ක්‍රමයෙන් අභාවයට යමින් තිබූ බව කිව හැකි ය.

නිගමනය

අනුරාධපුර යුගය තුළ දෙනු ලැබූ තුලාභාර දාන පිළිබඳව මහාවංසයෙන් හෙළි වන පරිදි දෙවන දප්පුල, දෙවන සේන, තුන්වන මහින්ද සහ දෙවන උදය යන රජවරුන් මෙන්ම පොළොන්නරු යුගය තුළ මහා විජයබාහු, මහා පරාක්‍රමබාහු නිශ්ශංකමල්ල යන රජවරු ප්‍රමුඛ වේ. මේ රජවරු සියලු දෙනා අතුරෙන් නිශ්ශංකමල්ල රජු හැර ඉතිරි අය තුලාභාර නැගී තිබෙන්නේ තමා පමණක් බව පැහැදිලි වෙයි. එහෙත් නිශ්ශංකමල්ල රජතුමා තමා සමඟ තම පුතු ද අග බිසව ද ඇතුළුව රාජකීය පවුලේ උදවිය තුලාභාර නැග තිබීම විශේෂිත ය. මේ තුළින් සුවිශේෂී තුලාභාරදානයක් ජනතාව උදෙසා ලබා දීමට නිශ්ශංකමල්ල රජතුමා කටයුතු කර තිබේ. අනුරාධපුරයෙන් හමු වන තුලාභාර දානය පොළොන්නරු යුගයේ දී රාජකීය පවුල තුළට විසරණයවීමක් දක්නට ලැබේ. මේ අනුව ලක්දිව බෞද්ධ රජවරුන් පොදු මහජනතාවගේ සුභ සිද්ධිය ප්‍රාර්ථනා කරමින් ම ආර්ථික සමෘද්ධිය පිණිසත් පින් රැස්කරගැනීම උදෙසාත් කළ බව සේ ම සෘජුව නොවුණත් වක්‍ර ආකාරයෙන් සිදුවූයේ ජනතාවගේ ප්‍රසාදය දිනාගැනීමට කටයුතු කිරීම යැයි කිව හැකි අතර හුදෙක්ම දේශපාලනය කේන්ද්‍ර කොට ගත් ජන ප්‍රසාදය දිනීමේ ක්‍රියාමාර්ගයක් බව ද සඳහන් කළ හැකි ය. කිරුම් මිණුම් ක්‍රම තුළ තරාදි භාවිතයේ උපරිමයක් පෙන්වන තුලාභාර දානය රාජ්‍යයේ ආර්ථික සමෘද්ධිය හෙළිකරන්නක් ද වන බව කිව හැකි ය.

ආශ්‍රිත ග්‍රන්ථ නාමාවලිය

ඌපවංසය, (2005), සංස්: වී. ඩී. එස්. ගුණවර්ධන, සමයවර්ධන පොත්හල, කොළඹ.

දළදාසිරිත, (2008), ගුණවර්ධන වී.ඩී. එස්., (සංස්:) ඇස් ගොඩගේ සහ සහෝදරයෝ, කොළඹ.

දළදාසිරිත, (2008), සිරිසුමන හිමි, නිඹිරිවැව, විශ්ව ග්‍රැෆික්ස් පුද්ගලික සමාගම, පන්නිපිටිය.

පන්සිය පණස් ජාතක කතා පොත් වහන්සේ, (2007), ගුණසේන සහ සමාගම, කොළඹ.

මහාභාරතය, (2004), ආරණ්‍යක පර්වය I, තෙවැනි කොටස, පඤ්ඤාකිත්ති හිමි, හිරිපිටියේ, (පරි), ඇස් ගොඩගේ සහ සහෝදරයෝ, කොළඹ.

මහාවංසය, ප්‍රථම භාගය, (1996) සිංහලානුවාදය, හික්කඩුවේ ශ්‍රී සුමංගල මාහිමි සහ බටුවන්තුඩාවේ දේවරක්‍ෂිත පඬිතුමා, එස්. ගොඩගේ සහෝදරයෝ, කොළඹ.

මහාවංසය, දෙවන භාගය, (1996) සිංහලානුවාදය, හික්කඩුවේ ශ්‍රී සුමංගල මාහිමි සහ බටුවන්තුඩාවේ දේවරක්‍ෂිත පඬිතුමා, එස්. ගොඩගේ සහෝදරයෝ, කොළඹ.

මහාවංසො (අනුරාධපුර රජප්‍රයුගම), (2008), සංස්: ඉලංගසිංහ, මංගල, ඇස් ගොඩගේ සහ සහෝදරයෝ, කොළඹ.

රාජාවලිය, (1997), සුරවීර. ජී. වී., අධ්‍යාපන ප්‍රකාශන දෙපාර්තමේන්තුව, කොළඹ.

රණවැල්ල, සිරිමල්, (2004), සිංහල සෛලිපි වදන් අකාරාදිය, පුරාවිද්‍යා දෙපාර්තමේන්තුව, කොළඹ.

කරුණාරත්න, සද්ධාමංගල (පරි:), (2000), ශිලා ලේඛන සංග්‍රහය, පළමු වෙළුම, වික්‍රමසිංහ, මර්තිතු ද සිල්වා (සංස්:), පුරාවිද්‍යා දෙපාර්තමේන්තුව.

රෝහණදීර, මැන්දිස්, (1998), *නිශ්ශංකමල්ල - පොළොන්නරුව*, තරංජි ප්‍රින්ටිස්, මහරගම.

ලියනගමගේ, අමරදාස, ගුණවර්ධන, රණවීර, (1965), *අනුරාධපුර යුගය*, විද්‍යාලංකාර විශ්වවිද්‍යාලයීය මුද්‍රණාලය.

ලංකා විශ්වවිද්‍යාලයේ ලංකා ඉතිහාසය, I කාණ්ඩය, I භාගය, (1964) පර්යේෂණාංශයේ සිංහල පරිවර්තනය, විද්‍යාලංකාර විශ්වවිද්‍යාලය, කැලණිය.

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Impact of user education programs in the Library, University of Jaffna: An appraisal

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Abstract

This research paper provides a basic understanding of the impact of the user education programs of the Library, University of Jaffna. The objective of the study is to assess the impact of user education programs in the Library, University of Jaffna, based on the quantitative and descriptive analysis of the readers' visits, opinions, feedback, and the developments encountered after the programs. The findings of the study show that the remarkable (20%) increase in number of visits of readers, enrichment of their information literacy level, appreciation and collaboration of departments, development of library awareness and of documentation culture are the major impacts of the user education programs of the Library, University of Jaffna.

Keywords: User Education, Academic Libraries, Library Orientation, Information Literacy Level

Gateway to User Education

Proliferation in book production, coupled with dramatic changes in technology has paved the way to find the best ways and means to educate patrons for the maximum utilization of library resources. In keeping with this development, the concept of user education is regarded as a step forward of the highest importance to the profession of library and information science.

User education is not a new concept. It is a widely used term in Western literature. It is more than 170 years old. The earliest evidence of instruction: a librarian lecturing undergraduates is found at Harvard College in the 1820s, (Tiefel, 1995). But for some, it is one of the less sensible terms invented by the librarians (Line, 1983). For the researchers of the West, it is purely bibliographic instruction. To us, in Sri Lanka, it is 'Library Orientation.' In actual sense, user education is the composition of four elements: User awareness, Library Orientation, Bibliographic Instruction and Interest Profiling.

In simple terms, user education could be defined as educating the user on how to use the library resources, services and facilities effectively and efficiently. Democracy (ideology), education (methodology) and library (service) are three components that constitute the essence of user education.

It is library orientation to those who are using the library for the first time, subject oriented instruction for undergraduates at a stage when they are admitted to a special branch or subject of their choice or at the time of project work. User education is also part of literature search training in the beginning of their research work as summarized by Rathore (1992).

Carlson and Miller (1984) give a working definition of what constitutes integrated user education. It has three essential elements. First, User Education should take place as part of subject specific classes. Secondly, because it is part of subject classes, librarians and teaching staff must work very closely together to ensure the quality and focus of the class. Thirdly, the main dose of instruction should be given in lectures although this does not preclude the student from seeking further help in the library.

Objective of the study

The broad objective of this study is to assess the effect of user education programs of the University of Jaffna Library (UOJL). Specific objectives include investigation of the relevance of the user education programs of UOJL, determination of the extent of utilization of the resources, assessing the level of user interaction with the staff of UOJL, and finding out student assessment of user education.

Related studies

A vast number of research studies in the 1970s focus on ‘library orientation’, in the 1980s, on bibliographic instruction, and in the 21st century, on ‘Information Literacy’. Integrating user education in the undergraduate curriculum has been the main concern in American studies for more than two decades, and the contributions of University of Illinois to include a number of research articles in its journal ‘Library trends’ could be noted in this regard (1980;1991;1995;2002). The ‘Gateway to Information’ developed by the Ohio State University Library is one response to the current and future issues and problems facing libraries. The ‘Gateway’ was designed to help undergraduate and graduate students identify, find, evaluate, and select the most useful information for their needs without the help of library staff (Tiefel, 1995).

Studies in Britain too, show the integration of user education with the undergraduate curriculum since the best way of assessing user education is to integrate it into the curriculum whether it is as part of current courses or as an extra credit course, (Wilson, 1997). On the other hand, the Iranian experience suggests that libraries should employ expert and skillful librarians who should offer user education to the faculty, and provide them with instructional material (Mohammadi, 2008). Meanwhile, South African studies indicate that enabling students to make maximum use of the library resources and services, requires training on how to use them, (Babasiki, 1998). It must be borne in mind that user education can only be successfully carried out if there is cooperation between the library and other key stakeholders, (Agyen-Gyasi, 2008). In China, the Ministry of Education recommended three levels of user education based on the user’s educational background. The first level is library orientation for freshmen; the second, courses of bibliographic instruction for juniors and seniors; and the third, a more sophisticated user education program involving the sorting and summarizing of documentation and the studying and analyzing of information for all graduate students, (Fang and Daniel, 1990). The Sri Lankan experience on the other hand, focuses on situational analysis (Ratnayake, 2004).

User Education at UOJL

Like other university libraries in Sri Lanka, UOJL too, covers only one aspect of user education, and it was the common practice of this library to start the orientation with a short introduction followed by a two hour library guided tour during the inauguration session of the first year students. Considering the fact that there is no single method or media, which could serve as panacea for all the categories of user education programs, the development in the field invites new methods of instruction. UOJL, while adapting the existing methods, has also made some new methods of educating its users.

Improvements to the existing system

The existing system included a brief introduction to the Library during orientation. Since it was realised that the theoretical introduction of the Library in 15 minutes, during the inauguration session of the newly admitted students and the mere visits of the students to see the different sections of the Library would do nothing to improve the use of the Library, requests were made to the Dean of each faculty to extend the lecture period to one hour and the Library visit to 3 hours. Each faculty responded to the request by extending the hours requested and incorporated this in their inauguration program each year. During the library visit, students are grouped and given an explanation of the basic facilities of the Library.

Orientation programs

The orientation program was conducted for the first time in UOJL history as a three week session, covering 20 hours with support from the Faculty of Management for the students of the Faculty of Management. The objective of this program is to provide a thorough knowledge of the Library and its resources to get the maximum benefit. Through five major topics: introductory aspects of Library/Information Resources/Information literacy/Evaluation & presentation of Findings/Library Ethics/and several sub topics, a wide range of skills which are essential for successful utilization of information resources available within the Library was introduced to the first year undergraduates. To guide the students during the process, a variety of checklists, activity sheets, handouts and guidelines were provided. The duration of each topic was one hour for theory and three hours for practical training. Lectures, presentations, demonstrations and hands-on sessions were used to deliver the contents. At the end of the program, structured questionnaires were distributed to the participants to identify the needs of the program.

Exhibitions

The best way of making the libraries and the librarians more valued is to make the library experience more pleasant by making the library accessible and easy to use on one hand, and more rewarding by showing the value of collections and services on the other, (Gorman, 1991). Considering the above fact, a new method was introduced in the form of exhibitions which could be suitable for both group instruction as well as individual instruction. The idea was to provide user awareness, considering the reality that learning activities combined with a practicum of about ten minutes can prove to be more successful than a Power Point presentation of an hour or so. With the celebration of the reading month of the year 2009 in October, this exhibition named 'Path to Knowledge' was organized at the central part of the Library in a space of 54'x 54'. This exhibition was on for one month and extended for another month at the request of readers, under the following headings.

Face 1: 3D Library – A Model. Three dimensional (3D) library is the new concept consisting of three important elements arranged in a meaningful manner to explore information for self-learning. The three basic elements of the 3D Library are objects and their meaning as primary resources; documents and related materials as secondary resources, bits of information in the form of abstracts, extracts, charts, diagrams, translation etc., as tertiary resources arranged in a pyramid structure.

Face 2: The world of objects – A Tour. Objects include artifacts and models. They can provide the user with a direct, purposeful, and concrete experience. The purpose of setting this up is to raise awareness that the library is not a place to preserve only written materials. Realia and artifacts are regarded as important information resources and at the same time, it encourages or improves preservation and documentation culture among readers.

Face 3: World's best images – A Listing. The purpose of setting up this corner was to make the readers improve reading through picture oriented materials and to show the reader the world's best things such as places, buildings, nature, etc. and above all, to impress on them the importance of the library and its current trends. World famous photographs published in magazines, newspapers, best paintings, cultural heritage of Tamils, were treated as special features of this corner.

Face 4: Here we are – A Sample. This was divided into nine major types as resources by their origin, body, format, content, concept, nature, standard, help and arrangement. The purpose of setting up this section was to introduce the user to the various dimensions of information, resources available in a human society, to improve resource literacy, or the ability to understand the form, format, location and access methods of information resources.

Face 5: Where you are – A Test. This corner was designed as the readers' corner. The main mode of display was the hanging descriptions and instructions. Readers were requested to answer the questions, such as 'How can I search in OPAC?' 'I lost the borrowed book or document: what are the steps to be taken if the borrower has lost the books?' etc. The main purpose of this corner was to introduce the different facets of a modern library.

Face 6: Take care of us – A Practical. The main purpose of this corner was to educate the user to understand the hazards of library resources and to make them realize how good handling practices would safeguard the resources. Display of this section had the 3 D library set up in which one sample of materials was affected by the hazards discussed. This corner was divided into three areas such as Enemies of information resources, Physical preservation and conservation methods of the resources, Content preservation and conservation methods of the resources.

Face 7: Let's go and find – A Guide. The purpose of this section was to guide the user to search and find the information from reference resources in a meaningful manner, improve literacy, inculcate research literacy, and identify sources of information.

Face 8: Our best corner – A Face: This corner was arranged to highlight the fact that the best methods of educating the user is to show the best collection of the library in their subject or field of interest.

Face 9: Important events of the day – A View. Selection of the topic was based on the current event, the importance of the particular day for the exhibition and the important personalities at national level and the available resources in print and non print form.

Face 10: Know your role model – A Search. Purpose of this section was to bring awareness about a person and his or her contributions to society and to show the readers about the strength of the collections of great personalities worldwide.

Face 11: World of serials – A Collection. The purpose of this section was to introduce the importance of serial publications which cover a wide spectrum of knowledge and to show the variety of serials from newspapers to magazines, to newsletters, as well as periodicals.

Methodology

The study was based on the descriptive analysis of the quantitative data. The study population consisted of entire batches of students totalling 6,800 students (both undergraduates and postgraduates), faculty staff, school students, teachers and librarians. Readers' attendance records, opinion book of the viewers of the exhibition, feedback forms from the students were the major data instruments for this study. Six month statistics of readers' attendance, about 190 opinions of viewers of the exhibitions, 130 feedback forms of first year students from the Faculty of Management in 2009 were

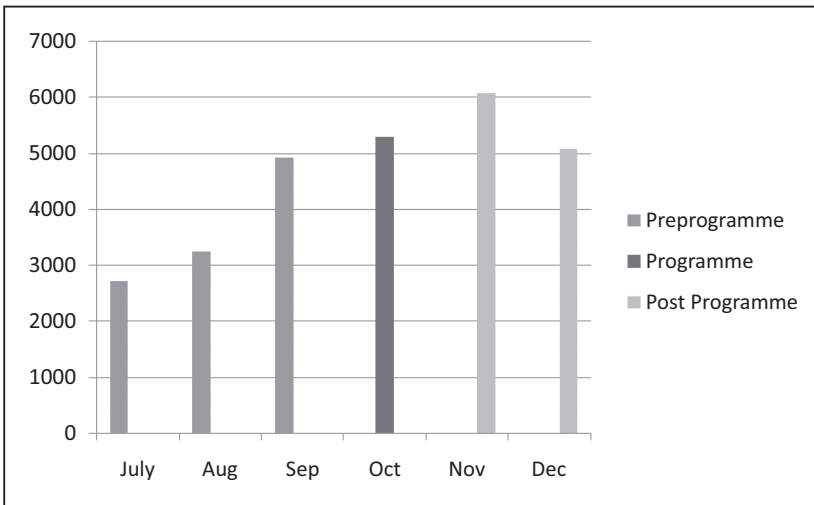
collected for the analysis of data. Statistics of readers' attendance for the months of July 2009 – Feb 2010 were taken as a sample for this study. A total of 190 opinions of the viewers were recorded in the opinion book of the exhibition, of which 4 opinions were identified as irrelevant and not considered for this study since they were from non educational sectors. Out of 186 opinions, 142 viewers stated their names while 38 gave either their department or the faculty with the academic year. 6 viewers didn't mention their names or the place. Simple majority of the opinions recorded was by students of all categories (165). This includes student category in school level, undergraduate level and post graduate level. A few students from the same discipline formed a small group and recorded their opinion. 15 staff from the faculty recorded their opinion.

Result and discussions

Based on the developments encountered after the programs, an increase of 20% in number of visits of readers, with enrichment of their information literacy level, appreciation and collaboration of departments, development of library awareness and documentation culture were identified as major impacts of the user education programs of UOJL.

Library Visits

Fig. 1: Increase in number of visits made by readers in July-Dec 2009



A remarkable (20%) increase in number of visits of readers was the notable finding of this study. (see Fig.1). This Figure shows the gradual increase in the number of visits during the pre-program period (July-Sept), program period (Oct) and the post-program period (Nov-Dec). It shows the user education programs as encouraging students to visit the Library and using it for their needs.

Appreciation of the viewers

98% of viewers of the exhibition fully appreciated the overall aspects of the exhibition. The degree of approbation from the views could be summarized as follows. They viewed the exhibition as

- A driving force for the search for knowledge and promotion of reading culture
- An introductory phase to the broad field of information, a guide to demarcate the limits of Information Search and an intellectual motivation in the pursuit of Information Searching Techniques
- Thoughts into reality; Highly praiseworthy and knowledgeable
- Good effort, useful work, excellent arrangement
- A touchstone for information handling and evaluation
- A stepping stone for sharing of information in an ethical manner
- Creative, innovative, informative, constructive, comprehensive as well as impressive initiatives

There is still room for improvement as suggested by a few (6 comments) of the viewers of the exhibition, while appreciating the exhibition as a whole.

Library Awareness

Library awareness gained highest rate of attention (95%) next to the appreciation of the exhibition. 50% of viewers found that the overall arrangement of the exhibition stimulated their interest to use the Library. 30% of the viewers felt that the 3-D Library is the best way to stimulate their reading and searching, whereas 20% said this exhibition made them realize how important a library could be, to help them in their educational achievements.

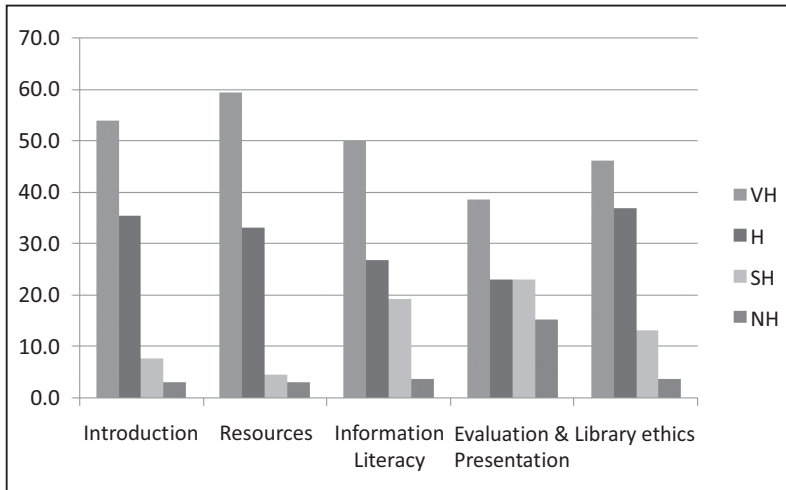
Enrichment of Information Literacy through Exhibition

26.9% (50) of viewers felt that this exhibition has enriched their information literacy level. Eight of them expressed that this exhibition stimulated their ability to think, the interest in search habits and to maximize the use of the library materials, whereas five of them were satisfied with online information retrieval.

Enrichment of Information literacy through Library Orientation Program

The following statistics show the impact of the program based on the level of satisfaction on the specified aspects given to them during library orientation(Fig2). Out of 130 students, 53.8% stated that the basic introduction given was very helpful. 59.2% were highly satisfied with the introduction given with regard to information resources. Besides, the study revealed the fact that students need additional instruction during consecutive years.

Fig. 2: Satisfactory level of students in library orientation



Collaboration of departments

Based on the appreciation recorded in the opinion book by the faculty members, further arrangements were made to obtain the support of departments to develop such service. Discussions were held with the Heads of Sociology, Agricultural Biology, Fisheries, Chemistry, Economics, History, Fine Arts and Tamil in the form of personal interviews to continue the service to improve the Information Literacy of their students by providing related images and objects of their subjects. This could be noted as a positive and collaborative impact of this study.

Documentation Culture

The study revealed the fact that the object oriented display gained the highest rate of attention (78 positives). Opinions from the viewers could be summarized as follows: 50% of the viewers felt that they were able to see the lifestyle of people through the objects displayed in the exhibition. 10% of the viewers felt that the object oriented display highlights world culture in general, and Tamil culture in particular. 20% of viewers stated that most of the antiques are unknown to them and documentation should be done to preserve them for future generations. 5% were amazed that reading promotion through evidence based displays is an ideal concept to enhance reading culture towards the development of a knowledge based society.

Suggestions and conclusion

A balance between print and electronic documents is a basic norm in the current era. Through the impact pointed out in this study there is a need for strategic planning in order to develop a comprehensive user education and training program at the national level. In this context, training and retraining the readers in the use of library and library materials will ensure the quality of research outcomes of the higher education sector in Sri Lanka. The University Grants Commission (UGC) of Sri Lanka, the National Institute for Library and Information Science (NILIS), National Library Services and Documentation Centre, University Libraries, Library Associations, Library and Information Science departments can play a pivotal role in this direction. Such national programs can be customized at the local level to suit institutional needs as demonstrated in the case of UOJL.

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The struggle of Level 1 undergraduates in coping with English writing requirements

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Abstract

The number of Level 1 students, i.e. undergraduates in the lowest proficiency level of English has been increasing over the past few years, especially in the Faculties of Arts and Management. The survival of these second language speakers with the onset of English medium instruction is a struggle with their limited language proficiency. This study was conducted with the objective of identifying writing difficulties faced by level 1 students with the onset of English medium instruction and providing them support to overcome those difficulties. This study was conducted in the Faculty of Management and Finance, University of Colombo.

In conducting this research a placement test was administered to identify the sample. Questionnaires were administered to students, subject experts and English teachers to identify language needs and writing difficulties of Level 1 students. Incorporating the identified needs, a Remedial English program was designed and conducted. A post test was organized at the end of the course to evaluate students' progress and the success of the program.

Keywords: Undergraduates, Lowest Proficiency Level of English, English Medium Instruction, Remedial English Program, University of Colombo

Introduction

In Sri Lanka, English is considered as a second language by many citizens, and the majority of speakers speaks either Sinhala or Tamil as their first language. Even though it is a second language, it is a dominant language in Sri Lanka. According to Kandiah (2010: 56) “This is the language that provides access to modern knowledge, ... it is the instrument of development, it is the medium of international communication and of the reciprocal discharge of international responsibilities and commitments.”

Developing English language proficiency of the citizens, particularly of the student population, is one of the top priorities of the development agenda of the government. For example, General English has been introduced as a subject to the GCE Advanced Level, so that students in all streams can have an Advanced Level qualification in English. Furthermore, English medium instruction has been introduced at school level. The year 2010 was declared as the year of English and Information Technology. Most recently, i.e. in 2011, a Pre Orientation Programme (POP) was conducted by the Ministry of Higher Education, targeting all the new entrants, with the objective of empowering them with the English knowledge required for their higher studies. However, despite the initiatives adopted by the government, it has been observed that the number of Level 1 (low proficiency in English) new entrants has been increasing over the past few years, especially in the Faculties of Arts and Management. The highest number of Level 1 students was reported in the 2011/2012 batch in the Faculty of Management and Finance, University of Colombo. That was one fourth (25.7%) of the total student population. This controversy between the government’s commitment to improve English knowledge and the increasing number of students with weak language skills deserves the attention of the university academic community.

This research focused on Level 1 undergraduates as they belong to the lowest proficiency level of English. According to the benchmarks designed through the University Test of English Language (UTEL) in 2004, Level 1 students belong to Benchmark band 4. Their skills in relation to reading, writing, listening and speaking are considerably limited. As an example, their ability in reading comprehension is restricted to passages on familiar, personal topics. They can write only 5-10 simple sentences. Oral communication is limited to basic personal information.

For this study, Level 1 undergraduates were selected from the first years of the Faculty of Management and Finance, University of Colombo, since the first year is crucial for any undergraduate to adjust to the requirements of academia.

First year students may be far from home, family, friends, familiar streets, for the first extended time so far. For sometime like being on remand-they've been sent there by other people. Some are delighted in their new environment, others are homesick but all are expending a lot of their energy adjusting their lives. (Race, 2007: pp. 15-16)

This research focused on the Faculty of Management and Finance, University of Colombo, since it conducts lectures only in the English medium. How Level 1 undergraduates are struggling in this Faculty to fulfill the requirements of English medium instruction with their limited language skills has been frequently observed by the teaching staff.

The scope of this research was narrowed down to English writing difficulties since writing is frequently identified as one of the most difficult skills for any language learner.

...learning to write in either a first or second language is one of the most difficult tasks a learner encounters and one that few people can be said to fully master...Many native speakers leave school with a poor command of writing. (Richards, 1990: 100)

This is a valid statement in relation to undergraduates in Sri Lankan universities. According to a Test of English Proficiency (TEP) conducted under the supervision of Raheem (2009) across 12 Sri Lankan universities and two private institutes, it was found that overall writing is a weak skill among the undergraduates (ibid).

Through this study, an attempt is made to find answers to the following research questions:

- What are the difficult writing tasks assigned to Level 1 undergraduates?
- Why are they difficult?
- What support do they need in overcoming such writing difficulties?

Methodology

At the very beginning, a placement test was administered targeting the new entrants in order to identify the undergraduates with the lowest proficiency level of English. Since the focus is writing difficulties, the placement test was administered in the form of a written paper. According to the test results, 108 students out of 420 were in Level 1, as they scored less than 40 marks in the test. According to the existing criteria, 40 is the cut off point between Level 1 and Level 2.

The answer scripts produced at the placement test were closely analyzed while marking, and it was possible to identify some of the writing difficulties of the students. Incorporating the identified difficulties and the ideas of the experienced English lecturers of the English Language Teaching Unit a Remedial English course was exclusively designed, targeting only the Level 1 students. This course was conducted during the first semester.

At the end of the course, a post test was administered to evaluate the progress they had achieved by following the course.

Of the student population, one third was selected i.e. 36 students through the technique of disproportionate stratified random sampling in order to observe their written work closely. This sample selection technique became useful to select a representative valid sample. The written work produced by the informants during in-class writing activities, take home assignments, continuous assessments and final papers were collected at the various stages of the research study. They constituted the main source of information to identify students' writing difficulties and needs, and to gauge students' development with regard to second language (L2) writing skills and ultimately to check the effectiveness of the teaching program.

Moreover, three questionnaires were administered i.e. to Level 1 undergraduates, experienced English teachers in the English Language Teaching Unit, and the subject teachers in the Faculty of Management and Finance. The objective of administering three questionnaires was to get a clearer overall picture of students' writing difficulties.

Findings

Data gathered through various research instruments provided important insights in relation to English writing difficulties of the students, and in relation to pedagogy in teaching writing. The findings are discussed in keeping with the research questions mentioned earlier.

Among the numerous writing activities assigned to undergraduates in the Faculty of Management and Finance, taking down notes, writing assignments and writing essay type answers under examination conditions were claimed as the most strenuous tasks by more than 65% of Level 1 undergraduates.

As revealed through their written scripts and the data provided through the questionnaires, there were language related reasons and other reasons behind their writing difficulties. As claimed by more than 90% of the student sample, limited vocabulary, poor grammar and difficulty in expression were the main language related reasons pertaining to their writing difficulties. Three fourths of the students declared

that they have problems in relation to spelling, sentence structure and overall structure of written work. Poor foundation, lack of reading and lack of practice in writing were revealed as the other stumbling blocks which obstruct their writing proficiency. 100% of the students and 88% of English teachers cited poor foundation in English basics as the main reason behind their lack of writing skills. There were other scholars who had made the same observation. For example, Karunaratne (2009: 23) also claims that the Faculty of Management currently has linguistically divergent students, the majority hailing “from vernacular speaking families or from under-resourced government schools.”

Through the data gathered through the questionnaire survey, it was revealed that Level 1 undergraduates should be provided support in enriching their limited vocabulary and in improving the grammatical accuracy of their writing. From the point of view of the language teachers, more opportunities should be made available to weak students to practice writing under the supervision of a teacher, since writing is a skill which should be practiced in order to achieve mastery.

Since writing is learnt through practice, instructors should provide positive and cooperative learning opportunities in which students feel comfortable to express themselves without being afraid of the teachers red ink. (Boonpattanaporn, 2010: 86)

Further, as revealed through the questionnaires, both English teachers and subject teachers bear the opinion that reading should be integrated into the teaching of writing since reading can provide necessary input for writing. As Eisterhold (1990) commented,

Reading in the writing classroom is understood as the appropriate input for acquisition of writing skills because it is generally assumed that reading passages will somehow function as primary models from which writing skills can be learned. (Eisterhold, 1990: 88)

In conclusion, the data gathered through the written work and the questionnaires revealed that students have difficulties in vocabulary, grammar and expression. Their poor foundation, lack of reading, and lack of practice are the main hindrances to improving their writing skills. It was suggested that they should be provided support in remedying their difficulties.

Teaching Intervention: Remedial English Programme

Incorporating the problems identified through the written answer scripts of the placement test and the feedback of the experienced lecturers in teaching Level 1 undergraduates, a Remedial English Programme was exclusively designed to suit the needs and the pace of Level 1 undergraduates. It was designed for 30 hours and conducted throughout the first semester of the first year. After administering the questionnaires, adjustments were made to the original program, incorporating the feedback gathered from the stakeholders.

Improving students' vocabulary was one of the main priorities of this program. Students were made aware of different types of words that they can make use of in producing different types of answers (e.g. argumentative essay, analytical essays, comparisons, contrasts etc). These words were provided not in isolation, but in context and the students were given hands-on experience on how to use them in sentences. Moreover, improving students' vocabulary building strategies was one of the main concerns of this program. In that regard, students were exposed to word structure giving a broader view of prefixes, suffixes and word stems. Moreover, as revealed by the data gathered through the questionnaires, subject teachers were informed of the important role that they should play in improving the subject specific technical words or vocabulary of their students.

Since the findings revealed that grammar is another crucial area that Level 1 undergraduates need help with, it was incorporated into the curriculum of the Remedial English Programme. Deviating from teaching grammar through the traditional grammar translation method, it was systematically incorporated into writing activities. Further grammatical components, that are useful in completing writing tasks assigned by the core subjects, were carefully selected in teaching grammar. Moreover, an attempt was made to make learning grammar a pleasant experience by incorporating games, group work and interesting activities.

A considerable number of opportunities were provided to students to practice writing under the supervision of the teachers through in-class writing activities and take home assignments. Their written work was first peer reviewed and then corrected by the teachers. Teachers constantly provided them feedback and they were instructed to reproduce an improved version of the script, incorporating the received feedback. As Biggs and Tang (2007) commented, teacher feedback played an important role in improving students' writing.

If there is any single factor that supports good learning it is formative feedback: teaching is good or poor depending on how readily students receive feedback on how they are doing. (Biggs and Tang, 2007: 102)

This exercise gave them an additional opportunity to practice writing by repeating the same writing tasks with further improvements. The strength of such re-writing is expressed by Prose (2006), who states that ultimately writers learn to write by practice, hard work, by repeated trial and error, success and failure.

As suggested by the English teachers and subject teachers, students were encouraged to read inside the class as well as outside the class as a means of improving their writing. Creating an interest for reading among these learners with limited language proficiency was challenging for the teachers. Reading and comprehending the recommended academic texts were beyond the reach of Level 1 undergraduates. Therefore, creating an interest for reading was initiated through the reading of tabloids. In fact Krashen (1984: 20) claims that the development of writing ability and of second language proficiency occur via comprehensible input with a low affective filter. He theorizes that writing competence derives from large amounts of self-motivated reading for interest and/or pleasure.

It is reading that gives the writer the 'feel' for the look and texture of reader-based prose. (Krashen, 1984: 20)

In addition to providing the support mentioned above, it was necessary to adopt special measures in order to motivate the students towards English language learning. With their inadequate language skills, naturally, their attitudes towards learning English were negative and lethargic. Therefore, in this regard the English Language Teaching Unit offered them a second opportunity to get to Level 2 within the first year itself by performing well in the post test.

The class size was also purposely made small (only 20 students in each class), enabling the teachers to provide individual attention to each and every student. According to Deutch (2003):

...high school students can benefit enormously from small classes... student engagement in learning, individual interaction with teachers, extensive teacher feedback, lively class discussions, hands-on instruction, and high teacher morale... small classes promote engaged students who interact with teachers and each other in positive and enriching ways" (Deutch, 2003: 41)

Overall, the Remedial English Programme rendered support to improve limited vocabulary and grammatical accuracy of the writing produced by Level 1 undergraduates. Further, ample opportunities were provided to practice writing under the supervision of language teachers, and students were encouraged to read as a means of improving writing. A favorable learning environment was created by adopting required motivational strategies and by providing individual attention to each and every student.

Results

The post test administered at the end of the Remedial English Programme indicated that 82% of the student population had scored more than 50% . 28% of them scored more than 70% of the final mark. Most significantly, 88% of the student population improved their essay writing skills considerably.

Conclusion and Recommendations

In conclusion, it can be said that coping with the writing requirements of English medium instruction is a struggle for Level 1 undergraduates with their limited language skills. Through the Remedial English Programme, it was possible to offer them a helping hand to survive in their struggle. The support provided to them was effective. Many of them were able to improve considerably in comparison to their entry level, but still there is a long way for them to go. Level 1 students are still at a disadvantage with their inadequate English language skills in an environment in which English is the only medium of instruction. Therefore, throughout their academic career they should be constantly supported and guided by the English teachers in order to empower them with the required language skills.

Implications for Future Research

- The acquisition of all four skills i.e. reading, writing, listening and speaking are important in order to excel with the onset of English medium instruction. Therefore the struggle of Level 1 undergraduates in relation to the other three skills (reading, listening and speaking) can be researched.
- A comparative study can be conducted among Level 1 undergraduates across Faculties and across universities in order to identify their differences and similarities in light of English language proficiency, e.g. English medium instruction vs. bilingual instruction, Management stream vs. Science/ Arts/ Mathematics stream, etc.
- Identification of the grammatical components which cause most difficulties for the Level 1 students, such as prepositions, adverbs etc.

Limitations of the Study

This study was not free from limitations. Though the Remedial English Programme was originally designed for 30 hours of classroom teaching, it was possible to cover only 20 hours due to administrative problems. As a result of that, the students were not able to reap the full benefit of the program designed especially for them.

Another limitation was narrowing down the scope of the study to the Faculty of Management and Finance, University of Colombo. Due to practical difficulties and the time constraints, language difficulties faced by Level 1 undergraduates in other Faculties and in other universities were not taken into consideration.

Limiting the investigation of Level 1 students' language difficulties to writing difficulties is also another restriction of this study. Students' struggle in the acquisition of other skills (reading, listening and speaking) was not studied during this research.

Neither the Remedial English Programme nor the teaching staff can take full credit for the progress that students achieved at the end of the program, since there were other positive, uncontrollable factors in the environment. Support provided by student peers, senior students, subject teachers, and other parties (e.g. parents, private tuition classes) were not taken into consideration. The contribution of the "other parties" may have been a strong, positive factor.

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**Submission Guidelines for *Journal of the Faculty of Graduate
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