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අධ්‍යයනයක්

**A Study of the Education System in
Anuradhapura Period of Sri Lanka as
Depicted by Archaeological Sources**

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Abstract

This is a historical research conducted to examine the system of education using archaeological evidence relevant to the Anuradapura period. The research seeks to examine archaeological information utilized as the primary source and to analyse the system of education centered at Anuradhapura for over 1500 Years. In doing so, the reliability and validity of the data were tested with the use of local and foreign literature and foreign archaeological data.

System is a collection of items. Education system too is a collection of items. The operational activity of these items is aimed at giving an educational development to suit the country and its culture. Accordingly, 11 main items have been identified to examine how an apt educational development was achieved by the system of education during the Anuradhapura period. In this regard, the information obtained could be analysed in the following manner:

- i. The education being based on knowledge, attitudes and abilities.
- ii. Availability of a number of students who had access education.
- iii. Education conducted under an accepted management and administration.
- iv. Establishment work being done according to a certain structure and a time table.
- v. Imparting knowledge under a wide curriculum
- vi. Existence of a teachers service on a formal and informal basis.
- vii. Use of various aids to facilitate teaching and learning processes.

- viii. Existence of special places and institutes for teaching and learning processes.
- ix. Existence of a variety of methodologies of teaching.
- x. Preserving the qualitative aspect through a code of rules and regulations connected to the process of education.
- xi. Ensuring a cost for educational activities.

In the process of this work, information regarding the system of education and how it was operated during Anuradhapura period could be revealed with the help of archaeological data. Accordingly, it was revealed that an education full of skills and a human society full of abilities had been developed and this foundation had helped achieve a sound social, economic and cultural development. This shows that the education developed in this manner was instrumental in building up a society which minimised social, economic, cultural as well as political problems while accelerating social development.

The educational reforms envisaged at present could draw inspiration from the benefits accrued to the country and the culture of that time. If the subjects included in the present curriculum are made an integral part of the development process of the country, as was the case during Anuradhapura period, it will pave way to minimise the existing economic, social and political problems and to make people a contented lot in their attitudes.

This shows that the new educational reforms could draw inspiration from the above system of education. It will also create new vistas for educational reforms through avenues created for future research activity.