

## School curriculum, identity politics and post-war reconciliation in Sri Lanka

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### 論文審査の結果の要旨

This study reveals the ways in which education has been manipulated by successive Sri Lankan governments to legitimate Sinhala dominance. It further demonstrates how education has evolved into a profitable business, predominantly benefiting the elites who maintain cultural and linguistic hegemony. Meanwhile, the majority of citizens from rural and disadvantaged communities continue to internalize blame for their failures and are compelled to compete for educational and employment opportunities within a system that systematically marginalizes them. This study critiques the official justifications for the bilingual and trilingual education policies introduced during the post-war period. It highlights the ways in which language-in-education policies that fail to take account of wider patterns of privilege and inequality can end up reinforcing or exacerbating existing social divisions. It questions the widely accepted notion of English as a neutral or unifying language among different ethnic groups in Sri Lanka, offering insights relevant to the study of other post-colonial societies in South Asia and beyond.

Following a presentation in which she summarised her thesis and explained her findings, the candidate answered various questions both from the general audience and from her examiners. These questions ranged from queries regarding her sources and methods; the significance of her research (its contribution to existing bodies of theoretical and empirical literature); education's relationship with Sri Lanka's political and economic context; and prospects for relevant future research. The candidate answered all questions in a thoughtful, reflective and articulate manner, demonstrating intelligence and a strong command of her material.

よって、本論文は博士（教育学）の学位に値するものと認める。