

THE OPEN

QUARTERLY
i/2018



"Personally, I have benefitted much from working in the university system, gaining recognition from peers with whom I worked, mainly because I put my institution before myself."

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The OUSL takes pride in creating another historical milestone in the history of the nation's ODL sector by launching the country's first ODL-facilitated BA in Library and Information Science (LIS).

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The inspirations for their work were derived through the ideas of sustainability and the socio-economic context in Sri Lanka.

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PROGRAMME DETAILS FROM APRIL TO JUNE

	Programme	Issuing Applications
1	B.A. in Social Sciences	22.04.2018
2	Certificate in Social Sciences	22.04.2018
3	Diploma in Youth Development	22.04.2018
4	MA in Development Studies & Public Policy	22.04.2018
5	Bachelor of Medical Laboratory Sciences	22.04.2018
6	Bachelor of Pharmacy (B.Pharm)	22.04.2018
7	BSC Nursing	22.04.2018
8	BSC Honours in Psychology	22.04.2018
9	BA in Library and Information Science	22.04.2018
10	B.Ed (Special Needs Education)	13.05.2018

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THE OPEN UNIVERSITY
OF SRI LANKA

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In the second half of the seventeenth century, Robert Knox—a prisoner of King Rajasinha II, the hero of the Randenivela battle—made the following observation of an event called the 'New Year' at the spectacular royal court:

Here he washes his head. Which when he has done, he comes forth into public view, where all his Militia stand in their Arms. Then the great Guns are fired. Now all the great Men, the Nobles and the Governors of the Countrey make their appearance before him with their Dackim, their New Year Gifts...

(An Historical Relation of the Island of Ceylon, Robert Knox, pg. 150)

Clare Rettie, a colonial (British) female, observed the same festival in the early 18th century:

At a certain hour, before the first festival commences, a gun is fired to intimate that no cooking must be done, fires must be extinguished, work and play stopped, and the time given up to meditation. A second shot makes it known that a new year has begun, and immediately there is great rejoicing, fires are relit and special meals prepared; offerings are taken to the temple; visits paid and received; there is a banging of tom-toms, whizzing of fireworks, and general commotion."

(Things Seen in Ceylon, Clare Rettie, pg 109)

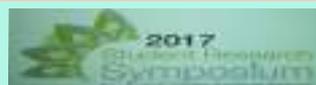
Despite the enormous time-space gulf between us and these two writers, one cannot help but notice the recurrence of the symbolic acts of the avurudu encapsulated in sound, sacredness, and sharing. The editorial team of Open Quarterly wishes to focus on the act of sharing as we offer you the Avurudu edition of the magazine. Amidst the post-new year period of, let us say, extinguished fires, we share with you significant news and features from the OUSL. Most importantly, this edition celebrates the 15th anniversary of the Faculty of Education by foregrounding their past, present and the future. Minus the commercial trappings of the Avurudu we hereby fire our guns and invite you to partake of this avurudu offering.

Happy reading.
Lal M.

OUSL Wins the Coveted Award at the Sri Lanka Food Processing Association Awards Night

OUSL won the primary award in the category of Food Safety Innovation at the Sri Lanka Food Processing Association (SLFPA) Awards night held on 27th February at the Kingsbury. This award was given for the innovation of the Natural Safety Anti Bio Film Spray, an innovative product developed by a team from the Department of Agricultural and Plantation Engineering. The research for this innovation was conducted through an NSF grant received by Dr. Nimsha Weerakody, (Head, Department of Agricultural and Plantation Engineering) and the theoretical framework was based on the

findings of the M. Phil research of Ms. P.U.H.S. Karunaratna, also supported by the aforesaid grant. It was developed as a product (Natural Anti Bio Film Sprayer) by Dr. Nimsha Weerakody and her team of students. The Department together with the Public Information Division (PID) participated at the Pro Food Pro Pack Ag Biz 2017 last year. This product together with nine other products developed by academics and students were showcased at this exhibition. Dr. Indika Bulankulame, Actg. Director PID received the award on behalf of the OUSL.



The First HSS Student Research Symposium

The Faculty of Social Sciences and Humanities (HSS) held their first ever student research symposium on 15 and 16th December 2017 with the participation of a large number of researchers, students and staff. The motive behind the symposium was to acknowledge, appreciate and disseminate the research work of HSS undergraduates in Law, Languages, Social Sciences and Management. Inspired by Plato's notion of knowledge being 'justified true belief' the symposium was held under the theme *Understanding the past, analyzing the present, facing the future: Humanities and Social Sciences and shaping vibrant communities*. During two days of knowledge dissemination, the students presented a large number of studies focusing on community building and empowerment through the modalities of legality and interpretations of the law, analyzing social contexts and social phenomena, language manipulation for creating alternative 'worlds', employment and employability, racial and religious

discrimination plus much much more. The organizing of the conference was entirely handled by the HSS students and the precision with which it was run came in for praise from the audience. The Asia Foundation sponsored the main event, while Expo Graphics Books came in as a part-sponsor and offered the students a comprehensive book stall with updated publications.



The Centre for Gender Equity and Equality (CGEE) of the OUSL

The Centre for Gender Equity and Equality (CGEE) of the OUSL was established in 2017 in line with the objectives of the UGC Standing Committee on Gender Equity / Equality. Aiming to ensure a gender equal, inclusive and secure environment for both students and staff at the university, the CGEE seeks to create an environment that fosters respect for all forms of gender diversity while eliminating any form of sexual harassment or gender-based violence in the university. Moreover, the CGEE will ensure a gender balance in students' enrolment and participation in the university's programmes.

The CGEE functions under the direct purview of the Vice Chancellor and is to be managed by its Director, Ms. Sasheeka Karunanayaka. Its administrative and financial activities are managed by a Director and a Board of Management (BoM): Dr. Ruminda Wimalasiri and Dr. H.L.D. Weerahewa as the representatives of the Senate, and two representatives from each faculty (Mr. J.D. Careemdeen from the Faculty of Education, Mr. L.S.A. Perera and Ms. Uthpala Premaratne from the Faculty of Engineering Technology, Prof. W.T.A. Fernando and Ms. Manikya Kodithuwakku from the Faculty of Humanities and Social Sciences, Ms. C.D. Jayasinghe and Mr. S.R. Gnanapragasam from the Faculty of Natural Sciences, and Mr. E.W.S. Chameera and Dr. K.A. Sriyani from the Faculty of Health Sciences) as well as Dr. S.D.R. Perera, Director/Student Welfare, Dr. S. Thirikawela, Chief Student Counsellor, Dr. Menaka Ranasinghe, Director/SDC, and Ms. A.L.K.A. Ekanayake, Director/CGU. Two Senior Administrative staff members (Ms. H.A.A.I. Hettiarachchi and Mr. Buddhika Wedagedara) and two non-academic staff members (Mr. K.C. Deraniyagala and Ms. Manoji de Silva) are also part of the BoM of the CGEE.

OUSL Students at the Inter-University Gender Festival

The University Grants Commission (UGC) together with the Centre for Gender Equity & Equality of the University of Kelaniya organized the Inter-University Gender Festival-Phase 3 from 20th -23rd of February 2018 at the University of Kelaniya. A group of eight (08) students representing the OUSL took part in the final day's performance. The student group consisted of undergraduate students attached to the Humanities and Social Sciences Faculty, the Faculty of Education and the Faculty of Engineering & Technology. The theme of the festival was *Gender Equity & Equality in 2018* and the OUSL students performed a puppet show in line with this main theme. The script was written by Prof. Theodore Fernando and the students were trained by Mr. Sumith Sumarasingha. The Chief Guest at this event was the Chairman of the UGC, Prof. Mohan De Silva.

OUSL at 2018 EDEX EXPO



The Public Information Division (PID) participated in Sri Lanka's largest educational exhibition held at the BMIC on 19th -21st January 2018. About 1,500 prospective students, school leavers and parents visited the colorful and informative OUSL stall, which displayed our undergraduate and postgraduate programs.

The stall was managed by the PID team along with student and faculty volunteers. The PID would like to appreciate the efforts of the following academic/administrative staff and students whose dedication and energy combined to make this stall a success: Mr. Sanyjaya Pragash (Faculty of Natural Sciences); Ms. Shemini Jayasinghe (Department of Social Studies); Ms. Dayanga Randeniya and Dr. Chulani Herath (Department of Psychology and Counseling); Mr. Cecil Hilary (Department of Social Studies).



Continuity, Commitment and Appreciation

Commitment and continuity are linked attributes so much so that the OUSL has always been quick to acknowledge and respond to such qualities. This year too that acknowledgment takes the form of appreciations as we symbolically reward our long-standing employees for their loyalty, dedication and consistency.



Front Row:

From Left to Right: Mrs. Vindya Jayasena (Registrar), Prof. S.A. Ariadurai (Vice Chancellor), Prof. K.B. Gunaherath (Deputy Vice Chancellor)

Second Row:

From left to right: Ms. M.P.S. Mendis (35 years in service), Ms. T.H.Y. Samanmalee (30 years in service), Ms. P.P.D.C. Perera (30 years in service), Prof. (Ms.) G.D. Lekamge (30 years in service), Mr. R.M. Wijeratne (35 years in service), Mr. L.R. Gonsalkorale, (30 years in service), Mr. R.W.H.M.A.U.B. Rajaguru (35 years in service), Mr. W.A.J. Sumanasiri (35 years in service), Ms. S.N. Dissanayake (25 years in service), Ms. G.A.J. Silva (25 years in service)

Third Row:

Mr. D.K. Bogahapitiya (25 Years in service), Mr. A.M.P.B. Abeysinghe (25 years in service), Mrs. K.S. Karunanayake (25 years in service), Ms. M. Thayaparan (25 years in service), Ms. G.G.B. Chandrika (30 years in service), Ms. P.M.A. Subashini (25 years in service), Dr. (Ms.) W.C.W. Nawarathna (30 years in service), Mr. T.K. de Seram (25 years in service), Mr. A.D. Dissanayake (30 years in service), Ms. G.D.L.R. Jayathilaka (25 years in service), Mr. T.A.L. Gnanaratne (30 years in service), Mr. R.P. Mudalige (25 years in service), Mr. S.L.N. Chandrasiri (30 years)

Back row:

Mr. H.H.U. Dharmasiri (30 years in service), Mr. K.I.S.J. Pushpakumara (25 years in service), Mr. D.R. Kulatunga (25 years in service), Ms. G.S.K. Perera (30 years in service), Mr. H.A.P.K. Perera (30 years in service), Mr. W.P.S. Perera (30 years in service), Mr. R.R. Ramanayake (25 years in service), Ms. A.N.S.P. Kurukulasuriya (25 years)

35 YEARS OF CONTINUOUS MERITORIOUS SERVICE

01. Ms. M.P.S. Mendis, Senior Staff Assistant/Clerical Services
02. Mr. N.A. Balasuriya, Office Machine Operator (Special Grade)
03. Mr. R.W.H.M.A.U.B. Rajaguru, Chief Technical Officer
04. Mr. J.W. Hemalaj, Staff Technical Officer Grade I
05. Mr. R.M. Wijeratne, Staff Technical Officer Grade I
06. Mr. K.D. Jayaweera, Laboratory Attendant (Special Grade)
07. Mr. W.A.J. Sumanasiri, Laboratory Attendant (Special Grade)
08. Prof. (Ms.) R.U. Tantrigoda, Associate Professor in Chemistry
09. Mr. S. Sarathchandra, Senior Staff Assistant /Store-Keeping

30 YEARS OF CONTINUOUS MERITORIOUS SERVICE

10. Ms. G.S.K. Perera, Senior Staff Assistant /Stenography
11. Dr. (Ms.) W.C.W. Nawarathna, Senior Lecturer Gr.I in Mathematics
12. Mr. S.R. Manawaththa, Senior Staff Assistant /Clerical Services
13. Mr. H.H.U. Dharmasiri, Litho Artist (Higher Grade)
14. Mr. H.A.P.K. Perera, Laboratory Attendant (Special Grade)
15. Ms. G.G.B. Chandrika, Senior Staff Assistant /Typing
16. Mr. A.A.J.K. Devapriya, Senior Staff Assistant /Library Services
17. Mr. A.D. Dissanayake, Electrician (Special Grade)
18. Ms. P.P.D.C. Perera, Lecturer in Botany
19. Mr. D.A. Saman Palitha, Karyala Karya Sahayaka
20. Ms. W.A.Y. Chandrani, Senior Lecturer Gr.II in Zoology
21. Dr. B.M.P. Mendis, Senior Lecturer Gr.I in Social Studies
22. Mr. S.L.N. Chandasiri, Foreman (Binding) Lower Grade
23. Prof. (Ms.) G.D. Lekamge, Professor of Secondary & Tertiary Education
24. Ms. K.M.R.K. Amarasekera, Deputy Librarian
25. Mr. W. Wickramasooriya, Karyala Karya Sahayaka
26. Ms. T.H.Y. Samanmalee, Senior Staff Assistant /Data Entry Operating
27. Ms. V.W.P. Premachandra, Senior Staff Assistant/Clerical Services
28. Mr. T.A.L. Gnanaratne, Office Machine Operator (Special Grade)
29. Ms. U.D.S. Ranjani, Senior Staff Assistant /Typing
30. Ms. K.R. Malkanthi, Senior Staff Assistant /Computer Applications
31. Mr. W.P.S. Perera, Guillotine Operator (Lower Grade)
32. Mr. L.R. Gonsalkorale, Senior Lecturer Gr.I in Secondary & Tertiary Education
33. Ms. D.S. Liyanagunawardena, Senior Staff Assistant/Clerical Services

(These committed employees are not in the photograph)

25 YEARS OF CONTINUOUS MERITORIOUS SERVICE

34. Ms. S.N. Dissanayake, Lecturer in Computer Science
35. Mr. K.A.S.N. Fernando, Lecturer in Mathematics
36. Ms. M.A.P. de Silva, Senior Lecturer Gr.II in Mathematics
37. Mr. R.P. Mudalige, Works Superintendent (Civil) Grade II
38. Mr. S.A.S.P. Samarasinghe, Senior Staff Assistant /Clerical Services
39. Mr. D.K. Bogahapitiya, Staff Technical Officer (Grade I)
40. Ms. K. Sujatha, Senior Staff Assistant /Stenography
41. Ms. R.K.S. Priyadarshani, Senior Staff Assistant (Clerical Services)
42. Ms. G.A.J. Silva, Lecturer in Management Studies
43. Dr. N.S. Abeysinghe, Senior Lecturer Grade I in Social Studies
44. Mr. P.K.J. de Mel, Senior Lecturer Grade II in Agricultural & Plantation Engineering
45. Ms. K.S. Karunanayake, Senior Staff Assistant/Data Entry Operating
46. Ms. K.K. Chetiymali, Senior Assistant Bursar
47. Prof. (Ms.) S.R. Weerakoon, Professor in Botany
48. Mr. T.K. de Seram, Audio Visual Technical Officer (Higher Grade)
49. Mr. K.I.S.J. Pushpakumara, Audio Visual Technical Officer (Higher Grade)
50. Mr. A.M.A. Amarasinghe, Plumber (Special Grade)
51. Mr. I.M. Ibm, Labourer (Special Grade)
52. Mr. A.D.P. Dassanayake, Security Inspector (Special Grade)
53. Ms. M. Thayaparan, Senior Lecturer Gr.II in Chemistry
54. Mr. U.P.H. Seneviratna, Senior Engineering Teaching Assistant in RES
55. Dr. (Ms.) C. Ranasinghe, Senior Lecturer Gr.II in Chemistry
56. Mr. G.G. Dharmasiri, Labourer (Grade I)
57. Dr. L.P.S. Gamage, Senior Lecturer Grade I in Management Studies
58. Ms. G.D.L.R. Jayathilaka, Senior Staff Assistant /Computer Applications
59. Mr. R.R. Ramanayake, Audio Visual Technical Officer (Grade I)
60. Dr. A.S. Chandrabose, Senior Lecturer Grade I in Social Studies
61. Mr. A.M.P.B. Abeysinghe, Lecturer in RES
62. Ms. M.J.R. Perera, Lecturer (Probationary) in RES
63. Ms. A.N.S.P. Kurukulasuriya, Senior Staff Assistant/Data Entry Operating
64. Mr. D.R. Kulatunga, Lecturer in Chemistry
65. Ms. G.M.C.S. Megasooriya, Lecturer in Mathematics & Computer Science
66. Mr. W.D.R.D. Gooneratne, Senior Lecturer Grade I in Legal Studies
67. Ms. P.M.A. Subashini, Senior Staff Assistant/Data Entry Operating
68. Mr. W.D. Karunatilaka, Senior Pharmacist

Academic ties between Royal Institute of Technology, Sweden & Department of Mechanical Engineering

The OUSL in 2008 entered into an Agreement of Academic Cooperation with the Royal Institute of Technology (KTH) in Stockholm, Sweden for offering the Master of Science in Sustainable Energy Engineering program to Sri Lankan students. This program (popularly known as 'SEE World' (or DSEE)) is a parallel alternative that allows Sri Lankan students to participate in the regular Sustainable Energy Engineering Program through the ODL mode. The target students are primarily those who are already employed in the energy sector. SEE World has had a significant impact on performance in industries related to power generation and sustainable energy use. SEE World MSc is a well-received energy engineering programme conducted in many developing countries. The benefits of the program are: opportunity to follow a world-class MSc while remaining in the home country; tuition fee waiver; sharing of knowledge and resources with students of different countries through online lectures and discussion sessions; exposure to the newest technologies in the sustainable energy sector and access to well-structured remote laboratories.

The success of the programme is visible in the employment opportunities that graduates have been able to secure. Most have found employment with the Ceylon Electricity Board (CEB), which has the monopoly of large scale electrical power generation, transmission and distribution in the entire country. Other graduates have joined the private sector organizations and are currently employed in small-scale mini-hydro power generation and small-scale diesel power plants.

The OUSL, as the local facilitating institution, gained valuable experience by conducting an online study program of this nature. Most importantly, the staff benefited from the opportunity to be involved in the supervision of many thesis projects which addressed problems related to the local energy sector.



First batch of DSEE students with KTH and OUSL Staff



Prof. Torsten Henry Fransson, Founder of DSEE Program receiving a token appreciation from Prof. A. Ariadurai, VC of the OUSL at a get-together event organized by the Association of DSEE graduates in 2016.

The Department of Mechanical Engineering take this opportunity to appreciate the efforts of the following academics in establishing the DSEE Program at the OUSL : Professor Torsten Henry Fransson, the Founder of the DSEE Program & the former Head of Department of Energy Technology at KTH, Sweden; Professor N. R Arthenayake, the first Program Facilitator in Sri Lanka and Dr. Jeevan Jayasuriya, DSEE Program Developer & the former Program Coordinator at KTH.

Workshop on Supporting Children with Speech and Language Difficulties

This is a new workshop which is designed for teachers, teacher educators or those who wish to enhance their skills in catering to children with Speech and Language Difficulties. This workshop aims to assist participants to identify children with Speech and Language Difficulties, develop positive attitudes towards them and acquire competencies to cater to the needs of these children.

The development and use of speech, language is at the heart of young children's learning. Children require good speech and language skills to make friends, to participate in group activities and to engage in the learning process. It is vitally important to ensure that we do everything that we can to help all children with Speech and Language Difficulties. In our classrooms, we can find children with Speech and Language Difficulties. So, the teachers should be capable in identifying such children and cater to their needs.

The Support Centre for Children and Adolescence in Risk Situation (SCARS) of the Department of Special Needs Education will be conducting the workshop in April.

Sri Lanka's First Ever 3D Printing Camp Creates a Legacy of Revolutionized Manufacturing



Participants, Panel of Judges & Sponsors of the 3D Printing Camp

Presently 3D printing enjoys dizzy commercial success with the manufacturing, medical industries and socio-cultural sectors employing it for myriad of purposes. However, it is yet to be embraced by the emerging fields of Soft Robotics Technology in Sri Lanka. In order to fill this gap, X-Station powered by Mobitel joined hands with *Thrimana 3D Printers* to organize Sri Lanka's first 3D Printing Camp. This workshop focused on school children under the guidance of the Ministry of Education in line with the *Global 3D Printing Day*, which fell on 3rd December 2017. A team of Soft Robotics Research Group from the OUSL—Eng. T.M.D.N. T. Medagedara, Eng. P.D.S.H. Gunewardena, Waruna Karunaratne & Thisara Pathirana—were invited as resource persons for this ground-breaking event.

Our research team enhanced and enriched the knowledge of the young school children, introducing them to Soft Robotics and associated technology while delivering a lecture titled *Soft Robotics and Global Trends*. New concepts were visualized and experiences were shared with the youngsters on how to overcome the challenges that are faced by Soft Robotics as it emerges as a global trend. Moreover, the OUSL research team was invited to judge and evaluate the performances of the children, as they demonstrated their research and projects associated with 3D Printing. Guidance, support and encouragement were rendered to each team as the “Young Inventor” of the day was chosen amidst stiff competition.

OUSL Soft Robotics Research Team has previously hosted a workshop on 29th August 2017, within the university premises to educate the academic & non academic staff on 3D printings while sharing experiences and challenges they faced while

developing their *Hand Gesture controlled and Manipulated Soft Robot*, which won global acclaim at an event organized by the Harvard University. In conclusion, all the events came to an end promising a bright future for the 3D printing industry in Sri Lanka, as the participants departed with knowledge with a touch of realism and sense of responsibility on how, when and why 3D Printing will be the revolutionary transformation of Sri Lanka as we attempt to become the Soft Robotics as pioneers in the South Asia Pacific.

OUSL Engineering Students Visit Okayama University & Osaka University, Japan



Left to Right Back Row

- | | | |
|---------------------|--------------------------|-------------------|
| 1) U.L.S.Yasarathne | 2) T.W.L.R.Thalgaspitiya | 3) G.L.Jayathunga |
| 4) H.K.M.Perera | 5) G.C.R.Dayarathne | 6) P.A.K. Sameera |
| 7) G.L.E.P. Perera | 8) H.M.S.S.Sandarekha | |

Left to Right Front Row

- 1) M.N.C. Samarawickrama (Head of the Department - Civil Eng.)
- 2) K.A.C.Udayakumar (Dean Eng. Technology)
- 3) Prof. S.A. Ariadurai (Vice Chancellor)
- 4) Dr. Bandunee Athapattu (Senior Lecturer)
(Coordinator of Sakura Project)

The Japan-Asia Youth Exchange Program in Science (SAKURA Exchange Program in Science) is the forum for enhancing exchanges between Asian and Japanese youth who will play a crucial role in the future of science and technology. This program is a close collaboration of the industry-academia-government and facilitates short-term visits of competent Asian youth to Japan. Further, it aims to raise the interest of Asian youth toward benefitting from latest trends in Japanese science and technology at Japanese universities, research institutions and private companies. A delegation of 8 undergraduate students and the academic staff member, Dr. B.C.L. Athapattu, from the Department of Civil Engineering of the Faculty of Engineering Technology, OUSL participated at this exchange program from the 25th February – 07th March 2018 at Okayama University, and Osaka University, Japan. This exposure opened up new vistas of academic possibilities for the OUSL students and helped to create mutual understanding and respect for different cultures.

OUSL - UVA Professionals' Gathering 2017



OUSL-UVA Professionals' Gathering 2017 organized by the Badulla Regional Centre together with the Bandarawela and Monaragala Study Centres was held on 29th of August 2017 at Heritage Resorts, Badulla. The main aim of this gathering was to strengthen the relationship between the OUSL and government and private sector organizations in the Uva Province. Top level professionals from both the private and public

sectors in the Uva Province participated at this event. The gathering was chaired by Prof. S. A. Ariadurai, Vice Chancellor, OUSL. Also present at the gathering were the Deputy Vice Chancellor, Prof. K.B. Gunaherath, the Registrar Ms. V. Jayasena, Acting Director/RES Dr. H.K. Jayawardhana, Assistant Director/Badulla Regional Centre Mrs. H.N.K. Galahitiyawa, Assistant Director/Bandarawela Study Centre Mr. A.M.S.D. Adikari, and the Assistant Director/Monaragala Study Centre Mrs. A.M.F. Nazeefa.

The First OUSL Course Abroad

The Education Faculty Offered a 'Short Course on Special Education' in the Maldives, MI College, thus creating a milestone in the history of the OUSL: this is the first time the university offered a course outside Sri Lanka.

This 3 month program saw 12 workshops being conducted for the 10 students who have enrolled for the program



OUSL Launches Sri Lanka's First ODL- facilitated BA in Library and Information Science



The Team LIS

The OUSL takes pride in creating another historical milestone in the history of the nation's ODL sector by launching the country's first ODL-facilitated BA in Library and Information Science (LIS). In a world where information and access to information are rapidly altering states due to developments in the IT sector, the space of a Library and the symbolic significance associated with the notions of accessibility, openness, inclusiveness, user paradigm and library research have radically altered forcing the academics to reexamine the discipline of Library and Information Sciences. It is amidst that context that a team from the OUSL Library, headed by Dr. Wathmanel Seneviratne set out to not only reexamine, re-read their own disciplines, but to respond to the evolving professional needs on the market by offering an updated and cutting-edge BA through the ODL platform. This BA was created upon a proposal by the Sri Lanka Library Association whereby the Diplomates of the Association could obtain a competent degree related to their professional skills with a competitive national university.

"Just as much as a library is still a place to read and borrow books, it is also many other things at the same time—a sort of multiple identities for the same entity. That is why we thought of going back to the drawing board and re-examining our own discipline in the light of the radical shifts in the IT landscape as well as learner's own attitudes towards these changes. The BA in LIS is our response to those changes—and it is a labor of love of many dedicated and committed individuals too numerous to mention at this stage," says Dr. Wathmanel, the Librarian, OUSL.

The OPEN Quarterly asked her: How does one manage an entity with multiple identities which inevitably encourage multiple expectations? "That is our challenge, and that is what we, the BA in LIS academics and the students seek to explore. Managing multiple identities is a task that is closely bound to identifying such ideas; and one should not forget that those self-same identities would undergo changes with time. The Quantum Computer is on the way, and such innovations will change education attitudes and landscapes. The presence of BA in LIS is a sort of a buffer against such radical alterations—we pause, we identify and we seek."

The text books of the LIS program were a magnificent undertaking which drew in reputed scholars from abroad who engaged in comprehensive and in-depth research to create the narratives in a student friendly manner. The program is specifically aimed at the professionals who are already engaged in the LIS discipline and will put them through an exhaustive program of study whose individual components range from training in academic discourse to engagement in technology-related subjects to modern research skills. The program will be offered by the HSS Faculty and a separate unit has been established to administer the program. The library shelves are already packed with additional reading materials for the new BA. As the OUSL gears itself for this historical landmark, the Team OUSL Library eagerly await the arrival of the potential skilled librarians of the future in the OUSL classrooms.

OUSL's 18th Study Center Opened in Mannar



Mannar, the site of an ancient port city, became the newest location to benefit from the regional expansion of the OUSL. The University opened its 18th Study Centre there equipped with spacious classrooms and other amenities. The OUSL VC, Prof. S.A. Ariadurai, DVC Prof. K.B. Gunaherath, Registrar Mrs. Vindya Jayasena and other Senior Academics graced the occasion.



PGIE Wins Competitive British Council Research Grant

The PGIE was successful in its bid for a research grant from the British Council under its Transform Programme -- a multi-country project which attempts to facilitate progressive cultural change and cultural expression through a range of activities including the Arts, Culture and Education. The PGIE applied for this grant in response to a grant call circulated by the Vice Chancellor of the OUSL and was able to secure the highest marks for its proposal on Reconciliation, Arts and Education. This grant will support a 1-year research project into arts-based reconciliation initiatives in Sri Lanka and their pedagogical implications. The project will investigate the under-researched link between how the arts can

contribute to sustainable reconciliation and how these in turn can be mainstreamed through pedagogy. As part of the grant the British Council will also facilitate collaboration between the PGIE and Queens University and Ulster University in Northern Ireland -- leading to a comparative focus to the research study. The study is expected to produce a series of publications and will include a learning and sharing event at the end of the project cycle. This grant allows the PGIE to build on a previous collaboration with the School of Social Political Science of the University of Edinburgh that saw the institute host an innovative "Ideas Lab on Art and Reconciliation" in December 2016.

**“THIS IS YOUR COUNTRY,
THIS IS YOUR UNIVERSITY,
AND THIS IS YOUR FACULTY.”**

*Prof. Chandra
Gunawardena's
Thoughts
on Life,
Learning
& Teaching*



Prof. Chandra Gunawardena whose intense passion for education inspired the formation of the OUSL's Faculty of Education speaks her heart out to Prof Shironica Karunanayaka, the present Dean of the Faculty of Education.

Prof. Chandra Gunawardena's naturally warm smile welcomed me as I entered the Faculty Board room to conduct this interview without any disturbances! As always, she was so open, friendly, and enlightening, making this a pleasant experience for me, and of course, an educative process, as evident by our conversation I share with you.

Introduction

Prof. Chandra Gunawardena is the founder Dean of the Faculty of Education at the OUSL. Currently she holds the position of Emeritus Professor of Education at the OUSL. She served as Dean/ Education from 2003 to 2006. Before that, she held the positions of Dean/Faculty of Humanities and Social Sciences (1995-2001), and the Head of the then Department of Education (1993-1995). She has functioned as the Acting Vice Chancellor of OUSL in many instances during her tenure. She was the Chair Professor at the Department of Secondary and Tertiary Education, and also Senior Professor of Education. Prof. Gunawardena was awarded the Doctor of Letters (Honoris Causa) by OUSL in 2006. Prior to joining OUSL, she served at the Faculty of Education, University of Colombo.

Having obtained her BA degree, Postgraduate Diploma in Education and MA in Education degree, from the University of Peradeniya (then University of Ceylon), and PhD in Education from La Trobe University in Australia, Prof. Gunawardena was awarded a Commonwealth Academic Staff Fellowship in the United Kingdom. She is a renowned figure both nationally and internationally, and a well-reputed scholar and a researcher in Education specializing in the areas of Comparative Education and Sociology of Education with special reference to Higher Education and Women's Studies. Prof. Gunawardena functioned as COL-UNESCO Chair in Distance Education, OUSL and Commonwealth of Learning (COL), Canada and UNESCO, Paris, and has been identified as a one of the Asian Leaders in Distance Education by COL in 2017.



Her continual contributions to various institutions and organizations are immense and invaluable.

JOINING OUSL...

May I first ask you, when did you join the OUSL, and what made you take this decision to join this university, moving out from a conventional university?

Yes, Shironica, I was studying throughout at the University of Peradeniya where I did my Bachelor's Degree, and the Postgraduate Diploma in Education. I joined the Dept. of Education, University of Peradeniya as a Temporary Lecturer after completing my Postgraduate Diploma in Education. Two years later I was appointed as an Assistant Lecturer in the Faculty of Education, University of Colombo. That was in `1972. I completed my Master's at Peradeniya too. Five years after joining Colombo University I went to Australia for my PhD studies at the La Trobe University, Melbourne. After I completed my PhD I was promoted as a Senior Lecturer at Faculty of Education, Colombo. About ten years later I was awarded a Commonwealth Fellowship to the UK, at the University of Birmingham, where my research study with my mentor was published by the International Institute for Educational Planning. Then I came back and served the Colombo University, at the Dept. of Social Sciences Education in the Faculty of Education. I was there for 21 years. So I can say that I attained my 'academic adulthood' there..!

When the post of Professor of Education (vacancy created with Prof. Elsie Kotalawala's retirement) was advertised at the OUSL, I decided to apply for it, despite my senior colleagues in the University of Colombo requesting me not to leave, promising me that they would not compete with me for the Professorship there. Dean himself was very sad about my decision. But then I thought of a change. It was not just going to be classroom and giving lectures. I had participated actively in research and published extensively and I felt that I could contribute more if I get into an academic leadership position at the OUSL. So I joined the then Department of Education in 1993.

CREATING A FACULTY...

This year we celebrate the 15th Anniversary of establishing the Faculty of Education and you are the key person who made this a reality. Can you take your memory back to 15 years and tell us how it all happened: the story of creating this Faculty?

I am very happy to note how the Faculty has prospered during the past 15 years! After joining the OUSL, for a few months, I was the Head of the Department of Education.

It was under the Faculty of Humanities and Social Sciences, and at that time, Dr. D.A. Kotalawela was the Dean/HSS. Later, I was elected as Dean/HSS. I was Dean/HSS for two terms. I worked closely with the staff of the Education Department. There were several members who had joined the Department from other institutions, who had research expertise and were very good in organization and management, on whom I could rely on. In the meantime, others also developed—they went for their PhDs, and did collaborative research. They developed themselves for the role of university teachers. Being aware that the development of universities mainly depends on research and acceptance, I tried to encourage academics in my Department to engage in research as co-researchers with me.

In view of the fact that several programmes of study on Early Childhood Education were conducted at the OUSL through the VC we applied to the UGC that a new Department should be established here. It was granted and later the establishment of the Special Needs Education Department was also approved. In view of the fact that our Departments were catering to a large number of students and as we had several staff members with PhDs, with expertise and experience in research, I, in consultation with them, applied to the UGC to upgrade the Department to Faculty status. It was nearly ten years after I joined. I thought that we had a case, to ask for Faculty status. Why a Faculty of Education for the OUSL? I remember, at the UGC when I requested for cadre, there were many queries. I had to justify that we were catering to so many students. As long as you have the evidence, they will support what you are asking for, and then you can succeed. I had worked closely with the UGC, even before I became the Dean of HSS. I was a member of the UGC Sub-committee for the Development of a Course on University Teaching and Management, and later as a Dean, was in the UGC Standing Committee on Humanities and Social Sciences. I functioned as a member of several conventional University Boards and was invited to conduct research and evaluations for the university sector. Understandably, such close relations would have also helped us to become a Faculty. UGC Chairpersons with whom I worked closely, especially Prof. Ranjith Mendis always appreciated our work and was helpful in granting us Faculty status. So it happened finally, and the Faculty of Education was approved.

Those would have been very challenging times... As the Founder Dean of the Faculty, how did you manage to face and overcome those challenges, and take the Faculty forward?

Our Faculty received support from the senior faculty in the Education Faculty, Colombo, and also the other Faculties in the OUSL, especially HSS, and



even, Natural Sciences and Engineering and the Vice Chancellors, especially Prof. Uma Coomaraswamy in the early years. Also, I should mention that though we were breaking away from the Faculty of HSS, they were also very supportive. Especially, Prof. Upali Vidanapathirana who succeeded me as Dean/HSS. They all believed that we can manage as a Faculty. However, everything was not smooth. I even though at times being articulate at the Senate and Council may not be perceived positively, yet that had to be done to get what we deserved. Always I struggled not for my personal gain but for the benefit of the Faculty and its staff.

Basically I am a teacher, but I am very much interested in research. (Mainly because of the influence, my teacher, Prof. Swarna Jayaweera had on me). I took measures to enhance a research culture in the Department, with the help of several others. I got the young staff involved in various ways so that they get the exposure and experience. There were several research studies done for the World Bank, Ministry of Education, and Conferences; for instance I remember the SAFDED Conference where the Dept. of Education played a leading role. So when the proposal for a Faculty was submitted, we had a good record of research too.

Thus we became the second Faculty of Education in the Sri Lankan University system. Still there are only two Faculties of Education in the Sri Lankan University system.

INITIATIVES...

We consider you as our 'role model'... Under your leadership, many initiatives have been taken to raise the name of the Faculty in both National and International fora...Can you recall some of them?

Perhaps I should mention one thing I am happy about is how I influenced the development of the academic staff in the Faculty.

Without academics a Faculty cannot survive, and a university cannot survive unless you have capable, committed and dedicated academics. So I tried to put that input into the Faculty staff, by encouraging everyone to do their Masters, PhD degrees; go for conferences; apply for scholarships abroad.

This exposure to international research culture is very important. I should add here that, when COL started its international conference - Pan Commonwealth Forum, I encouraged staff to participate, present papers and attend the AAOU Conferences. I have participated in all PCF conferences, except two, since the first one held in Brunei, in 1999. These are good opportunities for academics. You get exposure; you meet and interact with people from other universities all over the world.

I have benefitted much from Prof. Swarna Jayaweera, with whom I worked as a student, a fellow academic and later at the Centre for Women's Research (CENWOR). Her research prowess empowered me too. I had access to both national and international conferences, journals and publications and without much effort, I could disseminate calls for proposals, articles and opportunities for research funding to the Faculty staff. Very often I collaborated in research studies with them, supported them to obtain funding for scholarships and travel. We have collaborated with CENWOR, National Assessment and Accreditation Council, India, Commonwealth of Learning, Canada, University of London, Sri Lanka Association for the Advancement of Education, Sri Lanka Association for the Advancement of Science and Sri Lanka National Education Commission. The Faculty of Education has given inputs to all OUSL academic work and events, including the Annual Academic Sessions, Journals and Conferences.

We, the Faculty of Education, had a very close relationship with COL. They got me involved in various programmes such as Multi-grade teaching, Child-friendly schools etc. And we developed the MA in Teacher Education–International Programme with COL support. It is a very different and an innovative programme. I remember when Professors Mohan Menon and Som Naidu asked me: “Shall we go for this innovative approach?”; without hesitating, I said: “Yes”. It was a great challenge. But I am very happy that we did that.

This programme received an International Award too. I believe this has led to further developments later on, integrating technology and OER. Of course if you want a Department or a Faculty or an Institution to develop, you have to take up the challenges. You know that you would not have everything spread out before you – all resources and staff may not be there, but you have to see, ok, let's try and see whether we can do it. That challenge was taken up by me, of course with the support of other staff. Often, I would reflect upon the number of PhDs in our Faculty as well as Senior Lecturer positions...Like that I tend to compare our progress, to see where we are. Just being a Faculty by name does not take you anywhere. It is the capability of the Faculty to run itself. It is not just teaching so many students, but our capabilities. Lot of capacity building has happened.

MEMORABLE MOMENTS...

What are the most memorable moments in your academic life?

In my academic life, perhaps one memorable event would have been obtaining the PhD in spite of looking after two young children, outside the country. When I went to Australia to do my PhD, I left with my two children – 2 and 4 years old. It was not easy. My husband himself was doing a PhD too. But I had a very good supervisor, who was very supportive and sympathetic, whenever I faced difficulties. I am happy that in spite of all these difficulties somehow or other I managed and survived. The reward was my thesis being examined by two internationally reputed examiners and they commended it.

Of course, I think that this experience supported my children's development too – especially of my daughter. She got the incentive to proceed in her selected area of study – Medicine. Secondly, the establishment of two Departments of Study, both firsts in the Sri Lankan University system – the Department of Early Childhood and Primary Education, and the Department of Special Needs Education.



Even now, this is the only Dept. for Special Needs Education in the entire University system in the country. Thirdly, the upgrading of the Department of Education to the Faculty status. Of course, these dividends were gained at the cost of my family, especially because for ten years my husband was working overseas.

I suppose the encouragement given by Prof. Swarna Jayaweera was great. In fact, when COL's recent publication on Asian Leaders in Open and Distance Education, I was mentioned among the three names for Sri Lanka (others being Professors Uma Coomaraswamy and Dr. Lani Gunawardena), I sent it to Prof. Jayaweera thanking her for developing me, because she developed the research capability in me.

CHILDHOOD & FAMILY

Could you tell me a little bit about your childhood and family - about your husband and two children?

I was the youngest and the only girl with four older brothers. My eldest brother was the first graduate and the first Civil Servant in my home town. He was very interested in my education and encouraged me to study. However my family was very concerned about my protection and did not want me to join the University of Peradeniya because it was co-educational and residential. Finally, after much pleading I was allowed! My husband is also in the same field - Education, but specialized in Educational Management for his PhD, in the Monash University. He worked as a Senior Lecturer in the University of West Indies and the University of Brunei but returned to Sri Lanka on the request of the then Minister of Education, and assumed duties as Director General at the National Institute of Education. Later he was appointed as Vice-Chairman of National Education Commission (NEC). Currently he functions as the Vice-Chairman of NEC. My daughter wanted to do Medicine in spite of my efforts to persuade her to do Engineering and is now an ENT surgeon in Sydney. My son completed his undergraduate and Master's degrees in Systems Engineering and is working in Washington, USA. I think both of them have been inspired by the parents

A SPECIAL BOND...

From its inception, you are with the Faculty through thick and thin...what is the secret behind this unique, special "bond"..?

Perhaps all academics maintain close bonds with their institutions, even after retirement. I suppose when I think back about the three Universities where I have been teaching, I might ask myself why I am attached to OUSL Faculty of Education, more than the others. Perhaps because of the efforts I put into develop these Departments and the Faculty

and also because it has been very rewarding. You know, whatever it is, it is not thinking about yourself only, how other people also recognize you. So they look at me not only as a teacher, researcher and a publisher, but as a leader who helped in the development of the Faculty. So this bond is there.

I was working closely with some other institutions too, such as the Faculty of Graduate Studies, University of Colombo and others. But with age, you cannot be adhering to all these commitments. There must be a balance. So I have withdrawn from several others. But as much as possible, I will continue to work with the OUSL Faculty of Education. Even when I faced health issues, whenever I could, I worked with the Faculty. I am still interested in research, in developing junior staff who desire my support and I take pride in their progress and achievements.

"MOTHER" OF FACULTY OF EDUCATION...

As the "mother" of the Faculty of Education, what are your reflections on the journey of this Faculty so far, for a decade and a half..?

"Mothers" give maximum support to family members when they need support but also have a role to make them independent and enable them to manage themselves. My role is not different.

When you look back...at the history, from a single Department we became three Departments, and we became a Faculty, a Faculty which is accepted by the University, as well as in the University system. So, it cannot be the work of only one person. Everyone has to feel that "this is my University...", "This is my Faculty..." "This is my Department...", and work with commitment.

Any final words, advise, guidance for a better future for us?

Only advice I can give is that Faculty academics should rise up to deliver the expectations of the University and the Faculty to improve the current status within the national university system. Personally, I have benefitted much from working in the university system, gaining recognition from peers with whom I worked, mainly because I put my institution before myself. I do not think anyone who does that even now, will have any misgivings.

Also, research is very important. I would say that research is an inherent responsibility of every Faculty member. If you are a teacher, you have to do research and you have to disseminate knowledge. Otherwise you cannot develop yourself. It is not only for the Department or for students; it is also for your own development, and for acceptance, recognition. Develop yourselves in all these areas. Always bear in mind, this is your country, this is your University, and this is your Faculty...

**Prof. Shironica Karunanayaka
Dean of the Faculty of Education**

15 Years of Transforming the Field of Education in Sri Lanka



The Open University of Sri Lanka is one of the leading national universities in Sri Lanka. It was established in June 1980 with the intention of providing higher educational opportunities for all people. Among the five faculties, the Faculty of Education plays a pivotal role with many higher educational programs for the professionals in the field of education in Sri Lanka. OUSL is the second university with a Faculty of Education in the country.

Earlier, the Unit of Education was initiated under the Board of Study of HSS till 1987. Post Graduate Diploma in Education and Certificate in Pre-school and Primary Education were the two programmes conducted at the beginning. In 1987, Unit of Education was upgraded as the Department of Education and the two programs continued. Department of Education evolved as the Faculty of Education which created history by becoming the second Faculty of Education in the national university system of Sri Lanka.

When the Faculty of Education began, there were only two departments: Department of Secondary and Tertiary Education and Department of Early childhood and Primary Education. As the next step, the university and the Faculty administration undertook the initiative to start a new Department of Educational Management, but the University

Grants Commission (UGC) advised to start a Department of Special Needs Education.

Thus OUSL achieved the feat as the first university in Sri Lanka to have a Department of Special Needs Education. After becoming a Faculty, we conduct many programs aimed at the development of professional skills of teachers and the administrators in the field of Education. Nine Regional Centers and 18 Study Centers of the OUSL are employed to conduct these programs.

The Faculty of Education runs 19 programs with 39 academic staff and 22 non-academic staff. Nearly 9,000 students are currently engaged in academic activities in all three Departments. The Faculty intends to form a Department of Educational Leadership and Management with the approval of the UGC. We have also taken several new initiatives to commence Masters programs such as Master of Arts in Teacher Education and Master of Education in Special Needs Education along with other Master programmes. A new Short course on teaching children with learning disabilities taught in the Maldives and a short course on research methodology are other milestone of the Faculty of Education. Finally, we are proud to say that the first three convocations of the university were conducted with our diplomates.

Prof. P.C.P. Jaufar
Former Dean , Faculty of Education

THE BEST POSSIBLE START IN LIFE FOR CHILDREN



preschools are long lasting for all children. However, disadvantaged children who, too often, enter a preschool a year or more late tend to be behind their peers in academic performance and social and emotional skills. This is the first place where a child builds his/her self-esteem. A child learns the importance of his/her own name, things and friends. Every child learns to communicate with his/her teachers and fellow students in the Pre-School. It is the right place for the child's foundation for lifelong progress. The skills and knowledge that the child develops in the Pre-School have a great impact on the aptitude and attitude of the child later in life. Research on Pre-School education have shown that

The Department of Early Childhood and Primary Education in the Faculty of Education is an active partner in the fields of Early Childhood and Primary Education in Sri Lanka. Our primary contribution towards national education is to improve the quality of Early Childhood Development (ECD) and Primary Education Interventions in Sri Lanka. Currently, we are implementing Certificate Courses and Diploma Courses at the national level and also conduct research in these areas. Providing right information and correct guidance to produce quality teachers to serve the country forms the core motivation of our department.

Early childhood years are a period of rapid change in the brain of a child. During early and middle childhood, the brain forms and refines a complex network of connections between neurons. Connections frequently used will become stronger and more complex as they grow. Unused connections are considered non-essential, and the brain eventually prunes them away to increase efficiency. As a result children develop quickly in the early years, and everybody concerned with child development should aim to do all they can to help children have the best possible start in life. Every child is constantly learning and can be resilient, capable, confident and self-assured.

Generally children are ready, able and eager to learn. They actively reach out to interact with other people, and with the world around them. Child development is not an automatic process and it depends on each unique child having opportunities to interact through a network of positive relationships. Children learn to be strong and independent through these positive and meaningful relationships.

All parents and families want their children to start school and be ready to succeed, and all children deserve the opportunity to reach their full potential. Quality early childhood education is part of the foundation that helps children thrive both in school and in life. The benefits of rich opportunities for learning and development provided in high-quality

children taught at an early age, usually have improved social skills, fewer behavioral problems and better grades without special attention. Self-confidence gained by learning in a playful manner adds to the personality development of the child.

Prof. Pam Sammons from the University of Nottingham, one of the leading researchers on the subject, says: "The research confirms the importance of early experiences and the powerful combination of home, pre-school and primary school in improving children's learning."

Good early childhood care and education have strong, long lasting, positive effects on children's development according to Hendrick & Weismann (2010). Playing with mud, holding crayons, practicing free colouring and writing on board help in motor development of children. Both fine motor & gross motor development take place through various activities performed in the classroom under the supervision of trained teachers.

As children move from pre-school to primary school, many are able to easily navigate the change but for some it can be quite daunting according to Skouteris (2012). Successful transitions enable children to adapt to new settings where they quickly grasp teaching and learning methods, the processes, rules and regulations which will enhance their performance in school. The researchers have confirmed that high-quality pre-school exposure followed by an academically effective primary school experience could provide child development a significant boost.

Finally, as professionals in the field of child development, we need to rethink about our intervention in making the transition between pre-school and primary school easier for students taking into consideration the high technological environment even the pre preschool children are exposed to today.

Malini Munasinghe
Head/Dept. of Early Childhood & Primary Education



Our Motto

OUSL has been offering teacher education programs since its inception in 1980. Throughout the years, the Faculty of Education has developed a unique model within the framework of Distance Education (DE) to maintain the quality of its programs, while accommodating large number of students. The pioneering DE institution in the world, the Open University of United Kingdom (OUUK), did not adopt DE methods to professional training of teachers until 2002, due to difficulties in offering initial teacher training using the Distance Mode according to Waker (2007). Since our inception, 15 years ago, we as a faculty, have been proud creators of unique programmes for teachers in Sri Lanka.

These programs we offer are of high quality, extremely popular and always the demand exceeds the number of places available. The Department of Secondary and Tertiary Education caters to nearly 4,000 prospective teachers/ teachers/teacher educators annually through our island-wide Regional and Study Center network. About 100 visiting academics and 200 marking examiners selected from National Universities, National Colleges of Education, the National Institute of Education and Schools support the Department in conducting the teacher education programs in all three languages

The correct blend of printed, audio visual material and face-to-face sessions in the form of workshops and interactive day schools, provide a solid foundation for all our students to start and continue their programs of studies. For adopting the scenario-based learning approach for development of course material of the Master of Arts in Teacher Education, the Department received the prestigious Excellence in Distance Education Award (Category A) from Commonwealth of Learning (COL) in 2008. As a key factor in maintaining the quality of the programs, Continuous Assessment takes multiple forms and a more practical approach to facilitate and promote student learning throughout the program of study. In addition, the preparation of detailed marking schemes, training of marking examiners and center-

wise monitoring mechanism help the Department to minimize discrepancies among marking examiners and reduce the turn-round time of assignments. Another distinguished feature which is unique to the Post Graduate Diploma in Education (PGDE) program of the Faculty of Education is the school-based supportive mechanism developed by appointing a school mentor for every teacher (nearly 3,000 in a batch) during the teaching practice period. While being in the same school, they work collaboratively with master teachers for the development of instructional skills and classroom practice of teachers. This unique system creates a stress-free school environment for teaching practice and guides teachers to complete a school-based project successfully.

Very recently, the evaluation of teaching practice of the Teacher Education Programs has been mapped with international standards targeting towards the 21st century skills of teachers. Under the new evaluation system, prospective teachers are assessed based on their performance in the teaching-learning process and their contribution to school and community development.

The Department of Secondary and Tertiary Education adopts a research-based approach for quality improvement of its programs. Incorporation of novel mechanisms such as interactive day-schools, mentoring mechanism, activity-based assignments, evaluation of teaching practice, Open Education Resource material and multi-media material are outcomes of many research studies completed by the academic staff of the Department. Further, the research studies conducted by the Department in collaboration with the World Bank, UNICEF, Ministry of Education, Commonwealth of Learning etc. on national issues related to education have led to create a change in the national policy and shape the opinion of the general public.

Prof. G. Dayalatha Lekamge
Department of Secondary and Tertiary Education

Interacting with



Students

in a Classroom



In a classroom, a student with Autism and the teacher will face different challenges. The following six steps might be helpful for teachers to support a child with Autism in the classroom and throughout his or her years in school. It might be helpful to share these tips with the child's parents.

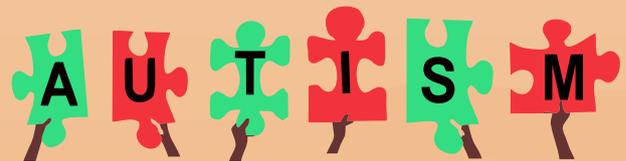
Step 1: Educate Yourself on the Different Behavioral Patterns Associated with Autism.

Learning about Autism and the specific characteristics of your student will help you effectively manage their behaviors. Here are some helpful hints:

- a) operate on "Autism time." That means: twice as much time, half as much done
- b) find opportunities throughout the day to tell the student with Autism that he/she did the right thing. Timely compliments always promote successes, so make sure the student knows why he/she is being praised.

Step 2: Reach Out to the Parents

The parents of your student with Autism are your first and the best sources of information about their child; they can provide you with information about his/her behavior and daily activities. Ideally, this partnership should begin with meetings before the school year. After that, it is critical to establish mutually agreed upon modes and patterns of communication with the family throughout the school year.



Step 3: Prepare the Classroom

You can manipulate the physical aspects of your classroom, making it more comfortable for children with Autism without sacrificing your general plans for the class.



Step 4: Educate Peers and Promote Social Goals

Children with Autism have social deficits that make it difficult for them to establish friendships. However, with appropriate assistance, they can engage with peers and establish mutually enjoyable and lasting relationships. The characteristics of Autism can cause peers to perceive a child with the disorder as odd or different. This can lead to situations that involve teasing or bullying. Children with Autism often cannot discriminate between playful and mean-spirited teasing. You may want to create a circle of friends, a group of responsible peers for such students.

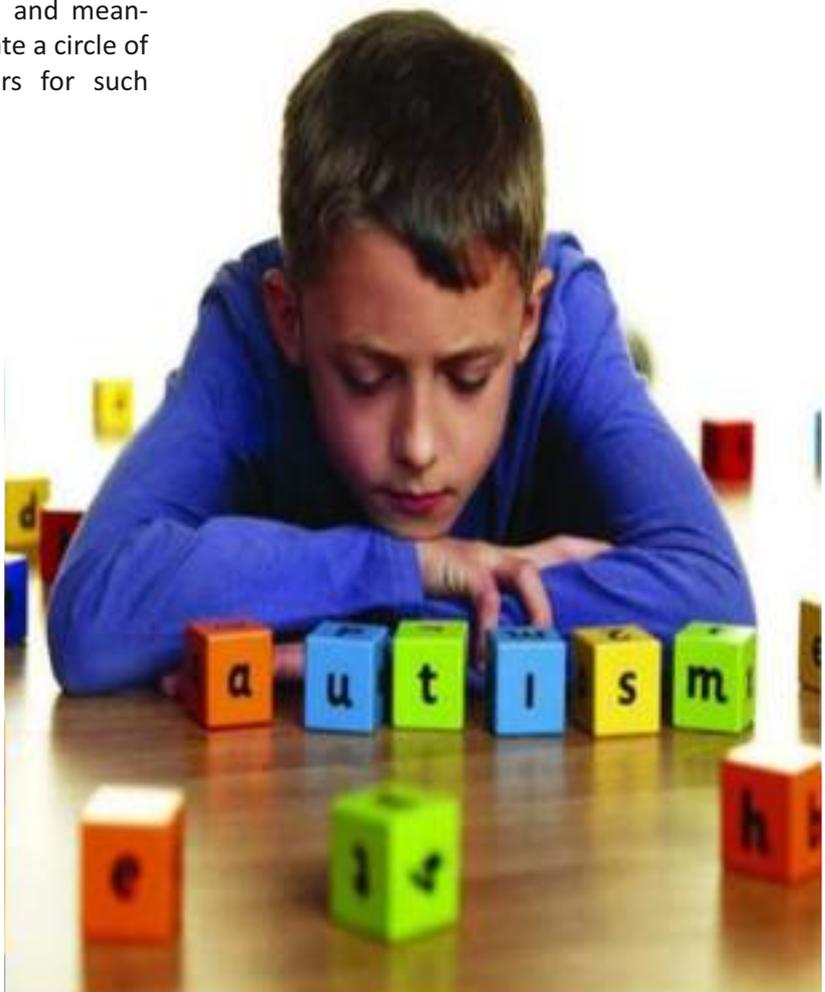
Step 5: Collaborate on the Educational Program Development

Teachers tend to engage in multiple types of collaborations as they go about teaching students with disabilities, particularly students with Autism. The members of the collaborative team should apply their skills and knowledge, along with effective teamwork, to enhance the academic and social success of students with Autism. Then the team-generated support can have many different functions such as:

- * Reducing barriers to participation
- * Facilitating social interactions
- * Building peer supports
- * Encouraging the contribution of ideas
- * Replacing problem behavior with skills
- * Designing plans to ease transitions from Schools into the job world.

Step 6: Manage Behavioral Challenges

School is a stressful environment. Commonplace academic and social situations may create extreme stress for students with Autism. The stressors may include difficulty in predicting events because of changing schedules, tuning into and understanding teacher's directions, interacting with peers, anticipating changes, such as classroom lighting, sounds/noises, odors, and so on. There is a pattern of behavior, which is sometimes subtle, that suggests an imminent behavioral outburst. Prevention through the use of appropriate academic, environmental, social, and sensory supports and modification to environment and expectations is the most effective method. There are many strategies that can be used to help a child avoid tantrums or meltdowns.



**Dr. T.D.T.L. Dhanapala, Senior Lecturer
Department Of Special Needs Education**

Motivating Students Who Have Learning Disability (LD)



Dyslexia is a lifelong condition that makes it difficult for people to read. It is the most common Learning Disability, although the percentage of children who suffer from it is difficult to determine.

Dyslexia is mainly a problem with reading accurately and fluently. Children with Dyslexia may have trouble answering questions about something they have read. But when it is read to them, they might have no difficulty at all.

Dyslexia can create difficulty with other skills. These include:

- **Reading comprehension**
- **Spelling**
- **Writing**
- **Mathematics**

Key sign of Dyslexia is when a student has trouble decoding words. This is the ability to match letters to sounds and then use that skill to read words accurately and fluently.

One reason why some children have difficulty in decoding is that they often struggle with a more basic language skill called Phonemic Awareness. This is the ability to recognize individual sounds in words. Trouble with this skill can show up as early as in preschool.

Signs of Dyslexia can look different at different ages.

Preschool

- Has trouble recognizing whether two words rhyme
- Struggles with pausing the initial sound from a word
- Struggles with learning new words
- Has trouble recognizing letters and matching them to sounds

Primary School

- Has trouble pausing the middle sound of a word or blending several sounds to make a word
- Often cannot recognize common sight words
- Quickly forgets how to spell many of the words she has previously studied
- Would have difficulties in solving word problems in math

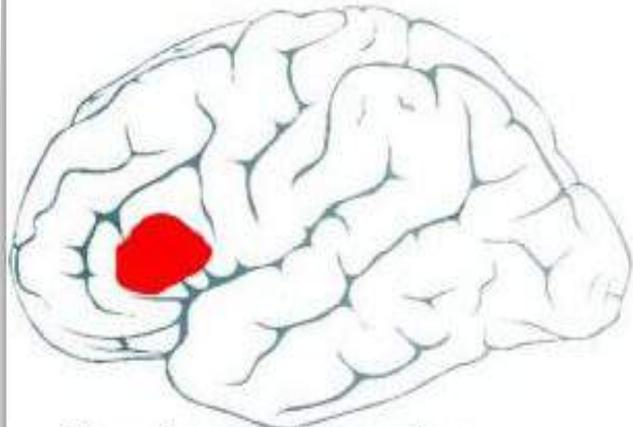
Middle School

- * Makes many spelling errors
- * Has to re-read sentences and passages frequently
- * Discrepancies between reading and speaking

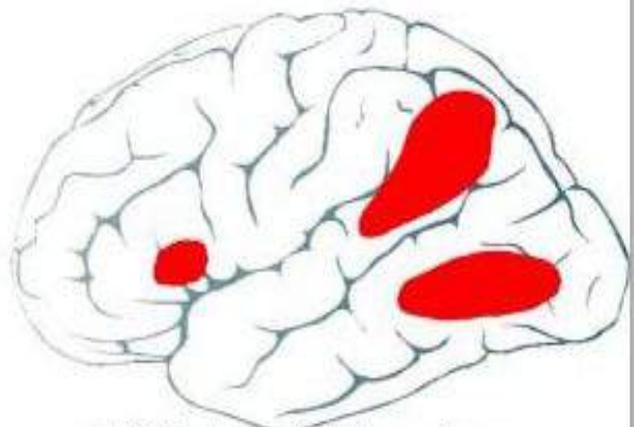
High School

- * Often skips over small words when reading aloud
- * Does not read at the expected grade level
- * Strongly prefers multiple-choice questions over fill-in-the-blank or short answer.

Reading



Dyslexic Reader



Efficient Reader

Dyslexia does not affect learning only. It can impact everyday skills and activities as well. These include social interaction, memory and dealing with stress.

What can we do?

Motivating individuals who have Dyslexia is an essential but often difficult challenge. It is difficult, at least in part, because people who have Dyslexia are particularly vulnerable to key factors which impact motivation. But, here are some essential tips.

"I have dyslexia" was extremely hard for me to say to anyone. It was like saying "I am stupid." I didn't believe that I am stupid. I didn't know if the person I was telling understood what it means to have dyslexia. I once told a close friend and her response was "I didn't know you weren't normal."

Don't ask Children with Dyslexia to read aloud
Words are likely to be misread or skipped, causing embarrassment.

Don't use the word 'lazy'
Children with Dyslexia have to work harder to produce a smaller amount. They will have difficulty staying focused when reading, writing or listening.

Do not ask them to copy text from a board or book
Give a printout. Suggest they highlight key areas and draw thumbnail pictures in the margin to represent the most important points.

Expect less written work

Children with Dyslexia may be verbally bright but could be struggling to put ideas into writing.

Allow more time for reading, listening and understanding.

Give them opportunity to answer questions orally

Often Children with Dyslexia can demonstrate their understanding with a spoken answer but are unable to put those ideas in writing.



**Dr. T.D.T.L. Dhanapala, Senior Lecturer
Department of Special Needs Education**

පිපුන මලක් වාගේ ඉත්ත

පිපුන මලක් වාගේ ඉත්ත
සුවද මලක් වාගේ වෙන්ත
සතුට සිතේ නිති සුරකින්න
දුවනි මගේ සුවසේ ඉත්ත

සොබා දමට පෙම් බඳිමින්ත
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ඉවසීමෙන් ලොව ජයගන්න

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මහපිට දෙව්වරු

පශ්චාත් උපාධියේ
අධ්‍යාපන
මනෝවිද්‍යාවට ,දර්ශනයට
තාක්ෂණයට , උපදේශනයට
පමණකුදු නොව
ළමා අයිතීන්ට ද

A+ තිබුණද
එය නොවටි කිසිදු මිලකට.....
සිසු මනස හඳුනන
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ලොව පුදනු ලබන්නේ
ගුණ නැණෙන් ඔප වැටුණු
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දැයට පිදුමට සවිය දෙන
සැබෑ ගුරුවරුන්ටය!
ඔවුන් මිහිපිට වසන
දෙව්වරුන් නොවීම ද?

සමන්ති නයනකුමාරි ජයසිංහ
ද්විතියික හා තෘතීයික අධ්‍යයන අංශය
අධ්‍යාපන පීඨය

Who are u?????



Series of pictures
Colored by my beloved ones,
Peep in to the deepest
Corner of my heart,
When I am in trouble...
You are the best ever gift
That I can claim
cz I can play back u
At any time I wish...
U are priceless
In dz dollar world...
And simply amazing

What a nice feeling
u are? my friend!
When I wanna hug u
Just close my eyes
And feel the mild wind
Which kisses my cheeks
Yes that's u ...Not any one
"My memory"
Which always
Makes me happy
Unconditionally...

M. D. JAYASINGHE
(Dept. of Language Studies)

Photo by Alexandr Podvalny





ආදරේක බලන්න



සෙනසුරාදා දිනක, බිරිඳ සමග ඇඳුම් සාප්පුවකට ගිය මට මගේ හොඳම මිතුරා එහිදී හමුවිය. ඔහු සමග ආගිය තොරතුරු කතා කරමින් සිටින අතර, මෙතෙක් වේලා ඇඳුම් තෝරමින් සිටි මගේ බිරිඳ එතැනට ආවා ය.

“ඇඳලා බැලුවා. ඔයා තේරුව එක හරියටම හරි.” ඇය කීවා ය.

මගේ මිතුරා අප දෙස මදක් විමනියෙන් මෙන් බලා සිට,

“උඹ ද දැන් මෙයාට ඇඳුම් තෝරන්නේ?” යි ඇසීය. විලාසිතා ගැන උනන්දුවක් නොතිබූ කෙනෙක් ලෙසට මා හඳුනාගෙන සිටි ඔහුට එය පුදුමයක් වන්නට ඇත.

“ඒක දිග කතාවක්” මම කීවෙමි.

කතාව ඔහුට කියමින් මගේ මතකය අවදි කළෙමි.

ඒ අදින් වසර කිහිපයකට පෙර ජූනි මාසයේ දවසකි. කුඩා කල සිට මා සිතේ තිබූ සිහිනයක් සැබෑ කරමින් ඉන්දියාවේ සංචාරයක් කිරීමට මග පෑදුණි. ඒ ඉන්දියාවේ ජයපුර නගරයේ විශ්වවිද්‍යාලයක සම්මන්ත්‍රණයකට සහභාගි වීමට යි. එහි කටයුතු නිමවීමෙන් පසු දින මා වෙන්කොට තිබුණේ ජයපුර නගරය නැරඹීමට යි. ඒ සඳහා මම රියදුරෙක් සමග වාහනයක් වෙන් කර ගතිමි.

රිය පැදවූ සුල්තාන් නොබෝ වේලාවකින් මා සමග හිතවත් විය. ඔහු කතා කර ගත්තේ ඔබ්බේ පමණි. යම් තරමකට හින්දි බස හැසිරවීමට මා දැන සිටි බැවින් අදහස් හුවමාරුව අපහසු නොවී ය. ඔහු, ජයපුර නගරයට නුදුරින් රාජ්පුත් රජවරු තැනූ මාළිගා බලකොටු සියල්ල වෙත මා කැටුව ගියේ නගරයේ අතීත ශ්‍රී විභූතිය පෙන්වමිනි. පැරණි හින්දි චිත්‍රපට රසිකයෙකු වූ මම, රිදී තිරයෙන් පමණක් දුටු හින්දුස්ථානය සියැසින් දැකගැනීමේ ප්‍රීතියෙන් යුතුව සෑම තැනම ඇවිද්දෙමි.

“ගෙදර අයට තැගි එහෙම ගන්න නැති ද?” මගින් මගට සුල්තාන් ඇසුවේ ය. එය මගේ සංචාරයේ අනිවාර්ය අංගයක් විය. මා ඉල්ලා සිටි පරිදි, සුල්තාන් මා ඇඳුම් සාප්පුවක් වෙත රැගෙන ගියේය. නිවසේ සියලු දෙනාට තැගි ගැනීමට එහිදී මට හැකි විය. වෙළඳසැල් සේවකයෝද ඒ ඒ අයට ගැලපෙන ඇඳුම් වෙත වෙනම පෙන්වති. අම්මාට, තාත්තාට, නංගිට, නෑනාට.

සියලු දෙනාට තැගි ගැනීමෙන් පසුවද තවමත් මගේ සිත තුල යමක් ඉතිරිව ඇත. තවත් කුමක් හෝ දෙයක් ගත යුතු ව ඇත. ඒ කුමක් ද? කාට ද? යන්න මට ද නොවැටහේ. එබැවින් යලි යලිත් වෙළඳසැල් කිහිපයකට ගියෙමි. ඒ කිසිම තැනකින් මට සතුටුදායක යමක් හමු නොවීය. නොසන්සුන් මනසින් යුතුව හැම විටම වාහනයට ගොඩවන මා සුල්තාන්ට කීවේ,

“වෙන තැනක් බලමු” කියා යි.

මෙතෙක් වේලා ඉවසීමෙන් සිටි සුල්තාන් යලි සිය හඬ අවදි කළේ ය. මගේ නො සන්සුන් බවට කරුණු දැනගැනීමේ අභිලාෂයෙන් යුතුව, මා අත තිබූ මළ කිහිපය දෙස ද බැලූ සුල්තාන්,

“මහත්තයා තැගි අරන් ඉවර නැද්ද?” යි ඇසී යි

“නැහැ. තව දෙයක් ගන්න තියෙනවා” යි මම කීවෙමි. ඒ කානටද? මම මගෙන්ම ඇසුවෙමි. ඇ මගේ කවුරුන් ද? කවුරු වුවත් ඇයට යමක් රැගෙන යා යුතුම ය. එසේ නොකළොත් මගේ ඉන්ද්‍රිය සංචාරයෙන් පලක් නැත. මෙතෙක් වේලා මගේ සිත නොසන්සුන් කළ කරුණ දැන් මට ම වැටහී ඇත.

“කාට ද?” සුල්තාන් යලි හඬ අවදි කළේ යි

ඇය මගේ කවුරුන්ද? මට එයට පිළිතුරක් දීමට නොහැකි වූයෙන් කිසිත් නොකියා සිටියෙමි. නිහඬ බව බිඳිමින් සුල්තාන් මගෙන් නැවත ප්‍රශ්න අසයි.

“අම්මට තැගි ගත්තද? එතකොට තාත්තාට? නංගිට? අයියාට? නෑනාට?”

ඔහු සඳහන් කළ කිසිදු නැකමකට ඇය අයත් නොවන බැවින් මා තවදුරටත් නිහඬවම සිටියෙමි.

“නෝනට නම් ගන්න ඇතිනේ?” අවසානයේ සුල්තාන් ඇසුවේ තහවුරු කරගැනීමට මෙනි.

“නැහැ නෙ” අවිවාහක මට එය නිරායාසයෙන්ම කියැවින.

“මහොම පුළුවන් ද මහත්තයා නෝනට තැගි ගන්න. එක කඩේකට යනවා. ගිය ගමන් එලියට එනවා. ආයෙ යනවා. ගිය ගමන් එනවා.”

“ටිකක් සන්සුන් ව ටිකක් ආදරෙන් බලන්න”

මෙසේ කියූ සුල්තාන්, තවත් වෙළඳ සැලක් වෙත මා රැගෙන ගියේ ය. මගේ තැගි ලැයිස්තුවට අළුතින් එක් විය යුතු සාමාජිකයා කවුදැයි මම හඳුනා ගතිමි. වෙළඳ සැල අසලදී වාහනයෙන් බහින විටම සුල්තාන් යලිත් එය සිහිපත් කළේ ය. ඔහුගේ වචන වලින් ම නම්,

“තෝඩා ආරාම් සේ, තෝඩා පාරා් සේ දේබෝ”

වෙළඳ සැලට ඇතුළු වනවාත් සමගම එහි සිටි අයෙක් මා සාදරයෙන් පිලිගෙන, සිරිත් පරිදි, තැගි ගන්නේ කාටදැ යි ඇසීය. මෙවර මා කිසිදු පැකිලිමකින් තොරව පිළිතුරු දුන්නෙමි.

“මගෙ නෝනට”

“එන්න මහත්තයා. මෙනනින් බලන්න. නෝනට හරියටම හරියන ඒවා අපි ළග තියෙනවා”

එතැන සිටි තවත් සේවකයින් කිහිප දෙනෙක් මාගේ සිතැගි පරිදි ඇඳුම් තෝරා දීමට යුහුසුලු විය. මා එහි ඔබ මොබ නෙන් යොමන විට, සේවකයෙක් ප්‍රශ්න වැලක් එකින් එක ඉදිරිපත් කළේ ය. නෝනා උස ද? මිටි ද? මහත ද? කෙටිටු ද? සුදු ද? ඒ සියල්ලටම මා පිලිතුරු දුන්නේ, මගේ සිතේ ඇගේ රූපය සිතුවමක් සේ සටහන් ව තිබූ නිසා විය යුතු ය. ඔහු නොබෝ වේලාවකින් ඇඳුම් කිහිපයක් මා ඉදිරිපිට දිග හැරියේ ය. සුල්තාන් කියූ පරිදි මා මෙවර එදෙස ටිකක් ආදරෙන් බැලුවෙමි. ඉන් එකක් දෙස බැලූ විට ඇ මා ඉදිරියෙහි සිටින්නාක් මෙන් දිස් විය.

“මේක තමයි හරියන්නෙ. මේක දෙන්න” මම කීවෙමි.

මා යලි මව් රටට පැමිණියේ නුපුරුදු හැඟුමකින් වෙලී ගිය සිතකිනි. ඇය කවුදැ යි දැන් මා හඳුනාගෙන ඇත.

ඇ සමග නති වූ මොහොතක, මා ගෙනා දෙය ඇය අත තැබුවෙමි. ඇඳුම එහි කවරයෙන් ඉවතට ගත් ඇගේ දෙනෙත් දීප්තිමත් විය. පසු දින ඇ කාර්යාලයට පැමිණියේ මා දුන් ඇඳුමින් සැරසී ය.

“මේක මට හරියටම හරි. ඇගට තියලා මැහුවා වගේ. දකින හැමෝම කියනවා ලස්සනයිලු” ඇය කීවාය.

“මයාට විතරයි මට හරියන ඇඳුම් තෝරන්න පුළුවන්. කොහොමද අනේ මෙව්වර හොඳට තේරුවේ?” ඇය අහක බලාගෙන සිතනව සඟවමින් කීවා ය.

මා සිත තුල තිබූ දෙය නොපමාව ඇයට පැවසිය යුතු ව ඇත.

“මේක මගෙ නෝනාට දෙන්න කියලයි ගත්තේ” මම ඇගේ දෙනෙත් දෙස බලා කීවෙමි.

“එහෙනම් මේක අයිති වෙන්න ඕනෙ මට තමයි” ඇය කීවාය.

එදා මෙදා තුර ඇඳුම් තේරීම මට භාර වූයේ එලෙසිනි.

සත්‍ය සිදුවීමක් ඇසුරිනි.

ඉසුරු ප්‍රේමරත්න

විදුලි හා පරිගනක ඉංජිනේරු අධ්‍යනාංශය

අපේ හෙළ බස තියන විට, සිංලිඡ් ඇයි අපට?
 තම් தமிழ் இருக்க, தங்கிலிஷ் எதற்கு தமிழருக்கு?

தம் தமிழ் இருக்க, தங்கிலிஷ் எதற்கு தமிழருக்கு? අපේ හෙළ බස තියන විට, සිංලිඡ් ඇයි අපට?

தங்கிலிஷ்	தமிழ்	සිංලිඡ්	සිංහල
apply பண்ணுங்க	பூசங்க	apply කරන්න	ආලේප කරන්න
cook பண்ணுங்க	சமைங்க	cook කරන්න	උයන්න
call பண்ணுங்க	கூப்பிடுங்க	call කරන්න	අමතන්න
chat பண்ணுங்க	கதைங்க	chat කරන්න	කතා කරන්න
cut பண்ணுங்க	வெட்டுங்க	cut කරන්න	කපන්න
dance பண்ணுங்க	ஆடுங்க	dance කරන්න	නටන්න
sing பண்ணுங்க	பாடுங்க	sing කරන්න	සිංදු කියන්න
meet பண்ணுங்க	சந்திங்க	meet කරන්න	හමුවෙන්න
sit பண்ணுங்க	இருங்க	sit කරන්න	වාඩිවෙන්න
open பண்ணுங்க	திறங்க	open කරන්න	විවෘත කරන්න
close பண்ணுங்க	மூடுங்க	close කරන්න	වහන්න
start பண்ணுங்க	தொடங்குங்க	start කරන්න	පටන්ගන්න
stop பண்ணுங்க	நிறுத்துங்க	stop කරන්න	නවත්තන්න

இனிய,

இன்பத்

தமிழ் இருக்க,

தங்கிலிஷ் எதற்கு தமிழருக்கு?

தாய்மொழியாம் தமிழ் மொழி கண்  போன்றது;

எப்போதும் பயன்படுத்துங்கள்.

பாதுகாத்திடுங்கள்.

ஆங்கிலம் கண்ணாடி  போன்றது.

தேவையானபோது மட்டும் பயன்படுத்துங்கள்.

கலாநிதி. கலா சந்திரமோகன்
 மொழி கற்கைகள் துறை

ලස්සන,

මිහිරි

හෙළ බස තියන විට,

සිංලිඡ් ඇයි අපට?

මව් බස ඇස්  වගේ;

නිතරම භාවිතා කරන්න.

ආරක්ෂා කරගන්න.

ඉංග්‍රීසි බස ඇස් කන්නාඩි  වගේ;

අවශ්‍යය වන විට පමණක් භාවිතා කරන්න.

ආචාර්ය. කලා ව්‍යුමෝහන්
 භාෂා අංශය

Tex & Style 2017

Texstyle 2017, the annual Graduating Fashion Exhibition of the Department of Textile & Apparel Technology (Faculty of Engineering) was held on the 20th and 21st of December 2017 at the JDA Gallery, Colombo 7. This is the second year of the exhibition where 19 OUSL design undergraduates presented their creative work under different concepts and themes. The inspirations for their work were derived through the ideas of sustainability and the socio-economic context in Sri Lanka. There was synergy between high and low apparel technology in their work that blended with creativity and craftsmanship. The exhibition presented various scopes and avenues of fashion in the design industry. The collection revealed the ability of students to deliver a right product to a significant market segment through the product development process.



In his speech at the opening ceremony, the OUSL Vice Chancellor Prof. S. A. Ariadurai mentioned that this programme was the only fashion design degree delivered through the ODL model in Sri Lanka. This exhibition was proof of the OUSL's ability to overcome challenges and successfully deliver employable graduates and entrepreneurs to this field.

The TOP 7 Designs

Annual Graduating Fashion Exhibition
Department of Textile & Apparel Technology
Faculty of Engineering



Dinali Irunika
Inspiration: polluted layer of water
Concept: midden renaissance



Kasunka Nirmani
Inspiration: inner feeling of a psychedelic mind
Concept: psychedelic dream



Nilmi Premarathne
Inspiration: 70's punk fashion
Concept: expedition nature



Nuwangi Silva
 Inspiration: weaver bird nest
 Concept: reclusive charm



Rangeesha Sayakkara
 Inspiration: jelly fish
 Concept: bloom in the dark



Himasha Gomez
 Inspiration: Victoria's Secret inner-wear
 Concept: flirtatious camouflage



Nilusha Maddumage
 Inspiration: Holy Hindu Sadhu
 Concept: modern ethnic wear

