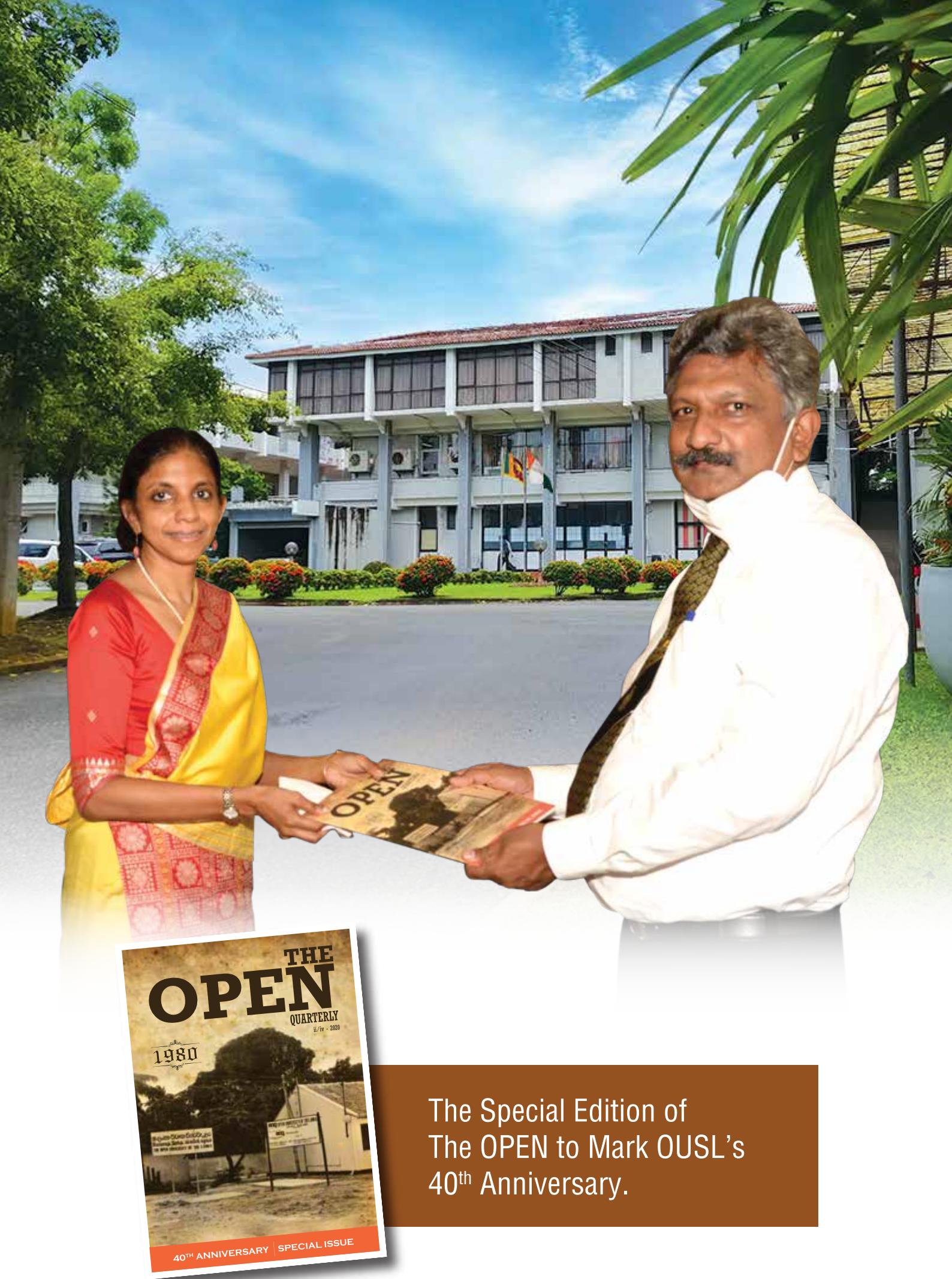


THE OPEN QUARTERLY

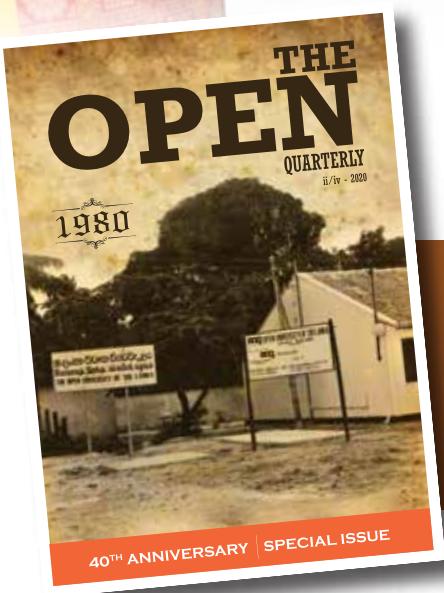
iii - 2020



Limitless Learning. OUSL is 40 Years.



The Special Edition of
The OPEN to Mark OUSL's
40th Anniversary.





THE OPEN

QUARTERLY

iii - 2020

THE OPEN UNIVERSITY OF SRI LANKA

Editors

Lal Medawattegedara
Indika Bulankulame
Sameera Tilakawardana
Ajith Dolage
Thevarasa Mukunthan
Andi Schubert
Suminda Gunarathne

Faculty Coordinators

J. H. S. K. Jayamaha
S. N Dissanayake
K. Ketheeswaran
Gayani Gamage
Harsha Wijesekara
H.N. Damayanthi
Damayanthi Gunasekara
Nilanthi Matharaarachchi
Asanka Senavirathna

RES Coordinators

T.C. Wickramarachchi
S.J.K. Kodithuwakku

PRD Coordinators

W.S. Kodithuwakku
S. Sanjay Prakash

Photography

Duleep Samarasinghe

Printed at the OUSL Press

Produced by the Public Information Division

The Open University of Sri Lanka
P.O. Box 21, Nawala,
Nugegoda 10250
Sri Lanka.

+94 112 881000
pio@ou.ac.lk



One of the most significant milestones of The Open magazine was the publishing of a special issue to mark the 40th anniversary of OUSL, the university that enriched the lives of many a Sri Lankan. In this issue, we follow that milestone by bringing you highlights from the ceremony held to mark the 40th anniversary—unfortunately—amidst a restricted gathering due to the present health crisis. OUSL's 40th anniversary is more than an event or a mode of celebration. It is a narrative charged with explorations, expectations, setbacks and success. It is a narrative whose motifs define our present and the future. OUSL was an ambitious idea of a pioneering group of people, and that idea has evolved into a philosophy that not only expands the boundaries of knowledge, teaching and learning—but life as a whole. Dive into this issue of The Open and share our philosophy.

All rights reserved. The articles published in The Open Quarterly are subject to copyright, and legal proceedings will be instituted against any person who , or any institution which, reproduces in any manner whatsoever any portion without prior permission in writing from the publishers.

Views expressed in the articles are those of the respective authors and not the views of the OUSL in any circumstances.

Contents



**40 years of Transforming the lives of Sri Lankans:
By Dr. Indika Bulankulame**

1pg



40 th Anniversary celebrations in RCs

6pg



Disinfodemic

7pg



MLS-CMCC Recognition

10pg

Department of English Language Teaching (DELT)

Open University Toastmasters' Club Kicks Off a New Year

**OUSL Law
Students Put IHL into Practice**

Mechatronics

Department of Educational Leadership & Management

Ousl Academics at Literary Event

The RiPLL Effect at the Department of Language Studies

MOU with CIPM



A Friend in Deed : Counceling Unit

23pg



Love and Hate of Chocolates

26pg

විදේශ



40 Years of Transforming the Lives of Sri Lankans : The Open University of Sri Lanka Reaches a Milestone



The Open University of Sri Lanka (OUSL) turned 40 years on Wednesday, 22 July 2020. As Sri Lanka's premier and pioneering Open and Distance Learning (ODL) institution, OUSL has offered yeoman service to the nation by offering opportunities for higher education and thus transforming the lives of thousands of Sri Lankans. While many a circumstance might have restricted many people from accessing the benefits of higher education, OUSL overcame those obstacles and opened up learning for all.

OUSL is not a cosmopolitan phenomenon but has a wide reach through its 9 Regional Centers and 19 Study Centers in many localities. This makes learning flexible and accessible. The university is one of the pioneers who popularized the mode of online learning and such initiatives played a crucial role in disseminating learning during the current Covid 19 crisis.

OUSL is the first and only university in the Sri Lankan university system which provides UGC- approved degree programs in the ODL mode and the university looks forward to enhancing and consolidating this position.

OUSL's 40th anniversary ceremony was held in a down-sized mode due to the Covid 19

pandemic guidelines, nevertheless this ceremony was inaugurated with the hoisting of the national flag and the University flag

The highlight of the event was the launching of the special issue of The Open Quarterly magazine dedicated to the University's 40th anniversary. The first copy was handed over by the Director of the Public Information Division, Dr. Indika Bulankulame to the Vice Chancellor.



outside the Senate building. The ceremony then moved in to the main conference hall with the lighting of the oil lamp by Senior Management members and invited dignitaries. A two-minute silence was observed in remembering those who gave service to the university and the nation.

The Chief guest was the Vice Chancellor of OUSL Prof. S.A. Ariadurai and the Guest of Honour, Deputy Director General of the Sustainable Environmental Authority Mr. Harsha Wickramasinghe. Serving his second term as the Vice Chancellor, Professor

Ariadurai himself has served the university community for 32 years and has been a mentor in spearheading many initiatives and projects. In his address he mentioned several important facts that made OUSL what it is today.

Prof. Ariadurai recalled that “as with the original objectives that OUSL set out to achieve, when it was setup, we have a considerable number of matured students within our student population.”

"Globally the OUSL is one of the oldest ODL universities, being the second oldest in South Asia after Allama Iqbal Open University in Pakistan. Even though we now have many other Open Universities which are much larger than the OUSL, we remain one of the very few ODL universities that offer programmes in wide varieties of field including, engineering, sciences, health sciences, humanities, and education." He added that "with the new normal scenario that is emerging due to the Covid-19 pandemic we see that online learning is going to be expanded by leaps and bounds even within the conventional universities. In this respect, we are giving much emphasis to upgrade the IT infra-structure and systems to provide affordable, reliable, and effective online education facilities to our students."



The highlight of the event was the launching of the special issue of The Open Quarterly magazine dedicated to the University's 40th anniversary. The first copy was handed over by the Director of the Public Information Division, Dr. Indika Bulankulame to the Vice Chancellor. The OPEN Quarterly is OUSL's publicity arm and features all the regular news-worthy events of the university.



The highlight of the event was the launching of the special issue of The Open Quarterly magazine dedicated to the University's 40th anniversary.

Two other import events also coincided with this event. The launching of the Code of Practice for Energy Saving, formulated through the Center for Sustainable Development which was ceremonially launched by the Vice Chancellor. Mr. Harsha Wickramasinghe, Deputy Director General of the Sustainable Environmental Authority and the Guest of Honour, in his speech emphasized the global need for energy management giving examples from local and traditional practices of energy management in Sri Lanka. The Energy Management Code of Practice of OUSL only complements the new Master's Degree in Energy Management offered by the Department of Mechanical Engineering.

An important publication titled *Pathways to Open Education Practices*, edited by Prof. Shironica Karunanayake and Prof. Som Naidu, was also launched on this auspicious day. This is another milestone in Open and Distance Education for OUSL with the book featuring innovative thinking and practices of ODL.

The Vice Chancellor further emphasized that the future lies in expanding the resources available for ODL. OUSL with its wider reach will serve a large community of potential students with aspirations for higher learning. "In my view, one of the most important areas where the University should concentrate in the next ten years is on how to provide robust learner support to all our students to meet the varying needs of every individual student. In



this aspect, I would like to propose that the Learner Support Unit of the University should be strengthened and supported to become the centre point in providing all the support required for students. We should also realize that when it comes to Learner Support 'one size fits all' does not work and thus we should develop varying support mechanisms to meet the varying needs of the heterogeneous student population."



He stressed that OUSL provided opportunities for young school pass outs who could not get into the conventional universities. The primary goal of OUSL, he said, was to cater to the mature student who could not enter a conventional university but wished to embark on higher education or get a qualification to help him or her advance their careers. OUSL has reached over 40,000 student via ODL and produced employable graduates.

**We should also realize
that when it comes to
Learner Support
'one size fits all'
does not work and thus
we should develop
varying support
mechanisms to meet the
varying needs of the
heterogeneous student
population."**

A tree planting campaign was initiated to mark this historic occasion and the VC took the lead by planting a Mango sapling.

Prof. Ariadurai recalled that “as with the original objectives that OUSL set out to achieve, when it was setup, we have a considerable number of matured students within our student population. They have families and often work and live in the regions. Thus, it is the responsibility of the University, as the only ODL higher education institute in the country, to facilitate these students with learning at the places they live and work. Therefore, we should continue to expand and strengthen our Regional Educational Services and our Study and Regional Centres. For this, certain legislative adjustments have to be carried out and we have already sent our recommendations to the UGC.”

He reminded the audience that OUSL was a unique university established for a unique purpose and it was the responsibility of everyone to maintain the uniqueness of this great institute. “It is my fervent believe that the University should strive hard to uphold and enhance its intended noble mission, so that we would be able to cater to an increased number of students, especially those who are from disadvantaged backgrounds. This could only be done if we all - academics, administrators, non-academic staff members and the academic support staff of this noble institute - have a common vision, dedication and work as a team disregarding our personal differences, agendas and egos” the VC said.



A tree planting campaign was initiated to mark this historic occasion and the VC took the lead by planting a Mango sapling. He was followed by the Deputy Vice Chancellor Dr. Ajith Madurapperuma and Registrar Mrs. Vindya Jayasena.

Simultaneously Na trees were planted at all Regional and Study Centres, an event coordinated by the Director of RES, Dr. Shantha Abeyasinghe to mark this historic occasion. The Public Information Unit takes pride in organizing this historic event to mark the founding day of the University.

**By Dr. Indika Bulankulame
Director - Public Relation**

40th Anniversary Celebrations at the Regional Centers



Kurunegala Regional Center



Kurunegala Regional Center



Colombo Regional Center



Badulla Regional Center



Jaffna Regional Center



Jaffna Center



Ampara Study Center



Puttalam Study Center



Puttalam Study Center

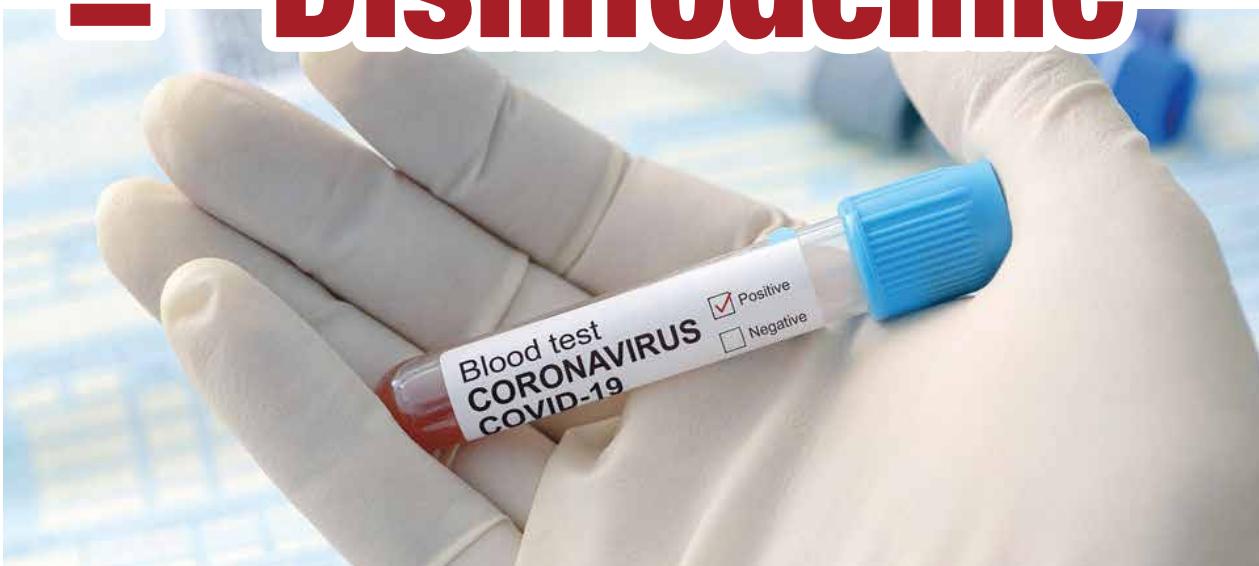


Colombo Regional Center



Public Information Division

Misinformation + Disinformation + Pandemic = “Disinfodemic”



We are currently living through a global pandemic situation which seem to have no end in sight. The death toll from COVID-19 reported in numbers daily as ‘lost lives’ becomes an important statistic used to analyze, to predict trends and to have both physical and social post-mortems that reveal the coping capacity of different countries in the world.

But in this situation, new words are formed everyday and new meanings are attached to words which did not matter much in the conversations that happened before the pandemic. According to the World Health

In fact, providing affordable ways to access accurate information may in itself be the ‘best weapon’ against this disinfodemic.

Organization (WHO, 2020), there is a ‘massive infodemic’. This situation is so grave that UNESCO (United Nations Educational, Scientific and Cultural Organization) has even prepared a policy on this situation which introduced the term “disinfodemic”. The policy report prepared by Posetti and Bontcheva (2020) for UNESCO, defines this term as: “falsehoods fuelling the pandemic and its impacts because of the huge ‘viral load’ of potentially deadly disinformation”. According to the UN Secretary General, this kind of wrong information is as harmful to the world as a “poison” and is the other “enemy” that is often ignored in conversations about this pandemic. According to this UNESCO policy brief developed by Posetti and Bontcheva, there are two key terms that require attention:

Disinformation: the deliberate production and transmission of falsehoods

Example: False information about a candidate that is deliberately produced and transmitted to change a voter’s mind during an election campaign.

Misinformation: the ignorant, even benevolently motivated, circulation of the same

Example: When a campaign for anti-vaccination for a specific disease is spreading, available information may be misinterpreted and used to support an anti-vaccination campaign attempting to gain popularity.

However, unlike in the case of topics like an election or a vaccination, the current crisis has much more detrimental consequences for the world population. This is because the risk of absorbing such disinformation and acting upon them can be deadly. For example, when an influential individual propagated the use of hydroxychloroquine or chloroquine as a cure for COVID-19, there were deaths reported because some people had acted on this disinformation. To prevent such consequences, it is more important to focus on an action plan as suggested by the researchers who developed this report. However, before identifying the actions we need to take, it is important to explore the themes and modes of delivery that characterize a disinfodemic. The UNESCO policy brief identifies the major themes of disinformation about COVID-19 such as the spreading of false information about:

- The origin and spread of the disease
- The infection and mortality rates including symptoms and treatments
- Content designed to defraud and attacks of a political nature on journalists
- The misrepresentation of credible, independent journalism as "fake news"

They have also identified several key formats in which this false information is disseminated such as:

- Highly emotive narrative constructs and memes
- Fictitious, fraudulently changed or decontextualized images and videos
- Fake websites, data sets and sources
- Disinformation 'moles' and pre-arranged campaigns

Avid social media users would not find it too difficult to identify at least one example of the above on their feeds or timelines.

But what can be done to prevent the spread of a 'poison' like this among us? The report identifies four key strategies that can be adopted to tackle this 'disinfodemic'. They are:

- Monitoring information, fact-checking, providing investigative responses towards identifying, discrediting and exposing COVID-19 related disinformation
- Government level responses including law and policy introduction and government level counter-information to discredit disinformation

The methods and strategies applied to tackle both the pandemic and the disinfodemic are still being explored and there is still a lot of work to be done. The success of both these battles will be written into the history books but have you thought about what you can do?

- The curation of technological and economic responses that are related to policies and practices of institutions which provide mediating content
- Providing ethical, educational and empowering information with credibility labelling responses that are aimed at the audiences targeted by the disinformation with a specific focus on citizens and journalists.



Overall, there are things we can do to alleviate this 'crisis within a crisis'. These responses are spread across various dimensions. The target should be to work together to ensure the health and well-being of the world. Any strategy to fight this 'disinfodemic' needs a holistic yet analytical approach. The other side of this argument is that coherent responses by citizens and governments may be interpreted as a 'controlled media response to a crisis'.

Overall, there are things we can do to alleviate this 'crisis within a crisis'. These responses are spread across various dimensions.



However, supporting falsehood is not the answer and the same principles of the freedom of expression, right to access information and ethical journalism should be upheld. In fact, providing affordable ways to access accurate information may in itself be the 'best weapon' against this disinfodemic. COVID-19 is still spreading and this means that there is still a long way to go to effectively mitigate the effects of this disease. But along with efforts to stop the spread of COVID-19 there should also be a similar 'fact fight' that alleviates the surface level disease burden on each and every individual in the world today. The methods and strategies applied to tackle both the pandemic and the disinfodemic are still being explored and there is still a lot of work to be done. The success of both these battles will be written into the history books but have you thought about what you can do?

**Dr. G.P Gamage,
Department of Psychology**

Reference:

Posetti, J. & Bontcheva, K. (2020). *Disinfodemic: Dissecting responses to COVID-19 disinformation: Policy Brief 2.* United Nations Educational, Scientific and Cultural Organization (UNESCO).

Retrieved from
https://en.unesco.org/sites/default/files/disinfodemic_dissecting_responses_covid19_disinformation.pdf

Department of Medical Laboratory Sciences Earns CMCC Recognition



The Bachelor of Medical Laboratory Sciences Honors (BMLS (Hons)) programme offered by the Department of Medical Laboratory Sciences is now recognized and accredited by the Ceylon Medical College Council (CMCC). The recognition of the programme was the result of an extensive review process carried out by experts appointed by the CMCC. The CMCC is the authoritative body that evaluates and certifies the proficiency of healthcare providers. This role is essential for maintaining the core standards of the healthcare sector in Sri Lanka.

The BMLS (Hons) Programme is a professional degree programme designed to produce skillful professionals in the field of medical laboratory sciences to meet the healthcare and research needs of the country. CMCC accreditation of the programme certifies that the degree meets acceptable levels of quality. Thus, this recognition will benefit our BMLS (Hons) undergraduates and the healthcare profession in Sri Lanka.

**The BMLS (Hons)
Programme is a
professional degree
programme designed to
produce skillful
professionals in the field
of medical laboratory
sciences to meet the
healthcare and research
needs of the country.**

Department of English Language Teaching (DELT)



The Department of English Language Teaching (DELT) was gazetted on 07th January 2020 and was ceremonially inaugurated as the fourth department in the Faculty of Humanities and Social Sciences (HSS) on 20th February 2020. The main focus of DELT is to develop and deliver English Language courses for the undergraduate and post-graduate students of other faculties and departments of OUSL. Further, the department also focuses on planning and delivering innovative English Language programmes to meet the needs of the country, developing and delivering of academic programmes related to English Language Teaching and conducting research in the fields of Teaching English for Academic Purposes and English as a second Language.

The establishment of the new department coinciding with OUSL's 40th anniversary is an event to be celebrated with pride.

DELT specifically focuses on and committed to providing services in English Language Teaching (ELT) and English for Specific Purposes (ESP). At the initial stage, the department will focus on providing service courses to undergraduates in faculties and departments in the university, which is an enormous task. The Department of Language

Studies has been shouldering this task over the years and provided a great service to the students. The increased number of students

With the proposed expansion of OUSL, the estimated number of students by the year 2022 could be around 100,000 and consequently, the demand for English in the years to come would be three to four times greater than what it is today.

had necessitated the establishment of a new department.

The main objectives of DELT are:

- a) to plan and offer English Language programmes for General and Academic Purposes to both undergraduate and postgraduate students of OUSL
- b) to plan and deliver innovative English language programmes to meet the professional needs of the country
- c) to develop and deliver academic programmes related to English Language Teaching
- d) to conduct research in the fields of teaching English for Academic Purposes and English as a Second Language.

With the proposed expansion of OUSL, the estimated number of students by the year 2022 could be around 100,000 and consequently, the demand for English in the years to come would be three to four times greater than what it is today. The services of the university will also be extended to the regions and most of the degree programmes will be offered in the Regional and Study Centres of OUSL. Currently, English for Academic Purposes courses are conducted in the Regional Centres and some Study Centres. There is an increasing demand to offer these programmes in the other Study Centres as well. Hence, the scope, potential and demand for the services of the new department to English Language Teaching



are expected to expand with time and the department is more than eager to embrace this challenge.

Currently DELT offers the following main courses which serve a student population of over 8,000 representing in faculties of OUSL:

- English for General Academic Purposes - Cycle 1 and 2
- English for Legal Studies - Part 1 and 2
- English for Social Science
- A support English course for MATE (Master of Arts in Teacher Education)

Modes of teaching in those courses include contact sessions, zoom sessions and E- learn. An online component is an integral part of all the courses offered under DELT. The department has gone a further step in assessment by incorporating online testing for diagnostic tests and continuous assessment tests—both are currently at the pilot stages.

DELT has identified the importance and applicability of research and innovation in the field of English Language Teaching. As such, DELT has planned many initiatives for the coming years, and among them are:

- establishing a research cell to promote research among its staff, conduct and publish research
- establishing self-access centres in the regions to promote autonomous learning practices among the student population
- teacher training workshops and seminars for visiting tutors to ensure continuous professional development
- introduce new courses for academic and professional purposes

DELT also plans to initiate a BA in Teaching English as a Second Language (TESL) within the next five years. The efficacy, dedication and commitment of DELT staff and the institutional support will undoubtedly make this vision a reality.

Open University Toastmasters Club Kicks Off a New Year

Chief guest, Guest of Honour, invitees, members of the Open University Toastmasters club at the officer installation and new member induction ceremony 2020

The Open University Toastmasters Club ended the 2019/2020 tenure on a high note by winning the President's Distinguished Club award. The 4th Installation Ceremony which inaugurated a new club year was held at the HSS Seminar Room on 27th July 2020. The Vice Chancellor was the Chief Guest.

DTM Noorul Munawara, District Director - District 82, graced the occasion as the Guest of Honour. She/he reiterated the need to promote the Open University Toastmasters Club outside Colombo to the network of Regional and Study Centres of the University.



DTM Noorul Munawara, the District Director - District 82 addressing the gathering

She also pointed out that the Open University Toastmasters Club can play an active role in improving the leadership and public speaking skills of both staff and students.

DTM Srianthie Salgado, Programme Quality Director, inducted the four new members of the club while DTM NufailSaheel, Area Director, installed the Club Officers for 2020/2021.



DTM Srianthie Salgado, Programme Quality Director-District 82 is inducting the four new members



DTM NufailSaheel, Area Director for Area C3, is installing the Club Officers for 2020/2021



Executive Committee members of the Open University Toastmasters club with the club mentor DTM Srianthie Salgado

The Toastmasters journey at the Open University began with the successful completion of three Speechcrafter programmes which paved the way to establish the Open University Toastmasters Club in 2017. The commitment and enthusiasm of the members and the successive Executive Committees were instrumental for the progress made so far.

The club has progressed from being a Distinguished Club in 2017/2018 to 'Select Distinguished Club' in 2018/2019 to 'President's Distinguished Club' in 2019/2020. The members of the OUTMC are immensely grateful to the University administration led by the Vice Chancellor, Prof. Anbahan Ariadurai, who had been very supportive in establishing the club. Currently the university finances a significant portion of the membership fee of the permanent staff members in OUTMC.

At the installation ceremony, Vice President PR, TM Nadeera Meedin made a vivid presentation on the milestones in Club growth and the achievements of the members in the previous tenure. It was shown that 4 members achieved Competent Communicator status, 4 members completed Competent Leader goals and 5 members completed Level 1 and 3 members completed Level 2 in the newly launched Pathways Programme. Three members achieved triple crown winner award, which is awarded to members who win three or more educational awards during a toastmaster year.

Ms. Srianthie Salgado Elected as a District Officer of Toastmasters International



Ms. Salgado, a Distinguished Toastmaster (DTM) and mentor of the Open University Toastmasters Club has been elected as the Programme Quality Director of District 82 of the Toastmasters for

2020/2021. She is attached to OUSL as an Academic Coordinator and Visiting Lecturer for the Department of Language Studies. In the global network of Toastmasters International, Sri Lanka belongs to District 82. There are 8 Divisions, a total of 39 Areas comprising 160 clubs in Sri Lanka at present. There are three important officers at the District level. They are the District Director

Toastmaster Gayan Illeperuma won 2nd place in the Humorous Speech contest at the division level. To compete in the division level Toastmaster Gayan secured places at the club and the area level contests.



Toastmaster Gayan is receiving the trophy and the certificate for winning the second place at the Humorous Speech Contest at the divisional level.

Toastmaster Janaka Selveras represented the club at the Humorous Speech and Evaluation contest at the area level. Toastmaster Kithsiri Jayawardane represented the club at the International speech contest conducted online at the area level.

Let it be an excellent leader or an inspiring communicator, OUTMC will help you to find the best in you!

(DD), Programme Quality Director (PQD) and the Club Growth Director (CGD) who are called the 'District Trio' providing leadership to all the toastmaster clubs in the country.

Ms. Salgado has been the live wire behind the formation and successful journey of Open University Toastmasters Club (OUTMC). Her phenomenal contribution to the club's growth has paved the way for OUTMC to achieve the President's Distinguished Club status for the year 2019/2020. She is a dedicated teacher and an enthusiastic toastmaster in every sense so anyone who speaks to her is highly motivated to become a toastmasters' club member to gain inspiration and support to improve their speaking and leadership skills.

OUTMC wishes every success to DTM Srianthie Salgado and is grateful to all the support given for the club's success!!!

OUSL Law Students Put IHL into Practice at the Prestigious Jean-pictet Competition



A skilled team of final year LL.B students from the Department of Legal Studies, Azra Basheer, Kanchana Shehani, and Priyandima Peters, were selected to represent Sri Lanka at the 34th edition of the prestigious Jean-Pictet competition. This opportunity will allow these students to be exposed to a challenging and inimitable training-competition in International Humanitarian Law (IHL).

Each participating team has three members and they compete by 'taking the law out of the books,' in the context of simulations and roleplays designed around a fictitious armed conflict. Teams play the roles of key stakeholders in armed conflicts (military, humanitarian and political officers, lawyers etc.) and interact with the 'jury.' Through this intellectual simulation, students gain an understanding of the ramification of these legal frameworks in the real world and their impact on societies.

Through this intellectual simulation, students gain an understanding of the ramification of these legal frameworks in the real world and their impact on societies.

This year's competition was held from 7th to 14th March 2020 in Bali, Indonesia. The competition was organized by the committee of the Jean-Pictet competition in collaboration with the International Committee of the Red Cross (ICRC). Our team was sponsored by the Red Cross Sri Lanka.

MECHATRONICS

A Marriage of Mechanics and Electronics

by Professor Clarence W. de Silva



Professor Clarence W. de Silva is a Professor of Mechanical Engineering at the University of British Columbia, Vancouver, Canada. He has occupied several research chairs including NSERC-BC Packers Chair, Mobil Endowed Chair, and the Senior Canada Research Chair in Mechatronics and Industrial Automation. An engineering graduate of The University of Peradeniya, he received PhD degrees from Massachusetts Institute of Technology and University of Cambridge, the higher doctorate (ScD) from University of Cambridge, and an Honorary DEng from the University of Waterloo. Recently, we interviewed him on Mechatronics in Sri Lanka.

Q: Professor, first, our readers would love to find out how you embarked upon your journey as an engineer.

I was an engineering student at the University of Peradeniya, (then known as the University of Ceylon), at the end of the 1960s. Then we did not have access to digital computers. However, when I was about to graduate, a main frame computer was installed at the faculty of engineering. It was enormous in size, and a large air-conditioned room was needed for its installation, unlike today's desk-top personal computers (PCs), that have more functionality, capability, and speed, and are far smaller and cheaper! Anyhow, first we had to learn a programming language, typically FORTRAN, before we could use the computer. Even after that, we had to "punch" decks of cards according to our program, handover it to the supervisor, and wait for many hours if not a day, to get a printout of the results.

Q: So Professor, you had experience in using an earliest generation computer?

Yes, often, the "output" had errors (bugs), and the correct output came only after several iterations of correction, punching, submission, and waiting. Unlike these days,

to learn a programming language, we had to use the relevant manuals or books, and these were not freely available online or in our library. The set of manuals for the computer was kept under lock and key and carefully guarded by the supervisor. Undeterred, I purchased the booklet on Fortran Programming, written by Prof. Sam Karunaratne (who was at the State Engineering Corporation at the time), and carefully mastered it. Once I was ready to program in FORTRAN, I had already graduated and was working as an engineer in a large factory in Nawinna, Maharagama. The company did not have computers, but the chief engineer offered me a relevant project soon after I joined the factory.

Q: Was this a turning point in your career?

Truly Yes! Unbeknownst to me, that was my first and fortuitous exposure to rudimentary Mechatronics. I will explain this now, and its connection to computers later. In my daily "walk through" in the factory, I noticed an alarming (hazardous) situation. The factory used about ten "buffing stations" where the workers manually held rubber parts (the factory produced items made of rubber,

plastic and aluminum, among other things, in large scale) to the spinning emery wheels, at the buffing stations, and removed any minor artifacts in the parts and also polished them in the process. The whole area was full of rubber dust, and even though the buffing workers wore masks, I was sure they inhaled some of that dust daily.

Q: Hazardous and unhealthy I presume?

Indeed! I asked the chief engineer whether we could improve the situation, and suggested two options, either install a good ventilation system or redesign the buffing machines for them to be less hazardous. Fortunately, the chief engineer agreed, and told me "I will take care of the ventilation system, and you redesign the buffing machines." He said, he would assign an experienced foreman for the project, and I could acquire the needed parts from the Department of Requisition. Thus paved the way to my rudimentary exposure to mechatronics.

Q: Moving on to Mechatronics, how was the academia prepared for this revolution in those days?

The powers who designed the engineering curriculum at our University, the likes of our beloved dean, Professor E.O.E. Pereira, had the foresight to plan proactively. The first two years of the program were common to all engineering students (consisting of just Mechanical, Electrical, and Civil engineering students, at the time). Fortunately, I learned electrical engineering and electronics as a result, even though my specialization in the final two years was mechanical engineering. So, as my main practical project (after the final year project at the university, which is another story), I embarked on Mechatronics.

Q: So, all in all there must have been a considerable amount of self-taught areas as well?

Oh yes, I refreshed my electrical engineering knowledge and brushed up my knowledge on the analysis of rotating bodies. Most of this

study was done in the evenings, outside the normal working hours (the chief engineer had given me a nice house within the factory premises, free of rent. It had many spare rooms, as I was single at the time. However, since the factory operated in three shifts, the foremen would come knocking on my door when a machine malfunctioned. Of course, I did not know how to fix the machines. So, I learned the trade from the foremen, and told the workers that in case of trouble they should first go to the foremen. Since all the foremen were friendly with me, another headache was avoided, and I managed to get some sleep and also do some self-learning (laughs).

Many such companies develop multi-physics products such as cutters, drills, vacuum cleaners, kitchen appliances, motors, and other consumer products. Even though these companies may wish to retain both mechanical engineers and electrical engineers, financially they may be hard-pressed to do so.

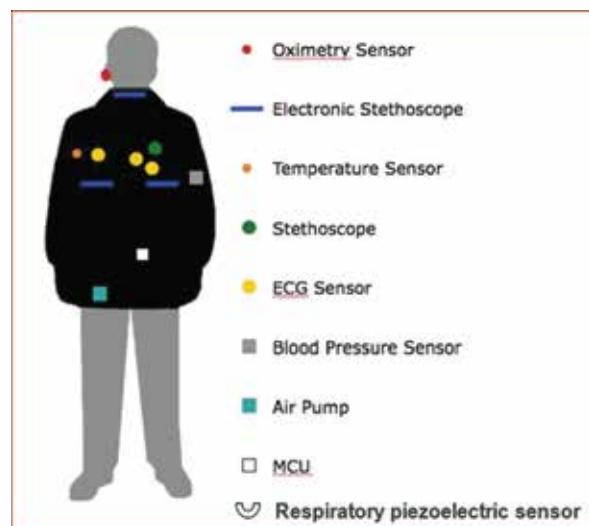
Q: Returning to “Mechatronics,” what does this term mean?

Yes, you may have gained a hunch of Mechatronics through my narrative above. However, the area is much more than that, and is quite sophisticated now. To begin with, the term “Mechatronics” traces back to Yasakawa Electric Co, which was established in Kitakyushu City, Japan, in 1915. The main products of the company, in the beginning, were induction motors and their controls (drive unit). Much of the company’s proliferation and global expansion took place after the World War II. The company coined the term Mechatronics by “fusing” the terms “MECHAnics and elecTRONICS,” in 1969, and registered a trademark in 1972. I must mention here that my buffing machine used an induction motor.

After I formally embarked in the field of Mechatronics, much later, I expanded the established definition of Mechatronics, to include, “Multi-domain (multi-physics)” instead of just electromechanical products, an integrated and “unified” approach rather than just an integrated approach, a “systematic” approach (with a clear set of steps for the system development) which finally leads to a “unique” outcome (through design optimization).

Q: Professor, what would be the advantages and relevance of Mechatronics to a country like Sri Lanka?

There are many advantages, especially since Mechatronics is particularly suitable for small and emerging industries that are unable to sustain a complete team of engineers. Many such companies develop multi-physics products such as cutters, drills, vacuum cleaners, kitchen appliances, motors, and other consumer products. Even though these companies may wish to retain both mechanical engineers and electrical engineers, financially they may be hard-pressed to do so. Then by hiring one mechatronic engineer, they will be able to obtain the expertise of both mechanical and electrical engineers, in a cost-effective manner.



Q: Professor, would you care to share with us one such contribution by your team to the field of Mechatronics, to inspire our readers.

Of Course! Recent advances in sensor technologies that are applicable in human health monitoring such as biomedical nano-sensors, piezoelectric sensors, force and motion sensors, and optical/vision sensors for abnormal motion detection of humans, have been developed by our team and have been consequently incorporated into a jacket as shown here. Also, we developed automated machines for cutting fish and grading herring roe.

Q: Professor, could you share with us some contributions you have made to Sri Lanka as a reputed professional?

Well, when the former dean of The Open University of Sri Lanka (OUSL), Prof. Dayantha Wijesekera, visited me at the University of British Columbia (UBC), I suggested, among other things, introducing a curriculum of Mechatronics in Sri Lanka. Later I developed the curricula and the course material for a diploma and a degree in Mechatronics and implemented them at OUSL under the leadership of the Head of Mechanical Engineering, Mr. Sarath Chandra. These programs are facilitated through such activities as those of Soft Robotics Research Group at OUSL.



I also endowed a monetary award for the student graduating at the top of the class, in memory of my mother. Through my research funds, I have fully supported about two dozen Sri Lankan students to study for their postgraduate degrees in Mechatronics at UBC, under my supervision. They included students from University of Moratuwa (UM), OUSL, and Sri Lanka Institute of Information Technology (SLIIT). Notable two such students are Dr. Lalith Gamage and Dr. Nalin Wickramarachchi, who after their PhD studies and a postdoctoral stint in my laboratory, returned to Sri Lanka (UM). Subsequently, Lalith established SLIIT, which has become a very successful private university, and Nalin became the Dean of Engineering at UM. It is worthy of noting here that I developed the curricula for the Mechanical Engineering and Mechatronics programs as well at SLIIT.

Beyond just the knowledge of using a computer, it is not difficult or costly to provide computer-integrated projects in Mechatronics even to Grade 8 students in Sri Lanka.

OUSL was the first to offer a Mechatronics program in Sri Lanka. The Mechatronics programs at both OUSL and SLIIT are quite popular (and currently I have two lecturers from OUSL and SLIIT carrying out their postgraduate studies under my supervision, with full scholarships provided from my research funds).

Joining hands with SLIIT, I established a computer room and built a concrete paved road for the Morahela/MV Sri Lanka. An on-line mentorship network called Guna Nena Diriya was established for the students in Sri Lanka who could obtain advice on various topics (educational, professional, personal, etc.) from Sri Lankan professionals throughout the world.

Q: To wind up, what would be the message you wish to pass on to aspiring young students and the Sri Lankan community in general?

Beyond just the knowledge of using a computer, it is not difficult or costly to provide computer-integrated projects in Mechatronics even to Grade 8 students in Sri Lanka. It requires a laptop, tablet, or personal computer, which is the "host computer" and is commonly available. The hardware that is needed is quite simple and available at low cost. A microcontroller (e.g., Arduino), which serves as the "computer" and the "controller" of the project, in the mechatronic sense, forms the main building block. It has a microprocessor chip, which performs the main computing functions of the project, in particular. The microcontroller is connected to the host computer using a USB cable. I would encourage young enthusiasts to try out the projects through the link,

<https://create.arduino.cc/projecthub>.

**Contributed by Eng. (Mrs) Nimali Tennekoon Medagedara
Senior Lecturer, Department of Mechanical Engineering
The Open University of Sri Lanka.**

Department of Educational Leadership and Management Established



The Department of Educational Leadership and Management (DELM) was established by government gazette on the 7th of January 2020. The inauguration of the new Department as the fourth department of the Faculty of Education, OUSL was held on the 30th of January 2020.

This is the first department specifically focusing on the field of Educational Leadership and Management established in the Sri Lankan university system. As such, it marks an important landmark in the history of education in Sri Lanka.



The main objective of the DELM is to strengthen the structure of educational leadership and management in Sri Lanka through the development of leadership and management skills of leaders such as principals, Directors of Education, and educational officers at various levels in the field of education.



The two academic staff members of the department, Ms. C. Hewapathirana (Head of the Department) and Mr. W.M.S. Weerakoon (Senior Lecturer) are currently developing

relevant academic programs to cater to the field of Educational Leadership and Management.



The DELM plans to offer a Diploma in School Management, a Bachelor of Education in Educational Leadership and Management, a Post Graduate Diploma in Educational Leadership and Management (PGDELM), and a Master of Education in Educational Leadership and Management. These programmes are currently being developed and will be offered using Open and Distance Learning Methods shortly.



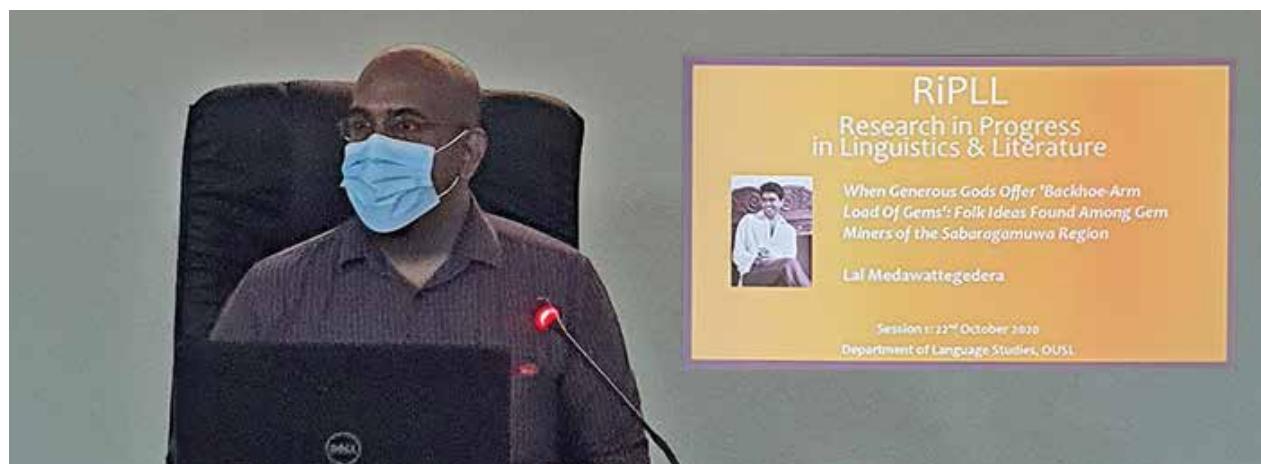
While working to obtain the necessary approvals to offer the above programmes, the Department hopes to soon offer a Short Course on School Management as a CERC project during the course of the year. The DELM is also currently looking to increase cadre positions for academic staff members and other support staff with plans for further expansion of its course and programme offerings in the near future. The DELM is truly grateful to all who contributed to making the Department of Educational Leadership and Management a reality today.

OUSL Academics at Literary Event in Bentota



A literary weekend with Gratiaen Winners recently took place at Bentota Beach. The event showcased past winners of the Gratiaen Prize for literature written in English in Sri Lanka. Pictured here are the participants of a key event, a unique panel discussion on identity, cricket, politics and literature, featuring Open University academic staff members Harshana Rambukwella (Panel Moderator), Lal Medawattegedera (Panellist) Vivimarie Vanderpoorten Medawattegedera (Panellist), Former Sri Lanka Cricket Captain Kumar Sangakkara (Panellist), and writers Shehan Karunatilake and Andrew Fidel Fernando (2019 Winner)

The RiPLL Effect at the Department of Language Studies



The academic circle of the Department of Language Studies, OUSL known as RiPLL (an acronym for Research in Progress in Language and Literature) held its first session on the 25th of October 2020 at the Faculty of Humanities and Social Sciences Board Room. RiPLL is a bi-monthly informal space for Department members to discuss shared methodological concerns, learn from each other's research, while encouraging and promoting publication by academic staff members working in the disciplines of language and literature. The presenter at the inaugural session was OUSL Research Award winner, Mr Lal Medawattegedara who presented the findings from a forthcoming publication titled When Generous Gods Offer 'Backhoe-Arm Load Of Gems': Folk Ideas Found Among Gem Miners of the Sabaragamuwa Region.

Memorandum of Understanding between OUSL and Chartered Institute of Personal Management [CIPM]



Memorandum of Understanding [MOU] was signed between The Open University of Sri Lanka and the Chartered Institute of Personal Management [CIPM] Sri Lanka (inc) on 17th June 2020 at the Chartered Institute of Personal Management, Sri Lanka Head office at No 43, Vijaya Kumaratunga Mawatha, Colombo 05. This is a great landmark for both institutes as this MOU will enhance and expand the opportunities provided by both partners to their student bodies to engage in life-long learning. OUSL is Sri Lanka's premier Open and Distance Learning [ODL] institute and CIPM SL is the pioneering and most recognized professional body in the Island when it comes to trend-setting in the HRM profession.

OUSL is Sri Lanka's premier Open and Distance Learning [ODL] institute and CIPM SL is the pioneering and most recognized professional body in the Island when it comes to trend-setting in the HRM profession.

A Friend in Deed : OUSL Counselling Unit after the COVID-19 Lockdown



The OUSL Counselling Unit promotes the mental health and wellbeing of all OUSL students and staff. The Unit is administered by the Dept. of Psychology & Counselling. It offers free and confidential counselling for the OUSL community.

After the COVID-19 lockdown gradually ended across the country, the OUSL Counselling Unit recognized the need to develop specific programmes and seminars to help the OUSL community re-adjust to the resumption of academic activities throughout the country. Over the past three months, the Counselling Unit has organized a range of awareness sessions and disseminated information on issues that affect the mental health and wellbeing of the OUSL Community. A short summary of these initiatives over this quarter is given below:

- Counselling awareness session on “Mindfulness Exercises you can use to cope with Stress and Anxiety” was conducted on 03rd June 2020 via Zoom to the All OUSL staff and students.
- Counselling awareness session on “Tips for maintaining a healthy Work-Life Balance” was conducted on 23rd July 2020 via Zoom to the All OU staff and students.
- FHS @Excell Program “Managing Emotions at Workplace” was conducted on 04thof August at CRC.
- Counselling awareness session on “Managing Emotions at Workplace” was conducted on 28thof August 2020 via Zoom to all OUSL staff members and students.
- E-flyer- 2 “Obsessive Compulsive Disorder” based on the content of the Mental Health awareness workshop done last year was circulated on 25th June on the purpose of raising awareness among staff and students.
- E flyer – 3 “Anxiety Disorder” based on the content of the Mental Health awareness workshop done last year was circulated on 16th July.
- E flyer - 4 based on the content of the workshop “Tips for maintaining a healthy Work-Life Balance” was circulated on 30th July on the purpose of raising awareness among staff and students.
- E flyer – 5 “Depression Fact Sheet” based on the content of the Mental Health awareness workshop done last year was circulated on 31st of August.
- A brochure for the Counselling Unit was designed and finalized in three languages English, Sinhala, and Tamil and circulated via email on 03rd of October.

Counselling Service - OUSL

Free and
Confidential



What is Counselling

A safe confidential collaboration between a qualified counsellor and a client/s to promote mental health and wellbeing, enhance self-understanding, and resolve identified concerns such as psychological, educational, career, family or other problems.

Are you or someone you care about feeling stuck, unhappy, lonely, or worn down? We are here to support you...

To talk.....

To listen to.....

It can be a great relief to share your worries with someone.....

The aim of the counselling is to empower the client to give them the confidence to make their own choices and decisions.

Goal of OUSL Counselling Unit

We are fully committed in providing the full counselling and psychological support for all enrolled students, staff members and their loved ones.



Confidentiality

We provide the highest level of confidentiality to protect your privacy. Everything that is shared is between the counsellor and you only.



Benefits of Counselling

We can help you overcome your current challenges, break unhelpful habits, and to begin experiencing life differently. Working together in a supportive, non-judgmental environment, we can help you start building your strengths, gaining greater awareness and understanding, develop helpful perspectives, and learn practical strategies and techniques to manage the life's challenges. Start experiencing life more fully and with joy.....!

Consultation Hours

Our counsellor will be available at the Counselling Unit, OUSL Health Centre - Nawala, on Monday to Friday from 8:30am to 4:00pm.

Services We Provide

- Individual Counselling
- Group Counselling
- Awareness Programs & Workshops on relevant aspects
- Training and advice on Counselling Skills to Staff

How we can Help

You may have feelings of extreme sadness, anger, guilt or any other distressing thought that can affect your day to day life or disturb the concentration on your studies or work.

Some of the difficulties you can discuss with us are;

- Stress, depression and anxiety related issues
- Educational problems
- Adjustment difficulties
- Relationship and family issues
- Workplace related issues
- Psychological problems
- Addiction difficulties
- Self-esteem, confidence issues
- Peer pressure

How to make appointments

Phone: 011 2 88 1361
Mobile: 070 251 0820
Email: counsellor@ou.ac.lk

Our psychosocial intervention support has now been extended to reach you wherever you are. **You can contact us on WhatsApp;**



**Call or Chat
070 251 0820**

For more information; www.ou.ac.lk

The Counselling Unit is administered by the Department of Psychology and Counselling, Faculty of Health Sciences



Love and Hate of Chocolates

Our desires tend to change with age, but some desires are so closely bound to every stage of our lives that they tend to die hard. One such desire is our love of chocolates. Chocolate is one of the most famous symbols of love. "Cocoa" is the main ingredient of chocolate and its history began with the Mesoamerican civilization. Ancient people believed that cocoa tree was a gift of god's wisdom. Scientifically, cocoa tree is named as *Theobroma cocoa* - food of the god. According to paleo ecologists' cocoa beans were used as currency in the ancient era and currently one ounce of beans is worth a dollar. Nowadays, people in Europe tend to purchase "dark chocolates" than milk or flavored ones as they have discovered the real meaning of the "god's gift".

How do we find a good chocolate?

All that glitters is not gold; likewise, all the chocolates are not good. We can find many chocolate-favoured products including drinks, cakes, biscuits, infant foods, candies, cookies, pudding, butter, powders etc. Snickers, Kit Kat, Twix, Milky way, Hershey, Cadbury, Toblerone and Reese's are the most common internationally famous candy bars. However, cocoa content in some chocolate products is about 10% and the rest (90%) is made up of milk, sugar, flavors, emulsifiers, nuts etc. Lesser the cocoa content, lesser the nutrition value of the chocolate bar. Thus,

excessive consumption of these products may cause diabetes, tooth decay, cardiovascular diseases and high blood pressure. One should remember that "a little bit of sweetness can cause a whole lot of bitterness".



Snickers, Kit Kat, Twix, Milky way, Hershey, Cadbury, Toblerone and Reese's are the most common internationally famous candy bars.



In dark chocolate, the cocoa content is higher than 60%. Pure dark chocolate consists of only cocoa beans and sugar, but some manufacturers add small amount of soy lecithin as an edible emulsifier. Before you purchase a chocolate product, you should check the name of the manufacturer as well as the date of expiry. Then, you should check the list of ingredients and their percentages (healthy chocolates contain 60-85% of cocoa). If there are too many other ingredients in a product, it is not much healthier to consume it. High-quality dark chocolates are not cheap (between 10-20 US dollars) as other chocolates. When you place a piece of a dark chocolate on your tongue, it does not melt immediately as other chocolates, but it tastes bitter than other chocolates.

Dark chocolate is important to save your heart from strokes as it helps to reduce the LDL value thereby peripheral artery diseases. It also improves blood circulation and prevent platelet aggregation in veins.

Importance of dark chocolates

Dark chocolate is a nutrition power house. One ounce (ca. 28 g) of dark chocolate per day is recommended for a healthier life as it contains a lot of minerals (calcium, iron, magnesium, zinc, sodium and potassium), vitamins, proteins, good cholesterol (HDL) etc.

Cocoa is one of the best sources of antioxidants. It helps to improve the healthiness of the skin by reducing roughness and increasing the skin's hydration and complexion. Researchers in University of Nottingham have discovered that flavanols in cocoa boost the blood flow to brain and improves the short-term memory and alertness. Flavanols also reduce the high blood pressure and enhance the visual performances such as detecting motions and reading low contrast letters. L-arginine is an amino acid in dark chocolate which acts as a natural sex enhancer as it increases sensation, satisfaction and desire. Phenylethylamine present in cocoa is known as "love drug" which helps to increase the happiness and relieves the stress hormone level. Dark chocolate is important to save your heart from strokes as it helps to reduce the LDL value thereby peripheral artery diseases. It also improves blood circulation and prevent platelet aggregation in veins. Polyphenols and flavanols prevent DNA damages and improve the nucleus integrity of cells. Dark chocolate is known to reduce the risk of cancer.

You can express your love by presenting a chocolate, but you should be careful as your love can be measured by the cocoa content of the gift.

Prof. K. Sarath D. Perera and A. D. Theesha Dulmini, Department of Chemistry, Faculty of Natural Sciences, OUSL (email: ksper@ou.ac.lk).

නිව්‍ය

මායමය ප්‍රෝමය

තනි වෙන්නට මගේ තොටී
පුරුදු පාලුවෙන්
රැගෙන යන්න සොඳුරිය ඔබේ
සුවද මා පැහැන්

මායාවකි ජ්‍රේමය මා හදුවන රිඛුවේ
සේ ගියකි දුක්බර වූ සැනෙසුම කොයි වේදේ !

සිවි වකරක පෙමි ගිතය
ගොඩුවෙලා ගියාදේ
අමුත් ලොවක ඔබ සතුවින්
කිරුළු පැළුදුවාදේ !

පද රචනය
කංගිතය හා ගායනය

- බුද්ධිඛ්‍ය ගෙළඹ්පත්ති
- වික්වර් රත්නායක

මේ ගිතය ජ්‍රේමය පිළිබඳ විවරණයකි. මේ ගිතයේ වැදුගත්ම වචනය වන්නේ, පුරුදු පාලුවෙන් යන්නයි.

මිනිස් හදට පුරුදු, සුපුරුදු, උරුම, වීජාකය පාලවයි, තනිකමයි, භුජකලාවයි. බුදු දහමේ අරැකින් කිවහොත් ‘දුක්යි’.. ඒ ඉක්මවා යාමට ගහ්නා සෑම විශයුමක් ම රීට කරනු ලබන තාවකාලික ප්‍රතිකර්මයයි. මේ ගිතයේ අත්දැකිමද විඳි තාවකාලික ප්‍රතිකර්මයක ‘තාවකාලික’ බවත්, මායාවත් සුදාකාලික වූ ‘දුක්බ’ යථාර්ථයේ ප්‍රයුවත් හමුවේ මතු කරන්නයි. විහෙත් විරහ වේදනාව දුක්බ යථාර්ථයක් ලෙස නොදැකින මුලා සහගත කරකයා ඇගේ සුවදත් තමා තුළින් රැගෙන යන්නයි ඉල්ලීමක් කරයි. ඇගේ සුවද යනු ඉතා සියුම් මෙස්, ඉකියුම් ලෙස දැනී දැනී මිනිස් හදට රිදුවන මතකය සි. මේ ඉල්ලීම මගින් සියුම් ද්වේශයක්ද ආදරන්නය රිදුවීමක් ද? ගමන වේ.

අමුත් ලොවක ඇය සතුවින් කිරුළු පැළුදුවාදේ ? යන පුරුනාර්ථය තුළ ‘විය ද කොපමණ කළකට’ දා යන “අව්‍යක්ෂිත වාච්‍යධිවහිය” හෙවත් වාචනාලේපයෙන් නොහැරෙන අත්දැකිමන් ම භාගෙන දිවහිය, විජ්‍යය මත කරයි. මේ නම් විරහ තාපයෙන් විගලින වීමට ව්‍යුහ මිනිසෙකුගේ හදුවන විවර කර පෙන්වන නිර්මාණයකි. සිංහල ගිත සාහිත්‍යයේ අනිශ්‍යර රචනයකි. විමෙහ්ම වික්වර් රත්නායකයන්ගේ තපස්වී ස්වර ගායනය මගින් මෙක ගේ කාව්‍ය හදුවන් ගිතාවක් බවට පත්වේ. දේශීකාරය, ප්‍රතිකර්හය, ප්‍රතිරාවය තනි ස්වර මත හැඩිවීම ආකාශ්වී ස්වර ගාලා යාම ආදී උපතුම මගින් මහා භුජකලාව නම් වූ විශ්ව යථාර්ථයට සහඝ්‍යය පමණුවයි.

සුම්බුද්ධිරුණුන්නී

අධ්‍යාපන තාක්ෂණ මාධ්‍ය මධ්‍යස්ථානය



අද දුවස

අද දුවස හරි ලස්සනයි
අද දුවස හරි සුන්දරයි
අද දුවස හරි පින්බරයි
අද දුවස මට ජය ගෙනයි

හිරු කිරණ හිරුගෙන් ලැබේයි
මවී කිරන් මවීගෙන් ලැබේයි
ගහ කොලෝන් සිසිලස ගෙනයි
මගේ සිතට සැහසුම ලැබේයි

අද දුවස හරි ලස්සනයි
අද දුවස හරි සුන්දරයි
අද දුවස හරි පින්බරයි
අද දුවස මට ජය ගෙනයි

සදු කිරණ සදුගෙන් ලැබේයි
ලණුසුමද මවීගෙන් ලැබේයි
පියතුමන් ආසිර පතයි
පුතු මගේ සුවසේ නිදයි

පද රචනය සිසිර ජයමහ
පෙන්ම්ද කෑරිකාවාරය
යාන්ත්‍රික ඉංජිනේරු දෙපාර්තමේන්තුව
01.09.2020



ක්‍රිස්ක්‍රිස්තා රුදු...

නවය පුරා
අප යනෙන තුරා
කදුල සිරී
මෙන්ගතුම වෙලා ...

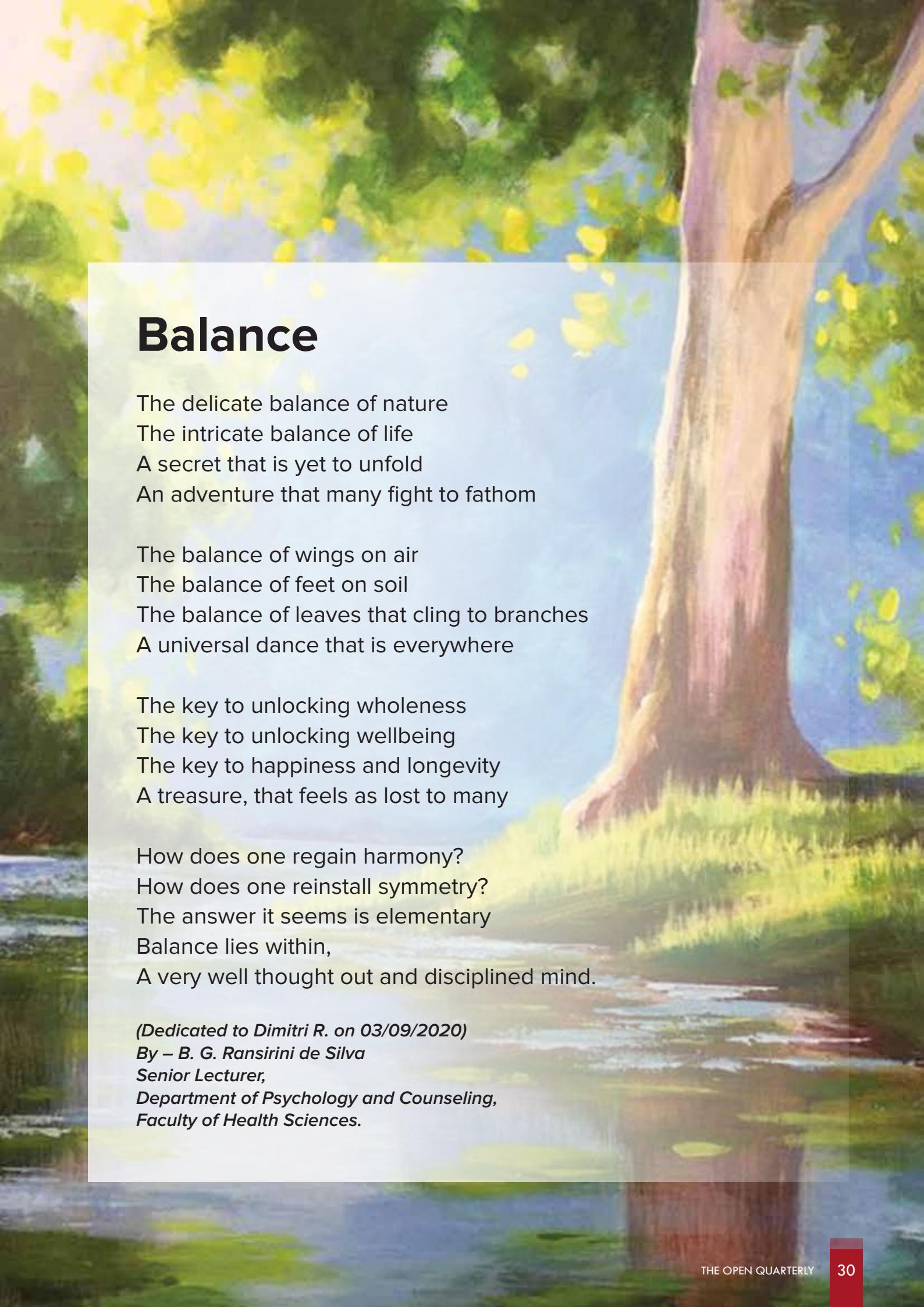
අවිය උවත් විය
දූෂිය පුරා
සැහසීම ගෙන්
කවියක්ම වෙලා ...

පැතුම් පා වෙලා
රිදුම් සිත වෙලා
කදුල විත් පං වුනා
සිනහ ගියදා මා දමා ...

තනිකම හද රැදී
තනියට ඉකි බිදී
කවියක් සිත රැදී
නෙතු අග වියැලුනී ...

ඡයන්ති නානායක්කාර
සත්ත්ව විද්‍යා දෙපාර්තමේන්තුව





Balance

The delicate balance of nature
The intricate balance of life
A secret that is yet to unfold
An adventure that many fight to fathom

The balance of wings on air
The balance of feet on soil
The balance of leaves that cling to branches
A universal dance that is everywhere

The key to unlocking wholeness
The key to unlocking wellbeing
The key to happiness and longevity
A treasure, that feels as lost to many

How does one regain harmony?
How does one reinstall symmetry?
The answer it seems is elementary
Balance lies within,
A very well thought out and disciplined mind.

(Dedicated to Dimitri R. on 03/09/2020)
By – B. G. Ransirini de Silva
Senior Lecturer,
Department of Psychology and Counseling,
Faculty of Health Sciences.

