THE OPEN QUARTERLY

ii/2016

"If you want to do some thing you have to put your fullest effort to it and spend time on it. and at the end of the day, you are happy a person"
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The Open University of Sri Lanka

THE OPEN UNIVERSITY OF SRI LANKA

CALLING FOR APPLICATIONS IN THIS QUARTER

Programme	Issuing Applications	Closing of Issuing Applications	Application Acceptance Closing
Masters of Education (MEd) Faculty of Education	06.03.16	05.04.16	05.04.16
Certificate in Computer Networks & Security (CCNS) Faculty of Natural Science	21.03.16	05.05.16	05.05.16
Basic Course in Sinhala Faculty of Humanities & Social Sciences	03.04.16	13.05.16	13.05.16
Basic Course in Tamil Faculty of Humanities & Social Sciences	03.04.16	13.05.16	13.05.16
Bachelor of Special Needs Education (BSNE) Faculty of Education	12.06.16	15.07.16	15.07.16
Dip. in English Language & Literature Faculty of Humanities & Social Sciences	31.07.16	02.09.16	02.09.16
Certificate in laboratory technology (CLT) Advanced Certificate in Laboratory Technology (ACLT) Faculty of Natural Science	17.07.16	19.08.16	19.08.16
Bachelor of Arts in English Language Teaching(BA/ELT) (L3) Faculty of Humanities & Social Sciences	11.09.16	11.10.16	11.10.16

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FETSAC 2015

Field Study Tour and Goodwill Visit

OER Integration

Capacity Building Workshop on 'OER for Teaching and Learning'

OUSL Degree Programme in the Maldives

THE OPEN UNIVERSITY
OF SRI LANKA

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THE OPEN QUARTERLY
ii/2016

The 28th General Convocation of the Open University of Sri Lanka (OUSL) was held at the BMICH on 17th May 2016 with the participation of a large number of people representing the senior management of the university, staff, graduates, parents and well-wishers with the patronage of Prof. Asha Singh Kanwar, the President and the CEO of the Commonwealth of Learning (COL), as the chief guest at this occasion. A total 1300 students graduated at the convocation in undergraduate and post-graduate studies.

The convocation was the culmination of the efforts of the OUSL Sri Lanka's premier Open and Distance Learning (ODL) institute, that caters to over 30,000 students through a de-centralized Regional Centre network spanning in nine districts. The ODL methodology makes learning and life an integrated space providing students a rare chance to manage their own learning as well as to learn while being a part of the economy. Combined with a regional network, the ODL-driven OUSL is accessible universe of study regardless of a person's age, gender and geography.

The 1300 students who graduated at the convocation represented the disciplines of humanities, social sciences, natural sciences, engineering and information technology. All the hard work of students who studied while working or engaged in managing homes paid off on Tuesday when they proudly wore their graduation cloaks to accept their honors.

Prof. Asha Singha Knawar in her Convocation Address focused on the much debated topic of making education relevant for employment opportunities on the market. While tracing her own journey as a student towards dizzy heights in education, she also spoke at length about the global forces that would change the way people work.

The simple and unassumingly elegant ceremony which followed the traditions of the university culture was a much appreciated event by both the students and staff. The event was followed by the traditional convocation dinner hosted by the Vice Chancellor.

We salute our academic and non-academic staff for their tireless efforts. We congratulate our graduates and wish them prosperity, peace and happiness!!

International Conference: Emerging Trends in AI

TThe First International Conference on Emerging Trends in AI (ICETAI) was held on 29th of December 2015 at the OUSL. The Annual Sessions of the Sri Lanka Association for Artificial Intelligence (SLAAI) have been held for 11 consecutive years and, in 2015, the Department of Electrical and Computer Engineering at the OUSL, together with the SLAAI, organized an International Conference in place of the Annual Sessions.

Founded in 2000, the SLAAI is a non-profit scientific association that is devoted to understanding the mechanisms that underlie thoughts and intelligent behavior, and their emulation in machines.

The keynote address, on "The Impact of AI within Global Industry", was delivered by Dr. Romesh Ranawana, the Co-Founder and Managing Director of SimCentric Technologies. Dr. Upali Kohomban, the Head of Research at CodeGen International (Pvt) Ltd., delivered the Invited Speech, titled "AI for Masses –What's in It for Us?" Seven research paper presentations were made by postgraduate and undergraduate students from multiple universities, which were reviewed and accepted for presentation. Many invitees from other universities and the software industry, and a large number of OUSL undergraduates, participated at the event.

Training Programmes on Library Services

The IT team of the Library conducted several training programmes on Open Source Library Software and Building Digital Libraries and Institutional Depositaries, for the Medical Research Institute, Colombo Public Library, PGIM Library and Katana public library.

Dr. Seneviratne and Mr. Balasooriya conducted workshops on library management, conducting effective public relations, using Open Source Software for library operations and designing digital libraries at public libraries at the Public Libraries in the Gampaha, Kalutara and Colombo districts.

Mr. Balasooriya conducted a workshop on automatic library functions for the Southern Provincial Council through the Sri Lanka Library Association. Dr. Seneveratne conducted three seminars on survey research in Library and Information Science, methodological issues and modern research paradigms at the LIS at Periyar University,Vidya Mandir Art and Science College at the Selam and Bharathithasan University in Thrichy, Tamil Nadu, India.

Course-Based Information Resources at OUSL

The Library Systems Unit has developed a video library with interactive lecture sessions, in collaboration with the Department of Social Sciences in

the Faculty of Humanities and Social Sciences (HSS), under QIG grant, to facilitate the BA in Social Sciences programme. This Video Library is accessible through the library website (http://lib.ou.ac.lk)

NSF Technology Awards for Excellence

The NSF Technology Award for Excellence for 2015 was awarded to Mrs. Janakie Saparamadu at the NFS Awards Ceremony, which was held on 15th of December 2015, at the BMICH. This award scheme was implemented for the first time in 2014 for successful grant recipients in the field of Technology, and there have been six award winners so far.

The award Mrs. Saparamadu received was for a project titled "Assessment of Socio-economic Viability of Simplified Hydroponics to Improve the Household Food Production and to Develop a Strategy for Commercialization". Simplified hydroponics is a system that requires less labour, time, costs, space, water and nutrients. With this grant, the simplified hydroponic system with the cost-effective nutrient packs, which was patented by Mrs. Saparamadu, was popularized among households and schools in the Colombo and Kalutara districts. The entire system, as a package, was identified as one of the best commercial outputs among technology projects.

Seminar on Research Dissemination to Commemorate the 13th Anniversary of the Faculty of Education

A Seminar Research Dissemination Seminar was held on the 03rd of February 2016 to commemorate the 13th Anniversary of the Faculty of Education. The function was held at the Faculty of Education, with over fifty participants.

The Chief Guest at this event was Prof. Narada Warnasuriya, Senior Professor of Paediatrics at the General Sir John Kotelawala Defense University and Professor Emeritus at the University of Sri Jayawardenepura. Prof. S. A. Ariadurai, the OUSL Vice Chancellor, was the Guest of Honour at this occasion. While addressing the gathering, he said he was impressed with the progress the Faculty had made so far, within a short period of time. Prof. P. C. Pakkeer Jaufer, the Dean of the Faculty of Education, delivered an informative speech about the progress the Faculty of Education has made so far, and presented the Faculties future plans, such as the expansion of the faculty by adding two new departments on Educational Management and Leadership.

The Faculty Magazines "Adheeksha" and "Paaravai" were also released during this function. The Research Dissemination Seminar was chaired by Emeritus Prof. G. I. C. Gunawardena and Prof. S. P. Karunanayaka. Three M. Ed students and two academics of the staff of the Faculty conducted presentations to disseminate various research findings. Certificates and cash prizes were given for the best teaching aid and project. Dr. K. A. C. Alwis, the Head of the Department of Special Needs Education, served as the chairperson of the organizing committee of the 13th Anniversary of the Faculty of Education.

OPEN Startup

The Faculty of Engineering Technology initiated an entrepreneurship programme as an immediate remedial action to encourage staff and students to create value from their research findings. This was a collective effort of the Industry Liaison Center (ILC) and the fculty. The programme was mentored by Mr. Fayaz Hudah and funded by a Quality and Innovation Grant (QIG) of the Higher Education for the Twenty-first Century (HETC) project.

The intention of the programme was to transfer the necessary entrepreneurial skills to students of the Technology (Engineering) Study Program (TESP), with the objective of preparing students to face the real-world challenges of establishing commercially-viable enterprises. It was expected that some of the business plans will be implemented with investor funding.

Students and graduates from the Faculty of Engineering Technology were invited to submit business plans, based on their innovative ideas. They were given an opportunity to follow the entrepreneurship programme (free of charge) for a period of four months. 10 groups participated in the programme. It ended with a pitching event at which industry representatives, academics, investors and well-wishers participated. The event, titled "OPEN Startup," was held on the evening of the 18th of February 2016.

The evening began with the welcome address by Dr. A. P. Madurapperuma, the Chief Coordinator of QIG/Activity 1 and the Head of the Department of Electrical and Computer Engineering. It was followed by a short speech by the Chief Guest, Prof. S. A. Ariadurai the Vice-Chancellor of OUSL. Mr. Fayaz Hudah then shared with the audience his experiences with the budding entrepreneurs of the OUSL.

Six out of the ten teams that underwent training at this programme pitched their business proposals to a panel of expert judges and investors, who included Mr. Anuradha Tennakoon,the CEO and Director, Zebra Technologies Lanka (Pvt) Ltd; Mr. Ruwindhu Peiris, Managing Director, inStax Research Inc; Mr. Clehan Pulley, CEO Finetech Group of Companies and Mr. Sanath Fernando, CEO Ridgecrest Group (Pvt).

The six teams were named ExpenZa, iGo Explore, PlanIT, QuizPro, SD SOLUTIONS and Shoogadge. The "Best Business Proposal" award was won by the QuizPro team, for their product, a web and mobile-based platform that facilitates customers to compete with each other in a global context, whilst experiencing the thrill of game-playing. QuizPro will have a ranking system, where contestants can complete quizzes and be ranked regionally and globally. The team members of QuizPro were Mr. W. U. Erandaka and Ms. S. A. D. C. V. Subasinghe.

The First Runners Up award was won by the SD Solution team. The team members were Mr. P. A. Sampath Kumara Pathiranarachchi and Mr. Dhanushka Sanjeewa Lokunarangoda. Their product was a micro-controller-based small unit that enables the driver to select a rear or front camera without the use of a display device.

The Second Runners Up award was won by the "Shoogadge" team. Their proposal was based on a system that can measure foot sizes using two different views (side and top). The system also gives indications of the fit as a percentage, by comparing the shoe and foot size. The team members of the Shoegadge team were Ms. B. M. W. P. Gunarathna, Ms. D. S. Wijerathne, Ms. S. A. D. A. N. Dissanayake, Mr. Farook Saraff and Ms. Shalini Rajasingham.

The OPEN Startup event was the first of its kind in the Faculty of Engineering Technology, and the response was great as evidenced by the crowded lobby area where the event hosted. This proves that events such as the OPEN Startup draw attention of the industry and academia. The Faculty looks forward to conducting the program again next year.

If entrepreneurship is your kind of thing, get in touch with the OUSL Faculty of Engineering Technology or the industry liaison office, for more information.

FETSAC 2015

The Faculty of Engineering Student Academic Conference 2015 (FETSAC 2015) was held for the second time on 11th of December 2015, under the theme "Reflections on Engineering Ingenuity". Several key personnel from the Ministry of Higher

Education and the Higher Education for Twenty First Century Project (HETC) attended this event. Prof. Veranja Karunaratne delivered the keynote address.

The aim of this conference was to present the work completed by the undergraduate students, of the Faculty of Engineering Technology, to fellow-students and industry personnel. At this conference, 60 abstracts were presented and 9 awards were given to the best presenters from each area of specialization. Through this event, FET students had a unique opportunity to interact with the industry, by commercializing their academic work.

Field Study tour and Goodwill Visit

An eight-member delegation including six post-graduate students from Preston University Pakistan lead by Prof. Zulfiqar Ali Qureshi, Head of the Department of the International Relations and Chair Professor International Relation met the Vice Chancellor Prof. S A Ariadurai, Director International Relations Prof. J C N Rajendra and the Deans of faculties on 01st February 2016 at the Senate Board Room. The purpose of this visit was to foster an intellectual exchange of ideas, share knowledge and create a platform for inter academic exchange. A draft MoU was presented by the Preseton University for consideration.

Preston University was established in 1984 and is the first private university of Pakistan. It also has the largest network of campuses spread throughout Pakistan. The main campus is based in Karachchi with two other campuses in Karachchi and regionally in Faisalabad, Lahore, Peshawar, Islamabad and Kohat.

A fruitful discussion led to the mutual understanding of the ODL system and the academic programms of the OUSL and to explore the possibility of finding a common ground for future collaborative initiatives. Dr. Indika Bulankulame of the Department of Social Sciences facilitated the visit.

Capacity Building Workshop on 'OER

International Relations Unit and Staff Development Center jointly organized and facilitated a two day Capacity Building Workshop on 'OER for Teaching and Learning'in association with Commonwealth of Learning on 15th and 16thFebruary 2016.ProfessorMostafa Azad Kamalfrom Bangladesh Open University, was the resource person for this workshop. 24 academic staff members participated in the workshop.

A US Delegation at OUSL

A meeting was held with a three-member US delegation headed by Mr. Richard A Boyum, from the US Department of State Bureau of South and Central Asian Affairs on 3rd February 2016 at the Vice Chancellor's office. The Vice-Chancellor, Deputy Vice Chancellor, all the Deans of the faculties, and Director /International Relations Unit

(IRU) participated in the discussion. The discussion was based on establishing a partnership to create a common postgraduate programme, possibly on Disaster Management or any other suitable programme that could be useful for the South and Central Asian region. The programme could be jointly created with universities in Pakistan, Afghanistan and Sri Lanka and could be delivered through the ODL mode. The American embassy in Sri Lanka in association with American Centre in Sri Lanka would also like to collaborate and deliver their ongoing Basic Certificate programme in English Language, Computer Literacy etc. through the OUSL Regional and Study Centres. The IRU has taken steps to initiate these proposal and coordinate with relevant academics.

Common Postgraduate Programme on Regional Affairs

South and Central Asian Affairs on 3rd February 2016 at the Vice Chancellor's office. The Vice-Chancellor, Deputy Vice Chancellor, all the Deans of the faculties, and Director /International Relations Unit (IRU) participated in the discussion. The discussion was based on establishing a partnership to create a common postgraduate programme, possibly on Disaster Management or any other suitable programme that could be useful for the South and Central Asian region. The programme could be jointly created with universities in Pakistan, Afghanistan and Sri Lanka and could be delivered through the ODL mode. The American embassy in Sri Lanka in association with American Centre in Sri Lanka would also like to collaborate and deliver their ongoing Basic Certificate programme in English language, Computer literacy etc. through the OUSL Regional and Study Centres. The IRU has taken steps to initiate these proposals and coordinate with relevant academics.

The Second Distinguished Lecture Series

First lecture of the second Distinguished Lecture Series was organized and conducted in collaboration with the Centre for Educational Technology and Media (CETMe) and the IT Department on 10th March 2016.Professor Wamadeva Balachandran from Brunel University,UK delivered the lecture on 'Point-of-Care Devices for Diagnosing Infectious Diseases'. This lecture has been livestreamed and arrangements have been made to upload the lecture to the OUSL website

OUSL Centre in Maldives

On invitation from MI College officials, the Vice-Chancellor and the Director International Relations Unit visited the MI College Maldives on 28th and 29th February 2016 and had lengthy discussion with them to see the possibility of establishing an OUSL centre in the Maldives to offer OUSL degree

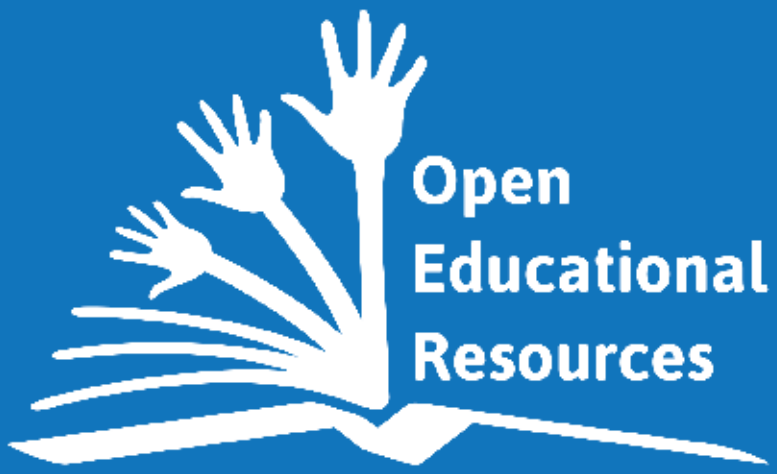
programme through MI College. MI College is interested in offering OUSL Degree Programme in the Maldives. The OUSL team also had further discussions with the Maldives Qualifications Authority (MQA). Initial discussions were successful and the International Relations Unit office is making arrangements to establish an MOU with MI College. On the request of MI College, the International Relations Unit is organized a workshop on "Empowering for Self-Directed Learning" for Maldivian students from MI College. This workshop was held on 20th and 21st March 2016. Fifty one students from MI College participated.

A step towards prevention and control of Diabetes.

Word Health Day was celebrated by the Faculty of Health Sciences under the theme 'Beat Diabetes' on Friday, 8th April 2016. A cooking demonstration conducted by the Culinary Education team of Singer Sri Lanka where our staff members were shown how to prepare delicious and healthy meals quickly and with ease. The 'Hela Bojun Hala' food stall serving authentic Sri Lankan cuisine coordinated by the Women's Agriculture Extension Project – Department of Agriculture, appealed to everyone with their scrumptious kurakkan-based foods, fresh fruit juices and wholesome meals. The well-attended clinic run by the Diabetes Association of Sri Lanka provided nutrition and dietary advice based on BMI checks and random blood sugar tests. Faculty members of the Dept of Medical Laboratory Sciences conducted blood sugar tests to those who only wished to monitor their blood sugar level. In addition, the faculty members of the Dept. of Basic Sciences, guided by the Health Education Bureau, conducted an interactive session on sugar content found in food that we use on a daily basis. This creative and informative event received much praise for raising awareness on an important issue such as Diabetes, as well as lifestyle change and wellbeing.

OER Integration

The International Relations Unit (IRU) and the Faculty of Education of OUSL jointly organized and facilitated a one-day workshop on "OER Integration in e-learning Materials on Research Methodology in Education", with the support of the Wawasan Open University, Malaysia, and the ROER4D project, on the 9th of January 2016. Prof. Mohan Menon of the Wawasan Open University was the resource person for this workshop, at which 21 postgraduate students who are following the MA in Teacher Education (International) participated.



What, Why & How?

Shironica P. Karunanayaka
Professor in Educational Technology
Department of Secondary & Tertiary Education
Faculty of Education, OUSL

What are Open Educational Resources (OER)?

In simple words, Open Educational Resources (OER) are ***free*** and ***openly licensed*** educational materials that can be used by anyone for teaching, learning, research, and other purposes. The term '***Open Educational Resources'*** has been coined in 2002, at a UNESCO Forum on Open Courseware, organized in consideration of the increasing number of institutions releasing their courseware on the Internet for free access by any person.

A key difference between OER and any other educational resource is that OER are either in the ***'public domain'*** (i.e. creative materials that are not protected by intellectual property laws), or released under an '***open license'*** (eg. Creative Commons license), which allows free adaptation and reuse of these materials by anyone, without breaking any copyright laws.
The Cape Town Open Education Declaration, in 2007, stated that OER should be:
freely shared through open licenses which facilitate use, revision, translation, improvement and sharing by anyone;
published in formats that facilitate both use and editing, and that accommodate a diversity of technical platforms;
whenever possible, be available in formats that are accessible to people with disabilities and people who do not yet have access to the Internet.

OER may include a variety of educational resources - full courses, course materials, modules, textbooks, audios, videos, simulations, games, quizzes, software, and any other material used for educational purposes. These may be made available in variety of formats, electronically or non-electronically. Further, OER can be reused and repurposed to suit diverse learner needs and different learning contexts.

In 2012, UNESCO member States unanimously approved the 'Paris OER Declaration', recommending States to foster awareness and promote the use of OER, in order to facilitate several advantages including:
"reduce barriers and widen access to education at all levels
improve cost efficiency in teaching and learning
encourage teachers to produce and share high quality educational resources, and
enhance quality of teaching and learning."

With the advancement of the concept of OER, educational materials are increasingly being made freely and openly accessible for anyone to use all over the world, through many initiatives such as the following:

Wikipedia- https://en.wikipedia.org
WikiEducator- https://wikieducator.org
Wikimedia Commons- https://commons.wikimedia.org
OERCommons- https://www.oercommons.org
Khan Academy- https://www.khanacademy.org
MERLOT- https://www.merlot.org/merlot/index.htm
MIT OpenCourseWare- http://ocw.mit.edu/index.htm
OpenLearn- http://www.open.edu/openlearn/
Connexions- http://cnx.org/
TESSA- http://www.tessafrica.net/

Open Licensing: Creative Commons Licenses

The nature of OER in such that anyone can legally and freely copy, use, adapt and share these materials through an open licensing framework. Open licensing of resources allows users a series of rights to re-use, combine and modify original work, while allowing authors to have their work acknowledged. Creative Commons Licenses provide a simple, standardized way to grant copyright permissions to creative work, within the boundaries of copyright laws.

Attributions - Images
Global OER Logo, Mello 2012, CC-BY <http://www.jonathasmello.com/oer/manual/global_oer_logo_manual_en.pdf>
Creative Commons Logo, CC-BY <https://creativecommons.org/about/downloads/>
Some Rights Reserved – CC-BY <https://commons.wikimedia.org/wiki/File:Tyler.stefanich_-_Creative_Commons_Swag_Contest_2007_2_%28by%29.jpg>

Four main elements constitute Creative Commons Licenses:

	BY	**Attribution**	You must give appropriate credit, provide a link to the license, and indicate if changes were made.
	SA	**Share Alike**	If you remix, transform, or build upon the material, you must distribute your contributions under the same license as the original.
	ND	**No Derivative Works**	If you remix, transform, or build upon the material, you may not distribute the modified material.
	NC	**Non-Commercial**	You may not use the material for commercial purposes.

Table 1: Elements of Creative Commons Licenses (https://creativecommons.org/licenses/)
There are six standard Creative Commons licenses, in which the above elements are mixed and matched to describe whatever rights the creator wishes to reserve.

License Types		***Permissions***
	Attribution **CC-BY**	Lets others distribute, remix, tweak, and build upon your work, even commercially, as long as they credit you for the original creation. *(Least restrictive)*
	Attribution-ShareAlike **CC-BY-SA**	Lets others remix, tweak, and build upon your work even for commercial purposes, as long as they credit you and license their new creations under the identical terms.
	Attribution-NoDerivs **CC-BY-ND**	Allows for redistribution, commercial and non-commercial, as long as it is passed along unchanged and in whole, with credit to you.
	Attribution-NonCommercial **CC-BY-NC**	Lets others remix, tweak, and build upon your work non-commercially, and although their new works must also acknowledge you and be non-commercial, they don't have to license their derivative works on the same terms.
	Attribution-NonCommercial-ShareAlike **CC-BY-NC-SA**	Lets others remix, tweak, and build upon your work non-commercially, as long as they credit you and license their new creations under the identical terms.
	Attribution-NonCommercial-NoDerives **CC-BY-NC-ND**	Only allows others to download your works and share them with others as long as they credit you, but they can't change them in any way or use them commercially. *(Most restrictive)*

Table 2: Six types of Creative Commons Licenses and their Permissions (https://creativecommons.org/licenses/)

It is interesting to note that Creative Commons framework creates a "***Some rights reserved***" model, moving away from the traditional "***All rights reserved***" model.

This means that the copyright owners, while retaining their copyright ownership can allow certain uses of their work by the public by tagging an appropriate CC license to the material.

The 5R Framework of OER

A 5R framework has been presented to better understand the different permissions allowed for users of OER, as indicated below. (http://opencontent.org/blog/archives/3221).

Retain	*- the right to make, own, and control copies of the content*
Reuse	*- the right to use the content in a wide range of ways (eg. in a class, in a study group, on a website, in a video)*
Revise	*- the right to adapt, adjust, modify, or alter the content itself (eg. translate the content into another language)*
Remix	*- the right to combine the original or revised content with other open content to create something new (eg. incorporate the content into a mashup)*
Redistribute	*- the right to share copies of the original content, your revisions, or your remixes with others (eg. give a copy of the content to a friend)*

Accordingly, the creators of OER can allow users to copy, distribute, and make use of their work, to the extent of 'openness' they may wish to accommodate (see Table 1) while maintaining their copyright, by using an appropriate creative commons license (see Table 2).

Why do we need OER in Education?

The concept of OER is mainly associated with the notion of 'sharing' of educational resources. Education is, and has always been, a matter of 'sharing'. Yet, the concept of OER enables exceptionally efficient and affordable sharing of knowledge. Gaining free and open access to a wide variety of educational resources increases flexibility, equality, adaptability, and less restriction in the use of learning resources.

Since OER can be freely copied, revised, remixed and shared, it makes education significantly more accessible for students and considerably improves the affordability of education. Hence, OER is a strategy that addresses global issues related to inequity and inequality in education.

Further, OER represent multiple opportunities for innovations in teaching and learning. OER provide teachers and learners with permission to engage in continuous quality-improvement of educational resources through revising, remixing and repurposing. It also enables catering to diverse learner needs, better personalization of instruction and facilitates inclusive education for learners with different abilities as well.

On the other hand, we are living in an increasingly digitized world, where educational resources are available in abundance on the Internet, and in digital formats with easy access. In this scenario, the conventional copyright model is becoming inadequate and constraining, while the 'open licensing' framework offers an alternative effective strategy for creators as well as users of educational resources.

How should we use OER?

Searching for OER can be done through many sites that collect openly licensed materials or 'OER repositories'. Based on their needs, users can search, identify, evaluate and select OER. However, it is important to focus not only on having access to or the availability of OER as a set of free resources, but also on how the potential of OER could be effectively used in teaching and learning.

As learning materials, OER are similar to any other resource, with the only difference of having an 'open license' tagged to them, along with the copyright of the creator. With the permission granted by the open licenses, users are allowed to revise, remix and repurpose the content of OER, which they were unable to do before, legally, with the conventional copyrighted or proprietary materials. This is the uniqueness of OER, which should be fully utilized by users.

The opportunity to adapt and adopt educational resources through open licensing has empowered teachers and learners to become more creative and innovative in the ways in which resources can be used. While OER are not restricted to digital materials, the increased availability of digitized resources and new technologies makes this process more efficient and effective. This can be achieved by the use, creation and management of OER-based e-Learning via innovative instructional methods and strategies.

CC BY SA

Waiting in his office room allowed me to observe how skillfully he maneuvered between tasks and gave a solution for almost everything. I was surprised by the length of our interview, that ran into several sessions!
I also realized that condensing Prof. Gunaherath's life history to a few pages was a formidable task and I could not fathom where to begin.

BEYOND CHEMISTRY

LIFE AND TIMES OF PROF. KAMAL BANDARA GUNAHERATH

The Deputy Vice Chancellor of the OUSL, Prof. Kamal Bandara Gunaherath holds the Chair at the Department of Chemistry and is the Director of Research and was the Head of the Department of Chemistry.

Having obtained a B.Sc in Chemistry and a Ph.D in Organic Chemistry from the University of Peradeniya, Prof. Gunaherath is a Charted Chemist. He has contributed towards research in the field of Organic Chemistry with prior research involvements in the USA, Germany and in Australia. He was a Post-doctoral Research Fellow at the University of Münster in Germany and later a research associate at the Southwest Center for Natural Product Research and Commercialization at the University of Arizona, USA. Between the periods of 2004 to 2007 he served as a visiting Scientist at the Institute of Molecular Bioscience at the University of Queensland in Australia.

Prof. Gunaherath comes from Bibiladeniya, a village close to Kuliyapitiya in the North Western Province of Sri Lanka. He was the eldest child in a family of five. Having grown up in the middle of paddy fields and the simplicity of village life, he strikes me not only as a genuine scientist, but as a kind, down-to-earth, value-laden individual, having the added gift of wit, humor and laughter.

You have an exemplary record as an academic. Therefore, I thought of asking about the Chandrasena Memorial Award, awarded by the Institute of Chemistry that is awarded for outstanding contributions to Organic Chemistry. Can you tell me for what specific scientific contribution you received this award?

I was researching about natural product chemistry, basically on plants. Natural products have so much impact on our health. Most of the drugs we use are raw natural products or they are derived from natural products or we are mimicking natural products. My research is basically on new compounds and new biological activities deriving from natural products.

He had also won the prestigious Kandiah Memorial award for the best postgraduate research for the PhD research, which he savors as the most memorable moment.

Dr. Indikā Bulankulame
Department of Social Studies

How did you join OUSL?

After my PhD I went to Germany for two years as a Post-Doctoral research fellow to the Institute for Pharmaceutical Chemistry in Münster, Germany. I came back to Sri Lanka in 1988, I did get a position in the USA, but our country during this time was in a very bad situation so I did not get the visa.I came to Sri Lanka thinking I will wait for a while and go abroad. But I saw an advertisement from the OUSL and applied, but fortunately or unfortunately, I was not selected! Later I was called for a temporary position on this same day, I told them I am a researcher and I wanted to do research so they gave me space and I started a research laboratory.

You hold the position of Chair Professor. What entrails a Chair Professorship at a University? Tell me about the work you do?

Yes I still hold this position. It entails giving leadership to the particular area. You develop concepts in this field and give certain impact towards teaching. That type of leadership is important in any department. When I took over the DVC position I told the VC that we should advertise all the Chair Professorships. It reflects the strength of the university. When there is no direction, everyone goes everywhere. When there is a problem you have to settle, you should have a person with leadership qualities and at the same time be an acceptable person to give that direction.

Prof. Gunaherath held the headship three times and I learned from his interview, that he was compelled to take it twice due to difficulties at the department. He emphasised the crucial role of a head of department, which should not be taken lightly as a heavy-duty administrative position.

I have the impression that Head of Departments feel that this is not an enviable position What is your opinion on it?

Well, it is good to rotate the headship, it helps strengthen a department. Based on the seniority that's what we have tried to do and then you see the department in different perspectives.

The departments are the units that do all the work. Head has all the power to run a department smoothly. Head has to see that the work is equally distributed. He or She has to decide how to get the work done. We take collective decisions but the head has to implement them at the department.

Many academics complain that their administrative work or teaching overwhelms them. How do you manage this? Even while you were the head of the department you manage your time to engage in research and publications, and not only work related to teaching or administration.

Managing comes later. First you must have enthusiasm for what you want to do and what you want to be. I love research and I love teach-

ing. I do both. So then I have to learn how to balance them both. Even now I do teaching. Whenever I have time I sit and write. It's a matter of you totally becoming an academic. An academic is not just doing a job. You totally engage with it. When I drive I can think of a research project or find an answer to something. My mind works at the same time. I don't need a separate time for my research or teaching. That is how you do it. I like to share a story if you take a glass of water and fill it up with pins – do you think how many pins will fill the glass? An enormous amount but the water remains the same and it does not spill with pins. So it's like that how many pins you can put and manage your time.

I also have this to say, as academics we don't have to adhere to the strict rule of signing in or out. But if I go with this argument everyone will stay at home! So I can't entail that. Even if it is accepted or not why are we having this freedom? The norm is we are the highest-level educated people in the country. If we have to come here at 8:30 a.m. how are we going to be engaged in nationally important activities, as well as impart knowledge to the country in ourown subject areas. So we have to have the freedom but we have to have the responsibility. My Prof. at the University of Arizona at times comes as late as 10:30 in the morning but you know he goes home at 10:30 in the night! This is how we engage with the subject not the 'time' that is not that important.

What is your opinion on Postgraduate studies in Sri Lanka?

There are several types of degrees here, one is taught and the other is the research degrees. Under the taught course one is considered as extension, the other as a conversion. In the extension type you extend your knowledge in the same or similar area. Whereas in the conversion type of M.Sc. you convert into a different subject area, for example, your degree is in Sociology and the M.Sc is in IT. Then you have the M.Phil in which you totally engage in research.

In the case of an M. Phil/Ph.D, it is all about the supervisor. It is about whether the supervisor has the training, if he is not trained and not skilled it's going to be chaos. The student should write the thesis but it should be completely wetted by the supervisor. If you don't have that objective in mind, you should never take up supervision.

I usually train a student to understand the basics, how to keep the laboratory, how do a census properly, how to write. If you came to me you have to learn something from me, that is my perspective. You asked me about my Ph.D, the important part I have learnt from that is how much I have been disciplined by it. I have learnt

so many things from my supervisor. It is not the amount of publications I have from it, that is my Ph.D.

As a policy I don't encourage people to do Ph.D in Sri Lanka because they don't get the exposure. I supervised four M.Phil's out of that three who were registered here two got the Kandiah Award for the best postgraduate research although we are a small university!

As Director of Research what is your position on research grants?

Basically we want to inculcate a research culture in this university. We have the competitive research grant scheme of one million rupees for three years. We want to do this to have an impact somewhere not only at the OUSL but even nationally. Unfortunately, we don't get enough proposals that meet the criteria. Last year we gave two grants both were from the science faculty. One is on mosquito research and the other is a multidisciplinary one between biology, botany and chemistry. We have our students working on this research. Apart from this we are handling a scholarship scheme for split Ph.D programme.

Childhood and family

I am from a village called Bibiladeniya and I still have my family interests there. My father was a medical doctor and mother was a housewife. I have two younger brothers and two younger sisters all residing in Sri Lanka.

Hemanthi

My wife comes from Seeduwa, I met her at school at Harischandra, Negombo. She also worked at our department in the Lab at Peradeniya. She is a housewife.

Although I say that, looking back she would have had to sacrifice her own goals in life; I would not have been able to come this far without her support. She is the one who looks after the home front completely,even our finances and while ensuring our son's education and our welfare. So she ensured our success for the progress of the family.

Nivantha

I have one son.He didn't want to go to medical college or do that type of thing. I was a bit worried what this man will do. While Nivantha was doing his Advanced Levels he applied to Informatics to peruse a degree in IT, which I didn't know much about. He only told me when he was called for a test and got a full scholarship. He was also given a stipend, which I was happy, because he learnt to manage his own finances. He got an upper and got recruited there and his starting salary was 35,000 rupees while I only got 25,000 rupees as a professor! In 2011 he decided to go to Australia. In today's context they see a different world and they want to explore that, I didn't stop him. I have two grandsons Nidulya and Nikithya (Nidu and Niki).

Education

Having had the opportunity to go to medical college a twist of fate made him choose to pursue higher studies in Chemistry which he loved the most.

How did you get into chemistry?

The science thinking came even when I was boarded at Carey College in my small days. I was really in love with it. I would do various experiments. But it really influenced me when I was doing my Ordinarily Level at Pembroke College and then at Advanced Level at Harischandra College in Negombo. Maybe my teachers influenced me. I was very experimental oriented. I remember my geometry teacher telling me to use all the data in the sum (siyalumadatha pavichikarana) to solve it. That is what I follow.

What can you tell me about your days at Peradeniya?

Peradeniya. It is a different experience all together.

It was a total way of life. Recently, I consulted a doctor and while I was talking to him, I ask him where he got his degree and when he said Peradeniya that was it, he didn't even charge me! It was a different feeling. He was junior to me but it is the same mother!! Peradeniya. That gave us friendship. At this place you had total freedom. It is a time in our age we were just twenty - experiencing real freedom.

My Ph.D was on a research project with WHO which was a collaborative research project. so I applied for a research assistant position we got a better salary also so I thought it was a good opportunity to do some research. I registered for an M.Phil and then meanwhile produced research papers, so my supervisors Prof. Leslie Gunatilaka and Prof M.U.S. Sultanbawa asked me to convert it to a Ph.D.

Interests

I love music and I think I can sing although my teacher dismissed me from class!! Now I am thinking of learning a musical instrument like the violin.

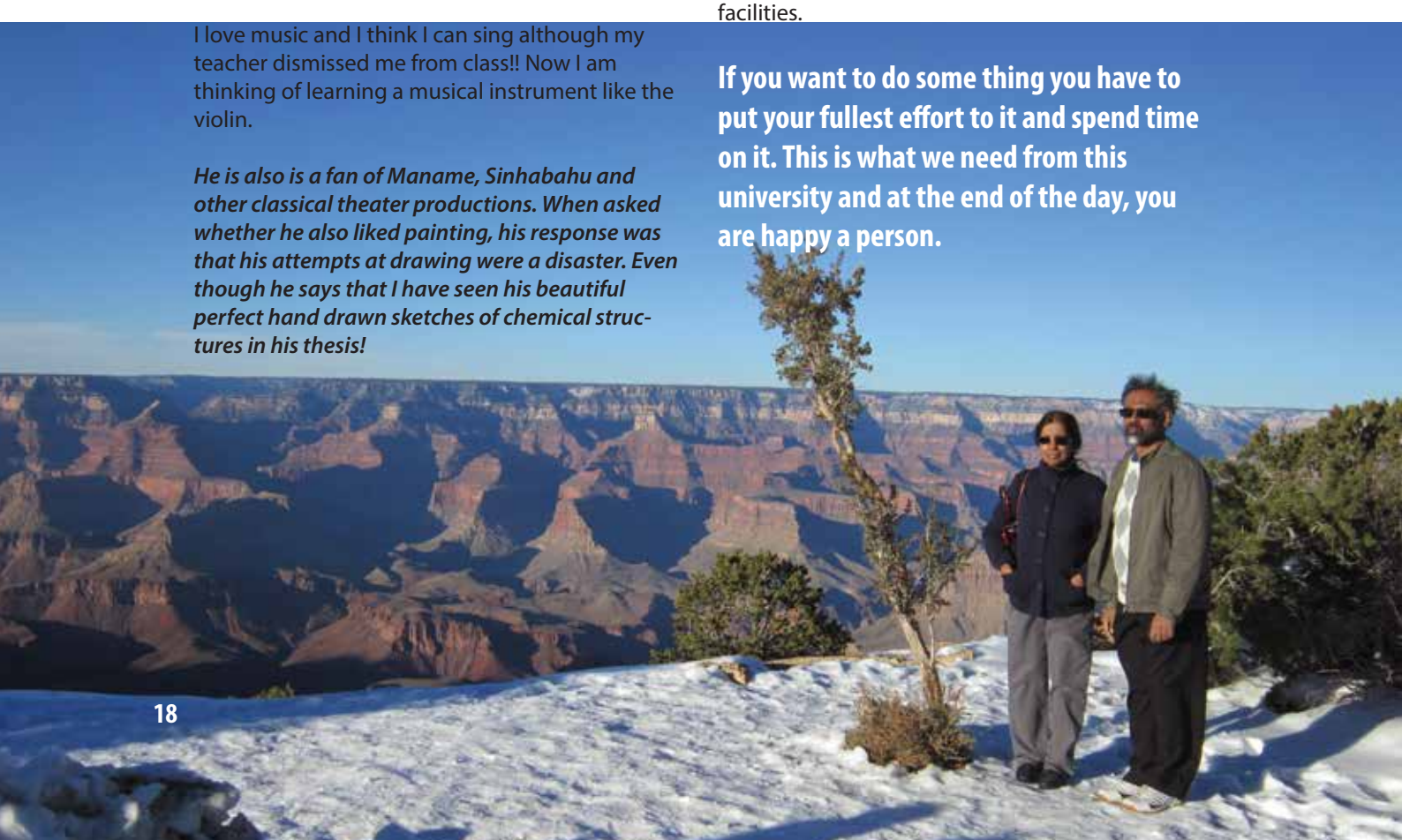
He is also is a fan of Maname, Sinhabahu and other classical theater productions. When asked whether he also liked painting, his response was that his attempts at drawing were a disaster. Even though he says that I have seen his beautiful perfect hand drawn sketches of chemical structures in his thesis!

Any final Reflections as the DVC?

When I came to this position – I came here thinking I can do something good. That is what I want to do. Humans are very resistant to change. People are also the same here! Galrolvage! (Compactor roller). However if proper channels and procedures are not used and if something goes wrong it is difficult to correct it. There is a danger in that. We need to realise that there is a situation called interdependency. A person can be independent and then you can be interdependent. You need to have a continuous dialogue with people because inter dependency cannot be individualised. I am an independent person true, but my every decision and every signature is interdependent. So we have to work as a team.

Prof Gunaherath showed me his PhD thesis, which was completely typed and drawings were done precisely with a stencil by hand as were the lettering on the cover. He says that people always grumble these days, saying there is no computer to do work. The PhD thesis was an example of how one can work, without the most upto date facilities.

If you want to do some thing you have to put your fullest effort to it and spend time on it. This is what we need from this university and at the end of the day, you are happy a person.



KEEPING FIT MENTALLY

"The good life is a process, not a state of being. It is a direction, not a destination"

- Carl Rogers

The American Psychologist, who pioneered client-centred therapy, claimed that "the good life is a process, not a state of being. It is a direction, not a destination". A person's wellbeing is not a phenomenon or an end-result; it is a way of life. Thus, good health and wellbeing must become a way of life; not a goal that we strive to achieve but the process by which we move forward in life. This way, we will not need to struggle to find time to live a healthy life, everything we do in life would be healthy. But is health merely the absence of illness or suffering?

The answer to this question sparked numerous debates and today 'health' has been defined by the World Health Organisation(WHO) as, "a complete state of physical, mental and social well-being, and not merely the absence of disease or infirmity". This definition captures the essence of health; that there is more to being healthy than not suffering from a disease.It emphasises physical, mental and social elements, as equally important to a person's overall wellbeing.

"Health is the complete state of physical, mental and social well-being, absence of disease or infirmity"

- WHO

Since physical health has been well defined and people have at least a basic understanding of how to take care of their physical body, it is of equal importance that we identify and recognise the need to 'take care' of our mental and social health. This recognition gave rise to the discipline of psychology where it explores the complex interactions human mind has on its physical body.

Psychology is a term derived from the Greek word "psyche" meaning study of the 'mind', 'soul', 'spirit'. The applied context of this discipline is where the interplay between human mind, body and society is considered and different approaches or techniques in applied context have helped individuals or groups to achieve their optimal psychological health and overall well being.

The practitioners who facilitate this process are trained counsellors, psychotherapists, psychologists and psychiatrists. However, the type of service/therapy and professional may differ based on scope and area of the issue you consult them with.

What

- Counselling /Psychotherapy
  Psyche (soul) + therapeia (healing/treatment)

Who

- These therapy sessions are delivered by trained practitioners for people who seek help over a short or long period of time

How

- It is pre arranged with a set date, time and a'safe' place that allows confidentiality for the client to talk without distruptions

Why

- The aim is to facilitate effective change or increase the client's personal wellbeing

Historically, our communities consisted of village elders/wise relatives who were sought after for advice on issues, whether it is physical, mental or social. Centuries have passed by, the terminology and diagnostics of these issues have changed and the village elders or relatives have been replaced by healthcare professionals and still sometimes by the clergy.

However, if counselling help is sought by an individual from a healthcare professional or a psychological service provider trained in counselling, then what it would not involve is a session 'providing advice'. The role of a counsellor/psychotherapist, psychologist or psychiatrist is not to provide advice or opinion but to help the client identify strategies to cope with the issues in a non-directive way. There will be suggestions, guidance and even tasks that they could attempt depending on their skills and abilities.

Why do we hesitate to use counselling/ psychological services?

Despite the change of times and systems, our perceptions regarding mental health seem to have stagnated. Our prejudices regarding psychological issues still remain. So, why is there social stigma and negativity attached to issues regarding one's mental wellbeing ? Our innate tendency to fear the unknown and hence reject (and even ostracise) anything that is difficult to comprehend have resulted in beliefs and misconceptions as reflected in words such as "lunatic asylum"("pissankotuwa"), possessed by demons, or "mongal" (referring to physical and mental disabilities such as those affected by Down's Syndrome). Knowledge about these conditions and their prevalence, will eventually help eradicate the negative stigma surrounding mental health issues.

It is on this note that we would like to mention the establishment of the 'OUSL Counselling Unit'which will be up and running in the near future for the benefit of staff and students. It will be based within the OUSL Medical centre.

Angela Colombage and Gayani Gamage
Department of Psychology & Counselling
Faculty of Health Sciences

Am I lame? perhaps...

I am lame perhaps; but may I ask of you this?
I am just plain, simple and quite often nothing much special too.
No shiny mane nor crown; nor mesmerizing glory thine beholds,

Perhaps an often faltered steps forward, more or less as I fumble my way through culinary art, that I or so want to conquer and quell.

An Ill-perfected home maker all on my-own, but yet so willing an accomplice holding your hand of love, warmth and understanding, that won't let go of mine, no ill-will, no reproach each time I falter and fumble as I make head way towards the glory of life?

Will you I ask, be my love of life?

--
Dr. Kanchana S Bulumulle
Senior Lecturer
Department of Social Studies
OUSL

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சிறுகதை

மாறுதல்

நூலகத்தின் வீதியோரப் பக்க யன்னலின் அருகே அமர்ந்திருந்தான் வாகீசன். மேசையில் பல புத்தகங்கள் குவிந்திருந்தன. அப்புத்தகங்களை மாறிமாறி எடுத்துப் புரட்டியபடியிருந்தான் வாகீசன். வாகீசனைத் தவிர மேற்றளத்தில் யாருமே இல்லை. அனைத்து மின்குமிழ்களும், மழை இருளை விரட்டப்போராடின. முதல்நாள் மதியம் பெய்யத் தொடங்கிய மழை தொடர்ந்து காலைவேளையிலும் கொட்டியது. சூரியன் கருமுகில்களுள் மறைந்திருந்ததனால் மெல்லிருள் பரவியிருந்தது.

கீழ்த்தளத்தில் "கவுண்டரி"ல் இருக்கும் நூல்களைத் தவிர வேறுஓரிருவர் இருக்கலாம். தடித்த மூக்குக் கண்ணாடி அணிந்த மெலிந்த உயர்ந்த பெண், வழக்கம் போன்று சட்டப் புத்தகங்கள் இருக்கும் இறாக்கைக்கு அருகில் இருந்து பெரிய பெரிய புத்தகங்களைப் புரட்டிக் குறிப்பெடுப்பது, மேலேயிருந்து பார்க்கும் போது தெரிகின்றது. இவள் எதிர்காலத்தில் உயர்நீதிமன்ற நீதியரசராகவோ, சட்டமா அதிபராகவோ ஆகக்கூடும். காணும் நேரமெல்லாம் தனிமையில் இருந்து படித்தபடியே இருக்கிறாள்.

கிழமை நாட்களில் வரிசையில் தவங்கிடந்து, மாணவர்களால் பயன்படுத்தப்படும் கணினிகள் இப்போது தேடுவாரற்றுக் கீழ்த்தளத்தில் கிடக்கின்றன. ஞாயிறுப்பத்திரிகைகள் விரிக்கப்படாமலே வாசலோர மேசையில் கிடக்கின்றன.

நாளைக்கு "நியூட்டனின் இயக்கவியல்" ஒப்படையைச் சமர்ப்பித்தே ஆகவேண்டும். ஒப்படையைச் சமர்ப்பித்து அதில் ஐம்பது புள்ளிகளுக்கு மேலே எடுத்தால் தான் இறுதிப்பரீட்சைக்குத் தோற்ற அனுமதிப் பார்கள். இல்லாவிட்டால் மேலதிகமாக ஒருவருஷம் பல்கலைக்கழகத்திற்குள் இருக்க வேண்டியிருக்கும்..

ஒப்படையின் ஆறு வினாக்களிலும் ஓரிரு பகுதிகளைத் தவிர மற்றைய பகுதிகள் விடையளிக்கப் படாமலே இழுபட்டுக்கிடக்கின்றன. முன்னரே விடையளிப்பதற்கு பகீரதப் பிரயத்தனமெடுத்தாலும் அனைத்து ஒப்படைகளும் அவை சமர்ப்பிக்க வேண்டிய தினத்திற்கு முதல்நாள் இரவிற்தான் பூர்த்தியாக்கப்படுகின்றன. ஒவ்வொரு முறையும் இடையில் பலசோலிகள் வந்து சேர்ந்து விடுகின்றன.

சத்தியன், ஜெகன், குகா, சேகர்... என நண்பர்கள் யாராவது வந்தார்களென்றால் பகிர்ந்து செய்யலாம். இரண்டு வருடங்களாக சேர்ந்து படிக்க வராதவர்கள் இனி வருவார்களா? அவர்கள் வருவார்கள் என்ற நம்பிக்கை வாகீசனுக்கு இல்லை.
ஞாயிற்றுக்கிழமையும், மழை நாளுமாய் அவர்கள் இப்போது தங்கள் தங்கள் அறைகளில் போர்வையை இழுத்துப் போர்த்திக்கொண்டு நித்திரை செய்யலாம், அல்லது தனிப்பட்ட வகுப்புக்கள் எடுக்க வீடுகளுக்குச் சென்றிருக்கலாம், அல்லது மதியம் சாப்பிட்டுவிட்டு தியேட்டர்களில் படங்கள் பார்க்-கவும் செல்லலாம். மழை பொழியும் அருமையான ஞாயிற்றுக் கிழமையை இழக்கத் தயாரில்லாத அவர்கள்... சோம்பலும் சுயநலனும் மிக்கவர்களான நண்பர்கள். வாகீசனுக்கும் இன்று முழுதும் வீடுகளுக்குச் சென்று வகுப்புக்கள் எடுக்க வேண்டியிருந்தது. எனினும் முக்கிய அலுவல் இருப்பதால் வகுப்பை பிறிதொரு நாளில் எடுப்பதாய் பிள்ளைகளுக்கு அறிவித்திருந்தான்.

வாகீசன் பல்கலைக்கழகத்தில் படிப்பது ஆங்கில மொழி மூலமாகத்தான். வகுப்பில் சிங்கள, தமிழ், முஸ்லீம் என அனைத்து இன மாணவர்க-ளும் பயினறாலும் தமிழர்களே நண்பர்களாகவுள்-ளனர். பதினெட்டு வயதுவரை சிங்களப் பொ-துசனங்களைக் காணாமலே யாழ்ப்பாணத்தில் வாழ்ந்து வந்தவனுக்கு, இப்போதுதான் சில சிங்களச் சொற்கள் பரிச்சயமாகிவருகின்றன. கன்ரீனில், பஸ்சில் ஓரிரு வார்த்ததைகள் கதைக்கும் அளவுக்கு சிங்களத்தில் முன்னேறியுள்ளான், வாகீசன்.

வகுப்பில் கூடப்படிக்கும் சிங்கள மாணவர்கள் வாகீசனைக் கண்டால் "குட் மோனிங்" அல்லது "குட் ஈவினிங்" சொல்வார்கள். வாகீசனும் திருப்பிச் சொல்வதோடு சரி. ஊரில் இருந்தபோது இந்த வார்த்தைகளை வழமையாக வகுப்பறைக்கு ஆசிரியர்கள் வரும்போது மட்டுமே பயன்படுத்தியிருந்தான். அதனை ஏனையவர்களுக்குச் சொல்லிப்பழக்கமிருக்கவில்லை.

"குட் மோனிங்" "குட் ஈவினிங்" என்பவற்றைத் தவிர சிங்கள மாணவர்களுடன் கதைத்துப் பழக்கமில்லை வாகீசனுக்கு. ஒருமுறை பல்கலைக்கழகத்திலிருந்து அறைக்குத் திரும்ப பஸ்சில் ஏறிய போது நிஸாந்தவும் ஏறினான். அவனே இவன் தடுத்தும் இவனுக்கும் சேர்த்து "ரிக்கெட்" எடுத்தான். நிஸாந்தவின் வீடு கல்கிஸையில் இவனது அறையிருக்கும் தெருவின் அந்தத்தில் தண்டவாளத்தை அண்மித்து கடற்கரையோரமாய் அமைந்துள்ளதாய் சொன்னான். இருவருக்கும் உரையாட மொழிதான் இடைஞ்சலாய் இருந்தது. இவ்வளவு தான் அவர்களுடனான வாகீசனது பழக்கமாயிருக்கின்றது.

மற்றப்படி பல்கலைக்கழகம், தமிழ் நண்பர்கள், வெள்ளவத்தைச் சைவச்சாப்பாட்டுக்கடை, பிரத்தியேகவகுப்புக்கள், வெள்ளி பின்னேரங்களில் பம்பலப்பிட்டி மாணிக்கப்பிள்ளையார் கோவில், என்பனவே கடந்த இருவருடங்களாக வாகீசனது உலகமாயுள்ளது. இன்றும் வழமை போலவே தனியே இருந்து, இந்த ஒப்படை வினாக்களுடன் மாயவேண்டியது தானோ? எவ்வளவுதான் இந்தத் தடித்த ஆங்கில புத்தகங்களைப் புரட்டிப் புரட்டிப் படித்தாலும் அனைத்து வினாக்களுக்கும் விடை கண்டுபிடிக்-கலாமென்ற நம்பிக்கை வாகீசனுக்கில்லை. விரிவுரையாளர்கள் ஒப்படை வினாக்கள் தயாரிப்பதற்காகப் பயன்படுத்திய புத்தகங்களை நூலகத்தில் இரவல் எடுத்து விடுவார்கள். அப்புத்தகங்களை ஒப்படை சமர்ப்பிக்கப்பட வேண்டிய இறுதித் தினம்வரை அவற்றை மீள ஒப்படைக்கமாட்டார்கள். அந்தப் புத்தகங்களைப் படித்தால் இலகுவாக விடையளிக்கலாம். தொடர்ந்து புத்தகங்களைப் புரட்டிப் புரட்டித் தேடியும் விடை கண்டுபிடிக்க முடியாமலிருப்பது களைப்பாகவும் எரிச்சலாகவுமிருந்தது வாகீசனுக்கு.

நாளை காலையில் ஐந்தாறு தூய வெண்ணிற "பொட்டோக் கொப்பி" தாள்களுடனும் பெரிய அடிமட்டம், பென்சில், நீல-சிவப்பு-கறுப்பு-பச்சை பேனாக்கள் சகிதம்வரும் வாகீசனது நண்பர்கள், "மச்சான் உன்னை அசைன்மென்டை ஒருக்காத் தாடா" என்று கேட்டு "போட்டோக் கொப் பி"யெடுத்துக் கொண்டு "ஸ்ரோண் பெஞ்"சுக்குப் போயிருந்து ஆறுதலாக பேப்பரைச் சுற்றிவர, கோடடித்து அழகாகப் பார்த்தெழுதிக் கொண்டு போய்ச் சமர்ப்பிப்பார்கள். வாகீசன் ஏதாவது கவலையீனப் பிழைகள் விட்டிருந்தால் கூட அதனை சுட்டிக்காட்ட மாட்டார் கள். ஆனால் தங்கள் தங்கள் ஒப்படைகளில் தேவையான திருத்தங்களை மேற்கொண்டிருப்-பார்கள். வெட்டிக்கொத்தி பலரது கரங்களில் கிடந்து கசங்கிப்போன பளுப்புநிற மெல்லியதாள் களில் நீலநிறப் பேனாவால் அவசர அவசரமாக எழுதப்பட்டிருக்கும் வாகீசனது ஒப்படையையும் காகித மணம் நீங்காத பால்வெண்ணிற தடித்த "போட்டோக் கொப்பி" தாள்களில் தெளிவாக பல நிறப் பேனா, பென்சில்களைப் பயன்படுத்தி அழகாக எழுதப் பட்டிருக்கும் அவர்களின் ஒப்படைகளையும் திருத்தும் விரிவுரையாளர்கள்-போதனாசிரியர்கள், வாகீசனுக்கு குறைவான புள்ளிகளை இட்டால் பரவாயில்லை என நினைத்தாலும் அவர்கள் தடித்த சிவப் புப் பேனாவால் ஒப்படையின் முகப்பில் "பார்-த்து எழுதப்பட்டது." எனக்குறிப்புமெழுதி புள்ளிகளையும் கழித்து விடுவார்கள். ஒப்படைகள் திருத்தப்பட்டு வகுப்பில்தரப்பட்டதும் வாங்கிப் பார்த்தெழுதிய நண்பர்களே,

" மச்சான் உனக்கு "சீ" யே கிடைச்சது. எனக்கு "ஏ" மச்சான். நான் உண்மையிலை உன்ரையைப் பார்த்து எழுதேல்லை.. எழுதியிருந்தால் எனக்கும் உன்னை மாதிரி "சீ" யெல்லே கிடைத்திருக்கும். ஒரு "மொடலு"க்காகத்தான் வாங்கிப் பார்த்தனான். உன்னை மாதிரி எந்த நேரமும் "லைபரி"க்கை இருந்து படித்தால், எனக்கு எல்லாப் பாடத்திற்கும் நூறுதான் மச்சான்" என்பார்கள்.

அடுத்த ஒப்படைக்கு விடை கேட்டு வரும்போது இவர்களுக்கு கொடுக்கக் கூடாது என ஒவ்வொரு முறையும் மனதில் சபதம் எடுப்பான் வாகீசன். ஆனால் அடுத்த ஒப்படை சமர்ப்பிக்கும் தினத்தன்று காலையில் தேடி வரும் நண்பர்களைக் காணும் போது பாவமாயிருக்கும். முன்னர் எடுத்த சபதம் மீறப்படும். ஒப்படையைச் தூக்கிக் கொடுப்பான். ஒப்படை "போட்டோக் கொப்பி"களாகி சுற்றுநிருபம் போல பலரது கைகளுக்குப் போகும். யாராவது ஒருவர் விடை கண்டால் மற்றவர்கள் பார்த்து எழுதலாம்தான். ஆனால் ஒவ்வொரு முறையும் வாகீசனே கஷ்டப்பட்டு விடை காண அவர்கள் பார்த்து எழுதகிறார்களே!

மழை இப்போது இன்னும் பலமாகக் கொட்டுகிறது. நூலகத்திற்கு அருகில் ஓடும் தியவன்ன ஓயா பெருக்கெடுத்துப் பாய்கின்றது. அதன் நீர் மட்டம் கரைகளைத் தாண்டியும் வழிகின்றது. மழையில் நனைந்தபடி வெற்றுஎண்ணெய்ப் பரல்களையும் மரக்கட்டைகளையும் பிணைத்து உருவாக்கப் பட்ட சிறிய மிதவையொன்றில், தொழிலாளர் சிலர் நீண்ட தடிகளில் பிணைக்கப்பட்டிருக்கும் கத்திகளால் வாவியினுள் பரவியிருக்கும் சல்பீனியாக் களை அகற்றி நீர் பாயவழி சமைப்பது யன்னலால் பார்க்கும்போது தெரிகின்றது. கருமமே கண்ணாயிருப்பவர்களுக்கு, மழையென்ன? வெய்யிலென்ன? கிழமை நாட்கள் என்றால் என்ன? விடுமுறை நாட்கள் என்றால் என்ன?

பெரும்பாலான சிங்கள மாணவர்கள் ஒப்படை வினாக்களைத் தங்களுக்குள் பகிர்ந்து விடையளித் து, பின்னர் சேர்ந்திருந்து கலந்துரையாடி எழுதுவதை அவதானித்திருக்கிறான் வாகீசன்.

மதிய உணவை "கன்ரீனி"ல் முடித்துக் கொண்டு தனது யன்னலோர மேசையை நோக்கிப் போனான். மழை நாளாகையால் சப்பாத்து அணிவதைத் தவிர்த்து ரப்பர் செருப்புக்களையே அணிந்திருந்-தான். நீரில் நனைந்த செருப்பு வாகீசன் நடக்க நடக்க "சளக் சளக்" என ஒலியெழுப்பி நூலகத்-தின் அமைதியைக் குலைத்தது. நூலகத்தினுள் இருப்பவர்கள் அனைவரும் இவனையே பார்க்கிறார் களோ? வாகீசனது மேசையில் புத்தகங்களைத் தூக்கி ஒதுக்கி வைத்துவிட்டு சோடியொன்று சல்லாபித்தபடி அமர்ந்திருந்தது. அவர்களுக்கு

இடைஞ்சல் இல்லாமல் புத்தகங்களைக் காவியபடி வேறிடம் தேடிப்போனான் வாகீசன். நான்கு வினாக்களுக்கு
பூரணமாக விடை கண்டாயிற்று ஆறாம் வினாக் களுக்குக் கூட சரியாக வகையீடு, தொகையீடுகளைச் செய்தால் விடை கிடைக்கும் போலிருந் தது. முயற்சித்தபடியிருந்தான். ஆனால் ஐந்தாம் வினாவுக்கு விடையளிபப்பது மிகவும் சிரமமாயிருந்தது.

வேகங்கொண்டு பாயும் தியவன்ன ஓயாவில் இழுபட்டுப்போகும் பெரிய கபரக்கொய்யாவொன்று கரையேற முயல்வது தெரிகின்றது. நீரின் உதைப்பு அதன் முயற்சியை தாமதப்படுத்திக் கொண்டிருக்கின்றது. கபரக்கொய்யா எப்படியும் கரையேறிவிடுமென்றே எண்ணினான்.

பல வெற்றுத்தாள்களில் எழுதியெழுதி விடை காணமுயற்சித்தபடியிருந்தான் வாகீசன். பிழைத்தவற்றை வெட்டிவிட்டு தன்முயற்சி சற்றும் தளராத விக்கிரமாதித் தனாய் மீண்டும் மீண்டும் தாள்களில் எழுதிக் கொண்டிருந்தான். கீழ்த்தளத்தில் கணிதநூ ல்கள் அடுக்கியிருக்கும் இறாக்கைக்குப்போய் நான்கைந்து நுண்கணித நூல்களைக் கொண்டு வந்தான். அவற்றினைப் புரட்டிப் புரட்டிப் படித்த பின்னர் ஆறாம் வினாவுக்கும் விடை வந்திறங்கியதுடன் வெளியே மழையும் சற்றுத் தணிந்திருந்தது.

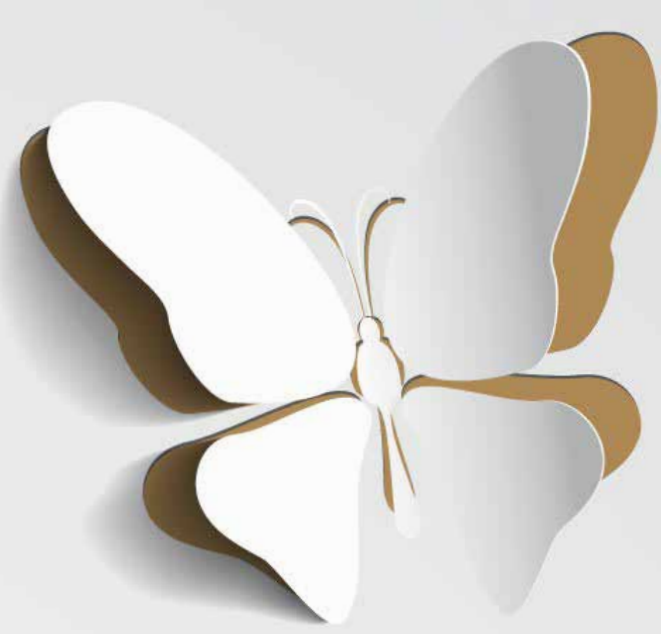
மீண்டும் ஐந்தாம் வினாவை வாசித்து வரிப்படத் தை வரைந்து அதில் தரவுகளைக் குறித்தான். தொடர்ந்து முயற்சிக்கக் களைப்பாகவிருந்தது. புத்தகங்களை மூடி வைத்துவிட்டு கதிரையில் இருந்தபடி கண்களை மூடி மேசையில் தலையைச் சாய்த்தான்.
... “ மச்சாங் நிதித...“ என்றபடி நிஸாந்த வாகீசனை எழுப்பினான். அவனுடன் பிரசன்ன, சரத், நவ்சாத்...என ஐந்தாறு பேர் நின்றனர். அவர்களுக்கு ஒப்படையின் ஆறாம் வினாவுக்கு மட்டும் விடை தெரிந்திருக்கவில்லை. விடையெழுதப் பட்ட வாகீசனது தாளினை அவன் நீட்டினான். அவர்கள் அதனை வாங்காமல் விளங்கப்படுத்- துமாறு கேட்டு இவனைச் சூழ கதிரைகளில் அமர்ந்தார்கள். வாகீசன் தாளொன்றினை எடுத்து வரிப்படத்தினை வரைந்து, சமன்பாடுகளைப் பெற்று விளக்கிக்கொண்டு போனான். அவர்கள் முகங்களில் சந்தோஷம் தெரிந்தது. அதற்கு அப்பால் அவர்களால் சமன்பாடுகளைத் தீர்த்து விடைகாணமுடியும் எனச் சொன்னார்கள். திரும்பத்- திரும்ப வாகீசனுக்கு நன்றி சொன்னார்கள்.

அந்த விடையை அவர்களுக்கு விளக்க அவனுக் குத் தெரிந்திருந்த ஆங்கில அறிவு போதுமானதாகவிருந் தது. கணிதத்தை விளக்குவதற்கு மொழி தேவையில்லையே! கணிதமே விஞ்ஞானத்தின் மொழிதானாமே!

வாகீசன் செய்யாதிருந்த ஐந்தாம் வினாவை பிரசன்னா விளங்கப்படுத்தினான். அது இலகுவாகப் புரிந்தது. வரிப்படத்தில் வட்டத்தினை மிகச் சிறிதாக வரைந்திருந்தது தவறாக இருந்தது. வட்டத் தின் ஆரையின் நீளத்தினை அதிகரித்து, பெரிய வட்டம் வரைந்திருந்தால், விசைக்கோடுகளை தெளிவாக வரைந்து இவனாலும் இலகுவாக விடைபெற்றிருக்கலாமென்பது வாகீசனுக்குப் புரிந்தது.

புதிய தாள்களில் விடைகளை ஒழுங்காகப் பார்த்து எழுதிக் கொண்டு கீழ்த் தளத்திற்குப் போனான். நிஸாந்தவின் ஆட்கள் விடைகள் எழுதிய தாள்களைச் சேர்த்து இணைத்து உறைகளில் இட்டு ஒட்டிக் கொண்டிருந்தார்கள். இன்றைக்கே கணிதத்- திணைக்களத்தின் முன்பாக இருக்கும் ஒப்படைப் பெட்டியில் இடப்போகிறார்கள் போலும். அவர்களிடம் உறையொன்றை வாங்கி தனது ஒப்படையையும் வைத்து ஒட்டினான் வாகீசன். சோம்பேறிகளாயிருக்கும் நண்பர்கள் நாளை இவனைப் பற்றி “அவன் இப்ப சுயநலவாதியாய் மாறிவிட்டான். முந்தின மாதிரியில்லை அசைன்மென்டை காட்டிறானில்லை“ எனத் தங்களுக்குள் கதைக்கக் கூடும். நாளைக்கு கையடக்கத் தொலைபேசியை அணைத்துவிட்டு பல்கலைக்கழகப் பக்கம் வராமல் அறைக்குள் இருக்க வேண்டுமென எண்ணிக் கொண்டான வாகீசன். வெளியே மழை பன்னீராகத் தெளித்துக் கொண்டிருந்தது. அந்த இதமான மழையில் நனைந் தபடி ஒப்படைப் பெட்டியை நோக்கி நடந்தான் வாகீசன். மழை இனி ஓய்ந்துவிடும் போல.....

தேவராசா முகுந்தன்
கல்விப் பீடம்



නව වැනි බෝනික්කා

මා විවාහ වීමට සිටින තරුණිය සමග පෙම් බස් දෙඩීම සාමාන්‍යම දෙයකි. එවන් අවස්ථාවක ඈය බොහෝ සේ ඇලුම් කරන දෙයක් ගැන කතා කරන විට එය මා කෙතරම් ඇකමැති වුවත් ඇසා සිටීමට සිදු වේ. එපමණක් නොව ඒ ගැන මා ද ඉතා උනන්දු බව ඈයට ඒත්තු ගැන්වීමට පවා කටයුතු කළ යුතු ය. මෑතකදී එබඳු කතා බහක් ඇතිවූයේ බෝනික්කන් පිළිබඳව ය. මා දන්නා පරිදි ඈය කෙදිනකවත් බෝනික්කන් ගැන කතා කළේ නැත.සාමාන්‍යයෙන් වැඩි දෙනෙකු පිලිගනු ලබන සාම්ප්‍රදායික ගැහැනු ගති ඈ කෙරෙන් ප්‍රකට වූයේ කලාතුරකිනි. බෝනික්කන් ට ආශා කිරීමත් එයට ඇතුළත් යැයි මම විශ්වාස කරමි. කතා බහ ඇරඹුනේ උපන් දින තෑගි ගැන මතක් කිරීමෙනි. අතීතයේ ලැබූ උපන් දින තෑගි ගැන මම ඈගෙන් ඇසුවෙමි.
ඔයාට පොඩි කාලෙ මොනවද උපන් දින වලට වැඩියෙන්ම ලැබුනෙ?" මම ඇසුවෙමි.
"තාත්තා හැම උපන් දිනයටම බෝනික්කෙක් දුන්නා. අන්තිමට දුන්න බෝනික්කට තමයි මම වැඩියෙන්ම කැමති. මට ඒ බෝනික්කා දුන්න දවසෙ එයාට අන්දලා තිබුණේ මම පොඩි කාලෙ ඇඳපු ගවුමක්"

ඈගේ පියා මෙලොව හැරගොස් බොහෝ කල් වුවත් මට ඒ ගැන එතරම් සිහි වුනේ නැත.
හැම උපන් දිනයටම දුන්න නම් ඉතින් ගෙදර බෝනික්කො තිහක් විතර ඇති නේද?" මා එසේ ඇසුවේ ඈගේ වයසට සරදමක් කිරීමේ අටියෙනි. නමුත් එ ප්‍රශ්නය ඇසීම කෙතරම් අඥානකමක් දෑ යි හැඟුන විට ප්‍රමාද වැඩි ය.
ඈය මදක් සිනාසී මදෙස බලා, වචනයට නගන්නට බැරි කුමක් හෝ අමුතු හැඟීමක් යටපත් කරගෙන මෙන් පිළිතුරු දුන්නාය.
"නැහැ! අට දෙනයි ඉන්නෙ" අවසන් වචනය පැවසූයේ මගේ දෙනෙත් දෙස එක එල්ලේ බලා ගෙන ය.
ඒ වදන් පෙළෙහි පිටුපස තිබූ හැඟීම ක්ෂණයකින් මට අවබෝධ විය. පිය සෙනෙහස ඈ ලබා තිබුණේ වසර අටක් පමණි. මෙතෙක් කල් පිය සෙනෙහස නොඅඩුව ලැබූ මම එය අහිමිවූවකු ගැන මෙතරම් අනුවේදනීය වූ පළමු අවස්ථාව මෙය යි. එතෙක් වේලා ගත කළ සොඳුරු සැඳෑව මගේ එක් ඇඟෑන වදනකින් අඳුරු වූවාදැ යි මට සිතුනි. ඈය කිසිවක්' නොවූ පරිදි සිටින්නේ මා අස්වසාලීමට මෙනි.
ඈගේ මීළඟ උපන් දිනයට තෑගි කළ යුත්තේ කුමක් දෑ යි මම සිතා ගතිමි. සෙල්ලම් භාණ්ඩ අලෙවි සැලකට ගොස් මම එහි අලෙවි සහායිකාවකගෙන් බෝනික්කෙකු ඉල්ලුවෙමි. ඈය මා අතට පත් කළේ නිල් වන් ඇස් ඇති ඉතා සිහින් සිරුරක් හා දිගු වරලසක් සහිත රූපසුන්දරියක් බඳු බෝනික්කෙකි. ඉන් මම විමතියට පත්වීමි.

මේ මොකෙක් ද මේ?" මට කියැවිනි. වෙළඳ සැලේ සිටි අනෙක් අයත් විමතියෙන් බැලූ බව මට මතකය. ටිකක් සැර වැඩි වුනත් මගේ ඇදහස නිවැරදිව හඳුනා ගත් අලෙවි සහායිකාව වහා මා ඇස්වසාලන සෙයින්,
"මේවා තමයි සර් දැන් ගොඩක් අය ගර්ල් ෆ්‍රෙන්ඩ්ස්ල ට දෙන්නෙ. සර්ගෙ ගර්ල්, බාබි ඩෝල්ස් ල ට කැමති නැද්ද?"

ලෝකය කෙතරම් වෙනස් වී ඇත්දැයි සිතූ මම ඈයට මෙසේ කීවෙමි.
"මම මේ හොයන්නෙ අවුරුදු නවයක ළමයෙක්ට දෙන්න දෙයක්"

අලෙවි සහායිකාව ටිකක් ඇතුළට ගොස් රාක්කයක තිබූ සෙල්ලම් බෝනික්කෙකු මා අතට පත් කළාය. මගේ පෙම්වතිය දම් පැහැයට ඇළුම් කළ හෙයින් එම විර්ගයෙන්ම දම් පැහැ ගවුමක් ඇඳ සිටින බෝනික්කෙකු මම සෙව්වෙමි. අලෙවි සහායිකාවගේ නොමඳ උත්සාහය නිසාම මා සෙවූ දෙය හමු විය.
පෙම්වතියට දෙන මුල්ම උපන් දින තෑග්ග කුමක්දැයි දැන ගැනීමට වැඩියෙන්ම උනන්දු වූයේ මගේ හොඳම මිතුරන් පිරිසයි. තෑග්ග දුටු ඔවුන් සියල්ලන්ම මා උපහාසයට ලක් කළේ මා උමතුවෙන් යැයි කියමිනි.
"උඹට පිස්සුද? දැන් කාලෙ කෙල්ලො ඕවට කැමති නැහැ" සියලු දෙනාගේ මතය විය.
කෙසේ වූවත් මා ගත් තීරණය නිවැරදි බව මම තරයේ විශ්වාස කළෙමි. උපන් දිනය දා ත්‍යාගය ද රැගෙන ඈගේ නිවසට මම ගියෙමි. මා එහි යන විට ඈගේ මවත් අයියාත් ඔහුගේ බිරිඳත් එහි සිටියහ.සුලුවෙන් වුවත් සාදයක් එහි සූදානම් කර තිබුණි. ඈය මගේ පැමිණීම ඉමහත් බලාපොරොත්තුවෙන් සිටි බව නොරහසකි. අප හඳුනාගැනීමෙන් පසු පැමිණි පළමු උපන්දිනය බැවින් එය එතරම් පුදුමයක් නොවේ යි.
මා ඈයට ගෙනෙනු ලබන තිළිණය කුමක් දැයි දැන ගැනීමට වැඩියෙන්ම උනන්දු වූයේ ඈගේ නැනා යි. මද වේලාවකින් සිය නැනාගේ ද උදව් ඇතිව අසුරනය ඉවත් කළ ඈය බෝනික්කා සියතට ගත්තාය. සියල්ලන් නිහඬ විය.ඈය බෝනික්කා දෙස මදක් බලා සිට ගෙතුලට දිව ගියේ අවුරුදු නවයක ගැහැණු දරුවකු ලෙසිනි.
ඈගේ මව එදෙසට යෑමට තෑත් කළත් එසේ නොකළාය. නැනා ද කාමරයට දිව යාමට තෑත් කළත් මව එසේ නොකරන ලෙසට ඉඟි කළාය. ගෙතුලින් ඉකි ගසන හඬක් ද නැගේ. මම ගල් ගැසී ගියෙමි. ඈගේ මව මදෙස බැලුවේ මා ගෙන ආ ත්‍යාගය අනුමත කරන්නාක් මෙනි.
"එයා ඒ අඬන්නෙ සතුටට පුතේ" මවගේ වදනින් මා ලද ඇස්වැසිල්ල දන්නේ මා පමණි.
"මෙයාගෙ තාත්තා නැති වුනාට පස්සෙ කොච්චරවත් බෝනික්කො ගෙනත් දෙන්න ඇහුවත් කියන්නෙ එයා ආස නෑ කියලා. එයා අද වෙනකන් හිටියෙ ආයෙමත් බෝනික්කො ගේන්නෙ නැහැ කියන ඇදහසින්" මව නැවතත් හඬ අවධි කළාය.
ඈය නැවත ඇප ඉදිරියට පැමිණියා ය. සැලුනු කඳුළු තවමත් එලෙසම ය. නමුත් දැන් මුවග ඇත්තේ යම් කිසිදෙයක් සපුරාගත් අන්දමේ සිනාවකි. සාමාන්‍යයෙන් ඈය මගෙන් ප්‍රාර්ථනා කරන දේ කුමක්දැයි වටහා ගැනීම ඉතා දුෂ්කර ය. එය කිසි විටෙකත් මුවින් නොඉල්ලනී ය.වටහා ගැනීමට ප්‍රමාණවත් ඉඟි ලබා දීම පමණක් ඈය කරයි. පිය සෙනෙහසට සම කළ හැකි කිසිවක් ලොව නැත. නමුත් යුවතියක් පති කුලයට ගිය විට ඈය එතෙක් ලැබූ පියසෙනෙහස කාගෙන් ලබන්නද? එය යම් තරමින් හෝ ඉටු කිරීමට මා සමත් වූවා සේ හැඟුනි. ඈගේ වචන වලින් එය මට තහවුරු විය.
"දැන් නව දෙනයි. ඉස්සරහට කාමරේ ඉඩ මදි වෙයි" මදෙස ආදර බර බැල්මක් හෙලූ ඈය පැවසීය.

සත්‍ය සිදුවීමක් ඇසුරිනි.

ඉසුරු ප්‍රේමරත්න
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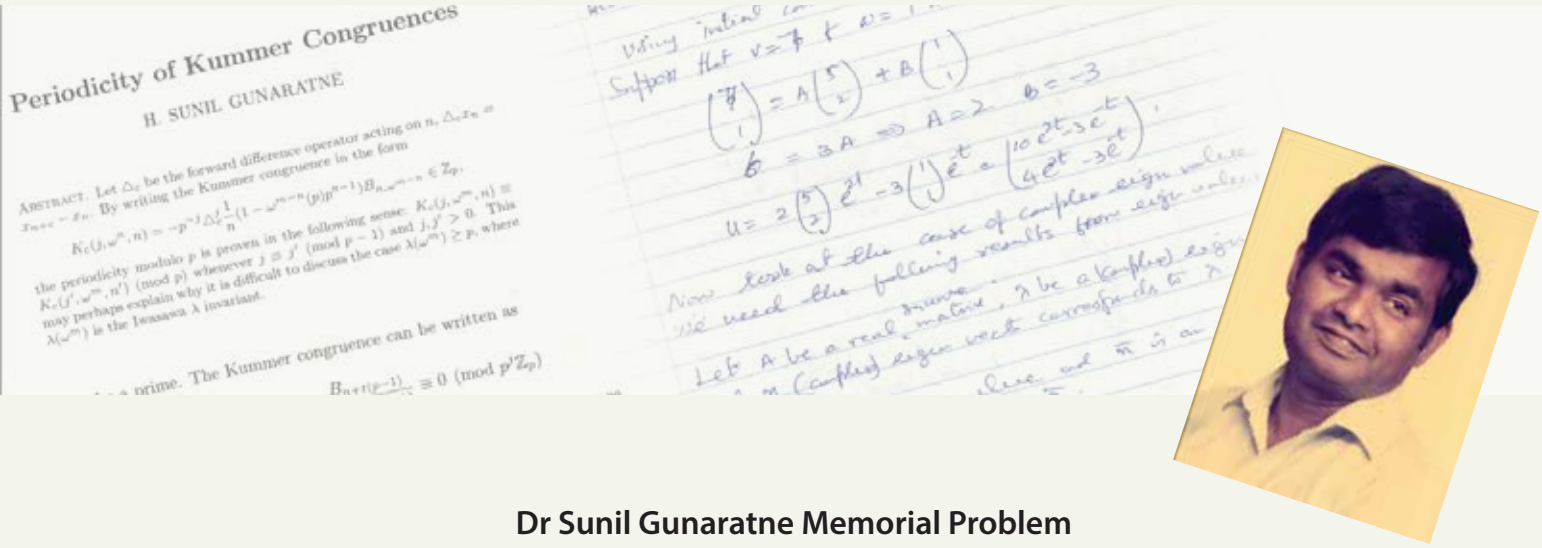


Dr Sunil Gunaratne Memorial Problem

Solve the problem & win a prize!

Show that any integer n, n>23 is itself a product of two different primes or it can be written as a sum of distinct numbers, which are products of two different primes.
Examples:-

24 = 2.5+2.7
27 = 3.7+2.3
30 = 2.3+2.5+2.7
33 = 3.11
36 = 3.7 + 3.5
39=3.13
42 = 2.11+2.7+2.3
45 = 5.7 + 2.5

25 = 3.5+2.5
28 = 2.11+2.3
31 = 2.3+2.5+3.5
34 = 2.17
37 = 3.7+2.3+2.5
40 = 2.17+2.3
43 = 2.11+3.7
46 = 2.23

26 = 2.13
29 = 3.5+2.7
32 = 2.11+2.5
35 = 5.7
38 = 2.11+2.3+2.5
41 = 5.7+2.3
44 = 2.19+2.3
45 = 7.5+2.5

Problem proposer: Dr. J. N. Senadheera
Department of Mathematics & Computer Science
Faculty of Natural Sciences
The Open University of Sri Lanka
Nawala , Nugegoda
Sri Lanka
e-mail : jayantha.senadheera@gmail.com

Send your answers to the proposer's address or e-mail address on or before August 31, 2016. A prize of Sri Lankan Rs 10,000 will be awarded to the correct solution. In the case of more than one solution available, the prize will be awarded to the most elegant solution. Final decision will be made by the proposer of the problem.

Chemistry is everywhere, and we use it regularly in our day-to-day lives, probably without knowing about it. Without chemistry there will be: No Plastics - no bags, CDs, DVDs, iPods, scotch tapes, Styrofoam, synthetic fabrics; No Gasoline - to drive fancy cars; No Pharmaceuticals - no paracetamol, no amoxicillin; No Water Purification - you will be sick half of the time; No Synthetic Fertilizer - farming and food production would not thrive.

Chemistry is, like any other discipline in the world, also has its dark side. The adverse effects of chemistry became more evident after the Industrial Revolution. Pollution and generation of waste are the main concerns at present and the contribution of chemistry in this issue is relatively large.

The solution to this serious problem was introduced during the last decades of the 20th century with the intention to familiarize the concept **"Chemistry for a clean world"**. The 1990s marked accelerated acceptance of pollution prevention and the establishment of **Green Chemistry** as a legitimate scientific field.

THE GREEN IS THE NEW RED

BETTER CHEMISTRY FOR GREENER WORLD

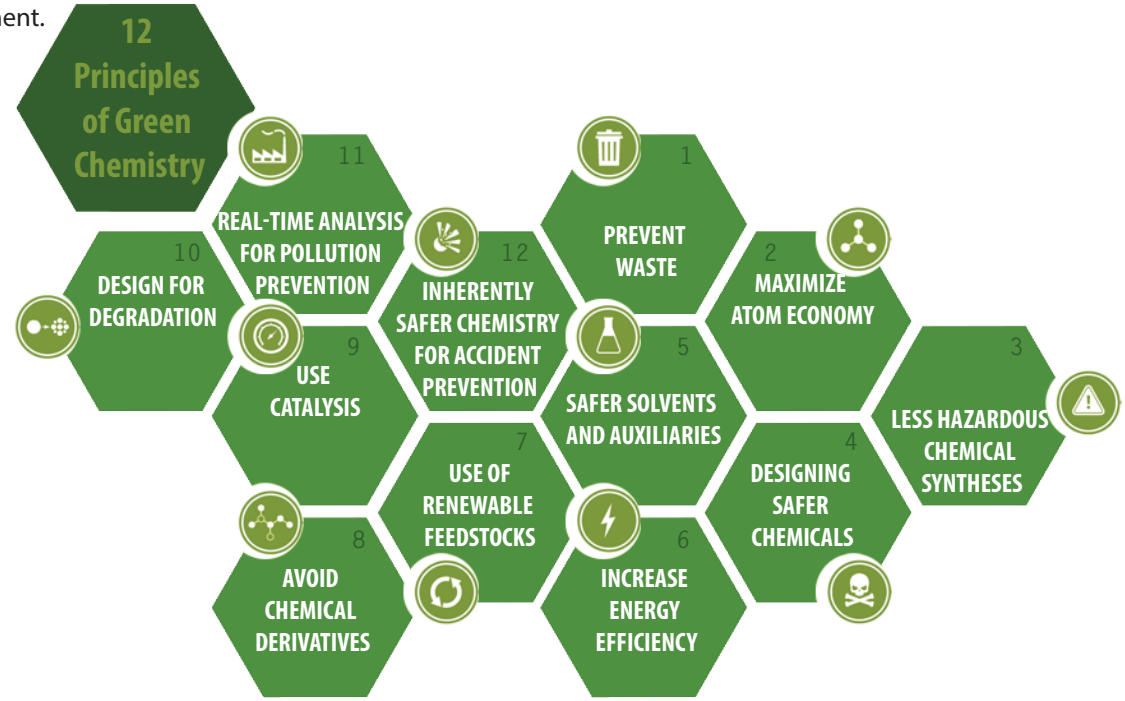
What is Green Chemistry?

Green Chemistry reduces pollution at its source by minimizing or eliminating the hazards of chemical feedstocks, reagents, solvents, and products. This is unlike cleaning up pollution, also called remediation, which involves treating waste streams or cleaning up of environmental spills and other releases. While remediation removes hazardous material from the environment, Green Chemistry keeps the hazardous materials out of environment.

12 Principles of Green Chemistry

The 12 principles of Green Chemistry will further help us understand the concept. These 12 Principals were introduced in 1998 by Paul T. Anastas and John C. Warner in their publication, Green Chemistry: Theory and Practice.

In general, Green Chemistry is all about reducing waste, material, hazard, risk, energy and cost.



Since the 1990s, chemical industries under the pressure of new environmental laws and regulations for workers health and safety, and environmental pollution, changed their processes and introduced new green technologies to address the above mentioned issues.

Application of Green Chemistry

Green Chemistry wants to move into renewable feedstock. A desired property of basic starting materials is their lower toxicity and their environmental impact. Green Chemistry proposes change of direction into biological raw materials (plant and animal waste, products from fermentation of plant waste, biogas, etc.). Fats and oils (from plants and animals) as oleochemical raw materials can become a new source of chemical feedstock.

Many oxidation techniques in chemical processes have changed under Green Chemistry principles. Supercritical fluid is a term that refers to any liquid substance at a temperature and pressure above its critical point, where distinct liquid and gas phases do not exist. Carbon Dioxide and water are the most commonly used supercritical fluids. Supercritical CO2 is being used to extract caffeine from coffee beans. Many oxidations are now performed in water, in supercritical CO2 or with less toxic solvents and ambient temperatures. The most interesting example of water as a solvent is the Diels-Alder organic synthesis. There are numerous research efforts to apply oxidations with high selectivity and with only water as a byproduct.

Catalytic selectivity can be another research effort for the reduction of use of solvents resulting in higher yields and lower amounts of waste. Many industrial processes are based on new catalysts, such as inorganic polyacids and heteropolyacids which act as green catalysts in oxidations. Light (ultraviolet and visible) can become an important catalyst for many reactions, replacing toxic metals in many reactions.

Ionic liquids are used extensively in recent years as alternative solvents in organic synthesis. Ionic liquids have many applications such as powerful solvents and electrically conducting fluids (electrolytes). Ionic liquids are mixtures of anions and cations, fused salts with melting point less than 100 oC.

Microwave technology is now widespread for food warming and cooking. Their use in organic synthesis started many years ago and their success in organic synthesis with green criteria is very well established.

Pauperization of affordable solar powered electric vehicles with zero emission may reduce the environmental pollution considerably.

Future of Green Chemistry

The future of Green Chemistry seems to be promising. Several laws and acts have been passed in favor at present with the hope for a better tomorrow for many more generations to come. It is not only favorable for the environment but also to the economy. Even though the capital investment is relatively higher than traditional methods the final outcome, which is almost 100% yield, encourages businessmen to invest in greener and safer methods. Let the era of pollution end with us, enabling the children of tomorrow breath fresh air and feel the warmth of mother nature.

Prof. K. Sarath D. Perera
and Shamiya Amith,
Department of Chemistry,
Faculty of Natural Sciences, OUSL

INTRODUCING

TO LOOK AT OURSELVES FROM A DISTANCE

Applications from space programmes have made life very different. One such application is the weather forecast. Meteorologists study the latest satellite images, which show the latest storm systems. Satellite hurricane prediction has saved many lives. There are numerous other examples where satellite images have been helpful, such as supporting rescue operations after landslides, earthquakes, floods and lava flows.

Earth Observation, which really is all about monitoring the Earth from space, came about as a result of a variety of space programmes such as military, applied meteorology and sciences of the atmosphere and the Earth. It became a means of answering a host of questions. How can we detect factory emissions, burning of forests, polluted sea areas etc.? Is it possible to recognise crops and predict the harvest by observation from space? Earth scientists would like to explore geological changes taking place on the surface of the Earth. Can these be detected? Much hope for a prosperous future lies in the health of our oceans! Can we monitor them from space?

Can remote sensing of the Earth be used to find out what is wrong with our planet and if so can it give us a hint on how to fix it?

The European Space Agency is an intergovernmental organization dedicated to the exploration of space. It has 22 member states contributing in varying degrees. The ESA was established in 1975 and has its headquarters in Paris.ESA's Earth Remote Sensing satellites are continually orbiting around the Earth allowing the equipment onboard to provide constant data, in all weather, on our environment.

The ESA maintains a space port, the Guiana Space Centre at Kourou, French Guiana for designing and launching vehicles. The ESA Centre for Earth Observation (also known as the European Space Research Institute or ESRIN) is located in Frascati, Italy. It is dedicated to research involving earth observation data taken from satellites, among other specialized activities. The European Space Operations Centre (ESOC) operates a number of ground-based space tracking stations for the European Space Agency. The network consists of ten ESA owned stations. One such station is the Kiruna Station in Sweden, a radio antenna station for communication with space crafts mainly for space satellites ERS-2, ENVISAT and ASTRIO-F missions. It is located 38 km east of Kiruna and hosts a 15-metre and 13- meter diameter antennas, each with S and X band reception and S band transmission. It also hosts a Geographical Positioning System (GPS) Tracking and Data Facility antenna.

ESA has an Earth Observation (EO) programme named Copernicus and Contributing Missions to gather data. Let us have a brief look at the ESA Copernicus Earth Observation Programme. It provides accurate, timely and easily accessible information to improve the management of the environment, understand and mitigate the effects of climate change and ensure civil security. Synthetic Aperture Radar (SAR), optical sensors, altimetry systems, radiometers and spectrometers, provide data through the Contributing Missions of the Copernicus programme.

A brief description of the Contributing Missions to the EO programme taken from the ESA website is given below.

- Synthetic Aperture Radar (SAR) sensors, for all weather day/night observations of land, ocean and ice surfaces. Unlike optical systems that rely on reflected solar radiation or thermal radiation emitted by the Earth, imaging radar instruments work independently of light and heat. Radar is an active system that transmits a beam of radiation in the microwave region of the electromagnetic spectrum. The SAR can provide day-and-night images of Earth. In addition, clouds, fog and precipitation do not have any significant effect on microwaves, so images can also be acquired independent of weather conditions.

- Medium-low resolution optical sensors give information on land cover, for example, agriculture indicators, ocean monitoring, coastal dynamics and ecosystems. High-resolution and medium-resolution optical sensors – panchromatic and multispectral – facilitate regional and national land monitoring activities. Very High Resolution (VHR) optical sensors target specific sites, especially in urban areas for security applications. Optical images are amongst the most common instruments used for Earth observation. They are generally nadir-viewing instruments with a horizontal spatial resolution ranging from 1–300 m and swath widths in the order of tens to hundreds of km. They have many application areas such as agriculture, land-cover mapping, damage assessment associated with natural hazards and urban planning. They are, however, limited to cloud-free conditions and daytime operations. Measurements may be used to infer a wide range of parameters, including sea- and land-surface temperature, snow and sea-ice cover and cloud cover. They supply an important source of data on processes in the biosphere, providing information on global vegetation and its variation through the seasons – important for identifying areas of drought and early warning of food shortages.

- High accuracy radar altimeter systems are used for sea-level measurements and climate applications. Radar altimeters are active sensors that use the ranging capability of radar to measure the surface topography profile along the satellite track. They provide precise measurements of a satellite's height above the ocean by measuring the time interval between the transmission and reception of very short electromagnetic pulses. A variety of parameters may be inferred using the information from radar altimeter measurements, such as time-varying sea-surface height (ocean topography), the lateral extent of sea ice and altitude of large icebergs above sea level, as well as the topography of land and ice sheets, and even that of the sea floor. Satellite altimetry also provides information for mapping sea-surface wind speeds and significant wave heights.

- Radiometers are used to monitor land and ocean temperature, while Spectrometer measurements for air quality and atmospheric composition monitoring. One of the most mature uses of Earth-observation data is in weather predication. Numerous atmospheric chemistry instruments and various techniques are also used to measure the composition of Earth's atmosphere. These data are used in a wide range of applications, such as operational meteorology, volcanic eruption monitoring, air quality forecasts, for climate studies and to support policy making.

The ESA is developing a new family of satellites, called Sentinels, specifically for the operational needs of the Copernicus programme. They are poised to deliver a wealth of data and imagery that are central to Europe's Copernicus programme. The Sentinels will provide a unique set of observations, starting with the all-weather, day and night radar images, high-resolution optical images for land services, data for services relevant to the ocean and land, data for atmospheric composition monitoring from geostationary and polar orbits, measure global sea-surface height, primarily for operational oceanography and for climate studies.

Even when the Sentinels are operational, the Contributing Missions will continue to be essential, delivering complementary data to ensure that a whole range of observational requirements is satisfied.

Management of natural disasters is carried out using earth observation satellites. Weather satellites are used extensively for detection and tracking of hurricanes and tornadoes. In-site & Global Positioning satellites provide valuable information on seismic & volcanic activities including earthquakes.A number of satellites contribute to wildfire hazard management. Synthetic Aperture Radar (SAR) data is used as the basis for ocean surveillance systems for oil slick detection. Multi channel & multi-sensor data sources from geostationary satellites and polar orbiting satellites are used routinely for determining key atmosphere monitoring parameters to predict droughts and some earth observation satellites are used for development of flood impact prediction maps.

A few years ago, the ESA, FAO and the Government of Sri Lanka worked together on a remote sensing study to protect and improve shrimp farming. By comparing the SAR data of the selected shrimp farming area in Sri Lanka for some years, and then developing the methodology to identify and quantify the surface area enclosed by shrimp farms, it was possible to assess their growth and to monitor their development. Once the satellite data had been interpreted, a random field survey was undertaken to check the accuracy of the methodology. The results were extremely encouraging as the data proved to be more than 90% accurate. The satellite data showed that in three years the area covered by shrimp farms had increased by more than 44%.

The high resolution of the SAR data made it possible to accurately pinpoint the areas in which the growth had been most rapid, giving better results than from traditional means. The most demanding part of the study was to develop the methodology to interpret the data. The cost of using satellite data was found to be relatively low in comparison to that of aerial photography which is more difficult to obtain and unavailable in cloudy weather. This form of investigation can be carried wherever satellite data are available and accurate interpretation is possible.

A compilation by
MN Tantirimudalige

Filing a Fundamental Rights Case in Sri Lanka and the Rigid One Month Rule

According to Articles 3 and 4 of the 1978 Constitution of Sri Lanka, the sovereignty of the country lies with the people and people hand over their power of sovereignty for legislature and executive under a public trust. However, there is something which people do not transfer to the government and these are known as fundamental rights moreover these rights are considered as the core weapon owned by the people against any state authoritarianism. If a state authority is acting in a way that it violates such fundamental rights, people can go before the court and seek relief. However, before filing a fundamental rights petition there are many requirements that need to be met by the petitioner/s. One such requirement is to file that action in court before the expiration of one month after the alleged violation .The essay presented here is intended to discuss the different interpretations given by various Supreme Court Judges in diverse circumstances in applying this one month rule.

Sri Lanka is a party to a number of international human rights treaties, including the Universal Declaration of Human Rights, the International Covenant on Civil and Political Rights and the International Covenant on Economic, Social and Cultural Rights. Although Sri Lanka had ratified many international treaties, including the above, human rights notions contained in those treaties have not been given their recognition in the Constitution of Sri Lanka. Human rights, which are guaranteed under the Constitution, are identified as Fundamental Rights and Sri Lanka has recognized the following Fundamental Rights by her Constitution.

Article 10: Freedom of thought, conscience and religion
Article 11: Freedom from torture
Article 12: Right to Equality
Article 13: Freedom from arbitrary arrest, detention and punishment, and prohibition of retroactive penal legislation.
Article 14: Freedom of speech, assembly, association and movement. Further the right to information was recognized by the 19th amendment to the Constitution.

In Sri Lanka, the Parliament has the power of making the law and the judiciary, the power of interpretation. However, in a situation where the literal interpretation gives an ambiguous or problematic meaning, the courts tend to provide new meaning for the particular sections. Therefore, in a law essay it is also very much essential to discuss various judgments given by judges in the same issue to get a clearer meaning other than referring only to a particular section of the Constitution or Statue. Articles 17 and 126 of the Constitution have described the procedural requirements which have to be fulfilled before filing a fundamental rights action in the Supreme Court of Sri Lana. According to the literal interpretation of the Article 126 (2) it seems that the requirement for

filing a fundamental right case within one month seems to be mandatory. This was the practice in the early days and it is revealed by the case of Gamaethige v. Siriwardene , Fernando J clarified that in terms of Article 126 the remedy should be availed of at the earliest possible opportunity within the prescribed time. If the case is not filed within one month the remedy will not be available. However in some cases, this rigid literal approach was changed and the Supreme Court started to compute this one month from the date where that particular person became aware about his/ her fundamental rights violation. In Siriwardene v. Rodrigo Ranasinghe J. expressed the view that the period of one month would ordinarily begin to run from the date of the violation of the fundamental right but if the petitioner establishes that he/she became aware of such infringement not on the day the act was committed, but only on a later date, then the period of one month will be computed only from the date on which the Petitioner became aware of such infringement and was in a position to take steps to come before the court. This view was also adopted by the Supreme Court of Sri Lanka in the famous case of Eppawala (Bulankulama V. Min. of Industrial Development) .

If the infringement of fundamental rights took place by a single or several acts that culminated at a point of time it is not difficult to compute the commencement of time. Despite that, it is difficult to compute the one month in a situation where violation is continuing. For instance, in the case of a continuous unlawful detention the exact date of infringement of fundamental rights cannot be identified as it has not come to an end in view of the continuous unlawful detention. Therefore, the courts have incorporated a liberal interpretation in this regard and upheld that, a case can be filed at any time during the continuation of the violation or when the victim is free from the continuing violation of his rights. The following cases can be taken as examples in this regard. In Sasanasiritissa Thero v. P.A. De Silva , Kulatunga J. considered the implications of a continuous infringement and decided that when a continuous infringement of fundamental rights takes place by way of unlawful detention, the detenue can make his application within one month from the date he was released and not necessarily within one month from the date of such order for detention. This similar view was adopted in several cases namely Namasivayamn v. Gunawardene, Saman v. Leeladasa and the North and East demerger case by our Supreme Court.

When considering the situations where a person seeks any other remedy before filing a case in the Supreme Court, computation of the one month period is differed. If that person filed an action in the Human Rights Commission before the expiration of one month, the period within which the inquiry into such complaint is pending before the Commission is not considered when computing the one month period. On the other hand it was noted in the case of Kanapathipillai Machchavallavan Vs - in Charge, Army Camp, Plantain Point that the time limit of one month does not apply to an application for a writ made to the Court of Appeal and subsequently referred to the Supreme Court under Article 126 (3).

In conclusion, it can be noted that it is only in limited exceptions that the honorable Supreme Court has adopted a flexible interpretation for the rigid one month rule. In all other situations, the court has the tendency of interpreting the one month rule very rigidly and this has led to the rejection of many Supreme Court cases even without granting leave to proceed appeal and this has created numerous problems in granting justice to the general public. According to Supreme Court rules a petitioner has to file separate sets of different types of documents such as affidavits, certified copies of each and every document relevant to the case to be distributed among the Supreme Court judges and the number of respondents he has cited. One month is hardly sufficient to obtain legal advice and then to obtain the necessary affidavits, documents to present a prima facie case in order that the Supreme Court would grant leave to proceed. The legal redress guaranteed by the Constitution cannot be availed of if the litigant fails to contact his lawyer immediately after the infringement of the fundamental right. This has created many problems especially for litigants in remote areas who have to file their cases in the Supreme Court in Colombo. India, which has a developed jurisprudence regarding fundamental rights does not impose any time limit as Sri Lanka does and each Indian case will be considered on its own facts.

Therefore, it is recommended that this time barrier laid down in the Constitution be removed in filing a fundamental rights application and to accept any application filed within a reasonable time, depending on the circumstances of each case, as practised.

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Department of Legal Studies,
Faculty of HSS, OUSL

NOW SHOWING

Movie-ing a Mountain from Text to Screen

TThe production process of a movie begins with the screenplay. There are many resources from which to find material for a screenplay. It can be real life experience, a folktale, or in the modern context, even a video game. Film directors have turned to literature for plot inspiration as well, since it has been the most sophisticated storytelling tool for centuries. But, adopting the content form of novel into a context of a screenplay has always been tricky – if not risky! There have been more failures than successes. In most occasions, critics and general audiences alike say that they enjoy the book more than the movie. Furthermore, whenever novelists engaged in writing screenplays, success has been evasive. The most famous example would be the great American novelist F. Scott Fitzgerald. Some consider him as the greatest American writer of the 20th century. With fame of this magnitude the American Film Industry invited him to write movie screenplays. To make the long story short, let me quote Billy Wilder, Fitzgerald's friend and admirer in his Hollywood days, who compared Fitzgerald to "a great sculptor who is hired to do a plumbing job…He did not know how to connect the pipes so the water could flow." The point of the matter is that it is difficult to move the text from the (con)text of a novel in to the context of a screenplay. If we are to find possible explanations for this dilemma, first, we need to understand that a screenplay is not a novel. When you read a novel, the action takes place inside a character's head or as the famous screenwriting guru Syd Field would say "in the mindscape of dramatic action." But, the screenplay is different, as Syd Field defines, "screenplay is a story told in pictures, with dialogue and description, placed within the context of dramatic structure." So the approach to writing a screenplay and the process of writing a screenplay is different from that of a novel. When someone adopts a novel into a screenplay, the screenwriter should have a better understanding of both worlds to make a smooth transition from novel to film.

Fitzgerald's greatest novel The Great Gatsby (1925) was tried on screen one year after its publication. Afterwards, many other filmmakers tried their hands at it. Many believe that the best interpretation is the latest attempt in 2013 by Baz Luhrmann. Maybe the trials and errors, and lessons learnt along the years was helpful to develop a better adaptation strategy.

When I heard that Lal Medawattegedara's Playing Pillow Politics at MGK, which won the Gratiaen Prize in 2012, is about to be adopted to screen by Priyankara Withanarachchi, whose previous film, Samige Kathawa (a movie based on Elmo Fernando's Gratiaen Prize winning novel Sam's Story) won the award for best actor at the New York City Film Festival, and many more in Sri Lanka, I thought this project needed a dialogue. Lal's novel will challenge Priyankara in many ways. It involves more mind games than an average novel. In simple terms, the narrative structure of Playing Pillow Politics at MGK, developed by the author is significantly suited to literature or written text. To adopt such a novel on to screen will take extra effort and an inimitable creative strategy. Vittanachchi has undertaken the challenge to convert MGK – acronym for MahaGaeni Kanda, a fictitious mountain of people, priests, politicians, pretas and perverts – into a full blown Sinhala movie. So why? What moved him to move the mountain from text to screen? Instead of doing a mind game on my own with myself, I thought of asking the filmmaker himself.

In this interview with Priyankara, an attempt was made to understand the process by which a literary novel becomes a movie…

What motivated you to choose this book?
The style with which the novel is written lends itself to visual interpretations. That was my main motivation. The book is a page turner. The language is crisp, feisty and packed with tension. I am not sure how other film makers operate. But, for me, some books switch on a DVD player in my mind and I loved what I saw when I was reading Playing Pillow Politics @ MGK.

What are the cinematic elements you see in it?
The story: it moves relentlessly towards a volatile resolution. The characters: they are memorable and adorable. The presentation:the plot has crushing twist. I find these important elements very helpful when making a movie.

How does one translate a text into a visual medium, particularly because the audiences of English texts and Sinhala movies might not always coincide?
Visuals are the basis of storytelling in a film. The basic principal is ``Show. Don`t tell``. The daunting challenge of any film maker is how to achieve this – and mind you, it's a self-gratifying challenge, enjoyable to the last syllable of the word. A simple example: a character can fall in love, but the film maker has to convince the audience the character is in love without telling or using words. The best example I can give is from ``PartharPanchali" by the great film maker Satyajit Ray: when the mother kisses sleeping Apu's forehead she shows admiration as well as love for her husband. If this process happens to perfection the question of audiences does not arise.

Your earlier movie Samige Kathawa also has a disabled narrator -- is that a coincidence?
This is purely coincidental. Both authors have done an excellent job for me to fall in love with the character. The Slight difference I see is that Sam's Story/ Samegee Kathawa is a character driven movie and the PPP@MGK would be a plot driven movie.

PPP at MGK is a book that operates in subtle layers. How would those layers come into the film?
By using subtext, which lies beneath the text unarticulated.
For Example: (with a sigh) Amal said to Kamal "You are happily married."
The unuttered text is that Amal is, in all probability, unhappily married.

How would this film be important to our society?
I don't try to make important movies. My only goal is to make a movie by which the audience gets entertained but if they think what I make is important, so let it be. I am happy with the outcome although I did not specifically have that intention. When I made Sam's Story I was not trying to tell the audience to be more compassionate towards mentally challenged people. But a few said that they will be so after watching the movie. Of course, that was not my original intention.

Sameera Tilakawardana

Beyond the Bound Debating Championship 2016- Interschool Debating Competition Launched by the Kurunegala Regional Center

Kurunegala Regional Center (KGRC) of the OUSL is the newest hub of its regional center network presently giving the ODL services to the Kurunegala District. Recently, they began an inter-school debating competition among the school students of the district.The first round of the competition was held on 03rd February 2016 and the finals were held on 12th February 2016 at the auditorium of the KGRC. St. Anne's College, Kurunegala won the finals while Maliyadewa Balika Vidyalaya was the first runner-up.

The objectives of this competition are partly to promote the ODL methodology of the OUSL and its opportunities to the students.This competition offered excellent opportunity to develop the school students' skills and confidence in debating and public speech. Although, the medium of competition was English, where many schools in rural Kurunegala do not have English medium classes, the enthusiasm shown by these students to overcome the language barrier was overwhelming.One of our aims was to enhance thoughtful argumentation and analytical problem solving among the school students who have less opportunities to participate in such events.

The theme of the final round was "Mode of distance learning is more appropriate for the higher education".The students got an opportunity to discuss novel educational methodology while the university had an opportunity to showcase the ODL system.

Mr. Mahinda B. Sakalasooriya, Assistant Director of the KGRC expressed that, the OUSL wished to join with the regional schools to improve their educational standards as part of its social responsibility. As the "University of Opportunity", the OUSL has a mandate to improve the knowledge and skills of the people in Kurunegala region without discriminating on age, gender or educational background.

Dr. Mahim Mendis delivered the keynote speech on "Future education in Sri Lanka: how Open and Distance Learning (ODL) will be effective as an investment tool?" He elaborated on the importance of the ODL method for developing Sri Lankas' future education. Many politicians provides misleading statistics on the national literacy level where we are far behind with the advanced developing nations, Dr Mendis said.The vote of thanks was delivered by Mr. Binara Angammana (Lecturer/ Social sciences) at the end of the event.

Academic members of the OUSL, directors of education, school principals, teachers and over 100 students participated at this event followed by the award ceremony. Mr. Binara Angammana and Ms. Shyamalee Bandranayake of the KGRC organized this event.

Awareness Programme on OUSL Programmes at the Polonnaruwa General Hospital

An awareness programme was conducted at the General Hospital, Polonnaruwa on the BSc. (Nursing), B.MLS and B.Pharm degree programmes, on the 21st of January 2016.

Mrs. Vindya Angammana, Assistant Director, Anuradhapura Regional Centre; Mr. Wimal Senevirathne, Assistant Director, Polonnaruwa Study Centre; Ms. Dimuthu Dissanayake, Coordinator-BSc. Nursing programme at the Anuradhapura Regional Centre and Mrs. Udeni Herath, Coordinator – Social Sciences degree programme at Anuradhapura Regional Centre participated at this occasion.

New Land for the Badulla Regional Centre Approved by Cabinet

The Badulla Regional Centre of OUSL was established in 2014 with the objective of providing good quality higher education to students who miss the opportunity to enter a national university, and for those who wish to gain an education whilst being employed. The Badulla Regional Centre already benefits students in the Uva Province. Currently, nearly 700 students follow regular and short-term courses there.

Cabinet has now approved a proposal by Lakshman Kiriella, the Minister of Higher Education and Highways, to allocate a property of 2 acres in Hingurugamuwa (in the Divisional Secretariat Division) for the Centre. OUSL plans to utilize this land by establishing a guest house for the Badulla Regional Centre, and a "Model Farm" to benefit students who follow Agriculture at OUSL in the future.

OUSL Supports the Automations of the D. S. Senanayaka Public Library in Kandy

The Kandy Public Library, which contains approximately 300,000 volumes of books, was fully automated, with the support of the expertise of the OUSL Library. The project was very successful and has resulted in all library functions being now operated using the Koha Library Management software. This project was facilitated through the OUSL-CERC programme.

The program is advantageous to library patrons of the Kandy municipality, as it enables them to take advantages of modern library technologies to build knowledge communities.

Regional centres

Colombo Regional Centre	011-2853930
Kandy Regional Centre	081-2494083
Matara Regional Centre	041-2222943
Anuradhapura Regional Centre	025-2222871
Batticaloa Regional Centre	065-2222264
Jaffna Regional Centre	021-2223374
Kurunegala Regional Centre	037-2223473
Badulla Regional Centre	055-3012151

Study Centres

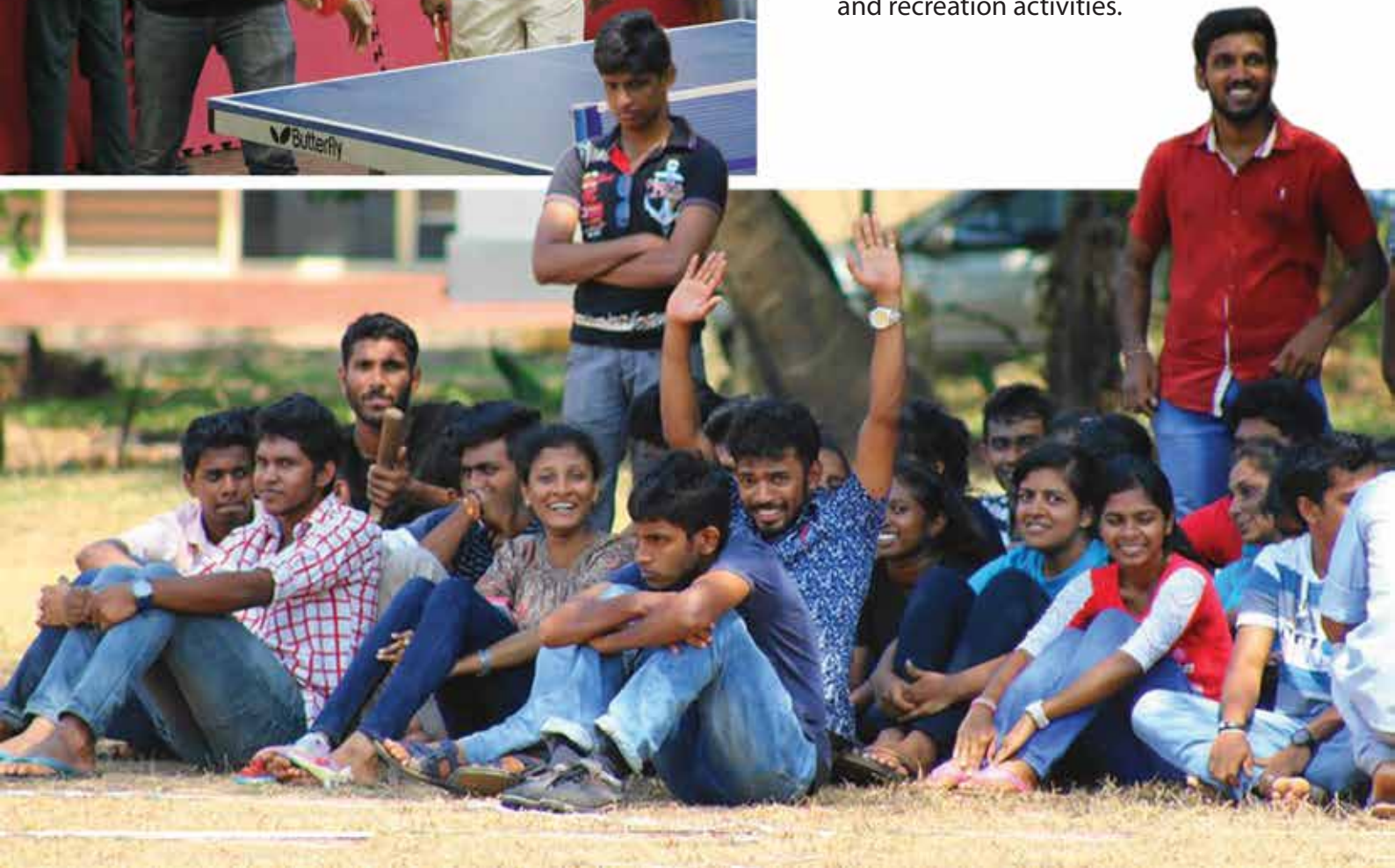
Ambalangoda Study Centre	091-2258585
Bandarawela Study Centre	057-2222820
Galle Study Centre	091-2223784
Gampaha Study Centre	033-2234571
Polonnaruwa Study Centre	027-2225776
Rathnapura Study Centre	045-2228660
Kegalle Study Centre	035-2222501
Ampara Study Centre	063-2222052
Ambalantota Study Centre	047-2225533
Hatton Study Centre	051-2225139
Kalutara Study Centre	034-3949160
Kuliyapitiya Study Centre	037-2281271
Monaragala Study Centre	055-2277395
Puttalam Study Centre	032-2266822
Trincomalee Study Centre	026-2222088
Vavuniya Study Centre	024-2222995
Mulathivu Study Centre	071-3522367
Kilinochchi Study Centre	021-2283970

OPEN UNIVERSITY SPORTS BLAST

The first ever sports festival of the students of OUSL was inaugurated on 28th March 2016. The six-day festival from the 28th-02nd April covered events from Cricket, Football, Badminton, Table Tennis, Karate, Volleyball and Carom. The enthusiastic students of the OUSL organized this event.

About one thousand athletes, both students and staff, participated at this festival. They were-cheered by a large gathering of students and staff.

The central objective of this festival was to motivate the students to take part in inter-university sports events in the future. The event is proposed to be an annual event in the university calander.

The general coordinator for the sports festival was a third year engineering student, Tharidu Dananjana of the Department of Mechanical Engineering. Director Students' Welfare, Dr. Rasika Perera facilitated the event.

The physical instructor for the event was Mahesh Samarawickrama of the Mechanical Engineering Department, while the Student counselor, Dr. Ruminda Wimalasiri, from the Department of Mechanical Engineering collaborated between the staff and the students to organise this festival. The event marked a milestone in students' participation in sports and recreation activities.