From laboratories to the landscape: the evolution of science communication in Sri Lanka

Jayantha Wattavidanage



Imagine a team of dedicated scientists locked away in a high-tech university laboratory. After years of intense research, they finally discover a way to cure a tropical disease or engineer a new variety of rice that can grow during severe droughts. If these discoveries remain tucked away inside a dusty notebook or an expensive, password-protected database, they benefit no one. For scientific knowledge to have any real-world value, it must step out of the lab and walk into the lives of ordinary people.

This vital bridge is what we call "science communication". It is the art and heartbeat of taking complex, jargon-heavy discoveries and translating them into practical, exciting, and life-saving knowledge for everyone else.

For Sri Lanka, a developing nation that stepped into its Independence in 1948, science communication was never just an academic luxury, it was a battle for national progress. As the colonial era ended, our schools and research institutes were left with a major language barrier: advanced science was taught and discussed almost exclusively in English. This meant the modern advancements in medicine, engineering, and agriculture were locked behind a linguistic wall, accessible only to a small, urban elite.

The vast majority of Sri Lankans, who spoke Sinhala or Tamil, were completely cut off. True national development required a massive shift. Complex scientific theories had to be translated, reimagined, and reborn in the native languages of our island. This wasn't a simple task of swapping words in a dictionary; it required building entirely new technical vocabularies (පාරිභාෂික ශබ්දමාලා), simplifying heavy concepts without losing their truth, and creating stories that could spark the curiosity of rural farmers, office and factory workers, schoolteachers, and students alike.



Dr. E.W. Adikaram

The pioneers who spoke to the nation

Long before the Internet or modern textbooks existed, a few brilliant, bilingual thinkers realized that true mental liberation for Sri Lankans was impossible without a scientific mindset. They stepped out of their elite academic circles to write and speak directly to the public.

One of the earliest champions was Dr. E.W. Adikaram. A profound philosopher and educator, Dr. Adikaram wrote extensively in Sinhala to demystify everything from the movement of distant stars to the laws of physics. He wrote with an elegant, welcoming simplicity, intentionally avoiding

intimidating jargon. His goal wasn't just to teach facts, but to cultivate a scientific temper (විද්‍යාත්මක ආකල්පය)-a habit of questioning, observing, and thinking critically before accepting any claim as absolute truth.



Martin Wickramasinghe

At the same time, the literary giant Martin Wickramasinghe, though world-famous for his fiction and novels, was deeply captivated by biology and organic evolution. Through groundbreaking books like *Satwa Santhathiya* (The Continuity of Animal Life), he introduced local readers to Darwinian Theory. Wickramasinghe passionately argued that scientific literacy wouldn't destroy Sri Lankan culture; instead, it would enrich our heritage, allowing a traditional society to look at a modernizing world with logic and confidence. He also authored the books '*maanawa vidyawa saha sinhala sanskruthiya*' (Anthropology and Sinhala Culture) and '*gramiya vidya praweshaya*' (Rural Science Approach).

By the mid-to-late twentieth century, Prof. Carlo Fonseka became the fiery, fearless face of scientific rationalism. As a professor of medicine, he wielded massive scientific authority but chose to spend a great deal of his public life debunking dangerous myths, sorcery, and fake medical claims. Through live public experiments and sharp newspaper columns, he subjected claims of "miraculous healings" and "fire-walking" to rigid empirical testing. He proved to the nation that science communication isn't just about sharing neat trivia; it is an active, frontline defense of reason against superstition.



Prof. V. K. Samaranayake

When the digital era began to knock on our doors later in the century, it was Prof. V.K. Samaranayake who took up the mantle for technology. Recognizing that computers would soon reshape human history, Prof. Samaranayake worked tirelessly to popularize computer literacy. He wrote introductory articles, delivered public lectures, and advised the state on integrating IT into school curricular ensuring that computing moved out of hidden university centers and became a standard tool for school children in every district.

Expanding the frontlines: the academic, the doctor, and the ecologist

As the movement grew, other monumental figures stepped onto the stage, changing how physics, medicine, and traditional agriculture were communicated to the masses.



Prof. Osmond Jayaratne

Prof. Osmond Jayaratne: the people's Physicist

In the university lecture halls of Colombo and Peradeniya, Prof. Osmond Jayaratne was legendary as a brilliant professor of physics. But his true passion lay in taking physics out of elite, English-medium university enclaves and making it a living, breathing subject for the common man.

Prof. Jayaratne was a key architect in the monumental task of translating complex university-level physics concepts into Sinhala. He didn't just translate textbook sentences, he gave public lectures and wrote pieces that explained how the forces of nature affected



Prof. Nandadasa Kodagoda

everyday in Sri Lankan life. As a passionate social activist, he firmly believed that a developing country could only break free from poverty if its youth, regardless of their wealth or background, could master the laws of physics in their own mother tongue.

Prof. Nandadasa Kodagoda: the public communicator par excellence

In the realm of medicine and public health, Prof. Nandadasa Kodagoda was an absolute star. While he rose to the highest academic ranks, eventually becoming the Dean of Faculty of Medicine and Vice-Chancellor of the University of Colombo, the public knew him as a warm, familiar, and highly trusted guide.

Prof. Kodagoda was the ultimate public medical communicator. Long before medical blogs existed, he recognized that public health crises were caused by a lack of communication, not a lack of medicine. He wrote a famous series of accessible health articles and books in Sinhala, breaking down complex topics like cardiovascular health, forensic medicine, reproductive health, and the dangers of narcotics. He spoke on the radio with a signature comforting, clear, and dignified tone, and turning terrifying medical mysteries into simple, actionable lifestyle habits for rural families. He also advocated for a beautiful synergy, encouraging the public to value the empirical benefits of Western medicine while remaining open-minded to the holistic wisdom of traditional Ayurveda. Pandit William Alwis should also be remembered here for clearly communicating Ayurvedic medical knowledge to the Sinhala people.

Dr. Upali Senanayake: reclaiming traditional science

While other pioneers translated modern Western science, Dr. Upali Senanayake did something revolutionary: he looked at the traditional, time-tested practices of rural Sri Lanka and communicated them as a rigorous, valid system of science. In the 1960s and 70s, as Sri Lanka became increasingly dependent on imported food and artificial chemicals, Senanayake questioned the wisdom of ignoring our ancestral heritage.

The Space Race between the Soviet Union and the United States sparked a global interest in science communication. This curiosity reached its peak with the 1969 moon landing, and science writers like Edwin Ariyadasa, H. W. Jayawardena, Deeptha Leelarathna, and Anura C. Perera helped bring that excitement to Sri Lankans. Meanwhile, S. M. Banduseela made a remarkable contribution by translating several science fiction works of Arthur C. Clarke into Sinhala.

Similarly, gentlemen such as Benedict Dodampegame, Percy Jayamanna, Athula Manchanayake, and Rajendra Kulasinghe performed a vast service in science communication through newspapers. In bringing medical science in Sinhala, especially maternal and child health, to the people, the service rendered by Specialist Doctor Upali Marasinghe is also immense.

Building a launchpad: SLAAS, the NSF, and Vidurava

As these individual voices paved the way, our national institutions realized that science popularization needed a permanent, organized home. The Sri Lanka Association for the Advancement of Science (SLAAS), founded originally in 1944, took a massive leap by creating a Committee for Popularisation of Science (CPS). This specialized unit began taking science on the road, organizing traveling exhibitions that visited distant rural schools, hosting public lectures on regional health issues, and launching national school competitions to get young minds experimenting. SLAAS launched the Science Magazine *"Vidya Viyapthi"* (Sinhala) and *"Vingnamurusu"* (Tamil) specially targeting school children.

The Health Education Bureau (HEB) also played a vital role in sharing health and medical knowledge with healthcare staff and the general public, especially through its long-running magazine, *'Sapatha'*.

This mission became an official state priority when the government established the National Science Council (NSC), which later transformed into the National Science Foundation (NSF). The NSF was given a brilliant double mandate: fund high-level, cutting-edge research, and

Parameter	Historical profile of Vidurava magazine
Founding institution	National Science Council (NSC) / National Science Foundation (NSF)
Launch era	Mid-1970s
Languages	Trilingual (Separate Sinhala, Tamil, and English editions)
Primary target audience	GCE O/L and A/L students, science educators, undergraduates
Core mission	Translating complex research into accessible, curriculum-supporting content

simultaneously find creative ways to popularize science across the entire country.

To turn this vision into reality, the NSF launched its flagship science magazine, Vidurawa, in the mid-1970s. Published quarterly in separate Sinhala, Tamil, and English editions, Vidurawa was designed to be the ultimate, reliable bridge connecting top-tier scientists with GCE O/L and A/L students, teachers, and science enthusiasts across the island.

For a student prepping for their Ordinary Levels or Advanced Levels, Vidurava provided exactly what rigid textbooks often left out: real-world context and inspiration. Over the last fifty years, its pages have captured everything from the core beauty of Newtonian mechanics and organic chemistry structures to deep-dives into Sri Lanka's unique rainforest ecosystems, renewable energy engineering, and cutting-edge genetic breakthroughs.

What has always made Vidurava prestigious is its absolute refusal to compromise on the truth. Every single article is written or rigorously peer-reviewed by practicing university professors, doctors, or engineers. The editors work hand-in-hand with these experts to soften complex terminology without watering down the underlying scientific accuracy. Celebrating its Golden Jubilee, the magazine stands as a proud monument of institutional endurance-keeping the fire of verified, high-quality science education burning bright for half a century.

Long before smartphones and Internet screens became the center of our lives, mass communication in Sri Lanka relied on the warmth of the airwaves. Radio and television had a magical ability to travel deep into rural heartlands, breaking through geographic isolation and literacy barriers.

The Sri Lanka Broadcasting Corporation (SLBC), formerly Radio Ceylon, pioneered this auditory journey. Recognizing the educational potential of radio, they introduced a dedicated science programming. Families would gather around their living room radios in the evenings to listen to lively panel discussions explaining natural phenomena, creative audio science dramas for children, and interactive question-and-answer shows where school students could mail in their burning science questions via the postal service to be answered on-air by university experts.

Mahinda Ranaweera: the voice of *'Sithijaya'*

Within this radio landscape, Mahinda Ranaweera emerged as a true pioneer of non-formal science education. An educationist par excellence and Director of Education at the Curriculum Development Centre during the 1970s, Ranaweera stood firmly alongside Dr. Adikaram in the passionate belief that school children should not be deprived of modern science just because they studied in national languages.

Ranaweera took to the airwaves and created the iconic weekly radio science programme, *Sithijaya* (Horizon). Broadcast throughout the 1970s, *Sithijaya* became an island-wide phenomenon. Ranaweera possessed a rare gift: he spoke with an incredible punch, panache, and flavor that turned complex chemical formulas and mathematical rules into captivating audio stories. For millions of rural school children who had no access to science libraries or English journals, tuning into Ranaweera's voice every week was their window to the modern world, inspiring a deep hunger for scientific exploration.

Then came the late 1970s and early 1980s, bringing a massive visual revolution with the birth of national television networks viz., the Sri Lanka Rupavahini Corporation (SLRC) and Independent Television Network (ITN). Suddenly, abstract textbook concepts were given color, motion, and life. Studio sets turned into vibrant laboratories where presenters conducted live physics and chemistry experiments right before the viewers' eyes.

A beautiful highlight of this era was the localization of world-class international science documentaries. Masterpieces like Carl Sagan's *Cosmos* and spectacular BBC Natural History productions narrated by Sir David Attenborough were translated, subtitled, or masterfully dubbed into Sinhala and Tamil. Rich, authoritative local voice-overs allowed generations of Sri Lankan children to dive into deep ocean trenches, explore the microscopic highways of the human cell, and soar across interstellar space from the comfort of their homes. This golden era of science broadcasting democratized high-quality visual education, inspiring an entire generation of young viewers to pursue ambitious careers in STEM fields.

The newsstand revolution: Vidusara and the tabloid boom

As the school curriculum expanded in the late 1980s and early 1990s, the print media experienced a major shift. While institutional quarterly magazines like Vidurawa set a high academic bar, there was an urgent public need for fast, affordable, weekly science updates that could speak directly to students sitting for competitive state exams.

Vidusara, is Sri Lanka's first dedicated weekly science tabloid newspaper. Spearheaded and brilliantly edited by Anura Siriwardane, *Vidusara* became a household name and an indispensable companion for every single GCE O/L and A/L student across the island.

Anura Siriwardane revolutionized how commercial science journalism functioned in Sri Lanka. Under his leadership, Vidusara broke away from rigid academic tones, adopting a dynamic, visual, and highly accessible newspaper layout. It offered a beautiful mix of current global science news, deep-dives into environmental crises, space exploration updates, and structured deconstructions of the local school syllabus.

Crucially, Siriwardane opened the doors of *Vidusara* to a vibrant, energetic wave of young science writers. He gave university undergraduates, young researchers, and tech-savvy school students a national platform to publish their own feature articles. These young writers brought a fresh, enthusiastic energy to the pages of the tabloid, writing with a colloquial, fast-paced style that made difficult physics equations and biological pathways feel like exciting puzzles rather than stressful exam chores. *Vidusara* proved that science print media could be commercially successful, highly educational, and deeply loved by the youth, all at once.

Meanwhile, the Associated Newspapers of Ceylon Limited (Lake House) published a weekly science newspaper called *Vidunana*, edited by Mr. Dhanasiri Bodhinayake.

Similarly, Sunday newspapers like *Silumina, Rivirasa,* and *Lankadeepa*, children's and youth papers like *Vijaya, Mihira*, *Nawayugaya* and *Yowun Janatha,* as well as women's publications like *Sirikatha, Tharunee*, and *Nawaliya*, made significant contributions to boosting public science literacy through their science articles.

Among magazines, *Vidya* stands out as a long-standing publication that helped build scientific knowledge among Sri Lankan school students. It was edited by a team that included Dr. Buddhadasa Bodhinayake and Prof. Tuley De Silva.

Keeping the flame alive in the Tamil medium

The story of science communication in Sri Lanka remains incomplete without honoring the monumental contributions made within the Tamil community. Tamil science communicators, academics, and journalists faced a distinct, multi-layered challenge: they had to create rich, accessible technical vocabularies while ensuring that the vibrant Tamil-speaking communities across the North, East, and plantation sectors remained fully connected to national and international scientific developments.

At the heart of northern academia, Prof. K. Kunaratnam, a towering figure and former Vice-Chancellor of the University of Jaffna, was an unyielding champion of Tamil-

medium science popularisation. While his personal research pushed the boundaries of physics and geophysics, he dedicated immense energy to public education. Prof. Kunaratnam wrote numerous articles and delivered compelling public lectures in Tamil, breaking down complex theories of physics, computing, and astronomy. He was deeply committed to making sure that Tamil-medium school laboratories and regional school science clubs had access to modern, mathematically accurate materials, laying the foundation for generations of Tamil-medium scientists and engineers.

Prof. S. Mageswaran: demystifying molecular wonders

In the field of chemical sciences, Prof. S. Mageswaran, the charismatic founding Professor of Organic Chemistry at the University of Jaffna, was an absolute force. Prof. Mageswaran possessed a rare, magnetic teaching style that could make the most complex organic chemistry structures come alive.

Beyond university lecture halls, he was incredibly passionate about the popularisation of science at the school level. He traveled extensively, conducting lively seminars and laboratory demonstrations for the GCE A/L students across Tamil-medium schools. He wrote beautifully structured educational articles that linked chemistry to daily life, explaining the science of food preservation, traditional agriculture, and environmental medicine, inspiring countless young minds to embrace the world of research.

Regional journals and the power of media

This academic leadership was strongly reinforced by dedicated journalists, broadcasters, and independent writers who utilized regional print media and the Sri Lanka Broadcasting Corporation's (SLBC) Tamil national and commercial services. The magazines like *Kalaiyarasi* and special weekly science pages in widely-read Tamil newspapers like *Chinthamani* and *Virakesari* became vital spaces for learning.

These platforms showcased the work of local inventors, answered student queries on complex biology and math questions, and provided translated updates on global space missions. Through their collective, dedicated efforts, these Tamil-medium pioneers ensured that the pursuit of rationality and empirical knowledge remained a truly inclusive, island-wide movement.

The digital double-edged sword

As we stepped into the twenty-first century, the explosion of high-speed Internet, smartphones, and social media platforms completely turned the old world of communication upside down. The traditional, top-down model, where a state institution, a professor, or a seasoned journalist acted as the sole gatekeeper of what the public got to see, vanished. It has been replaced by a decentralized, fast-moving digital ecosystem. Today, platforms like YouTube, Facebook, TikTok, and various podcast networks host a highly active community of independent Sri Lankan science communicators. Young scientists, tech-savvy undergraduates, and creators have bypassed old media channels to talk directly to the youth.

The channels dedicated to high-tech device teardowns, astronomical updates, veterinary insights, and ecological breakdowns bring in millions of views. By mixing crisp computer animations, clever memes, and casual, everyday language, these creators make science feel immediate, relevant, and wildly entertaining to a digital generation.

Yet, this incredible freedom is a double-edged sword. Because there are no editors or fact-checkers online, the digital world is also flooded with unprecedented levels of misinformation, dangerous pseudo-science, and wild conspiracy theories. In this endless digital feed, scientifically sound content must fight tooth and nail for user attention against sensationalist clickbait titles and unverified wellness trends.

The worse is that the social media algorithms are explicitly designed to boost whatever drives user engagement rather than factual truth. Shocking, controversial, or magical claims are instantly pushed to the top of our feeds, while quiet, nuanced scientific explanations are buried. The job of the modern science communicator has completely changed: it is no longer just about sharing new information but actively helping students and the public navigate a stormy sea of digital noise.

Media type	Peak era	Primary target audience	Core strengths	Major limitations
Print magazines (Vidurava)	1970s–1990s	Students, teachers, academics, and policymakers.	Uncompromising scientific accuracy; permanent educational reference value.	Slow production times; zero real-time interactivity; dependent on physical postage networks.
Weekly tabloids *(Vidusara)*	1980s–2000s	GCE O/L & A/L students, school science clubs.	Fast weekly pace; highly visually appealing; platform for young, enthusiastic voices.	Commercial printing cost dependency; limited physical archive lifespans.
Radio broadcasting (SLBC)	1950s–1980s	Broad rural and urban households.	Massive geographic coverage; completely independent of reading literacy levels.	Total absence of visual aids; fixed broadcasting times; one-way stream of information.
Television (Rupavahini, ITN)	1980s–2000s	Mass public, families, and school children.	Deep visual engagement; high emotional impact; excellent for complex documentaries.	Expensive production gear; heavy dependence on corporate advertisements; limited airtime.
Digital & social media	2010s–Present	Youth, tech-literate students, and mobile users.	Instant publication; high interactivity (likes, comments, shares); custom multimedia formats.	Extreme vulnerability to fake news; lack of professional review; algorithmic bias toward drama.

When science communication saves lives

The true power of this field becomes crystal clear during national emergencies and public health crises. In Sri Lanka, this reality is beautifully illustrated by our long battle against mosquito-borne illnesses like Dengue, and our efforts to understand Chronic Kidney Disease (CKDu) in farming communities.

When it came to halting Dengue outbreaks, pure laboratory and clinical research done at universities wasn't enough to save lives. Stopping the virus required a swift, permanent change in the daily habits of millions of citizens. Working closely with the Ministry of Health's Epidemiology Unit, science communicators stepped in to translate complex understandings of vector biology, mosquito breeding cycles, and viral transmission into plain, actionable daily tasks.

Television advertisements used bright, memorable 3D animations to show exactly how a single forgotten plastic cup or a fallen coconut shell in a garden could become a breeding ground for thousands of Aedes larvae. Radio shows brought on public health inspectors to highlight the specific hours of the day when these mosquitoes are most active.

Print media, weekly write ups in *Vidusara,* and special inserts in magazines like Vidurava took the time to explain the biological mechanics of platelet counts, systematically replacing blind public panic with empowering medical clarity. By transforming abstract data into shared civic action, science communication directly reshaped public habits and saved countless lives.

Modern torch bearers of reason

As the media landscape keeps expanding, a brilliant new group of communicators has stepped up to carry forward the work of our early pioneers, ensuring that accurate

science finds a home in newspaper columns, university clubs, and the Internet channels.



Prof. Chandana Jayaratne

Prof. Chandana Jayaratne is one of the key figures of modern science communication in Sri Lanka, masterfully using astronomy as a "gateway science" to inspire public interest in STEM. As a trusted academic voice, he frequently appears on national television, radio, and print media during major celestial events. His clear, articulate commentary dismantles deep-seated cultural superstitions and myths surrounding phenomena like eclipses, replacing fear with evidence-based rationalism.

Through extensive island-wide educational outreach, public lectures, and teacher-training programmes, he has modernized how physics and cosmology are taught at the grassroots level. Combining strict academic rigor with exceptional media fluency, Professor Jayaratne has nurtured a national culture of critical thinking, creating a vital societal shield against contemporary digital misinformation.

Prof. Gunasingham Mikunthan from the University of Jaffna has played an instrumental and highly decorated role in popularizing science and driving scientific communication in Sri Lanka, particularly across the Northern Province. His contributions span grassroots community journalism, educational programme leadership, and institutional leadership through regional science bodies: Prof. Mikunthan dedicated years to writing accessible science articles for local media, publishing close to 400 articles. His extensive contribution to the local daily newspaper "*Uthayan*" earned him the Silver Jubilee Award from the media community for long-standing public science writing.

His efforts to translate complex scientific fields such as agricultural biology, eco-friendly technologies, and food security into socially impactful knowledge earned him the prestigious National Award for Popularization of Science from the National Science Foundation (NSF) of Sri Lanka in 2010. He also holds accolades for his ability to communicate research visually and effectively through award-winning academic poster presentations.

In print and digital journalism, Nalaka Gunawardene has been a monumental force in science and development communication for decades. He has consistently advocated for a logical, evidence-based approach to public policy and national decisions. His essays and media commentaries dissect everything from climate change impacts and space exploration to Internet ethics. By helping lead regional groups like TVE Asia Pacific, he has masterfully used film and visual media to tell compelling stories about environmental adaptation, proving that professional journalism can maintain impeccable scientific standards while being deeply engaged.



Prof. Neelika Malavige

During the high-stakes, uncertain days of the COVID-19 pandemic, Prof. Neelika Malavige, a professor of immunology and molecular medicine, became a pillar of trust and clarity for the country. Rather than staying confined to her research facility, she chose to step directly before the cameras.

In calm, clear, and perfectly structured television interviews and press briefings, she broke down the complex mechanics of viral mutations, vaccine trial data, and immune responses. Her gift for replacing terrifying medical jargon with plain, reassuring logic helped stem the tide of nationwide anxiety and online rumors, illustrating the massive impact active researchers can have when they engage directly with the public media.

The road ahead: a strategy for tomorrow

If Sri Lanka is to cultivate a rational, progressive public sphere capable of navigating the high-tech complexities of the modern world, our science communication infrastructure must undergo a deliberate, strategic

transformation. We must move past scattered, individual actions toward structured, systemic reforms. First, our formal education system must move decisively past simple memory testing. The national science curricula for the GCE O/L and A/L streams should integrate media and information literacy directly into science frameworks. Students must be explicitly taught how to identify cognitive biases, double-check Internet sources, verify online claims against peer-reviewed journals, and dissect the clever rhetorical tricks used by promoters of pseudo-science.

Second, we must reverse the Internal culture within Sri Lankan universities that often looks down on public communication, treating it as a peripheral hobby compared to publishing in the obscure international journals. Our institutional frameworks should offer formal career incentives for scientists who talk to the world. Writing educational articles for magazines like Vidurawa, editing specialized tabloids, conducting public workshops, or collaborating with digital video creators should be factored directly into academic promotion criteria, research grant distributions, and national recognition awards.

Third, the National Science Foundation (NSF) and SLAAS can lead the way by establishing creative, collaborative networks that bring together scientists, investigative journalists, graphic designers, and video animators. Scientists understand the data but often lack the media skills to package it attractively for younger audiences. Pairing them with professional content creators would allow these networks to produce high-quality, verified digital assets, ranging from short-form videos to interactive infographics, uniquely optimized to out-compete pseudo-scientific myths on social media feeds.

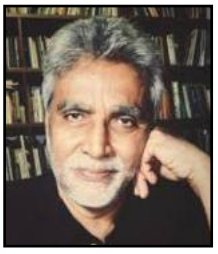
Finally, the extensive network of school science societies across Sri Lanka must be systematically revitalized. Using the trusted publications like Vidurava and Vidya Viyapthi as curriculum guides, these local clubs can transform into active hubs for community-based science. By organizing regional coding hackathons, student-led research projects, and astronomy night-sky camps, we can lift science out of abstract classroom chalkboards and turn it into an exciting, hands-on experience.

Keeping the golden thread unbroken

The fifty-year journey of science communication in Sri Lanka runs like an unbroken golden thread from the early vernacular books of Dr. E.W. Adikaram and Martin Wickramasinghe, through the historical print runs of Vidurawa and the accessible weekly pages of Vidusara, to the dynamic digital channels of the modern web. It proves that a country's progress is directly tied to its public scientific literacy.

Science communication is not an optional educational ornament; it is a vital public safety mechanism. It protects rational thinking, guides a sound national policy, and equips ordinary citizens with the intellectual tools to make informed choices about their health, careers, and environment.

As the GCE O/L and A/L students step forward to become the future leaders, researchers, and innovators of Sri Lanka, the responsibility of carrying this torch passes to them. Accordingly, the exceptional contributions of scholars such as Professor Nandadasa Kodagoda, Professor Carlo Fonseka, Dr. Buddhadasa Bodhinayake, and Mr. Edwin Ariyadasa, who made remarkable strides through both print and electronic media to bring scientific knowledge to the general public in Sinhala, deserve our highest appreciation. Likewise, by respecting the foundation laid down by earlier pioneers from the radio broadcasts of Mahinda Ranaweera and the print leadership of Anura Siriwardane, to the Tamil-medium scholarship of Prof. Kunaratnam and Prof. Mageswaran, and boldly creating accurate, high-impact multimedia content, we can ensure that this golden thread remains completely unbroken. Together, we can illuminate the path toward a rational, sustainable, and brilliant future for Sri Lanka.



Dr Jayantha Wattavidanage
Deputy Director General
(Academic Affairs)
UNESCO C2C
South Asian Centre for Teacher Development
Meepe, Sri Lanka

