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A Tribute to Dr. C.W.W. Kannangara on his 127th Birth Anniversary

BY DESHAMANYA DR. INDIRA
LILAMANI GINIGE

A former Deputy Director General of the
National Institute of Education

Christopher William Wijekoon Kannangara, popular in Sri Lanka as the Father of Free Education, is one of our greatest patriots whose contribution to our education far transcends that of any other. To honour him on his 127th birth anniversary, the writer intends to assess his great accomplishments under "democratisation of education", a term that goes far beyond the common term "Free Education."

Dr C. W. W. Kannangara, born on 13th October 1884, possessed a number of special talents and strong personal qualities. Many writings on his life and work shed light on these talents and also on the values and principles that he cherished and held dear to his heart. To appreciate and admire all these superior qualities that have led to his success, I begin my article with a discussion on his educational and career attainments.

Dr. Kannangara's early school education in a Wesleyan school in Ambalangoda enables him to win a scholarship at Richmond College, Galle that entitles him to free tuition in the College and free board and lodging in the College hostel. At the Cambridge Senior Examination he excels in arithmetic heading not only the Ceylon list but also the British Empire list. As loyalty to Rev. J. H. Darrell, the principal of the school, who recognised and nurtured his great potential, Dr. Kannangara sets aside his ambition to enter the Law College for a while and yields to the principal's request to serve his alma mater. With the outstanding performance of his students in Mathematics, Dr Kannangara gains recognition as an exceptional teacher. Later taking oaths as a proctor of the

Supreme Court and excelling in his career as a lawyer, he manages to fulfil his career ambition successfully.

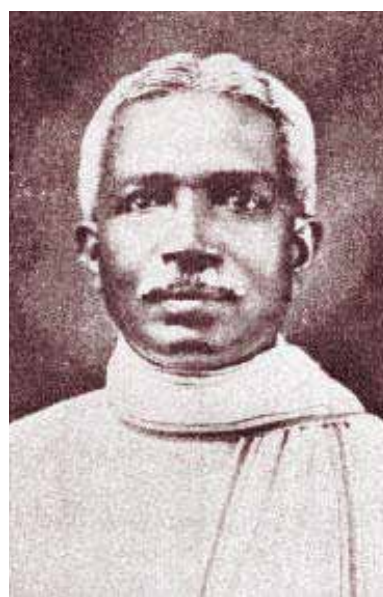
Dr. Kannangara's school day talents had been in the areas of General Proficiency, Mathematics and English. While getting the best of the British public school tradition, he had also excelled in Pali and Sinhala. The 'felicitous phrase and the paper thrust' that he used as the occasion demanded, enabled him to reach commanding heights in both law and politics. His loyalty to his guru and his love for the national heritage are two of his strong personal qualities. Regardless of the many successes and praise that came his way during his life, similar to any other man or woman, he had also faced failure and ridicule. Getting the second place in an all-island scholarship examination that selected just one candidate for studies in a British University, and a journalist calling him a small man denied of a good education, when he was among the cream of the youth in terms of intelligence and learning provide examples for such situations.

Dr. Kannangara was no stooge, no turncoat nor chauvinist. These are the personal qualities that enabled Dr. Kannangara to provide a magnificent contribution to the progress of education in Sri Lanka. A decision he made to resign his appointment to defy a manager's order to support his candidature at a Local Board election proves that he was no stooge. At a time when the majority of the people's representatives were yielding to the power of a European lobby and opting to change their stand with respect to an Ordinance that imposed income tax, Dr. Kannangara considering income tax as an equitable form of taxation and voting for the Ordinance in both the readings at the State Council prove that he was no turncoat. Canvassing untiringly for a person of a different

ethnic group who was engaged in a contest with a person from Kannangara's own ethnic background illustrates that Dr. Kannangara was no chauvinist either. It is this freedom from ethnic prejudice that enabled Dr. Kannangara to get selected repeatedly as the Chairman of the multi ethnic Executive Committee of the State Council, an office associated with the Ministerial portfolio for Education.

The above mentioned Executive Committee, under the chairmanship of Dr. Kannangara played a significant role in the democratisation of education. With no powers to exercise its supposed functions at the beginning, this Committee had to struggle for power for eight years. Getting relieved from this situation in 1939, the dominant motivation of the Committee thereafter was the egalitarian ideology of removing inequities and inequalities. To ensure a genuine democratisation of education, Dr. Kannangara thrived to establish a new system that provided equal opportunities to all children of the country, irrespective of their social class, economic condition, religion and ethnic origin. Kannangara is identified as the man unwavering in this struggle, who strived with an iron will against overwhelming odds. Out of the other politicians who supported him, several went only part of the way, a few most of the way, and just one nearly all the way.

The education context that prevailed in 1943 provided the background for the free education scheme that was introduced in 1944. By this time it was evident that it was the medium of instruction - English or bilingual - and not the type of school - government or assisted - attended by our children that brought about inequality of education. Knowing that the official language of the country was English and that 'no one without a knowledge of English can fill any high post,' the rich



and the influential sent their children to fee levying English schools, leaving the gifted children of the poor to the low paid jobs of vernacular Teacher, Ayurvedic Physician or Notary. In

order to make equality of education a reality, the Kannangara Committee recommended free education not only in all schools, but also in institutions of tertiary education as well. Dr. Kannangara considering free education at all levels as the panacea, fought for the acceptance of the scheme by stating "we shall be able to say that we found education ... the patrimony of the rich and left it the inheritance of the poor".

At a time, where the Financial Secretary was remarking on the high cost of Free Education Dr. Kannangara responded to his comment using subtlety. He did this by claiming that the proposals are placed only to promote discussion with no commitment expected in respect of the extent or the date of implementation. Kannangara in his Ministerial speech to the State Council also meted out a devastating treatment to certain wealthy and prominent citizens who argued for the deferment of the proposals on the ground that their adoption, even in principle, would materially affect not only the system of education, but also

the entire economic and social organisation of the Island.

Formation of the Central Free Education Defence Committee and the island wide campaign it conducted to make sure that the Bill would not be shelved are two other valuable measures that Dr. Kannangara took in support of Free Education. The mass support for the Bill thus obtained, made two Councillors withdrew their proposals for deferment of the Bill allowing it to be passed on May 27, 1947. Irrespective of all the struggle, the adoption of the principle of free education acted as a bonanza to the well-to-do by allowing them to receive free of charge the high quality education for which they previously had to pay, while letting the masses continue with the poor quality education that had always been free for them.

It was in this context that Dr. Kannangara decided to establish central schools as a step of far-reaching importance for the democratisation of education in Sri Lanka.

(Continued on page 43)

Twelve Gateway students win 'GOLD' Awards at the The Queen's Commonwealth Essay Competition

Gateway College students starred at the 2021 Queen's Commonwealth Essay Competition with 12 Gold, 14 Silver and 26 Bronze Awards. Each year, aspiring young writers are asked to submit their pieces in response to a theme based on Commonwealth values. For the theme in 2021 - 'Community in the Commonwealth', there were 25,648 entries, the highest recorded ever, in the history of the competition.

Established in 1883, the Commonwealth Essay Competition is the world's oldest international writing competition for schools. With thousands of young people taking part each year, it is an important way to recognise achievements, elevate youth voices and develop key skills through creative writing. The Competition invites all young Commonwealth citizens and residents, regardless of region, to share ideas, celebrate their stories and have their voices heard.

Among Gateway students, Tarush Wickramarachchi, Miham Lakvidu Hettiarachchi, Abdul Aziz Fowzul Ameer, Dhivyakrishnan Thriyampakan, Ritdhika Sivanesarajah, Avin Rodrigo and Clarissa Vedagamaarachchi (Senior category) and Chamathika Narasinghe, Jayani Maran, Merisa Perera, Salma Naleem and Rashmi Wijeyawardena (Junior category) won gold awards.

Silver Award recipients included Venuki Mendis, Dithara Danthanarayana, Mitesh Srishanker, Vakeesh Shanthi Rupan and



Shaveen Kanageswaran, (Senior category) and Sehani de Zoysa, Hashir Ameen, Yoshithya Lokuge, Talia Taeiq, Sanya Mohammed, Bhanu Madawala, Enaya Fernando, Risali Rangajeewa and Nethika Rangajeewa (Junior category).

Aamina Mowlana, Aaron Kavin Priyadharshan, Enosh Solomon Earnest, Achchaya Sasikumar, Mandiv Samarathunga, Imaadh Muwahid, Kenuli Weligamage, Laisha Mohamed, Nevashenee Rajaku-

lasingham, Tevin Gunawardane, Sunna Mohammed, Saarah Deen, Hanna Samsudeen, Sushaini Perera and Yenuli Dissanayake (Senior category) and Thevan Peiris, Risindee Rodrigo, Evaan Perera, Deane Egodawatta, Avinash Arunkumar, Sithuki De Alwis, Nethara Jayakody, Arshaq Jazeem, SaifImram, Zeek Ali and Thushaayeni Rajakulasingham (Junior category) were rewarded with Bronze Awards.

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- Equipped with tools with which one can become an agent of transformation in his/her life and in one's community.
- Equipped with a conceptual frame, knowledge and skills to creatively intervene at various levels of social processes in building a caring and peaceful society.
- Able to demonstrate effective leadership skills inspiring one's team members to achieve desired goals.

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All the MSI programs are administered and accredited by Management and Science University (MSU), Malaysia. Upon completion of the Diploma programs which leads to the Bachelor (Hons) degree, students can choose to pursue their higher studies in Sri Lanka, Malaysia or at any of the partner Universities worldwide in the United Kingdom, Australia, Germany and Japan.

Blending technical vocational education and training (TVET) with traditional academic curricula, MSI enhances competencies with industry internship, community and creative entrepreneurship, as well as global exposure; empowering MSI graduates with the well-roundedness desired and sought after by employers.

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- Students will be exposed to the local and Malaysian leading

industries through the local and international industry visit

- Students can transfer at any point to partner Universities in United Kingdom, Australia, Germany and Japan.

MSI's also offers students a scholarship which aims to recognise and reward deserving students that enables them to pursue their Higher Education dreams and become an internationally qualified graduate from a world class University.

For further information about the MSI programmes of study, please contact us on 0112576644, 0112576700, our Hot Line 0770777880, email - info@msi.edu.lk www.msi.edu.lk or by visiting MSI Colombo at, No 300 Galle Road, Colombo 3.

"The Biomedical programme offered by MSI equipped me with the skills and knowledge required to face the challenges of become a scientist. This programme is unique in that it offers several fields allowing me to cater my studies to my interests and goals. The courses along with the abundant research opportunities enhanced my professional and research abilities and helped me become a stronger and more efficient student. I had an outstanding support system of lecturers, academic and administrative staff who provided the training and guidance I needed to help me throughout the programme. The Biomedical programme at MSI offered a well-rounded environment to aid in my success as a student and is one of the best investments I have made towards my education".



Fathima Ashika Habeeb
Diploma in Biomedical Science

"Enrolling in the MSI's Diploma in Hospitality and Tourism programme was one of the BEST decisions I have ever made! Upon completion of my A/L, I was drawn to the hospitality industry for a number of reasons, however primarily because I enjoy traveling and helping people. When I made the choice to enrol in the Hospitality and Tourism Management programme at MSI, I was quickly exposed to a great learning environment where the most of lectures were industry professionals. Due to the lectures' hands on experience in the field, they were truly engaged in each lesson and were effectively at communicating in a way that was easy to understand. The Management and Science Institute, with its state-of-the-art infrastructure, its highly proficient faculty, and its quest for excellence in everything they do is an epitome of success, competence, and an embodiment of finesse! I feel very fortunate for making the choice to attend MSI and the Hospitality and Tourism Management programme and would highly recommend it to anyone that is considering enrolling"



Kalana De Silva
Diploma in Hospitality & Tourism Management

This entire Event Management programme has been life changing for me. I was only a normal event manager here in my place but after the course and all the assignments that I've done I've gained so much knowledge and insight that now I can confidently pick up any event and do it successfully. I enjoyed my course from the beginning to the end. The course materials were very enriching and moreover the course assignments were mostly practical which makes it very interesting. From nurturing our inner talents to eradicating the fear to speak up, MSI has polished my skills and added a shine to my

personality. Upon completing the Event Management programme, I received two very good job offers and have gone on to accept one of them. I felt during the interviews that I was able to answer questions referencing things I had learnt during my course.

Thimasha Thirandhi
Diploma in Event Management



"The School of Business at MSI shaped me from the very first day to face the corporate world. The Diploma in Business Management programme has presented me with various opportunities such as projects, live assignments and industry exposure which has enhanced my managerial skills. Experienced and specialized teachers have stretched me to reach my full potential through continual challenges and support. Personally, I was very impressed with the quality of the teaching, faculty support, and ensuring that each student gets a perfect blend of both academic theory and Industry exposure. I believe my education journey at MSI gave me additional tools to be more confident and successful in my business career, whether it would be working for an existing company or creating my own. I am proud to be a student of the Management and Science Institute.

Farhan Ameen
Diploma in Business Management



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Australian College of Business and Technology (ACBT), the pioneer in providing International Higher Education in Sri Lanka since 1998, has started enrollments for its new batch of International University Foundation Program exclusively meant for students who sat for GCE Ordinary Level Examination in 2021.

This International University Foundation Program is an excellent opportunity for students who have completed Ordinary Level examination to fast track their entry to a University degree program in Australia or UK. This 8 - month International University Foundation Program is ideal for those students who do not wish to pursue Advanced Level studies in schools and it directly transfers them, upon successful completion, to the first year of the University degree. To join the International University Foundation Program, students require a minimum of 5 passes at GCE O/Level including a Credit pass for English Language.

There are three main streams of study in the International Foundation Program: namely Business, IT & Nursing. Graduates from these disciplines are in high demand globally. Especially in Australia & United Kingdom, these programs open pathways to numerous employment opportunities for those students who plan to complete their degree programs in Universities in Australia or UK. An added advantage of the ACBT's International University Foun-

ation Program is that; the Students can complete their Diploma Programs locally & get the opportunity to transfer to Australia or UK.

However, if students do not intend to complete their studies in Australia or UK, it is also possible for them to complete the entire degree program at ACBT Partnered Universities at a much lower cost than studying in Australia or UK.

The 8 months of the ACBT's International University Foundation Program are divided into two semesters during which students study 8 subjects relevant to their chosen stream of specialisation. Course schedule is planned in order to engage students in a full-time Academic Program so as to equip them with the relevant subject knowledge, Academic Discipline and Study Skills expected of a prospective undergraduate student. In addition, students are provided with on-line learning facilities of international standards as well as a comfortable and safe campus environment to study at ACBT during the Covid-19 Pandemic.

Students and parents can get more information about the International University Foundation programs by calling the ACBT Hotline on 0711151234 (Colombo 05), 0770 113 223(Kandy), by visiting ACBT Campuses in Colombo 5 & Kandy, by logging on to the ACBT website on "www.mdx.edu.lk" or via email on info.mdx@acbt.lk.

A Tribute to Dr. C.W.W. Kannangara...

At a time when Royal College alone, among government schools, was providing a quality education to the children of well-to-do parents in Colombo allowing them achieve higher education and lucrative employment, Dr. Kannangara aimed at providing a similar type of education through central schools at least to a small number of the most gifted rural children of the country.

Staffing of central schools, with the best teachers available, was a revolutionary measure that facilitated Dr. Kannangara to attain his aim. In view of this, he created a Grade II Special post for the Headship of Matugama Central School and offered it to a young Mathematics graduate fresh from University studies.

Stepping up this post within months to a Grade I post enticed heads of assisted schools to join Central schools, making assisted schools to lose their best teachers to Central schools. With the Matugama Central School gaining the first distinction in Mathematics at the SSC, and this being the first from a government school other than Royal College, Dr. Kannangara managed to reap fruits from his decision to recruit quality staff to central schools with a view to making these schools centres of excellence equaling Royal College. Matugama Central School also showed success in sending students to the Universities first for Arts, and later for Science, and other central schools followed suit soon after. Thus the Central Schools got the opportunity to rival long-established assisted schools, opening vistas of hope and opportunity to thousands of able students in rural Ceylon.

In early 1940's it was only seven percent of the population that was literate in English. Irrespective of this situation, the English Language held the position of pre-eminence in educational and administrative settings. Seeing the inferior status given to the national languages irrespective of the vast majority of people who were literate only in the national languages, Dr. Kannangara took effort to give the national languages their rightful place in the education system.

To be successful here, Dr. Kannangara placed a set of recommendations before the State Council in May 1944 to establish the sole use of the Mother Tongue as the medium of instruction at the primary level, the use of the Mother Tongue or the bilingual system as the medium of instruction at the post-primary lower level, and the Mother Tongue, the bilingual system or English as the medium of instruction at the post-primary higher level. This initiative enabled the introduction of Sinhala and Tamil as the media of instruction in post primary classes as well. It also enabled the action to be extended to the tertiary level with the admission of Swabhasha educated students to the Universities.

Observing the existence of three types of schools - government, denominational, and others managed by private authorities - sup-

ported by state funds Dr. Kannangara took efforts to rationalise the school system. The introduction of Free Education and the accompanying liberal grants made available to denominational schools had generated this need for school rationalisation. Seeing that the denominational schools receiving 75.2 percent of the government grant and the government schools being treated with much less generosity, Kannangara forwarded a proposal to the State Council to make school funding more equitable. Dr. Kannangara also made his stand on denominational schools abundantly clear by acknowledging that 'where duty demands that justice shall be done', the service rendered by these schools in the past 'should not stand on the way of our taking proper action'. In spite of the fact that rationalisation of the school system was necessary for the true democratisation of education this, however, could not be accomplished to the disappointment of Kannangara.

Dr. Kannangara also took efforts to make religious education a part of the school curriculum in government schools. The situation at that time enabled both assisted and government schools to impart religious instruction to students of their religious denominations, but government schools were allowed to do this only before or after the regular school sessions. Observing this situation, Dr. Kannangara took action to lift this ban so that government schools could impart religious education during school sessions just like the assisted schools.

To make democratisation of education a success, Dr. Kannangara also held a steadfast devotion to the ideal of robust and unexploited teaching profession. His efforts to eliminate the private sector in education was also motivated by his determination to put an end to the unfair treatment of teachers within the sector.

Dr. Kannangara, for 16 years, struggled unceasingly to throw the doors of educational opportunity wide open to every child born to Mother Lanka. With any cause likely to be beneficial to the common people of the country being dear to his heart, Kannangara became their ardent champion, displaying at all times a dogged perseverance and fearless advocacy to defend their rights. In a presidential address that he delivered in Calcutta during his last year of office, he says that "... in spite of abuse and calumny, vilification and ridicule, I have succeeded in obtaining the sanction of the State Council of Ceylon for a scheme of Free Education, providing for all children of the land equal opportunity to climb up to the highest rung of the University, ..., and for obtaining for our national languages their rightful place in that scheme as an essential prerequisite for building up a free, united and independent nation". These eloquent words of Kannangara enshrines his justifiable pride and satisfaction at his own achievements as the Minister of Education.

Why You Should Study an Advanced Diploma of Nursing at ACBT

The nursing profession is rapidly evolving. With changing technologies and increase in elderly patient population, the nursing profession is being compelled to adapt in order for hospitals and other institutions to deliver the best possible care. As a result, Nursing is one of the most in-demand professions out there. And it's not difficult to see why. Nurses have great responsibilities but also great rewards and personal fulfilment. They help patients in their lowest and most vulnerable moments and are there to support them throughout the recovery period.

But, if you're considering pursuing a nursing degree, what are the most compelling reasons to do so?

1. Nursing is a rewarding and fulfilling career path

Nurses have traditionally been vital in the health care system, but recent years have seen expanded chances for nursing leadership. Nurses are needed in Sri Lanka to fulfill increasing patient and organizational needs. This includes clinical nurse leader, nurse manager, nurse executive, and nurse administrator.

2. Nurses enjoy job security and stability.

Nurses are in high demand. Many nursing jobs go unfilled, despite the fact that many students pick this academic and career path. The ACBT Advanced Diploma of Nursing addresses this issue. Between 2018 and 2028, nursing jobs are expected to grow 12% in the Globe. The average annual pay in Australia is 73,300 AUD.

3. Freedom to work in other countries

The best part about developing medical knowledge and skills during the ACBT Advanced Diploma of Nursing programme is that you can apply to other countries to finish your Nursing degree. Of course, your ACBT Advanced Diploma of Nursing and experience must be recognized in order for



you to work as a Nurse in another country. In some countries, you may be required to take additional tests to demonstrate your abilities. Nurses also have the freedom to work wherever they want: Public hospitals, private clinics, nursing homes, military bases, and schools.

Private clinics may provide a higher salary, whereas other workplaces may provide a more flexible work schedule. It all comes down to finding a professional environment that works for you.

4. Your medical knowledge is essential outside of work

As a nurse, you'll always feel secure knowing that you can provide first aid in an emergency situation, even if it occurs outside of the workplace. Consider:

- how many people could perform CPR (cardiopulmonary resuscitation) if necessary?
- How many people are aware of what to do if someone passes out?
- How many people are aware of what to do in the event of an asthma attack or an epileptic seizure?

Of course, the list could go on, but the point is that nurses can save lives even outside of hospitals, which is something that not every professional or employee can say.

5. Find affordable Nursing degrees

Nursing programs can cost upwards of 25,000 AUD per academic year in some cases. They aren't, however, the only ones in the sea. The ACBT Advanced Diploma of Nursing program offers a cost-effective route to obtain a Nursing degree in Australia. ACBT Advanced diploma of Nursing program make your study easier.

Nursing is viewed as a vocational career that emphasizes interpersonal skills and practical training above extensive medical knowledge. ACBT Advanced Diploma of Nursing has been designed as the guideline of regulatory bodies of Sri Lanka. Accordingly, after earning your Advanced Diploma of Nursing certificate from ACBT, you can pursue a Bachelor's or Master's degree in Nursing in Australia.

6. Plenty of Nursing specialisations to choose from

Finally, you should understand that Nursing is a large field; if a general degree does not fulfill your aspirations, you may always apply for a Nursing specialty. To get you started, here are a few examples: Adult Nursing, Midwifery Nursing, Anesthesia Nursing, Mental Health Nursing, Pediatric Nursing etc.,

Are you prepared to look after people's health, to assist them in recovering, and to provide the support they require?

The ACBT Advanced Diploma of Nursing is the RIGHT CHOICE for you!

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Web	www.mdx.edu.lk
Email	info.mdx@acbt.lk

Advertorial

Curtin University Computing Degrees at SLIIT International

Sri Lanka Institute of Information Technology (SLIIT), a pioneering non-state Higher Education Institute in Sri Lanka, has expanded its long-standing partnership with Curtin University, Australia to offer Curtin University full degree programs in Computing and Engineering at the SLIIT INTERNATIONAL Campus in Colombo. Sri Lankan students can now complete a full Australian University degree in Sri Lanka. This is a blessing for Sri Lankan students when overseas travel for Higher Education is not an option due to health and security concerns. However, students enrolling in Curtin University degree programmes at SLIIT INTERNATIONAL will have the opportunity to transfer to Curtin Campuses in Australia, if they wish, when international travel becomes feasible.

Curtin is a world-renowned University ranked in the top 1% of Universities globally by the Academic Ranking of World Universities (ARWU - 2021). This makes Curtin University the highest ranked University to offer Computing and Engineering degrees for completion in Sri Lanka.

SLIIT is a leading non-state higher education institute in Sri Lanka approved by the University Grants Commission/Ministry of Education to offer degrees in several disciplines. SLIIT Faculty of Computing is the largest Computing faculty in the country and has been in operation for more than 20 years. Not surprisingly, SLIIT Computing graduates comprise more than 65% of the ICT workforce in Sri Lanka.

Sri Lankan students now have the privilege of completing a Computing degree of Curtin University with SLIIT, a pioneer in IT education, at the state-of-the-art SLIIT International Campus in Colombo. Students may choose from the following degree programs.

Students pursuing the Curtin University Bachelor of Computing (Cyber Security) at SLIIT INTERNATIONAL



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will gain comprehensive knowledge in data protection and computer software security.

Students will gain skills to understand the various aspects of data and individual rights protection while being able to implement appropriate applications when needed.

With the rapid growth of users, programs and devices in this time and age, the need for data and computer protection is rising. The growing amount of data - much of which is confidential or sensitive - emphasises the need for proper online protection

methods. With cyber threats still being an obscure concept to most, the knowledge for identifying and creating strong cyber security strategies, and skills to implement them is crucial to the current world.

Bachelor of Information Technology course ensures graduates are experts in programing and computing and can address even the most complicated and intricate problems. The career prospects include employment as information technologists, computer scientists, software engineers, programmers, and other computing profes-

sionals.

Bachelor of Computing (Software Engineering) develops expertise in software engineering that incorporates the latest technologies in the design and implementation of large-scale software systems for commercial purposes. They receive a strong foundation in computer science, with emphasis on software requirements gathering, design, implementation, and testing. This course aims to produce graduates who are well-versed in the principles of design, measurement, and analysis applied in the context of the development of software-based systems.

Bachelor of Science (Computer Systems & Networking) enables students to gain a thorough understanding of computer networks. Students develop skills in network design and management, convergence of IT and telecommunications, embedded systems, computer hardware and software, real-time systems, and IT technical support.

Upon completion of the chosen degree, students will have wide career prospects including opportunities as network engineer, games developer, information technology administrator, analyst (Information Technology), programmer (Information Technology), and information technology support technician.

The next intake for Curtin Computing degrees is scheduled for commencement in February 2022 at the brand new SLIIT INTERNATIONAL Campus in the heart of Colombo. Starting in November, students will be provided with a comprehensive training to develop skills necessary to complete the degree programs successfully. Registrations are now open; for more information, students may contact SLIIT INTERNATIONAL's student recruitment team through curtin@slit.lk or by phone 076 555 9899.

English Literary Association of Royal College organises RCMUN Conference 2021



One of the oldest clubs in the Royal College, the English Literary Association, more commonly known as "ELA" was established in 1896 as one of the first co-curricular activities in school.

The ELARC has organised the RCMUN Conference 2021 encompassing simulations of the UN General Assembly and select UN specialised committees, MUN has been providing an unparalleled platform of debate, diplomacy and

leadership for thousands of students from across Sri Lanka for nearly a quarter of a century.

The RCMUN Conference 2021 will provide a platform for youth to make their voices be heard on global issues, and to come together as one to fight back against the deadlock that has fraught much of the diplomatic realm.

The Conference will take place on the October 25 - 26, 2021, virtually via

ZOOM. The Committees for the Conference are:

- GA1 (DISEC)
- Security Council
- ECOSOC
- WHA and
- UNHRC

Delegate registrations for the Conference is finally open and log on to royalcollege.lk to reserve your seat.

Applicants' guide to SLIM Brand Excellence

With the call for submissions for the 21st SLIM Brand Excellence announced, the important process of formulating the application begins. As the pioneer brand awards in Sri Lanka, hundreds of brands have competed at SLIM Brand Excellence over the years, vying for the glory of being the best brand in the respective industry.

As such, there are several key areas that should be highlighted, which would encourage the entry submission for brand custodians.

The foremost query is about the judging process. Speaking on behalf of the panel of jury, Head of Jury for SLIM Brand Excellence, Imal Fonseka emphasised that utmost care is taken to recruit well-experienced and practical practitioners among peers in order to ensure that the cases are evaluated with accuracy and appropriately. "Jury bias is a mere perception, and not a reality," he clarified.

SLIM Brand Excellence has been conducted for over two decades and the numbers of applications have been increased tremendously each year. Many brands are regular applicants, as they understand the importance of an annual brand check that they can conduct through the application process. The point of data protection and confidentiality emerges when any brand considers entering a competition. However, the success of SLIM Brand Excellence and competitiveness among brands, portray the trust placed by corporate entities in the awards as well as SLIM.

Sanath Senanayake, CEO of SLIM explained that SLIM takes every measure required to ensure that the applications and data are kept under utmost care and maintain their confidentiality. "The documents are stored in the respective division, with access given only to two persons. That too is recorded, if they happen to retrieve them. Therefore, brand custodians need not fear, as data cannot be proliferated," he said.

In response to what additional recognition or benefits brands receive by applying for SLIM Brand Excellence, Senanayake added, "The objective of



Imal Fonseka



Sanath Senanayake

SLIM Brand Excellence is not only to award the best brands, but to develop them to compete in the global market.

To be elevated to such a level, a brand needs a solid strategy, which would be compelling enough to compete in the fierce market out there". Accordingly, the process of applying for SLIM Brand Excellence takes the brand custodians through an understanding of their own brand, as well as where they stand in relation to their competition. This will educate them on how to further craft their brand.

The application and supplying of information for SLIM Brand Excellence alone is a learning curve. In addition, brand custodians are required to present it before an eminent panel of judges, where they face questions and receive feedback, which is impetus to the development of any brand.

Winning an accolade at SLIM Brand Excellence is considered a great achievement. However, it is never hinged on the capacity of the organisation, the annual revenue nor its people. What will give an edge to an entry is the accurate completion of the application and the presentation of exceptional results, which are validated by an independent research organisation. The case presented before the panel of jury has to be compelling; illustrating how well the brand has done, as opposed to the competition.



"THE DOCUMENTS ARE STORED IN THE RESPECTIVE DIVISION, WITH ACCESS GIVEN ONLY TO TWO PERSONS. THAT TOO IS RECORDED, IF THEY HAPPEN TO RETRIEVE THEM. THEREFORE, BRAND CUSTODIANS NEED NOT FEAR, AS DATA CANNOT BE PROLIFERATED"

- SANATH SENANAYAKE

In sum, what will give a winning edge is not the stability of the organisation but the stature of the brand.

Presenting validated market research is a key component in the entry of SLIM Brand Excellence submission. Independently verified data, together with published information from other sources will ensure that entries would not be rejected.

"As brand custodians, simply ask yourselves as to how you would compare yourself with the competition? How do you know that you have done well? These measurements and data are with you. So present them," encourages Fonseka.

The SLIM Brands Excellence entry form follows the process of a substantial marketing plan. To brands that already have one, the application process will not be tedious. However, those who require further clarification, especially the first time applicants, can reach out to SLIM and attend the training program conducted specifically for the entry submission of SLIM Brand Excellence.



SOMEBODY IS STILL SLEEPING HUNGRY



"The test of our progress is not whether we add more to the abundance of those who have much, it is whether we provide enough for those who have little".

- Franklin D. Roosevelt

One of the biggest challenges to mankind is Poverty. Poverty has always been present, however, the majority of the world's people and nations live in poverty today. In most nations today, there is a quite high gap between the poor and the rich. The causes of poverty are innumerable, including overpopulation, lack of education, bad government and countless more. People have a tendency to blame the poor for living in such state going back to the same causes time after time. We can define poverty as the condition where the basic needs of a family, like food, shelter, clothing and education are not fulfilled. It can lead to other problems like poor literacy, unemployment, malnutrition and so on.

International Day for the Eradication of Poverty is observed on October 17, every year. This day marks the adoption of the Convention on the Rights of the Child (UNCRC) on November 20, 1989. However, no days would be needed to reflect as to how poverty has affected most of us. As at present nobody is richer any more as poverty is the root cause of uncountable problems. Homelessness is frequently shown in the media, but not nearly enough attention is given to the issue. There are innumerable instances of poverty witnessed everyday, because the issue is so grand and varied, but not nearly enough solutions are poured out to path the ever growing problem. Poverty, the cause of the world's most prominent issues, provokes suffering on a global scale; the attitude and resources given to those in poverty are absolutely detestable which is why it is the greatest social injustice.

According to the Noble prize winner South African leader, Nelson Mandela - "Poverty is not natural, it is manmade". The above statement is true as the causes of poverty are generally man-made. There are various causes of poverty but the most important is population. Rising population is putting the burden on the resources and budget of countries. Governments are finding difficult to provide food, shelter and employment to the rising population. The other causes are; lack of education, war, natural disaster, lack of employment, lack of infrastructure and political instability. For instance- lack of employ-

ment opportunities makes a person jobless and he is not able to earn enough to fulfill the basic necessities of his family and becomes poor. Lack of education compels a person for less paying jobs and it makes him poorer. Lack of infrastructure means there are no industries and banks in a country resulting in lack of employment opportunities. Natural disasters like flood, earthquakes also contribute to poverty. Children from poor families never get proper schooling and proper nutrition. They have to work to support their family and this destroys their childhood. Some of them may also involve in crimes like theft, murder, robbery and so on. A poor person remains uneducated and is forced to live under unhygienic conditions in slums. A poor person generally dies an early death. So much so that all these social evils are related to poverty.

Not every person without an education is living in extreme poverty. But most of the extremely poor don't have an education. There are many barriers to education around the world, including a lack of money for uniforms and books, a bias against girls' education, or many of the other causes of poverty.

Social media has become an integral part of daily life and now is the time to use it as a voice of social good. Sharing links on Facebook, Twitter and other platforms will allow people to learn more about global poverty and will increase the general consciousness of the issue.

Reducing poverty requires a focus both on what government needs to do and on what individuals need to do. We need a combination of responsible policies and responsible behaviour to take action on our own. There are a few simple ways we can help as individuals, such as funding a poor child's education or by sponsoring a poor family and influencing others to do so. Raising money and donating it to a nonprofit can help as well. Simply because poverty threatens education, but education per se helps end poverty.

Hence, Donations can help in so many ways. They do not always have to take the form of money. This can include donating books to a poor child or buying groceries for a poor family for a week to help fight hunger. Donating old clothes, furniture and toiletries can also help improve the well-being of the poor. These are a few solutions about how to stop poverty, but first, it is important to understand the roots of the problems that cause poverty. Since different countries have different reasons for poverty, there will never be a single solution for all. However, these actions of generosity could do a lot to alleviate poverty anywhere. What we need is a big heart to make the misery into happiness.





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Advertorial

Impacts of Covid-19 pandemic on agricultural and food systems

A VIEWPOINT BASED ON BADULLA DISTRICT

Covid-19 has been causing a serious health crisis in the world since 2019 and generalized lockdowns throughout. It was a sudden shock to the countries like Sri Lanka and resulted immediate and significant socio-economic consequences such as health impacts, halting of tourism industry, slow-down of importation and exportation. Further, this global pandemic brought about a variety of influences to farming and food systems around the world. There is a definite risk that if the same condition prevails for a long time, the food security of certain countries could be suffocated. Uncertainty is the nature of agricultural systems and Covid-19 pandemic has increased, in particular, the price uncertainty showing a red light to agriculture sector.

Need and objective

It is high time to see the effect of Covid-19 on agriculture and food systems of the country. However, given certain limitations such as restrictions in free access it has been a challenge to cover the whole country at once. Thus, the Faculty of Animal Science and Export Agriculture, Uva Wellassa University focussed to the matter covering Badulla district which is predominantly an agriculture based district and employs about 55.4% of its labour in the sector. According to the Annual Labour Force Survey 2019, there are 188,739 agriculture operators in rural agriculture sector in Badulla district.

Covid-19 pandemic has been a nasty shock in the region with immediate and significant socio-economic consequences. As a result, the trade-off was experienced both in Urban and Rural communities but, there is a limited progress in sub-urban and more rural informal sectors such as agriculture. This communication basically provides details about stakeholder perceptions of the impacts of Covid-19 on agricultural and food systems in Badulla district.

A study was carried out giving particular attention to potential vulnerabilities and resilience in the region, during September 2020 to March 2021. Findings are reported based on responses received from 209 farmers and, impacts of the Covid-19 from the first wave up to the specified time were concerned.

Farmers' Profile

Majority of the farmers in Badulla district involve in cultivations such as vegetables, fruits, ornamental flowers and foliage, field crops, paddy, mushroom, greenhouse crops and tea. Males play a significant role in farming (79%) and age of the farmers' range from 19 to 76 years. On average,

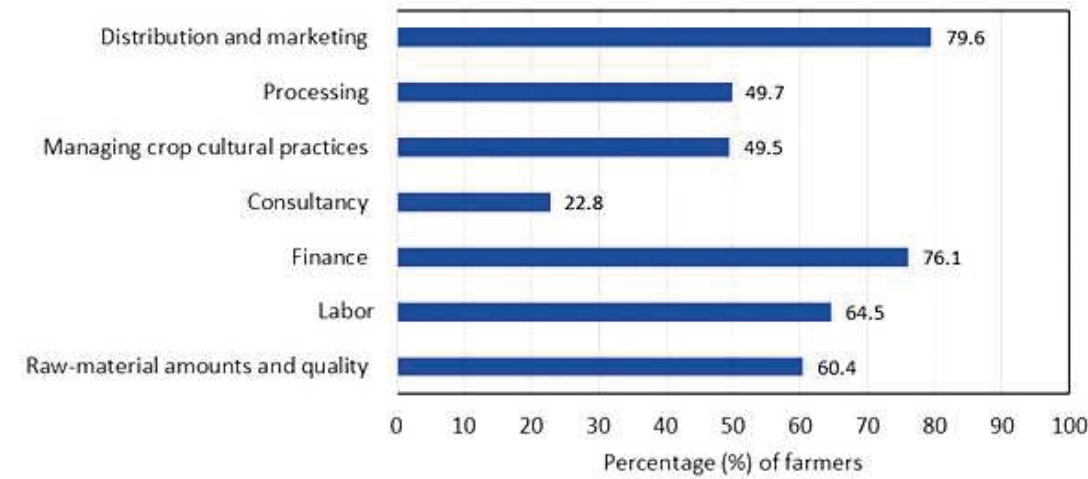


Figure 1: Issues faced during Covid-19 pandemic by the farmers in Badulla district.

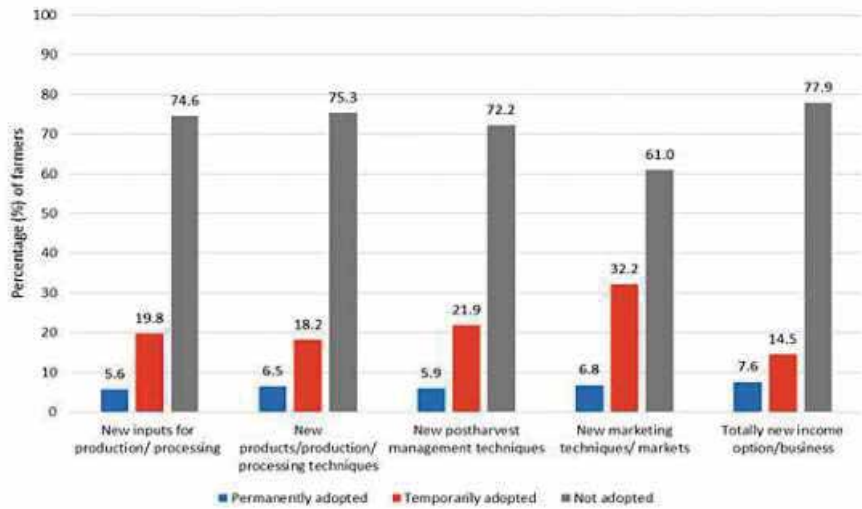


Figure 2: Adoption to new practices after experiencing Covid-19 outbreak by the farmers in Badulla district.



RESEARCHES & INNOVATIONS



Prof. Saman Herath



Prof. Janaka Wijesinghe



Dr. Shashika Rathnayake



Ms. Chamali Amarakoon

and other novel marketing avenues. Further, majority of the respondents strongly agreed with the fact that they could not approach both Business-to-Business (B2B) and Business-to-Consumer (B2C) markets, as planned, due to the reduced demand derived due to various problems.

As far as processing industry is concerned, most farmers have recognised quality degradation as a considerable problem in storing and inventory management. Accordingly, 49.7% of the farmers had such issues and therefore, their income source was significantly affected.

Meanwhile, crop protection was the major issue related to managing crop cultural practices (Figure 1). This is basically due to the lack of agrochemicals and increase of prices of the products. Other issues on land preparation, cultivation and harvesting have also been considerably remained with the farmers.

Despite the fact that the farmers encountered with many problems it is evident that they have not been abandoned by the agricultural extension authorities. Majority of the respondents have effectively utilised the consultancy services provided by Department of Agriculture and thus, they could manage their agricultural operations at least at a minimum level.

Financial difficulties are usually common issues of the farmers all over the year since many people rely on credit transactions. It is indeed true with the pandemic period as well where a significant majority of the selected farmers (76.1%) agreed that they faced issues in both applying for credit facilities and repaying previously received credits.

Also, labour availability has become a considerable issue during Covid-19 pandemic period specially for those who use hired labour and/or labour on tenure basis. For example, 64.5% of such farmers had to face this problem mainly due to irregular travel restrictions. Also, the farmers were in a fear that the virus could be easily transmitted by these external people coming from various places.

As importation, manufacturing and distribution of certain agricultural raw-materials were seized during the pandemic, farmers have encountered with numerous problems. Specially, fertiliser, other specific inputs like seeds have become the main constraints. For example, more than 60% of the farming community have faced these issues.

Nevertheless, the Covid-19 pandemic provided opportunities creating new avenues for farmers to innovate their own methods of bringing

alternative solutions for this issue; yet, it was not visible that they capitalised it properly. The farmers seemed much price sensitive with the raw materials and have experienced increased agri-input prices always.

The bounce-back

Under this context (Figure 2), most of the farmers above 61% for all activities have not tried any innovative approach to bring back their lives to the normal or to improve further, in terms of recognising alternative raw-materials/inputs, production/processing techniques, postharvest management techniques, marketing techniques, and new business opportunities. Thus, majority of the farmers did not find any option other than staying with what they have been conventionally doing so far under whatever the circumstance occurs.

Nevertheless, the second highest majority of the farmers have recognised temporary solutions for the issues occurred with production of raw-materials, farming, processing and postharvest management. While some farmers have temporally moved to totally new businesses a considerable number of farmers (32%) has adopted new marketing techniques provisionally during the pandemic.

Conclusions

Overall, Covid-19 pandemic hit hardest the rural agricultural and food systems in Badulla district. This communication offers a holistic framework of the condition of the sector for responsible communities to provide solutions to the issues and challenges. Also, this can be a base for studying about the sector in rest of the country prior to take policy decisions in major areas related to agriculture sector, based on learned experience due to Covid-19 pandemic.

Finally, the Faculty of Animal Science and Export Agriculture, Uva Wellassa University acknowledges the support of the Department of Agriculture, Uva Province.

By
Ms. Chamali Amarakoon
Dr. Shashika Rathnayake
Prof. Janaka Wijesinghe
Prof. Saman Herath
Faculty of Animal Science and Export Agriculture, Uva Wellassa University

Traditional Kandyan Gold Industry: Future and Today

The traditional Kandyan gold industry is unique in that it is an expanded trade in Central Highlands. According to Paranavithana (1970) the metallurgical industry of the ancient communities such as Yaksha and Nāga clan gradually led to the production and consumption of gold metal. With the systematic social evolution, the caste system was socially recognised and these industries came under the control of caste and kinship groups. It should be mentioned that these industries existed on the requirements of the king and elites. This traditional gold industry flourished in a society that exhibited purely pre-feudal characteristics (Yalman, 1967). In a study conducted by Yalman confirms that there was specialised caste in Kandyan caste system for manufacturing metal products. That is, the Navandanna caste and several other sub-types of castes were identified within. Many have observed that there was a sub-caste engaged in the production of gold jewellery. (Brohier 1956, Gunawardhane 1967, Senevirathne 1985, Ananda 2017).

The newly established Sri Lankan government with the independence from the colonial rule of Britain, introduced certain rules and regulations around this industry. Accordingly, from periodical government regulations have further weakened the traditional gold industry, with many capital investors entering into the industry, leaving the traditional craftsmen.

This traditional industry shows an exclusive pattern in the Highlands. It is being still continued in few villages like Liyanwela and Neelawala. Even today this outstanding indigenous industry adds a remarkable 'shine' to subsists of certain families in these villages. The main objective of this ethnographic study has been stretched



Prof. Sarath Ananda



Ms. Dinusha Rajamanthri

on revealing its cultural identity, traditional techniques, and adaptability into the modern market, structural networking pattern and its concurrent challenges. Table 1 shows the current strengths and threats to continue it as an indigenous identity in Sri Lanka.

Traditional knowledge and Technology

Although, this industry has been stylish in a greater extent today, it is evident that in the ancient traditional technological roots embodied in chronological and scientific manner. These traditional methods were often transmitted rhetorically from generation to generation. While, some procedures have been vanished, other alternative features are being relocated. This industry seems to be highly nourished by foreign influences such as South Indian Dravidian in particular over the history.

It is significant to notice that the method of quantifying gold is still depending on ancient measuring scales. For instance, grain (Manchadi) is considered to be the smallest unit of gold when it comes to weight or quantita-

tive calculations. According to the weight of gold, For instance, Grain (Manchadi) 12 = Pagodi 1, Pagodi 2 = Pound 1, Grain 4 = Pound 1, Source: (Wijesekara, 1955).

The traditional goldsmiths are highly knowledgeable of producing gold in both mixed and non-mixed manner. There are two main techniques used by goldsmiths in this industry such as wrought and cast. According to them, albeit there is a higher value for pure Gold, The most beautiful, manufacturer-friendly and durable jewellery is made of mixed gold.

Adding 4 Grand (Manchadi) to a gold pound will make the gold inferior in one alloy (Māttu). There are eight (8) alloys (Māttu) for a pound of gold. There are ten (10) alloys (Māttu) for a pure gold (Wijesekara, 1955). It can be explain by using current measurements in the industry such as, Carat 24 = 8 Alloys (Mattu), Carat 18 = 7 Alloys, Carat 15 = 6 Alloys.

However, in the case of gold jewellery has been made 22 carats or less. Different metals have to be mixed in the handling of the ornaments as per the traditional or modern methods. In ancient times, gold jewellery was rubbed on a touchstone with an acid



Gold metal smelting



The pot Coova



Traditional Touchstone

solution to make them conformed real gold. However, pure gold can be separated by burning the mixed metal. The mixed gold is inferior, the harder the metal. Silver of the same weight should be used to inferior gold.

The raw materials are heated until melted and the lava is poured into a pot. Coral reefs should be incinerated. Here's how to make a gold metal solution. In a clay pot, the chaff is placed on, the ashes bottom and coconut

charcoal is used to put out the fire. A clay tube is used to ignite the fire. The gold and alloy metal are mixed in a pot (Coova), made of kaolin, Black-lead and chaff. The heated metal mixture (Telenchi) in the pot is then poured into the desired product from and after it quenched it is polished with a steel spatula.

It was observed that many of these traditional tools were used by the ancient craftsmen in the gold industry

are still being used and well preserved. Observations confirm that many traditional gold smiths in the purpose of adjoining the market of tourism industry. Also, molds were found on jeweller such as the marriage pendants (Thali) that is used as a symbol of Tamil culture.

They believe that among the jewellery created for foreigners, there is still a high demand for Sri Lankan cultural symbols such as molds of the elephant and the devil faces. This shows that in the past as well as today, foreigners have a special founding for this traditional jewellery. Moreover, in goldsmiths are somewhat inspired by the craftsmanship of the community as well.

The ancient goldsmith and the vocabulary associated with the industry are also quite different from the usual manner. It is rich in vocabulary that is unique to the industry, as well as the various works and equipment related to the industry.

As some of them Telenchi (which mean after the metal has melted as a solvent), Palippu (put the chemical in a bowl and melt it again with a piece of unmixed gold and water) and Wadippu (Drying it over a fire again) can be identified.

The important thing here is that the knowledge of the industry through this unique vernacular can be seen as a tactic used to pass it on to the next generation without proper guidance. This is because the ordinary person cannot understand the meaning or function of those expressions as one. It can be seen as something unique to its generation and designed to preserve the tradition (A craftsman, case study I).

By
Professor Sarath Ananda
Ms. Dinusha Rajamanthri
Sabaragamuwa University of Sri Lanka

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Advertorial

Equity- Equality-Inclusivity through Open Access in Research

BY VASANA ABEYNAYAKE

Access to information is the first step for the advancement and progress of society. There is a question of whether we are collectively doing enough to support an open research culture in the South Asian region. For instance, if you take open access repositories, only 3% to 4% of the repositories are

available in the south Asian region out of 5000+ total open access repositories globally. It shows a requirement for a dramatic development in promoting and establishing open research future in the region. International Open Access Week will be held from October 25 to 31, this year under the theme "It Matters How We Open Knowledge by Building Structural Equity". In celebration of the Open Access

week, which is scheduled for October 2021, we had the opportunity to interview one of the experts in the field; Prof. Jayantha N. Dewasiri from the Faculty of Management Studies, Sabaragamuwa University of Sri Lanka. Prof. Dewasiri was recently appointed as the Brand Ambassador of Emerald Publishing for its south Asian region. Following are the excerpts of the interview.



Prof. Jayantha N. Dewasiri

pandemic. I am delighted to see that most publishers and research entities now develop Open-Access models to reduce inequity while enhancing diversity and inclusion in research.

Q: What are the guidelines and advice you could provide in order to educate early career Researchers on predatory journals?

It is our primary responsibility to educate early career researchers about predatory/clone/ or fake journals. For instance, we recently conducted a 4-month program on writing impactful research in collaboration with Emerald Publishing. We educated 1000+ Researchers on avoiding predatory/ clone and fake journals through that program.

I recommend a four-step simple plan for Researchers to steer clear of predatory journals that involve 'doing your homework' to ensure the journal and publisher's credibility. To distinguish legitimate from predatory journals, here is a pragmatic approach you can follow.

Firstly, you have to check whether the journal or publisher is listed in Bealls List. If so, you can avoid the same.

Secondly, check if the journal is a member of the Directory of Open Access Journals (DOAJ), COPE, OASPA, or STM. If the journals claim Open Access, they should be listed on such databases, and if not, you can avoid it.

If the journal has claimed that it is indexed, you have to check with such indexing databases whether it is indexed or not. You can check it from Scopus, ABDC, Web of Science, ABC and so on.

Finally, you can check whether the journal is following ethical practices, including good governance. Here you have to check the journal's contact information, research the editorial board, their peer review process and publication timelines. Read through past issues of the journal while checking the APC charge. Here, I would like to highlight that the APC should be separated from the editorial process.

By following this process, you can avoid predatory journals; I suggest that the decision to submit should be based on extensive discussions with the co-authors and the experts of the field.

Q: Where do you see Open Access in the next few years? What would you like to see?

We can see that different Open Access models are available worldwide. The repository-based green open access is a good platform, but there is an indexing issue regarding the same. Most of the time, we can see an APC is applicable for Gold Open access where the authors or Funding Institutions need to pay for the publication.

In a hybrid, the Authors can precede either with Open Access or restricted access. If the authors are moving with Open Access, the Authors need to pay; otherwise, Subscribers need to pay. The bronze-Open Access model has no Open Access license.

There are limitations in all models, but the Platinum or Diamond Open Access model is the best vehicle amongst the available Open-Access models. It is free for both Readers and Authors. Hence, it is our primary responsibility to establish and develop diamond or platinum Open Access models. For instance, we recently launched an Open Platinum Access Journal called South Asian Journal of Marketing in collaboration with Emerald Publishing, Sri Lanka Institute of Marketing and Sabaragamuwa University of Sri Lanka to promote Open Access culture within the region.

As a Researcher who has worked for the industry for more than 17 years, I would like to see a different Open-Access model in the future where Industry, Publishers and Academic Institutions get together to establish open-platinum access journals.

Here, the cost can be incurred by the Educational Institutions and the Industry Partners. I believe that the Industry Partners can give back to society and research through this model. Finally, I would like to see that top-tier quality journals are developed and sustained worldwide to create trust amongst the stakeholders through the Open Access Models.

Q: What are the different challenges and barriers faced by those who engage in Open Access? What could be the Publishers part to assist in these challenges?

"There are some challenges and barriers in Open Access, such as sub-standard quality of manuscripts. The issue is what makes editors accept low-quality manuscripts. I believe that there are two significant incentives behind the same.

First, journals need to publish their issues at specified intervals for their existence. Thus, if most manuscripts are substandard, the editors may proceed with some of those to maintain the journal. Here, the publishers can strengthen the editorial and peer-review process to maintain the quality of the manuscripts to focus more on quality than quantity.

Second, it is necessary to have financial assistance to establish and maintain journals. It should be either paid by Authors, Readers or Institutions. Hence, we can assume that most Open Access journals have inherent weaknesses of incentives for publication. Here, I suggest that the publishers change their model to a platinum open access model with the support of the Industry and Academia to position themselves as reputed

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Book Facts

Making Project Administration Efficient and Effective: Challenges and Good Practices by Dr Amarasena Gamaathige (2021, 367 pages, price = Rs. 800/)

The book focuses on the project administration experience of seven projects funded by the Asian Development Bank (ADB), the government of Sri Lanka and others with a total cost of about \$1.12 billion during the last two decades: 1) the Southern Transport Development Project (STDP) for the construction of the Southern Expressway from Colombo to Matara, 2) the widening and improvements of five national roads connecting the Southern Expressway under the National Highways Sector Project, 3) Science and Technology Personnel Development Project supporting ten national universities and seven research institutes, 4) Skills Development Project for establishment of national vocational qualification (NVQ) framework and competency based training (CBT), 5) Technical Education Development Project for establishment of the University of Vocational Technology (Univotec) and Colleges of Technology (CoTs), 6) Aquatic Resource Quality Improvement Project for development of inland fisheries, and 7) Emergency Support to Address Outbreak of Severe Acute Respiratory Syndrome (SARS) as a grant project.

The key question addressed in the book is whether the processes of project planning and implementation were effective and efficient compared with proposed policy changes, specific targets, milestones, costs and benefits, and also meeting accountability requirements provided in safeguard policies and loan conditions that authorize the project managers, administrators and monitors to carry out their activities as planned. It is argued in the book that project management practices have not always produced expected project objectives, implementation time frame, outcomes, outputs, and impacts and the need for handling problems proactively for more effective and efficient work performance of development practitioners.

The book is recommended for the students following courses in project management in the social science disciplines and professional training.

Commencing on 2021-12-05 and continue for 40 Sundays from 0900 h to 1600 h

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UNIVERSITY OF SRI JAYEWARDENEPURA

Staff Development Centre

CERTIFICATE IN TEACHING IN HIGHER EDUCATION (CTHE)

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Medium of instruction : English

Course duration : Minimum 6 months

Course Modules : 1. Orientation as a University Teacher
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3. Teaching and Learning Methods
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6. Research in Higher Education
7. ICT skills in Higher Education
8. Personal Development and Counseling
9. University Administrative Procedures
10. Strategic Planning and Management for Universities

Learning methods : Face-to-face sessions, group activities, online sessions, E-learning and self-learning
Two sessions of 3 hours on a week day

Course fees : Rs. 40,000/= (to be paid before the commencement of the course)

Method of application : The application form can be downloaded from: <http://staffdev.sjp.ac.lk/cthe-program/>
An application fee of Rs. 500/- should be paid to the University of Sri Jayewardenepura (A/C No. 097-1001-6- 2315454 at People's Bank, Gangodawila) and the bank slip should be submitted along with the application.
The completed application along, with the bank slip should be scanned and sent to the SDC email: office.sdc@sjp.ac.lk on or before 30th November, 2021.

Further details can be obtained from the Director / SDC through 071-4065614 or the Programme Manager / SDC through 011-2803908.

Registrar
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17.10.2021