

the Learner

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should create
creative capital"

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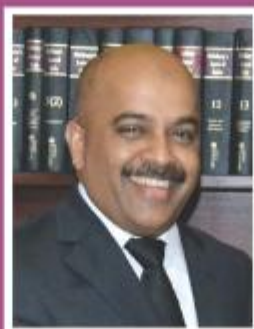
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Editorial

Public-Private Partnership in Higher Education

by Nizam Razzaq

The new State Minister for University Education, Hon Mohanlal Grero, stated recently that, out of the 247,500 students who had undergone last year's A/L examinations, only 24,350 have gained admission to the country's state university system, though many more students are qualified to do so.

The state university system has faced difficulties in increasing the capacity to absorb all the students who have passed their examinations with adequate marks, mainly due to budgetary constraints. Despite the cry for increased funding for education, this situation may not improve even into the next decade. Thus, thousands of students, who are the brains of the country, will have to look elsewhere for alternative study pathways if they are to achieve their higher education goals.

Non-state sector educational institutions play an integral role in filling the gap in the rising educational needs currently present in the country. They are reputed for providing high-quality higher education in the English Medium at a fraction of the cost in comparison to what students would have spent if they pursued the very same qualifications overseas.

This model is not a mere commercial venture, but one which seeks to provide more opportunities for students to improve their prospects in the career market through professional and academic qualifications that have a dual focus, on both content and knowledge, on the one hand, and skills and efficiency required for employability, on the other.

That being said, there are two concerns in connection with this model of education that must be addressed. First, how does this model of non-state sector education offer accessibility to low-income groups given the high course fees that result from affiliation to foreign educational institutions? The second concern is whether non-state sector educational institutions are becoming purely commercial ventures that seek profit-making as their ultimate goal.

The answer lies in public-private partnerships. We can look to a model for inspiration to develop and establish strong partnerships between state and non-state institutions. This can benefit the Sri Lankan higher education system in two ways. First, a centralised administration can serve as both a monitoring and degree awarding entity which will enable the creation of a large number of educational opportunities for students while maintaining standards of academic and professional qualifications. Second, this provides an avenue of income for the local universities which can be absorbed into improving the university infrastructure and academic facilities.



'Healthcare for all' is our objective, philosophy and commitment.

*Hon. Dr. Rajitha Senaratne
Minister of Health & Indigenous Medicine*

Our President Maithripala Sirisena and the government are committed to providing the best healthcare service for our people. We have demonstrated our priority in developing healthcare systems from the Presidential Election Manifesto to the budget which we have presented in the Parliament.

As an integral part of the healthcare policy, we need to develop systems to diagnose diseases using new technology and innovative methods. For this purpose, it is important that we support the development of Biomedical Science and the Biomedical Scientists in our country. I recognise and value BMS and Northumbria Partnership for their

efforts of developing much needed Biomedical Scientists for our country. This partnership is an example or role model of how two institutions in the UK and Sri Lanka can jointly contribute to the welfare of the people while they possess business interest.

Higher learning institutions must not only embark on a commercial venture but they should always take steps to produce quality graduates who will be instrumental for sustainable economic development. I was able to attend both the BMS and Northumbria Graduations and understand that they possess common values of integrity, quality and standards. These values have helped them form a twelve year

partnership and produce more than a thousand graduates. I am glad to be here at this occasion of celebrating the twelve year partnership of these two prestigious institutions which symbolises the friendship between the UK and Sri Lanka.

Sri Lanka has one of the best medical education systems running back to more than 150 years. In order to support the medical profession and to develop new professions, Biomedical Science plays a crucial role. My Ministry requires expert scientists to develop the healthcare system for our people.

*An extract from the address by
Hon. Dr. Rajitha Senaratne, at the
BSc Biomedical Degree Launch ceremony.*

BMS Student awarded the Best Speaker for Colombo Toastmasters Club trophy 2015

Umar Azwer was awarded the "All Island Best Speakers Competition 2015 for the Colombo Toastmasters Trophy" at the All Island Best Speakers Contest (AIBS) on 31st May 2015. The event presided under the auspices of the past president of the Toastmasters International, Dr. Dilip R. Abeysekera. Azwer was one of the five finalists

chosen to present their speeches before a seven-member panel. His rousing speech, "Watch Me," described how he overcame the obstacles in his life to achieve success. Umar Azwer will be graduating with a BSc (Hons) Business and Management at the BMS Graduation Ceremony 2015.



Official Launch of the BSc (Hons) Biomedical Science in Sri Lanka

BMS & Northumbria University are proud to announce the launch of its unique new British Degree programme, which can be completed entirely right here in Sri Lanka. Students can now obtain an internationally recognised degree in Biomedical Science from Northumbria University UK, without leaving the country. British High Commissioner, His Excellency Mr. James Dauris formally launched the commencement of the programme on Tuesday 16th June, 2015. The Honourable Minister, Dr. Rajitha Senarathne graced the occasion as the Chief Guest.



Head Table (L to R) Ms. Julie Edgar, Associate Dean, Northumbria University UK, W A Wijewardena, President, BMS, His Excellency Mr. James Dauris, British High Commissioner, Sri Lanka, Hon. Dr. Rajitha Senarathne, Minister of Health and Indigenous Medicine, Professor Ravindra Fernando, Honorary Director BMS School of Science.



Arrival of Chief Guest



Chief Guest and Guests of Honour



Dr. Rajitha Senarathne addresses the gathering



Ms. Julie Edgar handing over the Certificate of university Franchise Centre to BMS



Section of the Guests & Invitees



Section of the Guests & Invitees



"BMS-Northumbria 12 year partnership makes UK education more accessible"

His Excellency Mr James Dauris
British High Commissioner Sri Lanka

In the UK we are enormously proud of our traditions and our excellence in education. We are proud too of our international leadership in the life sciences. Our universities reach out to the world and embrace talented people all around the globe. The tens of thousands of Sri Lankans who have studied at British universities are testament to that. Our educational offer goes much beyond universities, of course. Today thousands of Sri Lankans are learning English with the British Council. Thousands of professionals are members of the many Chartered Institutes that have large chapters here.

From the development of educational equipment, resources, technology and software to sustainable education, corporate training, further and higher education, the UK has a global reputation for excellence in the field of education and skills that is enhanced by a number of truly international educational brands, many of them with long traditions behind them. As knowledge-based industries become ever more important in the global economy, so too does the education and skills sector that these industries rely on to provide the highly educated workforce they need.

It is impressive how quickly world-class education, training and learning providers in Britain have responded to the opportunity presented by the increasing internationalisation of education. More and more schools and universities are establishing campuses overseas, and relationships with foreign institutions.

In the academic year 2012/13, more than 700,000 students were studying for a UK higher education qualification at institutions abroad or via distance learning, a 25 percent increase on the year before, and the numbers are rising.

In Colombo it is worth remembering that education is a particularly significant area of our bilateral relationship. Annually, over 7,000 Sri Lankans study in the UK. The British Council administers qualifications to around 35,000 students here each year. In addition, thousands of Sri Lankan students acquire international degrees through accredited organisations based in Sri Lanka.

The Northumbria-BMS BSc Biomedical Degree Launch ceremony gives us all an opportunity to congratulate Northumbria University and BMS for all that they have been doing over the past twelve years to make a UK education more accessible to Sri Lankan students.

They are confident that the launch of Northumbria University's BSc Honours degree in Biomedical Science will help Sri Lanka to train up more professional biomedical scientists, people with the skills necessary to build stronger local pharmaceuticals and medical testing industries.

The life sciences is a sector where the UK stands out with 78 Nobel Prizes for contributions to biomedical science. The UK has a rich heritage of life science discovery that has transformed scientific knowledge and continues to unlock clinical and commercial opportunities.

With nearly 5,000 life sciences companies in the UK employing an estimated 175,000 people, the UK has one of the strongest and most productive life sciences industries in the world. It is an industry that contributes to patient well-being as well as supporting growth. It is an industry that is high-tech, innovative and highly diverse. It is an industry that spans pharmaceuticals, medical technology, biotechnology and industrial biotechnology.

We hope that in time graduates from this course will enable us to create exciting new opportunities for collaborative scientific research.

An extract from the address by His Excellency Mr James Dauris, the British High Commissioner to Sri Lanka, at the Northumbria-BMS BSc Biomedical Degree Launch ceremony.



BMS Career Day 2015

BMS recently held its first ever BMS Career Day on 23rd September 2015 with great success. The BMS Career Day signified the BMS's goal to empower students to become dynamic, compelling candidates in their respective fields by enhancing their employability, and giving them the option of being employed while studying.

The main purpose of this event was to educate students on the crucial tips needed to succeed in their future careers. The BMS Career Day featured seminars from leading companies such as Standard Chartered Bank, MAS Active, Virtusa, Copal Amba, and EverJobs. Further, students were given the opportunity to take part in interview sessions which were given by Standard Chartered, MAS Active, CMA CGM, Innodata, and Virtusa respectively.



"A well-planned and properly executed career day can provide several valuable benefits such as the opportunity for students to learn about the wide variety of jobs present in Sri Lanka's corporate sector"

Sathya Rashmi
BMS student



"Standard Chartered Bank is glad to have been a part of this initiative by BMS. It was a great opportunity to share our expectations as employers with the budding talent in Sri Lanka"

Mishela Morais,
Standard Chartered Bank

“Singapore has built a first-rate education system”

Heng Swee Keat
Singapore Education Minister



Over the years, Singapore has built a first-rate education system that offers many choices and pathways to young Singaporeans from primary to university level and, more recently, even through continuing education that helps workers hone their skills and expertise, said Education Minister Heng Swee Keat. The Government has also ensured that all Singaporeans have access to these varied pathways, regardless of their family background or starting point.

Mr Heng, who has held the education portfolio since he entered politics in 2011, sketched out to *The Straits Times* how the education system has been built up, “layer up-on layer” - in every school, at every level and no matter what the child’s starting point is. He took pains to show how learning, for example, is not just confined to the classroom but also includes music and sports and programmes to build character. This also helps to equip students with skills needed to navigate a more complex and uncertain world.

He pointed out the variety of pathways available to students - from the Integrated Programme schools to the Singapore Sports School to the School of the Arts. With the recent initiative to build deep expertise and skills in workers, there are even more pathways for those pursuing post-secondary studies, through the Earn

and Learn programmes where they gain qualifications while working in companies.

He stressed it was a “student-centric” system that recognises that every child is different, and it is all about helping them discover their strengths and interests. He also sketched out the various efforts by the Government to enable children from disadvantaged backgrounds to level up and progress through the system.

These include the Ministry of Education kindergartens where one third of the places are reserved for children from low-income families, as well as the learning support programme in English and Mathematics for students lagging behind.

The Government takes this aspect of building “high averages through the system more seriously than any other school system in the world”, he said. Almost all schools here are publicly funded and almost all school teachers and leaders are employed by the ministry, which can deploy them to the schools where they are most needed. All this has helped to build a system with “high averages” across the board, he said pointing to the Programme for International Student Assessment figures which show that, in Singapore, a large proportion of those from lower socioeconomic

backgrounds perform better than expected.

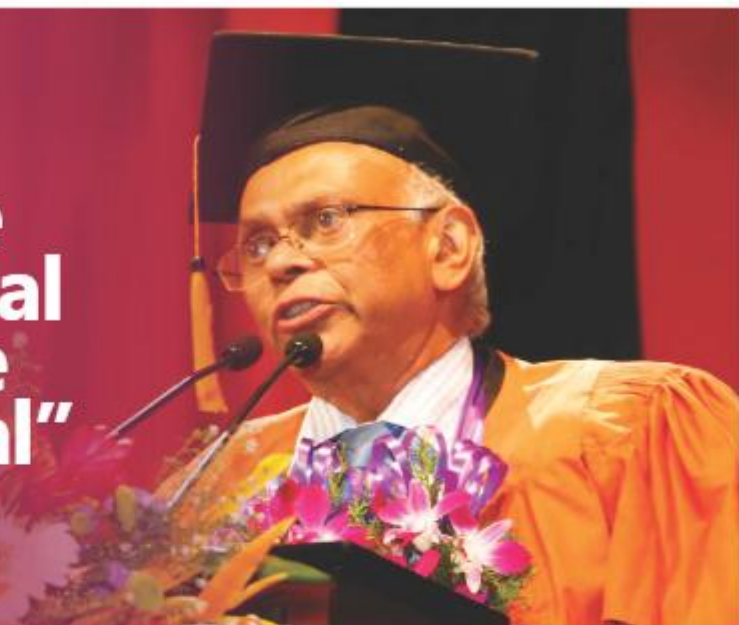
This has been built on the strong literacy and numeracy foundation laid in previous years, he said. “And this is in sharp contrast to many school systems around the world where a different minister comes in, a different party comes in to power, and then you have a new policy that is very disruptive. “You need very thoughtful long-term strategic thinking and to monitor the results of the changes every step of the way. And there is no substitute for very dedicated implementation.

That is our strength.” He stressed that there should be no let-up in the pursuit of excellence - it should be “part of Singapore’s DNA”, but added that there is a need to broaden the definition of excellence and to recognise everyone for achieving their personal best. He said that the pursuit of excellence must also be coupled with a sense of purpose and gratitude, so that Singaporeans will contribute back to society. To sum it all up, he went to describe what lies at the heart of the education system. “It is really about the child and how do we help the child be successful in life. “Not just in the material sense but in leading a purposeful life,” he said.

Published information / Strait Times

“Education should create creative capital and not mere human capital”

*W.A Wijewardena,
President, BMS*



Many believe that education provides an automatic miraculous path to economic growth and prosperity of nations. This is only partly true.

Education certainly helps people to acquire talents and skills which they didn't possess earlier. The acquisition of such skills helps them to do things better than they had done earlier-called improved productivity-and contribute more to the output of an economy with less efforts. Such a development is salutary because it is efficient, cost-effective and sustainable. But, this isn't automatic and straightforward as many believe.

London University's Education Professor, Alison Wolf, touched upon this issue in her 2002 book titled 'Does Education Matter?'. The subtitle to the book, 'Myths about education and economic growth' gives a hint on her view of the subject. She says that education matters if it's relevant education and if there're conditions that are conducive for such education to be used in practice in an economy. What's meant by this is that mere book education is not of any use.

Even ancient philosophers had highlighted this view. Lao Tsu, 6th century BCE Chinese philosopher, is said to have remarked 'Knowledge is a treasure, but practice is key to it'. The Indian Sage Chanakya, better known as Kautilya, put it boldly in Chanakya Neethi or Ethics of Chanakya, when he said that mere book knowledge was useless.

Today, for education to do its job, there are several other conditions that have to be satisfied. Education should create not just knowledge but inventive or creative knowledge. What this means is that those who acquire knowledge, talents and skills through education and its other branches like training and learning should be able to think creatively and bring up new inventions for society. This is what Alison Wolf meant when she said that 'education should be relevant'.

The task of the government is, therefore, to create an enabling environment for creative people to come up with inventions and entrepreneurs

A student will get such creativity when he has mastered three other attributes as eloquently presented by Vidyodaya University's founding Vice Chancellor, Rev Weliwitiye Sri Soratha Maha Thero. It is reported that he had advised the university students to be 'probing, critical and rebellious'. A probing mind requires a person to explore everything

before he accepts any matter presented to him. Being critical means that he should evaluate both pluses and minuses before he comes to his own stand on an issue. What he meant by being rebellious is the most significant attribute of learning: That, one should challenge the existing knowledge in order to better it. Creativity comes out of all these three attributes.

The second condition to be satisfied is that there should be facilities for people to apply the knowledge created by its inventors. This task is accomplished, as pronounced by Austrian-American economist, Joseph Schumpeter, by people known as entrepreneurs through a process called 'innovation'. It is the entrepreneurs who would put inventions into practice by converting them into commercially viable goods and services. In a society which does not have innovators, inventions will remain just prototypes created by creative people. This point is amply illustrated by the Story of Apple Macintosh Desktop. It is an inventor called Stephan Wozniak who invented the first desktop.

It would have just remained a prototype creation, had it not been for Steve Jobs who assembled the needed resources to produce it commercially. The third requirement refers to the need for assuring the rights of people to hold onto the property they are owning. In economics, this is known as the protection of property rights.

A person has the right to his knowledge as well as to his labour on one side and to his physical assets on the other. If these two types of properties can be appropriated by the government or any other person in society without his consent and without compensating him, no one has incentive to develop properties. In such a background, knowledge is not created. Even if knowledge is created, it wouldn't be put into practice by innovators. To ensure property rights, a society should observe the rule of law, maintain law and order and uphold the independence of judiciary. But for a society to benefit from inventions and

innovations, as highlighted by Joseph Schumpeter, that knowledge should be disseminated to others—a process he called 'diffusion of knowledge'. Then, knowledge becomes public instead of remaining private.

It becomes inclusive instead of being exclusive. Such a society with a wide spread knowledge base will become a creative society. Then, the example set by inventors and innovators is imitated by others creating new inventions and innovations. Such a society with inventions, innovation, diffusion and imitation is raised automatically to greater heights.

It is therefore recognised today that education should create creative capital and not mere human capital. But to put that creative capital into practice, a society needs to have entrepreneurs who would take risk to produce them as commercially viable goods through a process known as innovation. The task of the government is, therefore, to create an enabling environment for creative people to come up with inventions and entrepreneurs to innovate them by observing the rule of law, maintaining law and order and upholding independence of judiciary.

BMS CRICKET TEAM make learning happen



The BMS Cricket Team took part in the 8th International Inter-Varsity Invitational tournament 2015, organized by Universiti Kebangsaan Malaysia (National University of Malaysia). BMS competed along with the following universities: Nanyang Technological University Singapore, Daffodil International University Bangladesh, Christ University India, Sir Sayed University of Engineering Pakistan, and Universiti Kebangsaan Malaysia. BMS Cricket Team was placed 1st runners up in the tournament.



BMS vs. Christ University India



BMS vs. Daffodil University Bangladesh



BMS vs. Sir Sayed University Pakistan



Graduates of Northumbria University,



Special Guests - (left to right) Rasing Senaratne, BMS Registrar, Prof. Ravindra Fernando, Director BMS- School of Science, Dr Guy Brown, Northumbria University, Mr W A Wijewardena, President BMS, Dr. Kumara Hirimburegama, Vice Chancellor, University of Colombo, Mr Kevin Kerrigan, Executive Dean, Faculty of Business and Law, Northumbria University, Dr Arul Sivagananathan, Managing Director, Hayleys Engineering, Ms Claire Hoy, Senior Lecturer, Northumbria University, Mr Hussain Moosajee, Senior Lecturer, BMS



Welcome by Kandyan dancers



Arrival of Guests



Ms. Claire Lighting the oil lamp

12^{year}

BMS - Northumbria
partnership produced
more than

1000

graduates in Sri Lanka.



UK at BMS Graduation Ceremony (2014)



*W A Wijewardena Gold Medal for Best Student
2014 Award for Wasamath*



Mushal being conferred degree



Achini being conferred degree



Heshanbeing conferred degree



Shamara being conferred degree



Firushana being conferred degree



Abinaya being conferred degree



Sara being conferred degree



Buddhima being conferred degree



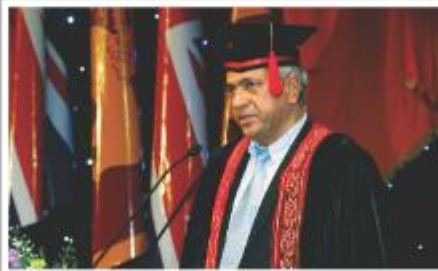
Graduate Diploma in Management



Part of the Graduates, Guests and Invitees



Dr Arul Sivagananathan delivering his speech



Dr Hirimburegama delivering Graduation speech



Madara being conferred Award



Javed being conferred Award



Nirrudiga being conferred Award



Vidura being conferred Award



Award Recipients 2014



Pavithra being conferred Award



Chathurmima being conferred Award



Dinushi being conferred Award



Tharindu being conferred Award



Salomi being conferred Award



Jude being conferred Award



Sureni being conferred Award



Amanda being conferred Award



Tashma being conferred Award

APJ Abdul Kalam

"Don't declare holiday on my death. Instead, work an extra day, if you love me"

A man who wanted his fellow citizens to work an extra-day

APJ Abdul Kalam, former President of India, scientist with a heart, campaigner for youth empowerment through knowledge and fighter against poverty, is no more. At the age of 84, he collapsed to his death while delivering a lecture to students at the Indian Institute of Management in Shillong. Just before proceeding to Shillong, he is said to have tweeted in full spirit that he was going to talk on livable planet to students there. Being a man practising hard work, workaholic and achievement with religious fervour, he knew what to do to elevate a poor nation to prosperity. That is, by working more and not less. Hence, he is reported to have advised before his death "Don't declare holiday on my death. Instead, work an extra day, if you love me".

Target the youth and the poor

Kalam conquered the world giving himself over to hard work, dedication and ambition. Having been born to a poor Tamil Muslim family in Tamil Nadu, he had to work as a child to support his parents. Then, luck came in his way through a benefactor who supported him to study for a College degree. It enabled him to complete a degree in Physics at St Joseph's College affiliated to University of Madras. He is said to have expressed his unhappiness about learning there calling it a waste of time. He then got a scholarship to do a degree in Aerospace Science at the Indian Institute of Technology, Madras. This is the learning that paved way for him to achieve everything that he did in his later life. He led the team of scientists who elevated India to Missile age by developing India's home produced Missile 'Agni'.

He became the 11th President of India. After retirement, he chose to be a campaigner for elevating the status of Indians. He commenced his campaign by targeting the youth-the future-and the poor-the untapped prosperity at the bottom of the pyramid.

Child is the first scientist because he asks all kinds of questions

Kalam went on a mission to meet the young students of India. His objective was to interact with them face to face. By meeting them, he sought to understand their problems and assess their intellectuality.

Ignited Minds explains the questions they posed and how it was difficult for him to give correct answers to some of them. He was baffled when a student asked the question 'Who was the first scientist?' It would be difficult to answer that question by going back to history. Whoever the scientist named, it was bound to be disputed later with better evidence. It was like a riddle posed to him by a young mind. The question challenged him to think hard, says Kalam. Then, he says he realised that the foundation of science was questioning.

Who is the person who starts life with a plenty of questions? Answer came to his lips automatically, 'The child'. Children are the very first scientists because they question everything. If anyone wants to make scientists out of young people, he should allow them to question everything.

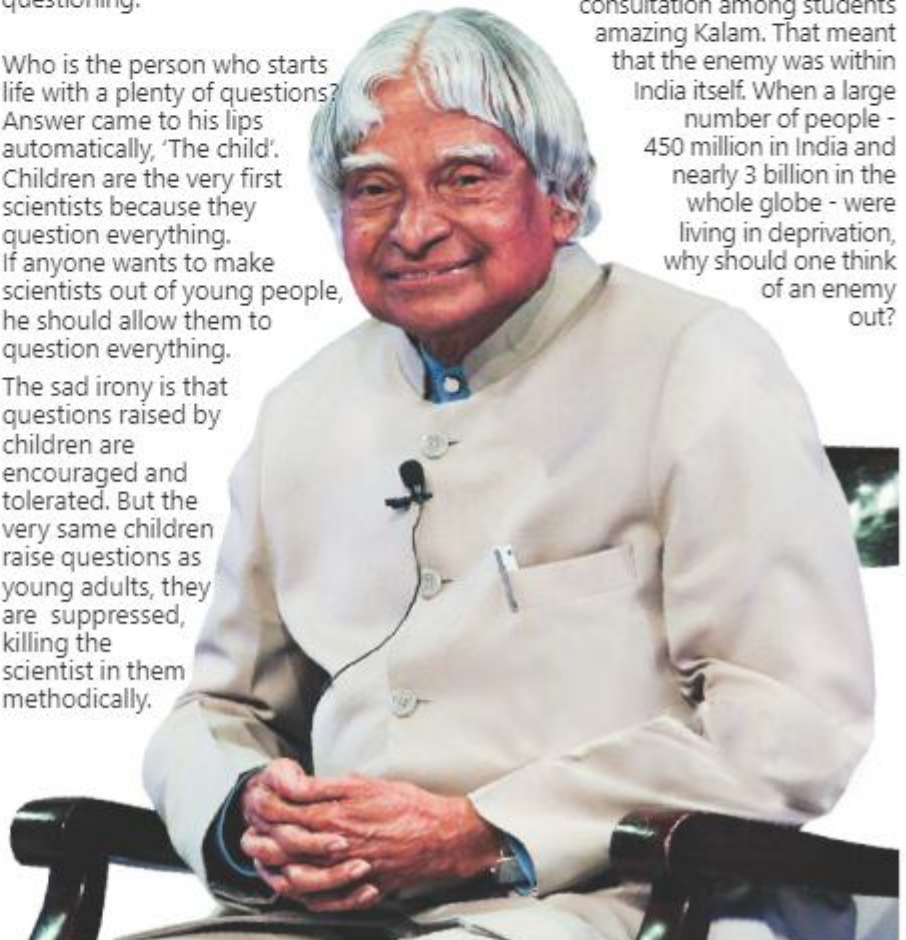
The sad irony is that questions raised by children are encouraged and tolerated. But the very same children raise questions as young adults, they are suppressed, killing the scientist in them methodically.

Kalam wanted to reawaken that scientist-a person who makes choices based on evidence and not on hearsay -hidden in them.

Poverty is our enemy

In a school in Gujarat, a boy posed a very smart question to Kalam. He asked 'Who is our enemy?' The answer in popular belief was a country or a nation such as Pakistan, USA or even Sri Lanka. But there can be a completely different approach to this question forcing one to think 'out of the box'. That was also a difficult question, because any answer given could be disputed. Kalam put the question to the house to test the brains of the students. A solution coming from many brains will always be better than one designed in a single mind.

'Poverty', came the answer after some consultation among students amazing Kalam. That meant that the enemy was within India itself. When a large number of people - 450 million in India and nearly 3 billion in the whole globe - were living in deprivation, why should one think of an enemy out?



Fight out the enemy within first before thinking of an enemy out. The young brains in Gujarat have taught a valuable lesson to adults. That includes voters in Sri Lanka today. They are being bombarded with suggestions of unseen enemies by those who seek their consent to rule them in the future. But the real enemy is among Sri Lankans themselves and not in USA, India or China.

Knowledge is the power

Kalam has fully understood that the key to develop a nation into a respected power is the acquisition of knowledge. In Ignited Minds, he has quoted a quotation from the ancient Tamil treatise Thirukkural for use by the youth of India today. That quotation is equally valid for the youth of Sri Lanka as well. Thirukkural says: "Knowledge is a weapon to ward off destruction. It is an inner fortress which enemies cannot destroy".

Knowledge is to be acquired, according to Kalam, through education, information, intelligence and experience. Thus, a nation should concentrate on all the four areas of knowledge building and not only on education. In terms of economics, it is 'education plus' that encompasses teaching, training, learning, research, development and marketing. In this sense, the recently introduced Google Loon Project in Sri Lanka will create the needed ground conditions for 'education plus' to take place.

According to Kalam, knowledge has always been the prime mover of prosperity and power. Hence, the thrust throughout the world has been to acquire knowledge. India's culture, says Kalam, has been not only to develop knowledge but also to share it with others, including those in other countries. According to him, a nation is judged whether it is a knowledge society by two factors: how effectively

it has created knowledge and how forcefully it has deployed knowledge.

In Kalam's 2020 Vision Plan for India, knowledge has been identified as the prime requisite to make India a prosperous nation. Of the fivefold strategies recommended, three are directly related to knowledge: education, information and communication technology and the development or acquisition of critical technologies.

Kalam told the youth in India as well as those elsewhere that they could have a dream for themselves. If they work hard for that dream, they could succeed. That success is the key to build a great nation. That was the essential message of Ignited Minds. He even died while delivering them that message. That is the unique greatness of the man we lost.

by W.A Wijewardena

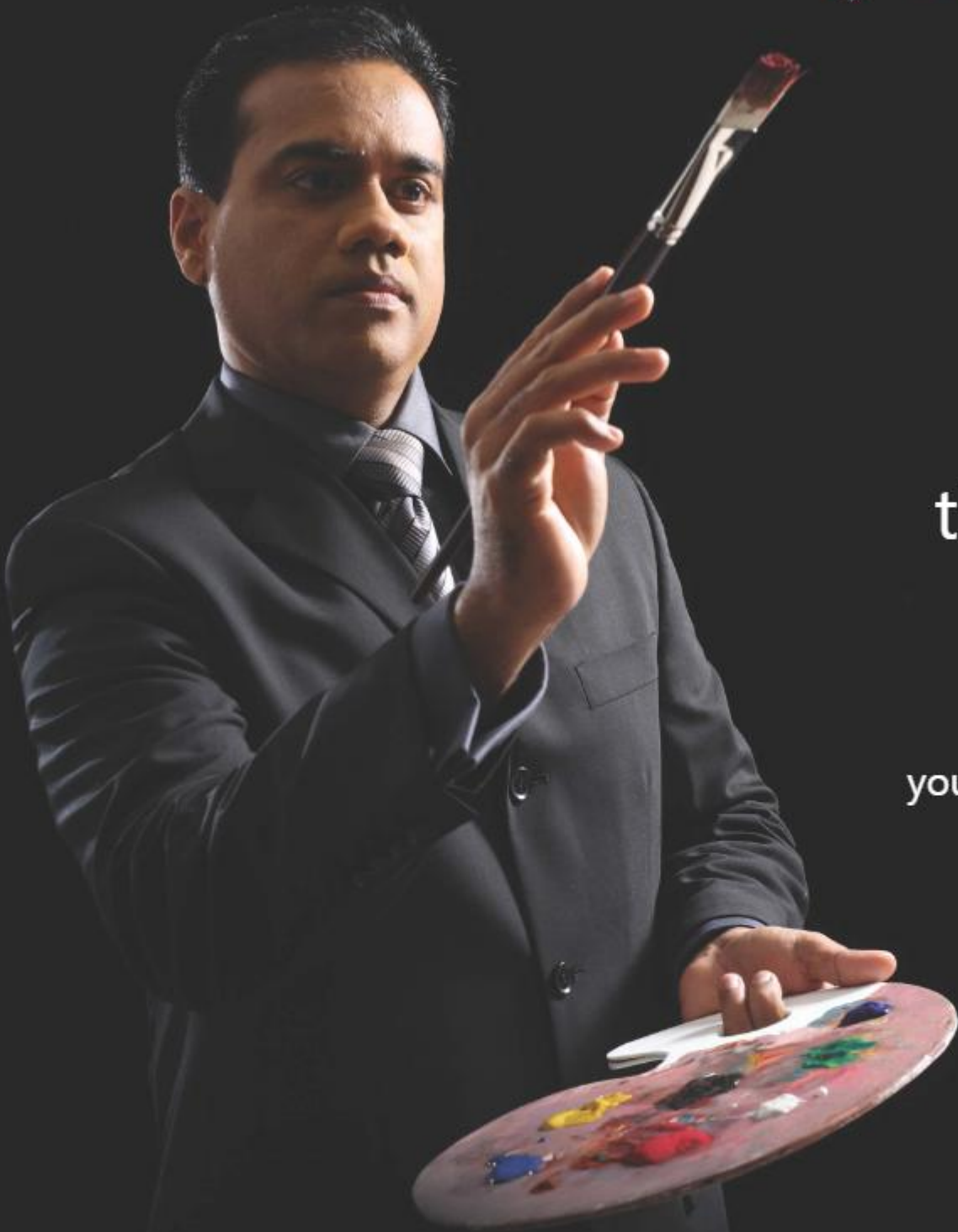
BMS RUGBY TEAM *make learning happen*



BMS Rugby team is already experiencing strong success in inter-university rugby football. In June, the rugby team competed along with 11 teams from other higher educational institutes in the SAGT Trophy Competition and were placed as semi-finalists in the tournament. The BMS Rugby team was also one of the 16 teams who participated in the "Cup" games of the Leaders Trophy Rugby Sevens, organized by the Kotewala Defense University (KDU). In this tournament, BMS once again reached the semi-finals, beating both the Sri Lankan Army Academy and Colombo University rugby teams.



UNIVERSITY OF
LEICESTER



When
the world
is your
canvas...

you need an MBA
that's globally
respected

Kishu Gomes
MBA (Leicester)
Award winning CEO

the
Leicester **MBA**

Accredited by
Association
of MBAs



An exclusive interview with
CIMA CEO/ Regional Director

“Our region is the talent supplier for the world”

Bradley Emerson

■ **What made you to move from the banking sector to education?**

The shift from banking to education was by accident, not design. It all began when I was approached by a recruitment agency who mentioned that CIMA was looking to hire a CEO. I did not pay too much attention given that I was already a Deputy CEO in the Banking sector. However, I was persuaded into at least having a conversation with the visiting CIMA Officials. It was almost a twist of fate that I consulted a Senior Professor who said to me at that moment, “Education is something you will enjoy and you are passionate about, so take it”. Eight years later, the rest is history!

■ **What were the key challenges you faced early on and how did you overcome them?**

CIMA was a Colombo centered qualification at the time. I felt the first change that was to make it a qualification that had greater outreach in terms of student enrollment. It needed to be inclusive and give the opportunity to the children beyond the big cities. It was an international qualification which had the potential to go places, literally speaking. The associated concern was whether the qualification would become diluted with greater outreach and accessibility. However, experience and evidence have shown how the qualification has gained increased rigour and recognition over time.

■ **What were the milestones that CIMA achieved during your tenure as the National CIMA Director and then Regional Director?**

Having assumed office as CEO, I decided to visit Maldives in the first year given that I found many Maldivian nationals coming to Sri Lanka to pursue a CIMA qualification. We entered into agreement with the Ministry of Finance in the first six months to sponsor 100 students by the Government.

The National Spelling Competition known as “Spell Master” was a great success and won the Best Education Programme on TV and the Bronze for the Best CSR at SLIM Brand Excellence. Personally, the corporate partner programme and CIMA Business Leaders’ Summit are the greatest achievement within my tenure. Let me end this by saying the two MoUs we have signed with Sri Lanka Navy and Sri Lanka Army to undertake CIMA qualifications at concessionary price gives me immense satisfaction.

■ **What advice would you offer to CIMA graduates?**

Education has a purpose beyond individual betterment and achievement. It is also important to contribute to the economy and social progress. It is about ‘transferable skills’ that can be used in practical experiences. Technical knowledge from the CIMA qualification must be developed to acquire soft

skills, such as commitment, discipline, and confidence, so that you can demonstrate your learning. Learning is useful only to the degree of its application. Hence, my advice is to remain focused and seek out opportunities for skills development and knowledge growth.

■ **What are your projections for CIMA in the region?**

Education in the region is probably only second to religion. We are in a region that is youthful, therefore this region will be the talent supplier for the world. In order to be internationally competitive, it is important to acquire an extensive professional skills set. Hence, educational providers and corporations need to collaborate to create an industry and personnel who can export services that are internationally required and regionally competitive.

■ **Could you share with us your personal goals going forward?**

I want to continue to help young people discover themselves. I feel that I have reached a place in my life where I would like to distill my experiences and filter it down to those who are most deserving. This region has bountiful promise and talent and I consider it my calling to contribute as much as possible towards this goal.

by Rebekah Adams

northumbria Sri Lanka Alumni Event
UNIVERSITY NEWCASTLE *at Galadari Hotel, Colombo*







A Memorandum of Understanding (MOU) was signed between the Business Management School (BMS) and the Industrial Technology Institute (ITI) on 23rd July 2015 at the BMS premises for continued collaboration in student apprenticeship and training and research. The MOU was signed by W.A Wijewardena, President of BMS on behalf of BMS and by Niroshana Perera, ITI Chairman, on behalf of ITI.

ITI is the premier research institution in Sri Lanka functioning under the Ministry of Higher Education and Research. The MOU is a pioneering Public Private Partnership (PPP) between BMS and ITI forming a strategic partnership between the two

institutions to further biotechnology in Sri Lanka. It has two components. The first is that ITI will provide apprenticeship and training to BMS students reading for the BSc (Hons) Degree in Biomedical Science/ Biotechnology in its modern laboratory

opened in Malabe. Second, there will be research collaboration between the faculty members of BMS and ITI researchers on one hand and the researchers of Northumbria University and ITI researchers on the other to further knowledge in the key areas within the Biotechnology field.

STUDENT RESEARCH

BMS Students, Thafani and Thahani, completed a research internship at the Department of Environment and Primary Industries (DEPI) in Melbourne, Australia."



great Learning great Experience great Future

Central Bank's Senior Assistant Director, Thilini Sumudu Kumari, just completed her University of Leicester MBA in Finance with a Merit pass. She shares her experiences with Learner's Rebekah Adams.

What made you select Leicester University to do your MBA?

I was looking for a good university to do my MBA and Leicester just met my requirements. I had to do it while I am working at the Central Bank and Leicester provided that facility through its distance learning mode without diluting the quality of the degree via its Sri Lankan partner, BMS. Leicester's School of Management is ranked very high in the UK ranking in addition to being accredited by AMBA, that is, Association of MBAs, an international impartial authority of business education which aims at raising the profile and MBA qualification in UK and Europe. The programme was student friendly and could be completed at the pace of the student rather than at the pace of the business school.

What kind of facilities were provided by Leicester to you?

Leicester has prepared comprehensive MBA course books for each module. They were student friendly and contained everything which a student should know of a subject.

In addition, we were given access to its digital library and digital blackboard which continuously communicated with the students.



They also sent in their own academic staff to guide us in learning from time to time. This was specifically important at the time of writing the thesis. I also got the opportunity to attend the Leicester Summer School which was meant for the overseas students.

That was the meeting point for students to meet the Faculty Members and iron out the outstanding issues with them. I met my supervisor Dr. Panayiotis Savvas in person whom I had met previously only through internet communications and had a long and fruitful discussion with him as to how I should proceed with writing the thesis. Thus, it was a friendly atmosphere to accomplish hard-learning.

How did BMS help you in accomplishing your task?

BMS has the experience of supporting individuals like me, while keeping in mind our work commitments. The student support at BMS is commendable and in particular for the MBA, Kadeeja was behind us, motivating and empowering us to achieve our final goal. Further, the BMS student support kept us aware of the materials needed for the MBA as well as provided us with access to resources that gave us substantial learning support. Thus, BMS has fostered a learning environment that fits very well with its motto, "Make Learning Happen."



Posh Frocks

Victoria Beckham came close to smiling as she launched her latest fashion collection. But the 41 year-old didn't quite manage to flash her pearly whites despite receiving a rapturous reception at New York Fashion Week (NYFW), where she unveiled her spring/summer 2016 line.

Posh continued to make waves at NYFW quite literally, as her new line featured surfer-style prints. Arguably her most adventurous offering yet, the mum-of-four mixed her trademark minimalism with bold, abstract designs.

Stand-outs included colourful culottes and a new half-moon handbag. In a nod to the Big Apple, the former Spice Girl featured smocks decorated with red, white, and blue trimmings. She kept her own style simple on the night by wearing a classic black number.

Support came from US Vogue editor Anna Wintour, 65, and two of her biggest fans - husband, David, 40, and 16 year-old son Brooklyn. "Amazing show," wrote David on Instagram, followed by praise from her eldest, "Another amazing show. Well done mum."

Tom Stichbury
The Metro UK.



Victoria Beckham

STUDENT PRESENTATION

Graduate Diploma in Management is one of the most popular management qualifications among the working executives



The Graduate Diploma in Management (GDM) provides students rigorous training on strategic marketing & branding and its application to real-world settings. As part of this programme, students conducted a presentation on the marketing & branding strategies of Harley-Davidson, an iconic US motorcycle manufacturer.



Kalinga weerakoon, Gihan Gunaratne, Calistus Thomas
MBA Graduates, Edinburgh Napier University UK

great **Learning**
great **Experience**
great **Future**

"BMS Graduate Diploma in Management

provided us perfect foundation with progression to Edinburgh Napier MBA"

STUDENT RESEARCH

An Investigation of the Factors influencing Readability and Effectiveness of Annual Reports Produced

The study aims to understand the strengths and weaknesses of annual reports produced by Sri Lankan companies by examining a sample of fifteen listed entities of the Colombo stock exchange. Analysis of the annual reports was conducted based on criteria such as "Readability, Reliability, Completeness, Balance and Comparability, Relevance, Understandability and Investor Decision Making".

Subramanian et al. (1993) investigated the relation between the performance of an organization and the annual the Readability of annual reports. Courtis (2005) argues that Understandability is measured using transparency and cleanness of the information in annual reports. Thomas (1997) examined the linguistic structures of a set of letters of a single organization with the objective of looking for differences

between the disclosure of good and bad news. Belkaoui (2002) noted that qualities of financial reports include relevance, understandability, reliability, completeness, objectivity, timeliness and comparability. Best (2009) suggested that the fundamental qualitative characteristics (that is, relevance and faithful representation) are most important.

The synopsis was selected for research publication at the International Conference on Humanities and Social Sciences by Sri Jayawardenepura University

They determine the context of financial reporting information. According to the findings of research, the Fog Index is slightly lower than ordinary reports, since technical jargon is not considered. Such long words have three or more syllables and are explained under the

notes of financial reports or in the glossary. Readability of annual reports is given a high weight age since language is considered a decisive factor in Sri Lanka.

All the other variables are analysed by using appropriate criteria related to the quality of annual report of the respective variable. According to the findings, all the variables analysed except for completion and understandability are up to the standard.

Nirmal Thilakarathne



Assessing the Type of Market Structure that Exists in the Sri Lankan FMCG Sector

STUDENT RESEARCH

A market is a set of buyers and sellers who, through their interaction, determine the price of a good, or a set of goods. Market structure is the interconnected characteristics in a market such as the number of sellers, the level of entry barriers and the level of differentiation which indicate the competition, supply, price and a firm's behaviour. These characteristics affect the price, which is passed on to the final consumer. This research aims to understand the various market structures, determine the market structure and its dependent entry barriers that prevail in the Sri Lankan Fast Moving Consumer Goods industry and recommend suitable government measures to augment this industry's competitiveness as it is one of the largest and emerging industries in Sri Lanka. The Food and Beverage segment showed high growth in Sri Lanka's FMCG Market.

In order to determine the prevailing market structure in the FMCG industry and to further understand its dependent entry barriers, a total of six variables have been utilised: economies of scale, brand loyalty, heavy advertising/ investment of existing firms, innovation/ product development cost and sunk cost. It was revealed through the study that a few players, such as Unilevers, Hema, Shaw Wallace and Procter and Gamble dominate the industry, depicting an oligopoly market structure.

The profitability of these few firms has been growing in the recent past indicating that this trend is likely to continue in to the future. In addition, continuous investment on technological advancements and innovation have helped maintain the position these organisations hold. Brand loyalty, through the use of

extensive marketing strategies, is the strongest entry barrier deterring new firms into the industry. Secondary data has been collected for this research, such as data from Annual Reports of nine companies, Company PR websites of 17 firms, newspaper articles and research organisation.

The synopsis was selected for research publication at the International Conference on Humanities and Social Sciences by Sri Jayawardenepura University



Marian Constantine



Nafila Nilar

STUDENT RESEARCH

Screening of antibiotics contamination in the surface water of Jaffna.

The revolutionary development of antimicrobial drugs has in part generated a rapid expansion of antibiotics, which are highly effective bioactive substances used in human medical therapy. Since its discovery in the early 1900s, hundreds of antibiotics have been commercially synthesized and used extensively for therapeutic and prophylactic purposes against microbial infections.

However, it has been lately revealed that inappropriate and extensive use of antibiotics in human medication, agriculture and animal husbandry has caused a ubiquitous imbalance in antibiotic usage and an overgrowth in the microorganism population. Dumping large amounts of unused antibiotics into our ecosystem have been shown to have detrimental effects on the natural antimicrobial state.

Pathogenic bacteria have adapted themselves to survive under the constant antibiotic exposure. This ability has enabled them to become resistant to several types of antibiotic medication, resulting in what is widely known as

"antibiotic resistant bacteria." Over the past few years, resistant bacterial strains were simply a small fraction of the microbial population. However, the widespread use of antibiotics has caused significant changes in our ecosystem invoking an overgrowth of the resistant bacteria population.

Recently, a preliminary survey conducted in animal and plant farms in Jaffna have shown that unknown quantities of common antibiotics such as macrolides, chloramphenicol, tetracycline, sulphonamides, and oxytetracycline are commonly used in farming and agricultural practices. Additionally, a further study was performed in Jaffna to monitor the quantity of selected antibiotics [tetracycline (TC) and amoxicillin (AMX)] released into the surrounding ecosystem and to study the concentration of antibiotic resistant bacteria.

The main purpose of the research study was to determine the link between increased leakages of antibiotics and the increased amount of resistant bacteria.

Eight sampling locations were selected including hospitals, animal husbandry and agricultural farms from each three sediment and water samples were collected.

The sample preparation was based on solid-phase extraction and antibiotics were quantified using High Performance Liquid Chromatography.

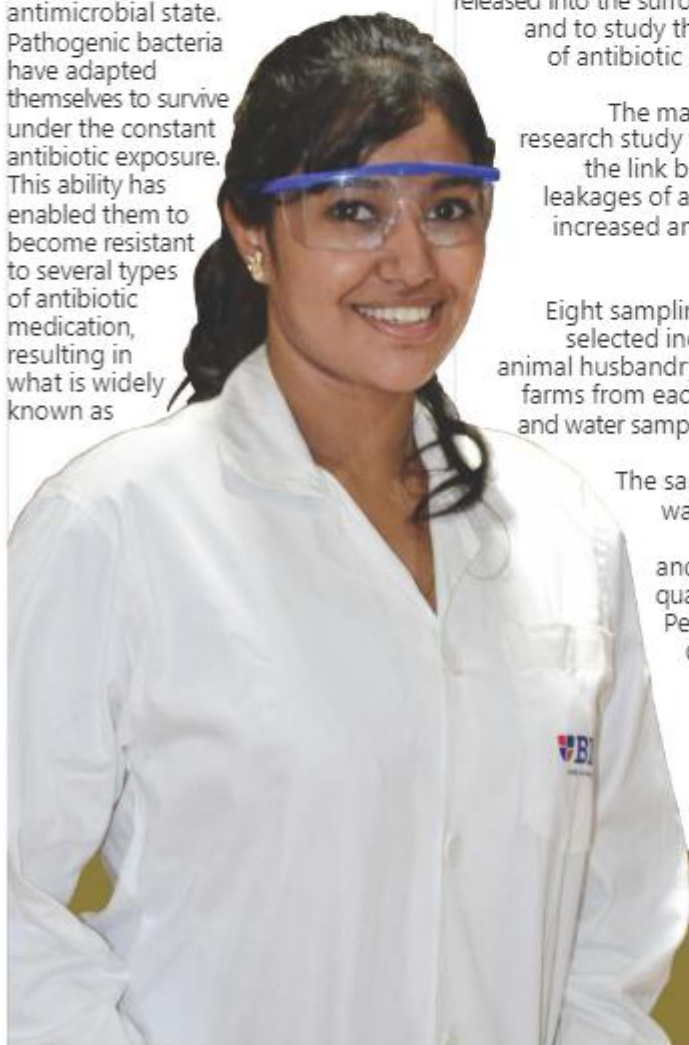
From which, six resistance strains for AMX and three resistance

strains for TC were isolated by enrichment culture method. Different concentrations of AMX and TC (0- 580 ppm) were used to detect Minimum Inhibition Concentration (MIC) by standard pour plate method.

The results have ascertained that most of the bacterial strains in Jaffna had a higher concentration of MIC. This indicated that high concentration of antibiotics such as TC and AMX have led to a significant increase in resistant bacteria. A further analysis using a gram staining test showed that pathogenic forms of bacteria tentatively identified as *Bacillus* sp. (9 strains), *Micrococcus* sp. (2 strains) and *Streptococcus* sp. (5 strains) were present in the areas where the samples were taken.

In conclusion, the release of antibiotics into the surrounding environment should be included as an integral aspect of risk management. Though all pharmaceutical drugs should be prescribed when necessary, hospitals should take cautionary steps to prevent environmental contamination. For instance, unused antibiotics should not be discarded down the sewage drains. Additionally, doctors should also be aware of the fact that antibiotics are not completely metabolized by patients and hence, prevent the over-prescribing of antibiotic medication to patients.

Moreover, the impact of drugs on the environment should be included as an essential aspect of medical and pharmaceutical science studies. A reduction in the usage of antibiotics in agriculture can also help to decrease the overall levels of antibiotic resistant bacterial strains in the environment. These steps can aid in lowering the concentration of resistant bacteria and result in a safer, healthier public.



Sharanaya Logeswaran
BSc(Hons) Biomedical Science



Vesak Dansala

The annual BMS Vesak Dansala was organized by the council together with the staff of BMS. In order to improve on previous years' event, this time the items distributed during the Dansala were both kadala and juice. A tent was set up for the Dansala, outside the BMS premises. The members of the student council also made Vesak lanterns themselves, which were hung within and outside BMS.



**BMS
Student
Council
events**



Ifthar Celebration

In keeping with the tradition of organizing an event based on each of the four major religions of the country, the annual BMS Ifthar was organized together with the Muslim students of BMS. For the first time, a program was held prior to breaking fast, where the audience were given an insight into Ramadan and fasting. Also for the first time, dinner was served after the ifthar meal and prayers.



Sinhala & Tamil New Year

The Sinhala & Tamil Avurudu event, organized by the BMS student council, was designed to promote interaction among the students at BMS, and involved several events. This included traditional activities such as the pillow fight, the avurudu version of the piñata, known as kanaamutti, the bun eating competition and the Avurudu kumaraya and kumari.



Thai Pongal Festival

The BMS Thai Pongal Celebrations was organized together with the Hindu students of BMS. The day's proceedings were conducted in a manner keeping with traditions; starting off by boiling the milk. The Pongal rice was then cooked and first offered to the sun, which is the main source of energy for all the harvest. A traditional breakfast consisting of 'Pongal', 'Sambar' and 'Wadai' was then served to all the staff and students on a banana leaf.





Cancer Hospital Visit

The BMS Student Council organized a visit to the pediatric ward of the National Cancer Institute Maharagama, where the students spent the day with young cancer patients, engaging in fun activities. The members of student council also provided each child with a gift bag consisting of stationary, books, and sweets.



**BMS
Student
Council
events**



Christmas Party

BMS student council organized annual Christmas Party, under the name 'Elegante'. For the first time, the Christmas Party was held at an external venue, the Royal College Skills complex and drew the participation of over 80 students, past and present. To get the students in the festive mood, the members of the council also decorated BMS with lights and a Christmas tree.





Prof. Ravindra Fernando, Major General Mahinda Hathurusinghe, Prof. Kevin Kerrigan, W A Wijewardena, Prof. Kshanika Hirumburegama (Chief Guests)



Arrival of Chief Guest and Guests of Honour



Opening the Building plaque



Opening the BMS crest



Commencement of proceedings, guests, and invitees.



Dr. Sajani Dias receives research reward from the chief guest, Prof. Kshanika Hirumburegama



Part of the guests and invitees



Chief guest addresses the gathering



Part of the guests and invitees



Award wining BMS Lecturers



Adjunct General, Major General Mahinda Hathurusinghe delivering his speech



Nafta Nilar receives student award for research writing



Special Awards for building contractors

Mass Communication: Transforming the World...

Dr Lee Barron

*Programme Director,
Department of Media & Communication Design,
Northumbria University*

1. Can you briefly describe the meaning of Mass Communication?

The term mass communication describes the dominant forms of media content and platforms from both an industrial perspective - the ways in which major media industries such as television, advertising, cinema, music, radio, games, journalism and news consumption, computing, and communicative technologies operate and are developing - and from the perspective of people across the world that use such technologies. Therefore, mass communication is an aspect of the world that has a dramatic and powerful impact on both how people live their every personal life, from entertainment, education, personal communication, and work, and at a wider social, cultural, and industrial level. So, mass communication really matters, and it is produced by the creative and vibrant industries working across the world.

2. How it has changed over the years, particularly in the digital age?

Mass Communication has changed radically in recent years, which makes it an exciting and stimulating subject. The impact of digital technologies has transformed all of the traditional forms of media, from how and where we watch television (increasingly through tablets and other mobile technologies,

and using online providers which enable us to access programming whenever we wish), and the ways in which we access and consume music, to the impact of mobile phones which represent convergent devices that, in addition to the traditional functions of texting and making phone calls, give us access the Internet, have changed our relationship with photography, and enable us to play mobile online games wherever we wish. Of course, this is not to forget the impact of social media platforms which have changed how we communicate on a daily basis, and the influence of apps which enhance virtually every aspect of our everyday lives. As such, mass communication is more influential and powerful than it has ever been, and it changes constantly.



3. What is the important role that Mass Comm. plays in business and marketing?

While the more traditional forms of media are still relevant for businesses engaging in advertising and marketing, such as newspapers, magazines, television, radio or billboards, online, digital and social media marketing have made this process far more dynamic and creative. This is because digital marketing enables businesses to listen to customers more effectively and can therefore strengthen their relationship to them. Furthermore, digital marketing enables businesses to interact with customers and offer online incentives (such as promotions that take the form of games, interactive spaces or digitally-announced product offers) and creative advertising campaigns can be communicated by social actors who share them throughout platforms such as YouTube, Facebook, Instagram, or Twitter.

4. Can you explain the academic programmes at NU in Mass Comm. and its job prospects?

The Department of Media & Communication Design at Northumbria University provides a degree that teaches mass communication in a distinctive way in that it offers students four pathways.

For the first two years of the programme students gain a strong foundational education in key aspects of mass communication approaches that critically analyses how mass communications affect individuals and how the industries are developing and changing.

“An exciting aspect of mass communication is that it is always changing and, as such, it plays a decisive and dramatic role within our lives”

However, in the third year students can elect to take a unique pathway whereby they can continue to study mass communications, or combine such study with modules based upon advertising, Public Relations, or business. As such, students can graduate with one of four degree titles: BA (Hons) Mass Communication, BA (Hons) Mass Communication with Advertising, BA (Hons) Mass Communication with Public Relations, or BA (Hons) Mass Communication with Business.

Students will be positioned to work within mass communication industries, advertising, PR, and marketing on graduation from the pathways.

5. Personally, why did you choose Mass Comm. and what is your main interest in this area?

I became fascinated with mass communications as an undergraduate student, then specialising in the area as a postgraduate. On becoming an academic I have developed my teaching and research interests in this subject principally in relation to practical approaches to brands and principles of branding and the everyday impact of significant media and digital technologies in the form of mobile technologies and the digital marketing and consumption of music. However, a key area of mass communications that I have published extensively on is the subject of celebrity, and in particular, the ways in which celebrities are professionally linked with contemporary advertising and brand campaigns, and within print and online journalism. An exciting aspect of mass communication is that it is always changing and, as such, it plays a decisive and dramatic role within our lives across the world and is created by some of the most dynamic and iconic global companies.



Academic Excellence

“With a firm foundation at BMS Higher National Diploma, I progressed to the final year at Northumbria University, UK. The Lecturers, facilities and the student support are simply great at BMS and Northumbria.

Umeshi Karunadasa
Graduate - Biomedical Science

Umeshi Karunadasa was awarded the Academic Excellence Prize 2015 for Biomedical Science, having been placed 1st in her batch for the programme at Northumbria University UK



Edinburgh Napier MBA

in Sri Lanka

*BMS students, Kalinga, Gihan,
Thushara, Calistus, Azeem and
Arvinda attended the
Edinburgh Napier MBA
Graduation in
the UK.*

**Edinburgh Napier University is ranked 35 for
Business & Management out of 113 UK Universities.**

Guardian University Guide 2015

enTranced

BMS Got Talent



Degree Pathways...

Final Year of Bachelors Honours Degree in Sri Lanka or UK



Amazing student support

"Moving from Male to Colombo was a challenge. BMS student support made me feel at home during my three years studies..."

Wasamath Hakeem*
 Graduate, Dean's Award Winner

BSc (Hons) Business & Management
BSc (Hons) HRM & Leadership
BA (Hons) Leadership & Management

**Wasamath was placed on the Dean's list by Northumbria University - Newcastle Business School and won W A Wijewardena Gold Medal for Best Student of the year 2014*



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- Diploma in Strategic Management & leadership

Northumbria University

Business

- BSc (Hons) Business & Management
- BSc (Hons) HRM & Leadership
- BA (Hons) Leadership & Management

Science

- BSc (Hons) Biomedical Science
- BSc (Hons) Biotechnology

University of Edinburgh Napier

- MBA Banking
- MBA Finance
- MBA HRM
- MBA Leadership & Innovation
- MBA Marketing & Sales Management
- MBA Events Management
- MBA Tourism & Hospitality Management
- MBA Health Management

University of Leicester

- MBA General
- MBA Finance
- MBA Marketing
- MBA Management
- MSc Finance
- MSc Marketing
- MSc Management