

the Learner

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“
**Education partnerships
unite UK & Sri Lanka
in many sectors**”

Laura Davies
British Deputy High Commissioner



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World Finals 2016



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The Team - Learner



Sanjaya



Nirmani



Samantha



Creative thinking not just knowledge

by Nizam Razzaq

The main driving force of today's societies has been 'knowledge'. But that will not be so for long. In the future, it would be 'creative thinking' that would lead societies to progress. Thus, employers' tomorrow will demand workers with creative thinking, and not just those with knowledge as demonstrated by the plethora of certificates they possess. The challenge faced by higher learning institutions today is, therefore, to create this future worker, a worker with ability to come up with innovative solutions.

In line with the vision of BMS, we are committed to transforming our students within an inclusive academic culture into creative thinkers. That would require them to acquire skills such as, effective and beneficial inter-personal communication, critical and creative thinking and problem solving abilities. All these acquired skills will contribute to the optimal development of the students.

Our family of academic staff strongly believes that learning and research are inseparable when it comes to developing a creative worker. That combination is stronger when it is delivered in a shared academic community. The academic staff and students regularly publish their research findings and participate in conferences such as, Commonwealth Medical Association Conference. Our graduates continue their research and apply their research skills in their workplaces which make them different and better.

Our victory at the Red Bull Inter-Campus World Cricket Championship 2016 has shown us how sport can harness team work, leadership skills and self-discipline. The unbeaten Rugged team equally excelled in their studies. Sport and learning is go hand-in-hand within the learning environment which makes our graduates versatile and engaging.

The outcome based approach adapted by BMS, places emphasis on social responsibility, public awareness, ethical and moral development of our graduates. It will make them creative workers needed by the country in the future.

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Developing Sri Lanka as a Global Learning Hub

An enormous but achievable challenge

W A Wijewardena, President BMS



Ceylon in 1940-50: a global learning hub

Some time in 2002, I met a retired Japanese Economics Professor who had completed his first degree in early 1950s at the then University of Ceylon, now known as the University of Peradeniya.

I was puzzled and asked him how he came to Ceylon for higher studies. His explanation was simple. At that time, the University of Ceylon was on par with the prestigious University of London. Professors from London and Ceylon Universities visited each other institutions. The quality assurance systems of both institutions are same and the progression from Ceylon University to London was guaranteed. It was an affordable option for international students to complete the Degree at Ceylon which has the same standard and recognition at London.

The Professor remembered students from India, Africa and East Asia and Ceylon was a global learning centre during the period.

Are we continuing to live on memories?

Even in early 1960, Ceylon maintained the reputation of global learning hub with inflow of students from rest of the world to pursue higher education.

Sadly, this reputation slipped away gradually without being noticed by the country's educational authorities leaving behind only nostalgic memories. In the meantime, other countries such as Singapore made quantum leaps in developing globally respected education systems in the region. Thus, Sri Lanka's choice to regain that glorious era and not just re-establishing the old era. It is possible by getting connected to the emerging global learning models and becoming essential partners of those models.

Education is not a commodity

In the education sector, quality cannot be directly measured, unlike the market for an ordinary commodity, because the education market is freaky. In the market for an ordinary commodity, say bread, the quality is assured in the transaction between the buyer and the seller. In that market, the person who places the order for the bread, known as the consumer, is the one who pays for the order as well. Hence, he has the power to insist on the required quality and if he is not satisfied, he can always stop the order and go for another supplier. Thus, if a particular supplier is being patronised by the consumers, it is an indication that

they are satisfied with quality and the market has taken measures to assure quality. The government's job is to allow as many suppliers as possible to supply the good by creating a competitive environment in the market place.

Education market is freak

In the case of education, this direct relationship between the buyer and the seller is somewhat blurred. The person who places the order for education and pays for it is either the government or the parents.

They don't consume education and therefore, they cannot insist on quality as in the case of an ordinary commodity. Students who receive education are simply a throughput that goes through the education mill. They enter the mill and come out of it with a paper that certifies that they have acquired a given set of skills. That certificate gives signals to the final consumer of education, the prospective employers. This model is freaky because one who pays for education has no power to insist on quality. In most cases, the parents are interested in their children being equipped with certificates that enhance their future job prospects. They are not interested in quality. The government too is interested in the number of certificates which their

funding has produced and not in the quality of the certificates. Students have the least interest in quality because high quality requires them to put in more efforts and show greater industry in education. It is the employers who are interested in quality, but they do not have a role in this decision making process. They suffer when the required quality is not there, make a big shout about it and then silently spend more money to uplift the skill levels of the people they have hired. Knowing this freaky model, those who supply education also have no interest in upgrading quality. They can continue to produce certificates irrespective of whether the quality is high or low; there is no threat to their continued existence.

Building reputation is not an instant product

This is a tragedy and Sri Lanka lost its reputation as a global learning hub due to the freak education model it had followed. Then, to regain the lost reputation, it has to break the freaky model and introduce quality as a basic parameter in the output being produced by the education industry. The way to do so is to promote competition among higher learning

institutions and subject them to a global ranking system.

None of the universities in Sri Lanka is ranked formally by major ranking bodies and the informal ranking done by them has placed the country's university system at the lowest end of the list, even below the ranking assigned to some of the undeveloped African countries. In this scenario, Sri Lanka's ability to develop itself as a global learning hub in the next 5 to 10 years is challenging. This is because educational institutions have to build up their quality and standards gradually with a concerted effort taken in that direction for over many decades. This was evident when China's Tsinghua University, globally ranked at around 50, celebrated its centenary in 2011. The President of China, Hu Jintao, himself an alumnus of the university, officiating as the Chief Guest, requested the university authorities to take measures to uplift the university's status so that it would be within the top 10 universities in the world. In response, the President of the University, Gu Binglin, announced a long date for attaining that target. According to him, Tsinghua would be within the top 10 by about 2050.

It has since then improved its ranking and, in 2016, it has been ranked between 25 to 35 in the global ranking.

Building reputation is not an instant product

So, Sri Lanka's challenge is enormous but not impossible. What it should do is to get its universities affiliated to good universities in the West and ride on their piggyback until they get their own ranking. This was the strategy adopted by Singapore in 1970s to make a global mark for its universities. To force them to do so, medium of instruction at schools was made English, universities were encouraged to get affiliated to good universities like Harvard, MIT and Chicago and generous funding was provided. It produced amazing results. Within a few decades, Singapore's National University got itself ranked within the top 25 universities in the world.

Thus, Sri Lanka could deliver itself a 'global learning hub' by adopting and continuing with appropriate educational policies.

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Launch of Banking and Finance degree of Northumbria University in Sri Lanka



Mrs Laura Davies, British Deputy High Commissioner to Sri Lanka and the Maldives, Dr W A Wijewardena, President, BMS, Professor Jon Reast, Pro-Vice Chancellor (International) Northumbria University UK, Dr Nandalal Weerasinghe, Deputy Governor, Central Bank of Sri Lanka and Mr Keith Davies, Country Director, British Council, Sri Lanka



“Education partnerships unite UK and Sri Lanka in many sectors”

Laura Davies British Deputy High Commissioner

■ Excellence in education and skills

The UK is a world leader in providing educational resources from pre-school to university and beyond. The UK has an outstanding reputation for excellence in education and skills – from developing and exporting educational equipment, resources, technology and software to sustainable education, corporate training, and further and higher education.

The quality of universities in the UK is recognised throughout the world, demonstrated by the number at the top of independent global rankings. Four of the world’s top 10 universities are in the UK and 18 of the top 100.

■ International educational brands

This is enhanced by a number of truly international educational brands, many of them with a long tradition behind them. The British High Commission and British Council have been supporting BMS for several years in developing and delivering academic degree programmes with many of these prestigious British universities such as Northumbria University, University of Leicester and Edinburgh Napier University.

The UK continues to be a leading innovator in distance and e-learning material and programmes. We share with Sri Lanka the major natural advantage of the English language, the main business language in the global market, and of course, the language that unites the banking community across the world.

Millions of international students benefit from UK higher education every year, and most of these study for a UK higher education qualification at institutions abroad or via distance learning.

“The British High Commission and British Council have been supporting BMS in developing partnerships with prestigious British universities”

■ Accessible to people

All of this helps make UK education accessible to more people. That’s great because not everyone wants or is able to travel for their education. Why would you when instead, we have world class UK institutions partnering with local institutions who are firmly established in the field of higher education?

Partnerships such as BMS and University of Northumbria exemplify how this can best be done. The figures speak for themselves: 1,500 students have now been awarded University of Northumbria degrees through BMS. Every single one of those is in employment.

Sri Lanka is at the forefront of these figures. All around the country, international schools are celebrating – as they do every year – the excellence of their students’ results. I am fortunate enough to give the awards to many of the brilliant young people who excel in the Cambridge and Edexcel exams administered in Sri Lanka by the British Council, and I know that they are world topping. This excellence in educational attainment means that Sri Lanka is perfectly placed to take advantage of internationalised tertiary education.

■ UK and Sri Lanka Partnerships

Thirty five UK higher education institutions currently operate internationally. Twenty eight of these 35 now offer undergraduate degrees in Sri Lanka. In fact, over 50% of undergraduate degrees awarded by private educational institutions in Sri Lanka are delivered in partnership with UK universities. There is so much that unites the UK and Sri Lanka in every sector. These educational partnerships are perhaps the most exciting, as they are the trampoline for future links in every field.

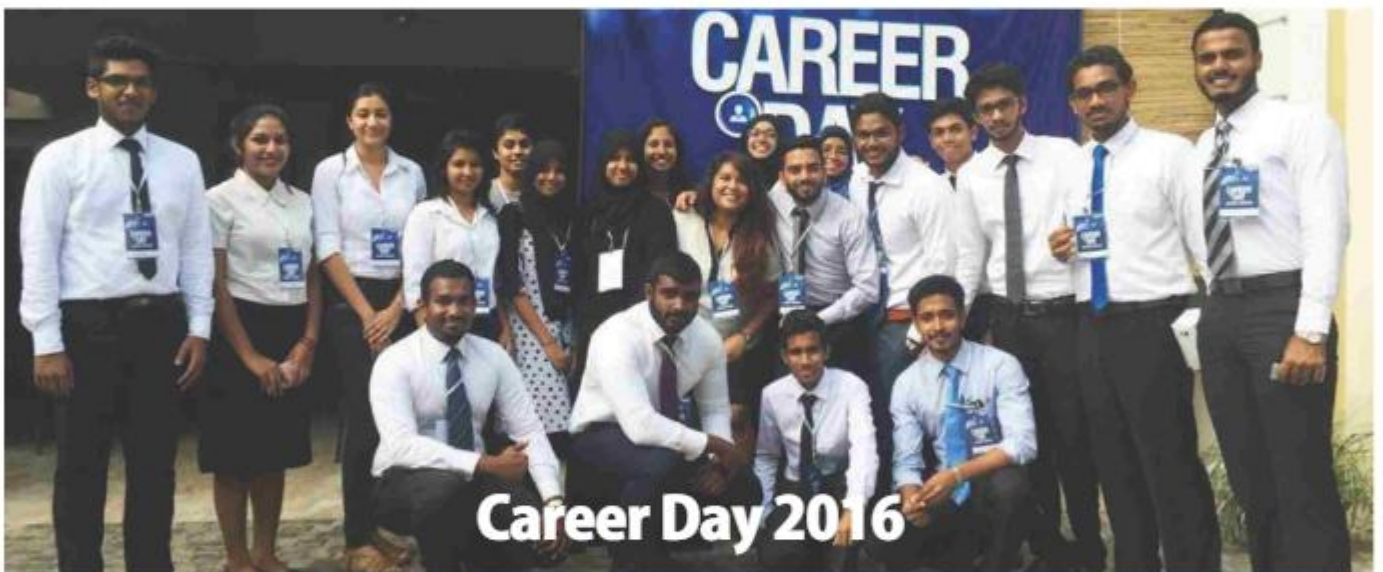
Last year the High Commissioner was at the launch of the Northumbria University and BMS Biomedical Degree, a programme that is developing skills in Sri Lanka in understanding current methods available for laboratory investigation, diagnosis, treatment and prevention of disease. Many students have already graduated with first class degrees, which is wonderful.

An extract from the speech delivered at the BMS launch event of Banking and Finance Degree.

BMS wins Pearson Community Award 2016



BMS was adjudged for the Gold Winner for the Pearson Community Awards 2016 which was held on 9th November 2016 at the BMICH Colombo. BMS received the Gold Award for the CSR project, "DRINK CLEAN WATER" which was conducted by the BMS student council and BMS staff.



Career Day 2016



Empowering Students to achieve their Dream Careers

In-house Seminars conducted by some of the leading companies in both the Business Management and Biomedical Science fields at BMS, such as Standard Chartered, R.R. Donnelley, TNS Lanka, Virtusa, Nawaloka, HEMAS, Pearson Lanka, Brandix, KPMG Executive Search, Unisons Capital, Job Envoy, David Peiris and Innodata.



The detection of marijuana use in biological samples using advanced analytical techniques

Extract from the
BMS Student Research

Cannabis, which is commonly known as marijuana is the most commonly used illegal drug around the world. It was estimated by the UN office on Drugs and Crime that in the year 2015, 181.8 million people worldwide between the ages of 15-64 years used marijuana. The concentration and rate at which the drug is absorbed by the body depends on how the drug is taken, which include smoking with tobacco in a joint, burning and inhaling in a bong or consuming with food.

Marijuana has been used for medical and religious causes for over 4000 years, however recently the drug has been used to increase sociability and to produce exhilarating and euphoric feelings. Although marijuana is illegal in several areas, it is available to individuals following proper medical confirmation and is commonly used to treat symptoms such as sleep problems, anxiety disorders and pain. Therefore, providing easy access of the drug to individuals and increases the likelihood of drug abuse.

The increased popularity of the drug among adolescents and young adults and its harmful effects has made testing for marijuana use crucial. According to Volkow et al. the adverse health effects of the drug include constant users of the drug being prone to using other illegal drugs and addiction, decreased mental health, higher risk of anxiety and depression.

In addition, marijuana use has been shown to trigger acute myocardial infarction, stroke and other cardiovascular complications and could also lead to different forms of lung cancer. It is also the most common illicit drug detected in drivers who have been driving under the influence of drugs (DUID) as it affects their memory, alters their perception of time and causes lack of concentration.

Marijuana drug testing is carried out by detecting the presence of the major psychoactive constituent, 9-tetrahydrocannabinol (THC) in different biological samples which is mainly metabolized into the inactive metabolite (THCCOOH) and the active metabolite (TH-COH), by hepatic enzymes.

Novel and easy methods for establishing exposure to drugs together with the use of biological samples which can be collected with minimal invasion and analysed to give accurate results are essential. Several analytical methods are available for testing of drug abuse, including immunoassays (Elisa, fluorescence polarization, radioimmunoassay), Thin Layer Chromatography (TLC), High Performance Thin Layer Chromatography (HPTLC), Gas Chromatography-Mass Spectrometry (GC-MS) and High Performance Liquid Chromatography-Mass Spectrometry (HPLC-MS).

Blood and urine samples have been used for drug testing for several years, however recently oral fluid and hair specimens have also been analysed. Sophisticated analytical techniques have been developed to increase sensitivity and to enable the detection of small concentrations of drug metabolites present in hair and oral fluid samples. Mass spectrometry combined with other techniques is the most sensitive and reliable test in analytical chemistry which is used for drug testing which uses gas/liquid chromatography separation and mass spectrometry fragmentation patterns to identify substances, it is also known as 'molecular fingerprinting'.

The use of oral fluid has been found to offer significant promise when detection of relatively recent use of drugs is required. Oral fluid has been seen as a non-invasive alternative to blood but also as an alternative to urine when substitution or adulteration is suspected. The development of alternative specimens for drug analysis and technologic advances have improved reliability and sensitivity of drug testing over the years.



Dr. Mathi Kandiah



Sadiya Marikar



Interview with Jon Reast Biz1st INFOCUS TV1 Channel

Chathuranga Hapuarachchi interviewed Professor Jon Reast, Pro-Vice Chancellor of Northumbria University, UK for TV1. An extract from the interview is published.

Q Northumbria University has been very popular in Sri Lanka and in the region. Can you tell us about Northumbria University and its international presence?

Northumbria University is a well established British university and I understand that it is well known in Sri Lanka and in the countries in the region such as, Singapore, Hong Kong and Malaysia. Northumbria is in the top ten in the UK with regard to the size of the university with over 34,000 students. I am pleased to continue to say that we are within the top ten out of 140 universities for the employability of our graduates. Our presence within the industry and the research links are remarkable. We have partnerships around the world, for e.g. 13-year long partnership with BMS produced 1,500 graduates in various disciplines. Northumbria is the top provider of English degrees in Hong Kong and we offer multiple business programmes in Singapore.

Q Can you elaborate on the mechanism of maintaining high quality and standards in the degree programmes with your partners?

British education is well respected around the world mainly because of the quality standards across all components of UK higher education. Government ensures the universities in the UK delivers quality with stringent standards. The international students either studying degree programmes in the UK or in their own country such as, Hong Kong, Singapore or Sri Lanka are subject to the same quality assurance systems.

It is simply a blended learning approach studying and achieving a British degree with an international partner which incorporates the same assessment and delivery systems. I can assure you that all Sri Lankan students obtain the same degree as they would in the UK.

Q You have introduced some new programmes in Sri Lanka, can you tell us the background and how it will help our country?

Well, new is an interesting word. We have been working with BMS within Sri Lanka for more than a decade which is mainly in the business background of qualifications. Last year, we have launched the degree in biomedical science which can produce biomedical scientists for Sri Lanka. Biomedical scientists work in healthcare to diagnose diseases and evaluate the effectiveness of treatment.

I am here to launch another new degree in banking and finance. It is an innovative completion award which builds upon prior level 5 study as a progression towards the degree. The degree provides thorough knowledge in corporate financial theory and practice, credits and market risk and in particular, banking risk which are very much of practical in nature.

“BMS is one of the best international partners for our university”

Q This is a great news for Sri Lankan students, can you explain and elaborate on the completion degree?

A completion award is sometime known as a Top Up programme. It gives an entry to the final year of the degree.

May I explain in detail. British Honours degree is completed in 3 full academic years. Students may study Higher National Diploma or similar qualifications in the specific fields which is equivalent to a two-year degree study. We evaluate such qualifications for contents, assessment and quality assurance and go through a mapping exercise with our degree programmes. E.g. BMS offers Higher National Diploma (HND) which has a direct entry into Northumbria degree programmes. The students who have successfully completed HND programmes will be able to enter the final year directly to complete the Honours degree.

BMS students have excelled in the final year and some of them continued to obtain Master's with excellent grades. I can tell you a single story of a BMS student, Dr Vignesh Yoganathan, came to Northumbria for his final year from BMS after completing his HND at BMS. Vignesh continued his Master's Degree followed by a Doctoral Degree – all at Northumbria. I am pleased to report that he is currently in the academic staff of Newcastle Business School.



Professor Jon Reast
Pro Vice Chancellor (International)
Northumbria University UK,

Q As you said, you have many partners around the world, how do you assess the performance in Sri Lanka? Do you think there is an increasing trend of higher education requirement in Sri Lanka?

Yes, we have partners around the world. A decade of our experience of working with BMS, I must say, the quality and the standards are exceptional. In the first batch of biomed at BMS, 26 students have achieved first class classification which represent more than 70% of the cohort. In terms of good degree classification, BMS is among the very best in the world. Sri Lankan students are working incredibly hard and the local tutors who are working with Northumbria staff do an exceptional job supporting the students to achieve excellence. We are very much pleased to record that the local graduates are getting employed in the local corporate sector. I must commend BMS for its continuing efforts to support the graduates with in-house recruitment fairs with top ranking local companies.

Q One of the popular subjects with Britain is the Brexit in the recent times. Does Brexit have an effect or impact on UK higher education, on the standard and the services in particular?

Well, I expected this question. Let me assure that the UK higher education standard and services will remain unchanged. I do not think Brexit has any such effect. 52% of the UK voters have registered their desire to leave European Union. The government needs to decide to press Article 50 of the Lisbon Treaty or put that into place. There must be various negotiations for the exit to happen. Matters are not clear at the moment and I guess, it needs at least, 3 or 4 years.

Q Finally, what is your specialism and a message you would like to give Sri Lankan students who wish to pursue university education?

My specialism is marketing and had a background in industry working with marketing prior to academia. I am a great supporter of marketing being innovative and exciting.

Marketing delivers new products and services to meet peoples' need. As an update to regular marketing, 15 - 20 years ago, the term relationship marketing was developed. Northumbria and BMS has a long-term relationship. I see BMS has been in the forefront of the relationship marketing where 2 or 3 members of a family study Northumbria programmes annually at BMS. There is a great deal of loyalty to BMS and Northumbria here in Sri Lanka.

I understand that the state universities in Sri Lanka can absorb only a limited number of qualified AL students for degree programmes. The rest of them are looking for university education through non-state educational institutions. People need to choose the programme and the university carefully as it is an investment for the future.

There is a very good opportunity studying with BMS and the feedback from the students and graduates are amazing. I believe that our relationship will grow in the years to come with many other programmes to facilitate Sri Lankans to achieve degrees and excel in their career.

**"Northumbria University
is within the
Top 10 in the UK
for graduate
employability"**



Graduates of Northumbria University



Graduate Diploma in Management



Head Table



Part of the Graduates,

13 year
 BMS- Northumbria
 partnership produced
 more than
1500
 Graduates
 in Sri Lanka



at BMS Graduation Ceremony 2015



Award Recipients 2015



Guests and Invitees



Welcome by Kandyan dancers



“Group presentation is challenging and exciting. It has contributed to our personal development”

Ericka Perera
GDM student



Graduate Diploma in Management

leading to Masters in Business Administration (MBA)

Graduate Diploma in Management (GDM) programme provides an analytical and rigorous management education which will enable candidates to acquire key knowledge and skills which are required for effective first and middle-level management.

Programme Objectives

On successful completion of the programme, students will be able:

- To understand, apply and critically review key management concepts.
- To analyse and evaluate strategic management issues and make sound business decisions.
- To develop and enhance personal and interpersonal skills for a career in management.
- To progress onto further academic studies at Bachelors and/or Masters Degree levels in Management.

Programme Structure

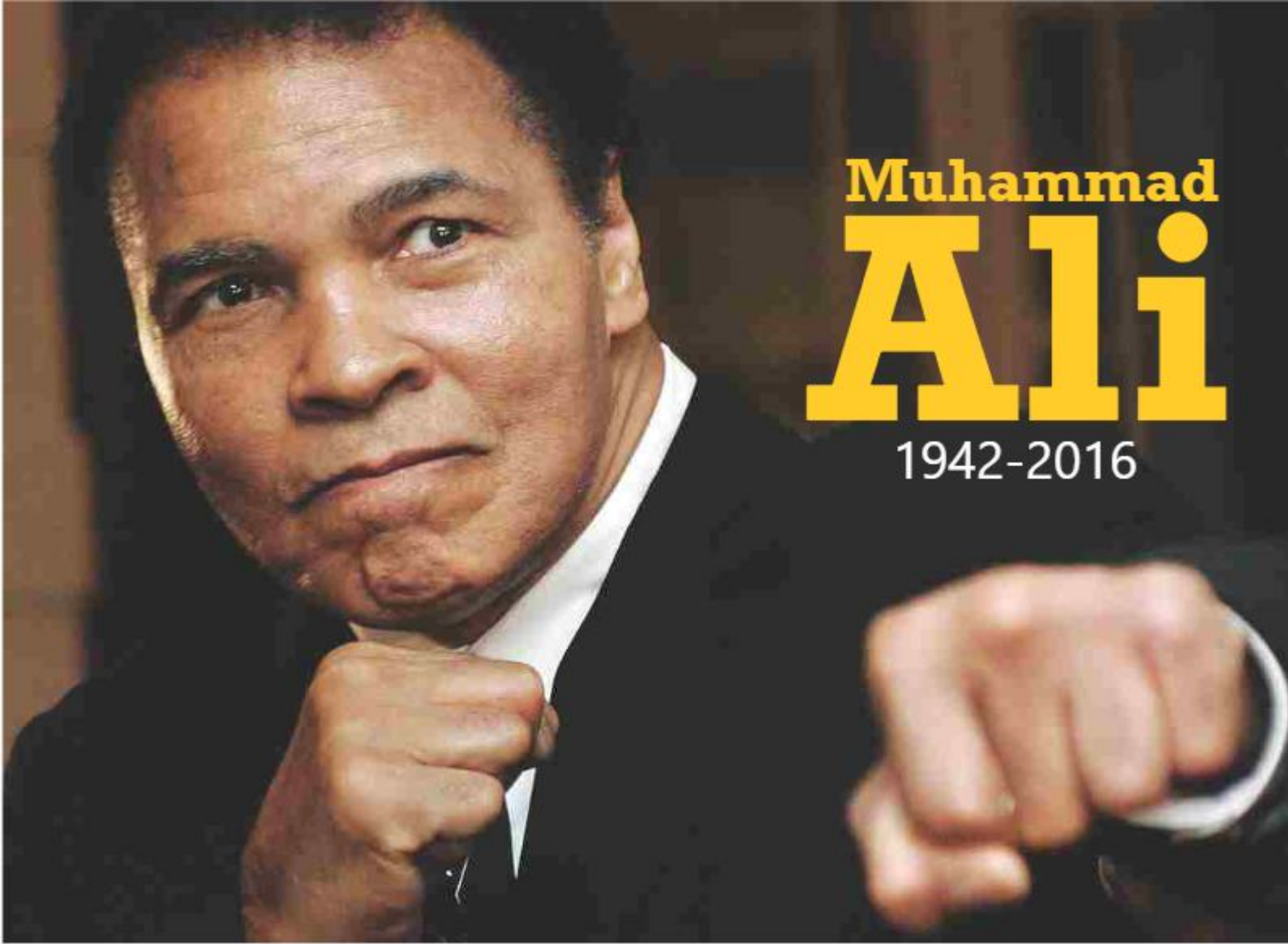
The Graduate Diploma in Management is made up of six (6) modules. It comprises a total of 120 credits. The programme can be completed within one academic year.

Assessment

Each module is assessed by a closed book examination and/or a written assignment. The Professional Project requires the student to produce a project report or an extended essay (7,000 words) based on an independent research into an area of business or management that interests them.

Code	Module	Study Hours	Credits
GDM 401	Management Fundamentals	200	20
GDM 402	Managing People	200	20
GDM 403	Managing Finance	200	20
GDM 404	Marketing Management	200	20
GDM 405	Research Methods (Business)	100	10
GDM 406	Professional Project	300	30

Recognised with entry to MBA



Muhammad Ali

1942-2016

What made “The Greatest” in the ring?

Many factors came together to create recognition of Muhammad Ali, who has died aged 74, as “the greatest” boxer in history.

There is no doubt Ali’s determination to overcome racial inequality, his refusal to fight in the Vietnam War, his emergence as a representative of Islam and his highly engaging media persona coalesced to make him by far the most widely known boxer of all time. He came to be popularly regarded as a champion of the oppressed and a seeker of justice for the persecuted. This resonated globally. Central to the celebrity Ali achieved, though, was his exceptional ability as a boxer.

A unique style

Ali won a gold medal (as a light heavyweight) at the 1960 Rome Olympics as the culmination of an amateur boxing career in which he won 100 of 105 bouts.

As a professional, Ali won the world heavyweight championship on three separate occasions over 14 years. He was victorious in 56 of 61 professional bouts, with three of the losses coming late in his career when his athleticism had faded. Sports Illustrated named him as its Sportsman of the 20th Century.

**“float like a
butterfly,
sting like
a bee”**

What made Ali such an outstanding exponent of his sport?

It certainly wasn’t sheer strength and power. He was never considered to be among boxing’s hardest punchers and more than one-third of his professional contests lasted their full scheduled duration. Nor was he remarkable in terms of height or weight.

Rather, Ali’s speed, agility, footwork and general athleticism were among the attributes that most distinguished him from other competitors. It was said he was a heavyweight who moved like a lightweight. In the early years of his career, Ali also displayed outstanding aerobic endurance: he was able to relentlessly maintain his dancing, up-on-the-toes style.

Many boxing experts regarded these as high-risk behaviours made viable only by Ali’s astonishing speed, but the unorthodoxy served to confuse his adversaries and lure them into errors. He was seldom the aggressor, preferring a method that capitalised on the aggression of others.

Ali very aptly characterised his own style as “float like a butterfly, sting like a bee”. His distinctive, unconventional boxing style was in keeping with the fierce individualism and rejection of norms that pervaded other aspects of his life and created almost universal interest in him.

Mental strength

There is no doubt Ali was uniquely skilled. But he employed techniques that, while clearly effective, were far from classical. In stark contrast to contemporary views of best practice, he often held his hands by his sides at waist level, and he sometimes avoided the punches of opponents by pulling his head backwards away from them.

He was predisposed to composing rap-style poems designed to extol his talents and unsettle opponents, and was well-known for his intimidatory stares and for subjecting opponents to verbal taunts during bouts.

Over time, Ali's perennial competitive success seemed increasingly to justify the self-belief and enabled him to inculcate an impression that he was almost superhuman. That was an impression that a public seeking new heroes in turbulent social and political times was very willing to accept. In addition, it appears to have been embraced by Ali himself.

The self-belief and illusion of superhuman qualities were arguably instrumental in enabling Ali to get through a number of torturous contests. These included the "Thrilla in Manila", where he and Joe Frazier inflicted shocking damage on each other in what he later described as a near-death experience, and the "Rumble in the Jungle".

In the Rumble in the Jungle, Ali absorbed some massively forceful punches from George Foreman as part of a contrived "rope-a-dope" strategy. This eventually brought him an unlikely victory that proved to be the crowning glory of his incredible boxing journey.



In the phase of his boxing career commencing after his 3½-year suspension from the sport due to his refusal to enter the US Armed Forces, Ali became famous for an extraordinary ability to "take a punch". This – along with the courage and commitment to purpose that it implies has been viewed as another reason for his boxing greatness.

The taking of punches, though, very likely had a significant downside in causing neurological injury and contributing to the Parkinson's disease that affected his life from the mid-1980s onwards and was soon greatly debilitating.

Ali not only competed during the "golden years of heavyweight boxing" but was the fundamental reason for them. He brought completely new dimensions to the sport and gave it a sort of aestheticism and a broader relevance that was without precedent.

Despite the health problems that he suffered in retirement, he reportedly continued to enjoy being Muhammad Ali. That enjoyment was well-earned. He inspired and empowered multitudes of people around the world and engendered cultural change.

Ali's passing has evoked widespread sadness, particularly among the many admirers who somehow identified so strongly with him that they felt a quite intensely personal sharing of his triumphs and defeats, both in the ring and outside it. He leaves an enduring and highly influential legacy that in the final analysis has been made possible by the qualities that made him genuinely "the greatest" as a boxer.

By Allan Hahn

BMS Student Research for CMA Conference 2016



BMS School of Science students continued their research presentation at the Common Wealth Medical Association Conference 2016.

Sharanya Logewaran, Anjana Buddhika, Anujan Balasubramiam and Arunthusha Thavarajah presented their research extracts at the conference. Their research were supervised and assisted by staff members, Dr Ranmalee Amarasekara and Supeshala Kothalawala.



VESTIRE

BMS celebrates creativity with special costume party



Echoing the institutes continued commitment to create an intellectually stimulating learning environment, the Student Council of BMS organized a unique costume party called 'Vestire', held on 21st October at BMS. The event saw the participation of over 300 excited students who personified their creativity with striking costumes of their favourite fictional and comic characters



Hat-trick in Rugger: the winning culture



Team BMS Rugger recorded its first victory in the local tournament beating the University of Colombo in the finals. The winning culture continued securing Plate Championship 2016 beating University of Technology Mara in Malaysia. The Hat-trick is completed by the team's dominance in the 7th HARFA Rugby Tournament beating Old Benz in the finals open category.



BIOMED POSTER PRESENTATION

As part of the programme, the batch 06 students of the International Foundation Diploma (IFD) in Applied Sciences, participated in a poster presentation session at BMS School of Science. The presentations portrayed their knowledge and enthusiasm in relevant areas of concern as well as the student's presentation skills.



BMS Crowned as the Champions of Red Bull



The Teams of the World Finals



Bull Campus Cricket World Finals 2016





best for employability

"As a university rated among the best for employability in the UK, with a significant international presence, we are delighted to extend one of our postgraduate programmes to Sri Lanka."

Dr. David McGuire
Programme Leader (MBA)

Edinburgh Napier MBA

Study in Sri Lanka

Edinburgh Napier MBA in Sri Lanka

Programme Aims

- To develop and enhance specific business competence, knowledge and applicability to organisations in core and optional areas of study.
- To provide a pathway for continuing personal and professional development.
- To develop the student's ability to examine and analyse the impact of the constantly changing environment (local and globally) on organisations, including their own, and to respond appropriately at tactical and strategic levels.
- To develop insights, critical thinking and management skills necessary to function effectively in a management role and to widen the perspective of students beyond the limitations imposed by their own experience in their own organisation and career to date.
- To promote the development of intellectual capability, research skills, consultancy skills and creative thinking of the student in order to generate original solutions to management problems in their organisation.

Programme Structure

MBA consists of four core modules and two specialist modules, followed by skills for managers unit and a 14,000 word MBA project. Students have the choice of studying for a general MBA or opting to follow the specialist route by taking two specialist compulsory modules.





Humor in the workplace

It's no laughing matter

Dr Nilupama Wijewardena, Monash University, Australia

Humor and work may seem like odd companions. Yet considering research evidence revealing humor's potential to positively impact employee, workgroup and organizational outcomes, humor is no laughing matter!

Humor in the form of jokes, puns, wit and anecdotes etc; is pervasive in organizations and occurs amongst all organizational members from employees and work groups to managers and leaders. Humor has particular relevance to modern workplaces as today's employees (especially Millennials) expect their work to be fun and enjoyable.

Given the shift from mechanistic work tasks to greater use of creativity, collaborative problem solving and teamwork within the work environment, modern managers and employees alike need a range of tools to aid the effective achievement of challenging tasks. Humor is one potentially strong candidate for achieving these outcomes. Organizations like Google, IBM and Southwest Airlines have spent large amounts of money to create fun work environments for their employees while the use of paid 'entertainers' and 'humor consultants' to produce and perform humor skits for employees is becoming increasingly common in the Western world.

Humor represents a novel, economical and much liked phenomenon that has direct relevance for organizations and management. Thus, it is to the advantage of both managers and employees alike, to understand the effects, functions and role that humor plays within the organizational setting.

History of humor

The study of humor dates back to the 5th century BC when the ancient Greeks used the word humor to denote fluids in the human body. The ancient Greeks believed that any imbalance between the four bodily fluids, or 'humors', of blood, phlegm, black bile and yellow bile caused illness and pain. Anyone whose four humors were in balance was in 'good humor' while a person whose humors were not in balance was 'out of humor'. With the passage of time the word humor began to be associated with a mood or disposition towards the liking of ludicrous, comical and absurd things.

The scientific study of humor originated towards the end of the 19th century. To date, humor has been extensively studied in philosophy, sociology, psychology, and communication studies with each discipline focusing on the different aspects of humor that are most relevant to it. Research on humor in the workplace, though still in its infancy, is now emerging as an important area of management and organizational studies.

Definition of humor

Humor has many definitions, each influenced by different scholarly perspectives. There is consensus amongst scholars that humor is a form of communication, is concerned with social interaction, has emotional and cognitive dimensions and usually leads to laughter and mirth. For example, Robert and Yan (2007, p. 209) define humor as an intentional form of social communication delivered by a 'producer' toward and 'audience', and suggest that humor is used in particular circumstances to make social communication more effective. Martin (2007, p. 10) views humor as 'an essentially emotional response of mirth in a social context that is elicited by a perception of playful incongruity and is expressed through smiling and laughter'.

Importance of humor for the workplace

The most important function of work-place humor is its beneficial impact on employees' emotions. Positive humor is associated with laughter and positive emotions. A growing body of research shows the beneficial impact that experiencing positive emotions have on employees' well-being and performance. Thus humor contributes to producing positive emotions and moods in employees.

Humor at work improves relationships and builds rapport amongst employees and work groups. Sharing humor amongst work colleagues leads to fostering greater collegiality and connectedness. Humor also acts to relieve employees' work stress and boredom and energizes individuals towards goal achievement. Humor is also associated with creativity and the ability to find novel solutions to problems.

Research has also found that when managers and leaders use humor with their employees, employees feel greater psychological empowerment, job satisfaction, creativity and positive perceptions of leaders' task and relationship behaviors. Furthermore, employees tend to rate superiors who frequently use humor with them in a more favorable light than superiors who do not use humor. Thus the use of humor by managers and leaders when managing employees is highly advocated given the many benefits derived from it.

Humor acts to relieve employees' work stress and boredom and energizes individuals towards goal achievement

The dark side of humor

Humor does not always bring merry results. Humor is likened to a 'double edged sword' as it can harm as well as help. Humor used with negative or aggressive intentions can emotionally and physically harm employees, destroy trust and relationships and cause strife and tension within workplaces. Humor can be used to discriminate employees and groups based on their culture, ethnicity, gender etc. by laughing at or ridiculing them.

Such practises can lead to employee frustration, anger, in-group-out-group conflicts, and high absenteeism and turnover. Humor can also be used by employees to undermine the authority of management and resist management policies. Mocking managers and management practises can disrupt the managerial process within organizations and cause employee disillusionment. Such irresponsible and negative practises can seriously undermine the benefits of humor.

How to use humor responsibly

Humor represents a powerful resource for organizations when used responsibly and with positive intentions. In this regard, the intentions behind using humor are very important as humor must always be used with positive intentions to derive its benefits. Humor is also highly context bound and therefore employees must first understand the context (i.e., place, situation, time, people etc) before using humor and be skilful to match the humor with the context. Humor used in the wrong context can bring disastrous results. It is important to understand the audience to whom you are directing the humor to before using humor. Also create trust between the people with whom you are using humor and allow them to respond back with humor. Organizations must never promote, tolerate or allow negative forms of humor to occur given the serious implications associated with negative humor.

Humor represents a potentially powerful resource for the 21st century workplace. As such humor is a phenomenon that managers and employees cannot afford to ignore.

Nutritional benefits

Guava is an extraordinary rich source of vitamin C. The flesh just underneath its outer thick skin contains exceptionally higher levels of vitamin C than its inner creamy pulp. The fruit is low in calories, fats and digestible carbohydrates. The pink variety of the fruit is a very good source of vitamin A and antioxidant flavonoids such as beta-carotene, lycopene, lutein and cryptoxanthin. Guava is also an excellent source of soluble-dietary fibre and folate and a moderate source of B complex vitamins and vitamins E and K and minerals such as calcium, magnesium, phosphorous, potassium and manganese. Trace levels of copper and iron are also present.

They are moreover well known for their high pectin content. Guava is often labelled as 'super fruit' because it contains 4 times more vitamin C than orange, 3 times more proteins and 4 times more fibre than pineapple and slightly more potassium than banana. The pink guava contains twice as much lycopene as tomato.

Boosts immunity

As guava is one of the richest sources of vitamin C, it helps improve immunity and is a great way to ward off colds and other viral infections.

Promotes digestion

Guava contains pectin that helps to promoting digestion and improving appetite. The fibre content is also helpful in preventing indigestion problems.

Lowers risk of cancer

Lycopene, quercetin and vitamin C and other polyphenols in the fruit act as potent antioxidants that scavenge cancer causing harmful free radicals generated in the body preventing the growth of cancer cells.

Goodness of Guava

Guava (*Psidium guajava*) Sinhala, pera, Tamil, koyya is a member of the family Myrtaceae. The trees thrive mostly in the wet and intermediate zones in Sri Lanka and the fruits are available year round.



Recommended during pregnancy

Guava is a good natural cure for morning sickness in pregnancy. As guava is loaded with vitamins, folates and calcium. It is extremely beneficial to pregnant women.

Regulates blood pressure

Guava being fibre rich and hypoglycemic in nature helps reduce cholesterol in the blood thereby maintaining the fluidity and reducing blood pressure. It also improves the sodium and potassium balance of the body thus regulating blood pressure.

Great stress buster

The magnesium in the fruit helps relate nerves and muscles. So after a hard worked or a long work day a guava is certainly what you need to combat stress.

Good for eye sight

The high content of vitamin A in the fruit improves vision health and slows down the appearance of cataracts and macular degeneration. It even improves eyesight once it has begun to degrade.

Maintains brain health

Yet another benefit of guava is the presence of vitamins B2 and B6. Vitamin B3 encourages brain health and promotes blood circulation, while vitamin B6 is an important nutrient that enhances brain function.

Diabetes-friendly

The high level of dietary fibre in guava and the low glycemic index scales down the ingestion of sugar in your body and ensures that super levels are regulated.

Keep thyroid healthy

Copper, present in trace amounts plays a vital role in thyroid metabolism especially to hormone production and ingestion.

Good for diarrhoea and dysentery

The astringents in guava makes it particularly useful during diarrhoea. These astringents contain antibacterial and disinfectant properties, which are highly beneficial in combating microbial growth during dysentery.

Diabetes-friendly

The high level of dietary fibre in guava and the low glycemic index scales down the ingestion of sugar in your body and ensures that super levels are regulated.

BMS Learning and Development Initiative

Corporate Get-Together 2016

BMS has developed a successful partnership with state and non-state institutions to provide learning and development initiative to the staff members of the institution. At the corporate Get-together held at Galadari Hotel, officials of leading companies participated and the President of BMS presented future plans and initiatives.

BMS and HSBC (HDPL) commenced its learning and development partnership in 2011 and have produced hundreds of Diploma and Degree holders from the HDPL staff members who gave back to the institution their knowledge and skills.



Learning and Development Initiatives 2016



Mr Lasantha Dissanayake, Vice President HRM, HSBC-HDPL receives token of appreciation from W A Wijewardena, President BMS, for the support extended during the period of seven years to make a successful partnership between the both institutions.



Red Carpet

Masquerade Ball





northumbria
UNIVERSITY NEWCASTLE

BSc (Hons) Biomedical Science

Biomedical Science is the application of biology - based science for medical use. It will allow you to learn about the human body at the organ, tissue, cell and sub cellular levels. You will also learn how these systems are affected by various diseases and how an accurate diagnosis can be made using a variety of laboratory tests. The subjects studied in biomedical science are broadly those studied as pre-clinical components of a medical degree.

Final Year in Sri Lanka

Module	Study Hours	Credits
Pathology in Practice	200	30
Analytical Methods and Applied Genetics	200	20
Clinical Immunology	200	10
Molecular Cell Interactions	200	20
Research Project	100	20
Scientific Literature Review	300	20

Accredited by



leading to Doctor of Medicine at



St. George's University
THINK BEYOND
Grenada, West Indies

Programme Objectives

- Understanding in the fundamental subjects that underpin Biomedical Science, including: Pathology, Molecular Genetics, Clinical Immunology and Scientific Research Methods.
- Develop intellectual skills in relation to knowledge and understanding of current methods available for the laboratory investigation, diagnosis, treatment and prevention of disease, and of the roles of the various specialist disciplines in Biomedical Science, including, medical microbiology, clinical biochemistry, cellular pathology, haematology and transfusion science and clinical immunology.
- To enable students to develop their practical laboratory skills and abilities alongside broader professional skills, thereby satisfying some of the key requirements of the Health Professions Council Standards of Proficiency for registration as a Biomedical Scientist.



**“Top 1% of
Business Schools
in the world”**

Andrea Perera
BMS degree student

*** Newcastle Business School at Northumbria University has secured double accreditation in both Business and Accounting from the Association to Advance Collegiate Schools of Business (AACSB) which makes it within the top 1% of the world's Business Schools.**



These innovative undergraduate degree programmes build upon your prior study as a progression towards the degree. The programme is delivered over 12 months commencing with an induction in Sri Lanka by Northumbria University lecturers to introduce students to the learning resources, tutors, modules and assessments. Students will then complete five 20 credit modules and the dissertation supported by tutors locally and from the university..

BSc (Hons) Banking & Finance

Final Year Completion Award

Modules

- International Finance and Responsible Business
- Research Informed Learning and Practice
- Banking Risk 1
- Understanding Strategy
- Banking Risk 2
- Research Dissertation

BSc (Hons) Business & Management

Final Year Completion Award

Modules

- Leadership
- Re-imagining Work and Organisation
- Contemporary Corporate Reporting
- Research Informed Learning and Practice
- Understanding Strategy
- Research Dissertation



Vesak Celebration

BMS Vesak week 2016 was organized by the student council together with the staff of BMS. All Muslim, Catholic, Hindu and Buddhist students participated in the Vesak lantern competition and won the prizes.



Ifthar Celebration

Together with the Muslim students of BMS, the Student Council planned the annual Ifthar celebration to mark the breaking of the daily fast during the holy month of Ramadhan. The evening featured a host of special customs including breaking the fast at sunset with dates and water, followed by prayers and a rich meal with a number of offerings at the gathering.





New Year with a "Paduru Party"

Symbolizing prosperity and ethnic harmony in the country, the students of BMS joined together to welcome the dawn of the Sinhala and Tamil New Year. This year, the students decided to embark on a new spin with the initiation of a special 'Paduru Party' (sing along session). The students dressed up in traditional outfits and aptly showcased their varying talents as they danced and sang along to traditional music, adding to the special feeling that dawns at the New Year.



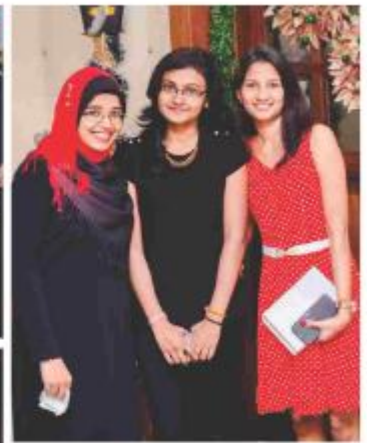
Thai Pongal Festival

Amidst a large gathering of students dressed up in traditional attire, the proceedings began with a fire wood hearth set up for boiling milk in a clay pot which is considered a good fortune when the milk boils over. An integral part of the festival customs including the cooking of the Pongal rice then took place and was offered to the sun. Students then gathered around for a special breakfast of 'Pongal', 'Sambar' and 'Wadai' which was served on a banana leaf in true Thai Pongal spirit.



Christmas Party

The students and staff of BMS had an enjoyable night as they celebrated the annual Christmas party. The event featured a full course of food, drink and spectacular music and dancing as students dressed up in the Christmas colours embracing the spirit of the season.



BMS is multicultural in all aspects with a student population of about approximately 1,000 coming from all ethnic and religious groups in Sri Lanka. Thus, its student union has the responsibility for building sustainable coherence among its membership. Accordingly, it organizes, with the full and active participation of all the students, the celebration of the major ethnic and religious events in Sri Lanka. They celebrate Thai pongle and Deepavali, Sinhala and Tamil New Year, Vesak, Ramadan and Christmas in grand fashion. It is encouraging to see that all students take part in these celebrations without exception.

Daily FT -25 July 2016

Award Winning BMS - CSR Project continued for the year 2016



The BMS students with staff members continue their research on water contamination of well water and promoted the concept of drinking purified water. As a part of their project, BMS students provided water purifiers to the Traffic Division of the Wellawatte Police Station encouraging the Traffic Police to drink more water.

BMS creates fond memories at the Annual Staff Trip 2016

Since inception, BMS has inculcated a family culture conducive with constant support and engaging activities. In accordance with this, the institute's annual staff trip was organized the 16th August 2016 to Lake Serenity, Kuruvita. In addition to being a social activity, this trip was yet another reward for all the hard work put in by the entire staff at BMS throughout the year. Packed with fun-filled activities, thrilling games and prizes and delicious cuisine, the staff thoroughly enjoyed themselves. The day's trip proved to be a great getaway and the institute will continue to engage their staff with exciting activities in days to come.



Student Presentation

Business degree second year students prepare for the International Marketing Individual Presentation, 2016.



Taylor Swift

Quite simply, a global superstar

Taylor Swift is a ten-time GRAMMY winner, the youngest recipient in history of the music industry's highest honor, the GRAMMY Award for Album of the Year and she is the only female in the history of The Grammy's to win Album of the Year, twice. Taylor is the only artist in history to have an album hit the 1 million first-week sales figure three times (2010's *Speak Now*, 2012's *RED* and 2014's *1989*). She's a household name whose insanely catchy yet deeply personal self-penned songs transcend music genres, and a savvy businesswoman who has built a childhood dream into an empire.

But the numbers don't tell Taylor's story half as well as she could. After all, it's the intangibles that elevate Swift into the stratosphere of our pop culture planet, allowing the 25 year old singer songwriter to orbit in a more rarified air. Her large scale charitable contributions are one thing, but it's in the small gestures – the notes of compassion she posts on the Instagram photos of lovelorn fans, the genuine hugs she distributes without discretion where Swift proves time and time again that platinum selling, record setting success has not changed her inherent nature. She is awkwardly honest and powerfully empathetic; a brazen superfan, loyal friend, fierce protector of hearts; and one of the world's greatest ambassadors for the power of just being yourself.

Granted, for Taylor, "being herself" tends towards shimmering, gossamer perfection but that's an image regularly blown whenever she dons fake braces and a tri pony to clown around on late night TV. She's the first artist since the Beatles (and the only female artist in history) to log six or more weeks at No.1 with three consecutive studio albums. And while she's been named Billboard Magazine's Woman of the Year (the only artist to receive this nod twice, and their youngest ever honoree), one of Time Magazine's 100 Most Influential People in the World, and one of only eight candidates for Time's most prestigious honor, Person of the Year, in 2014, she's probably the only person on those lists who uses social media to post notes to her best friends and videos of her cats.



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

Science

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- BSc (Hons) Biotechnology



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