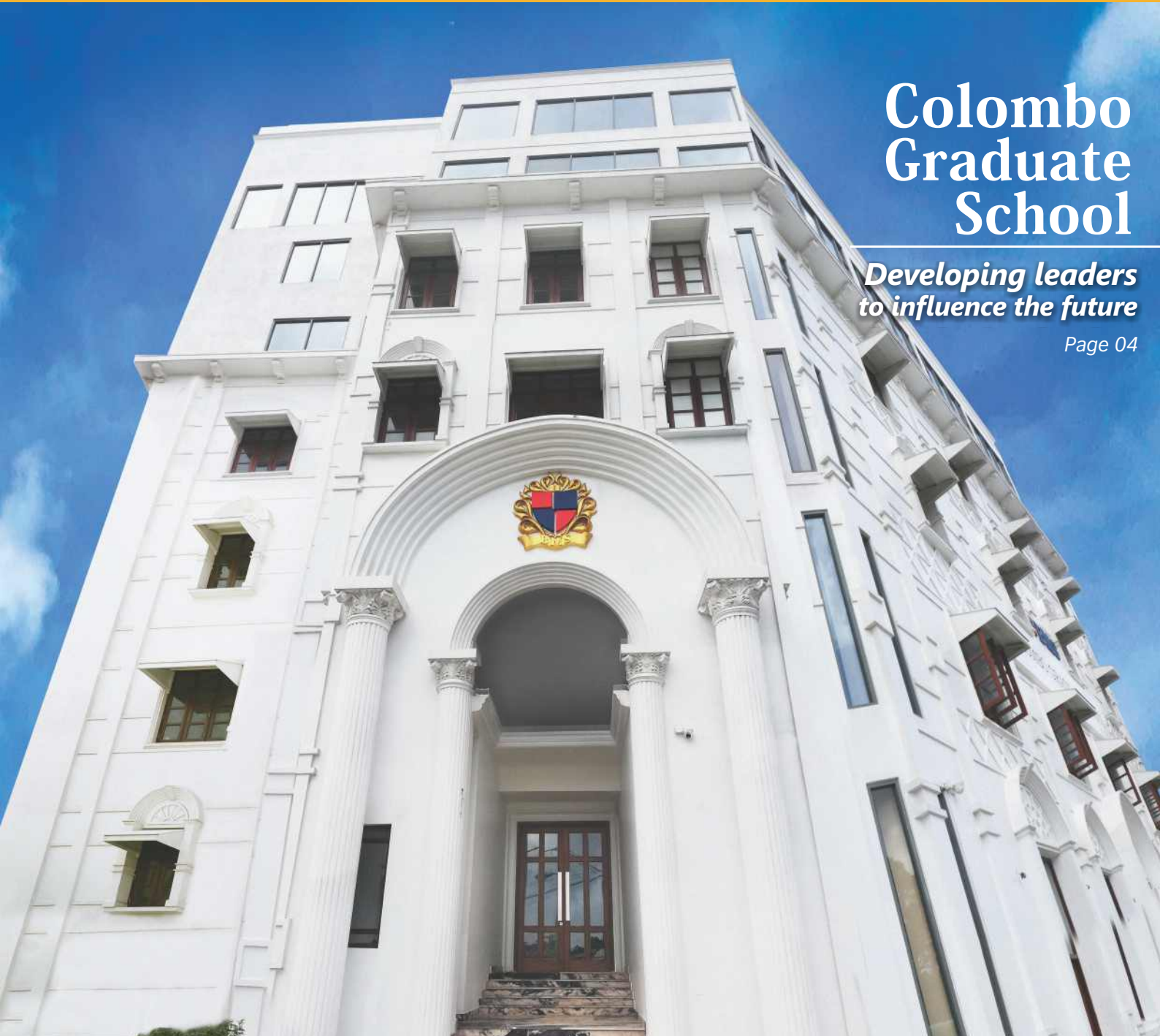


## Colombo Graduate School

*Developing leaders  
to influence the future*

Page 04



**Education Partnerships create strong people-to-people ties between Canada and Sri Lanka.**

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H.E. David McKinnon  
Canadian High Commissioner  
to Sri Lanka



**New Zealand Education has a strong reputation for developing work-ready graduates.**

Page 16

H.E. Michael Appleton,  
New Zealand High Commissioner  
to Sri Lanka

# Colombo Graduate School

## Developing leaders of knowledge and innovation to influence the future

Colombo Graduate School (CGS), the postgraduate institute of BMS, was established with the objective of providing a research-intensive learning environment to students. It will enable them to generate and disseminate new knowledge. This is in accord with our firm belief that learning and research are inseparable when it comes to developing our graduates as creative thinkers.

Our vision is to be locally and globally connected with other reputed institutions in fostering teaching, learning, and research. Such partnerships and collaborations will enable us to learn from the

experiences of each other. We expect our graduates to become leaders of knowledge and innovation to influence society at large.

With our state of the art new premises, we will be expanding our research capacity in science and management to produce the scientists and thought leaders of tomorrow.

In the New Normal learning environment following the COVID-19 pandemic, our role will be to support everyone, especially the underprivileged, to develop their intellectual capacity fully. CGS is our vehicle for attaining that goal.



# LEARNER

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BMS\_SriLanka



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Design & Concept: **BMS Digital Studio**



Sanjaya Senaratne



Nirmani Wickramanayake



Roshan Samarasekara



## Higher Education Leadership Pandemic to Transformation



The Coronavirus and the disease it causes, the COVID-19 pandemic has created an unprecedented global public health crisis. With relatively little warning, higher education institutions have been requested to adopt transformative changes to meet the students' most critical needs. Accordingly, higher education institutions had to abandon conventional face-to-face teaching, and shift to a system of digital learning. It has invariably affected students, program, faculty, and those who lead the organisations.

There has not been previous experience as to how a higher learning institution should face such a catastrophic situation. An additional problem has been the stress which the leaders and the faculty of higher learning institutions have to go through in handling the issues involved. Academic leaders can still successfully navigate the transition to remote learning with flexibility and innovative thinking. Student-teacher personal interaction may still be maintained with digital resources and broadcasting video lessons may enhance the learning experience.

Every crisis may create an opportunity. Higher education institutions shall take advantage of strategic opportunities from the crisis which will help them to build their capacity to provide blended models of education in the future. It will assist them to be better prepared to switch easily between face-to-face and remote learning as needed.

Professor Gamini Samaranayake  
**Vice-President, BMS**

---

*Professor Gamini Samaranayake has been the Vice-Chancellor of the Rajarata University of Sri Lanka and Chairman of the University Grants Commission of Sri Lanka during 2005-2016*

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State-of-the-art new building with modern student facilities



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 **BMS**

COLOMBO GRADUATE SCHOOL



MCMXCVII



# “A journey of building all-round personalities,”

— An interview with **Dr. W A Wijewardena**, President - BMS —

## Your comment on BMS's 20-year journey?

We have reached the milestone in 20-year history as a higher learning institution to become a Degree Awarding Institute with the approval of Ministry of Education, Sri Lanka in terms of the Universities Act 1978. It allows us to offer our own Degree programmes in Sri Lanka. BMS team takes pride in this achievement for which it had worked dedicatedly in the past couple of years. We have embarked on a challenging new journey of making a mark as a centre of excellence and quality recognised by students, parents, and employers in Sri Lanka as well as in the region.

## You have stated that BMS is a trendsetter, can you elaborate on this?

Yes, BMS has always been a trendsetter and not a follower. We are the first to provide Biomedical Science Higher Diploma and Degree in association with Northumbria University, UK. Biomedical Science goes to the root of our Biology to create innovative ground breaking discoveries in the health world. It is followed with the Degree in Biotechnology, a relatively new field, which develop Biotechnologists.

BMS and Northumbria partnership reaches the eighteenth year which introduced another first, AACSB (Associate to Advance Collegiate Schools of Business) accredited Degree programme in Sri Lanka. AACSB accreditation is earned by fewer than 5% of the world's Business programmes. Our new building will provide Harvard style classrooms which provides innovation in teaching and learning to deliver an exceptional student experience.

## Do you have collaboration with local institutions?

We are pleased to record appreciation to our universities, research institutes and private health providers who have immensely supported us in our journey of success. University of Sri Jayewardenepura, Kelaniya and Colombo assisted us in Research and participated in the BMS Research Symposium. Industrial Technology Institute and Sri Lanka Institute of Nanotechnology and Durdans Hospitals provide our students facilities with valuable practical and research opportunities.

## You admire Kannangara Philosophy of Education. Can you elaborate?

The new journey aims at producing intellectuals of holistic disposition. This is in accord with the objectives of the C W W Kannangara Education Reforms introduced in mid 1940s in the country. The Report identifies purpose of education must be directed towards devising a system that will enable every citizen to play his full part in the life of the nation. Democracy requires a minimum standard of education and, beyond that, equality of educational opportunity. The reforms emphasise that individual must be prepared to achieve the highest Degree of physical, mental and moral development.

## Students are more towards obtaining certificates than the knowledge and skills. What is your view on this?

Once again, Kannangara philosophy of education had been lost in Sri Lanka's educational system over the years.

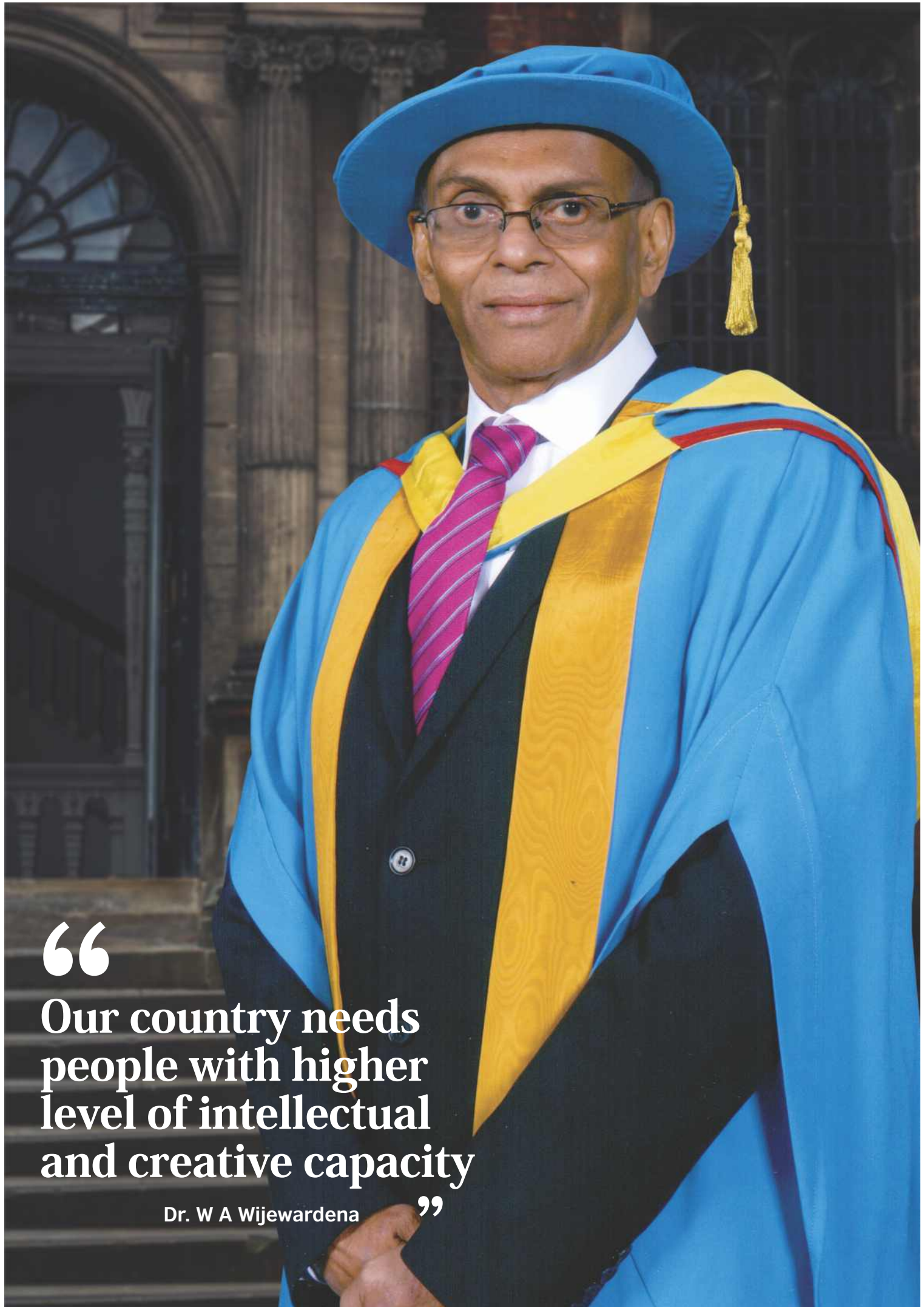
Instead of producing a full personality capable of serving Sri Lanka in the most effective way, the education system had been marred by the insane race for getting competency certificates by students and parents. Schools are rated not by the production of holistic individuals with 'the highest degree of physical, mental, and moral development' but by the number of the passes which students have scored in competitive examinations. But what Sri Lanka needs today is not such certificate holders. It needs people with a high level of intellectual and creative capacity to take the country to its ambitious goal of a high-income country. What this means is that a new approach is needed to education.

## Can you explain the journey of developing creative minds versus intellectual slaves?

As the Kannangara report had envisaged, BMS will strive to develop full personalities with 'all-round capabilities' Sri Lanka today needs people with creative minds and not those willing to be intellectual slaves of others. Creative minds are needed to help Sri Lanka seamlessly integrate with the emerging world ruled by novel ideas.

Ideas are spawned in grounds rich with fertility. Two such requirements of a fertile ground are the recognition and appreciation of 'freedom of thought' and 'freedom of expression'. A system of education that pushes students to 'conformity' will not serve the purpose of building a society of intellectuals. Hence, educationists should encourage students to 'question, probe, and criticise', the three pillars of scientific inquiry. This is challenging, but not impossible.





“

**Our country needs  
people with higher  
level of intellectual  
and creative capacity**

**Dr. W A Wijewardena**”

# UK remains a world-leading destination for study and research

— Her Excellency Sarah Hulton OBE, British High Commissioner to Sri Lanka —

Great opportunities to study in the UK continue to be available to international students. The UK remains a world-leading destination for study and research and the UK Government continues to offer measures aimed at boosting access for global students and supporting international education partnerships. The updated International Education Strategy, led by the Department for Education and the Department for International Trade was launched in February and focuses on supporting the education sector to build back better from the pandemic by boosting global growth opportunities.

## Education delivery changes due to COVID-19

The COVID-19 pandemic has profoundly impacted how education across the world is delivered and experienced and the UK's education sector rapidly and innovatively rose to the challenge, acting in the best interests of students to protect both their health and education. For students already studying with a UK provider, the government quickly put measures in place to ensure that they were not negatively impacted as a result of coronavirus. UK universities began the 2020 to 2021 academic year from a default position of blended models of provision, involving a mix of online and in-person learning to reduce physical contact.

Many students access the UK education system directly in their home country via a successful global transnational education offer. For Sri Lankan students, the strong UK transnational education presence in-country has been a popular route to meet their higher education aspirations. Apart from the availability of a range of university qualifications, Sri Lankan students have access to popular chartered professional qualifications like CIMA, and CIM.

These UK universities and professional awarding bodies together with their local offices and partners have successfully adapted to support digital delivery and testing provisions to support Sri Lankan students to continue their education journey during the pandemic.

I've heard about the success BMS has had with their innovative model of learning, which combines traditional and online learning resources. I understand that BMS has been delivering UK Degree programmes in Sri Lanka and supporting students with their studies in the UK for nearly 20 years. I congratulate BMS on their long-term educational partnerships with UK Universities.

**Chevening Scholarships are awarded to individuals who can demonstrate that they have the commitment and skills to create positive change.**

## UK scholarship schemes

Many Sri Lankans have benefited through Chevening - the UK's flagship international awards programme. Chevening Scholarships are awarded to individuals who can demonstrate that they have the commitment and skills to create positive change. The scholarship offers full financial support for future leaders to study for any eligible master's degree at any UK university whilst also gaining access to a wide range of exclusive academic, professional, and cultural experiences. In addition, Chevening Fellowships are awarded for mid-career professionals in the science, innovation, technology and journalism fields in Sri Lanka.

Chevening Scholarships aim to support inspiring future leaders with knowledge, networks and confidence to be an asset to their home country's growth and development. Currently the scheme is open for applications, the deadline is 2nd November. The British Council has been on the ground in Sri Lanka since 1949, representing the UK in all aspects of cultural relations, building relationships and opportunities, and connecting people. The British Council also offers opportunities to Sri Lankan post graduate students through the GREAT scholarship scheme. You can keep an eye out for the next application cycle.

## Study, stay and work in the UK

Changes to UK visa services will allow students to be able to stay on and work in the UK. The Graduate Route is available to international students who successfully complete their degree at undergraduate level or above at a UK Higher Education Provider. Students will need to have completed the entirety of their course in the UK as a student, apart from permitted study abroad programmes or remote study due to COVID-19, for which specific concessions have been agreed. What this allows is the opportunity for international students to stay in the UK and work, or look for work, at any skill level for two years, or three years for doctoral students. The Graduate Route is an unsponsored route, meaning you do not need a job offer to apply for the route. You will be able to work flexibly, switch jobs and develop your career in the UK as required.

The UK has also announced concessions for students who have, or will be applying for, Tier 4 visas, in light of COVID-19. International students are advised to contact their current or chosen university before travelling, to find out how they are adapting their teaching in light of the current COVID context.





**“  
I congratulate BMS  
on their long-term  
educational partnerships  
with UK Universities.”**

**Her Excellency Sarah Hulton OBE.**

# Ministry of Education recognises BMS as Degree Awarding Institute in Sri Lanka

Honourable Minister of Education, Professor G L Peiris, publishing an Extraordinary Gazette Notification No: 2208/49, dated 01/01/2021, recognises BMS as a Degree Awarding Institute under the Universities Act No. 16 of 1978 for the purpose of developing higher education leading to the award of the degree.

BMS Vice-President, Prof Gamini Samaranayake, Former Chairman UGC, is confident of BMS becoming a preferred Degree Awarding Institution with a commitment to academic excellence. He further added that BMS graduates will make significant intellectual, economic and cultural contributions to the country.



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The Gazette of the Democratic Socialist Republic of Sri Lanka

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No 2208/49 - FRIDAY, JANUARY 01, 2021

(Published by Authority)

**PART I : SECTION (I) — GENERAL**

**Government Notifications**

L.D.B 21/1978(X) (A)

**UNIVERSITIES ACT, No. 16 OF 1978**

Order under Section 25A

BY virtue of the powers vested in me by Section 25A of the Universities Act, No. 16 of 1978, I, Prof. G.L. Peiris, Minister of Education, having obtained a report under Section 70C of the aforesaid Act, in respect of the Business Management School (Private) Limited, a company incorporated in Sri Lanka under the Companies Act, No. 7 of 2007 and bearing registration number PV 2268 and located at No. 591, Galle Road, Colombo 6, do by this Order and subject to such conditions as specified in the Schedule I hereto, recognise the Business Management School (Private) Limited as a Degree Awarding Institute for the purpose of developing Higher Education therein, leading to the award of the Degree specified in Column I in the Schedule II hereto, of which the abbreviation is set out in the corresponding entry in Column II in Schedule II hereto.

Colombo,  
30th December, 2020  
01-187

Prof. **G . L . Peiris**  
Minister of Education.



## BMS Team of Managers

*Back Row (L-R) Suraj Egodagama (Recruitment), Sanjaya Senaratne (Advertising), Ahmed Irfan (Branding), Jayson Perera (IT), Chamila Jayamal (Operations)*

*Front Row (L-R) Jowfar Sadique (HR), Erangee Mendis (Administration), Dilasha Ranasinghe (Student Support)*

## Organisational Family Culture

BMS encourages team structures that make our members develop a sense of family in the organisation. Organisational family culture promotes the spirit of community and creates a bond between our members of the organisation by way of support, caring and openness. Open communication provides an opportunity for interaction and to learn and acquire knowledge and skills from other members.

The family-like attitude creates positive energy and happiness among the members and helps them to work together to improve productivity and creativity. Since the members of the organisation receive respect and recognition from the boss and in return, they believe that their boss is a leader who is worthy of their loyalty.

Research conducted by Oxford University Business School, in collaboration with British multinational telecoms firm BT, has found a conclusive link between happiness and productivity. Further, an extensive study into happiness and productivity has found that people are more productive when they are happy.



## Education Partnerships create strong people-to-people ties between Canada and Sri Lanka



Canada and Sri Lanka share strong people-to-people ties, of which the partnerships in education has been among the most prominent and longstanding. This partnership has contributed positively to both Sri Lanka and Canada.

*Among the attributes that make Canada one of the most popular education destinations in the world are:*

- High quality schools and programs of study in both English and French;
- Peaceful, welcoming and diverse communities;
- Envious quality of life;
- An extraordinary range of program options,
- Opportunities to work and start careers; and
- Pathways to permanent residency.

The outstanding quality of Canadian education is well known, as is the welcoming environment offered to the over 530,000 international students our institutions hosted in 2020. Canada devotes a high share of public expenditures in its educational institutions, and boasts among the highest rates of tertiary education in the world. While tuition costs in Canada are competitive when compared to other top-ranking international institutions, the true value of a degree is not simply the financial commitment necessary to obtain it. Instead, another metric on students' minds is how useful the qualifications in the transition to the job market. This practical element in education is something in which Canadian institutions excel.

The partnership between Brock University Canada and BMS Sri Lanka will add options for Sri Lankan students to experience a high quality Canadian education. I understand that the course structure includes an innovative pathway for Sri Lankan students to complete the degree in biomedical science and related fields at Brock University. This program will no doubt contribute further to the people-to-people and institutional links between Canada and Sri Lanka.

Canadian universities offer over 16,000 undergraduate and graduate programs, professional designations, certificate and diploma courses, and short career-focused programs at nearly 100 publicly funded universities across the country. They offer a range of degree options from three to four-year bachelor's degrees, to masters, doctorates, and post-doctoral fellowships.

Canada's extensive network of colleges, institutes, and polytechnics have a worldwide reputation for excellence. Their rigorous credentials are government-approved, while the practical, career-oriented programs are designed and offered in collaboration with employers. These programs allow the students to get the skills needed to transition quickly and effectively to their careers.

My best wishes to the BMS on the milestone of completing 20 years in higher education in Sri Lanka. I am confident that the partnership between BMS and Canada will be of considerable help to Sri Lankan students who wish to study abroad.

**His Excellency David McKinnon**  
Canadian High Commissioner to Sri Lanka

# Brock University, Canada announces degree pathways for Sri Lankan students



In its latest partnership under the International Enterprise pilot program, Brock University has reached an agreement with Business Management School (BMS) in Colombo, Sri Lanka. BMS students can now transfer their course credits from their first two years of study to Brock, where they will be applied towards the completion of a four-year undergraduate degree.

The partnership between the two institutions developed through their mutual core values. "Brock University shares BMS' commitment to access, the value of intercultural sharing and empowering students to become tomorrow's globally engaged leaders," said Leigh-Ellen Keating, Director, Brock International.

For nearly two decades, BMS has offered diploma, undergraduate and postgraduate programs in multiple business and science disciplines. BMS' mission is to create an intellectually stimulating learning environment through inspirational

teaching and research within an inclusive academic culture that benefits the learner, community, country and the region. "This agreement builds on their students' experience and offers them a chance to study at a prestigious Canadian institution," said Keating.

**“ Partnership between Brock University and BMS developed through their mutual core values ”**

The agreement will also enhance the experience of current Brock students, creating the next generation of global citizens through the increased internationalization of campus.

Ammaar Ruxshan Juhardeen, a third-year Economics student and International Student Ambassador who transferred to Brock from Sri Lanka in 2018, said the BMS agreement will "pave the way for future generations to come by demonstrating the inclusivity of the Canadian university environment."

The memorandum of understanding (MOU) between the two institutions also highlights other areas of collaboration, including visiting scholar opportunities for faculty; joint research activities and publications; and the development of short-term and exchange student mobility programs.

"We are excited about this collaboration and the experiential and academic opportunities this partnership has for both BMS and Brock," said Keating. "Sri Lanka is a culturally rich country, one which has much to offer the Brock community."



# Social media Addiction Disorder (SAD)

Social media such as Facebook, Twitter and Instagram have become an integral part of our daily lives. Whether you use social media to connect with friends and loved ones or to watch videos, it has become a popular past time over the last decade. Research indicates some positive benefits of social media as broadening connections and understanding of the world. It gives relaxing fun and pleasure for young people and also provides a platform to discover areas of interest in education capacity. Simply, social media encourages students for collaborative learning and group work.

## A Growing Problem

People think social media use provides them with rewards that they are not receiving in real life and it encourages them to engage in the activity more and more. Social media addiction is an uncontrollable urge to log on to or use social media devoting too much time which affects the person's daily life. It is a behavioural addiction making a person dependent on its use.

### Addiction creates isolation, loneliness and depression

Neuroscientists have equated social media interaction to an instance of a syringe of dopamine being injected into the body system. Dopamine is a feel good hormone which helps promote positive feeling including happiness and pleasure.

Studies have shown that a constant stream of tweets, likes and shares affect the brain's reward area to trigger the same kind of chemical reaction such as, alcohol. Due to the effect that it has on the brain, social media is addictive both physically and psychologically.

## Effect of Addiction

An addiction causes to delay important tasks such as submitting assignments on time or preparing for examinations. This is evident when students make last minute rush when preparing for examinations, not because they are lazy but because the task involved has become unpleasant or boring for them.

We can observe anger and irritability among persons who are unable to access sites since they always think about social media and the pleasure it gives them. Addiction creates isolation, loneliness and depression and it is clearly observed that the addicted persons have the perception of low self-esteem.

A study conducted in California State University has found that individuals who had visited social media at least 58 times per week had been three times more likely to feel socially isolated and depressed compared to those who use social media fewer than 9 times per week. Frequent social network users believe the other users are happier and more successful than they are, especially when they do not know them in real life.

## Is it a Disorder?

Excessive social media has not been recognised as a disorder by the World Health Organisation or the diagnostic and statistical manual of mental disorders. However, research has shown that there is a link between social media use and negative mental health. Addiction increases the risk of developing mental health issues such as, anxiety and depression. A new study by researchers of Harvard University states that self-disclosure on social networking sites lights up the same part of the brain that also ignites when taking addictive substances. The reward area in the brain and its chemical messenger pathways affect decisions and sensations.

**A study conducted by Harvard University Researchers found that social media has a significant detrimental effect on the academic achievement of students.**

## Distract from the Distraction

It is difficult for most social media users to quit the habit completely simply on hearing that it is bad for them. The way to get out of the habit is to make a self-examination on how it has impacted their professional and personal lives. It will help them to limit its use if it is difficult to exit it altogether.







# New Zealand and Sri Lanka: education in a COVID world

Michael Appleton, New Zealand High Commissioner to Sri Lanka

COVID-19 has changed so much about our lives and societies over the past 18 months. As governments, including Sri Lanka and New Zealand's, have rightly placed a strong focus on effectively managing the risks that COVID presents to our peoples, every sector and slice of society has been affected. That includes education. The question has not been whether our educational institutions and agencies need to adapt to a COVID world - but how much, and in what ways.

New Zealand and Sri Lanka have had strong educational and people-to-people links for Sri Lanka's entire history as an independent country. In 1950, New Zealand's Foreign Minister Frederick Doidge visited Colombo for the conference which established the Colombo Plan. A significant component of New Zealand's commitment under the Plan was providing scholarships to students from throughout South and South East Asia - including Sri Lanka - to study in New Zealand.

Thus began a steady flow of Sri Lankan students to New Zealand that continues to this day. Most return here and use their New Zealand education to help them build their careers and contribute to Sri Lankan society. Some remain in New Zealand, joining the ever increasing Sri Lankan diaspora there. Many foster ongoing connections between researchers and institutions from our respective countries.

New Zealand educational institutions appreciate their Sri Lankan student communities, which enrich our campuses. As I prepared to take up my role as New Zealand High Commissioner in Sri Lanka, I spoke to a range of people working in the education sector,

and they had countless stories to tell of Sri Lankan professionals - from veterinarians to engineers and from farmers to teachers - who benefited from doing some of their studies in New Zealand.

## Adapting to the COVID-era

2021 is obviously not a usual year in the long story of New Zealand-Sri Lanka education collaboration. Many Sri Lankans who expected to be studying in New Zealand right now are not able to, given our border remains largely closed as part of our government's effort to prevent COVID-19 from re-entering New Zealand. This means that many students, including those on scholarships, are starting their New Zealand studies while still in Sri Lanka - using various virtual learning methods.

**“New Zealand Education has a strong reputation for developing work-ready graduates”**

All New Zealand educational institutions are working hard to ensure that the right solution is found for every Sri Lankan student in our education system - whether they are physically in New Zealand or Sri Lanka. Since the onset of COVID-19, the New Zealand Government has been conscious of the hardship that international students could experience as a result of the pandemic and consequent travel restrictions. New Zealand has therefore put in place assistance for students currently in New Zealand.

Unfortunately, there is no certainty as to when international students might be able to return to New Zealand. That will depend on the trajectory of the twin challenges of containing the COVID pandemic and rolling COVID vaccines to the greatest proportion of humanity possible. Our top priority continues to be the health, safety and wellbeing of all people in New Zealand.

The Government is actively looking at options for the return of international students when it is safe and there is capacity to do so. Cautious steps have already been taken: a border exemption earlier in the year saw 1000 higher education students who had already been living in New Zealand return to resume their studies.

But while we might not yet know when it will be possible for New Zealand to accept significant cohorts of international students into our country, we are already preparing for that day. When the border is able to open to greater numbers, New Zealand educational institutions will be ready, and prospective students should be prepared to take up the opportunity to study in New Zealand from Day One.

## The Benefits of a New Zealand Education

The reasons for studying in New Zealand are manifold. First, New Zealand is welcoming, diverse and multilingual. This positive culture is reinforced by robust guidelines for the care for our international students. Sri Lankan students in general have a very good experience there.



*His Excellency Michael Appleton, New Zealand High Commissioner to Sri Lanka*

Second, we deliver a future-focused education, aimed at ensuring young people acquire a range of “soft” skills that are key to the future of work: critical thinking skills, creative and analytical skills, leadership skills, digital and technical skills, and global awareness.

Third, our education system has a strong focus on quality. All New Zealand universities are ranked in the top 3% of universities worldwide. New Zealand has a rigorous quality assurance system to ensure a high-quality education sector. Government agencies monitor all education providers - from early childhood to the tertiary sector, to ensure they are delivering high-quality teaching and learning.

Fourth, a New Zealand education offers an innovative teaching approach. New Zealand’s inquiry-based model of

teaching encourages students to be critical thinkers, problem solvers and lifelong learners, including lots of project-based learning, where students work in groups on an assignment of their own design.

These projects take students outside the classroom, from art galleries and museums to forests and beaches, where they can see how their studies have real-world implications and learn to work as a team.

And fifth, New Zealand has a strong reputation for developing work-ready graduates, who have the necessary technical or subject knowledge, as well as the softer skills, to succeed. New Zealand’s applied learning approach and exposure to real work scenarios helps graduates to have a straightforward transition from study to work.

**New Zealand was the first country in the world to adopt a code of practice for the care of international students**

The coming year will be as discombobulating as the last. COVID continues to challenge us all. However, as New Zealand and Sri Lanka chart a way back to restoring valuable, two-way education connections, we are well placed. The future of work in a COVID world will demand a nimble, high-quality and innovative education. New Zealand educational institutions stand ready to work with Sri Lanka to deliver just that.



# Universities in New Zealand



ThinkNew®

- 1** Auckland University of Technology
- 2** The University of Auckland
- 3** Massey University
- 4** University of Waikato
- 5** Victoria University of Wellington
- 6** University of Canterbury
- 7** Lincoln University
- 8** University of Otago

**New Zealand is the #1 English-speaking country at preparing students for the future**

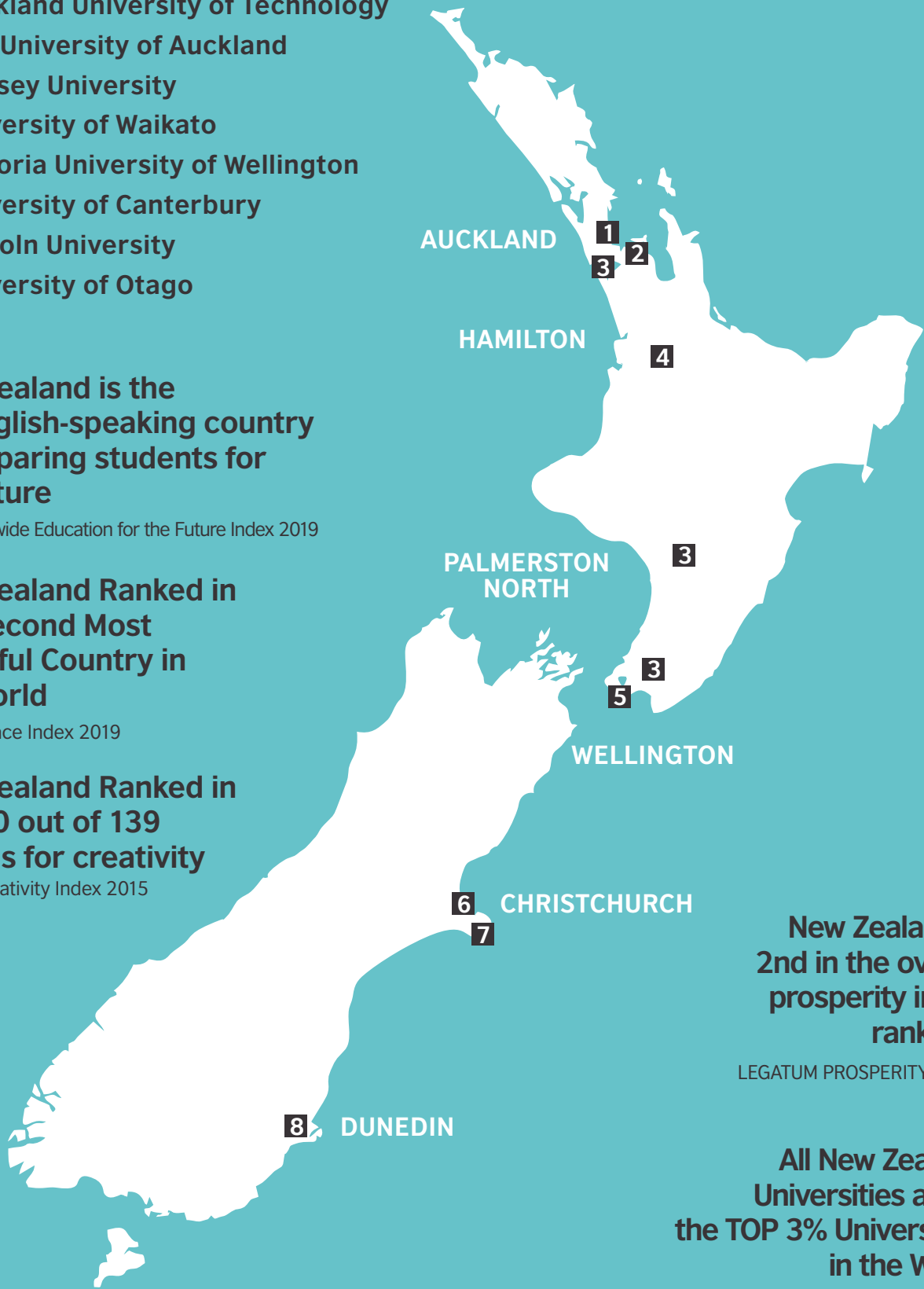
The Worldwide Education for the Future Index 2019

**New Zealand Ranked in The Second Most Peaceful Country in the World**

Global Peace Index 2019

**New Zealand Ranked in TOP 10 out of 139 nations for creativity**

Global Creativity Index 2015



**New Zealand is 2nd in the overall prosperity index rankings**

LEGATUM PROSPERITY INDEX

**All New Zealand Universities are in the TOP 3% Universities in the World**

QUACQUARELLISYMONDS (QS)



# Impact of fabric dyes on human lives

## BMS School of Science Research Team introduces treatment techniques for Azo Dyes

### Dyes: Fabric Colour

Dyes are the compounds that impart colour to fabric by adsorbing on to the surface of the fabric. The textile industry uses natural as well as synthetic dyes and the natural dyes are extracted from plant leaves, flowers, fruits and vegetables, whereas the synthetic dyes are chemical compounds artificially manufactured in laboratories. Azo dyes are the largest group of synthetic dyes, which are used in textile industry. Azo dyes possess the ability to dye clothes at a lower temperature resulting in a vivid depth of color, which would not wash away easily. It will facilitate the garments durable and large production due to the requirement of low temperature.

### Azo Dyes: Human Health

Azo Dyes and their breakdown products are discussed for their toxic and irritant properties, which have adverse effects on the brain, kidney, nervous system and the respiratory system. This category of dyes are known to resist biodegradation and are frequently released into the water bodies with other industrial waste from textile industries. It leads to accumulation of dyes in natural water bodies and ultimately in the food chain. There are major techniques, which are utilised for the removal of dyes such as, using natural, agricultural and industrial adsorbents, oxidation using Fenton's reagent, ozonisation, solvent extraction and electro-coagulation. Although these are well known techniques, most of them are expensive, inefficient, time consuming, require sophisticated

equipment and come with other environmental effects such as accumulation of toxic chemicals. Therefore, industries tend to release the dyes untreated, harmfully effecting the whole ecosystem.

### Nanoparticle: Solution for Disposal

This has led to the focus to be shifted towards the developing of more efficient, novel methods. Photocatalytic degradation is a green technique for waste treatment, performed in the presence of sunlight and a suitable catalyst, where the dye/pollutant dissolved in water is degraded. Although various chemicals could be used for this purpose, metallic and metal oxide nanoparticles such as silver, gold and titanium nanoparticles are best suited since they are ecofriendly, cost effective, biocompatible and non-toxic.

The use of nanoparticles for the degradation of azo dyes is currently under research, and the results so far have been promising. It has achieved what other conventional methods could not; degrade the 'indestructible' azo bonds of the azo dyes at normal environmental conditions.

### Research Findings: BMS School of Science

A research conducted by Dr. Mathi Kandiah and her team at BMS School of Science, experimented with the 'green synthesis of silver nanoparticles' using the flower *Catharanthus roseus*, commonly known as Periwinkle, which is no stranger to the flowering world as

it is seen in flower gardens, along roadsides worldwide with white, purple, pink, peach, scarlet, and red flowers all year round. With the successful synthesis of silver nanoparticles, we moved on to experiment with the photocatalytic degradation of azo dyes using the synthesised silver nanoparticles.

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### 'Green synthesis of silver nanoparticles' using the flower *Catharanthus roseus*, commonly known as Periwinkle, becomes a solution for AZO DYES

---

The azo dye we used was the well-known Methyl orange, which changed its colour from orange to colourless upon irradiation with sunlight, in the presence of silver nanoparticles in a matter of 20 minutes, indicating the complete degradation of the azo compound. Another important point to note is that at the end of the degradation, the silver nanoparticles were stable and intact, which enabled the reuse of nanoparticles for more cycles of dye degradation. Since this research yielded promising results, further studies and research are being performed in order to implement this azo dye treatment technique industrially, at large scale.

---

By Kavishadi Nirasha, Laknee De Silva and Dr. Mathi Kandiah





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# Northumbria-BMS partnership has made a global contribution

*An interview with* **Professor Andrew Wathey**

**Q** **Completing twelve years as a Chief Executive and Vice Chancellor at Northumbria University, could you describe the transformation and milestones achieved during your leadership?**

Northumbria has always been a strong University and has produced outstanding graduates such as Sir Jonathan Ive (former Chief Design Officer at Apple), but it always had the potential to become a truly great university. Over the last 12 years, with a single-minded focus on optimising the quality of everything that Northumbria does, and a significant investment in the campus and in research strength and depth, Northumbria is now ranked in the top 30 universities in the UK after a significant 20 place rise in the Guardian University Guide, and top 50 for research. Northumbria has an ambition to move into the UK's Top 30 overall, and we are making significant progress on this road.

From a position where just 162 staff were entered in the 2008 UK Government's Research Assessment Exercise (RAE), Northumbria moved into the UK's top 50 for Research Power in 2014 with 343 staff entered. Not content with this, for the most recent assessment (REF 2021), the university has submitted 1096 staff across thirteen Units of Assessment (UoA) to the Research Excellence Framework (REF) 2021 and expects to continue its rise in research and overall university rankings. We are providing high quality research-informed teaching for our students around the world and making a genuine impact on society with our world-leading research.

Over the last 12 years, with a spend of over £250m, the campus at Northumbria has been transformed. The campus now boasts a multiple award-

winning City Campus East which is home to disciplines including Business, Law and Design, Student Central at the City Campus Library, £7m Computer and Information Science Building, state-of-the-art sport facility (Sport Central) and most recently the new Architecture Studios at Sutherland Building.

**Q** **In line with the vision to become a global university, could you indicate the achievements in developing international relations around the world?**

Internationally, Northumbria has long been a strong player, with students from over 150 countries studying with us in Newcastle. We have been engaged in the delivery of our degrees in key markets around the world for many years, in places such as Hong Kong, Singapore, Malaysia, Indonesia, Qatar, and of course Sri Lanka. Northumbria is one of the UK's main providers of Higher Education in overseas markets, providing high quality education and helping transform workforces and strengthen economies. Partnerships have been developed and moved from strength to strength, with BMS, in particular, providing education and degree outcomes for its students of the highest possible level. The area of employability is always seen as important to Northumbria, where the University is ranked 12th in the UK for the number of graduates (UK full-time undergraduates) in highly skilled employment, and of course students studying Northumbria degrees with BMS have always had excellent job prospects.

Alongside working with high quality educational partners, Northumbria has also been developing its network of high quality research-led partnerships with institutions such as Michigan State University and Northeastern University

in the US, IIT Delhi in India, and Northwestern Polytechnical University in China. These all emphasize Northumbria's position on the international stage, where Northumbria sits, according to THE World Rankings, in the top 400 universities worldwide. In addition to our main campus in Newcastle, and our very successful campus in London, we are also one of only a handful of UK universities with a presence in mainland Europe, with a campus in Amsterdam with our partner, Amsterdam University of Applied Sciences

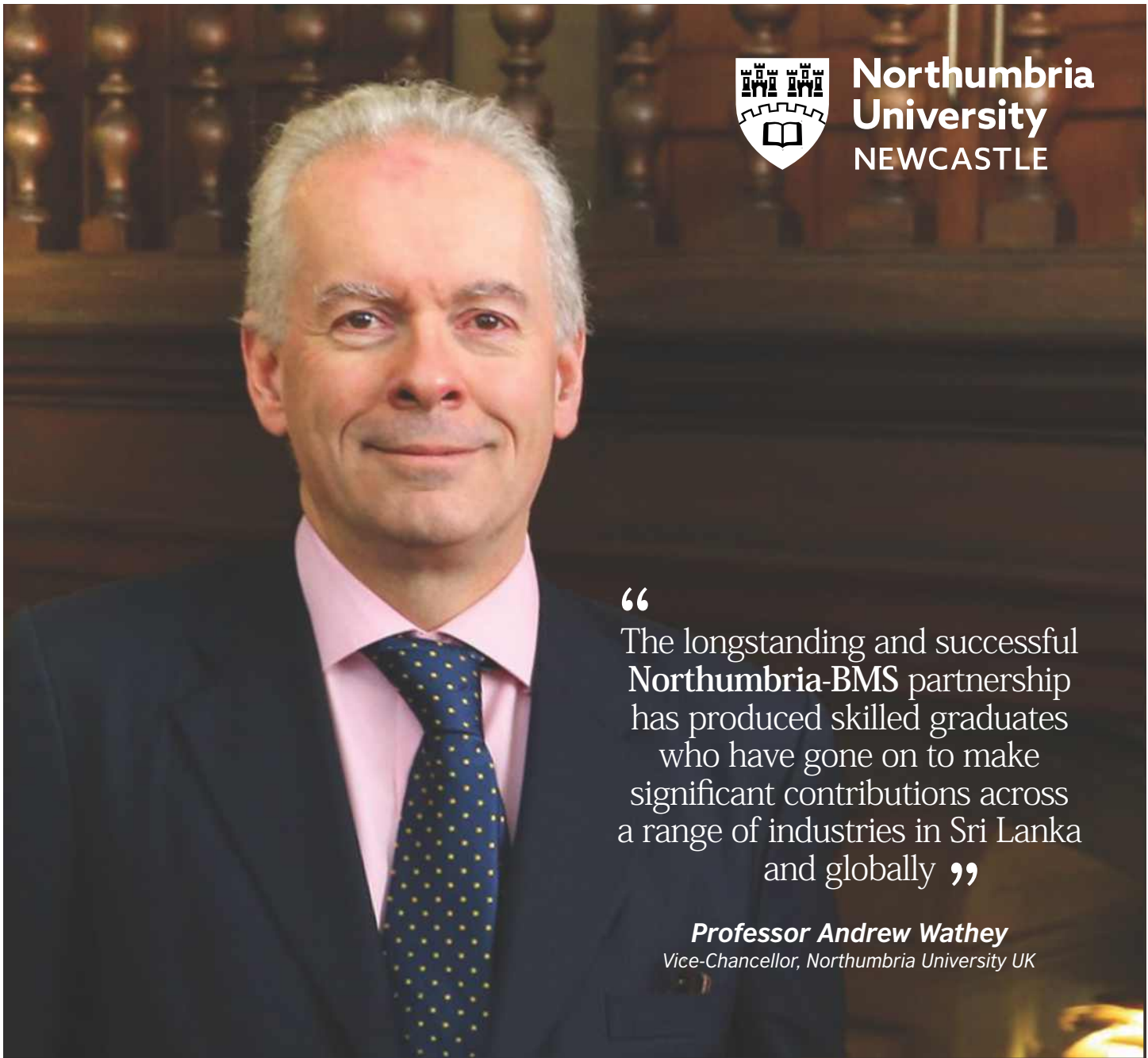
**Q** **Northumbria-BMS partnership reaches the twentieth year and your thoughts on the contribution of the partnership to students and the industry in our region.**

Having such a long standing and successful partnership has meant that we have produced a large number of skilled and motivated graduates who have gone on to make lasting and significant contributions to a diverse range of industries in Sri Lanka. Of course, it is also important to remember that many of our alumni have secured employment outside Sri Lanka, so it is fair to say the partnership has made a truly global contribution.

The University places a significant focus on ensuring all of our graduates are equipped with the skills employers need. We also ensure our teaching is research informed and globally relevant. This means that our alumni will continue to make a significant contribution to the development, growth and diversification of the Sri Lankan economy. Their contribution will be more important than ever as Sri Lanka deals with impact of Covid 19 and emerges as a strong and resilient global player



**Northumbria  
University**  
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“  
The longstanding and successful  
Northumbria-BMS partnership  
has produced skilled graduates  
who have gone on to make  
significant contributions across  
a range of industries in Sri Lanka  
and globally ”

**Professor Andrew Wathey**  
*Vice-Chancellor, Northumbria University UK*

**Q** Online learning has influenced the overall teaching and learning process in the higher education sector. Could you elaborate on the university strategy on embracing this transformation for the next three years?

The pandemic brought about an urgent transition to online learning and it is becoming clear that this will have a lasting impact on the way universities teach and how students learn. We know that while the initial move to online delivery was difficult for many students, it has brought many benefits and there is evidence that students enjoy blended learning. However, it is important that students continue to benefit from face to face teaching and also the ability to develop important

networks and skills through regular in person interaction with other students. As the pandemic eases the University will learn lessons from the experience over the last year and develop more flexible approaches to teaching and learning which will further place the needs of students at its core.

**Q** Your message to our students, graduates and parents who have immensely contributed to developing Northumbria as a unique higher education brand in Sri Lanka?

I would like to express my warmest gratitude and thanks to all those who have chosen to study a Northumbria programme at BMS. The University has a strong brand in Sri Lanka and this has been driven largely by the hard

work of our students and the positive impact they make every day.

I would particularly like to thank our current students. We have worked with BMS colleagues to ensure students are able to progress in their studies and enjoy the best experience possible. We know that many current students have faced, and overcome, significant challenges.

What they have achieved in the face of such difficult circumstances must be recognised and congratulated. We know how much support parents and other family members provide for their sons and daughters during their studies. I hope I will have the opportunity to travel to Sri Lanka again in the future and thank you all in person at a congregation ceremony.



# Northumbria Alumni Get-together

at Cinnamon Lakeside, Colombo









# TOP 5

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"Processed food" includes food that the nutrients and the form are altered by adding substances such as, salt, sugar or fat and in general, they are cooked, canned or packaged. Unprocessed foods are generally known as whole foods in which nutrients are intact. Ultra-processed foods are prepared through an extensive industrial process and contain added ingredients and are highly manipulated. It includes, sweetener breakfast cereals, package soups, hotdogs and fries.

Easy access to ultra-processed food is another reason for high demand. It is identified that 80% of the available products in supermarkets are known to be ultra-processed foods.

When healthy foods are comparatively unavailable, people involuntarily buy ultra-processed food. Cravings are also another reason for the high demand for ultra-processed food. As such foods stimulate the appetite of the consumer, they tend to re-purchase them more

It is crucial to understand that though the consumption of ultra-processed foods may be irresistible in the contemporary world, you can always find ways and means to avoid or lessen the consumption by simply taking trivial actions. By practicing such behavior, an individual can direct themselves and the people around them towards a better lifestyle. Though eating healthy is not always easy in the modern world, an individual can always re-direct his/herself for the betterment of life.

## Ultra-Processed Food Tasty but Risky



Ultra-processed foods are predominantly prepared with the intention of easy consumption and convenience to prepare.

Consumption of ultra-processed foods is normalised in contemporary society as people tend to consume more and more heavily processed foods day by day. It is stated that the consumption of ultra-processed food is not only limited to high-income earning countries, but such eating patterns are now common in middle and low-income earning countries. Hence, it is explicitly clear that the consumption of ultra-processed foods and the related health impacts is a universal concern in the contemporary world. Nevertheless, there are various generally identified reasons for peoples' tendency to demand ultra-processed foods. One of such key reasons is that the lack of time to prepare healthy food at home. Ultra-processed foods are mostly pre-cooked. Hence, people tend to prefer eating such food as they saved an enormous amount of time from their busy schedules.

often which leads them to construct addictive eating habits which eventually convert into a lifestyle. Advertising and relatively low cost are some other reasons for excessive demand for heavily processed food.

Ultra-processed foods have become a lifestyle in contemporary society. Since ultra-processed food stimulates appetite, an individual may tend to overeat which certainly results in gaining weight and other related issues with obesity. Ultra-processed foods can cause the origination of chronic diseases with time. Many studies have between ultra-processed foods and chronic diseases such as cancer, heart problems, high cholesterol, diabetes, and even neurological malfunctioning. You can make a gradual change rather than changing your eating habits drastically. Intentionally shifting to healthier food options is another way out of ultra-processed foods. For an instance, you can always replace a soft drink with a glass of water.

With the advancement in technology and social interaction through technology, people effortlessly connect and follow one another and their way of life. For an instance, because of the high intense marketing conducted by ultra-processed food-producing companies, people tend to go by the food trends that they often encounter through mass media and other platforms. This severely affects both the physical and mental well-being of people. Vice versa, when people or organizations promote healthy eating habits such effort can positively affect the eating patterns of the entire society. For an instance, at present, the youth argely follows concepts such as eco-consumption, green diets, etc. such concepts vastly encourage the people to shift from consuming ultra-processed to healthier options. Hence, the reduction or elimination of the consumption of ultra-processed food cannot be achieved overnight but it is a gradual process that requires the contribution of all individuals in the society.

# Australian Degree pathway for BMS students in Sri Lanka



Launch of Partnership between BMS and University of Wollongong. Professor Sampath Amaratunge, Chairman, University Grants Commission, Sri Lanka, Dr. W A Wijewardena, President of BMS, Dr Tom Davis, First Secretary to Australian High Commission in Sri Lanka, BMS, Professor Nelson Perera, University of Wollongong, Mr. Anura Dissanayake, Secretary to the Ministry of Higher Education (former), Professor Kapila Perera, Secretary to the Ministry of Higher Education.







# Energetic fun

relief from pressure of learning







Open Mic



Talent Show



Talent Show



Awurudu

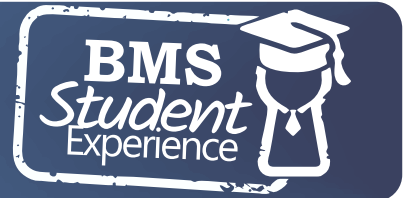


Ifthar



Ifthar

- Vesak Celebrations
- Sports Event
- Fashion Show
- Singing Competition
- BMS Got Talent
- Ramazan Ifthar
- Vesak Dansela
- Sinhala & Hindu New Year



Talent Show



Talent Show



Talent Show



Talent Show



Wesak



Awurudu

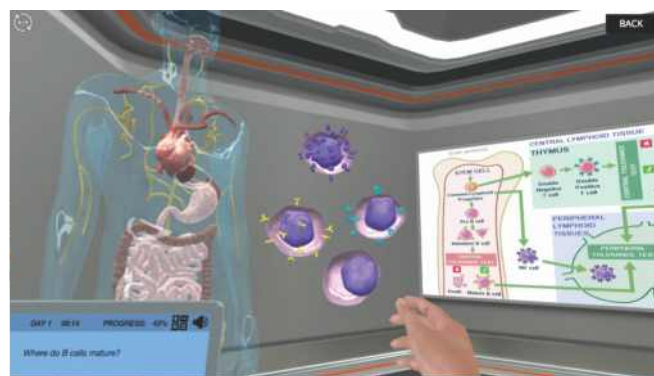




# Virtual Reality Lab for Science Students



Fluorescence Microscopy



Immunology

BMS has successfully implemented a novel method of providing practical experience to students through virtual reality laboratory platform. Students are able to engage with realistic lab-based practical experiments in a safe and interactive manner. Students conduct laboratory tests such as culturing bacteria, staining the micro-organisms,

running PCR tests and gel electrophoresis. It provides the real practical scenario and they are able to work with patient sample and visualise the results.

Virtual Science Lab will create the platform for students to perform tests and experiments, which may not have been possible in a real case due to safety reasons such as

dealing with highly contagious pathogens like Ebola Virus. It is similar to performing practical in a Biosafety Level 4 Laboratory. Laboratory accidents in using harmful pathogens and Bunsen Burners can be seen and monitored. Global universities such as Harvard and Stanford have already implemented VR-based Lab system to enhance student experience.

## BMS HND Students Industry Visits

BMS School of Management organises regular industry visits for Higher National Diploma students as a part of experiential learning which develops practical perspective by connecting the classroom to the real world.



### ACL Cables

HND students specialising in Management participated in an industry visit to ACL Cables factory to gain knowledge about Quality Control Methods & Lean Management Principles implemented at ACL.



### Ceylon Cold Stores

HND students specialising in Marketing participated in an industry visit to Ceylon Cold Stores to gain knowledge on Product Innovation & Development. Mr Kasun Gunaratne, Marketing Manager, conducted a presentation.

“  
My journey  
continues towards  
Master’s Degree”

Kavishka Perera

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<sup>1</sup>QS World University Rankings 2022, <sup>2</sup>QS World University Rankings 2021, <sup>3</sup>Universities Australia Work Integrated Learning audit 2017

Extract from BMS Graduation 2020 Speech by the Guest of Honour

# International business requires graduates with intercultural and ethical competency

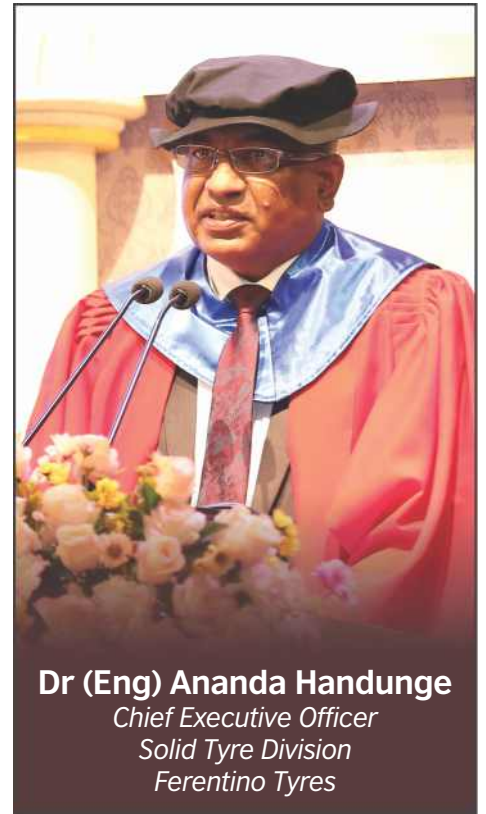
Globalisation has converted the world into a global village in which there is intense competition between organisations. Multinational companies are compelled to engage in international business due to operational and strategic needs. Organisations are no longer imprisoned in their borders but present in markets around the world.

Let me present to you the company which I represent, Ferentino Tyre Corporation (Pvt) Ltd, which is a US\$ 150 million investment in Sri Lanka that builds a manufacturing plant which spans over 155 acres. It is the largest foreign direct investment in the last ten years. It is one of the country's foremost exporters producing one million industrial tyres annually and automobile tyres such as, PCR's, TBR's for domestic and global market. Ferentino hold offices and distribution centres and warehouses in USA, Germany, France and Italy to cater the world market.

You as graduates have learnt the concepts and the skills to face the challenges of the world and time has now come to test your strengths. International business requires graduates with intercultural and ethical competency and readiness to take up leadership roles.

As you all know, the world is going through a period of crisis and it is the stage where you need self-confidence and positive attitudes. The people who challenge you are invariably teaching you or pushing you to be the best. Hence, practice patience and always commit to continuous learning.

I record my appreciation for BMS for their constant support in completing the University of Leicester MBA in Sri Lanka eighteen years ago. Their continuous student support is remarkable which has helped me to balance work, study and home.



**Dr (Eng) Ananda Handunge**  
Chief Executive Officer  
Solid Tyre Division  
Ferentino Tyres



## Zoom Fatigue

### Virtual Meetings: Brain works Harder

More than 300 million people are logging onto popular video chat platforms daily to connect with colleagues, students, academics and friends. It is increasingly evident that the constant use of virtual platforms of communication causes tiredness and burnout. Zoom fatigue refers to such exhaustion you feel after any kind of video call or conference.

In virtual platform meetings, you have to work harder to read peoples' facial expressions and interpret tones through a computer screen. We need to put comparatively more effort to

have conversations through Zoom than in real life. Recent research suggests that virtual video interaction needs to create the impression of eye contact while mentally processing verbal communication. It is believed that there is a slight delay of verbal responses during virtual connections and in brief, the brain works harder in virtual meeting than in real meetings.

Stanford University Virtual Human Interaction Lab identifies (i) excessive close-up eye contact (ii) constantly seeing yourself during video chat (iii)

restriction in usual mobility than the audio phone and (iv) absence or reduction in non-verbal communication such as facial expressions as the main causes for the Zoom fatigue. The research outlines few solutions to mitigate the existing issues.

These include keeping space between the monitor and the person, switching onto hide self-view and regular breaks in between the discussion or audio-only breaks.

Compiled information  
from various sources





# Cultivating Creations out of Catastrophe

## FASHION

An industry swathed in glamour, snowflake-like individuality and a perpetual alacrity to change, the world of fashion serves as a perfect standard through which to reflect the blinding pace of our own future. In the words of Karl Lagerfeld. "I don't reinterpret the past. I'm pretentious enough to say that we invent something for today." While there are many career paths that emulate this exuberance, the reason fashion and textile design are on this list is because of one very simple thing.

## INTERIOR ARCHITECTURE

The creative economy in Sri Lanka is a budding one, still opening its first shoots. But one place the country has had an iron foothold in for centuries in, is architecture. The list of legendary world renowned architects and visionaries are long on this island, and their feats, from the heritage hotel all

the way back to Sigiriya rock, are vast. This puts the realm of interior architecture in a very good place, serving as the bridge between the sturdy foundations of culture and history, and the wide eyed, cutting edge white water rapid that is the future of design. If there's one thing that remains constant in this field, it's an inability to overstate its importance.

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Much like fashion, there is a very close relationship between the space we work in and its psychological effects on us. Subtle shifts in lighting, the shape of spaces, and subtle placements of furniture and objects

that work wonders on your neural pathways. It's a fact that became very relevant during lockdown, when a majority of jobs had to adapt to entertain a work-from-home model.

## GRAPHICS, MOTION GRAPHIC AND VISUAL COMMUNICATION

A picture is worth a thousand words, but with new hardware, skyrocketing software updates, and an increasing community of professional animators and designers, pictures of the 21st century denote lifestyles. Movements that impact generations and last even longer. Stories have always been an important way to chronicle history, from the odyssey to the Mahabharata. They share tales of the era's defining moments: victories, mistakes, experiences. Without them, we'd be lost. And that's the magnitude of the importance visual communicators hold as the storytellers of the future.



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