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# ORAL PRESENTATIONS



[1]

**EVALUATION OF COMMUNITY ATTACHMENT PROGRAM; A  
MULTIDISCIPLINARY COMMUNITY BASED MEDICAL EDUCATION  
TRAINING PROGRAM FOR MEDICAL UNDERGRADUATES IN UNIVERSITY  
OF RUHUNA, SRI LANKA**

Darshana, I.L.A.N<sup>1</sup>, Ponnampereuma, T<sup>2</sup>, Perera, B<sup>3</sup>, De Silva, P. V<sup>4</sup>

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**ABSTRACT**

Community attachment program (CAP), is a multidisciplinary community-based medical education training program designed for medical undergraduates at Faculty of Medicine, University of Ruhuna, Sri Lanka. This program aimed at improving skills on identification determinants of health, making community diagnosis and managing health and health related problems in the community. Present study was conducted to get students' and community view on the program.

A descriptive cross sectional study was conducted on 107 fourth year medical students and 151 community participants in the CAP 2013-2014. A Self-administered questionnaire was used to measure knowledge, skills and competency in carrying out a community survey, identifying problems and formulating community development programs. Community participants were surveyed using a different self-administered questionnaire that assessed the benefits and their attitudes towards the CAP.

The majority of community participants (94%) were on the opinion that the multidisciplinary nature of the CAP assisted them to enhance their health. The CAP has empowered them to take correct decisions on their health issues and on their environment problems. Nearly 75% of students agreed that CAP helped them to improve their knowledge and skills on identifying and solving problems in the community. However students' performances were not satisfactory.

The CAP has been perceived as a productive population health program by both students and the community participants but all objectives of CAP were not achieved by the students as expected. Hence we recommended that the CAP should be improved to address health, environment and social aspects of population with equal importance.

Keywords: Public health, Medical education, Community Attachment Program, Evaluation.

[2]

**THE DEVELOPMENT OF CHILDREN'S EMERGENT LITERACY AS  
PERCIEVED BY QATARI PRE-SCHOOL TEACHERS**

Ihmeideh, F

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**ABSTRACT**

The aim of this study is to explore teachers' perceptions of development of children's emergent literacy skills in Qatar. The sample consisted of 195 preschool teachers. A 29-item questionnaire that addressed five domains was designed by the researcher and distributed among the study participants. The results revealed that Qatari teachers' perceptions of the development of children's emergent literacy were moderately positive. Furthermore, the results showed that teachers' perceptions were higher concerning knowledge of letters and words, followed by knowledge and understanding of books, while they were lower concerning early writing. The results also indicated that there were significant differences among teachers due to the study variables. These findings were discussed and implications were set accordingly.

Keywords: language development, emergent Literacy, children, preschool teachers, Qatar.

[3]

## A COMPARATIVE STUDY OF KNOWLEDGE MANAGEMENT RESEARCH TRENDS IN MALAYSIA AND PAKISTAN

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### **ABSTRACT**

The purpose of this research paper was to explore the research trends in knowledge management practices in two Muslim state, Pakistan and Malaysia. Pakistan is yet a country and developing their education systems day by day. Malaysia education system recognized by internationally. Historically in Islam knowledge is very dominant point of teaching and practice. Knowledge management practices are the new phenomena for researcher of both Muslim countries. Knowledge management is the process of knowledge creation, knowledge acquisition, knowledge dissemination, knowledge storage and knowledge re -application. The objectives of the paper were to analysis the papers published by Malaysian and Pakistani researchers in the last five years. Five papers were selected from both Muslim states randomly. Document analysis was used as Research method. Three major area of research papers, namely field of study, research methodology, and conclusion of research papers were examined. It was found that there were some differences in research approaches, patterns and focus. Malaysian researchers cover all aspects of research and commanded on the field of knowledge management practices and its theoretical and practical foundation. It was concluded that Pakistani researchers were new in the field of knowledge management and contributed to theoretical perspective, review of literature. On the other hand, it was concluded that Malaysian researcher are batter then. It was recommended that both Muslim state researchers and scholar should be contributed in the application area of knowledge management. Pakistani researchers should be involved in the emerging field of knowledge management practices particularly with reference to higher education problems and solution.

Keywords: knowledge, knowledge management, higher education, knowledge.

[4]

**METACOGNITIVE SKILLS AMONG MALAYSIAN STUDENTS IN TRANSITION  
INTO HIGHER LEARNING INSTITUTIONS**

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***ABSTRACT***

The Malaysian school environment that is very much teacher centered and coupled with high performance expectation of students' in public examinations, often produce highly dependent learners. Thus, they face difficulties when the transitioning from schools into higher education institutions that expects them to be more autonomous. One of the main requirements for a student to become a self-regulated learner is to have metacognitive skills. Metacognition is a rich construct that underlies self-regulated learning. It blends three major topics in scientific psychology: the nature of knowledge, relations between knowledge and behavior and agency. To test the metacognitive skill among the students, they were given the Metacognitive Awareness Inventory (MAI) that comprises of two major components – knowledge about cognitive (metacognitive knowledge) and regulation of cognitive (metacognitive regulation). This research intends to look at the metacognitive skills among foundation students in transition into tertiary education and subsequently aims to provide practical suggestions on what needs to be done to facilitate the development of metacognitive skills among foundation level students in a private institution of higher learning in Malaysia

Keywords: metacognitive awareness inventory, self-regulated learning, Malaysian students.



[5]

**STUDENTS' PERCEPTION OF PARENT INVOLVEMENT IN ELEMENTARY  
EDUCATION: A STUDY IN PHILIPPINE AND INDONESIA**

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*5, 6, 7 Philippine Normal University, Philippines*

**ABSTRACT**

This study aims at describing parent involvement in education according to perception of students of Philippine Normal University (PNU), Philippines and of Sriwijaya University, Indonesia as well as related policy stipulated by both universities. To achieve the aims, this study chooses interview and student questioner as methods of gathering data. Respondents involved in this research are heads of study programs and senior students majoring in early childhood education and elementary education of PNU and students majoring in elementary education of Sriwijaya University. The study finds different perception among students of both universities where in general students of PNU have slightly higher scores to the importance of six aspects of parent involvement: parenting, communication, learning at home, volunteering, decision-making, and collaborating. It is suggested the latter university to have parent involvement in education course in its curriculum and both universities develop model of parent involvement concept suitable to its own setting.

Keywords: elementary education, college students, parent involvement.

[6]

## PEDAGOGY OF INCLUSIVE EDUCATION

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### **ABSTRACT**

A historic moment for the Disability Rights Movement in India was created when the Act on Rights of persons with disabilities (RPWD) was passed in December 2016. This breakthrough legislation will directly affect at least 26.8 million differently-abled persons in the country (2011 census). One of the salient features of this Act is that every child with benchmark disability between the age group of 6 and 18 years shall have the right to free education. Government funded educational institutions as well as the government recognized institutions will have to provide inclusive education to the children with disabilities. Inclusive education is now no longer a matter of choice. It's now a matter of right. There are innumerable challenges in the process of inclusive education. The access of children with disabilities to mainstream educational institutes has improved but equity and engagement of these children is far from achieved. All schools meet the needs of all the children may be an unsurmountable goal in Indian scenario with huge number of students in a class and fewer qualified teachers available. This conceptual paper points out to a growing body of literature on inclusion in order to reflect upon enquiries into practice of inclusive education in India. The various models of inclusive education are discussed. This paper focuses on pedagogy which can make inclusion of children with special needs possible. Differentiated instruction and cooperative learning can address the diverse needs of children in a classroom. What can be differentiated and how it can be differentiated is explained in the paper. Mainstream class teachers can reflect upon the strategies emphasized in the paper for effective teaching and creating an inclusive classroom environment.

Keywords: RPWD Act, inclusive education, children with special needs, differentiated instruction.

[7]

**PEDAGOGY AND ITS PRAGMATIC EFFECTIVENESS ON PUPIL'S  
ACHIEVEMENT IN MATHEMATICS: A STUDY OF SAMPARK IN INDIA**

Sharma, A<sup>1</sup> & Dubey, R<sup>2</sup>

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Sagar (M.P.), India*

**ABSTRACT**

The study investigated the effect of usage of Teaching Learning Material (TLM) of Sampark on pupil's achievement in mathematics. The Study selected the sample from Grade Two students studying in Government Primary School, Bhimtal Block of Nainital District, Uttarakhand, India.

The study named this pedagogy as Sampark means in-contact. Contact between students and between student and a teacher. Sampark pedagogy aims to develop sense of ideas, so that students work both independently and collaboratively. Sampark promotes to work with the partners in small groups. The teacher is responsible for ensuring that students understand the concepts of mathematics by contacting with each individual group and clarifying their doubts and insist them to solve their problems. Students play the participant role which includes; listening, writing, responding, questioning, work actively in group and critical assessment.

The proposed study used two different types of tools; Diagnostic Tool as Pre Test and Endline Tool as Post Test for studying the effectiveness of Sampark Pedagogy.

The Diagnostic Tool was administered between Aug- Sept 2016 and End Line Tool was administered from February- April 2017. 'Paired T Test' is used for analysing the assessment result in order to study the effectiveness of Pedagogy in teaching mathematics.

The study is highly original; innovative especially it is an effort, to make teaching and learning process more pragmatic and result oriented.

Keywords: TLM, Sampark, Pedagogy, Effectiveness, Pupil, Achievement

[8]

**EVALUATION OF TECHNOLOGY PEDAGOGY CONTENT KNOWLEDGE  
(TPACK) MODULE AMONG UNDERGRADUATES**

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**ABSTRACT**

In 21st century pedagogies, incorporating instructional technology tools in learning is prominent since digital technologies play a vital role in learner's life. The move is towards providing educational experiences which incorporate digital technologies in the academic context. Learning to teach the subject matter takes alone requires a different approach as compared to learning subject matter with technology. Therefore, instructors need technology pedagogy content knowledge (TPACK) in order to enable teaching and learning to take place meaningfully. The purpose of this paper is to evaluate the TPACK module developed for undergraduate students in a Bachelors of Counselling program. The evaluation would investigate whether students could identify the different levels of learning and accurately match these levels with suitable technology applications after using the TPACK module. The findings indicate that the module improved students' TPACK scores. Hence, there is a possibility that the TPACK module could be applied in different disciplines to develop instructors' TPACK.

Keywords: Technology pedagogy content knowledge (TPACK), technology in instruction, 21st century teaching, technology in education.

[9]

## STAMPED DIAGRAM TECHNIQUES FOR ENHANCING DRAWING PERFORMANCE OF YOUNG CHILDREN OF SCHOOLS

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### **ABSTRACT**

Drawing is a creative approach in teaching and learning process and the young children particularly the beginners require its regular practice at classroom and home. In this study, it is aimed to bring drawing within the reach of young children by using stamped diagram techniques (SDT) by which any child may be engaged in drawing a diagram in coordination with seeing closely a sample diagram stamped on drawing sheet with use of a rubber stamp, a rubber mould of the sample diagram. Among the randomly selected control (n=62; CG) and experimental (n=62; EG) groups of second standard school children, CG was asked to draw a diagram of fish (a selected diagram), in tandem with seeing a sample blackboard diagram (BD) of fish, whereas EG was to draw the fish diagram adopting the SDT. Both the groups were instructed to follow a few steps, while drawing. Using drawing assessment check list and teacher's questionnaires and based on basic drawing tasks and features, their performances were assessed by expert judges and teachers and discussed with use of mean hadn't-test'; the performance of EG, the user of SDT, was better than CG, the user of BD, mainly in certain drawing tasks; the experimental group took shorter time to complete with easiness, stress free visual motor coordination, because of closer observation of the stamped diagram. The teachers also observed in majority better performance with correct shape, size and proportion in the drawings of EG than in that of CG. Further, the SDT together with teacher's interaction, is suggested for practicing and developing drawing skill at young age and at home too.

Keywords: School children, developing drawing skill, Stamped diagram technique, stress free practice.

[10]

## EVALUATION OF SECONDARY SCHOOL CURRICULUM PROMOTING LIFE SKILL BASED EDUCATION

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### **ABSTRACT**

Developing Life skills in young children is considered as core concept in modern education throughout the world. So it is rapidly growing trend to identify essential life skills which are considered as important tools for the survival of secondary level students and how well the existing secondary school curriculum supports to inculcate these life skills in students. The research was a twofold study; firstly it was intended to investigate the expectations of parents regarding the essential life skills for their secondary school children. Secondly, the secondary school curriculum was evaluated to identify which life skills were being promoted among the secondary school students. To attain data parents were interviewed about their expectations of life skills for their secondary school children. Furthermore, secondary school curriculum and text books were reviewed to evaluate which life skills are integrated in curriculum and which life skills are overlooked. Data were analyzed by identifying various codes, categories and themes. Most of parents seemed very anxious for the development of essential life skills among their secondary school children as they are in the view that this age is very crucial for development of life skills that can lead their life towards successful future. Moreover it was observed that most of the essential life skills have been incorporated only in the curriculum and text books of English and Urdu subjects but over-looked in Islamiyat, Mathematics and especially Pak-Studies subjects.

Keywords: life skills, life skills based education, secondary education and curriculum

[11]

## ROLE OF TEACHER ACCREDITATION COUNCIL: PERCEPTIONS OF TEACHER EDUCATORS

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### **ABSTRACT**

In order to keep a pace specifically at international level, the improvement in the quality of teacher education is need of the day (Harman, 2007). In Pakistan, Accreditation council has proposed 7 standards for the development/evaluation of teacher education programs. The current study intended to investigate the perceptions of teacher educators about the role of Accreditation council regarding the standard 'Research and Scholarship'. The key objectives of the study included (i) To explore teacher educators' perceptions about the existing status of 'Research' and 'Scholarship' in teacher education universities (ii) To identify the problems and challenges in 'Dissemination' and 'Use of Research Outputs'. Mixed method approach including qualitative as well as quantitative data was applied for the current study. 228 teacher educators from Accredited universities of Punjab and Islamabad Capital Territory were taken as sample through universal sampling technique. Self-developed questionnaire was used for the collection of data, through personal visits to all institutions. Collected data were analyzed through coding technique for qualitative data and descriptive statistical measures i.e. frequency and percentage for quantitative data. It is concluded that current practices of scholarships for 'Research' are not enough to meet the demand of researchers. There are numerous problems faced by universities in the dissemination including: financial obstacles, less number of recognized journals, etc. Various challenges in 'Dissemination' and 'Use of Research Outputs' are due to weak policies and weak monitoring mechanism. It is recommended that 'Scholarship' may be provided to enhance the quality of 'Research' and it's 'Dissemination' in order to promote the teacher education programs through the 'Use of Research Output'.

Keywords: Accreditation council, Research, Scholarship, Dissemination Use of Research Outputs

[12]

**EUROLOGIST: EXPERT SYSTEM FOR EARLY DIAGNOSIS AND INITIAL  
REMEDIES FOR URINARY DISEASES USING RETE ALGORITHM**

Borromeo, J.E.<sup>1</sup>, Atienza, G.V.<sup>2</sup>, Angeles, J.M.<sup>3</sup>, Acerado, R.M.<sup>4</sup> & Wagwag A.M.T.<sup>5</sup>

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**ABSTRACT**

The system called eUrologist is an expert system that diagnoses and gives initial treatments to help not only those people who experience urinary disease but also helps any user to prevent and be knowledgeable about the urinary diseases. This technology interacts with the user by converting the knowledge of an expert into a software code and applies it to a system to produce a result. The developed mobile based urology expert system gives further information on urinary disease and gives initial treatment. The methodology used is Rapid Application Development to conceptualize and plan for the development. To support the expert system in decision-making, the Rete Algorithm was used for the simulation of questions and diagnosing diseases to display the possible result. The mobile application was evaluated based on usability, functionality, and efficiency using the ISO 9126 software quality measurement as an evaluation tool. The survey method was also conducted to an expert in urology and the common user that experience the symptoms in the urinary. Thus, the result of the evaluation was interpreted as acceptable with an overall rating of 4.19.

Keywords: Expert System, Mobile Application, Rete Algorithm.



[13]

**THE COLLABORATIVE INSTRUCTIONAL DESIGN SYSTEM (CIDS): AN  
INNOVATIVE TOOL FOR ENHANCING AND SUSTAINING THE QUALITY OF  
21<sup>ST</sup>-CENTURY TEACHER EDUCATION**

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**ABSTRACT**

Instructional design is the process of systematic development of instructional specifications using learning and instructional theory to ensure the quality of instruction. However, instructional design models are required, to move from just adopting a standard approach to developing models that have an impact on learners' profiles, creating a much better learning experience, skills, and knowledge both in the classroom and online. Hence, The Collaborative Instructional Design System (CIDS) has been developed that comprises of The Integral ASIE Instructional Design Model for teachers to design their instructions, and special features on the Professional Learning Community (PLC), that enable users to share and communicate with members of different communities. It is a constructive process in designing the instructions, which provides practitioners in education a valuable tool and perspective, to enhance and sustain the quality of instructions and training in fulfilling the 21st-century learning requirements. It follows the Partnership for 21st Century Learning Framework (2002), as well as the principle of The Four-Dimensional Education (2015). The ASIE Model developed will be able to address the current global issues in education landscape at improving the dynamics of the teaching and learning process and establishing a globally competitive learner that meets the future learners' employability requirements. This user-friendly and interactive CIDS will be a value added to the present practices in instructional designing. Workshop and Pilot project conducted, followed by 5 Likert Scales Questionnaires to analyze the teachers' views on the application of the system in the instructional planning process. Results from a simple descriptive statistical analysis show that teachers have positive views on CIDS as an effective tool in the instructional design system. It is accessible at <http://asiemodel.net>

**Keywords:** Collaborative Instructional Design Model, Instructional design, 21st-century learning education, ASIE Instructional design model, Professional Learning Community.

[14]

**A MULTILINGUAL OPEN LEARNING INFRASTRUCTURE TO BOOST THE  
ADOPTION OF E-LEARNING RESOURCES**

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***ABSTRACT***

Recommender systems (RS) offer personalized services for facilitating the process of appropriate item selection. To perform this task, user profiling mechanisms should be implemented to automatically construct and update meaningful user profiles. These profiles can drive the RS in providing informed recommendations suited to the unique characteristics of each user. In the context of technology enhanced learning (TeL) Recommender Systems, the majority of research focus directly on learners' profiling and ignore the potential benefits of profiling teachers' professional capacities too. As a result, limited previous works exist on effectively capturing and utilizing individual teachers' particular professional characteristics, such as their Digital Competences (commonly referred to as ICT Competences) and exploiting these in systems that support their teaching preparation and practice, for example in the selection of appropriate educational resources. This paper proposes a RS which targets to support teachers in selecting learning objects (LO) from existing LO repositories (LORs) in a unified manner, namely by (a) automatically constructing their ICT Competence Profiles based on their actions within these LORs and (b) exploiting these profiles for more efficient LO selection. Experiments with data from three real-life LORs are presented and evaluation results are discussed to demonstrate the benefits of the proposed system.

[15]

## TECHNOLOGY USE IN EDUCATION

Namdeo, S

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### **ABSTRACT**

“Students can look at their grades and even turn in their homework over the web. Teachers hold online discussion for groups of students and can e-mail friends & family as naturally as they call them. Students are the ultimate knowledge workers. Their ‘job’ is to learn and explore and find unexpected relationships between things”. (Bill Gates)

Information and Communication Technology (ICT) have become common place entities in all aspects of life. Education is very socially oriented activity and the use of ICT’s lends itself to more students. Teaching and Learning Practices using ICT is worthless to speak without the key factor “TEACHER” who makes all entities of education with knowledge of oneself to the real world. Teachers and Technologies’ are the BACKBONE of any Country. The role of Information and Communication Technology (ICT) made this world to a small HUB from where the learning is exploring the world views in education MOBILITIES and its PRACTICES. Teaching is continuous process and learning is the method by which teaching enhances in practices. In modern services and technological, society’s education demands more knowledge of teacher regarding ICT’s and skills to use ICT in teaching-learning process and best examples of ICT is E-learning. A short and long space is drawn between teachers, students and parents. My study will be purely on two modes i.e. a literature review & findings of my dissertation, as both the title are same. I will be using Mixed-Method approach with pre-test & post-test applied on Under Graduation (Education) students of Central University of India which will enrich the greatness of our New Educational Policies-2014(NCFTE). Besides, an overview of the ICT and scholastic performance will also focus which will be the primary aim of my paper.

Keywords: Educational Polices, E-learning, Entities, Mixed-Method, Mobility.

[16]

## INFOGRAPHIC POSTERS FOR ENHANCING 21<sup>ST</sup> CENTURY COMMUNICATION SKILLS

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### **ABSTRACT**

One of the problems among graduate students in a research methodology course is reading large numbers of articles during the course. Reading many research articles is required for an overview of current research methods and to determine the contribution of the findings to the field of knowledge. However, this task is overwhelming for students who felt that it was not meaningful reading these articles. Hence, one method to make the task meaningful is for students to present these reading assignments as an infographic and shared among the students in the course. In this way more students would be able to have access and read more research papers. In this study, the case of four students who used infographic posters for presentation was investigated. The students participated in the reading assignment and summarized the information in an infographic poster, which was shared on the course platform. During the process, the learners developed the 21st century communication skills as well as literacy skills for summarizing main points. In addition, the other students in the course also managed to view the research papers in the infographic poster. Hence, infographic posters could be used for enhancing communication skills. Further research should be done to determine if it could be implemented in other courses and in enhancing other skills among learners.

Keywords: communication skills, infographic posters, 21st century learning, technology in education, online learning.

[17]

## THE EFFECTIVENESS OF SCIENCE PTECHLS MODULE IN A RURAL PRIMARY SCHOOL IN MALAYSIA

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### **ABSTRACT**

The PTechLS module combines learning styles with the use of technology to increase students' learning experience, especially in learning abstract concepts. The PTechLS module prototype was developed by Norlidah Alias (2010). The aim of this study is to evaluate the effectiveness of the implementation of the Science PTechLS module in a rural secondary school in Malaysia. The PTechLS module was implemented in June until November 2016. The study adopted the exploratory implementation design which incorporates a quasi-experimental research design. 18 students participated in this study. In addition, a retrospective usability evaluation of the implementation of the PTechLS module, with two Science teachers as the users was conducted. The findings of this study showed that there were significant difference in the pre-test ( $M=19.444$ ,  $SD=2.519$ ) and post-test scores ( $M=36.667$ ,  $SD=2.651$ ). This indicates that students' achievement score could improve after using the Science PTechLS module. The interview with the teachers showed that the Science PTechLS module could be used as a resource. In addition, further improvements of the PTechLS module were suggested. Hence, there is possibility that the Science PtechLS Module could be used in other primary schools in rural areas in Malaysia to improve students' achievement and interest in Science.

Keywords: Science education, exploratory implementation design, Learning Styles, Technology.

[18]

## GENERALISATION OF THE LEARNING ALLIANCE INVENTORY TO BLENDED STUDENT POPULATIONS

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### **ABSTRACT**

The therapeutic working alliance by Bordin (1979) has been demonstrated as a “common ground” variable attributable to change in identified change enterprises, including education. In this context, working alliance (renamed learning alliance) has been empirically demonstrated to predict on-campus positive student outcomes (Benson, Cohen, & Buskist, 2005). However, minimal research investigating whether learning alliance predicts blended student outcomes has been conducted. A measure of on-campus student teaching alliance (the Learning Alliance Inventory, LAI; Rogers, 2012), which operationalises learning alliance with this population using three subscales (collaborative bond, teacher competency, and student investment) was administered to 199 Australian blended students, studying counselling programs in Australia, with the aim of generalising the LAI to blended student populations. Results revealed that learning alliance in the blended student population is best operationalized as a two-factor model (collaborative bond and student investment) only. Thematic Analysis of open questions revealed learning alliance in the blended teaching environment is understood as four themes: Alliance congruent qualities, Availability and helpfulness, Mastery of the technology, and Encouraging of online collaboration. These results were interpreted as evidence that the bond factor of the original learning alliance construct as operationalized by Bordin (1979) continues to be important in the blended teaching space, but other factors unique to online/blended learning are important for online learning alliance, including content relevancy, currency, and validity, as well as a transparent and structured course delivery style, flexibility when technology fails, and online objectivity. Study limitations, implications, and future research recommendations are discussed.

Keywords: learning alliance, teacher alliance, flexible learning, structural equation modeling.

[19]

## **ERGONOMIC FURNITURE FOR CHILDREN: A CONTRIBUTION IN QUALITY EDUCATION**

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### ***ABSTRACT***

Classroom furniture affects a child's health, posture and ability to learn. There has not been systematic work to develop ergonomic guidelines for children that can accommodate the age spectrum of children and adolescents. The use of unergonomic furniture, especially school desks and tables, have a negative impact on the health of the children mainly with their postures. School children report high rate of discomfort particularly in the neck and back region. Such musculoskeletal problems often result to children's discomfort and long-term health. Bad adapted postures and classroom furniture are important contributors to children's musculoskeletal discomfort. The present study suggests ways of improving the postures of the children which will not only reduce the discomfort experienced by them but also, improve their work performance in the classroom.

Keywords: Classroom, furniture, ergonomics, postures, quality education.

[20]

**TRIANGULATION OF INTEGRATED LEADERSHIP COMPETENCIES FROM  
KEY MANAGEMENT ROLES AMONG BASIC EDUCATION DEPARTMENT-  
COORDINATORS IN A PRIVATE UNIVERSITY**

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*Arellano University, Philippines***ABSTRACT**

This paper focused on integrated leadership competencies among BED-Coordinators in a private university. The study aimed to assess the BED-Coordinators' integrated leadership to point out a need in making an attempt to propose a training development program towards a leader-level organizational expectation. This study is a triangulation of variables involved and to show how BED-Coordinators are specifically described in their key management roles from inner sources, as drivers of organizational values, and in their integrated leadership competencies. Empowered by the principal, these BED-Coordinators accept the task being delegated and entrusted to them as highlighted on the specific purpose in the job. As cited by Berkey (2009) in their book, O'Dell and Grayson (1998) revealed the power the organization can tap by mastering the transfer of knowledge and best practices from one unit to another. Effective school leaders understand this and invest their time in the design and structures of process that transfer knowledge and skills among teachers for the purpose of taking immediate actions to improve school conditions. An organization to a new level, the study is anchored from The Farsight Integrated Leadership Model 2008 developed in collaboration with Dr. Mark Batey of Manchester Business School, which is considered a powerful tool for assessing and developing leadership in individuals and organizations to assess their leadership and identify priority areas for improvement.

The descriptive method of research was used in conducting the study. It focused on the assessment of certain leadership qualities of a leader in the organization. The study centered to six (6) coordinators who were assessed purposively by the principal, 56 teachers, and 6 coordinators themselves. The data gathering instrument of the study were adapted and self-made questionnaires which consists of three parts such as key management roles, organizational values, and integrated leadership competencies. It utilized descriptive statistics such as frequency count, ranking, and weighted mean. And in determining the quality of responses, verbal interpretation was used to objectively assess the BED-Coordinators. Furthermore, triangulation as process in the study, comprehensive analysis of data gathered would give general and specific descriptions of BED-Coordinators. The findings revealed that the BED-Coordinators obtained a weighted mean of 3.37 which means they have been habitually functional in their management roles; so, desirable traits of a leader were possessed as homegrown teacher leaders. It also revealed that

the coordinators obtained a weighted mean of 3.29 which means they have often demonstrated organizational values as observed in their desire of developing them in order to take initiatives as drivers as they exert efforts in school activities. Furthermore, the findings revealed that the coordinators obtained a weighted mean of 3.30 which means they are potential leaders as they have often demonstrated their developing characteristics in taking initiatives to deliver leader-level organizational expectation. Finally, the findings led to the conclusion that BED-Coordinators have



often demonstrated their functions which are apparently integrated as influenced by their management roles, organizational values and leadership competencies however, some weaknesses in their functions surfaced to the fore; thus, an intervention for strengthening their weaknesses is necessary.

Keywords: Management Roles, Organizational Values, Integrated Leadership, School Leadership, Global Leadership, Approaches to Leadership

[21]

**FORMATION OF A REGIONAL FRAMEWORK  
IN REGIONALIZATION OF HIGHER EDUCATION**

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***ABSTRACT***

The regionalization of higher education has proceeded in many parts of the world as part of the globalization and internationalization of higher education. In order to analyze the impact of the regionalization of higher education, it is important to look at the regional framework, more specifically, to see which countries of the geographical region have been involved in educational cooperation, which countries are included and which are excluded, and how these boundaries are drawn. The regional framework is usually formed based on existing regional organizations, such as the EU, ASEAN, ASEAN3, and SAARC, who typically define and frame the process. However, in Central Asia, a region that has experienced major conflicts and geopolitical issues following the collapse of the Soviet Union, the regionalization of higher education is one of the significant developments that has taken place in the region and is generally seen as a good foundation for regional cooperation. Since there is no regional organization that serves to provide, define, and organize a framework for the region, this paper explores, by analyzing project documents and conducting interviews with key actors, how a “region” is produced and shaped in the Central Asian context in the process of regionalization of higher education. In conclusion, I discuss the EU’s significant intervention in the region, the 2-layered structure of the regional framework, and the “bottom-up” approach in formation of regional framework of Central Asia.

Keywords: Regionalization; Higher education; Education; Regional framework





# **POSTER PRESENTATIONS**



[22]

## **SOCIAL STUDIES: HIGHER EDUCATION CURRICULA AND THEIR IMPLEMENTATIONS IN INDONESIA AND JAPAN**

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### **ABSTRACT**

This paper discusses on social studies, their curriculum and implementation at higher education in Indonesia and Japan. This study is a comparative study between Social Studies in Education Department of Sriwijaya University-Indonesia and Faculty of Education in Kochi University-Japan. The population was 48 lecturers and 731 students of social study education of Sriwijaya University and 5 lecturers and 24 students of social study education of Kochi University. The data were collected using documentation, observation and questionnaires; and were analyzed using descriptive qualitative for qualitative data, i.e. data reduction, presentation and verification. Furthermore, data from questionnaire were analyzed using proportion and mode. The results show that there are similarities and differences. In curricula, the similarity is that both include history and economy, while the differences were history (divided into three: Japanese, Oriental and Western), Geography and Topography, Jurisprudence and Politics, Sociology, Economic and Political Economy, and Philosophy. Besides, in Faculty of Education, Kochi University, all students have to study social studies of primary, secondary, and high school curricula. In implementation, the similarities are media of learning, using power point, and number of lectures, 14 times. the differences are that every student must have text books and that they have to learn by reading the book while the lecturer is giving lecture.

Keywords: Social Studies, Higher Education Curricula, Sriwijaya University-Indonesia, Kochi University- Japan.

[23]

## FEEL AND LEARN METHOD IN TEACHING AMONG PRIMARY STUDENTS

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### **ABSTRACT**

Teaching science for primary students is a difficult task due to lack of interest they have on this subject. In this research I tried to find whether we will be able to improve their performance on a subject by making them feel the subject by deviating from the traditional class room teaching techniques.

The progress of the research was tested based on their science achievement test mark which is conducted by a British based examination body which has no link with the researcher. Then at the end of the research, students were sent back to a class room where traditional teaching takes place and the progress they have showed were collected at the end of that year and data were compared to check how effective was the feel and learn method on them.

Story mode teaching was mainly used as the tool of teaching because it is the best way to make students feel the lesson with limited amount of resources. In this method I converted all the lessons in to a story and taught them as a story but not as a lesson. Addition to that phenomena based learning also included in the teaching method to have variations and to give extra support to feel and learn concept. Sample for this research was a whole grade 06 class room including students from different backgrounds and different performance levels in a community school. They were subjected to 400 hours of feel and learn techniques at grade 06 and their performance on an achievement test was recorded and they were changed back to a traditional teaching method in grade 07 and their performance were again tested using another achievement test. Data clearly shows that their power of understanding science concepts have decreased almost more than 30% between these two methods.

Therefore, I conclude that by making students to feel a subject has a drastic impact on their performance level. But I haven't test whether there are any impact by hormonal changes in student body during this time period of the research. Moreover, any changes took place at domestic level might have impact on the performance which haven't evaluated in this research.



[24]

**INFLUENCE OF GLOBALIZATION ON HIGHER EDUCATION IN INDIA**

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*Dr. C.V. Raman University, India***ABSTRACT**

Education is the backbone of a nation where higher education occupies the apex of educational pyramid in the formal process of Indian education. Globalization creates the right educational environment to promote effective teaching and learning to achieve the unique requirements of globalization. Knowledge society, information and communication technologies, the market economy, trade liberalization and changes in governance structures elements of globalization have a significant influence on Indian higher education. India's higher education sector has failed to map the future demand for various skills, Global Competition and Competitiveness as higher education system in India suffers from acute paucity of funds, lack of autonomy, burden of affiliation. Besides these higher education has been affected by-politicization, poor quality of intake, heterogeneity of student population, communication gap between universities and colleges, unsystematic growth of institutions, managerial inefficiencies, overcrowded classroom, wastage in instructional hours, poor course design, inadequate student service, inadequate material resources, inefficiencies in teaching, lack of training facilities for educational administrators and teacher. Now the students have easy scope to acquire higher education because a lot of colleges and universities are opened for higher education. But contribute to national development urgent steps will be taken to protect the system from degradation. Therefore along with quantitative expansive of education quality must be maintain in relation to the global market. We should encourage foreign universities to come to India to setup in collaboration with existing Indian institutions, colleges to promote global research activities for sustainable development. It will also improve our educational standards as well as solve the burgeoning problem of enrolment. Opening Indian higher education to foreign competition will benefit us and boosts our growth.

Key words- Knowledge society, information and communication technologies, the market economy, trade liberalization and Global Competition and Competitiveness.



# **VIRTUAL PRESENTATIONS**



[25]

## ENHANCING EFFECTIVE TEACHING AND LEARNING OF MATHEMATICS THROUGH SCHOOL PRACTICES

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### **ABSTRACT**

General poor performance of students in mathematics is a great concern to all and sundry. In spite of this many students are still struggling with it because there is belief among students that Mathematics is a difficult subject. Studies from some other climes showed that school practices are predictors of achievement in mathematics. There seems to be dearth of study in Oyo State on how school practices determine achievements in mathematics. This study, therefore, examined the extent to which school practices predicted students' achievement in mathematics in senior secondary schools. Survey research design was used while multistage sampling technique was adopted. Five local government areas (LGA), 4 secondary schools, 30 students and 4 teachers of mathematics from each school were randomly selected. In all, 20 schools, 600 students and 80 teachers participated. The instruments were validated using 50 students and 30 teachers. They were: the School Practices Questionnaire ( $\alpha = 0.81$ ), and the Mathematics Achievement Test ( $\alpha = 0.80$ ). Mean, standard deviation, t-test and multiple regression were used to analyse the data at  $p < 0.05$ . A significant relationship existed between the school practices and achievement in mathematics ( $R = .652$ ,  $F(3, 76) = 18.711$ ). Good school practices should be encouraged, If students are assessed feedback should be given to the students so as to know their strengths and weaknesses, when correcting misbehaviour, school leaders should use mild forms of punishment, such as physical proximity, taking away privileges, verbal reprimands among other things.

Keywords: Achievement in mathematics, School practices, poor performance.

[26]

## **ADJUSTMENT BETWEEN SUSTAINABILITY IN BUSINESS CURRICULA AND SOCIETY NEEDS**

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### ***ABSTRACT***

Sustainability is an issue constantly changing and catching a great deal of attention to current societies. Also, more and more firms must take greater effort so that their actions leave a positive mark on the society and its continuity. In this sense, firms' leaders are positioned as key elements as they are the major representation of making-decision processes. Therefore, their development towards sustainability is also important, and this starts from their formation. Thus, from the point of view of higher education, students of business schools and faculties become potential elements for the change. From these faculties will arise the leaders of firms that will have to face the challenges offered by environmental and social pressures of current society and that commit the coming ones. In this sense, and in order to improve the whole process, universities have to start from good curricula that really emphasize these issues. In addition, they should seek a good fit between the level of knowledge of the students and the establishment of standards in the curricula. Thus, this study highlights the growing concern of the students of the Faculty of Business Economics and Management of the University of Almería (Spain), at the same time that proposes strategies for the inclusion of these concerns in the curricula.

Keywords: Sustainability, Curricula, Higher-Education, Business Faculties.

[27]

**“AN ANALYSIS AND EVALUATION OF STUDENT’S DISCIPLINE ISSUES AT ABC PRIVATE HIGHER EDUCATIONAL INSTITUTE IN SRI LANKA: A CASE STUDY FROM THE PERSPECTIVE OF ACADEMIC AND ADMINISTRATION EMPLOYEES”**

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**ABSTRACT**

In Sri Lanka averagely 200,000 students passing out the successful completion of their secondary education with only 25,000 students qualifying to enter state universities. Only 20 percent get admissions in to Sri Lankan 15 tax-payer funded state universities. Of those who get left behind tend to find opportunities in overseas or Sri Lankan private sector institutes which are mostly affiliated colleges, which do not award their own degrees. (LBO, 2015). Therefore, most of the people believe students who have selected for the government sector universities are the best. Their perception won't go beyond to think both sectors are usually doing the same thing for the students' career development. Due to that It is evident that Education is considered as the most effective change agent. Appreciate educational concept will teach each and every single advantageous thing to the student's life. It will mostly effect for build their disciplinary patterns and behaviors. It might be positive or negative. The purpose of discipline is to help the individual to acquire knowledge, habits, interests and ideas which conduce to the well – being of him, his fellows and society as a whole. Therefore, researcher conducted this research to fill the knowledge gap in Sri Lankan context by the research of “An analysis and evaluation of student's discipline issues at ABC Private Higher Educational Institute in Sri Lanka: A case study from the perspective of academic & administration” It was identified that no other studies have been done for Sri-Lankan Content in this area. Therefore, this study aimed to analyze and evaluate the factors effecting Undergraduate student discipline in ABC Pvt Higher education institute. This study developed a model which adopted four frames namely, Operational, Behavioral, Principal and Presentation. A survey questionnaire was conducted by taking both academic and administration employees. The collected data was analyzed using “Descriptive Statistics” & “Inferential Statistics”.

Keywords: Higher Studies, Discipline, Sri Lankan Students.

[28]

**FACTORS INFLUENCING INTERNATIONAL STUDENT DESTINATION  
DECISION: A CASE STUDY  
OF MALDIVIAN STUDENTS TO CHOOSE A SRI LANKAN COLLEGE FOR  
HIGHER STUDIES.**

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**ABSTRACT**

The history of education system in Maldives started with traditional home-based teaching of Dhivehi (mother tongue), the Arabic Script and Holy Quran. However, introduction of new modern curriculums and highly qualified teachers in the field, the education system in Maldives moved to a higher level by students facing Cambridge and Edexcel exam. Due to certain reasons Maldivians intend to shift to south Asian countries for their higher studies. Sri-Lanka has become second home for most of the Maldivian students. These Maldivian students in Sri-Lanka choose to go in business field by selecting a Sri-Lankan college and this trend has been increasing over the period of time. It was identified that no other studies have been done for Sri-Lankan Content in this area. Therefore, this study aimed to investigate factors effecting for Maldivian business management students to prefer Sri Lankan College for their higher studies. This study developed a model which adopted 5 pull factors taken from the previously tested and proved from different context. A survey questionnaire was conducted by taking Maldivian Students. The collected data was analyzed using SPSS. The data analysis categorized under two main statistical techniques such as, “Descriptive Statistics” & “Inferential Statistics”.

Keywords: education system in Maldives, higher studies, Maldivian business management students.



[29]

## PEACE EDUCATION: A TRANSFORMATIVE RESPONSE TO SOCIETAL CHANGE

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### **ABSTRACT**

Education as defined by Mahatma Gandhi is an all-round drawing out the best in child and man, body, mind and spirit completely supports the statement of Daniel Webster that the purpose of education goes beyond the propagation of knowledge. It indicates that knowledge does not comprise all that is contained in the larger term of education. Education means the feelings are to be disciplined, the passions are to be restrained, true and worthy motives are to be inspired, and pure morality is to be inculcated in all circumstances. But the situation today is totally different, even more people are educated but still violent conflict is increasing everywhere and unavoidable, thus in the process by which we can address conflict and minimize violence called peace education. It seeks to reduce violence and promote peace with the help of education. In an educational set up it helps to establish child-friendly learning environment that are rights-based, gender-sensitive, healthy and safe for children, protective of them and successful in helping them to learn. It has a place in all societies not only in countries undergoing armed conflict or emergencies because the lasting behaviour change in children and adults only occurs over time, effective peace education is necessarily a long-term process, not a short-term intervention. The UNICEF vision of quality basic education considered it as an integral part that can promote the culture of peace and in spite being an integral part this issue is not as much addressed as it should be. Therefore, the paper is an attempt to discuss the related components in details to make the implementation easy. Components in this paper include: concept of peace and peace education, levels of peace (peacekeeping, peacemaking, and peace building), objectives of peace education, strategies, evaluation of programmes and importance of peace education to bring about constructive changes, both locally and globally.

Keywords: Peace, Peace Education, Peacekeeping, Peacemaking, and Peace building.

