

SLITHM talk MAGAZINE

Sri Lanka Institute of Tourism & Hotel Management
Volume 12 | April - June 2021



 EHL CAMPUS LAUSANNE

PERFORM A
GAP ANALYSIS
STUDY WITH
ECOLE HÔTELIÈRE DE LAUSANNE



SRI LANKA INSTITUTE OF
TOURISM & HOTEL MANAGEMENT
Taking Sri Lanka to Global Heights
A Journey Towards Excellence In Sri Lankan Hospitality

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Volume 12
April - June 2021

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TOURISM & HOTEL MANAGEMENT**

Taking Sri Lanka to Global Heights
A JOURNEY TOWARDS EXCELLENCE IN SRI LANKAN HOSPITALITY



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EDITOR'S NOTE

While writing the Editor's Message for the 12th Issue of the SLITHM-Talk Magazine, I demanded only half the space of the previous Issue of the Magazine because, "Actions speak louder and clearer than words". Half the remaining space is used to showcase our actions.

It is a matter of great pride and satisfaction for the SLITHM to note that response to this Magazine has been overwhelming. The wide-spectrum of articles included herein from different sections gives me a sense of pride that our Academic Staff possess creative potential and original thinking in ample measures. Each article is entertaining, interesting and absorbing. I applaud the contributions for their stimulated thoughts and varied hues in articles contributed by them.

As we all know, a newsletter mirrors an educational institute – its Vision & Mission. It also highlights events, activities and academic prowess and achievements. In this edition, I have tried to capture last three months (April – June) excitements and endeavors. We do hope that the Magazine encourages many more including students to use it as a platform to express their creativity. We sincerely hope that this edition makes for an interesting read. We urge you to consult the publishing committee regularly to keep updated with the new developments and activities in your canter.



Commendable job has also been done by the Library Publishing Committee in planning for and producing the 12th Volume of the SLITHM Magazine. My congratulations to the team who took the responsibility for the arduous task most effectively even at this pandemic. We are hopeful that this small piece of technical work shall not only develop the taste for reading among students and many other but also develop a sense of belonging to the Institution as well.

Please feel free to offer any suggestions for improvement.♦

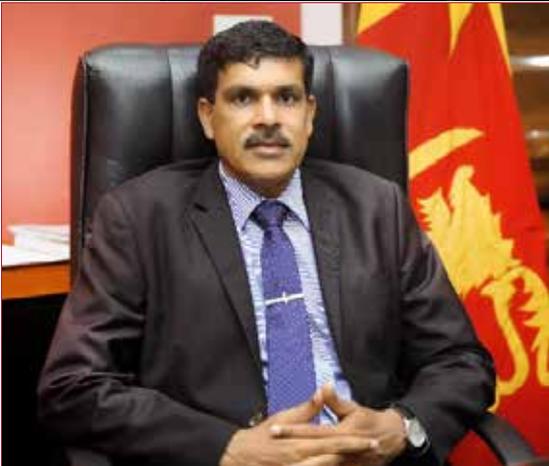
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FUTURE OF HOSPITALITY EDUCATION

BY SIRI HETTIARACHCHI
Secretary Ministry of Tourism

Sri Lanka is world famous for its hospitality with a smile. In future, some tourism and hospitality jobs will be lost to robotic technology due to the trend of introducing robots instead of humans. Therefore, this technology transformation will come to Sri Lanka soon and industry will adopt it soon. But it is doubtful whether technology will be able to suppress the existing tourist attraction to natural genuine smiles.

The spread of the COVID-19 epidemic was unpredictable and affected the entire world. In addition to concerns about the health risks to guests, employees and the well-being of all others, travel restrictions have had a significant impact on the hospitality industry around the world.

The UN World Tourism Organization (UNWTO) estimates that 75 million jobs are at risk worldwide, which corresponds to an expected 20-30% decline in international tourist flows.

According to the World Tourism and Tourism Council, the hospitality industry accounts for 10% of global GDP and provides 1 in 10 jobs worldwide. The tourism sector is one of the hardest hit economies, but due to its relevance, it will once again be a major driving force for the recovery of the global economy and the recovery of the labor market.

Over the past two decades, the hospitality industry has grown significantly, with international arrivals doubling from 600 million in 2016 to 1.4 billion in 2018, the

tourism and tourism industry showed a growth of 3.9%, which is higher than the global economy growth (3.2%). Data reveals Tourist arrivals to Sri Lanka during the year 2018 amounted to 2.3 million registering a 10.3% increase since 2017.

It is during these uncertain times that hospitality education can contribute to a better understanding of the developments to be expected and to prepare for the future. This is the time when the ability to deal with instability and respond to crises can lead to a new resilience.

In such a catastrophic situation that we have never faced, we need to understand the changes that need to be made in the field of education as well as in other areas. It has also had a significant impact on the hospitality education sector. Various research programs have been implemented around the world to explore the potential for overcoming challenges.

Human resource development has been identified as a foremost prerequisite in the momentous expansion of the sector. Prior to the outbreak of the pandemic, there was a severe shortage of hotel staff to meet the relevant goals. Very less number of bachelor holders are working in the hotel industry as a paradigm. Initial career decision is a crucial factor in recruiting and retaining a suitable and dedicated employee in the future competitive labor market.

In order to provide a world-class international hospitality education that exceeds the expectations of our esteemed clients, it is needed to facilitate a review of existing curricula and training plans and carry this out with an active and systematic involvement of the private sector to meet the future trends.

Since tourism sector is sensitive and vulnerable to the external uncontrollable factors such as diseases, natural & manmade disasters, terrorist acts and so on, employees who are in the industry have to face these situations very often. As a result, they have to accept various challenges relating to their job security and income. They have a doubt of future. The job is not secured and income level is not stable. In that case they may be discouraged themselves and also influence potential employees' decision on entering to the industry. There may be certain number of qualified tourism and hospitality employees leaving the industry and joining more stable industries in the short term. Realizing this situation, the government has taken remedial measures to keep them protect and retain them in the industry. Otherwise, it will be difficult to find qualified, trained and experienced human resources for the industry in the future. However, employees in the tourism industry must get used to these conditions and survive, even if it is a great challenge.

It is important to improve the confidence level of the

students on the job security. It will be a great motivation to them. The clear understanding about the existing difficult situation faced by the industry is essential. Then, the employees will adopt with it and change their mind set to sacrifice time and other benefits till industry back to normal. They will be encouraged to work and worked hard to regain the position of Sri Lanka as the best travel destination in the world.

According to Uva Wellassa University Journal of Management and Tourism Research Special Issue (2020) providers should adopt with enhanced disease preventive and controlled methods for the health and safety of employees. While taking actions for the safeguard of employees, service providers have to create a good working environment to the employees. In that case, the industry can introduce flexible working hours for employees, work from home, encouraging to work with customers online, providing transport facilities etc. New risk prevention and control strategies for health and safety should be included in the student curriculum. Further, industry should apply more employee retention strategies. Continuous caring and maintaining relationship with employees will enhance their loyalty. If the industry take care their associates, they will care of the customers. Some international hospitality chains have taken initiatives to provide temporary jobs for their employees during this time period. Medical insurance schemes to be introduced for the welfare of the employees of the Tourism and Hospitality industry. Safety net program to be introduced to the tourism sector without further delay.

Maintaining a positive attitude towards staff care in this time of crisis is truly essential for the tourism and hospitality sector. If they do so, it will be a competitive frontier when the situation recovers.

Given the global acceleration and unique conditions, it is difficult to predict at this point when the situation will return to normal. The incidence of the COVID-19 epidemic is rapid and the scene may change daily. Subsequent developments based on a set of current understandings and assumptions can change the perspective. However, the World Health Organization (WHO) believes that the spread of the coronary virus will end by early 2022, giving us hope for recovery. According to the UNWTO (2020), 54% of the female workforce in tourism and hospitality has suffered an economic shock to the tourism industry caused by COVID 19. In the context of Sri Lanka, the participation of women in the tourism sector is not high compared to the global context. This situation has identified as a good opportunity for women empowerment to reduce barriers to entry. It is very important to empower the women in informal sector and low skilled level. Tourism authorities in Sri Lanka are now planning to increase the women participation of the industry. They should provide some supportive measures for females who are facing adverse effects of COVID 19 pandemic such as facilitate the

“It is a more challenging task for the industry associations, professionals and the government to assure the job security of the tourism and hospitality employees.”

health care needs of women, flexible working conditions, promoting women entrepreneurship. Hence, women empowerment will be a main point to be considered in tourism recovery planning. They need proper education in the field.

Many tourism enterprises introduced Working from Home (WFH) concept during this pandemic period. This experience will create a future challenge for tourism and hospitality employees. It shows that employees will be asked to work from home in future with the expectation of minimizing the use of resources. There is a possibility of arranging virtual discussions, meetings in future than current context. The way knowledge-based work is traditionally done in a physical office environment will be challenged.

It is a more challenging task for the industry associations, professionals and the government to assure the job security of the tourism and hospitality employees. Therefore, it is necessary that the authorities need to implement short, medium and long-term resilient strategies effectively and collectively to ensure the sustainable tourism development in the post COVID 19 Pandemic. In this pandemic situation, it is necessary to assess the affected parties and give financial and other supports immediately to retain them in the industry.

There will be a high demand in the industry for skills level manpower. Lack of English language proficiency is considered a major challenge and similar attention should be paid to soft skills and lack of social skills. On the supply side, vocational training should not be limited to skills development and needed to be linked with the industry demands.

Although, there is a constant supply of trained people with different skills levels and certifications from accredited providers for hospitality and tourism occupations, the research findings reveals that there is still a gap between things learned and skills wanted from industry. University graduates (with a degree in Tourism or Hospitality Management) often have a good understanding of concepts, but not enough practical experience.

Qualified and well trained instructors are the key resource for the delivery of hospitality training.

The training of teaching staff should be carried out with special attention to social integration and the strengthening of social skills. It will be necessary to improve teacher training and instructor development programs for improvement of their continuous development and upgrading of teaching- and industry skills.

Responding to the leisure sector's human resource demands within the 'new normal', SLITHM The only government-approved tourism and hospitality training institute has now shifted its entire registration process online, making it more convenient for students to apply for programs online and s looking at introducing several hybrids online and virtual study programs. The institute provides education to over 5000 students each year prior to them entering the industry and students who undergo training with SLITHM are provided on the job training in 3-star plus hotels where 90% of them are absorbed to each hotel. The institution provides scholarships to around 1,500 students yearly for the benefit of the low income families.

Sri Lankans have a strong sense of hospitality, and the country has an array of natural and cultural heritage that is the repository of tradition, history, and the Sri Lankan story. These assets could be better harnessed through locally delivered, nationally accredited training programmes so that every person becomes a tourism ambassador, providing the foundation for a career in tourism and hospitality.

The corona virus epidemic will remain in our collective memory for future generations due to the devastating impact on the global economy at various levels. With continued government support and the support of financial institutions, commerce will move beyond the crisis. Overcoming economic crises is nothing new.

Where there is a will there is a way to overcome challenges. ♦



PERFORM A GAP ANALYSIS STUDY WITH ECOLE HÔTELIÈRE DE LAUSANNE





THE SRI LANKA INSTITUTE OF TOURISM AND HOTEL MANAGEMENT (SLITHM) SIGNS MOU WITH ECOLE HÔTELIÈRE DE LAUSANNE TO PERFORM A GAP ANALYSIS STUDY



MRS. KIMARLI FERNANDO
Chairperson, Sri Lanka Tourism



MS. NADEEKA WATALIYADDA
Director General/ Chief Executive Officer, Sri Lanka Institute of Tourism and Hotel Management (SLITHM)

The Sri Lanka Institute of Tourism and Hotel Management (SLITHM) has entered into a Memorandum of Understanding (MoU) with EHL Advisory Services Llp to conduct a gap analysis study in Sri Lanka with the aim to improve the quality of tourism education on par with global tourism education standards. Established in 1964, SLITHM is the only government-approved premier Institute in Sri Lanka to train youth in the field of Hospitality and Travel and is managed by The Ministry of Tourism. The Institute offers courses island-wide in Anuradhapura, Bandarawela, Pallekelle, Koggala, Ratnapura, Kurunegala, Jaffna and Pasikudha. As knowledge partner, EHL Advisory Services will conduct a gap analysis study by meeting key Sri Lanka Tourism stakeholders, conduct research and analysis to understand key environmental factors related to programmes conducted by SLITHM, and hold on-ground visits to review SLITHM's network of existing infrastructure in Colombo, Koggala and Kandy. On completion of the gap analysis study, EHL Advisory Services will submit a report to SLITHM on the way forward to elevate the quality of education to global standards. The MoU is valid for a period of six months.

EHL's team of leading subject experts will develop applicable, innovative solutions that will help SLITHM to prepare for future excellence with a commitment to academic rigor, service culture and quality assurance. This collaboration reflects the promise to uplift the tourism sector as directed in the National Policy Framework Vistas of Prosperity and Splendor. Using the 10 key policies mandated by His Excellency, The President of Sri Lanka, Sri Lanka Tourism constructed a 10-pillar strategy for the tourism industry. One of the Policy's stated goals is to 'establish tourism training schools in main tourism cities and also introduce attractive skill development courses' and thus collaboration with EHL Advisory Services is a step towards fulfilling this directive.

Sri Lanka Tourism is charting a new course as it undergoes strategic re-engineering to be able to optimize resources and become the highest exchange-earner for the country while creating jobs and transforming the sector into a sustainable industry, enabling it to finally achieve its potential. ♦



EVALUATE THE EFFECTIVENESS ON ONLINE LEARNING APPROACH AT SLITHM

Many countries and stakeholders in the Tertiary Vocational Educational Training sphere were insufficiently prepared to respond adequately and swiftly to the shock caused by the COVID-19 pandemic. Closures took many of those concerned by surprise, and responses developed gradually, at a different pace across countries and training providers. Understandably, public health measures to contain the spread of the pandemic were prioritized, followed by strategies to expand distance learning to as many students as possible. For many TVET providers, the switch

to remote learning has been a process of learning by doing. Few countries and training providers had a sufficiently strong basis of equipment, connectivity, remote learning software and platforms, and pedagogical resources, and students and instructors with the necessary digital skills to be able to adapt their TVET services smoothly. In contrast, those that started from a lower base faced substantially greater challenges. Even in countries with better resources, disadvantaged students faced constraints to their continued access to remote learning opportunities. The COVID-19

pandemic has accelerated many changes already under way in training systems and labour markets, such as digitalization, but has also been a major disruptor for economies and societies. Many economic sectors, especially where production and services could not be provided remotely, experienced major losses in working hours and jobs. Others experienced difficulties in transitioning to new online modes of working, producing and serving. Many new training programmes and resources have been developed as an immediate response to the COVID-19 pandemic for the



sectors in shortage of labour and skills. Almost entire Hospitality Educational Institutes around the world faced unprecedented and, the biggest challenge in the world travel and hospitality history. Despite many challenges and obstacle with the right and timely leadership , team work and effective communication plus information and communication technology strategies of the SLITHM being the premier tourism and hospitality training provider in Sri Lanka together with its professional academic and non-academic team strategically faced the challenges successfully. And it's continue

to do so and try to overcome many obstacles for successful of vocational training.

Survey was carried out as a pilot project with 42 students of the three year Diploma in Hospitality Management Programme, campus 014 batch of their 04th semester. It's nearly one month they had to switch full time from the face to face classes in to on line lectures from May 2020. On line learning method used with nearly 12 subjects with our permanent lecturers and the visiting lecturers. All together there were 42 students attended theory lectures on 'zoom platform'.

This survey was carried out through Google Form Survey and eleven questions were forwarded to the students as they had to answer with some questions briefly and others as multiple answer selection mode. It was sent to all 42 students and they all had replied back promptly. Questions were posed to identify their locations, what learning platform they mostly used, whether there were any connection interruptions, if so what is the percentage of it, what is mostly used internet service provider, whether they used their own laptop/mobile phone or they borrowed from their parents or friends or any other

resources, or else, if any one did not have any such things etc. And also some of the questions were forwarded to gather if they know any other ways, suggestions or solutions how we can conduct the classes by adhering to all health and safety rules instead online method and continuity of education, or else whether they want to do their industrial training in hotels

SURVEY FINDINGS

About 70% of the students have attended the online classes from their mobile phone; and only about 20% used their laptops which means about 40% them had unavailability of their own laptops or desktops but used at least mobile phones. Zoom learning platform was the mostly used platform which is 100%. They have mentioned Google meet, Cisco Webex, Microsoft as the other known learning portals to them and, it was significant that about seven out of 41 students do not know still about the distance online learning tools. While Dialog was the number one service provider, the Mobitel and SLT too among the popular service providers. Hutch and Airtel as well. For the

CONCLUSION AND RECOMMENDATION

This brief survey findings indicates the importance and the necessity of online distance learning approach to continue with the courses at SLITHM. The writer would suggest to develop further Online Distance Learning mechanism in order to face similar crisis situations in future as well as to continue with the current scenario. Since there were limited options, rather than conducting courses at SLITHM through online distance learning approach, due to Covid-19 pandemic crisis, it is also suggested to carry out a full scale survey including all provincial schools of SLITHM to gather large stock taking and analyse the real picture and the requirement. Especially it may be a fact that some students in remote areas may find difficult to use the technology due to lack of resources, low family

etc. Surprisingly their views are somewhat fruitful that we may also be able to consider to implement at SLITHM in future. I especially wanted to know their views and the percentage of it that how many of them wants to continue with the 05th semester, or anyone wants to do the Industrial Training amidst Covid-19 pandemic and lockdown. Naturally almost all of them

question which is “What do you think practically in future to be do online as virtual class?” most of them (65%) have answered, “may be useful since there is no any other option since continuity of education is vital without any interruptions”. 12.5% of them have mentioned they do not like to have practical as virtual online at all.

Answer for the question “What are your alternative views/ solution or any other way that you can suggest in order to conduct practical sessions?” Answers such as “Conduct the practical physically with small groups. Do the practical when the situation is normal. Continuation of education

income, interruption of internet connectivity, lack of competency of new online learning modes etc. Though the zoom, google meet and Microsoft webinar are the popularly used online learning platforms, there are many other online portals such as ‘moodle.org, Google classroom, Commonwealth of Learning Col.org Scientific Animation Without Borders (SAWBO), Thinkific, bloglow-cost-tools-create-online-course, Canvas: comlogincanvas, Skype;, Google Hangouts, Schoology, microsoft.comen-USmicrosoft-365microsoft-teamsgroup, chat-software, Edmodo: Blackboard, adlet.com, Telegram: Tencent Meeting: meeting.tencent.comsgen, DingTalk: dingtalk.comen Workplace: sos-youthlinks’ are some of the other learning platforms that we should learn about. Video

preferred to continue with 05th semester and once the situation is normal they would like to do the actual practical, but very few of them do not like to do so too. As a recommendation, we may be able to carry out this kind of a survey with all other students including provincial schools to accomplish as a large scale fact finding mechanism.

is important in either way, Lecturers doing videos and send to the students. Students do the practical from home while the lecturer is demonstrating online. Conduct online practical were the answers they provided. With regard to the question about the option of continuing with fifth semester or doing industrial training, almost 90% of them have answered for continuation of course with fifth semester due to the pandemic situation and later to have the practical at the end was the answer. They are all satisfied with overall online theory lectures conducted by visiting and our own lecturers. Majority of them expressed the satisfaction of overall of the same.

conference between teachers and participants using YouTube, Developing videos. Creating virtual learning environments, Developing new written resources, Distributing written resources, Developing blogs, discussion forums, Simulators, virtual reality, or augmented reality tools using podcasts using TV, small groups etc., are the other useful ideas that we can consider to use to continue the courses at SLITHM.♦



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DR. LENARD RANCHAGODA EMPOWERING PROFESSIONALISM AT THE SLITHM

Mr. R. D. A. Lenard, a multi-disciplinary professional, who has qualified for Doctor of Philosophy (Ph.D.) in Economic University of Colombo Sri Lanka on the thesis title “Determinants of Inbound Tourism Demand of Sri Lanka”. This research focuses on the major determinants of inbound tourism demands of Sri Lanka paying attention to the country of country origin. Focus the top ten tourist source market in 2016 and to examine the most effective measures and strategies that can be used to enhance tourist arrivals, nights and tourism receipt with such determinants. This study found that there is small and medium-size effect from MICRO variables and large effect from the MACRO variables on inbound tourism demand. The Full research is planned to be published as a book for the use of policy makers, practitioners, researchers and interested parties.

Mr. Lenard Ranchagoda, the Principal of SLITHM Koggala, started his career as a room boy at Palm Hotel, Beruwela after the completion of **Certificate Level Housekeeping Course** at Sri Lanka Institute of Tourism & Hotel Management. After working in several positions as a waiter, trainee cook, receptionist and supervisor and completion of four certificate levels courses, intermediate and advanced courses, he became a graduate of SLITHM in 2000, specializing in Accommodation Operation.

While working as a General Manager he followed the Diploma in Business Management & Administration (DBMA) in 2004 at Institute of Management Sri Lanka. While he was working as an Assistant Lecturer, Lecturer, Senior Lecturer he earned Masters of business administration (MBA) in 2010 from the University of Ruhuna, Sri Lanka.

At present he is the Principal of SLITHM, Koggala and a Board Member of Ruhunu Tourist Bureau and a

Trade Standard inspection committee member at Sri Lanka Tourism Development Authority, NVQ Assessor-National Vocational Qualification in hotel industry, Visiting Lecturer in several Universities and institutes, professional trainer of hospitality industries. Also he worked as Project Coordinator for World University Service of Canada (WUSC) and SLITHM.

He is the former General Manager-Coral Rock Hotel, Hikkaduwa (currently Amaya Reef Hotel) for five years from 2001 and worked on different positions at Eden Hotel Beruwela, Golden Sun Resort Kalutara, Wornels Reef Hotel (currently The Palm), Beruwela.

He has undergone several short-term programs in other countries: The University of Polytechnic in Hong Kong, Philippines, Tourism Development in Developing Countries at Harbin University in China, Sustainable Tourism Development Training in Australia at Griffith University.

He gained the primary and secondary education at Gonagala M.V (O/L) and Aluthgama M.V (A/L).

Even though he did his A/Ls, he could not enter the university but he developed his career through training and development from SLITHM. Finally, he earned his Ph.D. in Economic from the University of Colombo and achieved Doctorate.

The life cannot be decided by born family environment, school primary education and secondary education, social back ground it depend on how you look at. SLITHM is the agent of change and conformity, teaching individuals to think outside of the family and the local norms into which they were born, while at the same time acclimatizing them to their tacit place in society. ♦



NEWS AND EVENTS

2ND QUARTER

THE PROJECT PROPOSAL SUBMITTED BY THE SLITHM TEAM FOR WUSC ANNUAL AID

The higher management of the SLITHM embarked on applying for the Annual Financial Project Granting of World University Services of Canada (WUSC). Aiming at achieving excellence, SLITHM compiled four different project proposals, each headed by a female lecturer. WUSC, after carefully scrutinizing the proposals and presentations held discussions with the concerned groups on 20th May 2021. Consequently, they approved the resolution of the following group which is headed by Ms. Chaamila Rathnayake.

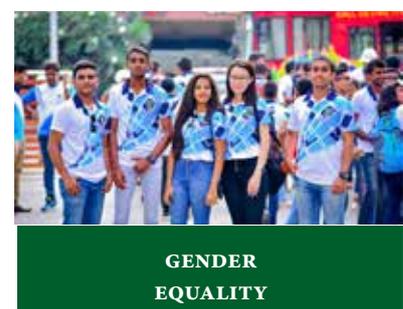
			
CHAMINDA TENNAKOON <i>Principal SLITHM Bandarawela</i>	CHAAMILA RATHNAYAKE <i>Assistant Lecturer Front Office SLITHM Bandarawela</i>	JAGATH ATTANAYAKE <i>Assistant Lecturer F&B SLITHM Kurunegala</i>	RISAN MOHAMED <i>Assistant Lecturer HK SLITHM Pasikudah</i>
(ADVISOR)	(LEADER)	(MEMBER)	(MEMBER)

The Volunteer Cooperation Program Partner Innovation Fund (VCP) is aimed at improving the capacity of partner organizations to develop, test and scale innovative gender-responsive initiatives and services for the equitable economic empowerment of the “Vulnerable Youth and Women”. This is a competitive bid in which, the successful applicants will receive a grant of CAD\$40,000 - 60,000 to be

utilized for implementation within a maximum period of 24 months. In accordance with the WUSC criteria and objectives, the above group developed their project on the title of improving and accruing “Skills for Homestay Tourism”, focused on special references to Economic Empowerment of marginalized groups. Furthermore, this group worked under the guidance and support given by the

Director General/CEO Ms. Nadeeka Wataliyadda, DDG Academic Mr. Kanishka Jayathunga and Senior Lecturer Mr. Dickson Kumara of SLITHM, Ms. Nadeeja Abeyasekara Senior Program Officer, Ms. Gowri Ravishankar Finance & HR Officer as WUSC Coordinators. Additionally, their volunteer Ms. Ogochukwu Udenigwe Gender Advisor too helped us to develop this project.

The project aims to support sustainable, inclusive, and equitable economic growth by enhancing economic empowerment among marginalized groups from several locations across the country. The Project targets 180 low income youth & women from multiethnic groups who are aspiring to join the tourism sector, including existing homestay owners. Besides this project gives special considerations to young women and men including persons living with disabilities, persons living below the poverty line and members of the Lesbian, Gay, Bisexual, Transgender (LGBT) community and the project aims to educate the target population in the following subject areas;



The key activities of the project are as follows



TRAINING PROGRAMS ON FRONT OFFICE

30 theoretical hours



HOUSEKEEPING

12 theoretical hours
and
18 practical hours



FOOD & BEVERAGE

12 theoretical hours
and
18 practical hours



COOKERY

24 theoretical hours
and
36 practical hours



MOTIVATIONAL PROGRAMS

12 theoretical hours



FIELD VISITS

03 days
(overnight stay in a selected hotel / homestay village)

The overall development objective of this project is to contribute towards the improvement of livelihoods for low-income youth and women through income enhancement and employment. Furthermore, this project will create sustainable, inclusive, and equitable wage employment opportunities at the rural level

Under the criteria of WUSC the team developed the project within a short period of time and the Project Report & the Budget Reports were submitted to the World University Services of Canada (WUSC) on 15th June 2021.

According to the WUSC updates, the chosen application met all the eligibility criteria which will be further reviewed by WUSC

Headquarters on technical and budget details. Moreover, they will receive a constructive feedback from the team by the end of July. Only shortlisted applicants will be invited for the interviews, and they will also be informed by August 15th. Based on the scoring, the panel, the finalists will be notified by September 23rd.

Moreover, it's a competitive bid and the grant this year is divided into three thematic areas/ categories: refugees, climate change and other. According to the WUSC, this year all the applications submitted were under the "Other" category. The group believes that it will be a good opportunity for SLITHM to get this funding assistance for a worthy project. ♦



CHAAMILA RATHNAYAKE
Ass. Lecturer Front Office SLITHM
Bandarawela
(Leader)

A WORKSHOP ON TELEPHONE MANNERS & ETIQUETTE CONDUCTED BY SLITHM KURUNEGALA PROVINCIAL COLLEGE



Professional Telephone Skills & Etiquette - online short training course

Are you looking to become a

Professional Telephone operator ?



Two Days Programme

Course Fee : LKR 2,400/=

Calling for applications

(Maximum 25 person per course)

Build confidence and skills to handle telephone calls professionally

This course is specifically designed for people who communicate with internal and external customers, and who need to improve and develop their telephone skills. Since poor telephone handling can be very expensive for any organization, both in image and money. Customers who are well-handled will call again and bring you more business and reputation.

Further Details &
Registration

CALL
Sachini Madushani
Amali Rajapaksha



Ministry of Tourism

Sri Lanka Institute of Tourism and Hotel Management
Maguru OyaWatta, Boyagane, Kurunegala

Email : kurunegala@slithm.edu.lk Tel: 037 222 3959 / 0703428341 / 071 823 9442



Conducted by:

SAMPATH WEERAKOON

Asst. Lecturer (Front Office) Kurunegala

COURSE OBJECTIVE:

This course will help all the participants to project the correct image to their potential customers and clients to make their company stand out from the crowd. It is designed for anyone who uses the telephone and is written with both the customer and the organization in mind to maximize service and customer care. Those who completes will receive a government approved certificate and definitely this will help all of them to apply any position related to telephone operating. Initiated by: Mr. Rienzie Jayawardane – Principal, SLITHM Kurunegala

Purpose of introducing 'The Online Professional Telephone Skills and Etiquettes' coursework during the COVID - 19 Pandemic threat, was to provide a quality training for those who are involved in Call Centres, Receptions, Customer representation, Call handling etc., to get some additional knowledge and to improve their abilities been at home, so that they could efficiently discharge their duties when at work.

This was arranged since, most of them are currently locked down at home and in order to invest their valuable time for a worthy cause effectively for their career prospect in the future. This programme was mainly aimed at those who are engaged in telephone handling in any Business or Government Organization or whoever looking forward in Developing Telephone Skills for their career prospects. The Online Short



Training course was conducted in 'Professional Telephone Skills & Etiquettes' to enhance practical call handling training, made trainees knowledgeable in Telephone Skills and techniques to confidently answer calls, as well as how constructively they could respond to telephone inquiries from customers and handle customer complaints.

Communication through a telephone plays a significant role in any Business Organizations even though the modern world uses Digital Technology in Auto Answering Machines. The majority still prefer personal touch such as 'live telephone conversation' and also the customers get a positive first impression about the organization the way how telephone calls are handled.

The Importance of Telephone Communication in Business

Person-to-person telephone calls do not command the primary communication role they once had back before the information age blossomed. Businesses have numerous other options for communicating now, such as email, texting and social media. Telephone communication may be slower than its new-media counterparts, but it still has benefits in an increasingly impersonal world. The telephone call, which connects a caller with a human voice, creates a connection that other media may lack and is still an important business component.

Personal and Immediate

Short of talking with someone face-to-face, a phone call is the best way to get a personal response. If the person you called is available, you can take care of business on the spot. With other forms of communication, such as texting or email, you leave a message and hope for a quick response. Phone calls have a vocal backup in the form of voice mail. The caller can leave a detailed voice message, without the restriction of a certain number of characters or typing a text message on a tiny cell-phone keypad.

Communication is more than Words

A classic article on communication theory, "Inference of Attitudes from Nonverbal Communication in Two Channels," named three components of effective communication: body language accounts for 55 percent of communication, voice tone for 38 percent and spoken words for just 7 percent. This analysis is still widely accepted as the basis for effective communication today. On the telephone, the tone you use gives dimension and emotion to words, increasing the effectiveness of the communication. Certain body language, such as smiling and standing while talking, may come through in the conversation. Texting and emails are simply words open to interpretation by the receiver, without the benefit of voice tone or body language.

The telephone manners always show the professionalism of the person who handles it and makes the customer believe that he has contacted the correct organization and they feel that their expectations are in safe hands most likely would require the Business.

We have herewith attached the relevant information about the short training course conducted at SLITHM Kurunegala.

By considering the above facts, we decided to conduct the above workshop to deliver a productive training whose job is handling telephones and for those who are willing to take-up a job where correct approach of telephone handling is considered as a prerequisite



RIENZIE JAYAWARDANE
Principal SLITHM

STUDENT'S COMMENTS



SWASTHIKA THIYAGARAJA

*HND in Travel and Tour Management
Sri Lanka Institute of Advance Technological Education (SLIATE)*

*2019 - 2022
Higher National Diploma in Tourism and Hospitality Industry*

*LINCOLN UNIVERSITY COLLEGE
Undergraduate in BSCHM (Hons.)*

I am Swasthika Thiyagaraja. I have completed my three years of Higher National Diploma (NVQ 5&6) in Travel and Tour Management at the University College of Kuliypatiya, established under the University of Vocational Technology (UNIVOTECH). Presently I'm Reading for Bachelor of Information Technology (BIT) at the University of Colombo & School of Computing. I'm seeking for a job opportunity in the field of Tourism & Hospitality Management.

Moreover, presently I am a Regional Coordinator and a member of the Young Power Leaders in Unity Mission Trust (UMT) for Haputale. I am also an Executive Committee Member in Winrose Ambassador Consortium.

In the interim, I'm thankful for the wonderful opportunity of arranging a two days online professional telephone skills program contacted by Sri Lanka Institute of Tourism & Hotel Management, Kurunegala Provincial College.

I would note that the entire course content and the trainer fully met my needs. The trainer was excellent, very attentive, helpful and competent, as well as I admire his teaching approach. I was very happy with the content of the course and it helped me to be more positive in everything I do as a Telephone Operator. Not only I learnt skills but it changed my understanding of what really is. The course exceeded my expectations as it was tailored to each of our individual needs. It was great to have such a short time course to share experience and areas for development. I learnt so much not only from the trainer but also from other participants in the course. I thoroughly enjoyed this course and found greatly beneficial. Also I have taken some excellent ideas to improve my telephone skills professionally through the practical sessions. The whole training session was relevant to our working environment. So, I would definitely recommend this course to other people. My huge thanks to the team.



A.V.D. KAVITHRA VITHANAGE

(Student)

I am Kavithra Vithanage from Narammala. I am a second year student of Higher National Diploma (NVQ6) in Tourism and Hospitality Management at the Sri Lanka Institute of Advance Technology Education governed under the Ministry of Higher Education.

I am currently following a top-up degree program in Hospitality Management (BSCHM (Hons.) at QIBT Business School Kandy under Lincoln University College in Malaysia.

I've worked as a volunteer lecturer in "Be Better" Application which established to help students to improve their learning experience with SLITHM

As a student who always seek for opportunities to improve myself for the future, I decided to participate in the professional telephone skills training program conducted by SLITHM. In this pandemic situation where it is hard to gain new knowledge because of the limitation, occurs with the pandemic this course was a great opportunity for me to learn something new in order to strengthen myself. At first I had my own doubt how they are going to improve our practical skills as the course conducted online but at the end of the course I was beyond satisfied. The lecturer Mr. Sampath Weerakoon conducted the lecture in a great way covering both theoretical and practical sides properly, he explained everything from the beginning clearly and gave each and every participant a chance to practice the things he taught us and help us to increase our telephone operating skills throughout the session. We gained lot of knowledge despite the limited time we had, further the course was well organized and participants were been guided in a friendly manner. I would like to recommend this course to anyone who wants to improve their telephone handling skills. ♦



THE FALL & RISE OF THE SRI LANKAN TOURIST INDUSTRY

International tourism is an important and increasing source of revenue for many developing countries including Sri Lanka. The significance of tourism lies in its ability to earn scarce foreign exchange and help in the balance of payments, to create much needed employment and to stimulate other parts of the economy, both in the resorts and outlying regions.

The growth of tourism in Sri Lanka, however, viewed in absolute terms has not been smooth or continuous. After witnessing fairly rapid investment and development from the mid-1960's the trade suffered a severe setback in the 1980's, only to make a remarkable recovery in the early 1990's. Moreover, as other branches of the economy have developed, including the export of primary and processed goods, tourism has seen a change over time in its relative economic status.

Factors in the growth of tourism

Tourism in Sri Lanka first developed on a commercial scale in 1966, labelled 'Paradise on Earth' by visitors and residents alike. Sri Lanka possesses spectacular indigenous resources. A rich cultural heritage with Buddhist festivals and ancient monuments, high quality scenic landscapes, pleasant tropical lowland as well as temperate mountain climates, safe beaches, and significant wildlife endowment including a number of designated nature reserves, are some of the island's chief attractions.

However, the trigger to the industry's commercial development lay in improvements in transport accessibility, especially air transport. The Sri Lankan Government, which sees tourism as a vital component in the diversification of the economy, and thus as an important development strategy, played a major part in the industry's take-off. Between the mid-1960's and the mid-1970's, heavy investment by the Government allowed much of the basic infrastructure of tourism to be established. Hotels were constructed, as were roads and airline facilities, particularly at Colombo International Airport. These early improvements in the industry have been reinforced with strong continuing state support for the trade since 1977 when new market-led economic policies were introduced. Despite the liberalization of the economy since the late 1970's with a stress on market-led policies and private investment,

the Government has maintained its commitment to tourism, and has continued to invest heavily in it, while at the same time supporting private involvement in the industry. For instance, the Government established its own national carrier, 'Air Lanka', in 1979. Today, 53% of all tourists arrive by the national airline, allowing a greater share of the profits from tourism to be retained in the country. The Government moreover, regularly inspects and grades establishments setting the tariffs to be charged to tourists. Graded accommodation has been continually expanded to meet demand – from 770 rooms throughout the whole of Sri Lanka in 1966 to 4,600 rooms in 1976 to 9,680 rooms in 1991.

A further important element in the rapid rise of the Sri Lankan tourist industry is that Sri Lanka represents one of the cheapest tourist destinations in the world. With its advantageous geographical position, the island has been able to compete successfully with other carriers on the routes to the Far East as well as to other countries in the Indian Ocean, the Middle East, Africa and Australia. Air Lanka's flight network enables many tourists to stopover in the country on their way to, or from, other exotic locations including the Maldives, Indonesia or Hong Kong. Such transit journeys by scheduled flights, and packaged holidays embracing combined destination programmes help to keep the cost of air travel to Sri Lanka relatively low and consequently attractive to visitors.

Future Trends & Challenges

To ensure rapid growth of tourism in the future, tourism projects will need to be complemented with infrastructure development. We expect that with improvements in road infrastructure and development of the new airport in Hambantota, various new destinations will emerge in the country, especially to the North and the East, as these areas have abundant natural beauty to attract tourists. ♦



RAMESH PERERA
*Senior Lecturer
Writer/ Proofreader –
Publication Committee*



HOSPITALITY EDUCATION PAR EXCELLENCE

Still fondly referred to as Ceylon Hotel School by many, the Sri Lanka Institute of Tourism and Hotel Management's Anuradhapura College was founded in 1992. Just over a decade later (in 2005), the College was shifted to a purpose-built Tourism Information Center in Anuradhapura, converting the previous structure into a well-established Rest House managed and maintained by SLTDA.

Being located in the vicinity to the North Central Province, this provincial college was established in this area specifically to provide its excellence in hotel management and culinary education to future associates of the hospitality industry. Since 2005, the Anuradhapura branch has been able to reach potential hoteliers and hotel staff at all levels from regions like Batticaloa, Ampara, Trincomalee, Vavuniya, Kurunegala, Puttalam, Chilaw and Kuliyaipitiya, proving time and time again the necessity and vitality of this particular provincial branch of SLITHM.

The new and improved college premises offer state-of-the-art training facilities and teaching practices from expert academic staff well-versed and recognized both locally and internationally in their respective crafts.

Another noteworthy improvement is the level of training offered at the new premises. Back in 1992, the college offered only Basic Level Hotel Reception & Hotel Housekeeping courses. By 1996, courses in Basic Level Professional Cookery and Restaurant & Bar Courses were added to the academic repertoire. Today, we are equipped with a fully-fledged Training Kitchen, Training Restaurant, Lecture Halls, Library and a Computer Lab. The school is equipped with everything a hotel school student will need anywhere in the world. This makes us a sought-after Hospitality-related tertiary-education provider and we are already on a journey ahead of our time to provide the best for our students by opening up a world of culinary possibilities to those who are keen on stepping into the vast yet majestic world of Hospitality and Tourism.

While the pandemic has proved difficult to conduct physical classes, the SLITHM in Anuradhapura continues to conduct lessons online. As hospitality educators, we go that extra mile to provide the best of knowledge and skills to our students utilizing the latest technology and resources available to students and teachers alike.

The eagerness and drive of our students and their thirst for knowledge is combined with the enthusiasm and expertise of our academic staff. Collectively, the school and its students drive the process forward, despite the pandemic. Once the situation begins to settle down and the collective dream of a pandemic-free world emerges, I am sure that it will also give rise to a replenished, thriving Hospitality and Tourism industry. The school too will be ready to release a new battalion of willful, skilled, experienced and well-trained personnel who will step in as the new generation of culinary, hospitality and tourism specialists. We train students from multiple perspectives which in turn contributes productivity for the economy of our country. Our graduates are invaluable assets to the entire world.

With this in mind, we welcome a new batch of students with pride and enthusiasm, to step into a world of possibilities and dreams. Come join the family. Learn from the best, surrounded by centuries-old history and archeological wonder. What better place to hone your passion than this? ♦



LAL SENEVIRATNE
(Principal – SLITHM Anuradhapura)

PROJECT PROPOSAL FROM SLITHM TO THE INTERNATIONAL LABOUR ORGANIZATION ON “SKILL UPGRADING OF RETURNED MIGRANT WORKERS” PROJECT



The International Labour Organization (ILO) is mainly concerned about migrant workers as they are among the social groups most affected by the COVID-19 crisis and they are the immediate victims of the pandemic, including restrictions on mobility imposed by countries to limit human-to-human transmission of the virus. As a result, many migrant employees have been left stranded in host countries and are suffering disproportionately from its social and economic consequences. Therefore, ILO has urged to take vital measures to eradicate the problem.

Sri Lanka is one of the economies around the world whose development has benefited from the remittances of migrant workers. These migrants are often unskilled or not equipped with skill sets that are in demand. If Sri Lanka could improve the supply of a greater number of migrants who are skilled in professions that are in demand, will get an opportunity to boost Sri Lanka's economic level returns and all other benefits to the migrants and their beneficiaries.

The ILO together with its Tertiary and Vocational Education Commission (TEVC), has launched a project on “Skill Upgrading of Returned Migrant” to facilitate Sri Lankan Migrant Workers who are affected by the COVID-19 pandemic, by way of recognizing their employability skills, facilitating upskilling and reskilling processes to make them ready for employment or self-employment opportunities.

Based on the national mandate of the TVEC to implement the NVQ Framework, SLITHM considered as a leading training institute in the Tourism & Hospitality sector is granted authorization to process RPL applications for the award of NVQs.

Therefore, ILO has invited Vocational Training Authority (VTA), National Apprentice & Industrial Training Authority (NAITA), Sri Lanka Institute of Tourism & Hotel Management (SLITHM) & Development of Technical Education & Training (DTET) to forward project proposals for the said project.

In the project on “Skill Upgrading of Returned Migrant,” the SLITHM has recognized to achieve the following goals;

- Marketing /research to find out the number of returned migrant workers who are seeking to upgrade their skills in the Tourism & Hospitality sector
- Implementation of a programme to skill upgrading of the returned migrant workers related to the hospitality trade
- To perform a gap analysis of returned migrant workers and identify their training requirements to fulfil the gaps
- Arrangement of on-the-job training / practical training in order to enhance their skills and make it suitable for them to obtain a NVQ level
- Through the RPL process, lead applicants to obtain NVQ level certification
- Direct and guide them for the job markets & self-employment in the hospitality sector

SLITHM has submitted the project proposal on 25th June 2021 to ILO in order to perform the above-mentioned job tasks under the “Skill Upgrading of Returned Migrant” project. ♦



RIENZIE JAYAWARDANE
Principal SLITHM

LANGUAGE UNIT-IGNITING PRECISION & PERFORMANCE



I truly acknowledge the Director General, Mrs. Nadeeka Wataliyadda for her initiation in establishing a Language Unit at SLITHM. Further, I deeply appreciate her continued guidance, support and directions towards achieving the state-of-the-art results. Indeed it is another giant step taken towards disseminating the effective language skills, opening an entirely new world of possibilities for our students. Every single step SLITHM moves forward is momentous, hence SLITHM has turned a new leaf in its legendary history with the blessings of the Director General.

The key priority of the Language Unit is stabilizing, growing and maintaining the uniformity in curricula, syllabi and syllabus content. A mammoth portion of the key priority has been already implemented so far. The Language Unit is a diverse scholarly cohesive unit of more than 40 language lecturers who assist to produce the brightest stars to the ever sparkling Hospitality and Tourism sector. To enhance the coordination, share the latest updates and strengthen levels of camaraderie among all the fellow language lecturers, an official Whatsapp group (Language Unit) has been created. All the language lecturers are bound together by a common commitment to preserving, transmitting, and extending the rich cultural legacy of the English, German and French languages. An empathetic participation in the verbal worlds of hospitality industry, drawing on the full range of linguistic tools, historical knowledge, and interpretive experience at our disposal, allows our students to enhance their appreciation for expressive possibility. Moreover all the language lecturers are striving to develop a sophisticated, practical grasp of the central role that language plays in the preservation

of human institutions. A Language Day was brilliantly organized in the Colombo Campus but it has been postponed due to the risk of further intensification of the spread of the Covid-19 virus. But it is to be held in its full swing with the permission of the Director General, once the situation becomes favourable. Creating common formats for Hospitality English (Craft Level & Certificate Level) and Business Communication (Intermediate Level, Advanced Level & Management Level) assessments and final written and oral exams and designing common formats for German and French (Certificate Level & Management Level) final written and oral exams can be summed up as a way forward towards maintaining the uniformity in test papers. Developing and fine-tuning of Hospitality English curricula for Craft Level and Certificate Level, plus Business Communication curricula for Intermediate Level, Advanced Level and Management Level can be identified as a greater achievement during this short span of time. In addition to all, German and French curricula and syllabi for Certificate Level and Management Level have been well crafted which is also a commendable task accomplished.

Hospitality and Tourism industry represents a scenario of people's influx into a country whereby the requirement to use English and other Foreign Languages becomes the most remarkable. The practical part reveals the fact that, along with an ever growing number of tourism contexts, language has gained its position of mediator between the sender and the receiver. Also, verbal communication, regarding the tourism sphere, gives a positive perspective on verbal communication at the workplace, showing the path to avoiding linguistic misunderstandings.

Therefore it is indisputable that languages are not only important for academic or examination purposes, but also in the employment sector because each employee is expected to be able to communicate effectively with their clients as well as conduct various communicative functions. Thus an active and efficient Language Unit is a must for SLITHM. Language Unit seeks to provide students with an education of the highest quality in the English and Foreign Languages (German & French), in listening, speaking, reading, critical and creative writing, judiciously combining breadth with depth, tradition with contemporaneity. It assists SLITHM to attract the best possible students from diverse geographical, professional, racial and ethnic backgrounds; It encourages students throughout their programmes so as to enable them to progress expeditiously to their diplomas, higher diplomas and degrees and to gain the maximum benefits from their experience. Further, it strives to assist students in finding professional employment that makes effective use of the skills and knowledge acquired in their training, both inside and outside the academic community.

SLITHM is at the cutting edge of hospitality with all its splendor. Let the Language Unit ignite precision and performance! Let Language Unit be a priceless gift to decorate our dear students' lives! ♦



S.K. LATHISHA J. RAMANAYAKE

Lecturer in Charge, Language Unit, SLITHM, Colombo Campus



CHALLENGING ACHIEVEMENT IN TOUR GUIDING



During the pandemic the Tourism Cluster have been able to conduct guide training online, and it has been successful.

The following guide course have commenced and are still ongoing.

National Tourist Guide Training Programme	
ENGLISH SPEAKING	OTHER LANGUAGES
59 students	29 students
TOTAL	
88 students	

Chauffeur Tourist Guide Training Programme	
ENGLISH SPEAKING	OTHER LANGUAGES
96 students	36 students
TOTAL	
132 students	

We have received the following applications from eligible applicants:

ENGLISH SPEAKING	OTHER LANGUAGES
122 applicants	79 applicants
TOTAL	
201 applicants	

The online interviews to select these applicants will be held from 26th July 2021 onwards.



NEWS AND EVENTS

APRIL - JUNE 2021

ANURADHAPURA SCHOOL

The Sinhala & Tamil New Year “Awurudu Uthsawaya” in month of April was organized by the Student’s Sports & Welfare Association with the participation of students, academic and non-academic staff of Anuradhapura Provincial College.



A visit made to ‘Hotel Adithya’ by all Certificate Level students. During this familiarization tour the students were able to practically see how a real hotel is been operated.



A training programme on Restaurant Practical was organized for the Sri Lanka Police Pahalagama Wing in Thambuttegama. 332 Police Officers participated at this event.



JAFFNA SCHOOL

SUSTAINABLE REFURBISHMENT OF JAFFNA PROVINCIAL COLLEGE

Any building refurbishment is challenging and school buildings offer no exception. Educational buildings play a leading role in increasing high-performance building refurbishments. Where we live and work has an effect on our lives, and this is even more important to help give our children the best start in life, not just in terms of mental health but also academic improvement as we know that good classroom and school design through school renovation has multiple benefits.

The Provincial College in Jaffna is currently underway of a major refurbishment in order to cater to the youth who wish to pursue a lucrative career in Hospitality/Tourism from the Northern Province of Sri Lanka.

The on-going maintenance and upkeep of the school building is a substantial opportunity for setting examples of integrated refurbishment actions, which address functional and energy-related aspects in view. Review findings are expected to contribute to the development of refurbishment in an effective and innovative manner that should extend building's service life, focus on resource efficiency and comfort the users.

We strongly agree and highly commend the Management of SLITHM considering the decision in renovating the building to suit to the current standards by focusing on single measures in respect of maintenance and adaptation of the building structure, and to uplift the school with the modern arrangements facilitating the school to be utilized by the potential youth in the area. Although, currently these potentials are not fully exploited, truly holistic school refurbishment project is coming to an end soon and we will be able to operate a school with actions and avenues for further development.

NIRANJALA FRANCIS BASTIAN

Lecturer-in-Charge Provincial College – Jaffna

Narrated by

RAMESH PERERA

Senior Lecturer

Writer/Proofreader – Publication Committee



KANDY SCHOOL

BAK MAHA ULELA

The Bakmaha Ulela, was Organized by the SLITHM Kandy students, along with the Faculty and the nonacademic staff members of SLITHM Kandy. First time, it was held at the SLITHM Kandy premises and it was fun with full of traditional Aurudu games for students, and for the supporting staff including for the janitors of the school.

The student's sports and welfare association too initiative of organizing this event prior to the New Year holiday for the student. This event add a very colorfulness to the school on the day and all students were in traditional Aurudu dress , boys with Sarong and Girls with the Lungi , and the most happening event was the Aurudu Kumara and Kumariya .



HOMESTAY TRAINING

Pursuant to a request made by the District Secretariat of Kandy, an awareness Programme was conducted by the SLITHM Kandy, for the Skills Development Officers in the Kandy region. There were 22 Skills Development Officers from the region participated for the program , and we hosted them a practical lunch prepared by the 03 year diploma students, and the program included table etiquettes and manners for these officers, as they could carry the message to the unemployed youth in their regions. Mr Lakmal Perera Senior Lecturer F & B conducted the table manners program with dining etiquettes. The following academic staff assisted Mr. Lakmal Perera.

- (a) Mr. Janaka Perera – Cookery
- (b) Mr. Ravindra Seneviratne – Housekeeping
- (c) Mr. Bryan Benedict – Front office

The second workshop will be arranged in August 2021.



KOGGALA SCHOOL

ERABADU WASANTHAYA – NEW YEAR FESTIVAL : APRIL

The Student's Sports & Welfare Association together with the academic and non-academic staff along with students organized the "SOORYA MANGALLAYA", Bak Maha Festival at the school premises on 09th April 2021.



VESAK LANTERN COMPETITION – MAY

"Health is the greatest gift, contentment the greatest wealth, faithfulness the best relationship"

Despite to the difficult situation in the country, Student's Sports & Welfare Association arranged an online Vesak Lantern Competition during Vesak season. The event was open for students of batch 030 SLITHM, Koggala, while considering if the lanterns was made of eco-friendly material.



VESAK BATHI GEE – MAY

We were delighted to release the cover song done by the students of SLITHM Koggala (both current & past pupils) to commemorate the Vesak Festival 2021 amidst the pandemic situation in the country.

<https://www.facebook.com/SLITHM.KOG/videos/319890826243521/>

FLORAL DESIGNS COMPETITION OF FUTURE HOTEL HOUSEKEEPERS – MAY

SLITHM – Koggala faculty of hotel housekeeping organized an online training session on floral designs to uplift the aesthetic skills of future hotel housekeepers. During the online practical sessions, all their effort symbolized the hidden talents and creativity of the students of SLITHM southern campus.



KURUNEGALA SCHOOL

Pursuant to a request made by the Sri Lanka Police Department, a workshop on Personal & Professional Development and Table Etiquette was conducted for the Sub Police Inspectors of North Western Province at Police Training Academy, Wehera, Kurunegala on 06th April 2021



An awareness programme followed with a Table Etiquette & Manners training was conducted for 20 students of the Labinate Education Institute in Wariyapola on 08th April 2021.



The Sinhala and Tamil New Year Celebrations 2021 was organized by the Student's Sports & Welfare Association and staff of the SLITHM Kurunegala on 09th April 2021.



A meeting was arranged on 09th April 2021 by the Kurunegala District Secretariat to establish a district TVET Organization Committee to build-up cooperation amongst all the stakeholders, including;

- (a) Government organizations
- (b) Non-government organizations
- (c) Private organization sectors



A Team Building Programme was conducted by an Air Force Officer Lieutenant Warapitiya for all the students on 21st & 22nd April 2021. The intention was to motivate students to work together, improve communication and increase collaboration to develop their strength by addressing weaknesses.



PASIKUDAH SCHOOL

Sri Lanka Institute of Tourism and Hotel Management – Pasikudah Provincial College

Sri Lanka Institute of Tourism and Hotel Management, Pasikudah Provincial College at the National Holiday Resort Office, Pasikudah conducts a basic course on Hospitality Management. In addition to this, we are conducting Craft Level Courses, such as Hotel Housekeeping & Restaurant & Bar Service and the Apprenticeship Level and 13 years guaranteed educational programmes.

Upon invitation by the Principal, a Counselling and Mentoring Service was offered by a team of Counsellors from the Divisional Secretariat Valaichchenai in the month of April 2021.



A guest lecture was conducted by the Resort Manager Mr. Keerthi Allis of Anilana Hotel, Pasikudah upon invitation by the Principal. The Manager mainly highlighted areas of positive thinking, positive work attitudes, obligations toward the guests, personal development, optimize housekeeping standards and how to encourage a positive culture in a hotel.

He was assisted by the Housekeeping Supervisor to deliver a training in Housekeeping to the students.



A medication programme was conducted by the Spiritual Art Gallery of Pasikudah Branch. During this session the students were taught of the power of positive thinking, characteristics and traits of a positive mindset, the importance of developing the right thoughts, and to inculcate mental health.

These programmes are conducted to provide some additional knowledge to the students from their routine work and studies.



RATNAPURA SCHOOL

SLITHM Ratnapura Student's Sports & Welfare Association organized a Carom and Chess tournament at the school premises.

Winners are,

Carom single (Men)	- Front office
Carom Double	- Front office
Carom lady's (single)	- front office
Chess	- Food and Beverage



SLITHM Ratnapura Student's Sports & Welfare Association organized a STD programme on 29th March 2021 at School premises. This programme is conducted every year and it includes;

- Drug Control programme (Conducted by Mrs Thilini Weerasekara, Assistant Education and Information Officer at National Drug Control Board)
- STD programme (Conducted by Department of STD in Ratnapura General Hospital)
- Motivational programme organized by Ratnapura Provincial Council to motivate the students on studies and their future benefits



COLOMBO SCHOOL

LAUNCHING OF SLITHM TALK MAGAZINE

Launching of SLITHM-TALK Newsletter as a quarterly Magazine on 10 June 2021.



NEW YEAR FESTIVAL

New Year festival celebrations organized by the Tourism Cluster and all academics and non-academic members at SLITHM Colombo attended for this occasion.



2ND QUARTER SLITHM HIGHLIGHTS THAT ARE IN PROGRESS- WITH THE CORONA – PANDEMIC

With this pandemic, most of our Colleges have not been able to perform at their fullest capacity, yet all Principals together with the Academic and Non-academic staff has played their roles in contributing in the best possible ways to keep the school going without any hindrance and difficulties, by keeping to the guidelines initiated by the Ministry of Health.

Although travel restrictions were imposed and all staff were compelled to work from home, the Lecturers have conducted online classes to keep the students motivated and active during this situation, which the Higher Management truly appreciate the positive gesture that was displayed by each and every staff member.

- Intermediate and Management Programmes are commencing from July 2021.
- Craft Level Courses was started in parallel with 13 Years Guaranteed Educational Programme in all Schools.
- Obtaining NVQ Level 5/6 are currently in progress with online meetings.
- The student count for Chauffeur Guide programme that was recently started, and the following participants have been enrolled:

(a) For English Language	: 96 guides
(b) For other Foreign Languages	: 38 guides
Total	: 134





THE RISE OF ONLINE LEARNING DURING THE COVID-19

The COVID-19 pandemic has changed education forever. This is how.

- The COVID-19 has resulted in schools shut all across the world. Globally, over 1.2 billion children are out of the classroom.
- As a result, education has changed dramatically, with the distinctive rise of e-learning, whereby teaching is undertaken remotely and on digital platforms.
- Research suggests that online learning has been shown to increase retention of information, and take less time, meaning the changes coronavirus have caused might be here to stay.

While countries are at different points in their COVID-19 infection rates, worldwide there are currently more than 1.2 billion children in 186 countries affected by school closures due to the pandemic.

With this sudden shift away from the classroom in many parts of the globe, some are wondering whether the adoption of online learning will continue to persist post-pandemic, and how such a shift would impact the worldwide education.

How is the education sector responding to COVID-19?

In response to significant demand, many online learning platforms are offering free access to their services, including platforms like BYJU's, a Bangalore-based educational technology and online tutoring firm founded in 2011, which is now the world's most highly valued edtech company.

Tencent classroom, meanwhile, has been used extensively since mid-February after the Chinese government instructed a quarter of a billion full-time students to resume their studies through online platforms.

Other companies are bolstering capabilities to provide a one-stop shop for teachers and students. For example, Lark, a Singapore-based collaboration suite initially developed by ByteDance as an internal tool to meet its own exponential growth, began offering teachers and students unlimited video conferencing time, auto-translation capabilities, real-time co-editing of project work, and smart calendar scheduling, amongst other features. To do so quickly and in a time of crisis, Lark ramped up its global server infrastructure and engineering capabilities to ensure reliable connectivity.

Alibaba's distance learning solution, DingTalk, had to prepare for a similar influx: "To support large-scale remote work, the platform tapped Alibaba Cloud to deploy more than 100,000 new cloud servers.



What does this mean for the future of learning?

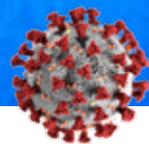
While some believe that the unplanned and rapid move to online learning – with no training, insufficient bandwidth, and little preparation – will result in a poor user experience that is un conducive to sustained growth, others believe that a new hybrid model of education will emerge, with significant benefits.

The challenges of online learning

There are, however, challenges to overcome. Some students without reliable internet access and/or technology struggle to participate in digital learning; this gap is seen across countries and between income brackets within countries.

Is learning online as effective?

For those who do have access to the right technology, there is evidence that learning online can be more effective in a number of ways. Some research shows that on average, students retain 25-60% more material when learning online compared to only 8-10% in a classroom. This is mostly due to the students being able to learn faster online; e-learning requires 40-60% less time to learn than in a traditional classroom setting because students can learn at their own pace, going back and re-reading, skipping, or accelerating through concepts as they choose.



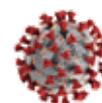
Nevertheless, the effectiveness of online learning varies amongst age groups. The general consensus on children, especially younger ones, is that a structured environment is required, because students are more easily distracted. To get the full benefit of online learning, there needs to be a concerted effort to provide this structure.

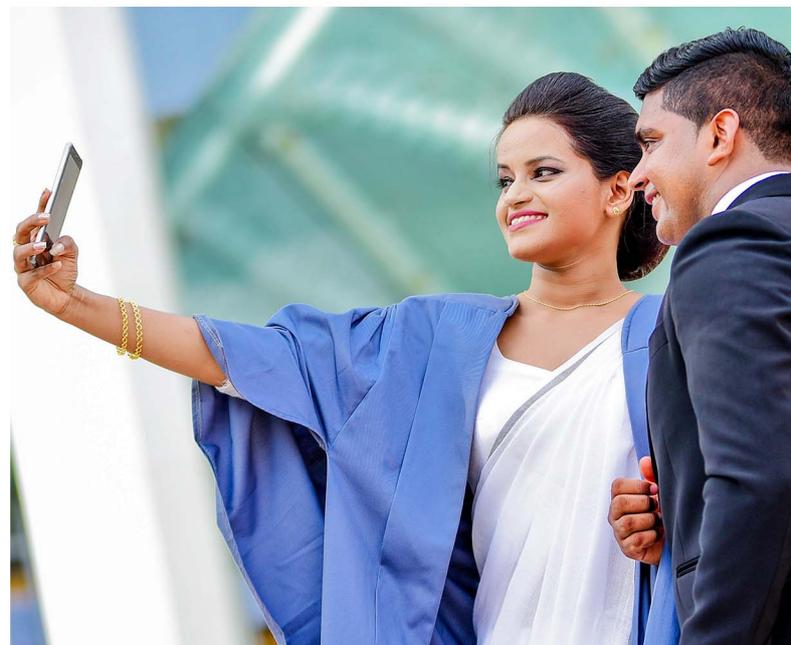
The importance of disseminating knowledge is highlighted through COVID-19

Major world events are often an inflection point for rapid innovation – a clear example is the rise of e-commerce post SARS. While we have yet to see whether this will apply to e-learning post-COVID-19, it is one of the few sectors where investment has not dried up. What has been made clear through this pandemic is the importance of disseminating knowledge across borders, companies, and all parts of society. If online learning technology can play a role here, it is incumbent upon all of us to explore its full potential. ♦



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