

"Emerging Avenues for Sustainability Literacy"



10th Ruhuna University International Conference
on
Humanities and Social Sciences
(RUICHSS) - 2024

International Conference on
'Emerging Avenues for Sustainability Literacy' (RUICHSS 2024)
University of Ruhuna

ISSN: 2706-0063

International Conference
on
Emerging Avenues for Sustainability Literacy
(RUICHSS 2024)
05th December 2024



Faculty of Humanities and Social Sciences
University of Ruhuna
Matara
Sri Lanka

© Faculty of Humanities and Social Sciences, University of Ruhuna, 2024

All Rights Reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted by any means: electronic, mechanical, photocopying, recording, or otherwise, without the written permission of the publisher.

**International Conference on Emerging Avenues for Sustainability Literacy -
2024**

ISSN 2706-0063



Publisher: Faculty of Humanities and Social Sciences, University of Ruhuna,
Matara, Sri Lanka

Technical Editing and Cover Design: Department of Information Technology,
Faculty of Humanities and Social Sciences, University of Ruhuna, Matara, Sri Lanka

Organising Committee

International Conference on Emerging Avenues for Sustainability Literacy (RUICHSS 2024)

Advisory Committee

Senior Professor RMUSK Rathnayaka, Corresponding Authority, University of Ruhuna

Mr I Renuka Priyantha, Dean, Faculty of Humanities and Social Sciences, University of Ruhuna

Main Organising Committee

Dr SGS Samaraweera	-	Conference Chair
Mr RM Wijayawardhana	-	Co-Secretary
Mr CM Arsakulasuriya	-	Co-Secretary
Dr Neshantha Harischandra	-	Chair - Editorial Board
Mr KSGS Nishantha	-	Treasurer

Editorial Board

Dr Neshantha Harischandra	-	Chair - Department of English and Linguistics
Dr Anushika Kariyawasam	-	Department of English Language Teaching
Mr CM Arsakulasuriya	-	Department of English and Linguistics
Mr RM Wijayawardhana	-	Department of English and Linguistics
Ms HMTMH Molagoda	-	Department of English Language Teaching
Ms GARC Jayarathna	-	Department of English Language Teaching
Ms STWM Pushpananda	-	Department of English Language Teaching
Ms Anne Jayasekara	-	Department of Economics
Dr Chathurika Jayasinghe	-	Department of Geography
Ms Sonali Dasanayake	-	Department of History and Archaeology
Dr DM Rajapaksha	-	Department of Pali and Buddhist Studies
Dr NS Ariyaratne	-	Department of Public Policy
Dr Dhammika Jayasinghe	-	Department of Sinhala
Ms ADN Ruwanpathirana	-	Department of Sociology

Session Organising Committee

Dr Anushika Kariyawasam	-	Chair - Department of English Language Teaching
Dr EHGC Pathmasiri	-	Department of Geography
Dr. LGDS Yapa	-	Department of Geography
Ms IGS Kumari	-	Department of Economics
Mr Kamal Kandewatte	-	Department of Economics
Ms EVD Dilhani	-	Department of Economics
Ms PWS Fernando	-	Department of Geography
Mr Amalka Wijesuriya	-	Department of History and Archaeology
Ms NEH Lanka	-	Department of Sinhala
Ms MAG Jayani Sameera	-	Department of Sinhala
Ms Anuradha Gamage	-	Department of Economics

Publicity, Publication, and Digitalisation Committee

Mr NGUS Wijepala	-	Chair - Department of Sociology
Dr Kokila Ramanayake	-	Department of Information Technology
Ms SH Piyumi	-	Department of English Language Teaching
Mr Anuda Kanchana	-	Department of Pali and Buddhist Studies
Mr Krishmal Rangodage	-	Department of Information Technology
Mr Waruna Gamage	-	Department of Information Technology
Ms Hasni Manojya	-	Department of Information Technology
Ms Tharini Welikala	-	Department of Information Technology

Logistics Committee

Ms Indu Gamage	-	Chair - Department of English Language Teaching
Ms RAWD Jayawardhana	-	Department of English Language Teaching
Ms PP Samarawickrama	-	Department of English Language Teaching
Ms WAKI Wanniarachchi	-	Department of Sociology
Ms WB Sugandi	-	Department of Pali and Buddhist Studies
Mr PN Rathnayake	-	Department of English and Linguistics

Ceremonial and Entertainment Committee

- | | |
|-------------------------|---|
| Ms CA Dahanayake | - Chair - Department of English Language Teaching |
| Ms S Batuwatte | - Department of English Language Teaching |
| Ms IRN Sandamali Pieris | - Department of Sinhala |
| Ms AV Koshalee | - Department of History and Archaeology |

Sponsorship Committee

- | | |
|------------------------------|---|
| Ven Dr Makola Mangala | - Chair - Department of Pali and Buddhist Studies |
| Dr PH Amaraweera | - Department of Geography |
| Dr Chandika Gunasinghe | - Department of Economics |
| Ven Aparekke
Sirisudhamma | - Department of Sinhala |

List of Reviewers, RUICHSS 2024

- | | |
|---|--|
| Senior Prof. DA
Premakumara de Silva | Department of Sociology
Faculty of Arts
University of Colombo |
| Senior Prof. Janaki Wijesekara | Department of Linguistics
Faculty of Humanities
University of Kelaniya |
| Prof. Rev. W Wimalaratana | Department of Economics
Faculty of Arts
University of Colombo |
| Senior Prof. Upul Ranjith
Hewawitanagamage | Department of Hindi Studies
Faculty of Humanities
University of Kelaniya |
| Prof. Sumathy Sivamohan | Department of English
Faculty of Arts
University of Peradeniya |

Prof. Kanthi Yapa	Department of Physics Faculty of Science University of Ruhuna
Prof. NSBM Atapattu	Department of Animal Science Faculty of Agriculture University of Ruhuna
Prof. HMN Banda	Department of Economics Faculty of Social Sciences University of Kelaniya
Prof. BWR Dhamayanthi	Department of Economics Faculty of Humanities and Social Sciences University of Sri Jayewardenepura
Prof. Mohamed Mahees	Department of Sociology Faculty of Arts University of Colombo
Prof. IM Lakshman	Department of Sociology Faculty of Arts University of Colombo
Prof. Anton Piyarathne	Department of Social Studies Faculty of Humanities and Social Sciences Open University of Sri Lanka
Prof. NVGA Hemantha Kumara	Department of Sociology Faculty of Humanities and Social Sciences University of Ruhuna
Prof. Chitra Jayathilake	Department of English and Linguistics Faculty of Humanities and Social Sciences University of Sri Jayewardenepura
Prof. Upali Pannilage	Department of Sociology Faculty of Humanities and Social Sciences University of Ruhuna

Prof. Dharmakeerthi Sri Ranjan	Department of Mass Media Sri Palee Campus University of Colombo
Prof. MG Lalith Ananda	Department of English and Linguistics Faculty of Humanities and Social Sciences University of Sri Jayewardenepura
Prof. Amaranath Karunanayake	Department of Physiology Faculty of Medicine University of Ruhuna
Prof. Sirimal Wijeratne	Department of Geography Faculty of Humanities and Social Sciences University of Ruhuna
Prof. MG Kularathna	Department of Economics Faculty of Social Sciences University of Kelaniya
Ven. Dr Koggalle Vijitha	Department of Pali and Buddhist Studies Faculty of Humanities and Social Sciences University of Colombo
Ven. Dr Matibambiye Dhammasiri	Department of Pali and Buddhist Studies Faculty of Humanities and Social Sciences University of Sri Jayewardenepura
Dr WAKCP Warnapala	Department of English and Linguistics Faculty of Humanities and Social Sciences University of Sri Jayewardenepura
Dr NM Kalugampitiya	Department of English Faculty of Arts University of Peradeniya
Dr Shashikala Assella	Department of English Faculty of Humanities University of Kelaniya

Dr Dinithi Karunanayake	Department of English Faculty of Arts University of Colombo
Dr Chandana Dissanayake	Department of Languages Faculty of Social Science and Languages Sabaragamuwa University of Sri Lanka
Dr Pushpa Ekanayake	Department of Sociology Faculty of Humanities and Social Sciences University of Ruhuna
Dr MACG Wijesundara	Department of Sociology Faculty of Humanities and Social Sciences University of Ruhuna
Dr JKA Kanthi	Department of History and Archaeology Faculty of Humanities and Social Sciences University of Ruhuna
Dr JS Rohan Savarimuttu	Department of Languages and Communication Studies Faculty of Communication and Business Studies Eastern University, Sri Lanka
Dr Avindra Jayawardene	Medical Education and Staff Development Unit Faculty of Medicine University of Ruhuna
Dr Chandima Bogahawatta	Department of Archaeology Faculty of Social Sciences University of Kelaniya

Dr HD Wijesekera	School of Education Faculty of Humanities and Sciences Sri Lanka Institute of Information Technology
Dr Niruba Jayasundara	Department of Languages and Communication Studies Faculty of Communication and Business Studies Eastern University, Sri Lanka
Dr SGS Samaraweera	Department of English Language Teaching Faculty of Humanities and Social Sciences University of Ruhuna
Dr Mahesh Premarathna	Department of Sociology Faculty of Arts University of Colombo
Dr Shyama Ranabahu	Department of Geography Faculty of Humanities and Social Sciences University of Ruhuna
Dr EHGC Pathmasiri	Department of Geography Faculty of Humanities and Social Sciences University of Ruhuna
Dr Indi Akurugoda	Department of Public Policy Faculty of Humanities and Social Sciences University of Ruhuna
Dr NS Ariyaratne	Department of Public Policy Faculty of Humanities and Social Sciences University of Ruhuna
Dr US Thathsarani	Department of Economics and Statistics Faculty of Social Sciences and Languages Sabaragamuwa University of Sri Lanka

Dr Jayarani Jayawickrama	Department of Human Resources Management Faculty of Management and Finance University of Ruhuna
Dr S Baskaran	Department of Political Science Faculty of Arts University of Peradeniya
Dr GKH Ganewatta	Department of Human Resources Management Faculty of Management and Finance University of Ruhuna
Dr KG Priyashantha	Department of Human Resources Management Faculty of Management and Finance University of Ruhuna
Dr DM Rajapaksha	Department of Pali and Buddhist Studies Faculty of Humanities and Social Sciences University of Ruhuna
Dr S Rajapakshe	Department of Political Science Faculty of Social Sciences University of Kelaniya
Dr Darshana Liyanage	Department of Sinhala Faculty of Humanities and Social Sciences University of Ruhuna
Dr Sujeeva Sebastien Pereira	Department of English and Linguistics Faculty of Humanities and Social Sciences University of Sri Jayewardenepura
Dr Tharanga Weerasooriya	Department of English and Linguistics Faculty of Humanities and Social Sciences University of Sri Jayewardenepura

Dr AAR Priyanka	Department of Pali and Buddhist Studies Faculty of Humanities and Social Sciences University of Ruhuna
Dr Dhammika Jayasinghe	Department of Sinhala Faculty of Humanities and Social Sciences University of Ruhuna
Dr KD Dushmanthi Silva	Department of Sociology Faculty of Humanities and Social Sciences University of Ruhuna
Dr Mihira Bandara	Department of Sinhala Faculty of Humanities and Social Sciences University of Ruhuna
Dr WNS Senevirathna	Department of Hindi Studies Faculty of Humanities University of Kelaniya
Dr Anushika Kariyawasam	Department of English Language Teaching Faculty of Humanities and Social Sciences University of Ruhuna
Dr Hasantha Samarasinghe	Department of Pali and Buddhist Studies Faculty of Humanities and Social Sciences Nagananda International Institute for Buddhist Studies
Ven. Parasangaswewa Sumanathissa	Department of Pali and Buddhist Studies Faculty of Humanities and Social Sciences University of Ruhuna
Mr IR Priyantha	Department of Public Policy Faculty of Humanities and Social Sciences University of Ruhuna

Mr KSGS Nishantha	Department of English Language Teaching Faculty of Humanities and Social Sciences University of Ruhuna
Ms KM Gamage	Department of Linguistics Faculty of Humanities University of Kelaniya
Mr MIL de Zoysa	English Language Teaching Unit Faculty of Veterinary Medicine and Animal Science University of Peradeniya
Ms N Kavitha	Department of English and Linguistics Faculty of Arts University of Jaffna
Ms JK De Silva	Department of History and Archaeology Faculty of Humanities and Social Sciences University of Ruhuna
Ms RPSH Hettiarachchi	Department of Social Sciences Faculty of Social Sciences and Languages Sabaragamuwa University of Sri Lanka
Mr NS Hewage	Department of English Language Teaching Faculty of Arts University of Peradeniya
Mr Amalka Wijesuriya	Department History and Archaeology Faculty of Humanities and Social Sciences University of Ruhuna
Mr NGUS Wijepala	Department of Sociology Faculty of Humanities and Social Sciences University of Ruhuna

Mr Samitha Udayanga	Department of Sociology Faculty of Humanities and Social Sciences University of Ruhuna
Ms ADN Ruwanpathirana	Department of Sociology Faculty of Humanities and Social Sciences University of Ruhuna
Ms KVJ Koshalee	Department History and Archaeology Faculty of Humanities and Social Sciences University of Ruhuna
Ms Anuradha Senanayake	Department of Sociology Faculty of Arts University of Colombo
Ms R Malawi Pathirana	Department of Pali and Buddhist Studies Faculty of Humanities and Social Sciences University of Ruhuna
Mr RM Wijayawardhana	Department of English and Linguistics Faculty of Humanities and Social Sciences University of Ruhuna
Ms HMTMH Molagoda	Department of English Language Teaching Faculty of Humanities and Social Sciences University of Ruhuna
Ms Ishara Wanniarachchi	Department of Sociology Faculty of Humanities and Social Sciences University of Ruhuna
Mr DMMK Dissanayake	Department of Sinhala Faculty of Arts University of Peradeniya

Ms Iresha Samarasinghe	Department of Sociology Faculty of Arts University of Colombo
Mr Miyuru Dharmasena	Department of Crop Science Faculty of Agriculture University of Ruhuna
Ms Nayana Suraweera	Department of Mass Media Sri Palee Campus University of Colombo
Ms Navoda Herath	Department of Multidisciplinary Studies Faculty of Technology University of Ruhuna
Ms Iromi Weerakoon	Department of English Language Teaching Faculty of Social Science and Languages Sabaragamuwa University of Sri Lanka
Mr Jayamal de Silva	Department of Linguistics Faculty of Humanities University of Kelaniya
Ms Kaushalya Jayasinghe	Department of English Language Teaching Faculty of Arts University of Peradeniya
Ms Sarmatha Santhirasegaram	Department of English Language Teaching Faculty of Business Studies Vavuniya Campus of the University of Jaffna
Mr Migara Karunarathne	Department of Demography Faculty of Arts University of Colombo
Mr KARS Kaluarachchi	Department of Buddhist Culture Faculty of Buddhist Studies Buddhist and Pali University, Homagama

Editorial Note

In today's rapidly changing world, where Information Technology has come to stay and rule, and humans are at risk of all too soon turning into robots, and with six years to go for the United Nations Sustainable Development Goals 2030, not only is the theme of the 10th Ruhuna University International Conference on Humanities and Social Sciences, "Emerging Avenues for Sustainability Literacy" relevant, but also crucially important. The forty papers under the seven themes of Religion, Philosophy, and Spirituality; Education, Innovation, and Sustainability; Literature, Language, and Cultural Studies; Society and Inclusivity; History, Archaeology, and Heritage; Governance, Policy, and Conflict Resolution; and Economic and Statistical Literacy bring us a wide range of ideas and debates, where the economic decline in ancient Greece and Jiddu Krishnamurthy's educational philosophy stand side by side AI Language Models.

The theme is especially relevant to the field of Humanities, which faces challenges in the face of a science-dominated society. At a time when the very existence of this field in higher education is being questioned, the abstracts give a justification for its continuation.

We are especially honoured to welcome as Keynote Speaker, Prof. Maithree Wickramasinghe, Chair and Senior Professor, Department of English, University of Kelaniya, who is also a leading figure in the field of gender studies.

This conference is held annually under the auspices of the Faculty of Humanities and Social Sciences. This year's conference is jointly organised by the Departments of English and Linguistics, and English Language Teaching. I wish to thank the Editorial Board, if not for whose support, this venture would not have come through. I also gratefully acknowledge all the other departments of the faculty, the presenting authors, the reviewers, and the IT staff, for their contribution towards making this event another step towards the Sustainable Development Goals of 2030.

Dr Neshantha Harischandra
Chair/Editorial Board - RUICHSS 2024
Faculty of Humanities and Social Sciences
University of Ruhuna.

Keynote Speaker

Chair and Senior Professor Maithree Wickramasinghe
Department of English
Faculty of Humanities
University of Kelaniya



Maithree Wickramasinghe (PhD) is the Chair and Senior Professor of English at the Department of English and the founding Director of the Centre for Gender Studies at the University of Kelaniya, Sri Lanka. She is an Honorary Professor at the Faculty of Art, Business and Social Sciences of the University of Wolverhampton, UK and has been a visiting academic at a number of universities in Sri Lanka and abroad including the Centre for Higher Education Equity (CHEER) at the University of Sussex and the MA in Women's Studies Programme of the University of Colombo during her academic career spanning 34 years.

Her work spans a number of subjects/disciplines as evinced by her numerous publications which include *Fatalities: Accidents, Suicides, Femicides of Women and Girls in Sri Lanka* co-authored with Anuruddhi Edirisinghe and Manikya Kodithuwakku (2021); *Towards Gender Equity / Equality: A Scan of Gender Sensitive Laws, Policies and Programs* (2012); *Feminist Research Methodology – Making Meanings of Meaning Making* (2010); *Beyond Glass Ceilings and Brick Walls – Gender at the Workplace*, co-authored with Wijaya Jayatilake (2006); and *Gender Dimensions in Disaster Management*, co-authored with Madhavi Malalgoda Ariyabandhu (2003/2005) (translated into Urdu, Hindi, Tamil and Sinhala). She is also the author of *From Theory to Action - Women, Gender and Development* (2000).

Professor Wickramasinghe was an Associate Editor of the *Wiley Blackwell Encyclopaedia on Gender and Sexuality Studies* (2016) which runs into five volumes. Her other work includes an influential training module *An Introduction to Gender Mainstreaming Universities* (2010) for the Association of Commonwealth Universities, UK.

An expert on gender, she is a scholar whose work interfaces research, teaching/training, policy development, evaluation, advocacy, and activism. She counts over thirty years of experience in formulating gender equity and equality policies/strategies, conducting gender sensitisation trainings and evaluating women's and gender programmes for local and international organisations.

She has served as a member of the Gender Advisory Group for the Gender Programme of the Association of Commonwealth Universities, and is currently the Chair of the Board of Trustees of the Asian University for Women based in Bangladesh.

Paper Index

Religion, Philosophy, and Spirituality

Studying Jiddu Krishnamurti's Educational Philosophy: Implications for the Sri Lankan Educational Context and Holistic Learning Approaches	01
KVPM Karunaratne.....	
A Comparative Study Between the Modern View and the Buddhist Perspective on Poverty	02
Bhikkhuni Dao Thi Lan.....	
<i>Kundalini</i>: A Mystical Body-Oriented Salvation in the Indian Tantric Religion of <i>Shaivism</i>	03
Randika Perera.....	
A Comparative Analysis of Characteristics of Buddhist Civilisation and Buddhist Culture	04
Sandamali Udeshika Dissanayaka	
Need-Desire in Gogol's "The Overcoat": In Light of Buddha's Idea of Upadana (Attachment)	05
Madushani Kumari Weerakoon.....	
An Exploration of Violence Against the Transgender Community on Social Media in Sri Lanka	06
WLU Karunarathna.....	
Evaluation of Mindfulness Levels Among Advanced Level Business Studies Students in Sri Lanka	07
Ven. B Nandabodhi	

Education, Innovation, and Sustainability

Learner Habitus and English Language Achievement: A Narrative Inquiry	08
MAJDD Muthugala, JMRD Jayakodi.....	

Navigating Lingua Franca Dynamics: Empowering Business English Pedagogy with AI Language Models	09
WMPYB Rathnayake.....	
Academic Writing: Difficulties Encountered by First-Year Undergraduates of the Faculty of Science	10
HKP Dineshika, MAML Manathunga.....	
'ELSA Speak': An Exploratory Study on User Experience and Impact of English Language Speaking Assistant (ELSA) Speak on Pronunciation Skills in the Sri Lankan Context	11
UDTL Jayalath.....	
Why Should a Teacher Be Friendly With Students?	12
PBSL Pushpakumara.....	
An Exploration into the Ideologies of English-Medium Undergraduates of a Sri Lankan State University: A Narrative Case Study	13
WMCA Wickramasinghe.....	

Literature, Language, and Cultural Studies

English-Hindi Sentence Structure in the Discipline of Translation: A Contrastive Analysis	14
HI Premathilake.....	
Enid Blyton's St. Clare's and Sudath Rohan's Apūru Iskōlē - When Languages Meet: A Study on the English to Sinhala Translation	15
LHW Dilprabha.....	
Exploring Avenues for Sustainability Literacy Focusing on Japanese Folktales	16
Udara I de Silva, Samanthika Lokugamage.....	
Stitching Sustainability: Crafting Globizens Through the Tapestry of English Literature and Language	17
SKLJ Ramanayaka.....	

The Depiction of Desire and Realisation of Self Through James Joyce's Selected Stories	18
UPNS Gunathunga.....	
Critical Literature Review on the Socio-Cultural Implications of Lexical Borrowings in Anglophone Literature: A Focus on South Dravidian Languages	19
S Rajashanthan, CD Senaratne.....	
The Representation of Sri Lankan State University Academics in Print Media	20
APLP Abesooriya.....	
The Role of Media Literacy in Fostering Sustainable Societies (Specific to the Batticaloa District)	21
Ahallya David.....	
L1 Production of Retroflex-trill /r/ in Sinhala up to the 4th Year	22
Lokeshwari S Karunarathna.....	

Society and Inclusivity

Victim Blaming and Anti-Social Behaviour: A Study on Hidden Social Criminals	23
TKP Dissanayake, Suranjith Gunasekara.....	
Road Traffic Accident and Victimization: Issues and Challenges in Post Victimization Period	24
CW Muthukumarana, Suranjith Gunasekara.....	
A Review of Academic Staff Perspectives on E-Teaching in the E-Learning Process During COVID-19	25
Sahabdeen Aysha Asra, KH Ramanayaka, MN Jayasooriya, TN Welikala, RK Tharanga.....	
Sinhala-Tamil Intermarriage Practices and Their Impact on the Caste System in Sri Lanka	26
Upali Weerakoon.....	

නව යෞවන විශේෂි මුල් අවධියේ පසුවන්නන්ගේ සමාජ අන්තර්ක්‍රියා කෙරෙහි සමාජ මාධ්‍යවල බලපෑම පිළිබඳ අධ්‍යයනයක් (ඉබ්බාගමුව අධ්‍යාපන කොට්ඨාසය ඇසුරින්)	27
එස් එස් එම් කරුණාතිලක.....	
Food Consumption Patterns Among University Students in Sri Lanka: A Cross-Sectional Study	28
KGAI Kodithuwakku, HDP Premarathna.....	

History, Archaeology, and Heritage

Impact of National Interest on Government Policies: Special Reference to Ancient Greek Foreign Diplomacies With Persia During the Peloponnesian War	29
CTSS Perera.....	
Traditional Paths to Health: A Holistic Look at Diagnosis in Greek and Ayurvedic Medicine	30
RMDS Randiwela.....	
China-Sri Lankan Close Relationship and Concept of Empathy as Reflected in Foreign Policy on the Ancient Maritime Silk Route and its Modern Utility	31
HMNM Ekanayaka.....	

Governance, Policy, and Conflict Resolution

Non-Traditional Security Threats in the 21st Century	32
Arosh Sahan Martin.....	
Challenges in the Effective Implementation of the Right to Information (RTI) Act in Sri Lanka	33
Nadarajah Pasdevan.....	

Economic and Statistical Literacy

Economic Decline and Crisis in Ancient Greece: Causes, Consequences, and Lessons for Contemporary Economies	34
Shannon G Jayawardena.....	

Forecasting Age-Specific Fertility Rates Between Age 15-19 in Sri Lanka: A Time Series Analysis (2022-2026)	35
KTN De Silva.....	
The Gig Economy and Youth Unemployment in Undergraduates in Sri Lanka	36
MGDL Weerasingha, NSW Gunasekara.....	

International Conference on

'Emerging Avenues for Sustainability Literacy' (RUICHSS 2024)

University of Ruhuna

ISSN: 2706-0063

Religion, Philosophy, and Spirituality

Studying Jiddu Krishnamurti's Educational Philosophy: Implications for the Sri Lankan Educational Context and Holistic Learning Approaches

KVPM Karunaratne
miuranganikarunaratna@gmail.com

Jiddu Krishnamurti's educational philosophy challenges conventional paradigms by advocating a transformative approach to learning, emphasising self-discovery, intellectual autonomy, and holistic development. This research explores the implications of Krishnamurti's philosophy for pedagogy and holistic learning within the Sri Lankan education system, particularly at the primary level. It critically examines his core beliefs and their relevance to educational settings, aiming to assess the feasibility and implications of integrating Krishnamurti's philosophy into Sri Lanka's primary education framework. The study addresses the need to re-evaluate existing educational structures in Sri Lanka, considering Krishnamurti's emphasis on self-awareness, freedom, and insight over rote learning and standardised testing. While Krishnamurti's ideas are theoretically compelling, their practical implementation in formal educational settings, especially in primary education, remains largely unexplored. This research aims to clarify the foundational principles of Krishnamurti's philosophy and evaluate the challenges and opportunities of applying them in the Sri Lankan context. Utilising a qualitative methodology, the study employs thematic analysis to examine the integration of Krishnamurti's philosophy into Sri Lankan primary education. It draws on primary sources, including Krishnamurti's speeches and writings, and secondary materials such as books and articles. Through coding, categorisation, and interpretation of recurring themes, the research evaluates the feasibility of applying Krishnamurti's ideas within Sri Lanka's primary education. The findings indicate that Krishnamurti's philosophy presents a profound vision for learning that transcends conventional boundaries, emphasising self-discovery, intellectual freedom, and holistic development. While adapting his ideas to the current educational framework poses challenges, the potential benefits of fostering self-aware, critical, and compassionate individuals from an early age are significant. Krishnamurti's philosophy ultimately calls for reimagining primary education in Sri Lanka, and encouraging individuals to cultivate true wisdom and meaningful societal contributions.

Keywords: *Holistic Development, Krishnamurti, Primary Education, Self-Discovery, Sri Lankan Education*

A Comparative Study Between the Modern View and the Buddhist Perspective on Poverty

Bhikkhuni Dao Thi Lan

Postgraduate Institute of Humanities and Social Sciences, University of Peradeniya

tn.ngoclinh1991@gmail.com

Poverty is a complicated problem that affects people worldwide and is seen as a sort of suffering (*Dukkha*) in Buddhism. This paper uses a comparative and qualitative method to investigate the multifaceted definition, identification, and measurement of poverty. Moreover, this study examines Buddhist texts such as *Andha Sutta* and *Inasutta*, with current socioeconomic views by inspecting the notion and identification of poverty through Pāli literature and the term "*Dāḷidya*". Buddhist teaching provides the distinction between two forms of poverty; those who are materially and spiritually impoverished and those who are affluent but do not find spiritual contentment. Modern definitions of poverty divide poverty into absolute poverty, relative poverty, and poverty line. In this paper, the definition and measurement of poverty is compared to, and described from, both modern and Buddhist perspectives. Modern definitions of poverty frequently emphasise material deprivation, highlighting the absence of resources required for a minimal standard of living and impacted by consumer culture. Buddhist definitions of poverty, on the other hand, are based on moral principles and place more emphasis on long-term well-being than on accumulating material possessions. The ultimate objectives of contemporary and Buddhist systems differ significantly. Modern methods, which are focused on quantitative measures like income and service accessibility, concentrate on reducing material deprivation through economic growth and welfare initiatives. Buddhism prioritises spiritual growth, viewing moral development as essential for lasting happiness and recognising poverty as both material and spiritual. It advocates a holistic approach that integrates material well-being with moral integrity and spiritual development, contrasting with the modern focus on economic metrics.

Keywords: *Absolute Poverty, Dāḷidya, Long-Term Happiness, Poverty Line, Relative Poverty*

Kundalini: A Mystical Body-Oriented Salvation in the Indian Tantric Religion of Shaivism

Randika Perera

Department of Indigenous Health Sciences, Gampaha Wickramarachchi University of Indigenous Medicine

randika@gwu.ac.lk

The *Shaiva Tantric* religion has indicated a distinctive philosophy that gives priority to the body, and the awakening of *Kundalini* or cosmic energy leads individuals to salvation in Indian religion. This body-oriented approach belongs to the *kaula* or *kula* tradition of *Shaivism*. The texts of this tradition provide a significant explanation of the body and highlight that the subtle body consists of six *chakras*, or energy centres. Further, in the subtle body, *nadis*, *granthis*, and *pranic* energy are presented. The *kundalini* or cosmic energy is stored at the base of the spine, representing the *sambhu linga* and serpent power. Through the utilisation of *hatha yoga* practice, individuals can awaken this energy and direct this energy through each energy centre, or *chakra*. The awakened energy then leads toward the *Sahasrara chakra* and experiences the *Samadhi* or the *Parama Shiva* state. In comparison to this, another approach highlighted under this practice leads towards the immortality of the body. Therefore, this tradition significantly emphasises that an individual who is enrolled in this body-oriented practice philosophically and psychologically develops the consciousness of non-dualism, which symbolises the union of *Shiva* and *Shakti*. The metaphysical and mystical approach highlights that the awakening of *Kundalini* leads toward an immortal state. Thus, in comparison to the mind-oriented religious tradition in Indian religion, *Shaiva Tantra* has provided a unique pathway for body-oriented manipulation to achieve oneness, and immortality as the path to salvation, as described in the traditional texts and practices.

Keywords: *Hatha Yoga, Indian Religion, Kundalini, Shaivism, Tantra*

A Comparative Analysis of Characteristics of Buddhist Civilisation and Buddhist Culture

Sandamali Udeshika Dissanayaka

Department of Pali and Buddhist Studies, University of Ruhuna

dissanayakasandamali1996@gmail.com

Buddhist civilisation and Buddhist culture, though interrelated, remain distinct in meaning concerning the impact of Buddhism upon civilisation. Buddhist civilisation refers to the historical, political, and institutional evolution of Buddhism, whereby it has taken part in developing religious life, education, art, and statecraft in geographic areas such as India, China, Japan, and Southeast Asia. While Buddhist culture deals more with practices concerning everyday life, rituals, and ethical values inspired by Buddhist teachings, including meditation and festivals, it is also expressed in literature, music, and the visual arts. This paper provides an attempt to discuss the conceptual framework and historical growth pattern of Buddhist civilisation and culture within various regions. Precisely, the research problem stems from the fact that the distinction between the two aspects is often blurred, hence confusion as far as their distinctive contributions are concerned. The study seeks to bring forth these distinctions and provide an integrated perspective on how both phenomena relate to and shape societies. It is a conceptual research approach-based methodology, drawing on primary sources like the *Tripitaka* and *Mahavamsa*, and secondary sources in the form of journals, encyclopedias, and online data. Qualitative analysis has been used to explain and interpret the data. The discussion identifies the clear differences and relationships in this research that exist between Buddhist civilisation and Buddhist culture. While civilisation takes an institutional and structural perspective, culture entails daily practices and moral values that develop based on supporting and influencing one another. Understanding the differences and the relationship existing between Buddhist civilisation and Buddhist culture may contribute to a deeper insight into how Buddhism adapted to and influenced various societies throughout several decades.

Keywords: *Buddhist Civilisation, Buddhist Culture, Religion, Society*

Need-Desire in Gogol's "The Overcoat": In Light of Buddha's Idea of *Upadana* (Attachment)

Madushani Kumari Weerakoon

Nalanda University, India

madushaniweerakoon119@gmail.com

Buddhism is certainly a philosophy of understanding the truth of life with the idea that desire and ignorance bring suffering to people. Humankind suffers in their lives because of their unending desire to fulfill their needs and wants. The main philosophical teaching in Buddhism is to reach the bliss or *nirvana* through the theory of non-attachment (*Upadana*). With the recognition of emptiness (*Shunyata*) the person becomes able to reach Enlightenment, by ending the cycle of rebirth (*Samsara*). In Buddhism, desire refers to the idea of *Thanha* (greed): the craving for pleasure from a materialistic world and immortality that makes people suffer mentally and physically. The path to *nirvana*, or the permanent state of joy, can be achieved through the principle of non-attachment by following the real understanding of the path of the Four Noble Truths. The Russian short story "The Overcoat" (1842) by Nikolai Gogol brings out the story of Akaky Akakievich who suffers and dies due to the cravings and desires (*Thanha*) for the overcoat. The despair, or the *Upayaso*, arises because of the loss of his overcoat, and finally, he dies because of his inability to understand the origin of suffering. After death, he reappears in the physical world as a *Preta*, (hungry ghost) to find the coat again by disturbing others. This paper aims to identify how object attachment brings suffering to people and holds people in the cycle of rebirth through the character of Akaky. Secondly, the paper tries to identify the desire as a cause of suffering; which is a universal truth through the Buddhist perspective.

Keywords: *Desire, Four Noble Truths, Need, Object Attachment, Suffering*

An Exploration of Violence Against the Transgender Community on Social Media in Sri Lanka

WLU Karunarathna

University of Peradeniya

udeshikakarunatathna285@gmail.com

Social media platforms have emerged as significant spaces for communication and interaction, yet they also serve as arenas where violence and discrimination against marginalised communities, including the LGBTIQ+ community, are increasingly prevalent. This study aims to investigate the phenomenon of social media violence against the transgender community in Sri Lanka, with a focus on its forms and underlying contributing factors. Utilising qualitative methodology, specifically semi-structured interviews and analysis of Facebook comments, this research investigates the lived experiences of transgender individuals in Sri Lanka. The study was conducted over an eight-month period in 2023, with a focus on urban areas, particularly Kandy and Colombo. A purposive sampling strategy was employed, initially identifying participants through snowball sampling. The sample consists of ten transgender individuals who identify as male-to-female and ten as female-to-male, allowing for a diverse representation of perspectives within the transgender community. Drawing upon the theoretical framework of moral panic theory, the study delves into the societal aspects surrounding social media violence against the transgender community. The findings reveal a range of violence experienced by transgender individuals on social media platforms, including hate speech, cyberbullying, misgendering, doxing, harassment, and the creation of fake accounts to perpetrate harm. Additionally, the study identifies several underlying causes contributing to social media violence against the transgender community in Sri Lanka, including deeply ingrained gender stereotypes, conflicting ideological beliefs, a lack of adequate social support structures, deficiencies in Sri Lanka's legal framework to protect transgender rights, and the moral panic created by societal attitudes towards gender diversity. The study highlights the severe impact of social media violence on transgender individuals, leading to mental health issues and social withdrawal. It recommends stronger legal protections, education campaigns, robust support networks, stricter platform policies, and empowerment through digital literacy to address these challenges comprehensively.

Keywords: *Gender Stereotypes, Moral Panic, Social Media Violence, Transgender Community*

Evaluation of Mindfulness Levels Among Advanced Level Business Studies Students in Sri Lanka

Ven. B Nandabodhi

Faculty of Graduate Studies and Centre for External Examinations, Buddhist and Pali University

nandabodhi@gmail.com

This study examines the integration of mindfulness practices, grounded in Buddhist teachings, into the curriculum of Advanced Level Business Studies students in Sri Lanka and explores the implications for Human Resource Management (HRM). Given the increasing focus on mindfulness to enhance student well-being, concentration, and emotional regulation, this research aims to address a gap in the literature regarding its impact within the Sri Lankan educational context. The primary objective is to assess the mindfulness levels of students and evaluate the influence of mindfulness practices on their academic behaviours and performance. A structured questionnaire comprising 14 Likert-scale items (1 = Never true to 5 = Always true) was used to measure mindfulness-related behaviours among 380 students. Descriptive statistics and reliability tests were employed to analyse the data, ensuring the questionnaire's validity. Ethical considerations, such as informed consent and anonymity, were strictly adhered to. The results indicate that students demonstrate moderate to high levels of mindfulness, particularly in emotional regulation (mean score: 4.0), though challenges were noted in maintaining present-moment focus (mean score: 3.2). These findings were compared with existing research to highlight similarities and unique cultural factors. The study reveals that regular mindfulness practice is linked to reduced stress and improved academic performance, confirming prior research on the cognitive and emotional benefits of mindfulness. In the HRM context, these skills are essential for enhancing future job performance and employee satisfaction. The study concludes with specific recommendations for educators to focus on enhancing present-moment awareness and reducing automatic behaviours. Additionally, the limitations of the research, including sample size and regional focus, are discussed, and future research directions are proposed.

Keywords: *Buddhist Teachings, Human Resource Management, Mindfulness, Sri Lanka, Student Well-Being*

Education, Innovation, and Sustainability

Learner Habitus and English Language Achievement: A Narrative Inquiry

MAJDD Muthugala*, JMRD Jayakodi

Faculty of Graduate Studies, University of Sri Jayewardenepura

jdmuthu473@gmail.com*

This study delves into the intricate relationship between learner habitus and English Language (EL) achievement within the context of Sri Lankan government schools, drawing upon Pierre Bourdieu's seminal theory. While Ministry of Education data reveal a modest uptick in pass rates for English examinations over recent years, they still pale in comparison to those of other subjects, suggesting a persistent challenge in EL learning outcomes. This paper explores the impact of learner habitus on EL achievement through the lens of a single participant's narrative, drawn from a broader investigation titled "Case Study on Social Biographies and School Language Achievement in the Sri Lankan Government School Context". This study employed narrative inquiry to co-construct a nuanced understanding of students' habitus and EL achievement. This approach, outlined by Clandinin (2016), considers experience as a narrative phenomenon lived over time. The study focused on students from five government senior secondary schools in the Kegalle Educational Zone, using convenient sampling. Data collection comprised background information questionnaires, semi-structured interviews, and secondary sources. Ten informants were interviewed. Anonymity was maintained, and data analysis involved thematic coding of Poorna's learning narrative. Findings underscore the profound influence of habitus on English proficiency, as English plays a pivotal role in her life. Through her narrative, habitus emerges as a dynamic construct, shaping individual approaches to learning and broadening socio-cultural contexts. Poorna's experiences highlight the importance of socio-economic factors, familial influences, and personal aspirations in shaping language achievement outcomes. By unpacking the complex interplay between habitus and language learning, this study contributes valuable insights into the socio-cultural dynamics underpinning EL education in Sri Lanka. Moreover, it underscores the need for targeted interventions and existence of motivational habitus aimed at addressing barriers, and fostering an environment conducive to enhanced EL proficiency among students in Sri Lankan government schools with the same background.

Keywords: *English Language Achievement, Learner Habitus, Narrative Inquiry, Sri Lankan Government Schools*

Navigating Lingua Franca Dynamics: Empowering Business English Pedagogy With AI Language Models

WMPYB Rathnayake

Department of Languages, University of Moratuwa

prasannar@uom.lk

This paper explores the intersection of Business English as a Lingua Franca (BELF) dynamics and the integration of AI-assisted generative language models, with a particular focus on ChatGPT, proposing innovative approaches to enhance Business English pedagogy. The study employs a narrative literature review method, synthesising findings from 26 scholarly publications drawn from academic databases such as Google Scholar, JSTOR, and Scopus, alongside 16 additional seminal works that trace the evolution of BELF. By examining literature published after 2019, the study aims to identify emerging trends, theoretical underpinnings, and pedagogical implications for BELF, Global Communicative Competence (GCC), and AI-assisted language learning in business communication. The review explores how AI technologies, particularly ChatGPT, influence linguistic diversity, standardisation trends, and pedagogical practices within the globalised business landscape. BELF, as a neutral communicative tool facilitating interactions among professionals from diverse linguistic backgrounds, now finds itself at the convergence of technological innovations and evolving linguistic needs. ChatGPT and similar AI models offer unprecedented opportunities for personalised language tutoring, language translation, and content creation, extending the pedagogical scope of BELF by enhancing learners' adaptability and proficiency. However, the study also highlights critical concerns, including the potential for AI models to generate erroneous or biased information, emphasising the need for responsible integration of these technologies into language pedagogy. The review highlights the importance of educators in fostering critical thinking, cultural sensitivity, and ethical considerations while leveraging AI tools. The synthesis of the reviewed literature reveals a dual pathway: AI technologies hold the potential to revolutionise language learning and business communication while presenting new challenges in terms of equitable access, accuracy, and ethical use. This study thus contributes to ongoing discussions on the future of BELF pedagogy and AI integration in language education.

Keywords: *AI-Assisted Generative Language Models, Business English as a Lingua Franca (BELF), Business English Pedagogy, Global Communicative Competence (GCC), Lingua Franca Dynamics*

Academic Writing: Difficulties Encountered by First-Year Undergraduates of the Faculty of Science

HKP Dineshika*, MAML Manathunga
DELT, Faculty of Humanities, University of Kelaniya
prdin191@kln.ac.lk*

Academic writing in English is the formal writing style utilised by tertiary-level students, lecturers, and scholars. It varies from the regular writing styles that students practise in school. Thus, they need help to grasp the required skills and adhere to the academic writing style. To introduce academic writing to the first-year undergraduates of the Faculty of Science at the University of Kelaniya, an Academic Literacy course was introduced during the 2019/20 academic year. The present study aimed to investigate the challenges encountered by the first-year undergraduates who undertook this course and to shed light on the factors that may cause such difficulties. Thus, this study aimed to find answers to the following questions: A) What challenges do undergraduate students face in academic writing? B) What factors influence their proficiency in academic writing? C) What suggestions can be offered to help overcome these obstacles? To find answers to these questions, the researcher utilised a mixed-method research approach. The needed quantitative data were collected by distributing a questionnaire to 50 randomly selected students, while qualitative data were collected by conducting interviews with 15 randomly selected students. The quantitative data were analysed using SPSS, and qualitative data gathered from interviews were analysed thematically. It was found that although the students complain about difficulties in academic writing, they are aware of the importance of academic writing in the university context. Moreover, it was identified that their main issues revolve around English language proficiency and the need for more experience and exposure in academic writing. Thus, it is essential to follow the presented suggestions and recommendations to tackle and minimise undergraduates' difficulties in academic writing. The findings of the present study can be used to raise lecturers' awareness and adjust the lesson materials for further improvement of the course.

Keywords: *Academic Writing, Challenges, First-Year Science Undergraduates*

‘ELSA Speak’: An Exploratory Study on User Experience and Impact of English Language Speaking Assistant (ELSA) Speak on Pronunciation Skills in the Sri Lankan Context

UDTL Jayalath

**Department of English Language Teaching, University of Peradeniya
thisu11223jayalath@gmail.com**

Teaching pronunciation is one of the integral aspects of English as a Second Language (ESL) teaching, yet it has become a challenging task in the Sri Lankan ESL context. The integration of technology can be identified as a major source for teaching pronunciation skills to ESL learners. However, with the wave of generative Artificial Intelligence (AI) that began in 2021, learning pronunciation skills makes learning easier and more interesting. The application of English Language Speaking Assistant (ELSA) is considered a pronunciation software based on AI, including automatic speech recognition, to provide feedback about the pronunciation accuracy of the user. Previous studies have identified ELSA Speak as an effective language learning tool that improves English pronunciation skills. This study intends to explore the use of ELSA Speak in a Sri Lankan context by investigating the perceptions and experiences of ESL learners and specific aspects of pronunciation skills that the participants believed were improved through the application for the practice of pronunciation. Following a qualitative research method, the study investigated three ESL learners representing beginner, intermediate, and advanced levels of language proficiency while incorporating semi-structured interviews as the sole instrument of research. The research results showed that the feedback on the user experience of ELSA Speak was valuable regarding the tool's usability, interface design, and instructional materials. The participants from different proficiency levels were enthusiastic about the tool in their ongoing practice and realised its long-term value while highlighting its user-friendliness and intuitive features. The paper underscores the need to incorporate technology-assisted tools such as ELSA Speak into language learning programmes and how necessary it is to provide proper guidance and integration strategies for students to fully profit from such tools.

Keywords: *Artificial Intelligence, ELSA Speak, English as a Second Language, Pronunciation Skills*

Why Should a Teacher Be Friendly With Students?

PBSL Pushpakumara

**Department of English Language Teaching and International Centre for
Multidisciplinary Studies, University of Sri Jayewardenepura
sampath@sjp.ac.lk**

Learner feedback is important to adjust teaching and alter teacher characteristics appropriately. The present study examined learners' perception regarding the qualities they liked about their teachers. One hundred and one (N=101) students following an English for academic purposes course (N=53) and an English for occupational purposes course (N=48) in a state university in Sri Lanka were selected using non-probability convenience sampling techniques. At the end of the forty-five hours of direct instruction, a Google questionnaire was sent to the students, asking them to write about the qualities they liked about their teachers. The responses received for the open-ended question were analysed using qualitative content analysis. Accordingly, 'friendliness' of the teacher was found to be the most dominant answer. The second-best quality that the students liked was 'teaching methodology.' According to the findings of the present study, the teacher-student relationship was more important than other instructional variables, including teaching methodology. The finding that students prefer to learn from friendly teachers is useful for teachers to adjust their classroom behaviour appropriately. However, it is important to identify the distinction between a friendly teacher and a friend in order to maintain professional distance and classroom discipline. Future research can be conducted to develop a framework for a learner-friendly teacher in order to avoid misunderstanding between teachers and students and maintain a conducive, learner-friendly classroom.

Keywords: *Friend, Friendliness, Learner-Friendly Teacher, Perception, Teacher-Student Relationship*

An Exploration into the Ideologies of English-Medium Undergraduates of a Sri Lankan State University: A Narrative Case Study

WMCA Wickramasinghe

**Department of English Language Teaching, Wayamba University of Sri Lanka
ashanthi@wyb.ac.lk**

English medium instruction (EMI) in Sri Lankan state universities has been a topic of concern for many decades. It is generally observed that most undergraduates show disinterest in attending English lectures and are often branded as “weak” students by the content lecturers through comments such as “They know the content, but they cannot put that into words. The problem is English.” Emerging from these observations and considering the lack of research regarding ideologies of English held by Sri Lankan university students in this particular EMI context, the present study intends to examine what ideologies towards English are visible among undergraduates and how language-related ideologies shape and determine their academic performance through an in-depth qualitative approach. Six participants were selected using purposive sampling based on their level of fluency in English. Data were gathered using narrative interviews and language portraits, and were analysed using thematic analysis. The results highlighted that despite their level of fluency, all students held favourable ideologies towards the English language as they attempt to improve English while taking responsibility for their own learning. The pragmatic ideology of English as a tool to be used for instrumental purposes, the position of English as an academic lingua franca, as well as its use as the ‘*manne*’ rather than the ‘*kaduwa*’, have a direct influence in positively shaping student ideologies towards English and EMI. Nevertheless, students who are weak in English highlight the presence of an imagined investment that is heavily influenced by favourable ideologies towards English. However, the unavailability of opportunities and support outside the mandatory academic sphere that necessitate English use is detrimental. The study highlights the need for peer, pedagogical, and institutional support to facilitate the investment of these students in their English language.

Keywords: *English, English Medium Instruction, Ideology*

International Conference on
'Emerging Avenues for Sustainability Literacy' (RUICHSS 2024)
University of Ruhuna

ISSN: 2706-0063

Literature, Language, and Cultural Studies

English-Hindi Sentence Structure in the Discipline of Translation: A Contrastive Analysis

HI Premathilake

**Faculty of Social Sciences and Humanities, Rajarata University of Sri Lanka
hasip@ssh.rjt.ac.lk**

Sentence structure is the order of all the parts in a sentence: subject, predicate, objects, phrases, punctuation, etc. It deals with independent and dependent clauses, how they combine the placement of words and phrases next to what they modify, and proper grammar. The sentence structure is a crucial element in terms of intertextual factors of both the source and target languages. Hence, the objectives of the present study are to describe and explain the function of sentence structure in English and Hindi languages in terms of text analysis for understanding a source text, producing an acceptable translation, and the assessment that translation and to indicate an investigation of the similarities and differences of the sentence structure in the two languages. Data were collected by observing academic texts using library surveys and verified by Hindi native speakers. The collected data were divided into categories, i.e., phrase order, agreements, case relationship, semantic concordance, and ellipsis, based on how sentence structure is used in English-Hindi. The data from both languages are described and analysed through the contrastive method. The present study focuses on the similarities and differences between Hindi and English sentence structure. It was observed that English and Hindi exhibit differences in their sentence structures, particularly in word order and syntactic arrangement. English typically follows an SVO order, whereas Hindi often adopts a SOV order. These discrepancies in phrase order pose significant challenges for translators, as they must adapt and reorganise the sentences to ensure natural and accurate renditions. This paper emphasises that the present analysis of English-Hindi sentence structure in the discipline of translation provides valuable insights into the linguistic complexities encountered during the translation process.

Keywords: *Contrastive Analysis, English Language, Hindi Language, Sentence Structure, Translation*

Enid Blyton's *St. Clare's* and Sudath Rohan's *Apūru Iskōlē* - When Languages Meet: A Study on the English to Sinhala Translation

LHW Dilprabha

Faculty of Allied Health Sciences, University of Ruhuna

wishmidilpraba@gmail.com

Accurate translation between languages in transmitting knowledge and information is the key to effective communication. Analysing the quality of translations is important as it directly influences the readers. Especially when translating terms related to sarcasm, idioms, and cultural terms, the translation has to appropriately capture the situation linguistically. Concerning the cultural context, the representation of Sinhala and English in terms of language use does not essentially tally. This study has identified and analysed the differences in the translation of Enid Blyton's *St. Clare's* series from the original English language of its composition to the Sinhala language by Sudath Rohan. The textual analysis method has been used in a qualitative data analysis framework. The qualitative data were collected through a comparative close reading of Enid Blyton's *St. Clare's* series and its translation, *Apūru Iskōlē* by Sudath Rohan. The analysis was done under five categories namely; 'inter-cultural differences,' 'untranslated words,' 'borrowed words,' 'contextual errors,' and the 'complete distortion of the original text.' Through the analysis, it was identified that although a considerable number of differences have been made by the translator in translating the original text, the translator's attempt to facilitate the reader with a better understanding of the original text in a reader-oriented context has taken place. It was observed that, through the usage of loanwords, the translation has become more understandable. It was also evident that the change of meaning in certain places has not negatively impacted the translation. At times, the original text's distortion has weakened the original author's credibility as well. Study findings highlight the significance of cultural sensitivity and contextual accuracy in achieving meaningful cross-cultural communication. Although Sudath Rohan's translation of Enid Blyton's *St. Clare's* series into Sinhala includes some alterations and errors, it effectively bridges cultural gaps by adapting content for the Sri Lankan audience.

Keywords: *Apūru Iskōlē, Enid Blyton, St. Clare's, Textual Distortion, Translation Quality*

Exploring Avenues for Sustainability Literacy Focusing on Japanese Folktales

Udara I de Silva^{1*}, Samanthika Lokugamage²

Department of Modern Languages, University of Kelaniya¹

Department of Languages, Cultural Studies and Performing Arts and

International Centre for Multidisciplinary Studies, University of Sri

Jayewardenepura²

udaradesilva@kln.ac.lk*

When truly addressing the call for a sustainable future, and promoting sustainable literacy, it is necessary to incorporate 'sustainability human factors' alongside non-human factors. This paper aims to explore these 'human factors' as depicted in Japanese folktales (*mukashibanashi*) adapted to Sinhala, and their implications for sustainability, thereby exploring new avenues in sustainability literacy. Extant research literature has extensively highlighted the significance that folklore and folktales play in fostering sustainability and sustainability literacy. However, there are not many studies that focus on Japanese folktales of their potential to promote sustainability literacy. Using a thematic analysis approach, themes emphasising human factors in sustainability in 16 Japanese folktales were considered, and in the analysis five major themes were identified including values, references to religion, beliefs, fantasy, and historical references, each with several subthemes. These stories teach moral lessons, emphasising noble human traits like selflessness, generosity, and sharing, religious teachings such as *karma*, *karma phala*, and reincarnation, and the importance of living in harmony with nature. While disseminating a wealth of wisdom such as beliefs, values, attitudes, and behaviours of bygone societies, the fantastical presentation of these traits: constituents of a 'new humanism' in folktales, has the potential to promote sustainability literacy with their applicability and relatability to present generations.

Keywords: *Folklore, Human Factors, New Humanism, Retelling, Sustainability Literacy*

Stitching Sustainability: Crafting Globizens Through the Tapestry of English Literature and Language

SKLJ Ramanayaka

Sri Lanka Institute of Tourism and Hotel Management

lathisha.rama@gmail.com

In a world increasingly defined by diversity and interconnectedness, language emerges as a crucial vehicle for sustainable integration, providing a common ground where multilingual coexistence can flourish. This dynamic is particularly significant in countries like Sri Lanka, where cultural and linguistic diversity underscores the need for a shared language to facilitate effective communication and national unity. English, as a key global language, plays a vital role in this context, not only for economic advancement but also in the broader development of globally aware citizens, 'Globizens.' English literature, with its rich tapestry of narratives, champions, virtues, critiques, and social vices, provides moral guidance, thereby fostering a more conscientious and ethically informed populace. In the post-colonial context, English maintains its primacy, not only due to its global economic significance but also through its multifaceted contributions to Education for Sustainable Development (ESD). English language and literature act as powerful tools in advancing Sustainable Development Goals (SDGs) by promoting critical thinking, cultural awareness, and ethical reasoning among learners. The interplay between English and ESD underscores the language's capacity to nurture informed, responsible, and engaged global citizens capable of addressing complex global challenges. This research paper delves into the intricate roles played by English as a global language and its literature in alignment with sustainable development agendas. By examining how English facilitates the integration of sustainability principles into education, the study highlights the language's potential to inspire and equip individuals with the knowledge and values necessary for sustainable living. The exploration considers how English, through its literature, can catalyse change, promoting a more sustainable and equitable world. Ultimately, this inquiry underscores the enduring relevance of English in shaping a sustainable future and cultivating Globizens equipped to navigate and address the pressing issues of our time.

Keywords: *Education for Sustainable Development, English Literature, Globizens, Multilingual Existence, Sustainable Integration*

The Depiction of Desire and Realisation of Self Through James Joyce's Selected Stories

UPNS Gunathunga

Nalanda University, India

nilugunathunga@gmail.com

The central points in this paper are the desires of people and the realisation of life as they are portrayed in James Joyce's stories. The chosen stories from James Joyce's collection, *Dubliners*, will serve as examples of how desire leads towards self-realisation. The consequences of the First World War, the rapid development of modern technology, the Renaissance, industrialisation, and urbanisation, caused people to experience psychological and emotional challenges as they were socially paralysed. Joyce's writings were written in the style of experimentation; therefore, inner consciousness was a common subject in the stories of *Dubliners*. That leads to the incorporation of the narration called stream of consciousness. Stream of consciousness pays more attention to human thought. As a modernist novelist, James Joyce has formed new perspectives laying a strong foundation for experimental narrative and manifesting pertinent social realms. His success lies in his openness in writing and Joyce inspires readers to look at life realistically. Through *Dubliners*, Joyce has tried to expose the reader to various types of desire in the lives related to Irish people. He has keenly observed the depiction of desire in the lives of Dubliners and the connection between their desire and stream of consciousness. Further, his stories encourage the reader to generalise the fact of being strong in the inner self. He emphasises that stream of consciousness leads to self-realisation. Most of his stories have discoursed the element of desire which leads to the death of desire as self-realisation sets in. The main objective of this paper is to discuss how desire is depicted and its pace of self-realisation through the selected stories of *Dubliners* by James Joyce.

Keywords: *Desire, James Joyce, Self-Realisation, Stream of Consciousness*

Critical Literature Review on the Socio-Cultural Implications of Lexical Borrowings in Anglophone Literature: A Focus on South Dravidian Languages

S Rajashanthan^{1*}, CD Senaratne²

Department of English Language Teaching, University of Jaffna¹

**Department of English Language Teaching, University of Kelaniya²
gowrijaff@yahoo.com***

Lexical borrowing is a cultural signifier that captures the indigenous richness of culture and historical depth, adding authenticity and local colour to narratives. Bilingual postcolonial writers often incorporate untranslated terms from their native languages to bridge cultural gaps, leading to debates on the abrogation and appropriation of English in Anglophone literature. This study conducts a critical literature review to explore how twelve selected studies published between 1993 and 2023 provide a comprehensive understanding of the complexities and implications of lexical borrowings in Anglophone literature, particularly in the context of South Dravidian languages such as Tamil, Malayalam, and Kannada. The review not only identifies the role of lexical borrowings in exploring socio-cultural implications and demonstrating their cultural significance with authenticity in postcolonial narratives but also highlights the potential challenges of using lexical borrowings as tools for cultural expression and identity construction in postcolonial literary works.

Keywords: *Anglophone Literature, Culture, Lexical Borrowings, Postcolonial, South Dravidian Languages*

The Representation of Sri Lankan State University Academics in Print Media

APLP Abesooriya

**Department of English Language Teaching, Wayamba University of Sri Lanka
lawanya.abesooriya@wub.ac.lk**

Undergraduates' protests and violence within the state university system were frequently reported in the Sri Lankan print media. Yet, university academics recently gained the attention of the Sri Lankan press due to a trade union action they initiated on 9th March 2023 and their withdrawal from Advanced Level paper marking. With the understanding that the media's representation of a group becomes the immediate portrayal of the general public's view, this paper aimed to conduct a qualitative analysis of Sri Lankan state university academics as depicted in four selected newspapers from the Sinhala print media, based on ownership and publication date. *Lankadeepa* (daily) and *Irida Lankadeepa* (Sunday) are published by a privately owned publication company, while *Dinamina* (daily) and *Silumina* (Sunday) are published by a state-administered association. Thematic analysis was used for data analysis, focusing on qualitative analysis of the items. The research question, "How are university academics represented in the Sinhala print media?" was addressed in this study. Thirty-one items were reported during the period, and the number of items reported by the state-owned newspapers (19) was higher than the privately owned newspapers (12). According to the findings, most of the newspapers labelled the academics as a group attempting to prey on society, similar to terrorists who victimise students and the general public. The media recurrently reminded the academics of their responsibilities to the nation. The reference to the leftist movement was another persistent theme in the newspapers. Overall, the Sinhala print portrayed a negative view of the state university academics, and the media interpreted the academics as a destructive group of individuals in perpetual protest, sacrificing the future of the youth and children in the country, which hindered the development and the future of Sri Lanka.

Keywords: *Sinhala Press, State University Academics, Trade Union Action*

The Role of Media Literacy in Fostering Sustainable Societies (Specific to the Batticaloa District)

Ahallya David

Trincomalee Campus, Eastern University

rjahallyadavid@gmail.com

This study investigates the critical role of media literacy in promoting sustainable societies in Batticaloa, Sri Lanka, a region characterised by unique socio-cultural dynamics and ongoing post-conflict recovery. Utilising a mixed-methods approach, the research incorporates surveys, in-depth interviews, and focus group discussions with a diverse sample of 200 participants. It examines media consumption habits, literacy levels, and their correlation with civic engagement in environmental and social issues. The findings reveal significant disparities in media literacy across demographic groups. Notably, younger participants exhibit higher engagement levels but demonstrate lower critical analytical skills, while older community members express skepticism towards media content. The study establishes a positive correlation between media literacy and civic engagement, indicating that individuals with enhanced media literacy are more likely to participate in community activities and advocate environmental sustainability. Policy recommendations include the implementation of media literacy education at all school levels and targeted training programmes for educators and community leaders. This research underscores the necessity of media literacy as a foundational element for building informed, cohesive, and resilient societies in Batticaloa and beyond.

Keywords: *Civic Engagement, Media Literacy, Sustainable Development*

L1 Production of Retroflex-trill /r/ in Sinhala up to the 4th Year

Lokeshwari S Karunarathna

Department of Sinhala, University of Ruhuna

lokeshwarik.sinh.ruh.ac.lk

The objective of this study was to examine the distinct approaches of the native speakers of Sinhala towards producing the retroflex-trill /r/. The research question was “what pronunciation tendencies, related to the consonant /r/ in Sinhala, could be revealed in the first language acquisition below age 4?” This qualitative research was based on the primary data gathered from the natural speech of 50 native speakers of Sinhala aged between 9 and 48 months, who reside in Matara District, Sri Lanka. The one-hour natural conversations were audio-recorded bi-weekly, over a period of four months. The recordings were transformed into transcriptions. The data was segmented according to the exact age of the participants. An average of five same-age participants contributed data to examine the linguistic performance of a specific age (month). After gathering the sound changes that occurred relating to the /r/, the sub-category of the relevant sound change was named next to each utterance to identify the linguistic tendencies and sub-tendencies. The accurate use of /r/ was separately examined and discussed. Five of the pronunciation tendencies, related to the consonant /r/ in Sinhala, were Omission (deletion of the consonant /r/, and the CV syllable with /r/), Substitution (with glides, laterals, plosives, fricatives, nasals, affricates), Assimilation (only the four types of total assimilation), and Gemination ([akuru]>[akku]/[akki]). Pronunciation of the CCV syllable structure that consists of middle /r/, revealed Deletion of CCV ([trækʔəre]>[ttələ:]), Simplification (/r/>>Ø [aiskri:m]>[a:iki:ŋ] or Ø> onset C [aiskri:m]>[aisri:m]), Substitution (lateralisation) ([citɾəjak]>[citlijak]), and Insertion ([triko:nə]>[tiliko:nə]). Lateralisation was used quantitatively higher than other sound changes at the age of 4:0. The onset age of production of /r/ was varied. Only the first four stages of the developmental process (/r/ not yet appeared, the first appearance, temporarily absent, sporadic appearance, perfectly fixed to speech) were found up to the fourth year.

Keywords: *First Language Acquisition, Language Production, Linguistic Tendencies, Retroflex-Trill /r/ in Sinhala, Sound Changes*

Society and Inclusivity

Victim Blaming and Anti-Social Behaviour: A Study on Hidden Social Criminals

TKP Dissanayake*, Suranjith Gunasekara

Faculty of Graduate Studies, University of Ruhuna

thilakdissanayake6@gmail.com*

Organised crime is a burning issue in relation to security in Sri Lanka. There is no common definition globally and locally on Organised Crime due to variation of types and processes of the crimes. The main focus of this research paper is to examine the causes that lead to organised crime by a person. It is evident that people are turning to these kinds of crime even in the face of stringent efforts from the government and law enforcement authorities. The problem of this study was why individuals choose organised crime in spite of severe social and legal prohibitions. The primary objective was to pinpoint Understanding organised crime and Victim Blaming. Based on the central objective, the socioeconomic, political, behavioural and psychological aspects influencing these were sub objectives. Snowball sampling was used to find ten organised crime leaders and criminals were interviewed using in-depth interviews which used qualitative methodologies and the case study approach to collect data. The social factors that influenced criminal leaders to crimes are: educational background, professional status, social relations, and living environment. As economic factors, poverty and attraction for financial gain within short periods are the main reasons. Identity and behavioural disorders such as psychological factors could be identified. The exceptional skill of a particular person as behavioural factors and political elites continue to encourage them and offer security for their violent actions, which could be recognised as motivational political factors. It is evident from the research data, that the victim-blaming perspective that society has developed is false. Consequently, it may be acknowledged that a variety of external circumstances impact the victims' motivation to engage in these organised criminal activities. The conclusion is that, rather than being created by the individual, the individual's activities are modified by society outside of them to fit that particular circumstance.

Keywords: *Economic, Motivation, Organised Crime, Politics, Society, Victim*

Road Traffic Accident and Victimization: Issues and Challenges in Post Victimization Period

CW Muthukumarana^{1*}, Suranjith Gunasekara²
Faculty of Graduate Studies, University of Ruhuna¹
Department of Sociology, University of Ruhuna²
tec.cwm99@gmail.com *

Road traffic accidents are a prominent societal issue. It has emerged as a significant obstacle to the progress of growth and exerts a profound influence on many facets of life. The primary aim of this study is to examine the nature of issues related to the post-accident existence of individuals who have been involved in road traffic accidents. Data was gathered by primary and secondary sources. Primary data was collected conducting interviews, while secondary data was gathered via data reports, research, journals, books, articles and internet sources. Fifteen respondents were selected based on purposive sampling and acquired primary data were analysed Utilising qualitative methodologies. Thematic analysis was employed to examine the data in a systematic and organised way. The accidents were most frequent among individuals in the young and middle-aged demographic, specifically between the ages of twenty-two and fifty. The male population was shown to be the most prone group. Victims experienced four main categories of consequences: physical, economic, social, and psychological. The repercussions varied in severity and complexity, and it was acknowledged that they caused difficulties not only for the victim but also for their family members, close associates, and ultimately, society as a whole. The main factors contributing to these issues are economic hardships, family breakdown, social alienation, and physical and mental health challenges. Road accidents, while mostly causing bodily harm, also have a significant detrimental effect on the mental and emotional well-being of both direct and indirect victims. Road accidents have significant societal ramifications, imposing a substantial burden on individuals and society as a whole. This phenomenon also adversely affects the country's progress, leading to increased costs in the legal and healthcare systems as a result of decreased productivity among accident victims.

Keywords: *Issues, Road Traffic Accident, Social Impact, Victimization*

A Review of Academic Staff Perspectives on E-Teaching in the E-Learning Process During COVID-19

Sahabdeen Aysha Asra^{*}, KH Ramanayaka, MN Jayasooriya, TN Welikala, RK Tharanga

**Department of Information Technology, University of Ruhuna
asra@hss.ruh.ac.lk^{*}**

Around the globe, e-learning is taking over traditional classroom settings. E-learning is essential for maintaining academic activities, particularly in light of the COVID-19 pandemic. For students in the undergraduate educational system, e-learning is a crucial requirement. However, throughout the COVID-19 period, e-teaching presented both opportunities and obstacles. This paper aims to offer an analysis of the COVID-19 pandemic's effects on online instruction and suggest future directions using a systematic review approach. Numerous difficulties that academics encountered in online teaching were discussed in the literature. The main issues identified with the abrupt switch to online learning are the teachers' difficulty in using technology, connectivity, difficulty in explaining the material, issues related to mental health, students' difficulty in accessing the internet, internet issues, unfavorable physical environments, lack of basic needs, and lack of teaching and learning resources. These difficulties could make the process of online learning more challenging. This paper addresses the advantages as well. Innovation, flexibility, and time management are some of them. The years from 2019 to 2022 were chosen as the target years for a thorough literature search across 32 databases. COVID-19, online e-teaching, and higher education were the search phrases utilised. To choose the most pertinent papers for the final evaluation, exclusion and inclusion criteria were created. The study's shortcomings were the size of the dataset and the absence of quality characteristics. In conclusion, regular mentoring may provide both novice as well as experienced online instructors with the assistance and direction they need to use good pedagogy and obtain accurate and helpful evaluation feedback for progress. This recommendation helps to develop efficient and effective e-learning techniques for improved teaching techniques.

Keywords: *COVID-19, E-Learning, E-Teaching, Traditional Classroom*

Sinhala-Tamil Intermarriage Practices and Their Impact on the Caste System in Sri Lanka

Upali Weerakoon

Department of Sociology, University of Peradeniya

weerakoonupali@yahoo.com

The caste concept is one of the components that demonstrates social differences. It has become an important factor in marriage. In societies where the caste system prevails, inter-caste marriages are valued. This study intended to explore Sinhala-Tamil intermarriages and their impact on the concept of caste in contemporary society in Sri Lanka. The research is based on a qualitative research method. The data was obtained through semi-structured interviews with 30 inter-ethnic married couples in 568, Munneswaram Grama Niladari Division. The study sample was selected using the purposive sampling method. The narrative analysis method was used for analysing the data. The study revealed that love relationships were the most influential element in Sinhala- Tamil inter-marriages, and Kovil was the main place where most relationships started. Although religious shrines act as a healing system, in some cases they have become a focal point for building romantic relationships. There are cases where the Sinhalese and Tamil communities still accept the concept of caste, and among them, the marriage factor is important. This has further contributed to maintaining social inequality. However, caste is not considered in intermarriages based on love. Therefore, intermarriage is rooted in eliminating social disparity and creating social harmony. Due to the unavailability of a suitable person from their own ethnic group for marriage, and the poverty of their family, they have been influenced to marry a person from another ethnic group. These factors have contributed to the neglect of ethnicity and caste.

Keywords: *Caste, Ethnic Group, Intermarriage, Social Cohesion, Socialisation*

නව යෞවන වියෙහි මුල් අවධියේ පසුවන්නන්ගේ සමාජ අන්තර්ක්‍රියා කෙරෙහි සමාජ මාධ්‍යවල බලපෑම පිළිබඳ අධ්‍යයනයක් (ඉබ්බාගමුව අධ්‍යාපන කොට්ඨාසය ඇසුරින්)

එස් එස් එම් කරුණාකිලක

සමාජ විද්‍යා අධ්‍යයනාංශය, ජේරාදෙණිය විශ්වවිද්‍යාලය

shiranthamadushan2019@gmail.com

නූතන ලෝකයේ අනෙකුත් වයස් කාණ්ඩවල පසුවන්නන්ට සාපේක්ෂව බොහෝ නව යෞවන වියෙහි පසුවන්නන්ගේ දෛනික ජීවිතයේ අනිවාර්ය අංගයක් බවට සමාජ මාධ්‍ය පත්ව ඇත. ජ්‍යෙෂ්ඨත, ෂබ්චර්ප, ඒව්ච්ච් සහ ඔසන ඔදන වැනි පුළුල් පරාසයක් දක්වා විහිදුණු විවිධ සමාජ ජාල වේදිකා ඔස්සේ නව යෞවන වියෙහි පසුවන්නන් අන්තර් ක්‍රියා පැවැත්වීම ඔවුන්ගේ ජීවිතයට විවිධාකාර බලපෑම් එල්ල කර තිබේ. එවන් වාතාවරණයක් තුළ මෙම අධ්‍යයනය නව යෞවන වියෙහි මුල් අවධියේ පසුවන්නන්ගේ සමාජ අන්තර් ක්‍රියා කෙරෙහි සමාජ මාධ්‍ය බලපෑම විමර්ශනය කිරීම අරමුණු කර ඇත. ගුණාත්මක පර්යේෂණ සැලසුම යටතේ සිදු කළ මෙම අධ්‍යයනයට අරමුණු සහගත නියැදිය ඔස්සේ කුරුණෑගල දිස්ත්‍රික්කයේ ඉබ්බාගමුව අධ්‍යාපන කොට්ඨාසයට අයත් වයස අවුරුදු 10 - 13 වියෙහි පසු වන පාසල් යෞවන යෞවනියන් 50 දෙනෙකුගෙන් යුක්ත නියැදියක් යොදා ගන්නා ලදී. දත්ත රැස් කිරීම ගැඹුරු සම්මුඛ සාකච්ඡා ක්‍රමය ඔස්සේ සිදු කරමින්, එලෙස ලබාගත් දත්ත තේමාකරණය ඔස්සේ විශ්ලේෂණය කර ඇත. අධ්‍යයන සොයාගැනීම්වලට අනුව නව යෞවන වියෙහි මුල් අවධියේ පසුවන්නන්ගේ අන්තර් ක්‍රියාවන්ට බහුවිධ හා සංකීර්ණ බලපෑමක් සමාජ මාධ්‍ය මගින් සිදුකර තිබේ. නූතනයේ පුළුල් ව සහ පහසුවෙන් අන්තර් ක්‍රියා පැවැත්වීමට යොදාගත හැකි මාධ්‍යයක් වශයෙන් නව යෞවනයන් මෙය යොදා ගන්නා අතර, පුද්ගලානුරූපීව එයින් වන බලපෑම් ධනාත්මක සහ සෘණාත්මක වන බව මෙයින් අනාවරණය විය. පුද්ගල අන්තර් ක්‍රියා වර්ධනය, සහයෝගය ඇති කර ගැනීම, ඒ ඔස්සේ තමා අයත් බවට හැඟීම් ඇතිවීමට සමාජ මාධ්‍ය බලපා ඇත. එසේම අධික ලෙස සමාජ මාධ්‍ය භාවිතය සමාජ සංසන්දනය, තමා පිළිබඳ හීනමාන ඇතිකර ගැනීම, සයිබර් හිරිහැරයන්ට ලක්වීම මත විවිධ හිතකාමවලට පත්වීම මෙන්ම මෘදු සමාජ කුසලතා වර්ධනය නොවීම ආදිය නව යෞවනයන්ගේ අන්තර් ක්‍රියාවන්වලට බලපා ඇති බවද මෙමගින් සොයාගන්නා ලදී. ඒ අනුව මෙමගින් මේ පිළිබඳ වගකිවයුතු පුද්ගලයන්ගේ අවධානය යොමු කරමින්, සමාජ මාධ්‍ය හැසිරවීම පිළිබඳ නව යෞවනයන්ට මාර්ගෝපදේශ සපයමින්, සුදුසු උපායමාර්ග හඳුන්වාදීම මගින් සමාජ මාධ්‍ය භාවිතයෙන් නව යෞවන වියෙහි මුල් අවධියේ පසුවන්නන් තුළ ධනාත්මක අන්තර් ක්‍රියාවන් ප්‍රවර්ධනය කළ හැකි බව පැහැදිලි වේ.

ප්‍රමුඛ පද: නව යෞවනයන්, මුල් අවධිය, සමාජ අන්තර් ක්‍රියා, සමාජ මාධ්‍ය

Food Consumption Patterns Among University Students in Sri Lanka: A Cross-Sectional Study

KGAI Kodithuwakku* , HDP Premarathna
Department of Sociology, University of Peradeniya
anjanakodithuwakku2@gmail.com*

Health encompasses mental, intellectual, social, and spiritual aspects, reflecting a holistic dimension. Dietary practices, crucial to individual health, profoundly affect university students, who represent the future workforce. This study examines the eating behaviours of undergraduates at one of the leading public universities in Sri Lanka during the economic crisis, with a focus on gender differences in dietary habits. A cross-sectional study conducted in March-April 2023 surveyed 400 students aged 21-27 from the Faculty of Arts, University of Peradeniya. Data were collected via stratified random sampling and a structured questionnaire using a 5-point Likert scale. Ethical standards ensured participant privacy and confidentiality. Data analysis was performed using SPSS with significance set at $p < 0.05$. The sample was predominantly female, with a mean age of 21 years. Findings showed that 52% of students had a normal body weight, with a mean BMI of 20.37 kg/m². However, 36.8% were underweight with a higher prevalence of overweight among females. Rice was the most commonly consumed food (74.8%), with females consuming significantly more than males. Females also had a higher intake of sugary foods and placed greater emphasis on taste. Food selection was influenced by price (85.3%), appearance (51.1%), convenience (55.3%), and cleanliness (73.3%), with no significant gender differences. However, females preferred buying food from hostel canteens and using food delivery services more than males. Food purchasing behaviours varied by academic year. Notably, 90.8% of students were dissatisfied with university canteen food, with females reporting higher dissatisfaction. Despite gender stereotypes, male students consumed fewer sweetened foods, while females' higher intake posed health risks. Cultural practices, gender roles, and commuting limitations influenced females' preference for hostel canteens, tied to safety and transportation concerns. These findings highlight the need for culturally and socially informed interventions to promote healthier eating habits among students, improving their overall well-being.

Keywords: *Dietary Habits, Food Consumption Patterns, Gender Differences, Sri Lanka, University Students*

History, Archaeology, and Heritage

Impact of National Interest on Government Policies: Special Reference to Ancient Greek Foreign Diplomacies With Persia During the Peloponnesian War

CTSS Perera

Department of Western Classical Culture and Christian Culture, University of Kelaniya

sathsi.perera@gmail.com

Ancient Greece and Persia had complicated diplomatic contacts in history before the conquests of Alexander in 323 BCE. Greek city-states functioned as politically independent governments while Persia was considered an empire during the time. A major rivalry occurred between Greek city-states and Persia in 499 BCE with the outbreak of the Persian wars, that resulted in continuous encounters between them after the Greek victory over Persia. The consequences of the Persian Wars resulted in many socio-political changes in Greece and led to the outbreak of the Peloponnesian Wars (431-405 BCE) led by Sparta against Athens. The research aims to analyse significant governmental decisions made by Greek city-states with Persia during this period, which exemplify the fact that the national interest of a country shapes the government policies depending on the circumstances. The research adopted a historical method under qualitative research methodology to collect and analyse these, and modern research approaches were incorporated under the eclectic method to understand the current reading. Greek historians Herodotus and Thucydides whose anecdotes are based on the above wars, reveal this intricate interplay in governmental decisions of each city-state depending on the national interest of the country, revealing the primacy of national interest in influencing governmental decisions and foreign policies of a country. By examining how Greek city-states formed unwritten codes in their alliances and enmities with Persia in expectation of strategic advantage, this study contributes to a deeper understanding of the complexities formed in ancient diplomatic relations while addressing the significance of national interest as a driving force behind governmental actions. Ancient Greek diplomacy, especially in the context of the Peloponnesian War, showcases the principles of realpolitik, politics driven by practical and material considerations rather than ideological ones, setting an example for modern policymakers of the importance of strategic interests in international relations.

Keywords: *Diplomatic Policies, Greece, National Interest, Persia, Wars*

Traditional Paths to Health: A Holistic Look at Diagnosis in Greek and Ayurvedic Medicine

RMDS Randiwela

Department of Western Classical Culture and Christian Culture, University of Kelaniya

dinushisrandiwela@gmail.com

This research analyses the diagnostic practices of Greek and Ayurvedic medicine, exploring their potential contributions to contemporary healthcare. While both Greek and Ayurvedic medicine have a rich history and continue to be practiced today, the effectiveness of their diagnostic methods in comparison to modern medicine remains a topic of debate. By exploring the commonalities and divergences in their approaches, this study aims to gain valuable insights into the art of diagnosis and its potential contributions to a more comprehensive understanding of health. Employing a qualitative research methodology with historical and content analysis, this study analyses primary sources like the *Hippocratic Corpus* and the *Charaka Samhita* as its methodology along with relevant secondary sources. The main focus of the study is on non-invasive techniques like observation, interrogation, palpation, and bodily fluid analysis. The analysis reveals both commonalities and divergences in the diagnostic approaches of these two historical traditions. Both emphasise a patient-centered approach, understanding health as a balance between body, mind, and environment. Greek medicine focuses on detailed medical history and observation of external signs, while Ayurveda incorporates elements like pulse and tongue diagnosis. Despite limitations inherent in historical research, this comparative analysis offers valuable insights. By understanding these historical approaches, this study offers new knowledge for promoting a more comprehensive understanding of health and a more patient-centered approach to diagnosis in contemporary healthcare. Furthermore, the emphasis on observation and non-invasive techniques in these traditions holds promise for future research in integrative medicine, which seeks to combine conventional and complementary medical practices. This research paves the way for further exploration of how these historical diagnostic methods can inform a more holistic and patient-centered future for healthcare.

Keywords: *Diagnosis, History of Medicine, Integrative Medicine, Patient-Centered Care*

China-Sri Lankan Close Relationship and Concept of Empathy as Reflected in Foreign Policy on the Ancient Maritime Silk Route and its Modern Utility

HMNM Ekanayaka

Graduate School of Southwest University, Chongqing, China

nimeshaekanayake65@gmail.com

China can be pointed out as an important country that has cultural relations with Sri Lanka. The purpose of this research is to examine how the cultural relations between ancient Sri Lanka and China (up to the 6th century AD) developed. The research problem here is how the ancient China-Sri Lanka close relationship and the concept of empathy reflected in foreign policy are important to modern bilateral relations. Literature and archaeological sources and previous research studies were used as research methods. According to the history of the Han Dynasty, it is stated in the book "Hanshu" or "History of the Han Dynasty" a group of Chinese officials were sent to the South Asian region during the time of Emperor Ping of the Han Dynasty. As one of the states mentioned here may be pointed out the area known as Shu-cheng-pu. Scholars believe that the term means "Sinha Deepa" or "Sinhala Deepa". The purpose of these journeys is to show the authority and greatness of the Emperor, to obtain goods from foreign countries, and to establish mutual relations. Also, through Chinese records dating back to the 3rd century AD, it is confirmed that there was a very active foreign trade between Sri Lanka and China. Chinese Buddhists visited Sri Lanka to see religious sites, obtain texts, and document Buddhism's progress, which helped establish strong cultural ties between the two countries. It appears that the development of mutually beneficial cultural relations between China and Sri Lanka has been mainly influenced by Buddhism and trade relations. In conclusion, the paper argues that the historical empathy-driven relationship between China and Sri Lanka, forged on the Maritime Silk Route, offers valuable insights into the potential for building sustainable and mutually beneficial international relations in the modern era.

Keywords: *China, Culture, Empathy, Relationship, Sri Lanka*

International Conference on
'Emerging Avenues for Sustainability Literacy' (RUICHSS 2024)
University of Ruhuna

ISSN: 2706-0063

Governance, Policy, and Conflict Resolution

Non-Traditional Security Threats in the 21st Century

Arosh Sahan Martin

University of Kelaniya

aroshmartin@gmail.com

The twenty-first century has seen the rise of non-traditional security threats, which significantly differ from conventional military challenges. These include environmental degradation, cyber conflicts, demographic shifts, transnational crime, and the growing influence of non-state actors such as terrorist groups and organised crime networks. This paper critically examines these evolving security threats, their causes, and the complex impact they have on both national and global stability. It also analyses the pressing need for comprehensive strategies that move beyond traditional military solutions, encompassing diplomatic, environmental, technological, and economic approaches. The discussion highlights the interconnectedness of these threats, emphasising how demographic changes can intensify environmental degradation or how cyber-attacks contribute to political instability. For instance, organised crime networks exploit technological advancement to conduct illegal operations across borders, while environmental degradation leads to resource conflicts and displacement. The paper further addresses the role of non-state actors in undermining state sovereignty and their increasing capacity to operate on a global scale through digital platforms. The paper draws from a qualitative analysis of secondary data. The study identifies the current countermeasures in place and argues for a shift toward more integrated and flexible solutions, particularly in addressing terrorism, climate change, and cybersecurity threats. Existing strategies are critiqued for their inability to adapt to the multidimensional nature of modern security challenges. The findings underscore the need for international cooperation, stronger policy frameworks, and enhanced resilience measures to effectively confront these non-traditional security threats. Ultimately, safeguarding human security and promoting global stability require a proactive, coordinated approach that addresses the root causes of these emerging threats.

Keywords: *Cyber Conflict, Environmental Degradation, International Cooperation, Non-Traditional Security Threats, Transnational Crime*

Challenges in the Effective Implementation of the Right to Information (RTI) Act in Sri Lanka

Nadarajah Pasdevan

**North South University, South Asian Institute of Public Policy and Governance,
Dhaka**

pasdevan96@gmail.com

Information is now treated as crucial for advancing knowledge-based and accountable governance. However, this also poses a challenge to democracy and citizens' rights across the globe. The Right to Information (RTI) is one of effective tool for promoting government transparency, accountability and citizen participation. In 2017, the RTI Act was enacted under the Ministry of Mass Media to lubricate the anti-corruption drive and promote good governance in Sri Lanka. According to the Transparency International's Corruption Perceptions Index (CPI) and World Bank's Worldwide Governance Indicators, the RTI Act in Sri Lanka has not effectively curbed corruption, improved accountability, regulatory quality and the rule of law. The implementation issues are the primary reason for RTI ineffectiveness. This paper identifies multifaceted challenges in the effective implementation of the RTI Act in Sri Lanka. Adopting the qualitative research approaches, both primary and secondary data were collected. The primary data was collected through ten semi-structured interviews, using judgemental purposive sampling techniques. The study found that the key issues of implementing the RTI act in Sri Lanka are as follows: lack of awareness of the Information Officer, unprecedented time consumption, the issue with enforcement of the act, bureaucratic culture, language barriers, rejecting information without valid reasons, non-disclosure of information by non-governmental organisations and the private sector, legal exception, and lack of public interest. In conclusion, the RTI is an important tool for democratising Sri Lanka's governance system. Furthermore, awareness and practice of RTI law hold government transparency and accountability. Effective implementation of the RTI Act will contribute to good governance and support the anti-corruption drive in Sri Lanka. To address the above challenges in implementing the RTI Act, the policymakers, politicians, civil servants and NGOs need to rank the common needs over political interest.

Keywords: *Effectiveness, Implementation, Issue, Right to Information Act, Sri Lanka*

International Conference on
'Emerging Avenues for Sustainability Literacy' (RUICHSS 2024)
University of Ruhuna

ISSN: 2706-0063

Economic and Statistical Literacy

Economic Decline and Crisis in Ancient Greece: Causes, Consequences, and Lessons for Contemporary Economies

Shannon G Jayawardena

Department of Western Classical Culture, University of Kelaniya

shannonjayawardena@gmail.com

The economic decline and crises in ancient Greece serve as a captivating case study, revealing the intricate factors leading to the unravelling of once-thriving economies. This paper meticulously examines the causes and consequences of these downturns, drawing striking parallels with contemporary economic challenges. Through a qualitative methodology, it conducts a thorough analysis of historical accounts, archaeological evidence, and economic theories, uncovering several primary factors that contributed to the economic decline of ancient Greece. One significant factor was the prolonged periods of warfare and extensive military expenditure, which not only strained state finances but also disrupted vital trade routes. Additionally, systemic issues such as debt accumulation, socioeconomic inequality, and political instability exacerbated the economic woes faced by Greek city-states. Moreover, the erosion of agricultural productivity, driven by soil depletion and labour shortages, further weakened the economic foundations of these ancient societies. The repercussions of economic decline were profound, leading to widespread social unrest, political upheaval, and cultural stagnation. Such conditions facilitated the rise of authoritarian rulers and contributed to the erosion of democratic institutions. Drawing parallels between ancient and modern economic challenges, this research offers valuable insights into strategies for mitigating downturns and promoting sustainable growth. By examining the efficacy of policy responses implemented by ancient Greek city-states, such as debt relief measures and institutional reforms, this study provides a roadmap for addressing contemporary economic threats. In essence, this paper illuminates the complex dynamics of economic decline and crisis in ancient Greece, offering valuable lessons that resonate with contemporary economic discourse. By elucidating the causes, consequences, and lessons of ancient Greek economic downturns, this research contributes to a deeper understanding of the enduring challenges and opportunities inherent in the pursuit of economic sustainability and prosperity.

Keywords: *Ancient, Causes, Consequences, Economy, Greece*

Forecasting Age-Specific Fertility Rates Between Age 15-19 in Sri Lanka: A Time Series Analysis (2022-2026)

KTN De Silva

Department of Economics, University of Ruhuna

tharanganiroshika@gmail.com

Fertility is the main factor in human reproduction, influencing various outcomes. Teenagers, while biologically mature enough to engage in intercourse and become pregnant, may lack the psychological maturity to handle the responsibilities of an active sexual life. Global health recognises teenage pregnancy as a challenge. In Sri Lanka, traditional law allows females under 12 years old to marry despite the legal age of 18. According to the Ministry of Health, Sri Lanka (2022), poverty, poor education, fewer employment opportunities, a knowledge gap, and misconceptions about contraception methods cause teenage pregnancy. Pregnancy and childbirth are the leading causes of death among females aged 15 - 19, with higher health risks. The study aimed to identify the trend of age-specific fertility rates (ASFR) in Sri Lankan females aged 15-19 and forecast future ASFR. ASFR data related to the age category from 1960 to 2021 were extracted from the World Bank Development Indicator as the secondary data source. Time series analysis was utilised with R-Studio statistical software. There was a decreasing trend in ASFR over the period. The Zivot & Andrews unit root test confirmed that the series was stationary at the second difference. The orders of ARIMA model parameters were selected using ACF and PACF plots. The most fitted model was chosen based on the Akaike Information Criterion (AIC). The estimated parameters for the fitted model ARIMA (0, 2, 1) were -0.6844 for MA (1) with a standard error of 0.1270. The fitted model was $Y_t = -0.6844\varepsilon_{t-1}$. The estimated ASFR (15-19) in Sri Lanka from 2022 to 2026 were 13.3318, 12.5633, 11.7947, 11.0260, and 10.2575. It is recommended to implement reproductive health and maternity care programmes focusing on the decreasing trends in ASFR. A comprehensive strategy should be devised to educate teenagers about contraceptive usage, prevent unexpected births, and enhance their educational prospects.

Keywords: *Age Specific Fertility Rate (ASFR), ARIMA Model, Fertility, Sri Lanka, Time Series*

The Gig Economy and Youth Unemployment in Undergraduates in Sri Lanka

MGDL Weerasingha^{1*}, NSW Gunasekara²
University of Colombo¹, University of Ruhuna²
dilweer996h@gmail.com*

The gig economy is a segment of the service economy based on flexible, temporary, or freelance jobs, often involving connecting clients and consumers through online platforms. Instead of maintaining their own staff, clients can hire gig workers with flexible payrolls. The flexibility in terms of earnings and working hours results in a better work-life balance. The COVID-19 pandemic catalysed the uptake of these digital technologies in Sri Lanka, with 31% of the 1.6 million people who came online during 2020-21 for pandemic-related reasons. According to the Labour Force Survey report in 2022, youth unemployment rates of the selected age groups were as follows: 20-29 – 16.2%, 20-24- 21.8% and 25-29- 11.7%. This study aimed to investigate whether the gig economy is a solution to decrease the youth unemployment rate in Sri Lanka. The sample for this study consisted of 200 undergraduates from the 20-24 age group at the University of Ruhuna. This study used descriptive analysis. The data revealed that the 20-24 age group's unemployment rate in Sri Lanka has continued to increase. Most undergraduates want an income because most of them come from low-income families, and living costs are currently very high. However, they cannot join full-time jobs because it would interfere with their studies. Most of them like to work as freelancers, but they lack sound knowledge about these platforms. Most government bodies and leading companies could introduce freelance working platforms and encourage the young generation to join them. This would help increase labour force participation in Sri Lanka, increase government tax revenue, increase company profits, and decrease costs. These are some suggestions to promote the gig economy and increase the youth labour force participation rate in Sri Lanka.

Keywords: *Freelance Platforms in Sri Lanka, Gig Economy, Labour Force, Undergraduate Unemployment, Youth*

“Emerging Avenues for Sustainability Literacy”



ISSN: 2706-0063

Faculty of Humanities and Social Sciences

University of Ruhuna

Matara

Sri Lanka