

Conclusions

The research showed moderate awareness and practice of taking vitamin supplements among the said populations. There is an understanding among the participants of the role of some vitamins; nevertheless, there remain substantial shortcomings to enhance education and advance the exposure to reliable knowledge. Campaigning on the consumption of vitamin-rich foods and consulting with health professionals could lead to improved public health. Future studies should employ countermeasures meant to bridge gaps in knowledge and measure the observational change in dietary behaviors.

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FEATURES OF HIGHER EDUCATION IN SRI LANKA: A LOOK FROM THE INSIDE

Introduction

In Sri Lanka, public universities provide free higher education opportunities for students with higher education. However, due to limited opportunities at public universities, some of the qualified students will not be able to pursue education at a public university. professional education [1].

In these conditions, there is an increase in the export of educational services from higher educational institutions of Belarus, which is accompanied by a significant increase in the number of foreign students in some universities of the country. It is important to understand that international students have their own cultural characteristics, language barriers, and the level of adaptation to a new environment and educational system. The study of their psychological and social characteristics allows us to better adapt the educational process to their needs and ways of perceiving information [2].

Understanding the individual characteristics of international students helps teachers create more flexible and effective teaching methods that take into account their cultural context, level of language training, degree of motivation and interest in the material being studied. This contributes to a more successful adaptation of foreign students to the educational process, increases the level of their involvement in learning, and also contributes to the development of their professional skills and competencies [3].

Goal

This study aims to analyze the current state of higher education in Sri Lanka by examining students' perceptions of effective teaching methods, the integration of modern technologies, feedback mechanisms, and the significance of research and scientific projects. The ultimate

goal is to identify opportunities to improve the quality of education, its practical relevance and accessibility in line with global standards.

Material and methods of research

An online survey conducted using Google Forms and consisting of structured multiple-choice questions:

In which country are you currently pursuing higher education?

Type of educational institution (*public university, private university, public college, private school*);

What teaching methods do you consider the most effective for mastering medical knowledge? (*lectures, seminars, practical classes, online courses, video materials*);

What interactive teaching methods do you use in the learning process? (*group discussions, role-playing games, simulations*);

How important is the use of modern technologies (video lectures, mobile applications, virtual laboratories) in teaching for you? (*important, not important, difficult to answer*);

What format of classes do you prefer? (*full-time, remote, mixed*);

How important do you think it is to receive feedback from teachers on completed assignments and tests? (*important, not important, difficult to answer*);

What role do research projects and scientific work play in your educational process? (*important, not important, difficult to answer*);

What would you change about the current teaching methods at your medical school to improve their effectiveness?

The results of the research and their discussion

According to the results of the survey, 47 respondents were admitted to higher education institutions in Sri Lanka, including public universities (57,4%), private universities (21,3%), public colleges (17%) and private schools (4,3%). This indicates a higher concentration of students in public institutions, which may indicate the availability of higher education in Sri Lanka.

The gender distribution of the respondents was almost balanced: 51.1% of women and 48,9% of men. This ensures that the survey results reflect the views of both genders and provide a comprehensive view of the experience of higher education.

Most respondents (74,5%) noted high and average academic performance. Only a small part (23,4%) assesses their academic performance as low. This may mean that most students feel moderately confident in their academic achievement,

Practical training was identified as the most effective teaching method (68.1%), followed by lectures (21.3%) and video materials (8.5%), suggesting that traditional teaching methods are still dominant. Preference was given to face-to-face (51.1%) and mixed formats of classes (44.7%), and regular feedback from teachers was considered extremely important by 93.6% of participants, which emphasizes the importance of timely and constructive feedback in the learning process.

Frequently used interactive methods included simulation (74.5%) and group discussions (19.1%). This indicates that students value interaction and engagement in the learning process, especially methods that allow for active participation.

Respondents praised the integration of modern technologies such as video lectures and mobile apps, with 93.6% stressing its importance, which is in line with previous findings highlighting the need for technological advancement in Sri Lanka's higher education. In addition, 89.4% of respondents rated research projects and scholarly work as highly meaningful, indicating that students view research as a key component of their education and a means of deepening their understanding of academic concepts.

Survey participants suggested improvements in the educational process such as an increase in the number of practical classes, the introduction of modern technologies and interactive learning. The most common suggestions included the use of video lectures for absent students and an emphasis on hands-on, project-based learning to link theoretical knowledge to practical applications.

Conclusions

This study highlights critical areas for improving Sri Lanka's higher education system, focusing on the integration of modern technology, practical and interactive teaching methods, regular feedback from faculty, and enhanced research opportunities. Addressing these challenges through strategic reforms can significantly improve the quality, relevance, and global competitiveness of Sri Lanka's higher education. Further collaborative efforts by policymakers, teachers and students will be essential to promote these improvements and create a more robust learning environment.

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GENETIC PREDISPOSITION TO OBESITY: UNRAVELING THE ROLE OF GENETIC FACTORS IN OBESITY DEVELOPMENT AMONG SOUTH ASIAN POPULATION

Introduction

Obesity is more common genetic and life-style disease in both young and adults today. The aim of this study was to investigate the genetic predisposition to obesity in the South Asian population and the interaction between genetic and lifestyle determinants. Obesity is a long term (chronic) health effects that develops slowly which is defined by the accumulation of body fat (adipose tissue) which may lead to other health complications. Obesity in adults is usually defined as a BMI (Body mass index) of 30 or above [1].

Obesity is a multifactorial, genetic disease that is influenced by genes, epigenetic factors, the microbiome, and the environment. With the advancement of technology, many genes responsible for the phenotype have been discovered especially in patients with early onset severe obesity [2]. The causes of obesity can be categorized into: monogenic causes – Those that result from a mutation of a single gene, which affect the leptin-melanocortin pathway. Syndromic obesity – This is a form of obesity that is associated with other symptoms such as mental retardation and other anatomical abnormalities of the organ or system; Polygenic