

Inspire TO Aspire

DIKA COLLEGE E-NEWSLETTER

DIKA
Inspire to Aspire
College | Malaysia

Cover Story

The Real World Does Not Need Us to Walk on By

(L-R) Olivia Chen, Norhamimah Nazaruddin
and Loke Chun Man share what it means to
be real world role models

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The DIKA Beacon

Will you be a beacon of life?

The real world does not need us to walk on by

It needs us to be courageous enough to walk in the shoes of others, compassionate enough to walk hand-in-hand with one another, and when times are challenging, to walk on no matter what. To do this, we have to be prepared, to distinguish the difference between perception and reality, and to discern what a job is and what responsibilities are.

At Dika, we will educate, mentor and guide persons who value life and imparts life values to others. Dika continues to join forces with our stakeholders to affect positive change in our communities.

These initiatives are led by many of our staff, students and alumni. They have been inspired by their education experience, and in turn,

are aspiring to be the change they wish to see. We want to walk alongside these trailblazers of change and through synergistic initiatives, create empowering opportunities that will make the world a better place.

We believe that it only takes a spark of passion to fuel a life time of aspirations. When this happens, tunes become choruses, and inspirations become realities. We all have a part to play, in making the change we want to see happen, in making a difference in our lives and in the lives of others.

You will be a beacon of life



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NEWSLETTER FOCUS

This issue is inspired by the real world - its complexities, its challenges and its concerns. In the same vein, this issue is inspired by the people of Dika College, their commitments, their convictions and their belief in positive collaborations. In doing so, they have forged relationships and built bridges that connect the realities of the real world to the immense opportunities that it avails. May these aspirations inspire us to step up, step out, and be the change we want to see.

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Executive Expressions

Controls to the Real World!

How many of us can honestly say that we have thwarted being bitten by the real world? Yes, that very day when you had discovered that people and places were not as nice as you thought them to be.

The real world does that – it changes people, it changes us, and soon enough if you let it, it will change you. The question that begs is, “for the better or for the worse?” Whilst we cannot control what reality dishes out, we can find some reprieve knowing that we have full control over how we deal with its actualities.

How we adapt to an environment, adopt ideas that are positive and discard those which are unconstructive will determine how we thread, sail and surf the tides of the real world. The key here is to not lose ourselves in the process, and to ensure that our values guide us in the way we make our day-to-day decisions.

The first step to this is to acquire the skills that will help one navigate the real world. The best ‘teachers’ are exposure and experience, which there is plenty of at Dika College; all aimed at making the real world a place that is positively engaging.

It is extremely validating to see our staff, partners, alumni and students find their footing in the real world; and to see them leveraging upon this confidence to spearhead and steer life-changing initiatives, some of which you will read about in this edition of the newsletter.

It is also a testament to the efficacy of the self-discovery process, a hallmark of and availed at Dika since our inception in 2003. It has proven to be a guide that has helped our students discern their strengths, and empower them to be the change they would like to see in the ‘real world’.

I hope that one day, there will be enough of ‘us’ out there to make the world a kinder, caring and loving place. Here’s to navigating the real world!

Pua Chee Ling
Chief Executive, Dika College

“The first step to this is to acquire the skills that will help one navigate the real world. The best “teachers” are exposure and experience, which there is plenty of at Dika College; all aimed at making the real world a place that is positively engaging.”



Reality Knocks

Navigating the Real World

“So you think you have it all planned out: an academic programme of your desire and the career of your dreams. Enter the real world, and things may not be that simple. Knowledge paves out the paths in life, and values help us discern the best routes to follow; but what we need in the real world are the skills to navigate through its challenges and obstacles,” explained Pua Chee Ling, Chief Executive of Dika College.

Seeing Relevance

“How much of what we’ve learned in school is relevant to the real world?” quizzed Pua who highlighted that there is much deliberation on how much of what is learnt in school actually makes a difference in real life. “This is not a trick question, go ahead Google it! There are varying answers to this. Some argue that we only use five to ten percent of what has been taught to us in school, whilst some postulate that 98 percent of what we learn is wasted.”

Pua shared that there is a big transition between school and college, for starters in coming to terms with workload and how workload is organised. “Whilst school equips us with knowledge, the competency to use that knowledge comes from the guidance and mentoring that helps a student bridge text book learning and real world experiences.”

“At Dika, we work hard to ensure that we build academic proficiency, cultivate social competency and nurture the emotional confidence of our students. Our commitment to equip students with knowledge and skill, is matched by a conviction to provide students with an experience that will help them anticipate, embrace and thrive in the real word.”

Anticipating the Real World

It is crucial that students are prepared to anticipate real world circumstances. “Firstly, we ensure this by the strength of the Dika curriculum which extols a hands-on approach that is benchmarked after international standards.” Pua added that a curriculum that is crafted to address real world scenarios,

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issues and concerns enriches student academic aptitudes and character attitudes.

Secondly, the Dika curriculum is built on a foundation of industry-based learning and strengthened through dynamic and vibrant teacher-student relationships. Students are guided on how to collaborate and contribute alongside a well-qualified academic team who hail from the industry, thus instilling professional competency and social confidence.

Embracing the Real World

Next, Pua explained that it isn’t enough to be content with content. Reality, she eluded, is manifested through a context, and in order for one to navigate the real world, one has to understand the forces at work. “A class at Dika is commonly made up of students of varying ages. Some are fresh out of high

school, whilst others may have been already working for a number of years. This creates a dynamic environment that encourages peer exchanges that are related to real world subtleties.”

“Immersion is another excellent way to foster real world insight, and students at Dika are encouraged to work as early as their second year in college. The Eduprenuer Programme offered by and unique to Dika is a pioneering effort aimed at fostering real world adeptness. “The programme is a first in the country,



Students at Dika College participate in a six-month long Career Advantage programme that prepares them for employment in the real world.

offering the expertise and mentorship from captains of the industry. Their goal is to provide students with an insight into the real world, and the skills to identify, discern and embrace challenges and opportunities.”

Thriving in the Real World

Dika believes that empathy is the key to one’s ability to thrive in the real world. “Compassion is something we instill in our students through activities and exposure programmes that help students understand the needs of the society. Students are guided through charitable and voluntary work to nurture them into self-advocates who will be the change they want to see,” stressed Pua.

Dika College supports and collaborates with advocates such as the Inclusive Outdoor Classroom (IOC), Dialogue in the Dark (DID), and Non-Governmental Organisations (NGOs) such as the

Young Women’s Christian Association (YWCA) amongst others, to further advocacy initiatives.

“Another thing which is important to us is that we encourage our students to stand up for what they believe in, even if it means having to pass over work opportunities with organisations that hold conflicting values,” said Pua. “The Dika Job Vacancy Board is extremely committed to helping students find like-minded employers who share a keen sense of community and a vision of building a society that is driven by positive values, principles and standards.

When Reality Knocks

Since its inception, Dika College has consistently upheld a commendable graduate employability index, where over ninety percent of students are employed within six months of graduating.

“ The team at Dika is at hand to ensure that when reality knocks, our students will be well prepared to welcome, embrace and ride the challenges and opportunities the real world brings. ”

Pua surmised that whether students find what they have learned in school useful or otherwise, is determined greatly by how they make their day-to-day decisions.

“The team at Dika is at hand to ensure that when reality knocks, our students will be well prepared to welcome, embrace and ride the challenges and opportunities the real world brings.”

Reality Check

Pragmatic Real World Curriculum

The academic team at Dika College pulls out all the stops to ensure that their students are prepared for the real world through the use of pragmatic curriculum and practical-based teaching methods. Focussing on relevant know-how, the balanced curriculum is brought to life by industry-exposure via in-depth knowledge of the lecturers as well as industry practitioners, giving the student an authentic reality check.



Shashidran Muthu Krishnan,
Head of School, Business

Case Studies

Bringing Reality into the Classroom

Shashidran Muthu Krishnan, the Head of the Business School, is a man with a mission; he wants to prepare his students to hit the ground running upon graduation. He always starts his lesson with a case study. "Though not the most conventional method, the use of case studies paints a realistic picture of the business world," he opined. Case studies provide the class with bite-sized realistic references and contexts on which students can centre the discussions rather than just using business theories.

According to Shashidran, many theories are constructed based on the experiences of Multi-National Companies. Case studies allow students to evaluate and if necessary, modify these theories so that they would be more applicable to the cases currently being discussed, especially those that relate to Small Medium Enterprise (SME). He emphasised, "In Malaysia, SMEs form the majority of the businesses for the country." In addition to case studies,

the business classes at Dika College also adopt the Professional Model. Commonly practised in law and medical schools, the Professional Model utilises industry practitioners as a teaching force, giving students a more real (not just realistic) view of the business world.

"The reality of business is that it is ever changing," Shashidran added. The need to constantly adjust, especially with the furious pace of change driven by technology, is paramount to business survival. He feels that the need to adapt to the environment applies to the students themselves.

For this, the dynamism of skills is required and as such will be prioritised in class, a departure from the static nature of a content-driven approach. He expressed, "It is with critical thinking, problem solving and communication skills, that students would be able to impress in interviews, to function well in their jobs, and to thrive in the business world."



Samantha Lee,
Senior Lecturer and
Programme Coordinator, NZTC

Benefitting from Real-Life Industry Experience

The importance of Early Childhood Education (ECE) could not be emphasised enough, says Samantha. "The quality of education received by a child in the early years influences the outcomes for the next 20 years of his or her life," she declared before adding, "This period is when seeding takes place, and early childhood teachers are the ones who do the planting."

In order to prepare them for this monumental task, Samantha often shares her real-life experiences as an industry practitioner with her students. Scenarios would then be set for them to practice problem-solving skills allowing them to anticipate the challenges that they may face in their future career.

"Students must embrace the dynamism of the industry by constantly keeping up-to-date with developments that may affect young children, in particular and the industry, in general," Samantha urged, citing examples from the latest

developments at the primary education level and the use of technology in education. In order to thrive in the industry, Samantha stresses the importance of professionalism which is covered under Dika College's module, 'Professional Skills for The Preschool Teacher'. The content focusses on knowledge, skills and attitude incorporating elements of commitment, adaptability, resilience, good communication skills, network, teamwork and life-long learning.

Students are also exposed to the Reflective Teaching process of describing, evaluating, analysing and creating an action plan. Related to this is the crafting of the personal Teaching Philosophy, a self-reflective statement of their beliefs about teaching and learning. "From my experience, the Teaching Philosophy is a very important element of this profession as it serves as a lighthouse to guide students throughout their life as an ECE practitioner," she professed.



Sarine Tan,
Early Childhood Education (ECE) and
Special Education Lecturer at
Dika College and SEN Advisor, ISNC

IQ to EQ

Bridging Sympathy with Empathy

Sarine Tan wants students to stop feeling sorry and start being constructive. She believes that educators must nurture complete persons. Tan cites Goethe, the 18th century German Writer and Statesman who quoted, "Knowing is not enough; we must apply. Willing is not enough; we must do." This forms the underlying principles which Tan uses in her curriculum planning, focusing on bridging the gap between sympathy and empathy, and ensuring that students are given a holistic experience of academically-essential know-how and character-building soft-skills.

Tan makes her classroom experience realistic, even if she has to have hardship take centre stage. "I emphasise building character," she said explaining that she challenges her students to think instead of expecting to be spoon-fed. Having come from a Human Resource (HR) background before she specialised in education and psychology, Tan knows

what employers want to see in their employees. "Take punctuality for instance. Young people take this virtue for granted when in essence, it speaks volumes to employers about an employee's personality." She also expects her students to be self-directed, proactive, resourceful and creative. The ability to hone these values will help students transcend Intellectual Quotient (IQ) capabilities to achieve Emotional Quotient (EQ) related results.

"I also encourage them to be volunteers and work with an industry mentor to get a reality-check," said Tan. She explained that life does not exist on a one dimensional plain; rather it is a combination of a series of interrelated occurrences and events. "The talent to synthesise this and to use this insight to draw conclusions and devise solutions, will ultimately determine if one is able to ride and thrive in the real world."

Reality Bites

Real World Accounts

Anyone who wishes to venture into the forays of being an educator requires perseverance and grit. No strangers to Dika College are alumni Olivia Chen and Norhamimah Nazaruddin, and current student Loke Chun Man. Here, they share their real life experiences, their commitment to their profession and its cause, and what it means to be real world models.



Professional push

Olivia Chen,
Dika College
Alumna and Personal
Learning Assistant (PLA)
for students with
special needs

I understand. There are no perfect families. Every family has its challenges and tussles. All parents want to give their best to their children. In as much as parents struggle, children do too. I see this in my experience as an educator, and especially so in working with children who require special attention.

When a child is mischievous, we label them as being naughty. We sometimes fail to see that these behaviours are a manifestation of their anxieties and insecurities. From my personal encounters, children can be very affected by what goes on around them. For example, I have seen children who do not sleep well doing poorly in Mathematics.

As an educator, it is my responsibility to help children work through their frustrations. Sometimes we 'oversimplify' the needs of a child. I want to be more empathetic and help children work through and regulate their emotions. As I grow in my experience as an educator,

“Given the lack of governing bodies and legislations to steer Early Childhood Education (ECE) in the right direction, we all play a role in making ECE a professional profession.”

I am beginning to see how I can play a bigger role in being an advocate for children. My experience at Dika College helped me appreciate the role of an educator. My lecturers shared their experiences of the real world and provided me with the stepping stones into the profession. However, unfortunately, a good number of persons whom I know, who set out to be educators, have given up the profession for jobs that provide them with better financial security. As for me, I am hopeful for better recognition of our efforts which will lead to better financial rewards that can sustain our passion as ECE professionals.



No longer invisible

Norhamimah Binti Nazaruddin,
Dika College Alumna and
Special Education Teacher
who works with children with
Cerebral Palsy

When I was in school, I attended a National Assembly held by Special Need Schools. The students from the schools gave performances which I found so captivating, almost magical. When the assembly ended, I realised that children with special needs are real. They are not a figment of my imagination.

At the same event, I encountered a boy who is mute. He tripped in front of where my father and I sat, and even though it was of no fault of his, he apologised profusely. I was touched by his politeness. I knew then that I wanted to be a friend to those with special needs, and today I am privileged to be working with these very special people.

On Sundays, I run classes for children with Cerebral Palsy at a mosque. Very few show an interest in learning

“I believe in my work. I believe that I must not run away from this responsibility. I facilitate others who wish to make a difference. Together we support the children.”

more about the children. Sometimes, I wonder if these children in wheelchairs are invisible to ordinary people. Even though there is a general increase in awareness, so much more must be done to bridge this divide. My classmates during the diploma were older, and they dealt with different categories of children with special needs. I was inspired by their positive energy. We all felt that the course was not for our benefit, rather it enables us to contribute to society. I am forever grateful to have been a DIKA student.



Dusting off and moving on

Loke Chun Man,
Pursuing the Diploma in
Early Childhood Education
at Dika College

After my Form Three, I received an opportunity to study electronics in Taiwan. Half way into the programme, I felt that it wasn't a course that I wanted to pursue for the rest of my life. So, I decided to quit. I returned home without a qualification and felt like a complete failure. However, I picked myself up, attended a certificate programme and joined a company that retailed organic products.

My working stint was inspiring. I was very encouraged by the people whom I worked with. I gained confidence, so much so that at the age of 27, I sat for my SPM examinations and obtained seven As. At about the same time, my niece was born. My relationship with her motivated me to consider a profession that relates to young children. I applied to Dika College and I was overjoyed to have been awarded a scholarship.

“There will always be obstacles, but I realise that I must be willing to learn and change, but still maintain a pure and innocent heart.”

I attend classes in the evenings and during the weekends. I work as an assistant teacher during the day, and the real world experience that I encounter daily helps me get a perspective of what is expected of me as an early childhood educator. Today, I see children as unique individuals worthy of respect; and that as an educator, I should keep abreast with the latest industry skills and knowledge.

The project-based approach at Dika College helps bolster my confidence in the real world. It is helping me become a critical thinker and an effective communicator.

Flexible timetables. In their second year of study, students at Dika College are encouraged to take up opportunities to work. To make this possible, Dika College provides flexible timetables that allow students to take classes in the evenings and on weekends. This early exposure into the real world helps students discover how suited they are to the profession, besides allowing them to receive mentoring from the lecturers on the demands of the real world.



Edupreneur: 21st Century Business Acumen Through Real World Empowerment

Dika College collaborates with captains of the industry to deliver the specialist Edupreneur programme. Offered in tandem with its academic programmes, Edupreneur is a first-of-its-kind in Malaysia and features an innovative curriculum complemented by an inventive delivery approach. In a recent interview with a partner of the programme, Cavemen Global, its founder JP Valdes shared his take on nurturing the entrepreneurial spirit.

Experiential Education

Education, as we know it, is changing. It is expected to be more experiential than it is presently, be centred on practical knowledge that can be applied immediately in the real world, and aimed at cultivating well-rounded graduates. At Dika, this transformation is already on its way with the offering of the Edupreneur programme. A portmanteau of the words 'education' and 'entrepreneur',

the programme guides aspiring entrepreneurs on how to create thriving, sustainable and impactful businesses. Conducted in partnership with Cavemen Global, an award-winning leadership and simulation training company driven by entrepreneurs, Cavemen Global sees to the business experiential learning and coaching aspects of the programme.

Entrepreneurial Spirit

"Why do we emphasise and encourage entrepreneurial spirit? Because we can have a brilliant idea to make change in the world, but it takes an entrepreneurial spirit to make it happen," said JP Valdes, the founder of Cavemen Global.

Valdes opined that qualities like grit, determination, confidence, discipline and perseverance are hallmarks of an

entrepreneur which allows them to overcome the challenges of a competitive business world.

"Besides being adept in business, entrepreneurs must possess traits that enable them to navigate the challenges in the real world and maintain their course until they have achieved their goal," emphasised Valdes.

Transcending Qualities

"Experiences like rejection and failure may easily scare others off but for entrepreneurs, it is just part of the deal. Even if it does affect them, entrepreneurs are types who will eventually get up and try again. It is these qualities that allow entrepreneurs to easily transcend the business world and lend their strengths to any undertaking," he added.

Real World Immersions

Valdes explained that the business simulation and coaching include a highly experiential component that provides students with the fundamentals of business through intensive and immersive simulations, games and internships to cultivate C-level competencies (skills of high-ranking executives like CEO, COO and CMO).

"It is for this reason that the programme is taught and coached by entrepreneurs as they understand first-hand what it really takes to own and run a business," shared Valdes. "Under this expert guidance, students get a safe space to make mistakes and experience as many failures beforehand, and they get coached on how to turn their failures around."

Positive Futures

Valdes emphasised that the programme grooms students for the real world. "They will be work-ready, able to create job and business opportunities, empowered to navigate the challenges that come their way and make a positive impact on the community and society."

"Through our interactive and dynamic approach, we hope to induce self-discovery and help students build and fortify 21st century skills to empower their entrepreneurial spirit."

About The Edupreneur Programme

The Edupreneur programme provides real world business perspectives and experience to empower individuals with 21st century business competencies and expertise.

It is designed with strong fundamentals of business education grounded in real world practical business methods.

Featuring a strategic employment based approach, students are mentored through a series of strategic career experience where they will gain business acumen and the emotional intelligence to adapt, evolve and be ready for market needs.

A team of highly qualified academicians alongside their counterparts from the industry deliver this programme. The modules are unique to Dika College and features an inventive delivery methodology aimed at nurturing entrepreneurial leaders who are committed to being the change they want to see.

Key Features of the Edupreneur Programme

- ✓ Pursued alongside diploma and degree
- ✓ Real world-based and high impact delivery methodology
- ✓ Mentorship and tutelage by professional academicians
- ✓ Business coaching and guidance by captains of the industry
- ✓ Career-based platform that avails at least three years of relevant experience upon completion
- ✓ Powered by 21st century know-how and skills

Modules expound on:-

- Self-Discovery and Personal Grooming
- Real World Business Immersion and Involvement
- Personal Finance Knowledge and Mastery
- Career/ Industry Tutelage and Mentoring
- Business Education and Corporate Coaching
- Language Communication and Competency
- Community Advocacy and Engagement
- Case Studies, Simulations and Corporate Seminars
- One-on-one Business Mentoring, and other real world aligned business methodologies, techniques and tactics.

“ It is designed with strong fundamentals of business education grounded in real world practical business methods. ”

Making Special Education Inclusive

A New and Collaborative Way Forward

The last ray of sun light is quickly vanishing into the horizon. You are not familiar with the street that you are on. The wind blows and as the last ray of sunlight exits, you find yourself being surrounded by an impending darkness. The chill is unsettling. You fumble in your bag for your handphone, but when you press the “on” button, the red “no battery” warning flashes. In the confusion, you see someone running at you from a nearby alley. You don’t know this person, but he grabs you by your wrist and starts coercing you to follow him into the dark alley. What do you do?



(L-R) Tanya Elizabeth Catterall, Pua Chee Ling, Joanne Marie Charman

In conjunction with their visit, Catterall and Charman delivered their keynote address entitled “The Importance of Quality Interpersonal Engagement in Young Children with Autism” and a workshop entitled “Joyous Play – the Key to Engaging Young Children with Autism” at the Symposium on Special Education: Diversity and Inclusion held in June this year.

Children with Autism encounter this scenario many times over in a day,” shared Tanya Elizabeth Catterall of Autism New Zealand (ANZ), who together with her colleague, Joanne Marie Charman, were here in Kuala Lumpur in June to share their experience with Dika College students. Both Catterall and Charman are parents to children who have been diagnosed with Autism. Together, they have worked extensively to help parents and stakeholders in New Zealand, to accord children with Autism their rights within society.

Pua Chee Ling, Chief Executive of Dika College, sat down with Catterall and Charman to share their thoughts on why and how special education must be made inclusive within the school, work and community system.

Not So Different

“While we are driven to believe that children with special needs are different, in reality, they are just like any other child,”

said Pua Chee Ling. “The truth is every child learns differently. Each has his or her strengths and weaknesses. Some have more challenges with learning and thus, need more time, one-to-one attention and specialised therapy,” added Pua.

“It is common for practitioners to align themselves to prescribed checklists when managing children with special needs,” said Charman, lamenting that the fixation on checking boxes could cause individuals that do not meet the criteria to fall through the cracks. “The notion of demanding compliance is counter-productive to initiatives or therapies for a child with special needs,” stressed Catterall who shared that her daughter was asked to leave the kindergarten at which she had attended simply because she was unable to be as compliant as the other children.

Technique Versus Child-Focus

“When a child is diagnosed, parents do not know where to start,” said Pua. “In many instances, there isn’t one single

technique that will serve as a remedy.” “There should always be a richer approach as opposed to settling on a one-dimensional methodology,” said Catterall. “Children with special needs are unique and they function on their own terms. It is heartbreaking to see them being treated as if they are broken and they need fixing,” stated Charman who shared that inoculating the joy into learning and therapy sessions had for her, opened a powerful method of engagement that has led to a gratifying relationship with her son.

Culture of Inclusion

“Malaysia and New Zealand both benefit from a very diverse population. In that respect, we share similar challenges and opportunities to practicing inclusion,” said Pua.

“For inclusion to achieve its benefits, teacher preparedness is paramount,” highlighted Catterall who has had her share of witnessing children being ‘expelled’ from schools, libraries and public spheres. “Inclusion is not a chair

in the classroom. It is about empowering the collaboration between typical and atypical individuals,” said Charman who stressed that for this to happen, programmes that create and instil awareness is key to a better understanding of one another.

Into the Future

In looking ahead, Pua, Catterall and Charman concur that self-advocacy, awareness and training are pivotal initiatives which determine the success of inclusion. “There is so much that we must do to advance the inclusion agenda. We are all self-advocates and we should step up within our own spheres to influence change,” said Pua.

For more information on Dika College's Early Childhood Education, Special Education programmes and its international pathways, call 03 8075 6223 or visit www.dika.edu.my

Collaboration Central Seminars for the Community

Collaboration is a vital component of the real world. In a study by the Harvard Graduate School of Education, it was surmised that collaboration combats competition, yields stronger work and promotes life-long learning. At Dika College, collaboration forms the foundation of its beliefs and initiatives.

In class, Dika students collaborate extensively to harness team strength. The varied demographics of the student profile encourage a wide-ranging exchange of outlooks and perspectives. This nurtures open and mutual lines of engagement that cultivate diversity in thought. Coupled with the solidarity to act, this lends to a strong sense of

ownership and a deep conviction to be advocates of change.

In the same spirit, the teaching team at Dika College goes out of their way to share and collaborate with the community. The Intensive Workshops that are available at intervals during the year is a reflection of this commitment. The itinerary features a variety of modular programmes that avail participants a certificate of attendance or completion.

There are no pre-requisites needed and these offerings are open to anyone who is interested in the subject presented. The content is suited for school leavers, parents, industry practitioners, or anyone who is looking to refresh their

know-how in the field. Held during weekends and weekdays throughout the year, these programmes integrate theoretical know-how and practical skills, that are relevant and applicable in the workplace.

The subjects are aligned to industry needs and they cover matters that deal with early child development, care and education; teaching methodology, nutrition and hygiene and special needs. The courses are delivered by passionate educators who are professionals and practitioners abreast with the dynamic changes within the industry. Focused on life-long personal development, the programmes instil values that nurture individuals to be positive real world role models.

The student profile at Dika College ranges from school leavers to industry practitioners, advocates, NGO staff and volunteers. This fosters dynamic relationships that provide a deeper insight to the real world.

To register or for more information,
call 016-228 6223

“Our lecturers willingly sacrifice their evenings and their weekends because they believe in coming together for the good of the society.”

Pua Chee Ling



Reaching Out to the Real World

Advocates of Change

Dika College frequently reaches out to the real world through specific programmes and initiatives. Guided by its corporate vision to inspire aspirations, the staff of the college works hand-in-hand with its students to go out into the community to affect positive change.

This cultivates confidence and nurtures self-advocates who will champion the change they want to see. Together with like-minded counterparts, Dika College actively collaborates to multiply and extend its ripples of positive transformation.



Build confidence and communication skills through creative and engaging sessions.

Advocating a Play-Inspired Approach

Dika College collaborates with Social Enterprise Viva Starfish to develop and implement SCORE, a literacy programme in selected schools. In this initiative, Dika College trains teachers with a play-inspired teaching approach to enrich and empower the learning experience of children who encounter learning difficulties.



Empowering mothers to take ownership of their children's education, nutrition and health.

Educating Orang Asli Children in the Early Years

In this initiative, Dika College students use creative storytelling, arts, craft and games to engage with Orang Asli children at a community kindergarten. The effort was held in collaboration with Making Orang Asli Mothers Independent (MOAMI) and is aimed to introduce Early Childhood Education practices that are critical to the formative years of a child.



Activities held at social places are a great way to positively engage with the public and impart knowledge.

Daddy, Mommy and Me

Dika students and staff organise weekend activities aimed at educating parents on the imperatives of good quality Early Childhood Education. These activities combine a healthy and exciting array of age-appropriate activities that engage children and their parents. Experts in related areas are invited to share their personal and professional experience with the public.



Dedicated educators play an important role in building a healthy and harmonious society.

Obesity Awareness Drive

Due to the growing concern of childhood obesity in Malaysia, Dika College students together with Kiwanis Careheart Centre in Johor Baharu organised a Childhood Obesity Awareness Campaign to raise parents' awareness about childhood obesity. The day-long activities were focused on the promotion of healthy food intake and maintaining a healthy lifestyle.

Our Programmes

The Dika concept of education is built on a foundation of industry-based learning and research. We exact value by keeping our academic outcomes coherent with the needs of the industry through engagement, dialog and partnerships.

Coupled with a strong curriculum that nurtures professional competency and social confidence; these programmes nurture employable graduates for a fulfilling career in Malaysia and globally.

Programmes of Study

Diploma in Early Childhood Education
MOHE R/143/4/0083 MQA A5570

Diploma in Special Education (Early Years)
MOHE R/ 145/4/0084 MQA A7025

Diploma in Business Management
MOHE N/345/4/1071 MQA PA9064

3+0 Bachelor of Education (Early Childhood Education)
MOHE N/143/6/0145 MQA PA9035

**Sijil Kemahiran Malaysia -
Early Childhood Care & Development Education**
(JPK/L02692/T-982-001-3:2017)

Our Affiliates



Lim Shang Yi
Diploma in Early Childhood Education

Contact Us

Dika College (Kolej Dika)

Owned and operated by
Dika International Sdn Bhd
(formerly known as Akademi
Pendidikan Jati Sdn Bhd) 631396-T

B-3-05 & B-3A-05 (Block B, 3rd & 4th Flr)
IOI Boulevard, Jalan Kenari 5,
Bandar Puchong Jaya, 47170 Puchong,
Selangor Malaysia.

General Enquiries

Tel: 03-8070 6223 / 03-8075 6223

Fax: 03-8075 2223

Email: admin@dika.edu.my

Website: www.dika.edu.my

Be Involved

Whether you are a fresh graduate or already with a career, deciding on your education path is a decision that warrants deep consideration. We encourage you to fully explore your options and we are committed in helping you obtain the answers to your questions.

The following are some ways in which you can be involved in the process.

Visit Us

Visiting Puchong?

Visit us for a tour of our college.

Call us to make an appointment or visit

<https://dika.edu.my/contact-us/>

Read Watch Listen

facebook.com/mydikaedu

<https://linkedin.com/company/dikacollege/>

@mydikaedu

DikaCollege

@mydikaedu

Start An Application

Call and speak to our counsellors for more information on our intake dates and entry requirements.

Student Enquiries:

+6016-228 6223

enquiry@dika.edu.my

Connect With Us

For a schedule of the latest events, please visit

<https://dika.edu.my/news-events/>

Who inspires us?
At Dika, our students do.

