



INSTITUTIONAL REVIEW REPORT
South Eastern University of Sri Lanka
From 24.02.2020 to 29.02.2020



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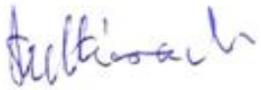
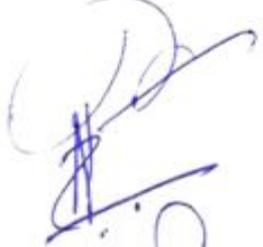
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List of Abbreviations

AHEAD	Accelerating Higher Education Expansion and Development
APC	Academic Programme Centre
AR	Assistant Registrar
BoM	Board of Management
BoS	Board of Study
BST	Biosystem Technology
CDC	Curriculum Development Committee
CEDPL	Centre for External Degrees and Professional Learning
CGU	Career Guidance Unit
COPE	Committee on Public Enterprises
CPD	Continuous Professional Development
CSR	Corporate Social Responsibility
CTHE	Certificate for Teaching in Higher Education
DELT	Department of English Language Teaching
DPC	Department Procurement Committee
DR	Deputy Registrar
EDP	External Degree Programme
EDPL	External Degree Programme Learning
EQA	External Quality Assurance
FAQ	Frequently Asked Questions
FB	Faculty Board
GCE	General Certificate of Education
GEE	Gender Equity and Equality
HETC	Higher Education for Twenty First Century
ICT	Information and Communication Technology
IESL	Institution of Engineers, Sri Lanka
ILOs	Intended Learning Outcomes
IPR	Intellectual Property Rights
IQAC	Internal Quality Assurance Cell
IQAU	Internal Quality Assurance Unit
IR	Institutional Review
IRQUE	Improving Relevance and Quality of Undergraduate Education
IT	Information Technology
KOHA	Open Source Integrated Library System (ILS)

LAC	Leave and Award Committee
LBMC	Land and Building Management Committee
LMS	Learning Management System
MC	Management Committee
MIS	Management Information System
MOHE	Ministry of Higher Education
MOU	Memorandum of Understanding
OBE	Outcome Based Education
PR	Programme Review
PRN	Purchase Requisition Note
QA	Quality Assurance
QAC	Quality Assurance Council
QIG	Quality and Innovation Grant
RIC	Research and Innovation Centre
RPC	Research and Publication Committee
SAR	Senior Assistant Registrar
SBSs	Subject Benchmark Statements
SCL	Student-Centered Learning
SCT	Student Centered Teaching
SDC	Staff Development Centre
SEUSL	South Eastern University of Sri Lanka
SGBV	Sexual and Gender-Based Violence
SLQF	Sri Lanka Qualification Framework
SSSW	Students Support Services and Welfare
SSW	Staff and Students Welfare
TESL	Teaching English as a Second Language
TISC	Technology and Innovation Support Centre
TOR	Terms of References
UBL	University Business Linkages(UBL) Cell
UDG	University Development Grant
URL	Uniform Resource Locator
VLE	Virtual Learning Environment

Section 1- A brief introduction to the University and its review context

This section presents a synopsis of the South Eastern University of Sri Lanka (SEUSL). It includes the Vision, Mission, and strategic intents of the University, a brief account of its evolution, the administrative structure and responsibilities, the faculties of study, numbers of students and staff, library, academic support divisions, research activities and quality assurance mechanisms. Further, it presents the major changes enacted since the last Institutional Review (IR). The SER development process is also elaborated in this section.

1.1 Vision and Mission and Strategic intents of the University

The SEUSL strives to offer high quality programmes for its direct stakeholders, catering to regional, national and international demands. The University has a vibrant vision of *'An internationally renowned centre in South Asia for higher learning and innovations in sciences, technologies and humanities'* and the University has developed its mission inspiring the whole vision and enduring commitment for wellbeing of the community and the nation through quality education.

The Mission of the University is *"To provide expanded opportunities for higher learning of international standards through generation and dissemination of knowledge and innovations focused on regional and national needs, social harmony and stakeholders' empowerment and satisfaction"*. It covers probing and analyzing new authenticities and dissemination of knowledge, both existing and new, for a sustainable society.

In line with its Vision and Mission, the University is obliged to maintain the highest standards in its core functions, namely; education, research, industry engagement and community development. Since its establishment in 1995, the University has progressed, reaching many developmental milestones. The recently established Faculty of Engineering and Faculty of Technology are evidence for continuous progress and expansion of the University.

1.2 The Evolution and Milestones of the South Eastern University of Sri Lanka

The SEUSL came to existence due to certain special and unfortunate circumstances in the country during the war situation, to accommodate evacuated staff and students from other universities. Ad-hoc arrangements were made to accommodate them mainly in the South Eastern Region to provide immediate relief to a certain extent. This issue was promptly brought to the notice of the Government to find a lasting solution. The Government, which was already keen to expand university education to the less developed regions, recognized the need for immediate relief.

It was under such circumstances that the South Eastern University College of Sri Lanka was established for the displaced students and academic staff from the Eastern University, by an order through gazette notification 88/ 9 of 26 July, 1995, under the provisions of

section 24A of the University act No. 16 of 1978 as amended by Act No. 07 of 1985. By October 1995, basic facilities were found, and a nucleus staff was appointed to commence academic activities in part of the premises of the Government Teachers' Training College at Addalaichenai. The University College was ceremonially inaugurated with a batch of 33 students belonging to the 1992/ 93 academic year, who had already completed their first year of studies at the Eastern University. Soon after commencing academic activities with these students, the University College admitted two batches in December 1995 for the first year course of studies, consisting of 91 students of academic year 1993/ 94 and 108 students of academic Year 1994/ 95, who were selected by the University Grants Commission.

Encouraged by the progress made by the University College, in providing the basic facilities for academic activities within a short spell of time, the Government decided to confer the status of a fully fledged National University. Thus, by gazette notification 916/ 7 of 27th March 1996, the South Eastern University College was raised to a National University under the corporate name, South Eastern University of Sri Lanka. It thus commenced its activities as a fully fledged university from 15th May 1996. SEUSL commenced its academic programmes under two faculties, namely the Faculty of Arts & Culture and the Faculty of Management and Commerce, at Addalaichenai. Presently the University is operating with six faculties namely Faculty of Arts and Culture (FAC), Faculty of Management and Commerce (FMC), Faculty of Applied Sciences (FAS), Faculty of Islamic Studies & Arabic Language (FIA), Faculty of Engineering (FE) and Faculty of Technology (FT).

1.3 Administrative Structure

The SEUSL is an autonomous university established under the provisions of Universities Act No.16 of 1978. It conducts its academic and administrative activities in compliance with the provisions of the University Act, its subsequent amendments and relevant UGC Circulars. The Organogram of the University, its officials and their responsibilities are similar to that of the other state universities functioning under the UGC. The SEUSL functions in four premises, the main premises being in Oluvil from where five faculties (FAC, FMC, FIA, FE and FT), Main Library and all academic centres and units operate. The FAS is located in Sammanthurai which is nearly 17 km away from the main premises. The other locations are Agro Tech Park at Malwattha and Academic Programme Center at Mount Lavinia.

1.4 Governing Bodies

The Governing structure of the University includes the Council, Senate, Faculty Boards, and Postgraduate Academic Boards (Board of study). The Council is the apex body that governs and manages the overall activities of the University, which is chaired by the Vice Chancellor. The Senate is the topmost academic body comprising of Deans, Heads of Departments, Professors, Faculty nominees and Directors of Units and Centers, and is

chaired by the Vice Chancellor. The Senate is responsible for quality and effectiveness of the academic programs, under which the academic responsibilities are decentralized to the faculties chaired by Deans. Heads of Departments are responsible for the study programs and administration of departmental functions. Decisions taken at the governing bodies are implemented by the faculties through the Departments of study, Units, the administrative and academic support divisions and the specialized centres.

1.5 Faculties of Study

Brief information about the faculties is provided here.

1.5.1 Faculty of Arts and Culture (FAC)

The FAC consists of seven departments namely the Departments of Social Sciences, Languages, Geography, Political Science, Economics and Statistics, English Language Teaching, and Sociology. The Department of English Language Teaching which was previously known as the English Language Teaching Unit (ELTU), was established under the FAC, to teach English to students from all faculties in the University. FAC has a Computer Unit (CU) to provide IT training to its students. It offers General (internal and external) and Bachelor's (Honours) degrees and postgraduate degrees.

1.5.2 Faculty of Management and Commerce (FMC)

The Faculty of Management and Commerce (FMC) has four departments and one unit; namely Management, Accountancy and Finance, Management and Information Technology and Marketing and a Postgraduate Unit. It offers General (internal and external) and Bachelor's (Honours) degrees and postgraduate degrees.

1.5.3 Faculty of Applied Sciences (FAS)

The Faculty of Applied Sciences (FAS) was established in 1997. The FAS consists of four departments namely, Biological Sciences, Physical Sciences, Mathematical Sciences and Chemical Sciences. It offers one General (internal) Bachelor's degree and eight Bachelor's (Honours) degrees.

1.5.4 Faculty of Islamic Studies and Arabic Language (FIA)

The FIA was established in 2005. It has two departments, namely Departments of Islamic Studies and Department of Arabic Language. It offers both General and Bachelor's (Honours) degrees. Some students follow TESL, Trilingual Studies and IT degrees offered by the FAC.

1.5.5 Faculty of Engineering (FE)

The Faculty of Engineering was declared open on 05th February 2013. The Faculty offers a four-year full-time undergraduate program leading to the Honours degree of Bachelor of Science in Engineering. The Faculty has Departments of Civil Engineering, Electrical and Telecommunications Engineering, Mechanical Engineering, Computer Science and Engineering, and Interdisciplinary Studies. The Faculty, at present, offers the following fields of specializations for the Honours Degree of Bachelor of the Science of Engineering; (a) Civil Engineering, (b) Electrical & Electronic Engineering, and (c) Mechanical Engineering.

1.5.6 Faculty of Technology (FT)

The FT was established at the SEUSL in 2016. It was initially commenced at the premises of Faculty of Applied Sciences of the SEUSL. The FT was formed with the Departments of Biosystems Technology and Information and Communication Technology. It is the first Technology Faculty that commenced these degree programs in Sri Lanka. The first cycle of graduation will be completed in 2020.

1.6 Library

The SEUSL Main Library was established and declared open on 23rd October 1995 along with the inauguration of the South Eastern University College. The New Library Building with state-of-the-art facilities had been declared open in the main premises on 20th April 2014. The Main Library at Oluvil serves the needs of the faculties in the Oluvil premises. The Science Library at Sammanthurai Campus serves the needs of the Faculty of Applied Sciences. The University Library delivers customer focused quality information products, services and programmes. The objective of the library is effectively supporting the University in achieving standards of excellence in its academic programmes, research and other activities. More specifically, its goal is to provide access to scholarly information in support of the teaching, learning and research activities of the university, as they relate to the curricula.

1.7 Progress since last IR

Since the last IR which was conducted in 2013, the University has made efforts to improve its education processes and infrastructure facilities, through effective utilization of government funds, Kuwait Fund and several competitive grants it received such as HETC, QIG, UDG and AHEAD grants. During this period, the University paid attention to the improvement of the degree curricula using the outcome based approach, inclusive of student centered delivery and assessment modes in line with latest developments in the respective disciplines. The main implications of these improvements can be stated as follows:

1. The Strategic Plan 2014-2018 was prepared based on the report of IR/ 2013 which included many key activities to be performed at the SEUSL.
2. A MIS is in operation and is active in key administrative units.
3. Facilities in IT laboratories have been increased and English was made a compulsory course.
4. Quality assurance is being disseminated to the University community and this activity is continued through the IQAU and IQACs.
5. Adopting an outcome based integrated curriculum development approach in degree programs to improve knowledge, skills and attitudes of undergraduates, to meet the expectations of stakeholders.
6. Establishing two new faculties of Engineering and Technology, to offer new degree programs to meet the national and international requirements.
7. Improving the learning environment (lecture theatres, laboratories, equipment etc.) to facilitate outcome-based education (OBE) and student-centered learning (SCL).
8. Enhancing research activities of academic staff through the Research and Innovation Centre
9. Expanding usage of technology in education, research and administration.
10. Expanding the University linkages with industry and foreign universities through education, research and community development activities.

Section 2- Review Team's view of the University's Self Evaluation Report

The SER of the SEUSL had been compiled in September, 2019 and complies with the guidelines given in the “Manual for Institutional Review of Sri Lankan Universities and Higher Education Institutions” prepared by the UGC in 2015, except that the main body of the write up contained over 20,000 words. The main text spreads over 107 pages and is supplemented with nine appendices. The Review Team appreciates the SER Writing Team for producing the SER in an easily readable and comprehensive manner.

The main text is divided into three sections as per guidelines.

The Section 1 has 11 subsections which provide an overview of the establishment of the University and its progress since then, its governance and functions, introduction to faculties, library and academic support divisions, how the University interacts with the community, and the quality assurance (QA) activities including progress made since the last IR and the process of SER writing for the current IR. The Annexure 3 of the SER provided numbers of staff of different categories. This information is important in assessing the size of the University, yet this is not referred to in Section 1.

Subsection 1.1 states the Vision and Mission statements of the University. The review team wishes to point out that the Social Science aspect to which the University gives a great deal of attention is missing in the Mission Statement. A major part of the last paragraph is related to Subsection 1.2 which provides information on history and current developments. It lists the faculties under review and how these were added since the inception of the University as a University College. The number of initially admitted students is provided, but the present number of students is not given here. It would have been interesting to note how the University grew in terms of number and qualifications of the staff, had this been illustrated, although these figures are available in Appendix 3. The Organogram of the University is given as an appendix, referred to in Subsection 1.3. This subsection also provided locations of the main premises (Oluvil) and Faculty of Applied Science (Sammanthurai), Agro Tech Park (Malwattha) and Academic Programme Centre (Mount Lavinia). The SWOT analysis is also mentioned under this subsection, but this should have been given more prominence. The process of how the SWOT was developed is also not available. It seems that Subsection 1.4 (Governing Bodies) could have been given in the Subsection 1.3, because it is directly related to the administrative structure.

Subsection 1.5 gives an introduction to the six faculties with a list of Departments in each Faculty. Subsections 1.6 and 1.7 give an overview of the library at Oluvil and its branch at Sammanthurai and lists units and centres that provides services to the students. Staff Development Centre has also been listed under Subsection 1.7. Several community engagement and outreach activities have been listed in Subsection 1.8. Subsection 1.9 shows some achievements of the University since the last IR review of 2013. The University has been successful in securing funds in addition to the treasury funds. The performances under 10 items have been listed.

Subsection 1.10 briefs the process of quality assurance at SEUSL. The University has established an IQAU and IQACs in faculties. It was noted that IQAC Coordinators are not permanent members of the IQAU.

The SER development process outlined in Subsection 1.11 is acceptable, except that the University probably has not involved the student body which is its main stakeholder.

The Strategic Plans of 2014-2018 and 2019-2023 were perused by the review team. These documents are up to standard and identified suitable goals and strategies. Nevertheless, the importance of having a five-year rolling strategic plan may not have been penetrated to the University administration.

In general, the SER of the SEUSL had been prepared with care and presented in the standard format with the exception of not adhering to the prescribed word count. The team has put a lot of thought in identifying and gathering evidence to support their claims under each standard. The reviewers felt that, in some instances, the list of evidence to support a claim is too long and some documents were bulky and therefore filtering the most relevant evidence had been left to the reviewers.

Section 3- A Brief Description of the Review Process

The review team comprised of six professors from six universities with diverse levels of development and situated in different regions of the country. The subject expertise of the reviewers also differed significantly. The local review team was reinforced by inclusion of an international reviewer from India. He serves as Deputy Adviser, National Assessment and Accreditation Council of India.

The QAC had organized several activities to support the review process. A training workshop for prospective reviewers had been organized on 31st May 2019, which was followed by a pre-review meeting on 05th July 2019. A meeting of the SEUSL local review team was held on 4th of November to handover the SER and to discuss the process to be followed.

Although the SEUSL was to be reviewed in the 2019 cycle, QAC was compelled to postpone the desk evaluation and the site visit, due to delayed submission of the SER.

A desk evaluation of the SER was conducted by each reviewer in preparation of the site visit. Each standard was given a score, based on the strength of the claim of the University and the evidence listed in support of that. This process was helpful in better understanding of the SER prior to the site visit and to identify the possible deficiencies of the evidence and inform the University about the instances where more clarifications would be required at the site visit. These findings were communicated to the Director, CQA of SEUSL before the site visit.

The QAC coordinated arrangements for the site visit with the University through Director CQA and with the reviewers. The dates for the site visit were agreed upon by all parties to be from 24th to 29th February 2020 with an additional day (23rd) for travel and the pre-review meeting of the review panel. The UGC had arranged transport of the reviewers to and from the hotel and University had been given the responsibility of taking care of accommodation and local transport.

After the arrival of all the reviewers, a meeting was held among themselves in order to introduce the local team to the international reviewer and to discuss the process of the site visit. The specific tasks for each reviewer were identified and duly communicated to each other. The reviewers were greeted by a team of officials from the University headed by the Director CQA and the Registrar. The two teams further discussed how the proceedings of the site visit would be organized during the next six days.

The day one of the review commenced with a cordial welcome of review team by the Vice Chancellor and his team of key persons on their arrival at the main administrative building of the University. After a brief meeting at the Vice Chancellor's office, the team met with the Director/ CQA at the Board Room and finalized the agenda of the site visit (Annexure 1). The next meeting was with the Vice-Chancellor together with Deans, Directors, Registrar, Bursar and Librarian. The Vice Chancellor formally welcomed the review team. After a round of introductions, the Chairman of the review team briefed the purpose and the mode of the site visit. Then the Vice Chancellor made a presentation that

gave an overview of the University and how it functions. This meeting laid the foundation of all subsequent meetings and other events of the site visit.

The review team then had a discussion with the CQA Director and the committee to get familiarized with each other and to understand the internal quality assurance system of the University. The team then proceeded to the Staff Development Centre (SDC) where the documentary evidence was displayed. The team was pleased to see the arrangement of documents and the allocation of staff to assist the reviewers in locating evidence. The review team then went through the evidence and evaluated the claims of adherence to the standards and strengths of the evidence provided. Each criterion was perused by at least two reviewers specifically assigned to those, who discussed issues with the Chairman and other members. This was the method of document viewing carried out throughout the visit.

The first visit to the faculties was done on Day 1- 24th February 2020 from 13:15 to 15:15 with the visit to the Faculty of Arts and Culture. All Faculty visits were conducted in a similar manner. This included meeting with Dean, Heads of Departments and Coordinators/ Directors of units, meeting with students, meeting with academic staff and observing facilities at the Faculty. The review team worked as two groups in observing facilities and each group briefed the findings to the other group during subsequent discussions. The visits were well organized and hence management of time was optimal and gathering information was easy. Each session had one or more coordinators assigned to it and transition between sessions happened efficiently.

The visits to other Faculties were done as follows:

Day 2 – 25th February 2020 Afternoon – Faculty of Management and Finance

Day 3 – 26th February 2020 from 08:00 to 10:00 – Faculty of Applied Sciences

Day 3 – 26th February 2020 from 10:30 to 12:30 – Faculty of Islamic Studies and Arabic Language

Day 3 – 26th February 2020 from 13:30 to 15:30 – Faculty of Technology

Day 4 – 27th February 2020 from 13:15 to 15:15 – Faculty of Engineering

The staff in all faculties seemed to be well aware of the IR process and were very enthusiastic in engaging in discussions as well as showing and explaining the facilities available at the faculties. They also pointed out the difficulties they face in conducting academic programmes. The students too were eager to come up with ideas, after initial ice breaking. Students of some faculties showed less inhibition in presenting themselves than those of some other faculties. The review team also had opportunities to interact with other staff on site during the visiting various laboratories, units etc. in faculties.

Following is the list of persons with whom other meetings were held during the site visit. In addition to the meetings, the review team was shown around to give an idea of how the administration is carried out at various administrative departments and units. All these events took place as scheduled (Annexure 1).

1. Bursar, Deputy Bursar, SABs and ABs
2. Registrar and Registrars' Department (DR/ SAR/ AR), Works Engineer)
3. Council members
4. Librarian & Senior Staff of the Library
5. Internal Auditor/ Assistant Auditor/ Audit Assistants
6. Director, SDC
7. Director Physical Education/ Sports advisory council
8. ELTD staff
9. Proctor/ Deputy Proctors/ Senior Student Counsellors/ Student Counsellors/ Wardens/ Sub-wardens/ Chief Security Officer/ Marshal
10. Chairpersons of Boards of Study and Coordinators of postgraduate programmes
11. PG students and alumni
12. Academic support staff
13. Non-academic staff
14. Research and Publication Committee
15. Director and Management committee of CEDPL and Chairpersons of Board of Studies, SAR/ External Examination Unit
16. Students in external degree and other programmes conducted by CEDPL

These meetings were extremely useful in gathering information and sharing experiences and good practices. While moving from one meeting place to another, the reviewers observed the facilities at different service departments and units.

Following are the visits planned and done according to the schedule:

Visits to CDCE (CEDPL), CGU, CGEE, Student disciplinary unit, HealthCentre, Hostels, Canteens (main, Hela Bojun and other), Recreation Centre, Libraries (Main and Faculty) Gymnasium, places of religious observance and music room. A special visit was also done to observe the facilities at the new auditorium.

The review team spent a considerable time as shown in the schedule and outside the schedule on document viewing and for discussions among its members.

On the final day of the site visit, the review team met and agreed upon the comments and commendations as well as the individual scores for each standard. The final scores and the grade were also decided. Final preparations for the wrap up meeting were completed. As the concluding item of the site visit, the Vice Chancellor and senior staff were briefed about the findings of the review team in connection with the quality assurance of the University and the Vice Chancellor and his team was prompted to indicate any discrepancies on the key findings and the actual situation.

The site visit took place in an extremely cordial manner. Vice Chancellor, Registrar and the Director CQA paid utmost attention to every detail during the site visit, displaying very good leadership. It is particularly noteworthy that the Vice Chancellor was present on many occasions to greet the reviewers and to clarify issues immediately. The Director CQA had setup a very good team to usher the reviewers to various locations, organize hotel, transport, meals and refreshments in the best possible way.

Some selected photographs and the attendance sheets of the various meetings held are given in Annexure 2 and Annexure 3, respectively. Annexure 4 is the score sheets in which the score of each standard and the summary of weighted scores and the final judgment is given.

Section 4- Overview of the University Approaches to Quality and Standards

The management of the University has taken a keen interest in institutionalization of internal QA and follows good practices to maintain and enhance the quality of education and academic standards. An Internal Quality Assurance Unit (IQAU) is in place and is headed by a Director appointed by the University Council and managed by a committee appointed as per the UGC circulars. This unit has now been renamed as the Centre for Quality Assurance (CQA). Internal Quality Assurance Cells (IQACs) with the membership of the senior academics and relevant administrative officers of the faculties have been established. However, an IQAC to ensure quality of the external degree programmes is not in place. Further, the Faculty Coordinators representing the IQACs have not been made members of the CQA. The Director reports directly to the Vice Chancellor. The progress of the activities undertaken by the IQAU is regularly reported to the University Senate, and the IQACs report their progress to the respective Faculty Boards. The University has provided office space, managerial support and other support for functioning of the CQA and IQACs.

The QA activities of the University have been recognized and institutionalized under the Quality Assurance Policy of SEUSL and IQAU By-Laws. It is commendable that the CQA has played a major role in preparation of several policy documents which recognize and streamline QA aspects.

The University develops its Strategic Plans from time to time in order to identify activities and progression under its chosen goals. However, the revision of the Strategic Plan for upcoming five-years needs to be done every year, which gives an opportunity to review the progress and to redefine strategies, if necessary. The CQA has played its role in preparation of the Strategic Plan with the guidance of the very able Vice Chancellor, who is committed to drive the University to higher grounds. The contribution of the Vice Chancellor, Registrar and Director CQA is prominently seen in preparation of the SER.

The University also shows its commitment to quality enhancement by taking into consideration of recommendations of external quality assurance reports. The Section 1.9 of the SER has summarized these actions.

Activities of the Staff Development Centre (SDC), Career Guidance Unit (CGU) and various other units and centres also contribute to quality enhancement. The currently delivered curricula are in accordance with outcome- based education and student centered learning or is in the process of revision. The Centre for External Degree and Professional Learning (CEDPL) is another well- established entity, but the activities of this could be vastly improved. The student support services, and provision of healthcare and recreational facilities are running satisfactorily.

The University has also been very successful in securing grants from many external sources of funding. The upgrading of lecture theatres and laboratory facilities, constructing auditoria and several other infrastructure developments have taken place recently, which are in line with producing well rounded graduates.

A recent enhancement in the research culture was also observed. The Vice Chancellor has taken an initiative to introduce several incentives to recognize good researchers. The sector of community development and outreach activities needs attention.

The overall view on the commitment and achievements of the University in quality related activities is very positive. The University, although established as solution to a crisis situation and operated for many years under an insecure environment, has made steady progress. The recently established faculties are such big strides in the path to current success.

Section 5: Commentary on the Ten Criteria of Institutional Review

Criterion 1: Governance and Management

The University's governing structure comprises of the Council, the Senate, and six Faculty Boards established in compliance with the Universities Act No 16 of 1978. The faculties of Arts & Culture, Engineering, Islamic Studies & Arabic Language, Management & Economics, and Technology are situated in the main campus at Oluvil and the Faculty of Applied Sciences is situated in Samanthurai, nearly 17 km away from the main campus.

The SEUSL has taken initiatives to adopt the National Higher Education Policy Framework and has included them in the Strategic Plan. However, the participation of students and potential employers as stakeholders in preparing the Strategic Plan and other planning processes was not evident. Although the Action Plan of the SEUSL has numerous activities, they have not been aligned with the events listed in the Strategic Plan. Further, it is important to point out that the Strategic Plan needs to be reconsidered annually, so that it becomes a rolling plan. It is important that the University foresee what is needed to reach its goals in the next five years. This activity will also identify pitfalls of the previous year and find remedies, and revision of the Strategic Plan. Vision and Mission statements of the SEUSL are clear and in addition to national and international trends, it specifically reflects the regional needs as stated in the Mission statement. However, Social Science needs to be included in the Vision statement in addition to Science, Technology and Humanities for higher learning and innovations. Governance and administrative structures enable the University to fulfil its mission, goals, aims/ objectives and facilitate effective leadership through policy. Although the University has a comprehensive Management Guide, a document on Standards of Procedures is not available.

The University's financial procedures comply with the requirements of national/ University financial regulations and guidelines. This is ensured by having regular finance committee and audit committee meetings and periodic internal and external audit processes. The University has received about Rs. 8 billion from the Government of the State of Kuwait during the period 2014-2017 and these funds have been effectively utilized for infrastructure development of the SEUSL. Inadequate government funds made available subsequently has been quoted as a reason for the inability to undertake many activities in the Action Plan. Limited funds being received at present are disbursed as per the decisions taken at the Finance Committee based on priorities. Generated funds (mainly from PG programmes and external degree/ diploma courses) are used effectively for other purposes such as travel grants and research publication fees for the academic staff etc. The University does not have well-defined policies and procedures for seeking and receiving funds from external sources and fund disbursement. The SEUSL has received qualified audit opinions for the last five years.

The SEUSL has a MIS in place though it is not being operated universitywide. Adequate ICT and Wi-Fi facilities could be observed in the university academic and administrative environment. All the faculties have put in place a Learning Management System (LMS) which is used for teaching and learning. Email and other IC technologies are used for effective communication. However, the availability and use of LMS and ICT facilities for externally registered students is very poor. Use of ICT in community engagement should be improved.

The University has policies that are enforced on academic honesty and integrity, conflict of interest and ethics. In addition to the academic charter and student charter documents, the University has prepared a code of conduct for academics.

The University recruits appropriately qualified and experienced staff through a transparent mechanism complying with the UGC guidelines, although more effort is required to train and retain them by providing training and welfare facilities. It is desirable to have a policy on retention of staff at SEUSL. Although the cadre vacancies are filled to a satisfactory level, the approved cadre has not been calculated according to the proper staff: student ratios in almost all the faculties. The University has adopted work norms given by the UGC for academic staff and detailed job descriptions for other categories of staff are in place. The University has no proper staff performance appraisal and management system except for VC/ Senate research award scheme introduced recently for the academics. Only the long service award system is available for the non-academic staff.

The University has adopted its academic programmes and curricula to suit the SLQF. The Curriculum Development Committees of each Faculty/ Unit along with the well-established IQAU perform a decisive role in this regard. As a policy, the University promotes research, and the output in terms of publications has risen sharply in recent years. The research reward system includes VC/ Senate Awards, journal publication fee payment and travel grants to researchers to attend conferences. However, the review team observed that the postgraduate research culture has not developed satisfactorily in the SEUSL. Only two faculties i.e. Faculty of Arts & Culture and Faculty of Management & Commerce, have the facility of registering postgraduate research students. Instead of the existing two separate PG Units of these two faculties, the University should establish one PG Unit/ entity, which can cater to all faculties through separate Boards of Studies. There are no awards for innovations in 'teaching and learning' for the academic staff. It is recommended that such an award be instituted.

There is no explicit policy and a framework on internationalization that includes international student recruitment, staff/ student exchange, alliances with off-shore university/ HEIs except for enrolling some international students under the UGC scholarship award programme in the past. Although there were few MOUs signed between the SEUSL and foreign Universities, there was no evidence to show that those MOUs are active.

The University has established a Grievance Committee to provide a mechanism for employees to address their grievances and the By-Laws are expected to be prepared soon.

The SEUSL has a policy framework and By-Laws for Gender Equity and Equality (GEE) and for Sexual and Gender Based Violence (SGBV). Though these Committees are in operation, the awareness of the existence of such committees among students and employees is poor. Therefore, more effort is required to make the students/ employers aware of the existence of such committees and their intended purpose. The grievances of students to a large extent are addressed through the student counselling systems at faculty level.

The SEUSL administers relevant welfare schemes including a health insurance scheme and has established a separate Staff-Student Welfare Centre. The welfare facilities made available to both students and staff are satisfactory. This includes accommodation, canteen, health centre, sports and common facilities. University accommodation is available for all students and staff. The University has put into practice a comprehensive policy and has strategies and action plans drawn up to curb ragging and any other form of intimidation and harassment of students. The University has taken action to prevent ragging through the Proctor/ student counsellor services, and in extreme cases taking disciplinary action against those who were guilty, according to existing disciplinary procedures. This has resulted in expelling two students from the University in 2018. The team found that ragging has been minimized and contained only to a small extent in certain faculties and no incidents are reported at present.

Overall, Governance and Management of the South Eastern University of Sri Lanka is at a satisfactory level. Out of the total score allocated (29 standards x 3 points: maximum 87), the University earned 67 which is equal to a converted actual criterion score of 139.

Criterion 2: Curriculum and Programme Development

The University Strategic Plan includes systematic curriculum revisions which have been done at proper intervals in faculties, other than the Faculty of Engineering and Faculty of Technology, which have been established recently. The Action Plans of Faculties also have identified the actions needed for such revisions, although these are not always aligned with the Strategic Plans. The administrative procedure to follow in revising curricula is facilitated by having a policy on Curriculum Development. These policy documents are made available for all stakeholders. The approval procedure of the developed/ revised/ reviewed curricula is satisfactory. However, only a couple of minutes of meetings of the Curriculum Development Committee of faculties other than the Faculties of Applied Science and Engineering, were available.

The University claims that the SLQF and SBS are used as benchmarks in developing and revising curricula and evidence was given. It was observed that SBSs are not followed by all faculties. Nevertheless, a closer scrutiny to ascertain whether the study programmes are in full compliance with those was not possible during IR and therefore a better

understanding about this may be/ may have been communicated to the University through Programme Reviews. It seems that outcomes of study programmes are not properly matched with the SLQF outcomes. The first step of developing a graduate profile is not done properly in certain curricula.

The comments and recommendations of previous EQAs have been taken into consideration.

Stakeholders are consulted during curriculum revisions. The curricula incorporate an adequate number of inter- and multi-disciplinary courses. However, evidence for regular monitoring and evaluation of degree programmes is not up to standard. Further, evidence on the use of employment market signals and industry/ employer needs is insufficient. Student feedback is obtained, but how far the information is used in updating the courses within a cycle of curriculum revision is not evident.

The University has taken steps to inculcate OBE and SCL by training the staff through SDC activities and the curricula are in accordance with those. The LMS is used satisfactorily in all faculties. SCL has been facilitated through services of the library and providing IT facilities, including computer laboratories and Wi-Fi, facilities. The SCL is further encouraged by giving opportunities for group work. However, SCL mechanisms need further improvement.

Availability of programme and course specifications is commendable. It was noted that stakeholders are made aware of this through student handbooks and web pages.

The University has ensured the continuation of student progression when a course is terminated. However, a policy on continuation of student progression after a course or a programme is terminated needs to be drawn. It is commendable that the University allows a student to exit the programme that they are registered for, if the student so desires, and awards a qualification based on the SLQF level that she/ he has achieved.

Annual tracer studies on employment of graduates are carried out at the convocation. It is clear that this survey does not reflect the true picture of graduate employment rate, since this is done within a short period after graduation. Also, graduates often change the first employment and those who may not have been employed properly would find suitable employment later. Hence conducting graduate employment rate surveys after suitable intervals is recommended. The reviewers found that the response of alumni to tracer studies is poor. Another observation was that the evidence on employer satisfaction, admission rates to advanced degrees/ Fellowships and societal impacts is inadequate.

Overall, Curriculum and Programme Development of the South Eastern University of Sri Lanka is at a satisfactory level. Out of the total score allocated (15 standards x 3 points: maximum 45), the University earned 37 which is equal to a converted actual criterion score of 99.

Criterion 3: Teaching and Learning

The interest of the University for continuous improvement of the courses offered was clearly visible. The curricula, in general, are designed to identify the modes of delivery and assessment. Adequate time is allocated in the faculty timetables and suitable arrangements are made to allocate teachers and other staff with adequate qualifications. The University is collecting information on the quality of the teaching learning process through various forms of surveys. Nevertheless, the evidence for any mechanism to use this information on a continuous quality enhancement teaching and learning process, was not available. It would be desirable to draw up an implementation plan which would lead the faculties to continuously enhance the quality of the teaching learning process, with identified persons in charge at various points in the plan.

The revised curricula are based on OBE-SCL. It is commendable that the University has a policy on Student-centered Teaching and Learning. Yet there is room for improvement as to how this policy is implemented. A policy with wider scope on quality enhancement of teaching learning is more desirable. The delivery of the curricula using modern trends is satisfactory. However, as mentioned in the SER, this is hampered due to limited resources and having large class sizes. Although the academic staff is trained and they, in general, are interested in OBE-SCL, there is room for improvement through furthering knowledge and being innovative. The SDCs support in this is appreciated, but can further be improved, if gaps are identified using a proper instrument. This may be done through a questionnaire survey or a workshop/ brain storming.

Availability and use of VLE/ LMS across faculties are worthy of mention. It seems that this facility is used, on most occasions, to upload PowerPoint presentations and handouts. Therefore, using this system more efficiently needs to be considered. Although the SDC has organized some educational activities on VLE/LMS, a mechanism is required to ensure that the full potential of VLE is used in innovative pedagogy and ICT based learning and assessment. Students of some faculties complained on quality of handouts and non-availability of lecture notes on LMS (moodle).

Peer learning through group activities is incorporated into the lesson templates and opportunities to form peer study groups are available. Some areas in certain faculties are usable for group learning, but further facilitation may be considered.

Assessment methods are integrated into courses to a certain extent, but certainly need improvement. Here too, the SDC can help to educate and motivate staff to find innovative assessment methods and ways to incorporate these into the curricula.

The University shows commitment to improve teaching learning activities of teachers using peer review and student feedback as instruments. However, this must be reflected by analysis of the feedback on subsequent occasions.

Although implementing a reward system for excellence in teaching is challenging, this is an area that needs attention. However, recognition of academic staff for research through other means is available.

Examples of courses that contain material derived from recent literature were available. Yet the need for improvement, for example, by incorporating the research interests of teachers, is emphasized.

Overall, Teaching and Learning of the South Eastern University of Sri Lanka is at a satisfactory level. Out of the total score allocated (10 standards x 3 points: maximum 30), the University earned 22 which is equal to a converted actual criterion score of 73.

Criterion 4: Learning Resources, Student Support and Progression

The administrative structure in supporting the learning experience and other requirements of the students is similar to other state universities. The availability of duty lists for all administrative staff and communicating those to the relevant employees, is recognized as a good practice. Various divisions are established to support the students in their day to day affairs. The availability of such facilities is informed to the students through handbooks, orientation programme and by posting on the web. It was also observed that help desks were available at the faculties, as well as in places where the students would need assistance in obtaining information.

Although the orientation programme is cited as evidence as an opportunity to integrate students to the new environment, the length and activities of this programme, at least in certain faculties, are not satisfactory. A longer period is necessary for them to improve their English knowledge, as many programmes are conducted in English and other programmes should seek the possibility of converting to English as medium of instruction. It was however, noted that the students have gained satisfactory confidence and skill in communicating in English, as they go through the process, especially in faculties where the programmes are conducted in the English medium. A majority of students were unaware or not interested in the availability of the Policy on GEE and SGBV. Among various topics, career guidance is at a very early stage and awareness of mental and physical health, should be given more prominence to equip them with a positive mind set for learning. Mentoring and student counselling are in practice in all faculties. An expectation of group learning activities (practical and assignment), projects and field work enhance student-student and student-teacher interactions.

Teaching learning facilities are available at a satisfactory level, yet more attention must be paid on providing facilities for student centered learning, as identified in the curricula that have already been revised and introduced recently. The library, ICT facilities and facilities provided for group activities, is in support of SCL, to a limited extent. The library, despite the availability of information online, is working hard to provide facilities for student needs. The support of DELT, and computer laboratories for student achievements was evident. Career fairs are such events. Establishment of language laboratories, especially in faculties where languages as subjects are offered, is also recommended. Nevertheless, improving academic and academic support cadre is indispensable to achieve the full potential of the curricula.

Providing opportunities for professional development and encouraging student research and moving them to engage with the community, are areas which need more attention of the staff. It was observed throughout the site visit that the University is in a position to support the local community, while improving life skills of the students. Although numerous subject based student societies are evident, the true impact of these on the development of students is obscure. Organizing student research sessions is recognized as a good practice.

Numerous other activities which enhance the experience of university students are available, for example sports, cultural, religious, etc. Residential facilities, welfare services, health and medical facilities are provided to a satisfactory level.

The quality of the learning resources, student support services and progression are monitored through several surveys, especially through an undergraduate satisfaction survey. Relevant tracer studies extended beyond the survey and conducted at the convocation, to monitor the success of graduates and to obtain their feedback on good practices and recommendations for further improvement, are essential. Student feedback, staff feedback surveys need to be implemented regularly. The survey results need to be analyzed and communicated to all stakeholders with a view of taking corrective actions. Existence of alumni association(s) was not explicitly mentioned in the SER. Establishment of alumni association(s) and strengthening contacts with the alumni will certainly improve the flow of information.

Satisfactory rag prevention activities have been able to manage ragging to a certain extent. Evidence of punishments for ragging is available. It is noteworthy that senior students of some faculties have recognized ragging as a menace and have taken actions to support prevention of ragging in their faculties. Students of the other faculties may be similarly motivated by suitable programmes initiated at faculty level.

The MIS is only operated in the finance division for administrative purposes but barely adequate at faculty level. The Library MIS is functioning well. ICT is used in other limited instances, yet there is an immediate requirement for developing a university-wide integrated MIS.

The University has recognized the need to support differentlyabled students. Some facilities are provided by design in the faculties as well as in hostels. Similarly, faculties have taken care of them at the examinations on an ad-hoc basis. The reviewers noted that a policy on differentlyabled students and staff needs to be developed to accommodate requirements of such students and staff.

The ability of the University in securing funds from World Bank Projects as well as from other sources is commendable. It was evident that these funds have helped the students to develop their graduate attributes.

Overall, Learning Resources, Student Support and Progression of the South Eastern University of Sri Lanka is at a satisfactory level. Out of the total score allocated (14 standards x 3 points: maximum 42), the University earned 29 which is equal to a converted actual criterion score of 55.

Criterion 5: Student Assessment and Awards

The University follows the Manual of Procedures for Conduct of University Examinations. However, this document is very old (1983) and therefore many of the provisions are not applicable to the semester system of education. Therefore, there is a need for refining these provisions to suit the present system which can be adopted by the University. Nevertheless, many procedures stated therein are still valid and the University has already adopted these procedures e.g. procedures for designing, approving, monitoring and reviewing the assessment strategies for programmes and awards through respective committees of the faculties, the Senate and the Council.

Various forms of assessment strategies are used and are in line with ILOs of the courses and the programmes. Although some minor changes have been done to the curricula as necessary, it was not evident that such changes are made for the assessment strategies. There is no evidence to determine whether the University is responsive to the observations, comments and recommendations of students, staff, moderators and second marking examiners. Therefore, a policy document is needed to document what follow up actions are to be taken and how to monitor the implementation of changes, when necessary.

Curriculum blueprints were not available for all faculties. It is very important to align assessment strategies to SLQF outcomes. However, this aspect needs closer scrutiny in EQA, perhaps at Programme Reviews.

The weightage of different assessments contributing to a grade of a course is given in undergraduate guides, but the University/ faculties must have guidelines to determine the use of methods for a course and the weightage of different components.

The appointment of competent examiners is governed by suitable regulations. The same applies to avoid any conflict of interest in appointing examiners. The newly recruited staff are given necessary instructions in relation to examinations during their induction programme. Further, the procedures such as scrutiny boards, moderation etc. would ensure further guidance of young staff by senior staff. However, more structured instructions on all aspects of the examinations are desirable and it would be most appropriate if the SDC takes the lead in organizing such activities for all academic staff members.

Suitable controls on preventing examination offences are available and several instances of applying punishments for such acts were available as evidence.

The University has taken steps to ensure that the release of results within three months of conducting the end semester examinations. This is especially appreciated, as it is achieved with a shortage of academic staff. The opportunity available for students for re-scrutiny of their answer scripts is a good practice, since it not only addresses individual cases, but also improves confidence in the examinations among students.

A system for recognizing prior learning/ experience, maybe as parallel entry and credit transfer is not available. If the University is interested in recruiting some students of that nature for at least some programmes, then it is required to formulate policy and procedures to accommodate this.

Overall, Student Assessment and Awards is at a satisfactory level in the South Eastern University of Sri Lanka. Out of the total score allocated (15 standards x 3 points: maximum 45), the University earned 38 which is equal to a converted actual criterion score of 84.

Criterion 6: Strength and Quality of Staff

The review team observed evidence on human resource regulations based on UGC circulars and the Establishment Code used in recruitment, promotion, granting of leave, performance appraisal and career development of the staff. While this is acceptable, it is always useful to have a university owned policy on these matters, as well as a human resource plan for a five-year period ahead.

Annual increment forms, appraisal forms and letters of reward are used to evaluate the performance of staff and reward them. The Vice-Chancellor's Award and Senate Honours Award recognizes academics who have excelled in research. While this is commendable and evidence showed that these awards have a very positive impact on promoting a research culture, it is desirable to find some method of rewarding other staff, including teaching staff who stand out in teaching, other than issuing letters of appreciation.

Guidelines on occupational health, safety and protective measures are available and fire safety measures are taken. However, the extent to which these are communicated to all concerned, and what actions are taken to educate and train on maintaining safety of the staff, students and property, was not visible.

Grievances are handled by redress mechanisms but appeared not to be properly institutionalized. Although these issues are addressed on a case by case basis, a committee to look into grievances of staff, with its own TOR is in place. Therefore, the grievance redress mechanism is satisfactory.

The University is functioning without 79 out of 364 approved cadres of all academic staff (Annual Report, 2018). The available staff hold necessary qualifications and are satisfactorily trained, especially through the SDC, through an induction programme and various other activities supporting their career development. The faculties, other than those established recently, have well experienced teaching staff. The majority has obtained their postgraduate qualifications and the University supports the others to obtain such qualifications. The newly recruited staff may also be guided by the senior staff, but the University may consider having a staff mentoring system to achieve this in a more formal and efficient manner. It is recommended to have a career development policy for all categories of staff.

The University and faculties also provide funds to present research findings at national/international conferences and for publication of research in indexed journals. The SDC is provided with resource persons who conduct continuous professional development courses for both academic and non-academic staff. The SDC conducts training programmes based on 9-module guides and adequate facilities are available. The responses from the participants indicate that they are satisfied with the programmes. The staff is trained in OBE and SCL processes and majority of academic members are practicing those, as evident in the LMS and in other documents.

The University has managed satisfactorily to fill cadre vacancies in the approved cadre positions, despite the specific problems related to the location of the University. Nevertheless, the approved cadre is well below the accepted norms of student to staff ratio of a national university in Sri Lanka. The UGC should support the University to get the necessary cadre approved from the Department of Management Services of the Ministry of Finance (DMS).

Evidence has shown that faculties ensure that the allocation of workload to staff is transparent and fair. Teaching and research supervision are assigned to the respective lecturers in advance of the commencement of the semester. The staff members are given individual timetables. However, a heavy academic load which hinders research and career development was observed.

The University ensures that responsibilities and job descriptions of all categories of staff are specified and made known to them at the time of appointment. The respective authorities address underperformance through performance appraisal and there is evidence to note that remedial action is taken.

Overall, Strength and Quality of Staff is at a satisfactory level in the South Eastern University of Sri Lanka. Out of the total score allocated (11 standards x 3 points: maximum 33) the University earned 26 which is equal to a converted actual criterion score of 79.

Criterion7: Postgraduate Studies, Research, Innovation and Commercialization

Innovation is a significant feature of the University as reflected in the Vision and Mission statements. The Strategic Plan and Action Plans also have identified research, innovation and scholarship to be implemented. Several innovations leading to patents were introduced to the reviewers by the newly established faculties. However, commercialization of such innovations and research are yet to be achieved. The UBL is expected to play a major role in this. A university-owned policy on establishment, functioning and outcomes is necessary.

A Faculty of Graduate Studies (FGS) has been proposed and the postgraduate activities are currently being managed by the faculties that offer PG courses/ programmes and the

Management Committee of the University. The coordination among PG programmes seems to be weak. As such, as an interim and immediate action until the FGS is formed, establishment of one central PG Unit/ Higher Degrees Committee for general administration and Boards of Studies (BOS) for managing the academic activities representing each PG programme, is highly recommended. The reviewers observed that this can easily be done by adopting existing By-Laws, rules and regulations. These are communicated to the students through PG guides and during orientation programmes.

The entry requirements and the outcomes of the PG programmes comply with the SLQF. The process from advertising, through admission to award of degrees is apparently managed well. However, the evidence provided was insufficient to have a good picture on it. Monitoring and evaluation of the PG programmes as well as individual students and also taking remedial action on PG programmes, need to be improved.

Data recording and maintaining their security and confidentiality is satisfactory.

Although the University has a policy on plagiarism, how this has been put into practice is unclear. Similarly, how the grievances of PG students are addressed is not well established. The University claims that it collaborates with other institutions for PG work and has MOUs in operation, but clear evidence for this was also not available.

Overall, Postgraduate Studies, Research, Innovation and Commercialization is at a satisfactory level in the South Eastern University of Sri Lanka. Out of the total score allocated (25 standards x 3 points: maximum 75) the University earned 51 which is equal to a converted actual criterion score of 68.

Criterion 8: Community Engagement, Consultancy and Outreach

The location of the University in an agriculturally based rural area, where the fishery industry has a big potential, and is in close proximity to tourist areas, provides the University with ample opportunities for community engagement, consultancy and outreach. However, this opportunity is not fully utilized by the faculties. The University seems to be satisfied with community engagement and outreach activities, of which many do not require any intellectual input, although they help to build a good rapport with the local community. Helping out school children, especially those in G.C.E. (A/ L) classes is a good activity, where students use their knowledge and skills. The University therefore must pay much attention to search for areas where they can help the community with simultaneous development of skills of the students.

The University shows its commitment to engaging in consultancies which is evident from initiatives it has taken. However, most probably due to the remoteness from mainstream economic and industrial activities, the number of consultancies remains low. A policy on how professional services could be rendered to outside organizations is required.

Curricula of all faculties recognize the advantage of industrial/ institute placements or internships. The faculties have been successful in finding places for students for this

component of the curricula. However, a policy on how the industries/ institutes are selected, how the industry and students mutually benefit, how to manage extra expenses to be borne by students etc. is necessary to maintain the integrity, transparency and efficiency of industrial placements/ internships.

It is good to note that the University has resorted to showcase what it has achieved with the local community. It has received several commendation letters from community-based organizations.

While having representatives of the industry in the Faculty Boards is a good practice, the effectiveness of this is limited, as the number of such positions are very limited. It is understood that engaging outside organizations in MOUs is not always easy and useful, some form of assurance from these organizations may be required to continue to provide industrial training/ internships. This is ideally managed by a person, may be a non-academic, dedicated to the task. Therefore, creating a new cadre position to accommodate an industry-institute liaison officer is recommended.

Overall, Community Engagement Consultancy and Outreach of the South Eastern University of Sri Lanka is at a barely satisfactory level. Out of the total score allocated (6 standards x 3 points: maximum 18), the University earned 11 which is equal to a converted actual criterion score of 37.

Criterion 9: Distance Education

The SEUSL offers open and distance learning programmes through the Centre for External Degrees, to students who are unable to enter the internal undergraduate programme, in line with its Vision, and in compliance with the National Policy on Higher Education, through the UGC policy to provide those programmes,.

The call for applications for the programmes is widely advertised. Candidates with minimum entry qualifications to a national university are eligible to apply and selection is based on results of placement tests and performance at interviews. The faculties offering the external degree programmes determine the number of students enrolled as per the UGC guidelines.

The management of the CEDPL is performed by a Director and three Coordinators responsible for student registration, teaching & evaluation and examination & academic facilities, respectively. They are appointed through open advertisements. Programme coordinators are appointed for each programme of study to coordinate the academic and administrative matters relevant to the programme.

The resources required for running the external degree programmes are provided adequately through the University, following standard procedures and utilizing money from the generated funds.

As revealed in the discussion with academic staff attached to the CEDPL, the failure rate of students is very high, indicating inadequate learning services for degree programmes. The degree students are very unsatisfied as the delivery of courses is very unsatisfactory. Although the University should provide adequate services to the students attached to the CEDPL in the form lectures, face-to-face seminars and learning materials, in addition to teaching-learning in the distance mode, this process is extremely poor. This learning process should effectively contribute to the success of external degree programmes and the learning environment should enable the learners to achieve their educational outcomes through distance education without any hindrance. Learning materials should be made available in the LMS as well. The role of the Programme Coordinators should be strengthened.

It was particularly noted that the time taken to complete one academic year was about five years.

The CEDPL claims that it has identified measurable and achievable student performance outcomes of ODL courses and programmes, and these are aligned to the SLQF. However, the achievements and quality of the external graduates will be far below those of the internal students, unless the University takes urgent and effective measures to enhance the entire external degree programme. The external degree students were on the opinion that the courses are of substandard quality.

There is no mechanism to determine the time that an academic should/ could devote on the external degree, without affecting the internal programmes at the same time and to maintain the quality of the external programmes. This is especially important for the Degree programmes.

The CEDPL has made arrangements to ensure the ownership of EDPL learning materials provided by the academic staff and protection of copyrights. Nevertheless, students registered for EDPs are not adequately provided with access to learning resources such as the library within the University, and access to different learning materials should be made available. Therefore, the University has failed to maintain the parity of esteem of both internal and external degrees. In addition, the reviewers recommend removing the word “external” from the degree certificate.

It was also noted that there was no IQAU in the CEDPL, despite the claim by the University, but there is representation in the University CQA. Good practices in quality assurance in connection to the CEDPL are not evident.

Students have registered from many parts of the country, but they must be present at the University for all face-to-face sessions. The University is not using the provision to use external institutes to conduct a part of the courses.

The University does not have any offshore degree programmes, and probably the University is not ready for that.

Overall, Distance Education of South Eastern University of Sri Lanka is at a poor level. Out of the total score allocated (13 standards x 3 points: maximum 39) the programs earned 18 which is equal to a converted actual criterion score of 20.

Criterion 10: Quality Assurance

The SEUSL has developed and adopted mechanisms for quality assurance in line with the national framework. In accordance with Circular No. 04/ 2015 issued by the UGC, the SEUSL has effectively established the Internal Quality Assurance Unit (IQAU) or Centre for Quality Assurance (CQA) at the University level, and Internal Quality Assurance Cells (IQACs) at Faculty level in order to internalize QA operations. A Senior Academic (a former Dean) has been appointed as the Director/ IQAU. The Director of IQAU functions directly under the purview of the Vice-Chancellor and accomplishes work related to QA and also works very closely with the Faculty IQACs. The Director of IQAU has taken proactive steps to institutionalize QA practices, and the QA process is well integrated in the planning and administrative process of the University. However, no IQAC has been established at the CEDPL, although a member of the CEPDL is invited to the management committee of IQAU. The composition of the QA Management Committee of the University comprises of the Vice Chancellor as the Chairperson, Director of IQAU, Deans of all the Faculties, Director/ SDC, Registrar, Bursar as permanent members and all coordinators of IQACs and a representative from the CEDPL as invitees.

According to the UGC Circular No. 04/ 2015, responsibilities of the IQAU are coordination of all QA related activities, liaising with the UGC through its QA and other external agencies, implementation of QA reviews and follow-up actions, preparation of self-evaluation reports, provision of advice on QA to all Faculties and Departments, monitoring and guidance in Faculty level QA activities and QA activities in the University Corporate Plan/ Strategic Plan. The IQAU in the SEUSL has been able to accomplish all these activities to a satisfactory level, although there was no evidence to show the participation of students and employers in the QA process, as stakeholders. The Management Committee Meetings have been held regularly and QA is a permanent agenda item at Senate Meetings. The Director has the opportunity to report the important decisions taken by the QA Management Committee to the members of the Senate, as per the stipulated guidelines of the UGC circular.

There is a permanent office space for the IQAU/ CQA with sufficient area. All the faculties have established QA cells and permanent office spaces have been allocated for QA cells. The cells are represented by senior academics from all the faculties. Meetings of the cells have been held regularly and the progress of the QA activities of the faculties is reported to the respective Faculty Boards regularly. The academic programmes have been reviewed satisfactorily. However, the review team is of the view that curricula of the Faculty of Islamic Studies & Arabic Language should be revised in order to enhance the employability of its graduates.

All recommendations made by the previous Institutional Report have been adequately addressed except for three, i.e. (a) recommendations made for CEDPL, (b) introduction of English medium instructions in Faculty of Arts & Culture and Faculty of Islamic Studies

& Arabic Language, and (c) establishment of a University-wide MIS operation system, which have not been implemented properly.

Overall, Quality Assurance of the South Eastern University of Sri Lanka is at a satisfactory level. Out of the total score allocated (7 standards x 3 points: maximum 21) the University earned 16 which is equal to a converted actual criterion score of 91.

Section 6- Grading of Overall Performance of the University South Eastern University of Sri Lanka

Criterion-wise score conversion to percentage

Criterion No.	Assessment Criteria	Weight	Raw Score	Converted Actual Score	Weighted Minimum Score	Above WMS (Y/ N)
1	Governance and Management	180	67	139	90	Yes
2	Curriculum Design and Development	120	37	99	60	Yes
3	Teaching and Learning	100	22	73	50	Yes
4	Learning Resources, Student Support and Progression	80	29	55	40	Yes
5	Student Assessment and Awards	100	38	84	50	Yes
6	Strength and Quality of Staff	100	26	79	50	Yes
7	Postgraduate studies, Research, Innovation and Commercialization	100	51	68	50	Yes
8	Community Engagement, Consultancy and Outreach	60	11	37	30	Yes
9	Distance Education	40	18	18	20	No
10	Quality Assurance	120	16	91	60	Yes
	Total Score	1000	315	744		
	Total Score (%)			74.36		
	Final grade B					

Grading of Overall Performance of Quality

<i>University HEI Score</i>	<i>Actual Criteria-wise score Grade</i>	<i>Performance Descriptor</i>	<i>Interpretation of Descriptor</i>
74.4	Nine criteria above 50% B	Good	Satisfactory level of accomplishment of quality expected of an academic institution: Room for improvement

Section 7: Commendations and Recommendations

Criterion 1: Governance and Management

Commendations:

1. A comprehensive Management Guide for the University has been prepared.
2. The University has an effective internal and external auditing system.
3. ICT facilities with adequate Wi-Fi facilities are available for staff and students.
4. A separate staff-student Welfare Centre is established.
5. Satisfactory welfare system with 100% accommodation facility is available for both students and staff.
6. Actions to curb ragging and other forms of intimidation are taken successfully.

Recommendations:

1. Prepare and compile a document on Standards Operating Procedures.
2. Align all activities in the Action Plan to the Strategic Plan.
3. Update the Strategic Plan annually for the next five years (rolling strategic plan).
4. Enhance stakeholder involvement in preparation of the Action Plan and Strategic Plan, through student and employer participation.
5. Create a postgraduate research culture in the University by registering PG research students in all the faculties. This may be addressed *via* establishment of a separate PG administrative entity/PG Unit which can cater to all faculties through separate Boards of Studies (as opposed to having separate units in different faculties).
6. Improve the quality of external degree programmes, through avoiding delay in academic programmes and by providing a comprehensive student handbook & more learning materials to students through the LMS.
7. The word 'external' should be removed from the external degree certificate.
8. Establish an award system for innovations in 'teaching and learning' for academic staff and also introduce a performance- based award system for non-academic staff.

Criterion 2: Curriculum Design and Development

Commendations:

1. The University revises its curricula at regular intervals.
2. Stakeholder consultations are made in the curriculum development process.
3. Some faculties have established advisory committees comprising of external members from other established universities and industry to guide the Faculty during the initial years.

4. Faculty handbooks including all information relevant to the students are issued every year. No prospectus as such is published, but relevant information and guidance provided through other means.
5. The University website contains all relevant information and is regularly updated.
6. The University has made the provision for a student to exit his/her programme of study and to award a qualification that she/ he has achieved at that point.
7. The University has adopted a zero-tolerance policy on ragging. Students and staff confirmed that there is zero ragging in certain faculties though not everywhere.

Recommendations:

1. Incorporate employment market signals and industry employer needs in shaping the curricula.
2. Use Subject Benchmark statements (SBS) effectively in all the faculties in designing the curricula.
3. Give more Student Centred Learning opportunities to students.
4. Utilize subject specific external examiners to improve the programmes.
5. Provide more opportunities to students to improve their English.
6. Raise the pass mark of the English course from 25% to 40% in the Faculty of Applied Sciences.

Criterion 3: Teaching and Learning

Commendations:

1. Procedures are laid down to ensure the confidentiality of examination related data and documents.
2. All faculties in the HEI release results within three months after an examination.
3. The HEI has approved policies and has actions identified in the Strategic Plan to facilitate ICT based platforms and multimode teaching/learning.

Recommendations:

1. Improve quality of the handouts.
2. Make all relevant teaching materials available in the LMS.
3. Improve facilities for peer study groups.
4. Use peer review reports and student feedback more effectively to improve the teaching – learning process.
5. Train the academic staff as well as support staff further in OBE-SCL modes of delivery of the curricula, after identifying the bottlenecks, using an appropriate instrument.

Criterion 4: Learning Resources, student support and progression

Commendations:

1. The University has obtained satisfactory physical resources, including two newly established faculties, Engineering and Technology. Available teaching and learning resources cater to the demands of both students and staff.
2. Availability of job descriptions for all levels of management has improved day to day operations.
3. Rag prevention activities and mitigation measures have been able to establish “rag free” faculties and minimum ragging in several other places.
4. Student appreciation on teaching learning facilities and the services provided is encouraging.
5. Information is available through the print and online media at satisfactory levels.
6. Physical and human resources as well as library and its resources are organized well for delivery of vital services for teaching learning and research.

Recommendations:

1. conduct a proper orientation programme (minimum of 2 weeks) with an initial English placement test followed by an English intensive course for all new entrants.
2. Strengthen the language degree programmes of the two faculties offering those, with language laboratories to practice essential components of language learning.
3. Administration intervention to conduct student, staff and graduate feedback surveys on courses and programmes more regularly and more systematically. Programme evaluation by students and staff is vital to identify the required changes to the programme.
4. Conduct tracer studies on graduate employment status at pre-determined intervals to assess the success of the alumni as a tool for establishing the effectiveness of the degree programmes and their modes of delivery.
5. Reinforce training of all staff on counselling, mentoring and career guidance for facilitating student progression.
6. Conduct programmes on mental and reproductive health for students in regular intervals along with counselling to empower the majority of female students.
7. Prepare a policy on differentlyabled student and staff, facilitating establishment of essential facilities and ensuring better teaching, learning and administration.
8. Establish/ strengthen alumni association(s) to facilitate collection of regular feedback from graduates. It will also be a good teaching learning resource.

Criterion 5: Student Assessments and Awards

Commendations:

1. The University has adopted suitable procedures from the Manual of Procedures of Conduct of University Examinations.
2. The University follows the standard process from setting the question papers to release of results.
3. The University has made arrangements to release the results within three months of conducting the examinations. Implementation of the UGC circular on paper marking is one of the important practices to ensure the quality of the teaching and learning process.
4. Mechanisms to obtain moderator reports on question papers and model answers and first and second examiner feedback on answering styles, empower the assessment mechanism.
5. The documents relating to examination results are properly maintained and procedures are in place to ensure the confidentiality of those.
6. Availability of re-scrutiny of results ensures the transparency of the evaluation mechanism, which is important in winning the confidence of students regarding examinations.

Recommendations:

1. Formulate proper mechanisms for follow up actions to incorporate observations and recommendations of moderator reports on paper setting, moderated model answers and examiner feedback mechanisms, which need to be established in all faculties. This could be in the form of a policy covering all faculties.
2. Prepare curriculum blueprints for all faculties.
3. Improve aligning of programme ILOs as well as course ILOs with assessments.
4. Formulate guidelines, either at faculty level and approved by the Senate or at the Senate level, on selecting assessment methods and their weighted contribution to the final grade of a course.
5. Revisit the assessment mechanisms of the Faculty of Arts and Culture, to align them with programme expectations.
6. Organize seminars/ workshops through the SDC, to further improve the knowledge and skills of all academic staff in all aspects of holding examinations.
7. Consider parallel entry or a similar system to enrol students with prior education/ experience to some of its degree programmes.

Criterion 6: Strength and Quality of Staff

Commendations:

1. The available staff is dynamic, enthusiastic and majority have the required qualifications and experience.
2. The University has in place, a system of rewarding the best performing researchers and supporting research and research dissemination.
3. The SDC conducts good programmes for Continuing Profession Development of all staff.
4. Work norms have been identified for academic staff and job descriptions are given to all other categories of staff.
5. Most of the committees have been given TORs.

Recommendations:

1. Develop a policy on human resources and career development and a human resource plan.
2. Establish reward systems for academic staff for teaching excellence and for administrative and other non-academic staff.
3. Establish a formal staff mentoring system.
4. Lobby the UGC and DMS to improve staff positions to accepted norms.
5. Have regular programmes on occupational health, safety and protective measures.

Criterion 7: Postgraduate Studies, Research, Innovation and Commercialization

Commendations:

1. The University offers postgraduate programmes by research (M.Phil.) and taught course (MA and MBA) through certain faculties. Measures to offer Ph.D. programmes are in progress.
2. Having several Ph.D. holders, most of them are young and energetic helps maintaining the quality of PG programmes.
3. Handbook for higher degrees and student induction booklet for higher degrees by research/taught course are printed and given to the students when they register.
4. Boards of Study for PG programmes are available, and they are monitoring PG activities.
5. Approved policy documents, with regard to ethical review committee, predatory journals, plagiarism and intellectual property rights, are available.
6. The University rewards staff who excel in research (Vice-Chancellor Award and Senate Award).
7. Funds are allocated for research and publication.

Recommendations:

1. Establishment of a central unit/ entity (e.g. Higher Degrees Committee) to manage all PG programmes under the existing By-Laws, rules and regulations, as an interim measure, while awaiting establishment of the proposed Faculty of Graduate Studies.
2. Accelerate the process to start Ph.D. programmes in all possible disciplines
3. Enrich PG programmes such as MA and MBA, with inputs from external resource persons, for example from other universities and industry.
4. Formulate a policy on research supervision, which includes defining available time of supervisors, avoiding conflict of interest and their qualifications on PG research, to optimize PG activities while balancing other activities.
5. Improve the monitoring and evaluation of PG programmes and PG students, leading to remedial actions.
6. Formulate a policy on dissemination of research findings.
7. Train staff on patenting and Intellectual Property Rights and encourage them to apply for patents.
8. Streamline activities through the UBL to take innovations to the market. Consultancy/collaborative work with industries can be strengthened through the UBL.

Criterion 8: Community engagement, consultancy and outreach

Commendations:

1. Several community activities are carried out by the Faculty staff, although the full potential has not been exploited.
2. The University maintains healthy collaborations with industries.
3. Student internship programmes are established in all faculties.

Recommendations:

1. Formulate a clear policy on community engagement, consultancy and outreach programmes.
2. Organize frequent well designed field visits, in addition to the internship.
3. Have a uniform credit rating for internship among faculties, based on the SLQF
4. Upgrade the industry internship logbook.
5. Involve staff members in research on local issues.
6. Formulate policy and procedures for professional programmes/ courses of the University.
7. Creation of a new cadre for an industry-institute liaison officer or similar position, to streamline linkages and to ease the pressure of the already over stretched academic staff.

Criterion 9: Distance Education

Commendations:

1. The University is in alignment with the national policy on higher education through the ODL (Open and Distance Learning) mode and UGC circulars and guidelines.
2. The process of selection and enrolment of students is well regulated.
3. The University has developed a policy on ownership of the learning materials.

Recommendations:

1. Internalize the procedures and processes of the external mode of offering degrees.
2. Identify a mechanism to determine the time that an academic should/ could devote to external programmes, to maintain a balance in the time spent between internal and external programmes.
3. Take urgent action to improve the facilities and learning resources to meet the expectations for smooth functioning of the degree programmes.
4. Take urgent action to deliver the programmes within the stipulated time.
5. Make learning resources and student support available to the external degree students as early as possible.
6. Maintain parity of esteem of both internal and external degrees by maintaining quality of learning and certification.
7. Establish an IQAC at the CEDPL.

Criterion 10: Quality Assurance

Commendations:

1. Adoption of QA policy & strategy which is in alignment with the National Policy in QA in higher education.
2. Arrangement of regular reviews is done properly.

Recommendations:

1. Establish an IQAC at the CEDPL.
2. Enhance the participation of all stakeholders, including students and employers, in the QA process.
3. Implement the following (a) improvement of the CEDPL, (b) introduction of English medium instructions from the first year in the Faculty of Arts & Culture and Faculty of Islamic Studies & Arabic Language, and (c) establish a University-wide MIS operation system, as recommended by the last IR report.
4. Review of the academic programmes of the Faculty of Islamic Studies & Arabic Language, to increase employability of the graduates.

Section 8: Summary

The journey of the South Eastern University of Sri Lanka dates back to 1995 when South Eastern University College was established, as a measure of relief to accommodate staff and students displaced from the Eastern University due to an unsettled situation that prevailed in the country. Within a short period, in 1996, it became a fully-fledged University with two faculties; the Faculty of Arts & Culture (FAC) and the Faculty of Management & Commerce (FMC). At present, the number of faculties have grown to six, with the establishment of Faculties of Applied Sciences (FAS), Islamic Studies & Arabic Language (FIA), Engineering (FE) and Technology (FT), the last two being established in 2013 and 2016, respectively. The main premises of the University is located in Oluvil with its FAS located in Sammanthurai. Its Agro Tech Park is located at Malwaththa. The University also maintains an Academic Programme Center in Mount Lavinia.

The governing structure of the University conforms with the structure of all national universities, consisting of a Council and Senate, both headed by the Vice Chancellor, Faculty Boards headed by Deans and Departments and Units headed by Heads of Departments and Units. The administrative and academic support divisions (SDC, CGU, CEDPL, Medical Centre, Physical Education Unit, PG Units and the library) facilitate the functioning of the University. CQA and IQACs have the responsibility of assisting the University administration in all quality related aspects.

The University displays its commitment for quality enhancement through identifying its goals and strategies in strategic planning, internal quality assurance mechanisms and readily accepting and acting on the recommendations made by the external quality assurance processes. The University has come up with various policies in order to internalize and streamline various processes, guided by the Universities Act of 1978 and its subsequent amendments, the Establishment Code, Financial Regulations and UGC Circulars. It is also keen to revise its curricula, accommodating modern trends in pedagogy and considering employment and progression of the graduates.

The Vision and Mission statements of the University encompass various fields of studies and research, leading to technologies and new knowledge. However, the University is advised to revisit the Vision statement to include social sciences, as this field of study and research forms a major part of its activities. The new and recently revised curricula are designed taking OBE and SCL into account. The assessment of the achievement of its objectives is built into the curricula in faculties where curriculum design templates/blueprints are available. However, expert insight is required to conclude on the matching of the programme outcomes with the expected outcomes of different levels, as specified in the SLQF. The processes of designing and approval of curricula are satisfactory. Feedback of students and other stakeholders are considered, although how effectively these are used in updating the curricula between two cycles of curriculum revisions, was not visible. The University has succeeded in maintaining the interest of students in learning, as seen by the low rate of dropouts. It is also commendable that those who are unable/ do not wish to complete the programme that they have registered for, have the

option of exiting with a qualification. OBE and SCL are supported by the ICT facilities including Wi-Fi zones and the library.

The University has been successful in securing funds from sources other than the allocations of the treasury funds, from grants such as the Kuwait Fund and various World Bank projects. These funds, and the keen interest of the staff of the faculties, have made it possible to provide learner support of many kinds, such as laboratories and other infrastructure, computer and ICT facilities, recreational facilities etc. The curriculum is delivered on a semester basis and completed within stipulated time, unless affected by external factors. The procedures followed in holding examinations, including paper setting, moderating and printing of papers and conducting examinations are satisfactory. It is also noted as a good practice to release all examination results within three months after the examinations are held.

The delivery of the curricula is satisfactory. Although modern trends of teaching-learning are the focus and the staff are sufficiently trained and motivated, lapses are still evident. For example, having large class sizes and insufficient learning resources are cited in the SER. Nevertheless, OBE-SCL can be improved by furthering knowledge and through innovative interventions. The SDC is currently helping the staff to improve themselves and it needs to find out what the gaps are.

The University shows the commitment to guide students from entrance to exit, by providing information through various channels and by supporting students with different needs, through counselling and mentoring. The CGU is also active in guiding students to seek jobs or becoming entrepreneurs. The Medical Centre provides immediate help in health related issues and is sufficiently equipped. Nevertheless, it was noted that there is a need of a medical officer permanently stationed at the Medical Centre. Welfare, recreational, hostel and sports facilities are provided to a satisfactory level. The facilities for social and cultural events are also provided. Having well equipped auditoria in the faculties and a modern auditorium for common use, facilitates development of various skills of the students. Community engagement of the University especially focused on development of the local community, as well as skills development of the students, is an aspect which needs reconsideration and improvement.

A regular tracer study conducted at pre-determined optimum time intervals is necessary to follow the fate of the graduates for a set period of time. The survey done at the general convocation is barely adequate. The University also needs to identify what it should know from the students who just passed out, design a proper instrument to obtain that information and use that in further developing teaching-learning and assessment.

The process of conducting examinations is fairly well established. The appointment of examiners, paper setting, quality control of the question papers, holding examinations, marking of answer scripts and release of results are well regulated. Alignment of assessments with the outcomes of the courses and programmes requires close inspection. The University may obtain the services of an outside expert to look into this matter. Aligning the programme outcomes with outcomes of different qualifications as stipulated in the SLQF may also require the guidance of an outside expert. Giving an opportunity

for students to re-scrutinize their answer scripts when in doubt of the results, is a step in the right direction. It not only provides for correcting any mistake that may improve the grades of students, but also increases the confidence of students in the examinations. The documentation and the security and maintaining of confidentiality of the documents related to examinations are properly done.

One of the obstacles in the development of the University, especially in its teaching-learning- assessment, is the poor cadre situation. Although the University has made maximum efforts to recruit and retain staff to fill the vacancies of the approved cadre, there is a large number of unfilled academic cadre positions. Further, the number of approved cadre is grossly insufficient to fulfil the accepted norms based either on student to staff ratio or on workload. This may be one of the reasons why the community engagement and consultancies situation are poor. It should, however, be mentioned that the available staff, both academic and non -academic, are well qualified, adequately trained and enthusiastic. The recent recruits are given required assistance to obtain their qualifications and training. Research is encouraged by honouring good researchers with the Vice Chancellor's Award and Senate Award and giving financial assistance to carry out research and dissemination of findings. It is suggested that the University be innovative in finding suitable means of honouring good teachers as well as other staff, based on their performance and contribution.

The work done by the academic staff is monitored based on their workload, in accordance with a policy document to that effect. However, by perusing the documents provided to the reviewers at the site visit, it was noted that a revisit to the method of calculation is necessary. The other staff are given their duty lists and job descriptions and their contribution is monitored using these as criteria. However, as mentioned above, rewarding the best employees, other than appraisal for annual salary increment, may be desirable.

The University may have to lobby the higher authorities to increase the academic cadre and to have more autonomy in recruiting other staff.

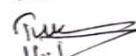
Several postgraduate degree programmes are in operation and well regulated. However, pending the establishment of a Faculty of Graduate Studies, reviewers proposed amalgamation of the two PG units operated under faculties to form one central unit, for efficient handling and promoting PG degree programmes and research and also as a steppingstone in transitioning to a Faculty, if necessary. Initiation of Ph.D. programmes and propagation of PG degrees to all faculties are urgent needs. Some research has resulted in innovations leading to application for patents. The innovations through research are yet to be found in the market. A UBL is established for this purpose.

Finding industrial training opportunities, especially in science based faculties, is challenging for the University due to its location away from mainstream of activities. As the University is looking at a large number of students to be given industrial training, a dedicated cadre for this purpose is necessary. The University will have to make a case to create a position to liaise with industries and explore and make all formal and informal

connections to facilitate industrial training. This may further be expanded to collaborative research in solving some of the issues in the industry.

Initiating an ODL mode degree and other programmes with the shortage of staff is commendable. A CEDPL has been established. The UGC imposed rules and guidelines are observed in establishing this unit and conduct of programmes from advertising, selection and enrolment of students etc. While other programmes in the distance education mode are operating with some success, the external degree programmes are lagging behind far below the expected level. A PG student having to spend five years to complete one academic year is totally unacceptable. Those students are not given even minimum academic support, such as uploading learning materials to the LMS. The face to face sessions are not optimal for different reasons: one reason being not having study centers outside the University. Serious and immediate intervention is required to rescue the existing the external degree programmes and to initiate new degree programmes.

The quality culture has progressively penetrated into the functioning of the University. The QAC is playing a major role in this aspect. The IQACs are yet to give their full contribution. The CEDPL requires establishment of its IQAU. QA activities are governed by a university owned policy under the guidance of UGC circulars. The QAC has been instrumental in formulating a couple of policies to streamline certain activities, but there a couple of more policies that are suggested by this review report. The QAC is operating with the blessings of the Vice Chancellor. Internal monitoring and evaluation processes must be further improved.

	Signature
Reviewers: Prof Sanath Hettiarachi	
Prof T Velnampy	
Prof Ranjith Perera	
Prof P Hewage	
Prof Achini de Silva	
Prof. S.H.P. Parakrama Karunaratne	
Dr. Devender Kawday	

Annexure1:

PROGRAMME OF THE INSTITUTIONAL REVIEW–SITE VISIT SOUTH EASTERN UNIVERSITY OF SRI LANKA

Day – 0		23. 02. 2020 SUNDAY		
13. 00 -14. 00	Arrival at the Hotel			
14. 00 -16. 00	Pre-review meeting of the panel at the Hotel			
Day – 01		24. 02. 2020 MONDAY		
Time	Activity	Place	PIC	Telephone No
08. 00-08. 15	Review Team's private meeting with QAA Council representative	Board Room	Director/ CQA	077694395 7
08. 15-08. 30	Finalizing the agenda by the review team with the Director/ CQA	Board Room	Director/ CQA	077694395 7
08. 30-09. 45	Meeting with the Vice-Chancellor (with Deans, Directors, Registrar, Bursar and Librarian) Presentation by Vice-Chancellor	Board Room	Registrar	077812110 9
09. 45-10. 15	Discussion (with working tea) With whom?	Board Room		
10. 15-10. 45	Meeting with the members of the Internal Quality Assurance Unit (standing com. Members)	Board Room	Director/ CQA	077694395 7
10. 45-12. 30	Document Viewing	SDC	Director/ CQA, IQAC coordinators, Secretary/ CQA	077694395 7
12. 30-13. 15	Lunch	SDC	Secretary/ CQA	076012378 0
	FACULTY OF ARTS AND CULTURE			
13. 15-13. 45	Meeting with Dean, Heads of Departments and Coordinators/ Directors of units	Conference Hall/ FAC	SAR/ FAC	071629758 8
13. 45-14. 15	Meeting with students	Conference Hall/ FAC	Dean & SAR/ FAC	077284947 9 071629758 8
14. 15-14. 45	Meeting with academic staff (with tea)	Conference Hall/ FAC	Dean & Relevant HoDs	077284947 9
14. 45-15. 15	Observing facilities at the FAC	FAC	Dean & SAR/ FAC	

15. 15-17. 30	Document viewing	SDC	Director/ CQA, IQAC coordinators, Secretary/ CQA	077694395 7, 076012378 0
17. 30	Leave to Hotel		Secretary/ CQA	076012378 0

Day – 02	25. 02. 2020 TUESDAY			
Time	Activity	Place	PIC	Telephone No
08. 00-08. 30	Meeting with Bursar, Deputy Bursar, SABs and Abs	Board Room/ Admin	Bursar	0773960109
08. 30-09. 00	Meeting with Registrar and Registrars' Department (DR/ SAR/ AR), Works Engineer)	Board Room/ Admin	AR/ Registrar Office	0777984910
09. 00-09. 30	Meeting with Council members (with Tea)	Board Room/ Admin	AR/ Registrar Office	0777984910
09. 30-10. 00	Meeting with Internal Auditor/ Assist Auditor	Board Room/ Admin	Asst. Internal Auditor	0712794430
10. 00-10. 30	Visit to the Registrars Department (all divisions?), Finance Department		AR/ Registrar Office	0777984910
10. 30-11. 00	Meeting with Librarian & Senior Staff of the Library and observing facilities	Library	Librarian	0718035184
11. 00-12. 15	Document viewing	SDC	Director/ CQA, IQAC coordinators, Secretary/ CQA	0776943957 0760123780
12. 15-13. 00	LUNCH	SDC	Secretary/ CQA	0760123780
	FACULTY OF MANAGEMENT AND COMMERCE			
13. 00-13. 30	Meeting with Dean, Heads of Departments and Coordinators/ Directors of units	Board room/ FMC	Dr. KM. Mubarak	0773131074
13. 30-14. 00	Meeting with students	Board room/ FMC	Dr. KM. Mubarak	0773131074
14. 00-14. 30	Meeting with academic staff (with tea)	Board room/ FM	Dr. KM. Mubarak	0773131074
14. 30-15. 00	Observing facilities at the FMC	Departments, Faculty premises	Dr. KM. Mubarak	0773131074
15. 00-17. 30	Document viewing	SDC	Director/ CQA, IQAC coordinators, Secretary/ CQA	0776943957 0760123780

17.30	Leave to Hotel		Secretary/ CQA	076012378 0
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Day – 03	26. 02. 2020 WEDNESDAY			
Time	Activity	Place	PIC	Telephone No
	FACULTY OF APPLIED SCIENCES			
08. 00-08. 30	Meeting with Dean, Heads of Departments and Coordinators/ Directors of units	Board Room/ FAS	AR/ FAS	0778918566
08. 30-09. 00	Meeting with students	Board Room, FAS	SSC/ FAS Mr. RiyasAhamed	0776009200
09. 00-09. 30	Meeting with academic staff (with tea)	Board Room, FAS	Mr. M. F. Nawas	0777900946
09. 30-10. 00	Observing facilities at the FAS		HoDs& AR/ FAS	0778918566
	Faculty of Islamic Studies and Arabic Language			
10. 30-11. 00	Meeting with Dean, Heads of Departments and Coordinators/ Directors of units	Board Room/ FIA	Dean/ FIA	0772849467
11. 00-11. 30	Meeting with students	Board Room/ FIA	Mr. HMA. Hilmy, Lecturer	0772633144
11. 30-12. 00	Meeting with academic staff (with tea)	Board Room/ FIA	Dr. AR. Nasar/ Head/ Arabic Language Dr. MIM. Jazeel, Head/ Islamic Studies	0772260638 0777636051
12. 00-12. 30	Observing facilities at the FIA	Faculty premises	Asst. Registrar/ FIA	0768868033
12:30-13. 15	LUNCH	SDC	Secretary/ CQA	0760123780
	FACULTY OF TECHNOLOGY			
13. 30-14. 00	Meeting with Dean, Heads of Departments and Coordinators/ Directors of units	Board room	Mr. MK. Rifthy/ Head/ DICT	0779788399
14. 00-14. 30	Meeting with students	Board room	Dr. ADNT. Kumara &Dr. ANM. Mubarak	0714436390 0767768515
14. 30-15. 00	Meeting with academic staff	Board room	Ms. M. S. Shafana- Lecturer/ DICT	0773626707
15. 00-15.	Observing facilities at the FT		Dr. MGM.	0772640558

30			Thariq&Ms. Maduka-AR/ FT	0773814436
15. 30-17. 30	Reviewers' meeting/ Document viewing	SDC	Director/ CQA, IQAC coordinators, Secretary/ CQA	0776943957 0760123780
17. 30	Leave to Hotel		Secretary/ CQA	0760123780

Day – 04	27. 02. 2020 THURSDAY			
Time	Activity	Place	PIC	Telephone No
08. 00-08. 30	Meeting with Director SDC and observing facilities	SDC	Director/ SDC	0760123913
08. 30-09. 00	Meeting with DELT staff	Board room/ Admin.	Head/ DELT	0777998924
09. 00-09. 30	Meeting with Proctor/ Deputy Proctors/ Senior Student Counsellors/ Student Counsellors/ Wardens/ Sub-wardens/ Chief Security Officer/ Marshal (with tea)	Board Room/ Admin.	Director/ SSSW	0772633155
09. 30-11. 30	Visit to CDCE (CDEPL), CGU, CGEE, Student disciplinary unit	CEDPL	Director/ CEDPL	0773941488
		CGU	Director/ CGU	0765762040
11. 30-12. 30	Visit to Medical centre, Hostel, Canteen (main), recreation Centre, Gymnasium (meeting with the Director Physical Education/ Sports advisory council, religious observance places, music room	CGEE	Director/ CGEE	0777561660
		Student Disciplinary unit	Marshal	0772144811
		Medical Centre, Canteen, PEU, Recreation Centre, Gymnasium	SAR/ SSW	0760123780
		Hostel	Mr. Rooly/ Chairman	0777139933
		Music Room	Director/ SA	0718035333
11. 30-12. 30	Document viewing	Religious Observance Places	Coordinator/ Music	0767198073
			Director/ SSSW	0772633155
11. 30-12. 30	Document viewing	SDC	Director/ CQA, IQAC coordinators, Secretary/ CQA	0776943957 0760123780
12. 30-13. 15	LUNCH	SDC	Secretary/ CQA	0760123780
FACULTY OF ENGINEERING				
13. 15-13. 45	Meeting with Dean, Heads of Departments and Coordinators/ Directors of units	Board room/ FE	Dr. SM. Junaideen	0779744877
13. 45-14. 15	Meeting with students	Board room/ FE	Eng. AM. AslamSaja/ Dr.ShiranJayakod	0773958387 0719434865

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14. 15-14.45	Meeting with academic staff (with Tea)	Board room/ FE	Eng. RI. Soysa/Eng. ALM. Risath	0702560200 0772546898
14. 45-15.15	Observing facilities at the FE		Dr. SM. Junaideen/ Mr. IL. Thasleen	0779744877 0777620838
15. 15-15.45	Meeting with the Chairpersons of Boards of Study and Coordinators of postgraduate programmes (with Tea)	Board Room/ FMC	Prof. Rameez Abdullah, Dr. KM. Mubarak Coordinators MBA	0774805646 0773131074
15. 45-16.15	Meeting with PG students and alumni	Board Room/ FMC	Dr. KM. Mubarak/ Coordinators Mr. ALMA. Sameem	0774805646 0777104948
17. 00	Leave to Hotel		Secretary/ CQA	0760123780

Day – 05		28. 02. 2020 FRIDAY		
Time	Activity	Place	PIC	Telephone No
08. 00-08. 30	Meeting with Academic support staff	Board Room/ Admin.	Dr. Iyoobkhan	0778684242
08. 30-09. 00	Meeting with Non-academic staff	Board Room/ Admin.	Mr. Nawfer, President Employees Union	0760123852
09. 00-09. 30	Technical Officers Meeting (with Tea)	Board Room/ Admin.	AR/ Registrar Office	0777984910 0768175737
09. 30-10. 00	Meeting with the Research and Publication Committee	Board Room/ Admin.	Prof. Hansiya Rauff Director/ RIC	0770873864
10. 00-10. 30	Meeting with the Director and Management committee of CEDPL and Chairpersons of Board of Studies, SAR/ External Examination Unit	Board Room/ Admin.	Director/ CEDPL	0773941488
10. 30-11. 00	Meeting with students in external degree and other programmes	Board Room/ Admin.	AR/ CEDPL	0779919200
11. 00-12. 30	Reviewing the documents and Discussion among members of the Review team and summarizing the findings	SDC		
12. 30-01. 15	LUNCH	SDC	Secretary/ CQA	0760123780
01. 15-15. 00	Reviewing the documents and Discussion among members of the Review team and summarizing the findings	SDC		
15. 00-18. 00	Discussion among members of the Review team and writing the preliminary report	SDC		
18. 00	Leaving to hotel		Secretary/ CQA	0760123780

Day – 06		29. 02. 2020 SATURDAY		
Time	Activity	Place	PIC	Telephone No
8. 30-10. 30	Discussion among members of the Review team and write up	SDC		
10. 30-12. 00	Wrap-up meeting with the VC, Deans, Directors etc.	Board Room/	AR/ OVC	0777795184

		Admin.		
12. 30-13. 00	Lunch	SDC	Secretary/ CQA	0760123780
13. 00 –14. 00	Reviewers' private meeting	Board room/ Admin.		
14:10	Departure			

Annexure 2: Photo highlights of the Site visit



Meeting with Vice Chancellor, Deans and Registrar, Bursar and other administrative staff



Meetings with staff and students of Faculty of Management and Commerce



Meeting with academic staff and students of Faculty of Islamic Studies and Arabic Language



Observing facilities of Hela Bojun common canteen



Group Photo after meeting with nonacademic staff



Meeting with external degree and other courses



Document viewing (Also showing the display of documents)



Visit to GEE Centre and CGU



Visit to the Medical Centre



Wrap-up meeting