

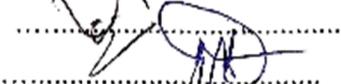
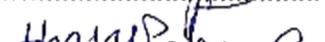
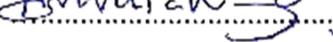


INSTITUTIONAL REVIEW REPORT
Eastern University, Sri Lanka
May 8-12, 2023



QUALITY ASSURANCE COUNCIL
UNIVERSITY GRANTS COMMISSION, SRI LANKA
June 2023

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Date: 2023.05.29

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Abbreviations

AR	Assistant Registrar
CDC	Curriculum Development Committee
CGU	Career Guidance Unit
CICL	Centre for Industry and Community Linkages
CEDEC	Centre for External Degrees and Extension Courses
CMR	Centre for Multidisciplinary Research
CENSARM	Centre for Sustainable Agriculture and Resource Management
CGEE	Centre for Gender Equality and Equity
CSR	Centre for Social Reconciliation
CQA	Centre for Quality Assurance
DELT	Department of English Language Teaching
EUSL	Eastern University, Sri Lanka
FAC	Faculty of Arts and Culture
FHCS	Faculty of Healthcare Sciences
FGS	Faculty of Graduate Studies
ICT	Information and Communication Technology
ILO	Intended Learning Outcomes
IQAC	Internal Quality Assurance Cell
LMS	Learning Management System
MIS	Management Information System
MoU	Memorandum of Understanding
OBE	Outcome-Based Education
ODL	Open and Distance Learning
QA	Quality Assurance
SCL	Student-Centered Learning
SDC	Staff Development Centre
SER	Self - Evaluation Report
SLQF	Sri Lanka Qualification Framework
SSCQA	Senate Standing Committee of Quality Assurance
SVIAS	Swami Vipulananda Institute of Aesthetic Studies
SWOT	Strength, Weaknesses, Opportunities and Threats
SOP	Standard Operating Procedures
UBLC	University Business Linkage Cell
WI-FI	Wireless Fidelity

Section 1: Brief introduction to the University and its review context

The Eastern University of Sri Lanka (EUSL) was established on 1 October 1986 by an Order dated 26 September 1986 issued under the Section 2 of the Universities Act No: 16 of 1978. The University was preceded by the Batticaloa University College established on 1 August 1981. The Batticaloa University College was started with two faculties: Faculty of Science and Faculty of Agriculture. These faculties were affiliated to the University of Peradeniya before the establishment of the EUSL. In 1988, two more faculties, namely the Faculty of Commerce and Management and the Faculty of Cultural Studies were established. Later, the Faculty of Cultural Studies was expanded to include few other departments and was renamed as the Faculty of Arts and Culture in 1991. Two more faculties, namely, the Faculty of Healthcare Sciences and the Faculty of Technology were established in 2015 and 2017, respectively. The latest faculty, the Faculty of Graduate Studies was established in February 2023. In addition, the EUSL has two other academic entities coming under its purview; Campus in Trincomalee which is managed by the Rector of the Campus and Swami Vipulanantha Institute of Aesthetic Studies (SVIAS), established in 2005. Though the SVIAS and Trincomalee Campus are under the direct administrative purview of EUSL and their QA activities are monitored by the CQA of EUSL, as of the SER those two entities were included in the Institutional Review (IR), as they were claimed to be functioning as independent entities. However, the review team noted that these are administratively coming under direct preview of EUSL, and in fact these two entities were considered in the IRs that took place in 2010 and 2015.

The administrative complex of the EUSL including the Senate House, is located in Vantharumoolai, Chenkalady, on the Batticaloa-Trincomalee main road, about 18 km north of Batticaloa town. This location also houses three faculties, namely the Faculty of Science, Faculty of Commerce and Management, and Faculty of Arts and Culture. Faculty of Agriculture and Faculty of Technology are situated about 3 km away from the main Campus at Palacholai and the Faculty of Healthcare Sciences is situated 15 km from main Campus at at Pillaiyarady, Batticaloa.

University with its academic units housed in various locations of the suburbs of the Trincomalee town is located in a total land area of about 120 hectares. Currently, the University caters to 9,752 students of different ethnic backgrounds pursuing their higher education in diverse fields of studies. It offers 21 undergraduate study programmes and 12 postgraduate study programmes, inclusive of those offered through SVIAS and Trincomalee Campus. University is served by 295 academic staff comprising of 25 Professors and 126 senior lecturers, 32 administrative staff, 408 non-academic staff and 25 academic support staff.

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

Institutional Review (IR) team is satisfied with the process followed by the University in preparing the self-evaluation report (SER) and the revised edition of the Institutional Review Manual (January 2023) was used in this process. As the initial step, the University had commenced conducting the awareness sessions on institutional review process in March 2022 through the CQA and SDC covering all categories of staff. Along with that the Senate had appointed 10 sub-committees work on 10 quality criteria. These committees identified as 'Criterion Teams' were responsible in writing the introduction to each criterion and to elaborate on the standards considered under each criterion. All the Criterion Teams had representatives from different faculties and senior academics served as the Chair/Co-chairs. Initially, an Advisory Committee was appointed to provide necessary guidance in the preparation of the SER. Later the co-chairs of each criterion were appointed as SER writers. Further, an Editorial Team was appointed at the later stage of writing and editing of SER. The AR of the CQA had functioned as the Secretary to coordinate the SER writing process. The progress of the SER preparation was regularly reported to the Senate.

The SER follows the format given in the IR manual. The Section 1, on the introduction to the University describes the history of the University, the establishment of each faculty, and the programmes that they offer in detail. This is followed by a narration on the progress made by the University since its last IR conducted in 2015, although the report of that review had not been officially published. This section also included the report of the SWOT analysis which reflects the strengths, weaknesses, opportunities, and threats.

In Section 2, on the degree of adherence to the 10 criteria and 107 standards prescribed in the Revised Manual for Institutional Review has provided an account on the degree of adherence to the best practices and level of achievement with respect to all prescribed standards with documentary evidence to support the claims. The information on each standard was tabulated in five columns: Column 1 contains the Standard Number; Column 2 indicates the University's adherence to the Best Practices prescribed and level of achievement in respective Standards; Column 3 lists the documentary evidence to support the claims; Column 4 indicates the code

number of each supporting document; and Column 5 shows the Link to the electronic database of supporting documents.

Although the SER had been prepared through a well-structured process, the review team felt that there was some degree of disorderliness in presenting the narration, particularly in listing relevant evidences. Within standards, the evidences were not organized in logical and sequential manner, and as such the review team had to search for the appropriate evidences among the listed evidences, and in some instances from the evidences listed under other standards. Review team also observed that the width of 5th column that indicate the link to electronic database could have been reduced to give a reasonable outlook for the tables. Further, there was no indication of carrying out a mock evaluation and scoring, and obviously such process would have helped the SER writers to improve the quality of SER.

Section 3 A brief description of the review process

The EUSL had undergone two Institutional Reviews previously; first in 2010 and the other in 2015. Though the report of the Institutional Review conducted in 2015 was not officially published, the University had taken positive initiatives to make progressive improvements based on the recommendations made by that review report.

As per the new cycle of institutional review adopted by the Quality Assurance Council of the University Grants Commission, the IR of EUSL has been scheduled for 2023. In this respect, EUSL submitted the SER prepared according to the guidelines prescribed by the revised Manual for Institutional Review of Sri Lankan Universities and Higher Education Institutions (January 2023).

The review was conducted by the following five -member review team:

Prof. N. Shanmugalingam (Chair)	Professor Emeritus, University of Jaffna
Prof. M.M.M. Najim	Senior Professor, University of Kelaniya
Prof. Vajira P. Bulugahapitiya	Senior Professor, University of Ruhuna
Prof. G. Mikunthan	Senior Professor, University of Jaffna
Prof. Hema M.K.K. Pathirana	Professor Emeritus, University of Ruhuna

The conduct of desk review by perusing the information provided in the SER was a challenging task. Two factors, namely the time limitation (less than a week) and some technical difficulties experienced by the review team in perusing the evidences given in on-line mode (Google drive) had constrained their task.

The review team conducted the on-site review during the period from May 8-12, 2023. The site visit was well arranged and review was undertaken in an extremely cordial manner. The Vice-Chancellor, Deputy Vice-Chancellor, Deans of Faculties, Registrar, the Director/CQA and AR/CQA had paid attention to every detail to ensure that the site visit was conducted successfully. The agenda of the site visit is given in Annex II.

The team visited seven faculties, departments and centers, units, libraries, hostels, administrative divisions and other common facilities. Considerable time was spent by the

review team in discussions for corroborating claims and evidences provided in the SER, and for conducting observations on facilities, processes and outcomes and outputs, and also in holding discussions with key stakeholders.

A wrap-up meeting was held on 12th May with the VC, Deputy VC, Deans, Registrar, Directors of Institutes/Centres, Director CQA, members of the SER writing team, and other relevant staff members. The major findings of the review were highlighted at the final wrap-up meeting. Finally, the review team extended its gratitude to all academic and administrative and support, and students for their cordial reception and kind corporation extended to the review team during the site visit.

Section 4: Overview of the University's approach to quality and standards

The EUSL has a long history of engagement in QA processes commencing from 2005 with the subject reviews conducted by the then QAAC of the UGC. As per the circulars issued by the UGC, the Internal Quality Assurance Unit (IQAU) of EUSL was established in 2015 and later it was renamed as Centre for Quality Assurance (CQA) in 2019.

While all QA-related activities of the University are spearheaded by the CQA, the quality assurance activities of Trincomalee Campus, 7 faculties and numerous institutes/centres are spearheaded by the respective IQA Cells /Units, and the CQA appear to be liaising with them, particularly in facilitating the internal reviews conducted through IQA Cells/Units at respective entities. The progress of QA-related activities is discussed at the Senate Standing Committee on Quality Assurance (SSCQA) which meets at monthly intervals and the minutes of the meetings are made available in summary form to the Senate and Council. Further, the CQA monitors the student feedbacks and peer observation of staff members and especially on assessments and examiners' reports. It also facilitates providing training programmes to the staff and students on topics of relevance through the SDC. Moreover, the CQA has been taking initiative on internal reviews. However, the internal review process needs be streamlined further to ensure that the internal reviews – both study programme reviews and institutional review - take place at the mid-point of two external reviews.

Nonetheless, the QA system of the University, both at the centre as well at operational entities is in need further strengthening. Though there are 15 IQA Cells/Units are in operation, some appear to be operating without approved by-laws or appropriately framed guidelines. Further, it appears that the IQA Cells/Units operating at campus/faculty and centre levels are not formally linked to the CQA and hence their activities are not regularly monitored by the CQA. Further, composition of the Management Committees of some of the IQA Cells/Units do not appear to be appropriate. For example, the Management Committees of IQAC of the Library has only the library staff, though it is desirable to include academic and student representations. Further, QA activities at the Centre for External Degrees and Extension Courses (CEDEC) appear to be deficient in many aspects. Though the CEDEC is expected to coordinate all the extension courses offered by the respective faculties, its managerial and

operational aspects are far from optimal level. For example, though the CEDEC has a IQA cell, the AR of the CEDEC is not involved in any form with the activities of the IQA Cell. Further, the Website of CEDEC is incomplete. Thus the all processes of CEDEC requires to be formalized. As highlighted above, it appears that there is a need for CQA to regularize the activities of the faculty/institute level IQA Cells/Units and the preliminary steps towards that goal may be formulate by-laws and operational guidelines for such cells/units and put into operation with the approval of the Senate and Council. Further, the student representation is not found at faculty- level IQA cells, and it is much desirable to include at least two students representing both genders at the management committees of faculty-level IQA cells.

The operational aspects of CQA are also in need of further strengthening. Particularly, the document compilation needs to be further strengthened to ensure all relevant and key documents related to QA activities including previous IR and SPR reports are appropriately archived with regular updating of the collection. Though the CQA has adopted by-laws approved by the Council, it needs to be revised to broad-base and streamline its operation. The composition of the SSCQA has to be revised to ensure having the representation from all operational entities - Deans of Faculties, Directors/Coordinators of Centres/Units, QA Coordinators of all IQA Cells/Units, Librarian, and Registrar and Bursar or their nominees. Further, it should be made mandatory all the directors/coordinators of all centres/units together with coordinators of IQACs to attend SSCQA meetings. Further, it should be made mandatory to submit reports on the QA-related activities carried out by them to the CQA in regular manner, and discuss the progress of such activities at the SSCQA meetings. Further, CQA Website needs to be further improved. For example, it should provide access to all relevant documents on QA process - such as University QA policies, by-laws of centres/units approved by Council, information on QA review process, past internal and external review reports, etc.

Section 5: Commentary on the ten criteria of Institutional Review

5.1 Governance and Management

Governance and management refer to effective stewardship of the University. It encompasses multitude of activities - performing its mission to best of its ability while aspiring and working towards to achieve its vision, securing the required funds and ensuring effective use of scarce resources while being accountable to its stakeholders and society. Eastern University has developed and adopted governance and managerial approaches on the above lines in response to the demands and the challenges faced by University over the years.

University's governing structure comprises the Council, the Senate, and ten Faculty Boards (8 Faculties in Main Campus and 2 Faculties in Trincomalee Campus) established in compliance with the Universities Act No 16. Four out of the 07 faculties of the main Campus, are located in the main premises at Vantharumoolai. The Faculties of Agriculture and Technology are situated in Palachcolai. Faculty of Healthcare Sciences is situated at Pillaiyaaradi. In general, University's governance and management system is in conformity and in compliance with the Universities Act and relevant Ordinances, Establishment Code of University Grants Commission and Universities and Circulars issued by the UGC from time to time. The organizational structure of the University together with the roles and functions of operational units is depicted in the organogram.

As of the information provided, it appears that the EUSL has been proactive in expanding higher education opportunities for eligible young men and women by expanding its educational provisions - establishment of new faculties and study programmes for specialities of emerging importance and introduction of new courses of studies in the established faculties. In this context the Faculty of Technology was started in 2018 and Faculty of Graduate studies was established in 2023. During the five years under review, the University had increased student intake considerably while making parallel improvements in learning facilities and common amenities.

University has taken initiatives to adopt the national higher education policy in preparing its strategic plan which was prepared adopting a participatory approach with the involvement of all stakeholders. Vision and mission and goals of the strategic plan are well articulated.

University has streamlined many of the administrative processes particularly with the recent commissioning of an effective Management Information System (MIS). It follows the administrative procedures laid down by the Universities Act, Establishment Code of the University Grants Commission and Universities and the relevant UGC circulars, and it executes all its administrative and academic functions in transparent manner.

Academic staff of the University consists of qualified and experienced academics with over two-thirds of them at the level of Professors or Senior Lecturers and more than 40% them with PhDs. However, few faculties, particularly the newly established faculties are faced with staff shortages. For example, the Faculty of Healthcare Sciences has been operating with limited cadre, and well over 60% of approved academic cadres were remained unfilled due to lack of qualified applicants. The newly upgraded DELT operate with only one lecturer and 4 permanent instructors. In relation to the academic support staff positions, it is noted that almost 40% of the cadre positions remain unfilled due to the delays in recruitment process.

Adequate computer facilities are made available to students. All faculties use Learning Management System (LMS) managed by the central ICT facility to facilitate teaching and learning. These facilities have indeed enabled the University to continue the teaching programmes with minimal interruption during the COVID-19 pandemic. In all faculties, students are provided with access to Wi-Fi at least in selected locations.

University has policies that are enforced to ensure academic honesty, integrity and ethics. A Code of Practice for Teachers and Students Charter for students have been put in place. However, a deficiency was noted in the context of dealing with conflict of interest. Procedure for rewarding academics who excel in research with good publication records is in place where such academics receive the annual Vice Chancellor's awards. Nonetheless, a similar scheme to appreciate the outstanding contribution made by non-academic staff should also be established. Further, appropriate steps must be taken towards creating awareness about plagiarism among the staff and students, and effective mechanisms has to be put in place to

detect plagiarism.

Though the University has put in place an explicit policy and a framework on internationalization since 2020, it needs active operationalization to ensure enrolment of international students, and operationalize staff/student exchanges, and to promote partnerships with off-shore universities.

Review committee is of the view that the EUSL has a blessed environment to promote social harmony. While appreciating the existing programmes, it must be stated that further efforts must be made to initiate more creative and interactive endeavours in this regard.

University has put in place Staff Grievances Committee to redress issues faced by the staff. However, the awareness of the existence of such a committee among employees is poor. Therefore, more effort must be taken to make the employees aware of an existence of such a mechanism and its intended purpose. Similarly, creating awareness among students about the existence of the Centre Gender Equality and Equity to address the gender equality and equity issues is also necessary.

Two other areas which needs special attention are establishing institutional mechanisms to address grievances of students with special reference to examination matters and to ensure zero ragging.

Overall, the Governance and Management of the EUSL is at a high level of accomplishment. This criterion earned 51 out of 60 (20 standard X 3) equal to a percentage score of 85 %

5.2: Strength and Quality of Staff

The EUSL adopts the Council approved Management Guide (Part I and II) prepared in accordance with Establishment Code of UGC and Universities and all relevant UGC circulars in affecting all establishment matters including staff recruitment, promotion, leave and retirement. University relies on the staff cadres approved by the UGC, and adopts approved

procedures in filling of the vacancies. All the cadre positions appear to be occupied by personnel with required qualifications and experience.

Nevertheless, the University has to complete the on-going initiative in formulating the human resource management policy. This is particularly important in the light of having many vacancies in many faculties in academic as well as academic support staff cadres. Although most of the faculties/departments have sufficient number of qualified academic staff with PhDs, few faculties lack sufficiently qualified staff. Moreover, at present only 8% of the academic staff are in the category of professor/associate professor, and this aspect needs more attention as the number of professors is one of the indicators of the quality and standard of a university. Similar initiative must also be taken to formulate specific policy on Conflict of Interest to ensure impartiality all establishment and academic matters.

Another positive development noted was the establishment of institutional mechanism to deal with staff grievances and appeals Staff Grievance Committee, subcommittee of the Council having five UGC appointed members with gender balance handles the grievances and appeals from staff. Grievance Committee matters appear as a permanent agenda item in the Council proceedings since 2015. Grievance committee at Council level may focus on staff issues whereas the Student Appeals Board, Student Disciplinary Committee and Exam Offense Committee (Senate sub-committees) deal with the student matters.

University provides career development opportunities for all the levels of staff through provision of opportunities for training and providing assistance as and when required. In addition, research and development efforts of academics are encouraged by putting in place a mechanism for regular rewarding of high performers. It was noteworthy to mentioned some of the academic have been rewarded with President's Awards and some have secured patent rights for some of their inventions.

Finally, it must be stressed that academic staff need to be exposed to foreign universities, especially in their postgraduate studies, and this has to be achieved by securing opportunities for young academics for overseas training while discouraging academics carrying postgraduate studies locally, particularly within the same university. Further, collaborative researches have to

be encouraged to enhance their research skills. Moreover, the skills of non-academic staff members need to be improved by providing more training programmes.

Overall, Strength and Quality of Staff of the EUSL is at a high level of accomplishment. This criterion earned 26 out of 30 (10 standard X 3) equal to a percentage score of 87%.

5.3 Curriculum Design and Programme Development

It is commendable that the Eastern University offers undergraduate study programmes in a wide array of study areas through its 6 faculties (Agriculture, Arts & Culture, Commerce & Management, Health-Care Sciences, Technology). Curricula of almost all of these degree programmes have been designed and revised in accordance with Sri Lanka Qualification Framework (SLQF) while considering attributes prescribed by respective Subject Benchmark Statements (SBSs), and also by attending to the recommendations made by the previous Study Programme Reviews and Institutional Reviews.

Graduate profile of all the programmes has been developed matching with the SLQF prescribed guidelines and standard in order to produce globally competent graduates. However, it must be emphasized that institutional graduate attributes or profile needs to be developed and having done that all graduate profiles of study programmes need to be revised to ensure they are in alignment with Institutional graduate attributes.

Study Programme specifications as expected include the curriculum description with the course specifications – this should include graduate profile, curriculum layout with course listing across the period of studies, course objectives and ILOs (prepared in consistent with the graduate profile), course content, teaching and learning methods, assessment methods, and recommended readings. However, some of the course specification did not contain recommended readings. These deficiencies need to be addressed and the study programmes curricula must be made available in the websites of faculties/ departments for the reference of students.

While recognizing the need for inclusion of subjects / courses in alignment with the pre-determined graduate profile to cater for meet needs and challenges in the relevant fields, it

recommended to incorporate more inter-faculty and multi-disciplinary courses in the study programmes, where applicable, in order to enhance the skills of graduates to make them more employable. Some faculties, for example Faculty of Healthcare Sciences have indeed adopted more outcome-based and student-centered learning (OBE-SCL) approaches and this need to be promoted in other faculties too. It is commendable that the University has taken steps to establish wide array of entities such as Center for Multi-Disciplinary Research (CMR), Center for Industry- Community Linkage (CICL) and University – Business Linkage Cell (UBLC) and these entities appear to complement all the academic activities. However, it is recommended to get more students' involvement in the activities of these centres and also make mechanism to promote students' involvement and research and innovations. Establishment of Faculty Career Guidance Cells are recommended in order to expose the students to 'world of work' and facilitate skill development of students. Most of the faculties offer internships and research components in the curriculum to enhance the problem- based learning and work-based training. However, it is recommended to establish a university policy for industry collaboration for both academic training and research.

Curriculum Development Committees are in place in every faculty and their minutes and recommendation are discussed in the respective Faculty Boards. However, the details as regards curriculum revision - appointing evaluators, evaluating reports and outcomes, information as regards to the utilization of employment market signals, involvement of expertise from outside including industry and employers, etc., were not made available to the review team. However, one good thing noted was all faculties have linked up with the respective IQACs and CQA in their curricula revision process.

None of the faculties have adopted the credit accumulation and transfer policy. Recognition of prior learning in BSc in Nursing (External Degree) is commendable. However, it is recommended to implement procedures to evaluate performance of relevant subjects in the first -two years of the diploma programme before giving two-year exemption to all the subjects. It is commendable that status of all the programmes are discussed at the Faculty level, Senate level and Council level. Internal monitoring process of conducting academic activities is implemented

by the Faculty of Technology is a commendable initiative, and it is recommended to internalize this among all the Departments.

The curricula of most of the faculties have been designed and developed by adopting OBE- SCL approach. However, in order to achieve the expected outcomes, the courses must be delivered adopting appropriate teaching-learning methods. Though many faculties/departments appear to have adopted many skill enhancement activities such as community activities, field trips, computer literacy programmes, student research projects, etc., and provided access to IT facilities and industrial training, many of them have failed to provide the evidences to demonstrate the alignment of ILOs of the courses with those attributes of respective graduate profiles. Moreover, adequate details were not provided to the reviewers on the training programmes conducted for academic staff on OBE-SCL approach.

In conclusion, the curricula of study programmes of most faculties of Eastern University comply closely with SLQF guidelines and attributes prescribed in respective SBBSs, and have been designed and developed by adopting OBE- SCL approach. Nevertheless, further improvements through regular review and revision of programme and course curricula are necessary to ensure for greater alignment of course curricula with graduate profile of the study programme and the graduate attributes of the institute.

Overall, the Curriculum Design and Programme Development of the EUSL is at satisfactory level of accomplishment. This criterion earned 23 out of 36 (12 standard X 3) equal to a percentage score of 77

5.4: Teaching-Learning

Seven faculties, namely Faculty of Agriculture, Faculty of Technology, Faculty of Science, Faculty of Commerce and Management, Faculty of Arts and Culture, Faculty of Healthcare Sciences and Faculty of Graduate Studies were evaluated under this category. While certain faculties offer both General (SLQF 5; 3 academic years) and Honours degree (SLQF 6; 4 academic years) programmes while some faculties offer only Honours degree programmes. Faculty of Healthcare Science offers 5 academic year MBBS degree programme and 4 academic year BSc in (Honours) Nursing programme. When both General and Honours Degree programmes are

offered by a faculty, criteria for selection of students for the Honours Degree programmes are clearly mentioned in the Student Handbook. Students of all faculties are happy about their study programmes and programme structures and guidelines provided. Required details are made available for students through the student handbooks and the faculty Websites.

All the faculties use ICT facilities and applications to provide virtual learning environment (VLE) or web-based teaching and learning platform for delivery of lectures, discussions and quizzes. Further, the Learning management system (LMS) is used for delivery of course material by all faculties. Nonetheless, the review team wishes to emphasize need for adopting more technology enhanced tools in conducting discussions, quizzes, question answer sessions and assessments.

All incoming students are provided with intensive training programmes on English and IT that help to bring all the new undergraduate students to acquire minimum competencies in IT and English before commencing the academic programmes. It may be desirable to obtain the students' feedback on the programmes offered so as address any gaps and thus to enhance the effectiveness of the intensive training programmes to fulfil the changing needs of new undergraduates. Availability of English Learning Laboratory at the Faculty of Science is commendable. However, further strengthening of those laboratory facilities would be desirable, and obtaining student and teacher feedback is recommended in this regard. Attention should also be given by all faculties to improve the communication skills in English of their undergraduate students.

University has adopted a strategic plan and associated action plans to promote OBE_SCL approach in teaching and learning process, and the necessary infrastructure facilities and learning resources are made available to facilitate the process. Nevertheless, further improvements are required in those facilities and approaches. Peer learning through student group discussions/activities has been promoted by all faculties. Certain students of one faculty reported their concern on the inadequacy of feedback received from the lecturer in a knowledge sharing activity offered through teacher-guided peer study group groups. To solve

this kind of issues, it is recommended to provide guidelines to teachers on the teachers' role in promoting and conducting student-centered teaching-learning activities. In addition, the academics must also be provided with regular continuing professional development programmes through the Staff Development Center to enhance their skills in adopting and promoting OBE-SCL approach for teaching and learning and assessments.

A policy document is available for awarding rewards for innovative teaching. The first such reward was awarded recently. Newly recruited academics are provided an induction training by offering the Certificate in Teaching in Higher Education (CTHE) course which provide introduction to their career as an academic including the provision of knowledge and skills in curricular design and development, teaching-learning and assessment methods. Further, the University has established links with national, regional and international training entities to share best practices in teaching and learning strategies.

It appears that all faculties monitor teaching-learning process by conducting peer observations and obtaining student feedback. However, no documentary evidences were made available as regards to outcomes of such evaluation and the follow up actions taken at department or faculty level for addressing any shortcomings. Some students from one faculty expressed their concerns over some issues faced by them after submission of online student feedback forms. If the University is providing the facility of online anonymous submission, it should convince the students on the maintenance of confidentiality of the respondents. Therefore, the deficiencies in practicing peer evaluations and student feedback must be addressed by framing proper policy and guidelines.

Learning environment provided by the University as regards to space, lecture rooms, laboratories, audio-visual facilities, etc., appears to be satisfactory. Majority of students are satisfied and comfortable in their learning process. However, the students of certain faculties had expressed concerns on unavailability of important text books in the library and on library opening hours. It is recommended to take up these matters at Library Committee meetings and provide appropriate solutions. Further, it was noted that the basic safety measures such as eye-

wash and safety shower were not available in the chemistry laboratory and it is recommended to provide these as soon as possible.

University has a policy to accommodate students with special needs and has taken steps to provided special facilities to cater for their needs so as to provide equal opportunities in teaching, learning and assessment. First such facility is established by the Faculty of Arts and Culture to cater to the needs of such students, and it is recommended to extend such facilities to other faculties so as to expand the opportunities in respective faculties for to accommodate students with special needs.

Overall, the Teaching-Learning of the EUSL is at a high level of accomplishment. This criterion earned 23 out of 27 (9 standard X 3) equal to a percentage score of 85 %.

5.5: Learning Resources, Student Support and Progression

Eastern University has established its role as a State university in the Eastern Province and has taken efforts to provide a decent learning environment with adequate facilities to support student learning and progression. Providing student hostels for almost all students during the entire duration of a student's education is commendable. However, the existing facilities needs further upgrading and expansion. It is commendable to note the efforts undertaken by the University for continuous upgrading facilities and resources for the provision of a conducive learning environment for the students.

As the existing infrastructural facilities are not adequate for the current student numbers, efforts are underway to expand them further. Space in some teaching laboratories are not adequate. There is no language laboratory for Teaching English as Second Language (TESL), except the very small language lab available at the Faculty of Science. The DELT has sufficient space and hence the available space could be used to establish a central language laboratory. Further, it was noted that the available infrastructure facilities could be utilized more efficiently by promoting cross -faculty resource sharing and it is suggested to conduct a space audit and adopt a mechanism, for sharing the available scares resources. Further, it was noted that

though the LMS facility is available, its usage is not satisfactory. No library facilities are available for the Technology and Agriculture Faculties, which obviously hinders the students' learning process. It appears that the feedback from students and staff have not been sought in this regard.

University has taken steps to facilitate the availability of library resources to the students and the facilities are manned by appropriately qualified and experienced staff. However, the financial allocation made available to purchase books and other resources are not adequate to cater to all the faculties. It was sad to note that even the allocated funds to the library were not fully utilized. Though the Library has taken steps to maintain a wide and continually updated collection, some students and staff from some faculties complained about inadequacies of the availability of subject-specific books for some subject areas/courses. These issues needs to discussed at the Library Committee meetings and take appropriate measures to address them. However, it was observed that the Library Committee meetings were not held regularly.

Library has made attempts to provide access to reference and reading material on online mode. Further, the library website has facilitated access to freely available learning resources such as e-books and journals and to Open Educational Resources (OER). However, the Library is yet to purchase more e-books which could be used as teaching materials for courses offered by the faculties. A plagiarism checking software is not available and the Library has to make necessary steps to make sure a plagiarism software is available for the academics and students to ensure integrity and transparency in academic writings.

University ICT Centre provide centralized ICT facilities to students in addition to the resources provided through ICT facilities available at faculties. However, the ICT facilities at the ICT Centre is not adequate to cater to the demand coming from whole student population, so that the staff of the ICT staff has to spend considerable time to conduct multiple sessions to cater to batches with higher student numbers. Financial allocations made available for continuous improvement of learner resources on ICT appear to be inadequate, and hence the University has to look into the requirements and make efforts to allocate sufficient funds to meet the

needs. Most of software, except Office 365 appear to be pirated copies. In order to enhance learner resources for IT, student satisfaction surveys specifically on the availability and access to ICT resources need to be conducted and appropriate remedial actions must be taken to address the shortcomings.

As a progressive development, the University has taken steps to upgrade the ELTU to Department status as the Department of English Language Teaching (DELT). Though the DELT is provided with a spacious building, it is inadequately resourced in terms of academic staff and learning resources. For example, only one lecturer and 4 instructors available to cater to the entire University. Therefore, the University should take necessary steps to obtain the required cadre provisions while taking steps to fill the existing vacant positions. As stated elsewhere, there is an acute need of establishing a language laboratory at the DELT. Currently, only the Faculty of Science is having a language laboratory and it is primarily used for its students. The building allocated for the DELT should therefore be resourced with adequate facilities - lecture-discussion rooms, and IT facilities with accessories needed to establish language laboratory to conduct courses on Teaching English as a Second Language (TESL). The space allocated to the DELT should not be converted to other facilities as DELT is considered as one of the important departments that caters to entire student population of the University in enhancing English language skills of the students. Student satisfaction surveys need to be conducted on the facilities and services provided for TESL programmes.

The University has developed many facilities to enhance students' engagement in extra-curricular activities. However, these facilities need further expansion to cater to increasing demand coming from the students. No specific financial allocation is provided for extracurricular activities except for sports. Even the financial allocations provided for sports and the facilities available are not sufficient to cater to the needs of entire student population. Sport facilities need to be improved with provision of sufficient space, equipment and tools and space. The space in indoor stadium is also limited. No adequate space and equipment are available for physical fitness training. Besides that, the facilities provided other extracurricular activities such as cultural activities need to be further encouraged and supported through

provision of suitable space or hall to conduct cultural activities, equipment such as sound systems and musical instruments. Reports on student satisfaction surveys on extracurricular activities were not available.

Nonetheless, it is commendable to note that the University has also taken steps, at least at the Faculty of Arts and Culture to provide appropriate facilities to the students with special needs – such as access to facilities, learning resources, academic support services, guidance, etc. It is recommended to get the feedback from student satisfaction surveys for further improvement of these facilities.

University has also taken steps to expand the student support services. In addition to student counselling, some faculties have commenced, student mentoring programmes very recently. However, there is need for further strengthening of these services and also expand to provide academic advisory services. Lists of mentors and mentees were not provided by several faculties and no TOR or list of duties were available for the mentors (except for the FHCS). It appears that the University does not have any arrangements for providing psychological counselling which is necessary to cater to the psychological issues faced by the students. Academics from the Faculty of Healthcare Sciences and the doctor attached to the University Health Center could cater to the above needs, if a suitable coordinating mechanism, preferably through the student counseling service is established. Further, the University has also taken steps to enhance and promote social harmony and ethnic cohesion, and evidences of students' engagement in conducting activities promoting social harmony and ethnic cohesion were provided.

University also offers a comprehensive career guidance service designed to assist students in making informed educational and occupational choices. The CGU is functioning with adequate number of staff and resources with a reasonable budgetary allocation. However, there is need for further increase of financial allocations so that the CGU can provide a better service to the students.

The information provided to students is still only through the website of the University and student handbooks. A systematic student support mechanism coupled with desirable elements – such as helpdesk, information counter, dedicated hotlines, FAQs, etc., that responds promptly to all student inquiries is not yet available. University has to enhance this aspect by providing a help desk at the Student Support and Welfare Division of the University together with other means of information sharing to assist students. The University should consider improving the clarity and accessibility of all information provided to students on a regular basis.

University and faculties provide adequate information on learning resources and learner support services through respective handbooks and websites. However, evidence on provision of updated information on learning resources and learner support services through LMS was not provided to reviewers. LMS usage by staff to disseminate learner resources is poor and it needs to be enhanced and monitored. It is recommended to seek student feedback on the learner resources and learner support services for ensuring quality and adequacy of provision of information services.

The university has formulated a policy on learner progression. The policy needs to be further enhanced to guide and facilitate learner progression with provision of options for early exit or fallback options (only FHCS has initiated this process). Adequate data on learner progression need to be maintained.

Overall, the Learning Resources, Student Support and Progression of the EUSL is at satisfactory level of accomplishment. This criterion earned 22 out of 36 (12 standard X 3) equal to a percentage score of 61%.

5.6: Student Assessment and Awards

University has put in place explicit policies and regulations on student assessments and examinations. University has published a Manual of Examination Procedure which has become effective from August 2022 and it provides rules and regulations on setting, moderating, marking, grading, approving, etc. Evidence on periodic reviewing of assessment methods, both

formative and summative assessments was not available. All faculties appear to follow the rules and regulations and guidelines on examinations – such as appointment of examiners, moderation and second marking, maintaining confidentiality of assessment, etc. Further, the University has put in place a mechanism to ensure confidentiality of assessment and assessment decisions. The examination related documents are accurately and systematically maintained. University has also put in place disciplinary procedures for handling examination malpractices. However, a proper mechanism to account plagiarism is not in place yet.

Considerable delays in releasing results were reported by students from some faculties during the review period. Due to the delays in release of results, completion of degree programmes and graduation were reported to be delayed by a considerable time period. Strick implementation of the Manual of Examination Procedure needs to be ensured. Further, the timely and appropriate feedbacks on formative assessment is needed for making further improvements in assessment procedures. Further, the faculties which have experience with lower graduation rates at the first attempt need to conduct in-depth analysis and address the issues identified to ensure the uninterrupted progression of the students in their study programmes.

Overall, the Student Assessment and Awards of the EUSL is at satisfactory level of accomplishment. This criterion earned 16 out of 24 (8 standard X 3) equal to a percentage score of 67%.

Criterion 5.7 Postgraduate Studies, Research, Innovation and Commercialization

University has recognized the importance of postgraduate studies, research and innovation and research commercialization, and accordingly this aspect has been adequately addressed in the University's strategic plan and action plans. In order to promote research culture, University has adopted a Research Policy approved by the Council and it provides guidance and directions on how to promote research and development. University has also implemented many good practices to promote research and innovations efforts of academics - such as providing funds to

hold annual research symposia, providing opportunities to academics to develop research skills, offering of seed money to young academics for research, awarding of postgraduate research grants and travel grants related to research activities, awarding of rewards/incentives, etc.

University has taken steps to establish the Faculty of Graduate Studies (FGS) to administer and coordinate its all postgraduate degree programmes. Some of the postgraduate programmes offered are MPhil, PhD, MBA, MSc, MEd, Postgraduate Diploma and Executive Diploma. The FGS has adopted selection and admission procedures formulated in alignment with prescribed guidelines of SLQF. Further, the by-laws and regulations pertaining to conduct of postgraduate study programmes and the award of postgraduate qualifications are well documented, and made available to relevant stakeholders. Nonetheless, the review team noted some lapses in progress evaluation of postgraduate research and hence appropriate measures must be taken to address that issue.

Research Policy and Code of Practice for Postgraduate Research provides all the necessary details on postgraduate studies and research – such as publication policy on research findings, procedure for research commercialization, measures to avoid conflict of interest, etc. Policy for Ethical Practices in Research is available. With the expansion of the research culture, University should give more attention to promote research ethics. As a positive development towards that, the Healthcare Science Faculty has established an Ethics Review Committee with the approval of the Senate and Council, and it has already secured the recognition from the Forum for Ethics Review Committees in Sri Lanka (FERCSL). Though, the measures have been taken to minimize conflict of interest, more efforts are needed in this regards.

University proactively promotes research, innovation and commercialization. To this effect necessary guidelines and documents have been put in place – such as invention disclosure form, nondisclosure agreement, intellectual property policy, benefit sharing plan, material transfer agreement, etc. Centre for Industry and Community Linkages (CICL) and University Business Linkage Cell (UBLC) have been established to develop linkages with industry and

promote research commercialization and the University has already signed several MoUs with industry partners in this connection.

Overall, the Postgraduate studies, Research Innovation and Commercialization of the EUSL is at a high level of accomplishment. This criterion earned 33 out of 36 (12 standard X 3) equal to a percentage score of 92%.

5.8 Distance education

University commenced its external degree programme in 1991 with the establishment of External Examination Unit. Subsequently, under the provisions of the UGC Circular No. 932 (2010), the External Examination Unit was transformed into the “Center for External Degrees and Extension Courses” (CEDEC). Further, it is noteworthy to mention that the CEDEC has taken steps to update by-laws and standard operating procedure with the view to improve its operations.

As per the UGC Circular 932, the Centre is maned by a Director and three coordinators (i.e. Coordinator- Registration and Examinations, Coordinator- Learning Resources, and Coordinator – Training) who work on part-time basis. Centre is also provided with full-time staff (such as Program-Cum-System Analyst, Assistant Registrar, and Assistant Bursar) to manage administrative functions. In addition to the above staff categories, the Centre has employed 3 management assistants and office-machine operator. Accordingly, the CEDEC has adequate staff to run its operations smoothly. It is appreciable that CEDEC has moved into a spacious facility in the city area enabling easy access to prospective external students.

Presently CEDEC conducts two external degree programmes, namely Bachelor of Business Management (BBM) offered by the Faculty of Commerce and Management and Bachelor of Science in Nursing (BSc in Nursing) offered by the Faculty of Healthcare Sciences. In addition, the CEDEC offers few Diploma programmes, several Certificate programmes and extramural courses to the community. Total number of students in the ongoing Degree programmes at present are 333 (250 in BBM and 83 in BSc in Nursing). Medium of instruction of BBM programme is Tamil whereas BSc in Nursing is English. It is good to note that admission

procedure adopted for both programmes is done as per the guidelines given by the UGC circulars. The CEDEC along with the relevant faculties call applications and students are selected through interviews. Lectures are conducted in dual mode – face to face and online mode, and the learning material are uploaded to the LMS. Programme structures of BBM is well defined.

In light of the documentary evidences provided (i.e. Manual for Procedures for CEDEC, UGC Circular 932, Handbooks, by-laws, website, etc.), it could be stated that the CEDEC appears to be managed well. The Board of Management includes representatives from the Council, central administration, faculties, etc., and study programme coordinators and the coordinators of three divisions of the Centre. All the study programme (i.e. external degree programmes, diploma and certificate programmes, and extension courses, etc.) offered by the CEDEC are designed, planned and implemented through Boards of Studies. Review team made aware that the CEDEC has recently established Internal Quality Assurance Cell as well.

Nevertheless, during the site visit, the review team observed several lapses and inadequacies with respect to CEDEC's operations. Most glaring deficiency was that the key officers, namely the three Centre Coordinators and AR of the Centre, have not been assigned duties as per the UGC guidelines. Another notable shortcoming was the paucity of information made available to the reviewers on the details of the degree and diploma programmes and extension courses offered (i.e. - specification documents that includes programme course objectives and ILOs specified in consistence with graduate profile, course content, teaching and learning methods, assessment methods, and recommended readings, etc.). Further, it was noted that the information on lecture time table, examinations time tables, results, etc. are not made available to students in the CEDEC website. Another deficiency noted was the unavailability of Information at the Centre with respect to the delivery of academic programmes offered - teaching panels of different programmes, details of lecture allocation, workload of staff, lecture time table, examination details such as question setting and moderation, second marking and processing of results, etc. The by-laws of two-degree programmes were not available to the review team and also it was not given in the CEDEC website either. it was also noted that there was not much information on the programme structure for the BSc in Nursing programme provided in the prospectus, and it was not clear whether the number of credits offered are in alignment with those that are prescribed for SLQF-6. Further, it was noted that there was no

confidential room to handle examination work and to keep such confidential records. Moreover, the students were not given opportunity request the re-scrutiny of their answer scripts, if the wish to do so.

Presently CEDEC conducts several extension courses providing great service to the needy community. Diploma in Agriculture, Diploma in Laboratory Technology and Diploma in Early Childhood Development and Pre -School Education are three diplomas conducted by CEDEC. It is good to see that Diploma programmes are designed in alignment with SLQF -3, but the detailed information on courses specification that includes ILOs, course content, teaching-learning methods, assessment methods and recommended reading etc. and the by-laws of the programmes were not made available to the reviewers. Examination procedure of the Diploma programmes adopted was not clear enough. It appears that question moderation is not practiced. In addition, four extramural programmes (short courses) are conducted, namely, English for Communication, Office Management, Counseling and Psychology and Personality Development. However, the CEDEC website does not provide enough information about these programmes.

Though the CEDEC adopts the dual mode delivery approach - face to face and online modes, the ICT resources are not much incorporated in the teaching and learning process (uses of video, audio materials, online sources, etc.). No information was available on the provision library and IT facilities to the external students. Further, the review team noted that it is not appropriate to offer some degree programmes only in one national language as it excludes students of other national language, and the prospective students must be given the option of choosing the preferred medium. Further, it is also not good to practice to provide the information about English courses only in Tamil medium.

Overall, the Distance education of the EUSL is at satisfactory level of accomplishment. This criterion earned 17 out of 30 (10 standard X 3) equal to a percentage score of 57%.

5.9 Community Engagement, Consultancy, and Outreach

The social concerns of the University is clearly expressed in its Vision statement which states as *'To be a world class knowledge centre with excellent teaching -learning and research for enhancement of community well-being'*. The strategic plan and the activities revealed in the SER also highlight the University's commitment towards community engagement, consultancy and outreach.

Institutional arrangements and mechanisms adopted by the University to ensure and enrich consultancy and outreach activities are commendable. In this respect the University has established multitude of centres/operation entities- such as Centre for Industry and Community Linkages (CICL), University Business Linkage Cell (UBLC), Centre for Social Reconciliation (CSR) and the faculty level centres such as Centre for Sustainable Agriculture and Resource Management (CENSARM) and Community Outreach Science Unit. In addition, the Faculty of Arts and Culture offers unique cultural activities. Review team wishes to appreciate the commitment of the University towards promoting sustainable agriculture, science education and cultural development through these centres and their activities.

Moreover, it is also commendable to note that to accommodate and ensure industrial training/placement, the Community Outreach Project (COP) and Industrial Exposure are offered as inbuilt compulsory components of the curricula of all study programmes. In this respect review team wishes to emphasis the need to maintain evaluation records of community services undertaken by the students as well as the feedbacks received from students, participants and facilities providers. In this respect regular surveys, in-depth analysis, and assessments on present programmes of engagements have to be done. Periodic community need assessment surveys are also necessary. In addition, the Career Guidance Unit of the University could also be strengthened to work closely with the inclusive curriculum endeavours of community engagement.

In addition, maintaining the earlier traditional architectural structures amidst the new structures and celebrating the cultural roots of the University such as Statue of Swami Vipulananda, it has recently opened the Heritage Museum of Faculty of Arts and Culture, and

this initiative indeed reflects the cultural sensibility of the University. Similarly, having harmonised religious worshipping centres in the same proximity is also a model for cultural understanding.

In addition, the availability of auditoriums at the main Campus and newly built large auditorium of the Faculty of Healthcare Sciences are also unique blessings for fostering border community engagements.

Overall, Community Engagement, Consultancy, and Outreach of the EUSL is at satisfactory level of accomplishment. This criterion earned 14 out of 18 (6 standard X 3) equal to a percentage score of 77%.

Criterion 10: Quality Assurance

Eastern University has been engaging in QA activities since 2005. Nonetheless, quality enhancement efforts have been strengthened after establishing IQAU in 2015 as per the circular instructions issued by the UGC. Subsequently, the IQAU was renamed in 2019 as Centre for Quality Assurance (CQA). Quality assurance activities of faculties/centres/units are coordinated by the IQA cells /IQA Units established in respective operational entities (i.e. 8 faculties (including SVIAS and Trincomalee Campus), Library and Unit of Siddha Medicine) and the functions of the IQA Cells/Units are assessed through score cards. In addition, it was noted that the CQA functions are assisted by the SDC which play a complementary role in promoting QA activities by conducting CPD training workshops. Quality assurance matters of all faculties, centres and units are deliberated at the Senate Standing Committee on Quality Assurance (SSCQA) and the Deans of faculties, Directors of CQA, SDC and CEDEC centres and Coordinators of all IQACs/Units function as its members. The CQA as well the F/IQACs discuss progress of QA activities at the SSCQA meetings and the reports of the proceedings are reported to the Senate and Council.

The CQA is headed by a Director and supported by an Assistant Registrar, two management assistants, and a works aid. Further, the CQA has a practice of incorporating the essential

matters discussed at the Standing Committee of QA of the UGC in the agenda of its Management Committee meetings. In addition, the CQA also plays a major role in facilitating external reviews, both IR as well as SPRs by conducting awareness sessions and arranging training programmes for relevant staff in liaison with the SDC.

Though the “Standing Committee on Quality Assurance” is a permanently listed item of the agenda of the Council meetings, it appears that the matters related to quality assurance was hardly discussed at the Council deliberations. Council minutes often showed that ‘Nothing was discussed’ under the agenda on CQA, CGEE, UBL, SDC and CGU indicating the low priority given for matters coordinated by such centres/units. Therefore, the review team is of the opinion that the Council must play proactive role in monitoring activities conducted by these important operational units. It was also noted that the decisions made by the Council on academic and administrative matters are not made available for the perusal of the CQA. It is desirable to send the extracts of relevant Council minutes to the CQA and also to the relevant F/IQACs.

Review team also noted that by-laws of the CQA must be revisited and update as per the new developments taking place in the University. For example, the current by-laws states that there are 6 faculties in EUSL even though the number has increased to 7 with the addition of Faculty of Graduate (FGS). Further, the FGS must take steps to establish is IQA Cell to oversee the QA related activities.

The review team noted that the ‘Director’ term is used in different places with different meanings and responsibilities – such as Director of SVIAS, Director(s) at university level units such as CQA, SDC, Research Council, CMR, CCIL, CICT, UBLC, CECED, CSR, CGEE, SSSV, etc., and Directors of faculty level units such as CENSARM and CSRD. For example, the CSRD is not approved by the Council of EUSL, and despite the intimation by the Registrar of the University in 2013 to the then Director/CSRD to get it by-laws approved (following the UGC circular issued in 2013 to legalize all such centres/units), it has not been done yet. As such the Director of the CSRD is not appointed by the Council. Further, it seems that at EUSL has adopted a practice where, whenever a project is granted, a new entity, usually called ‘Centre’ is established to carryout activities of that project, often without the approval of the Council and often without SOPs and TORs. This practice needs to be reviewed and any lapses with respect to existing

centres/units must be addressed by revising/updating the existing by-laws and adopting by-laws for centres which do not have. Further, the progress of all the centres in existence need to be monitored by CQA and the summary of those activities need to be made available to the Senate and Council for monitoring. Further, it was noted that the directors of all such 'Centres' are not listed as members of the SSCQA implying that the activities carried out by some of the centres are not monitored by the CQA. Therefore, it is suggested to revise composition of the SSCQA so as to ensure the participation of directors of all centres in SSCQA deliberations.

Review Team also noted that no IQA Cell is in existence at Faculty of Graduate studies, which is at its initial stage of establishment. It appears that QA aspects of the postgraduate programmes conducted by respective faculties are very weak, and as such monitoring of quality and standards of such programmes does not happen in optimal manner. Further the CEDEC which deals with external degrees and extension courses is not supported at a satisfactory level by its IQA Cell.

Another notable deficiency was inadequate emphasis given in internalizing the quality culture among non-academic staff, and therefore, a IQA Cell for Administration is preferred for promoting quality culture among administrative and non-academic staff. In addition, student engagement in QA activities has to be encouraged by accommodating them in deliberations related QA activities, and wherever and whenever the students can be invited, the gender balance has to be maintained.

No proper guidelines exist for conducting internal institutional and programme reviews, other than appointing senior members by the Director/CQA to conduct the reviews as and when required. A guidebook for internal quality assurance review must be developed by adopting the two Manuals of External Reviews to guide the internal review process and reviewers, and the internal reviews must be scheduled at the mid-point of two external reviews that occurs in five-year cycles. This will help the University and faculties to find out lapses in their systems and procedures, and also to train the internal staff members to gain experience on quality assurance matters and review process. These academic staff with ample experience in IQA process can apply to serve as External Reviewers.

Though the Policy on Plagiarism has been developed by the Library in collaboration with academic staff it is yet to be approved by the Council. No Plagiarism Checker exists though the University through its Research Council promotes academics to go for high impact journal publications. Further, the undergraduate dissertations and postgraduate thesis have to be checked with plagiarism checker as a part of improving quality and standards of research and honesty and integrity of academic writing. Perhaps, the FGS which is at an evolving stage may consider purchasing plagiarism checking software and place it at the Library which could offer training on its usage as well as deliver services to the students of FGS as well as to the staff and students of all faculties.

Overall, the Quality Assurance of the EUSL is at a satisfactory level of accomplishment. This criterion earned 17 out of 24 (8 standard X 3) equal to a percentage score of 71%.

Section 6: Grading of overall performance of the University

The raw criteria-wise scores and converted actual criteria-wise scores for each of the 10 criteria, total score and the final grade achieved by the University are given in the table below. The calculations were done as per guidelines prescribed by the Manual for Institutional Review of Sri Lankan Universities and Higher Education Institutions (Revised Edition, 2023).

University: Eastern University, Sri Lanka (EUSL)
Programme: Institutional Review [Period 2018 - 2022]

Assessment Criteria	Number of Standards	Weight	Raw Score	Converted Actual Score	Weighted Minimum Score	Above WMS (Y/N)
1. Governance and Management	20	200	51	170	100	Y
2. Strength and Quality of Staff	10	100	26	87	50	Y
3. Curriculum Design and Programme Development	12	120	23	77	60	Y
4. Teaching-learning	9	90	23	77	45	y
5. Learning Resources, Student Support and Progression	12	100	22	61	50	Y
6. Student Assessment and Awards	8	80	16	53	40	Y
7. Postgraduate Studies, Research, Innovation and Commercialization	12	100	33	92	50	y
8. Distance Education	10	70	17	40	35	Y
9. Community Engagement, Consultancy and Outreach	6	60	14	47	30	Y
10. Quality Assurance	8	80	17	57	40	Y
Total Score		1000	242	759		
Total Score (%)				76		
Final grade				B		

*Represents 50% of the maximum achievable standardized criterion-wise score.

- i) Overall University Score is 76
- ii) Number of Criteria which received equal to, or more than the weighted minimum score is 10
- iii) Criteria which received less than the weighted minimum score is none

Accordingly, the Quality of Education and Standards of Awards of the Eastern University, Sri Lanka is given an Overall Grade of **“Good”**.

Section 7: Commendations and Recommendations

The review team having perused the SER and completed the site visit, wishes to give the following commendations and recommendations for consideration of the University in planning and implementing future development programmes.

Criterion 1: Governance and Management

Commendations

- University has taken measures to comply with UGC circulars and its QA activities are supported by its strategic plan and accompanied action plans.
- University has taken successful initiatives towards the following:
 - Infrastructural and innovative academic development of faculties,
 - Establishment of the Policy for GEE and SGBV and mechanism to handle such issues.
 - Establishment of a Centre to support students with special needs, and
 - Establishment of the cultural museum with the focus on heritage management.
- University has entered into several MoUs with several local and overseas institutions for academic and research collaboration and support.

Recommendations

- Good practices adopted by individual faculties have to be shared among the other faculties for wider internalization best practices across the University.
- University must take steps to attract international students into the internal undergraduate and postgraduate programmes.
- Policy and procedures for resource sharing need to be formulated to promote greater sharing of scarce resources such as facilities, laboratories, instruments, etc.
- Quality culture must be promoted among all categories of staff, including non-academic staff, and possibility of establishing a quality assurance cell for latter category must be explored.
- Formulate policies and procedures and guidelines for areas/aspects/elements which are currently lacking such as – HRM policy for human resource management and Guidelines for avoiding conflict of interests.

Criterion 2: Strength and Quality of Staff

Commendations

- Adoption of Standard Operating Procedures(SoPs) handling matters related to human resource management and strict adherence standard recruitment procedures in recruiting staff.

- Promoting research and development through provision of incentives - Rewards for best researchers, assisting the submission for international patents, and securing Presidential Awards for research.
- Offering opportunities for career progression through provision of facilities for postgraduate training for young academic, continuing professional development and in-service training to all categories of staff members
- Handling issues of staff through Staff Grievance Committee

Recommendations

- Expedite the design and adoption of policies and procedures for;
 - Human Resource Management, and
 - Conflict of Interest.
- Streamline procedure in handling examination offences committed by students.
- Streamline and expedite filling of vacancies in the academic as well as academic support staff cadres.

Criterion 3: Curriculum Design and Program Development

Commendations

- Establishment of Curriculum Development Committees in all faculties to deal with curriculum related matters.
- Establishment of Quality Assurance Cells in all the faculties including the Center for External Degrees and Extension Courses.
- Adoption of innovative / best practices by Faculties such as;
 - Skill audit practiced by the Faculty of Management and Commerce,
 - Regular monitoring mechanism for the teaching-learning adopted by the Faculty of Technology,
 - Advanced laboratory facilities made available in the Faculty of Healthcare Sciences,
 - Recognition of prior learning provision granted by the curriculum of BSc in Nursing (External) degree offered by the Faculty of Healthcare Sciences, and
 - Conducting tracer studies on employability for all the academic programmes at the annual graduation ceremony.

Recommendation

- Formulate and adopt Institutional Graduate Profile/Attributes and having done that revisit the existing Programme-level Graduate Profiles and align them with those attributes of Institutional Graduate Profile.

- Establish a Senate Standing Committee for review and recommend the drafts of by-laws that may be submitted by faculties, centres and units for approval by the Senate and Council.
- Design and adopt standards formats and guidelines for developing specifications of Study Programme and Course Curricula – such format should include the following- title of study programme, study programme curriculum layout and course spread over the study period, programme objectives and ILOs specified in consistence with graduate profile, individual course objectives and ILOs, course content listed in alignment with course ILOs, teaching and learning methods, assessment methods, and recommended readings.
- Upload all study programme and course curricula on the respective faculty websites for students' reference.
- Promote greater adoption of OBE-SCL approach by all study programmes with greater use of modern student-teaching-learning tools and techniques. For this purpose, it is recommended to arrange more training programmes on OBE-SCL approach for academic staff, particularly for young academic staff.
- Design and introduce reward system to encourage and appreciate students' involvements in research and innovations and outreach activities.
- Design and introduce an internal academic auditing system. In this process, annual academic audits are to be carried out by the respective IQACs of faculties/centres in liaison with CQA to review and monitor the ongoing internal and external academic programmes and students' performance.
- Establish Career Guidance Cells at faculty-levels that are linked to the University Career Guidance Unit and streamline career guidance service including to facilitation of students' engagement OBL activities.
- Consider introducing inter-disciplinary courses into the curricula of all study programmes.
- Consider adopting credit transfer system across all faculties.
- Ensure the availability of Subject Benchmark Statements of respective study programmes to all relevant academics for reference purpose.
- Take steps to archive the details of curriculum revisions – employability data, stakeholder surveys'/tracer studies' outcomes, stakeholder discussions and recommendations, reviewers' reports, details of approval process, etc., for reference as and when required.
- Design and adopt appropriate formats to obtain employer feedback on graduates' performance.
- Ensure university-wide adoption of peer reviews for all the teaching staff including the follow-ups as and when required.

Criterion 4: Teaching – Learning

Commendations

- Adoption of Academic Staff Charter to create awareness among staff on what is offered by the University and their commitment and obligations, and their rights and responsibilities.
- Conducting skill audits by some faculties.
- Availability of programme and course specification documents for most of the study programmes and courses
- Adoption of a policy and procedure to reward academics who excel in teaching.
- Offering English courses/TESL courses to students at different levels of the academic programmes in all faculties.
- Provision of special facilities for students with special needs by the Faculty of Arts and Culture through a special center.
- Provision of advanced laboratory facilities by the Faculty of Healthcare Sciences.
- Adoption of a teaching – learning monitoring mechanism by the Faculty of Technology
- Displaying graduate profile at the faculty premises of the Commerce and Management Faculty

Recommendations

- Priority should be given to increase the cadre positions for academic and academic support staff of DELT to strengthen the TESL and English Language teaching programmes.
- Promote adoption of modern teaching-learning methods to reflect OBE-SCL strategies.
- Implement follow up actions based on the outcomes of student feedback and peer review reports and archive all such reports within respective faculties/departments for reference.
- Provide the mechanism to students for submission of online anonymous student feedback forms.
- Provide required textbooks to the library and extend the opening hours of the library when necessary.
- Institute proper mechanism for the progress monitoring of the ongoing academic programmes (both internal and external) through respective Internal Quality Assurance Cells.
- Promote adoption of students-centered teaching-learning methods and tools and techniques in the delivery of courses/study programmes
- Introduce effective mechanism to provide student feedback and peer review reports to teachers for self-improvement.

- Consider introducing course unit on ‘research and innovations’ in the undergraduate curricula during the early years, and introduce a reward system for promoting students’ involvements in research and innovation and outreach activities

Criterion 5: Learning Resources, Student Support and Progression

Commendations

- Adoption of Student Charter to educate students on what is offered by the University and their commitment and obligations, and their rights and responsibilities.
- Efforts taken by the University and faculties to expand the infrastructural facilities and learning resources.
- Provision of library facilities – at central and faculty-level.
- Provision of ICT facilities for students and staff – at central and faculty-level.
- Upgrading the ELTU to a department status and provision of a spacious building for the DELT.
- Provision of special facilities and learning for students with special needs.
- Availability of resourceful and effective Career Guidance Unit and provision of many training programmes to students.

Recommendation

- Take continuous efforts to expand Infrastructure facilities and learning resources in parallel with the increase in student numbers.
- Conduct an audit on available infrastructure and academic learning resources and develop and adopt mechanism and procedures including guidelines to promote sharing of scarce teaching-learning resources within and among all the faculties, among departments within faculties, units and centers.
- Take steps to acquire adequate facilities (i.e. staff, resources, IT facilities with accessories needed to establish a central language lab at the DELT to enhance the efforts in conducting TESL and English language programmes and courses.
- Enhance the usage of LMS facilities by the academic staff and introduce proper monitoring mechanism assess the LMS usage by academics.
- Establish library facilities at the Faculties of Agriculture and Technology at Palachholai.
- Financial allocation to the library system needs to be enhanced and mechanism need to be developed to ensure full utilization of the approved allocations
- Plagiarism software needs to be made available.
- Ensure continuous improvement of availability of authentic software for academic purposes.

- Take steps to promote students' engagement in extracurricular activities including the sport facilities. Facilities for extracurricular activities need to be enhanced with provision of more space, equipment and maintenance.
- Introduce psychological counselling system that should preferably be linked with the student counselling system.
- Improve accessibility of all information provided to students on a regular basis via multiple modes
- Design and adopt early exit or fallback options offered to students in all study programmes.

Criterion 6: Student Assessment and Award

Commendation

- Adoption of Manual of Examination Procedure which has become effective from August 2022.
- Adoption of well prescribed procedures for dealing with examination offences.

Recommendation

- Conduct periodic reviews on assessment methods and take measures to improve the reliability, effectiveness and efficiency of assessments.
- Take steps to address the frequent and recurrent delays occurring in faculties / department in processing and releasing of examination results to ensure the release the results on time.
- Design and adopt a mechanism to facilitate students complete their respective degree programmes within the stipulated time period.
- Develop resilience of the institutional systems and procedures to cope with unexpected events/unexpected circumstances.
- Ensure those faculties which are facing lower graduation rate at first attempts take steps to address the issues through in depth analyses and institute remedial measures.

Criterion 7: Postgraduate Studies, Research, Innovation and Commercialization

Commendations

- Establishment of the Faculty of Graduate studies to coordinate all postgraduate study programmes offered by all faculties.
- Design and adoption of research policy to facilitate and promote research and innovation efforts and the role played by the Research Council in the operationalization of university research policy.

- Steps taken by the University to broaden the scope of the postgraduate programmes offered through research as well as through taught courses.
- Offering grants to academics for research and related activities.
- Organizing and hosting national and international research conferences at regular intervals.
- Efforts take to secure international patenting for promising inventions.
- Promoting research collaboration with foreign Universities by signing MoUs and agreements.

Recommendations

- Take urgent steps to make the Faculty of Graduate studies to become fully functional – such as appointment of the Dean and administrative and support staff and by taking steps to adopt revised ordinance of FGS (Gazetted in 2021).
- Take measures to improve the evaluation mechanism of postgraduate study programmes.
- Take steps to establish an Internal QA cell at the FGS.
- Design and adopt mechanism to reward high performing postgraduate students
- Institute a Plagiarism Checker for the use by academics and postgraduate students and external examiners.
- Promote commercialization of innovative research outcomes through UBLC

Criterion 8: Distance Education

Commendations

- Providing higher education opportunities to those who are unable to enter the universities through open and distance learning (ODL) mode and offering two high demanded degree programmes, several diploma programmes and several extension courses to help the community
- Adoption of by-laws and guidelines by the CEDEC.
- Relocating the CEDEC in proximity to the town with adequate office space to facilitate easy access and increased participation

Recommendations

- Take steps to review and reorganize functions and procedures of CEDEC in alignment with UGC guidelines. In this process, reassess the scope and functions of CEDEC, with special attention given in revising its vision and mission. Further, the responsibilities and duties need to be assigned to the director and three coordinators to improve the administrative and academic aspects of the CEDEC

- Ensure the students enrolled in the external degree programs are provided with the required details of study programmes. As such the programme and course specification, all the degree programmes and diploma programmes need to be made available for the students both in electronic and print modes.
- CEDEC shall take steps to streamline its record keeping process to ensure all requires records – student registration, students’ academic records, marks of respective examinations, etc., are available at the Centre for reference.
- CEDEC shall ensure the external students are provided lecture material/ LMS based study material. Further, quality of teaching material needs to be monitored by the respective study programme coordinators as well as by the IQAC.
- CEDEC shall streamline the continuous assessment and examination procedure to ensure that results of continuous assessment/mid –semester examination of external degree programmes are released on time - within two weeks after assessments or at earliest possible (before the end semester examinations).
- CEDEC shall consider incorporating courses on IT and English into external degree programmes to provide adequate training on ICT and English to external students.
- CEDEC shall take steps to document results of Degree, Diploma and Certificates courses and obtain necessary approvals from the Results Board, Board of Management and Senate before releasing the results.
- It is recommended to provide re-scrutiny facilities for external degree students
- It is recommended to restructure BSc in Nursing programme to ensure its alignment with attributes of SLQF 6. Further, it is recommended to check the whether students applying into the programme with Diploma level qualification be given two years’ exemption for all the courses or to be given exemptions only for some relevant courses.
- List of examiners for external examinations need to be streamlined to indicate clearly the responsibilities assigned; i.e. as Paper Setter, Moderator, 1st Marking Examiners, 2nd Marking Examiners, etc.
- CEDEC shall take steps to streamline the academic administration of Diploma and Certificate courses – *programme specifications (credit value, title and scope of the programme, programme objectives/ILOs, programme contents, teaching –learning methods, assessments, and supplementary reading material) and examination and grading must be conducted by adhering to guidelines prescribed.*
- All records on teaching panel, workload of the teaching staff, academic time table need to be properly prepared, approved through proper channels (Board of Study, Faculty Board and Senate), and such information need to be available at the Centre.
- CEDEC website needs to be re-structured and regularly updated with essential information to the students.
- Financial statements/budgets for all the programmes needs to be prepared and submitted to the CEDEC Management Committee, Finance Committee and the Council for review and approval.

- IQAC of CEDEC needs must take a proactive role in streamlining all the administrative and academic processes and procedures of the Centre.
- Take steps to include Assistant Registrar or SAR of the Centre as the Secretary to IQAC of the Center in order to ensure he/she takes responsibility of maintaining quality of all the administrative and academic processes.

Criterion 9: Community Engagement, Consultancy and Outreach

Commendations

- Adopting well-articulated Policy on Community Outreach Activities.
- Promoting academic staff engagement in consultancies and extension services.
- Integration of community outreach activities as a part of the co-curricular activities of all study programmes.
- Implementation community based outreached activities by the Faculties of Agriculture, Healthcare Sciences and Science.
- Unique creative cultural endeavours undertaken by the Faculty of Arts and Culture

Recommendations

- Formulate and adopt a policy and guidelines on conducting outreach activity programme
- Prepare and maintain written records on community services undertaken, feedback received from facilitators, beneficiaries and students.
- Promote inter-disciplinary/trance disciplinary innovative community development engagements.

Criterion10: Quality Assurance

Commendations

- Commitment of EUSL for promoting quality culture within the University and faculties and since 2005 and establishment of institutional mechanism for internal quality assurance – central IQAU/CQA and network of IQA Cells/Units across the operational entities.
- Implementation of recommendations made by the Subject Reviews (2005) and Programme Reviews and Institutional Reviews (2010 and 2015).
- Well-structured and staffed CQA which is administered in accordance with approved by-laws and regulations and guidelines.
- Adoption of score-card system for monitoring the IQA activities undertaken by respective IQA Cells/Units in eight faculties (including SVIES and Trincomalee Campus), Library and Unit of Siddha Medicine.

- Regular review of IQA activities undertaken by the CQA and IQA Cells/Units by Senate Standing Committee on Quality Assurance (SSCQA) and reporting the progress to the Senate and Council
- CQA's practice of incorporating essential matters discussed in the Standing committee of Quality Assurance of the UGC in the agenda of CQA Management Committee Meetings
- CQA's role in facilitating internal and external reviews – conducting awareness and training programs through SDC and by assisting the conduct of external reviews (both IR and PRs).
- Support extended by SDC to CQA in promoting institutionalizing the QA culture and facilitating the QA activities within the University- conducting awareness sessions and training workshops

Recommendations

- The Council of EUSL shall pay greater role in promoting institutionalization quality culture with in the University - reviewing of reports submitted by the Senate through SSCQA on the progress of internalization of quality enhancement activities promoted by the CQA and IQA Cells/Units and taking appropriate measures to address any issues and limitations.
- University shall take steps to regularly review and streamline the functions of the SSCQA - composition and functions of the SSCQA so as to expand its scope and functions.
- CQA shall take steps to regularize internal review mechanism for institutional and programme review - a guide books for internal reviews (prepared in alignment with QAC Manuals of External Reviews) must be developed and adopted to facilitate this process.
- CQA must be provided with Council minutes/decisions made on academic and administrative matters, and as such the extracts of pages of Council minutes need to be available at CQA.
- Take steps to review and update CQA by-laws in regular manner to strengthen its authority in executing its role and responsibilities.
- Take steps to streamline and strengthen the functional aspects of Centres/Units operating within the University – by revising and updating by-laws and adopting new by-laws for centres/units that do not have by-laws at present, and putting in place required guidelines on all procedures including TORs of all officers of such centres/units.
- Take steps to institutionalize a QA Mechanism at the FGS and in all postgraduate programmes.
- Review the QA aspects of CEDEC and revise the existing by-laws of the IQAC to include the AR of the CEDEC as the Secretary of the IQAC.
- Consider institutionalizing mechanism to oversee the QA aspects of the central administration covering all administrative and non-academic staff.

- Take steps to formulate a policy and guidelines to promote greater participation of students in QA aspects of the University and faculties. In this context consider inviting student representatives to the committees/meetings, wherever possible.
- Take steps to formulate and adopt Policy and Guidelines for dealing with Conflict of Interest.
- Take steps to formulate policy and guidelines on prevention of plagiarism and appropriate software applications (such as Plagiarism Checker) need to be purchased and made available to the students and staff.
- Consider bringing Research Council (RC) in closer liaison with other centres dealing with research and development (such as CMR, CSRD, FGS, CSR, etc.) to promote joint activities and participatory decision making.
- Consider devoting two slots from the Dean's List to designate two best performing students as "QA Ambassadors" to foster and promote QA activities among the student community of each faculty. They can serve in that capacity for one year and be issued a certificate on completion. This must be included into the Policy on Student Engagement in QA activities.

Section 8 Summary

Eastern University has made progressive improvements in its infrastructure facilities, human resources, student numbers, systems and procedures and outputs and outcomes since its previous IR in 2015. Commitment of the University for improving quality and standards was demonstrated by implementing the recommendations by the IR report of 2015. All QA functions are coordinated by a central umbrella body, Center for Quality Assurance (CQA) which is linked with faculties/centres/units through a network of IQA Cells/Units operating in respective operational entities, and the QA activities of entire university is monitored by the Senate and Council. In general, University's governance and management system is in conformity and in compliance with the Universities Act and relevant Ordinances, Establishment Code of the University Grants Commission and Universities and Circulars issued by the UGC. Although most of the Faculties/Departments have sufficient number of qualified academic staff, few faculties experience shortage of academic staff. Curricula of almost all of these degree programmes have been designed and revised in accordance with Sri Lanka Qualification Framework (SLQF) and attributes prescribed by respective Subject Benchmark Statements (SBSs). Nonetheless, all of the academic and administrative aspects are in need of review and reforms for further improvements. Though the curricula of most of the Faculties have been planned adopting OBE- SCL approach, there appear to be deficiencies in adopting appropriate teaching-learning and assessment methods and tools. University has also taken steps to establish the Faculty of Graduate Studies (FGS) to administer and coordinate its all postgraduate degree programmes. However, it is still in evolving stage and urgent steps are required to establish and consolidate its mandatory functions. University has also put in place procedures to promote consultancy and outreach activities. Though the external arm of the University, the Center for External Degrees and Extension Courses have been reformed as per the guidelines issued by the UGC in 2015, it is still in need for further reforms and improvements in all aspects of its operation. Though the University has taken progressive steps to put in place a decent learning environment to support student learning and progression, the existing facilities needs further upgrading and expansion.

Based on the scores received for 10 quality criteria, the Eastern University has earned an overall Score of 76 with all criteria securing more than the weighted minimum score. Accordingly, the review team wishes to award an Overall Grade of "Good". Nevertheless, the review team having perused the SER and completed the site visit, has given series of recommendations for consideration of the University in planning and implementing future development programmes and activities. Moreover, the IR team wishes to suggest to include the SVIAS and Trincomalee campus under the next institutional review process as both units come under the direct administrative purview of the Eastern University. Finally, the IR team wishes to state that the quality assurance is a journey and this review reveals that EUSL despite making progressive

improvements is still saddled with few shortcomings, and this review report with its recommendations would be of value in its quest to achieve the expected quality and standards.

ANNXURE - 1

SCHEDULE FOR THE SITE VISIT: 2023.05.08 - 2023.05.12

INSTITUTIONAL REVIEW – EASTERN UNIVERSITY, SRI LANKA

Day-1 Monday 2023.05.08		
08.30-9.00	Meeting with the Director CQA/Finalizing the Agenda by the Review Team with the Director /CQA	Director/CQA
09.00-09.15	Meeting with the Vice-Chancellor (Courtesy visit)	Director/CQA
09.15-10.00	Presentation by the Vice-Chancellor (in the presence of the Members of the Council, Deans, Directors of Centres/Units, CQA Director, Registrar, Bursar, Librarian, Marshall, Senior Medical Officer, Wardens, Senior Student Counsellors etc.)	Director/CQA & Registrar
10.00-10.30	Discussion (with tea)	Director/CQA
10.30-11.00	Meeting with the Administrative Staff (Registrar, DRs, SARs, ARs)	Registrar
11.00 -11.30	Meeting with Bursar, SABs, ABs	Bursar
11.30 -12.00	Meeting with Internal Audit Department	Head / Internal Audit
12.00 -12.30	Meeting with the members of the Center for Quality Assurance, and Team leaders of SER writing team	Director/CQA
12.30 -13.30	Lunch	Registrar
13.30 -14.30	Meeting with the Librarian and Staff, Observing facilities	Librarian
14.30-15.00	Meeting with Senior Student Counsellors/ Student Counsellors	SAR/Student Affairs
15.00-15.45	Meeting with students and student representatives	SAR/Student Affairs
15.45 -16.15	Visit to Academic Affairs Division	Director/CQA
16.15 -18.30	Review of documents (with Tea)	Director/CQA
18.30	Leaving for the Hotel	

Day 2 Tuesday: 2023.05.09		
	Team 1 Faculty of Agriculture ,Palacholai	Team 2 Faculty of Technology, Palacholai
8.30— 9.00	Meeting with the Dean, Heads of Departments	Meeting with the Dean, Heads of Departments
9.00 — 9.30	Meeting with Academic staff	Meeting with Academic staff
9.30- 10.00	Meeting with Non-Academic staff	Meeting with Non-Academic staff
10.30 -11.00	Meeting the Students with Tea	Meeting the students with tea
11.00 -12.00	Centre for Sustainable Agriculture and Resource Management (CENSARM).	Visit to the farm
	Visit to the farm	
12.00-13.00	Observing Facilities: Lecture halls, Computer Labs, science Laboratories, workshop, Research labs, study/discussion areas, canteens, etc.,	
13.00 – 14.00	Lunch	
	Team 1 Faculty of Science	Team 2 Faculty of Commerce and Management
14.00 — 14.30	Meeting with the Dean, Heads of Departments, Coordinators	Meeting with the Dean, Heads of Departments, Coordinators
14.30 — 15.00	Meeting with Academic staff	Meeting with Academic staff
15.00 - 15.30	Meeting with Non-Academic staff	Meeting with Non-Academic staff
15.30 - 16.15	Meeting the Students with Tea	Meeting with students with Tea
16.15 - 17.15	Observing Facilities: Lecture halls, Computer Labs, science Laboratories, workshop, Research labs, study/discussion areas, canteens, etc.,	
17.15-18.30	Reviewing Documents @ Board Room	
18.30	Leaving for the Hotel	

Day 3	Wednesday: 2023.05.10	
	Faculty of Health-Care Sciences, Pillaiyarady	
8.00-8.30	Meeting with the Dean, Heads of Departments, Coordinators	
8.30 -9.00	Meeting with Academic staff	
9.00-9.30	Meeting with Non-Academic staff	
9.30-10.15	Meeting the Students with Tea	
10.15-11.00	Observing Facilities: Lecture halls, Computer Labs, science Laboratories, workshop, Research labs, study/discussion areas, canteens, hostels etc.,	
11.30 -13.00	Visiting to the student's hostels and staff quarters @ EUSL	
13.00-14.00	Lunch	
	Team 1 Faculty of Arts and Culture	Team 2 Faculty of Graduate Studies /Centres
14.00 — 14.30	Meeting with the Dean, Heads of Departments, Coordinators	Meeting with the Dean, Faculty members, Coordinators
14.30 — 15.15	Meeting the Students with Tea	Meeting with Centre for Social Research & Development (CSR D)
15.15 - 15.45	Meeting with Non-Academic staff	The Visiting to Centre for Multidisciplinary Research (CMR)
15.45 - 16.15	Meeting with Academic staff	Meeting with Centre for Early Childhood Care & Development (CECCD)
16.15 - 17.00	Observing Facilities: Lecture halls, Computer Labs, workshop, Research labs, study/discussion areas, canteens, Hindu Arts Gallery and Museum.	
17.00- 17.30	Visiting to the Centre for Social and Reconciliation (CSR)	
17.30-18.00	Meeting with cultural development groups	
18.00	Leaving for the Hotel	

Day 4 (Thursday): 2023.05.11		
Meeting with Centres, Units ,Stakeholders		
08.00 –08.45	Visiting to Centre for External Degrees and Extension Courses (CEDEC) & Meeting External students	
	Team 1 Centres/Units	Team 2 Centres/Units
9.15 -10.00	Meeting with the Research Council	Visiting to Medical Centre
10.00 -10.30	Visiting to University Business Linkage (UBL)	Visiting to Career Guidance Unit (CGU)
10.30 – 10.45	Tea @ Board Room	
10.45-11.15	Visiting to Staff Development Centre (SDC)	Visiting to International Affairs Division (IAD)
11.15-11.45	Visiting to Centre for Information and Communication Technology (CICT)	Visiting to DELT
11.45-12.15	Visiting to Centre for Industry and Community Linkages (CICL) & Meeting the External stake holders	Visiting to GEE
12.15-12.45	Visiting & Meeting with Director/Physical Education Unit	
12.45 – 13.45	Lunch	
13.45-14.15	Meeting with Alumni	
14.15 – 15.30	Reviewing Documents	
15.30 – 17.30	Meeting of the Review team to summarize findings	
17.30 – 18.30	write up	
18.30	Leaving for the Hotel	

Day 5: (Friday): 2023.04.12	
8.00-10.30	Discussion among members of the Review team and write up
10.30-12.00	Wrap-up meeting with the VC, Deans, Registrar, Bursar, Directors, CQA Director, Team leaders of SER writing team, etc.
12.00-12.30	Lunch
12.30	Departure