Institutional Review

of

University of Jaffna

Review Team

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

The Jaffna Campus of the University of Sri Lanka was established in 1974 as the 6th campus of the University of Sri Lanka, comprising two faculties, Arts and Science. It was upgraded to the University status with effect from 1st January 1979 after the enactment of the University Act No. 16 of 1978. The University of Jaffna is now widespread across 750 acres of lands in the Northern Province and its academic entities are established in Jaffna, Kilinochchi and Vavuniya. Only five faculties, i.e. Arts, Graduate Studies, Management Studies and Commerce, Science, Medicine along with Siddha Medicine Unit and Ramanathan Academy of Fine Arts (RAFA) are situated in Jaffna. Three faculties namely Agriculture, Engineering and Technology are based in Kilinochchi, about 70 km away from Jaffna. Out of these three faculties, Engineering and Technology faculties were established in 2013 and 2016 respectively. The Vavuniya campus located about 155 km away from the main campus in Jaffna was originally established as an affiliated university college in 1991 and later upgraded to a Campus in 1997. This campus with 180 acres of lands located at Pampaimadu along Vavuniya-Mannar road offers degree programmes under Faculties of Applied Sciences and Business Studies.

In addition to the above mentioned Faculties, a number of different study units, such as Unit of Allied Health Sciences, English Language Teaching Centre (ELTC), Computer Unit, Media Resources Training Centre, Extramural Unit, Sports Science Unit, Centre for Open and Distance Learning (for external degree programs), Career Guidance Unit, Staff Development Centre, Gender Equity and Equality Centre and Well-Being Centre are also functioning in the University. The Unit of Allied Health Sciences, Sport Science Unit, Centre for Open and Distant Learning and Extramural Unit are situated in locations close to the main campus and other units are situated in the main premises of the University of Jaffna.

The University has a clear vision from its inception which has been guided by the motto "Discernment is wisdom". The Vision of the University is "*to be a leading centre of excellence in teaching, learning, research and scholarship*". Through this vision, the University developed its mission concentrating its entire energy enduring commitment for the well-being of the people through quality education. The mission of the University is "*to produce intellectual, professionally competent and capable graduates to meet the emerging needs of the national and international community, **with a special emphasis on the social, economic and cultural needs of Northern Sri Lanka***". The addendum indicated in bold letters was inserted to the mission statement after 2011.

The University of Jaffna has a total of about 9000 undergraduates as at present. The annual intake is 2930 with a majority in Arts stream (990), followed by Science (475), Management (400), Medicine (150 and 5% reserved for foreign students), Allied Health Sciences (95), Technology (220), Applied Science (175), Business studies (150), Engineering (125), Agriculture (100) and Siddha Medicine (50). The enrolment has been very good in the recent past, for example, 2732 students had registered out of 2930 in year 2017. In addition to internal students, about 1200 students are enrolled for external degree programmes. The postgraduate population is about 550. This student population is served by 490 academic staff and 690 non-academic staff.

The University of Jaffna went through its first Institutional Review (IR) in 2011. A judgment of "Confidence" was given to the University of Jaffna with 50 recommendations. Comparing the

recommendation made in the IR report of 2011 and the progress made since then, as reported in the SER and verified during the site visit, the University of Jaffna was able to fulfil only few recommendations, such as reactivation of the IQAU of the University and establishment of IQAC at each faculty. Some of the recommendations have been implemented only to a certain extent. For example, there was a recommendation to improve hostel facilities. Though the hostel facilities were expanded during last 6 years, the accommodation problem still remains in view of the increased number of internal students. Computer facilities to students have been improved. Initiatives have been taken to revise the curriculum to accommodate recent developments in higher education with regard to quality improvement. However, in general, most of the recommendations in the IR of 2011 have not been attended, partly in view of the limited support provided by authorities to facilitate full implementation.

The University of Jaffna was also selected as one of the two universities in Sri Lanka which were reviewed under Commonwealth of Learning Review and Implementation Model (COLRIM). The finding of this review has been discussed in the senate and action was taken to implement the recommendations.

During the site visit, the review team was made aware of the constraints the University of Jaffna had in developing its infrastructure and academic programmes systematically due to the three decades of conflicts. Operating 10 faculties at 3 distance locations within the Northern Province and being 394 km away from Colombo has also added to many problems encountered by the University. This context was taken in to account by the team during the IR process.

Section 2 - Review Team's view of the Self - Evaluation Report (SER), University of Jaffna

The IR team is very satisfied about the process followed in preparing the SER. The Director of the IQAU of University of Jaffna had visited various faculties and conducted awareness programmes. The team found that even the technical officers of the Vavuniya Campus have participated in such awareness programme indicating that it was a very inclusive process. Ten committees had been formed for each criteria and the members for each committee included representatives from academic as well as administrative staff. There were faculty representatives in each committee which had its own structure with a chairperson and a secretary to conduct their deliberation separately. It was reported that seven progress meetings were conducted to review the progress of the discussions and the IQAU was also informed about the progress at its monthly meetings. Having finalized each criterion with standards after agreeing by all members, the final SER was written by the writing team, which consisted of 20 members, i.e. the Director IQAU, 14 coordinators of IQAC and 5 academic staff members.

The SER follows the format given in the IR manual. The section on introduction to the university describes the history, the establishment of each faculty and the programmes they offer in detail. This is followed by the progress made by the university since its last IR conducted in 2011. There are two SWOT analysis reported in the strategic plan 2017-2021 and SER. The SWOT analysis given in the SER is more relevant to quality assurances aspects whilst the other covers all aspects of the university. The SWOT analysis clearly reflects the strengths, weaknesses, opportunities and threats

and if addressed properly, would help University of Jaffna to improve its current ranking to higher level.

In section 2, the adherence to the 10 criteria and 145 standards explained in the Manual for Institutional Review has been described with a list of documentary evidences to support the claim. The information on each standard was tabulated in three columns. The column 1 contains the number of Standard the university's adherence to each Standard. Column 2 indicates the documentary evidence to support the claim and column 3 indicates the code number of each supporting document. It is inevitable that a single document to be quoted in several places as evidence since some standards tends to overlap with each other.

The University has made available the Strategic Plan of 2018 - 2022 and Action Plan of year 2018. There are 6 goals to achieve the stated vision and mission of the University. Both plans developed for each faculty, units and Vavuniya campus are comprehensive and included key performances indicators, performance targets, time plans, persons responsible for each action and estimated budget. There is less documentary evidence to show that the progress of the strategic plan is undertaken at regular interval. The master plan was developed for Jaffna, Killinochchi, and Vavuniya separately and the projections and further developments are included incorporating the additional intake of students with the required infrastructure facilities for studying and recreation fulfilling the mission statement.

Section 3: A brief description of the review process

Since the University of Jaffna has 10 faculties, one campus, an academy and many units scattered across the Northern Province, the UGC appointed a 8 member team from five universities in Sri Lanka. In addition, one international member from Russia was also assigned for the institutional review. The list of members and their affiliations are given below. Prof. E.R.N. Gunawardena served as the review chair.

- Prof. E.R.N. Gunawardena   (Senior Professor, University of Peradeniya)
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There were two meetings before the site visit. The first meeting was held at the UGC on 13th July 2018. Prof. Deepth Bandara, the Director of the QAAC made presentations and discussed all the relevant aspects of the IR process. The Self Evaluation Report (SER) of University of Jaffna was made available to each local member of the team on the same day for individual desk review. The team

met the Director/QAAC again at the UGC on 23rd August 2018 and discussed about, findings of the desk review and the tentative agenda for the site visit and assigned tasks to each member.

The panel visited the University and conducted the review from 08th to 13th October 2018. The International member joined the local team on 7th October and participated for the review process until 13th October 2018. The Review Team was very satisfied with the agenda, which is given in the annex, and facilities provided by the University. Most of the evidence was assembled very systematically in one room, which was also assigned to the IR team during the week. Some evidence was also made available when the team visited faculties/units. The printed documents with clear reference to each coded document were given to each member of the team. As a result the team found it very easy to locate the evidence.

The Review Team is of the opinion that all those who participated in the review took the entire review process very seriously and actively participated in the proceedings. The enthusiasm shown by the non-academic staff and students was exemplarily. In view of the enormity of the task in covering all faculties, units and campuses scattered across the peninsula within 6 days, the team was divided into two groups. Allocating two vehicles with a person to guide each team has facilitated both teams to visit various faculties, units etc. whilst the meetings were arranged on time. This has helped the team to interact with large number of stakeholders of the University of Jaffna as given in the agenda. The IQAU team was available whenever the team wanted to clarify various documents and requested information. The logistics provided to the team by the University authorities was excellent. The review team would like to place on record the leadership given especially by Prof. G. Mikunthan, the Director of the IQAU of the University of Jaffna, who led his team in formulating the SER and organizing the review process during the site visit.

Section 4. Overview of the University's approach to Quality and Standards

The approach of the University of Jaffna (UoJ) to the process of Quality Assurance is commendable and many practices that are vital for the establishment of effective quality assurance practices have been observed during the review visit. The importance and the central role that has to play by Quality Assurance has been identified and endorsed by the University as indicated in its Corporate Plan.

The establishment of the Internal Quality Assurance Unit (IQAU) as per the guidelines set out by the Commission circular 2015/5 has been pivotal for the expansion of the QA system within the University. Accordingly, a Professor, a Senior Academic with administrative experience, has been selected and appointed as the Director/ IQAU. The QA Management Committee of the IQAU representing all the Deans, Registrar, Librarian and a convener (AR) has been appointed. The IQAU functions effectively, coordinating and spearheading all QA activities within the University.

Adequate space has been allocated to setup an office for the IQAU within the Ramanathan Block of the University which is the main administrative building and QA Management Committee meetings have been conducted regularly. Further to that, QA related activities have been given prominence place in the Faculties and Senate agendas. The Director/IQAU is mandated to present the progress of

the IQAU activities to the Senate at each meeting. Similarly the QA activities of each faculty have been regularly reported at the respective Faculty Boards, by the faculty QA Coordinator. The Faculties and the Senate are closely monitoring the progress of the QA related decisions and their implementation elsewhere.

As per the Commission circular 2015/5 Internal Quality Assurance Cells (IQACs) have established in all the faculties in order to coordinate and implement QA activities. The IQACs are formed representing all the departments in each faculty. This procedure of regularly reporting the QA activities at the Senate and at Faculty Boards has resulted in disseminating such activities across all the staff members, within the University.

Thus the UoJ has taken effective steps to internalize the QA activities within the University. This was quite evident during the site visit as all the staff members which included academic and other staff members expressed their awareness of the QA procedures. It was also commendable to note that all the senior academic members have contributed effectively to the QA activities, especially in the preparation of the Self Evaluation Report (SER) and also their presence at the time of site visits by the team.

The coordination of all QA related activities, representing the QA standing committee meetings, liaising with other stakeholders, organizing and preparation of the University for the Program Reviews and the Institutional Review are key functions of the IQAU. The IQAU of UoJ has successfully attended to these functions. The IQAU has developed its own by laws and similarly all QACs have developed Terms of Reference (TOR's) defining their responsibilities. All the faculties are conversant with the national framework of quality assurance in higher education. Academics are well aware of Sri Lanka Qualification Framework (SLQF) and have aligned their programs with the SLQF. Several programs are based on the principles of LCT (Learner Centred Teaching) and OBE (Outcome Based Education). However, this is not widely practiced across all the faculties and needs to be regularized in future. The curricula are reviewed periodically and the approval from the Department, Curriculum Development Committee, Faculty Board and the Senate has been followed. When curriculum revisions are carried out, stakeholder feedback had been taken into consideration by some faculties. All Faculties are practicing student feedback and peer evaluations. Both student feedback and peer evaluations are conducted in a transparent manner.

University has established various mechanisms to disseminate important information to all stakeholders. The website of IQAU comprise all the information relevant to QA and update frequently. All the information and decisions taken by the IQAU is disseminated through the official website of the IQAU. However, official website of the University of Jaffna is not up to date and some of the links given are non-functional.

The University follows accepted norms and regulations which help to internalize the QA aspects into practices associated with the governance and delivering academic programmes. The acts and ordinances along with circulars issued by the UGC are followed by the University. The meetings of the council, senate, finance committee along with other subcommittee meetings are held regularly. New approaches in delivering academic programmes, including SLQF, Outcome Based Education, Student Centred Learning approaches etc. are being followed.

However the progress of such quality assurance activities across all administrative units, faculties and units are not uniform. Setting up of maximum period to process applications for promotions, time taken to recruit new staff etc. are some of the guidelines that could be agreed within the University. Although curriculum revision is required to accommodate new developments in university education, there is wide variation across faculties in fully implementing such revisions. Therefore, IQAU and IQACs could take the lead in ensuring that all faculties/unit complete such activities within a given period of time through regular monitoring and follow up. The recommendations from this review report could also be used to formulate a 5 year plan of the IQAU so that the University would be able to address many of the shortcomings before its next IR.

The University of Jaffna has developed a vibrant QA mechanism pioneered by the Director IQAU and other senior staff members. It is imperative that the higher administration extend its fullest support to the Director IQAU in striving for excellence in Quality Assurance. Although the IQACs are functioning well at present, the IQAU should further strengthen its relationship with the QA cells, evaluate and monitor the progress of QA related matters and facilitate in sharing best practices.

Section 5: Commentary on the ten criteria of Institutional review

This section represents the analysis of the Team in relation to ten criteria given in the IR manual. Since there were similar standards under different criteria, the analysis included them at relevant places. Though, an attempt was made to avoid repetitions as far as possible, it became inevitable to avoid it completely.

Criterion 1: Governance and Management

The University's governing structure comprises the Council, the Senate, Campus Board and ten Faculty Boards established in compliance with the Universities Act No 16 of 1978 and "Campus Ordinance" by a Gazette notification on 26 March 1997 and its subsequent amendments. The governing bodies of Vavuniya campus in hierarchy are the Council and Senate of the University of Jaffna, Campus Board and Faculty Boards of the Campus. Ramanathan Academy of Fine Arts, which is coming under the Faculty of Arts, and Institute of Siddha Medicine are governed as per the ordinances approved by the Council of University of Jaffna. In order to improve the governance and to reduce the delay in bureaucracy, there is a demand to upgrade the Vavuniya Campus to an independent university and Ramanathan Academy of Fine Arts to a fully fledge institute.

The University of Jaffna has taken initiatives to adopt the national higher education policy and included them in the strategic plan, which is prepared using participatory, bottoms up' approach. However, the progress of fully complying with the national policy has not been uniform across faculties. Vision and mission statements of the strategic plan are clear and in addition to national and international trends, it specifically reflects the regional needs as stated in the new mission statement. Although the university has all appendages of administrative structure similar to many established national universities, decisions needs to be taken at each level so that the Council could

deliberate more on important policy and governance matters.

Inadequate funds made available to University of Jaffna has been quoted as a reason for the inability to undertake many activities in the action plan in addition to regular day to day activities such as maintenance, procurement etc. How, these limited funds are disbursed is not clearly specified and documented. However, it is stated that such decisions are taken at the Finance Committee based on priorities. The University's financial procedures comply with the requirements of national/University financial regulations and guidelines. This is ensured by having regular finance committee and audit committee meetings and also through periodic internal and external audit processes. Procedures are strictly adhered, as stated in the financial management manual of 2011 developed by the University of Jaffna. Though, there are few queries, the University of Jaffna has received qualified audit opinion during last five years. The progress on recovering bond violations has been good since the University of Jaffna was able to reduce the outstanding amount of Rs. 169 million to about Rs. 80 million during this period. The other queries include stock verification of libraries, fixed assets register, delayed release of examination results and recording of attendance. The University of Jaffna has taken initiatives to address the first three while the recording of attendance using manual and electronic means, appears to be a problem. A concerted effort led by the Council of University of Jaffna is required to resolve this very contentions issue, which was brought to the notice of the IR team by different groups.

Whilst commending the procedure followed in financial and auditing aspects, there are delays in procurement and processing requests for financial disbursements. This is mainly due to the inadequate staff of the Finance Division. The approved carder of finance officers for University of Jaffna is 16 including Bursar (1), Deputy Bursar/Senior Assistant Bursar (6) and Assistance Bursar (9). Out of this only one Deputy Bursar and 2 Assistant Bursars are available, leaving 12 vacancies. This has created numerous problems and affected the smooth functioning of the university as reported by many groups. Not filling of carder vacancies is a major problem in other divisions of the University of Jaffna as well. Out of 51 senior carder positions, only 28 positions are filled leaving 23 vacancies. These vacancies include key positions, such as Chief Medical Officer, Bursar, Chief Marshall, Chief security Officer and Curator. This problem exists in lower categories as well such as Management Assistants where 15 vacancies are available out of 29 cadre provisions. The Ministry of Higher Education and UGC needs to take special attention to address this recurrent problem which was also highlighted in the 2011 review.

The University of Jaffna does not have a MIS in place though some initiatives are in progress. Very limited ICT facilities are used in university administration, except some places like Vavuniya Campus, where student registration, course enrolment etc. are computerized. In contrast, ICT is used for teaching and learning activities of students. Addressing one of the recommendations of the last IR, the computer facilities made available to students is good. Most of the Faculties have put in place a Learning Management System (LMS) which is used for teaching and learning. Email and other ICT technologies are used for communication, though there are some problems with the band width and availability of this facility in many places where it is needed.

The University has policies that are enforced on academic honesty and integrity, conflict of interest and ethics, such as the Council approved policy document on "menace of unethical publication with particular reference to predatory journal and plagiarism". In addition the University has adopted code of conduct for staff and students.

Complying with the UGC guidelines, the University recruits appropriately qualified and experienced staff through a transparent mechanism. However, more effort is required to train and retain them by providing training and welfare facilities. The University has adopted work norms given by the UGC for academic staff and detailed job descriptions for other categories of staff, though no mechanism is available as to how these are being monitored. Assigning of roles and responsibilities are not uniform across faculties and units. The University has staff performance appraisal and management system only for administrative staff.

It was noted that faculties and institutes are in the process of revising their curricula to suit SLQF, whilst some faculties have already adopted it. However, it is important that the University closely follow this curriculum revision process and set a clear target to transform the entire academic programme of the University of Jaffna to comply with the SLQF. The Curriculum Committees of each faculty/Unit along with well-established IQAU and 15 IQACs would be able to perform a decisive role in this regard. As a policy, the University promotes research and the output in terms of publications has risen sharply after 2010. There is no explicit reward system except proving travel grants to researchers to attend conferences. There are no awards for innovations in 'teaching and learning'. It is recommended that such an award be instituted, and the initiative be taken by the academic community at Faculty or Senate level.

Though there is no explicit policy and a framework on internationalization that includes international student recruitment, staff/student exchange, alliances with off-shore University/HEIs, the University has fully complied with UGC guidelines in enrolling international students and promotes staff and students exchanges. The University was able to promote these activities through collaboration with foreign universities and donor funded projects.

The University has established a Grievance Committee on 30/05/2015 to provide a mechanism for the employees to address their grievances. Though the Committee is in operation, the awareness of the existence of such a committee among employees is poor. Therefore, more effort is required to make the employers aware of an existence of such a committee and its intended purpose. The grievances of students to a large extent are addressed through the student counselling systems at the faculty level.

The welfare facilities made available to both students and staff, especially in the Jaffna and peripheral units are not adequate. This includes lack of accommodation, canteen and common facilities. The cost of food is higher compared to other universities. In addition to Mahapola bursaries, other support scheme, such as Vice Chancellor's fund is available to provide scholarships to needy students.

The University of Jaffna has a policy framework and by-laws for Gender Equity and Equality (GEE) and established Gender Equity and Equality Centre on 12/10/2017. The policies on Sexual and Gender Based Violence (SGBV) were enforced with effect from 26/08/2017. Though the action plan is prepared, more support is required from university authorities to provide the expected services. The University has put into practice a comprehensive policy and has strategies and action plans drawn up in line with the UGC Circular 919 to curb ragging and any other form of intimidation and harassment of students. All the students registering at the University of Jaffna have to sign a Declaration Form in which they agree to refrain from ragging. The team found that the ragging has been contained to a certain extent and in certain faculties no incidents are reported. The university has taken action to prevent ragging through student counselling services and in extreme cases taking disciplinary action against those who were found guilty according to exiting disciplinary procedures.

Criterion 2: Curriculum and Programme Development

Complying with its vision, University of Jaffna has taken many steps to meet the expected quality in its academic programmes, as highlighted in the cooperate plan. It is commendable that University of Jaffna offers wide range of academic programmes to satisfy requirements and demands of the country as well as to preserve and utilize traditional knowledge and ancient practices. Respective academic programs offered at Ramanathan Academy of Fine Arts and Siddha Medicine Unit are good examples for preserving and promoting traditional cultural heritage in northern part of the country, in particular, and keeping alive one of the ancient medicinal practices for human well-being.

All degree programmes offered at University of Jaffna have been designed considering the reference points, SBS and SLQF, attending to the recommendations of previous programme reviews and matching with standards to produce globally competent graduates. However, Graduate attributes have been defined and published only in some faculties and units. All faculties should define relevant graduate profiles in line with SLQF guidelines and need to be published at respective websites/handbooks/prospectus.

Subjects offered under each degree program are in required composition to meet challenges in each relevant field. All faculties have revised their curricula to be aligned with SLQF standard and develop human resources as well as infrastructure facilities to a satisfactory level. A great majority of study programmes has comprehensive documents of program specifications and course specifications with Intended Learning Outcomes (ILO) and structured teaching and assessment methods towards achieving ILOs. All faculties, units and centres have lined up their curricula revision process through IQACs which are linked to the IQAU, a noteworthy initiative. However, revised curricula, upgrade of course units or introduction of new course units/study programmes are given approval by the Senate bypassing the IQAU, which is not a good practice. After the relevant Faculty Board recommendation, the document must be sent to IQAU for its final error check, formatting, etc. and then IQAU should send the document with its recommendation to the Senate for approval. IQAU and IQAC by-laws need to be amended to include this proper procedure.

Only few faculties have accommodated inputs from stakeholders such as industry personnel, alumni and external experts, peer review reports, students feedback analysis, moderator and second examiner comments, reports of tracer studies, etc. in the curriculum revision process. It is admirable

that Faculty of Engineering has taken an initiative to get support from international experts in development of its curriculum. A proper curriculum revision process with the inclusion of stake holder inputs must be adhered by all faculties/units.

Curricula of most faculties/units reflect Outcome Based Education and Student Centred Learning approaches and course ILOs are in line with them. Undergraduates in all study programmes take part in many student learning activities such as community engagements, field trips, industrial training, research projects, quiz programmes, medical and other exhibitions, activities towards improving English language skills, offering inter-disciplinary auxiliary courses, activities in inventors club etc. However, mapping of course ILOs to graduate attributes is minimal. Study programmes at Vavuniya Campus and the degree progrmmes at Faculty of Science include exit points in some study programs. Faculties of Applied Science and Business Studies at Vavuniya Campus have introduced credit transfer mechanisms, which is praiseworthy. A common policy for credit transfer mechanism needs to be developed for the university. English, foundation courses of Information Technology and basic course of mathematics have been included into study programs where necessary. It is recommended to include a pass grade for the mathematics course in the Biological Science curriculum of the Faculty of Science as a requirement for awarding the degree.

Towards sustainability and also to reflect outcome of study programmes, all faculties/units should keep records of indicators such as retention rates, employment rates, numbers obtaining scholarships/fellowships/post graduates and outcome surveys on benefits to society. Regular monitoring by relevant stakeholders in assessing effectiveness of study programmes could be used to enhance the outcome based education offered at University of Jaffna by all faculties/units.

Criterion 3: Teaching and Learning

Globally accepted teaching and learning process is student-centred in accordance with outcome based education. Multiple teaching and learning methods are used to engage students actively in the leaning process and assessment strategy is made to align with intended learning outcomes of a study programme. The academic staff as well as students has to be engaged in the process with proper awareness, responsibility and understanding. The higher education institute needs to assure that the whole teaching and learning process is supported and facilitated with utmost priority.

University of Jaffna, having ten faculties and accommodating large number of students at present, adopts a quality teaching and learning process in accordance with current trends, student-centred as well as outcome based education with a high precedence. It ensures active engagement of students in the learning process through interaction with peers and teachers as well as with required study material. All faculties review their curricula regularly in accordance with policy on benchmarking learning outcomes. Many faculties provide equitable access for staff and students to available teaching/learning resources providing opportunity to develop skills to use them effectively. Staff Development Centre conducts training courses for academic staff on regular basis. Academic staff members need to be more equipped with student/learner centred teaching and outcome based education concepts and methodologies. Induction programmes are conducted by all faculties for new entrants and opportunities to get them familiar with the teaching/learning process, hands-on

experience with access and use of library facilities, use of internet in the learning process, etc. are provided.

ICT-based teaching and learning tools are used in many faculties such as power point presentations, use of software packages in some course units (statistical packages, GIS packages, modelling software, etc.) and online assessments, to name a few. Learning Management System is available in many faculties in the university. However, LMS usage is marginal mainly at non-science faculties, non-existent at Faculty of Arts and Ramanathan Academy of Fine Arts, in particular, but also at Faculty of Medicine and Siddha Medicine Unit. Details of course units, teaching materials, tutorials, continuous assessments, etc. should be made available on LMS for as many course units as possible in all study programmes. Academics who use LMS on regular basis may introduce interactive features such as group discussions, quizzes, question/answer sessions, student feedback sessions, etc. to lift the usage to a higher level, in addition to uploading course material.

Students are given opportunity to work in groups during field visits, group projects, community engagements and other group activities. However, opportunities for students to form formal peer study groups to develop necessary skills are not evident in many faculties. Slow learning students can be helped by better performing students through formation of peer study groups consist of strong and weak students. This concept can be introduced, especially, for the study programme at Faculty of Business Studies in Vavuniya Campus which enrols arts students along with management students. Freshmen arts students in the programme perform poorly due to lack of basic management knowledge and skills. Building their required foundation can easily be achieved through forming such formal peer study groups. Efforts made by management students in the programme to strengthen the knowledge base of arts students through various means are very much appreciated.

Many faculties have updated their course units to include ILOs and have introduced teaching methods to reflect student centred teaching/learning strategies. Though they have revised curricula and assessment criteria on regular basis and have introduced some presentations, viva, etc. in summative assessments, the assurance that all study programmes have integrated continuous and innovative assessment methods to teaching learning strategies is not evident. Formative assessments such as open book and objective tests, quizzes, exit notes after classroom sessions, one minute summaries, etc. can be introduced to check student understanding of the material, to elevate students' interest in classroom sessions as well as to innovate teaching learning practices.

Peer and student review of teaching is done regularly in many faculties. However, evidence of formal analysis of the reviews, follow-up actions and provision of feedback to the teacher for self-improvement was not available for most of the faculties. However, it is admirable that student participation in departmental meetings is recognized and practiced by some faculties in University of Jaffna, Faculty of Business Studies at Vauniya Campus, in particular. Students are given a chance to interact with teachers by bringing their concerns and suggestions to improve the teaching learning process at meetings.

University of Jaffna does not have a working policy document yet to recognize excellence in teaching. Set of indicators need to be defined, publicized and used to encourage improvement,

evaluate performance and to recognize and reward those who excel in teaching. This would initiate many innovative teaching learning approaches and formative assessment methods to bring the teaching learning practices to a much higher level. Academic staff at University of Jaffna conducts research activities, engage in research projects funded through state and outside agencies and publish outcomes in recognized journals. However, no evidence was given to prove outputs of their research which are used to enrich teaching learning strategies or appropriately included as course content in relevant disciplines.

Criterion 4: Learning Resources, Student Support and Progression

University of Jaffna provides and maintains infrastructure facilities for teaching/learning activities for its large student population to some extent. However, Teaching leaning facilities for Faculties of Arts, Management Studies and Commerce, Siddha Medicine Unit and Ramanathan Academy of Fine Arts are only marginal. Faculty of Management Studies and Commerce needs to find measures to move into the new premises as early as possible to ease the crowding of working spaces of its academic/non-academic staff as well as to release facilities for the Faculty of Arts. Faculties located at Kilinochchi and Vauniya are at a better advantage having more land space and building space. Thus, future expansions can be accommodated as well. Vauniya Campus is functioning with some difficulties at the moment, but many of the building structures are under construction with some nearing completion so gradual transition will ease their current hardships in near future.

University of Jaffna website contains only part of the information regarding academic/non-academic staff, faculties and their study programmes, student support services, student activities, etc. Many links are non-active and much information is missing even at faculty levels. None of the administrative sections have published their information and services to a satisfactory level, except the Internal audit branch which conveys much of its necessary information with clarity. It is essential that all faculties upload necessary information on curricula, Handbooks/prospectus, teaching and research activities of academic staff, relevant examination rules and regulations, academic and examination calendars, student welfare/societies/activities/events, etc. Also, information must be updated regularly with university wide happenings and organized activities and in particular, current/prominent research work by academics and field and extracurricular activities by students. Main website does not have a help desk or FAQs page, having such pages could enhance student/staff/visitor access to information. An up-to-date website with complete information could take University of Jaffna to a higher level in world rankings as well. Students are provided course details/handbook at the commencement of a study programme. However, course unit structures including course objectives, ILOs and assessment methods cannot be found readily in the handbook or through online information under most of the faculty websites. It is important for students to know, in some detail, the course contents that they would be learning under a chosen pathway at the time of entrance to the university and therefore, course structures and assessment criteria need to be included in handbooks or at least on faculty websites. Assessment/examination results are not accessible online in many faculties.

The utmost priority of University of Jaffna must be to install a centrally maintained, efficient and secure Management Information System in very near future. The MIS operating currently at the

Department of Physical Science at Faculty of Applied Science can easily be expanded to use in other faculties as well as for the university. A secure Management Information System could maintain updates and ensure confidentiality of permanent records of all undergraduates from their entry point such as student admission, course registration, examination results and student progression, to name a few.

All faculties organize orientation programmes for new entrants and take measures to integrate them with the student community. Mentoring/counselling sessions are organized and conducted during orientation periods by many faculties, though, no designed, long-term mentor/mentee programmes are available. It is necessary to allocate several freshmen students as mentees to a senior academic staff member so that their personal, financial, academic and any other issues could be discussed and addressed confidentially and could be resolved efficiently. Student ragging is minimal in some faculties and university has taken steps to curb ragging, however, stern action needs to be taken to provide a conducive environment for teaching learning activities for freshmen students in all faculties within shortest possible time period from their entry.

University of Jaffna promotes student support systems and is available through faculty study programmes. University facilitates student-student and student-teacher interactions. Many field based activities, group projects, group practical sessions, case studies, clinical and health related community services, etc. are some of such opportunities available for students to interact. The main premises of University of Jaffna at present has severely been affected by shortage of building space or classroom space due to large number of students accommodated in many study programmes. Reading areas or student meeting places are scarce for group activities and student – student interactive sessions. Therefore, delivering and practicing concepts of student centred teaching learning are hindered to some extent. Infrastructure facilities such as computer laboratories with internet access, lecture theatres with multimedia facilities, laboratory facilities, language laboratories, Wi-Fi facilities etc. to support teaching/learning activities are available to some extent. However, basic amenities such as working fans and multi-media are scarce in some lecture theatres/halls at main premises, in particular. Also, student access to toilet facilities near lecture theatres is minimal in some faculties. Due to high student intake, many faculties face shortage of lecture theatres, tutorial rooms, discussion/meeting places, examination halls, etc. and therefore, student centred teaching and learning is given a very low priority. LMS is also not being used interactively in many faculties and course material and assignment uploads are minimal in faculties such as Arts, Ramanathan Academy of Fine Arts, Siddha Medicine and Medicine.

Career Guidance Unit offers some programmes to cater to career education, guidance and information towards professional development. However, the number of students benefited through the programmes is very low when compared with total undergraduate population in the university. Recent appointment of a permanent Career Guidance Advisor is highly acknowledged. Existence of number of university/Faculty level student associations are not at a satisfactory level, though some annual events are organized that contribute to social, personal and professional development. Closing of university/faculty premises, library etc. by early evening, at 6.00pm at Ramanathan Academy of Fine Arts, in particular, discourages students to practice and organize cultural or other activities on campus. Not having public transport or any organized transport facilities for students living in hostels at distant, especially in the evenings, is an issue which needs to

be resolved by authorities. It was not evident that student satisfaction surveys are being conducted to monitor and improve facilities or student development activities. Resources, academic support and welfare provided for differently-abled students, especially in Faculty of Arts, are not at a satisfactory level. No elevators available in many buildings. Most of the buildings and pathways need disability access and many other improvements are necessary. Student hostels do not have disable access.

Upgraded library facilities include online access to the library books, articles, etc. The main library has seating capacity for only about 350 students, which is very low for the large student number present in the campus. The available floor space in the library needs to be designed for efficient use and enhanced appearance. The common computer laboratory in the upper floor is a major disturbance to the library environment and it should be relocated elsewhere. New entrants to the university are provided training on use of library facilities. During study leave and examination periods main library and other faculty libraries should stay open for longer hours.

Mentoring and academic counselling programmes are organized for new entrants in all faculties. However, it was not evident that a continuous monitoring of a student throughout his/her student career by an academic/student counsellor is being practiced. Also, student's academic/personal progression cannot be monitored by academic/student counsellors at present, even at faculty level as no Management Information System available. Thus, properly assigned mentor/mentee programmes should be in place in all faculties and to facilitate continuous monitoring, a central MIS need to be installed at the earliest. Student feedback system is not in place to monitor mentoring/counselling activities. Annual tracer study is conducted during the convocation of graduates, however no data is available on career progression of graduates. Monitoring of student progression has to be in place in all faculties and remedial action has to be taken regarding improving employment rates, especially in Faculty of Arts. Regular student satisfaction surveys need to be conducted in all faculties, on many aspects of student career so that successes/shortcomings of programmes/facilities could be monitored and due remedial actions could be taken by authorities. Furthermore, establishment of the Gender Equity and Equality Centre and the Well-Being Centre are highly acknowledged. University authorities need to support their functioning with a higher precedence.

University of Jaffna has a very strong English Language Teaching Centre with well-qualified staff having postgraduate qualifications. The website of ELTC is very poor and conveys very little information. Sufficient number of classrooms, accommodating about 30-35 students, to conduct group activities are essential for ELTC to facilitate student centred teaching/learning. English language usage in the Faculty of Arts and Siddha Medicine Unit, in particular, must be improved. Though ELTC operates under Faculty of Arts, it should be provided greater support by a university English advisory committee which could help to improve university wide services provided by ELTC through a proper action plan, in addition to regular English language teaching.

Student canteen facilities in the main university premises, in other faculty premises and in hostels are inadequate. Inside of canteens and outside areas need attention by authorities to improve quality and hygiene of foods they provide and to create an attractive environment in its surroundings. The high price tag in the canteens is also a concern by students. It also appears that

drinking water is not available for students in some faculties resulting students to purchase bottled water. University provides hostel facilities for only about 40% of the student population, for 1st and final years only, which is not quite satisfactory. Commuting from and to the hostels to certain faculties is also a problem for some students as the bus service is poor in the evening. Providing resident quarters for sub-wardens is necessary. Evidently, with the increasing female population in all faculties, the need for expansion of university female residencies should be given a high priority.

Physical Education Division facilitates sports events, games and competitions for students in all faculties. Only a small facility is available for students to participate in indoor games at present. However, when the construction of the new gymnasium complex is completed the difficulties will no longer exist. University ground is not properly/adequately maintained. Providing more sports equipment/facilities, means of transport to faculties located at distant must be considered. Medical Centre provides medical facilities for students and staff of the university with the assistance of a retired medical officer and medical centres are functioning few hours per week in most of the locations. Appropriate action should be taken to fill the vacancies at the centre and improve facilities. The medical services provided to students at distant faculties are highly inadequate and need special attention by authorities for improvement.

Criterion 5: Student Assessment and Awards

In majority of faculties, examination by-laws, policies and regulations are in place and in par with academic standards, SLQF and SBS guidelines. The University of Jaffna ensures appropriate assessment practices to maintain the academic standards. Varying assessment methods, in-course assessments and end-semester assessments are being conducted in many faculties to satisfy requirements of course/module ILOs. However, in-course assessment records of some faculties/ departments were not seen. Although, frequent curriculum revisions in many departments were apparent, no evidence is available on periodical reviews on assessment methods and regulations, except for one record on MBA program.

The University of Jaffna uses handbooks and other communication media to convey examination matters, and rules and regulations to all stakeholders including the external examiners. A manual of examination procedure for the university is available. In some faculties, assessment criteria along with the course structures are provided during the induction program or at the commencement of course units except in Ramanathan Academy of Fine Arts, where students are not provided with assessment criteria.

University of Jaffna follows a proper procedure in nominating and appointing examiners and ensure that the staff involved in examination matters are competent. Frequent awareness programmes / trainings especially for young academic staff are also conducted by the SDC at faculty level to clarify their roles and responsibilities. Although the faculties/departments have no general policy on weightages, some departments use specific weightages relating to different components of assessments (e.g. 30:70 or 40:60; for continuous assessment: end semester exam, 40% of practical marks, project report ceiling for final degree etc.).

In many faculties, the assessments are aligned with ILOs to a great extent. Some faculties practice both formative and summative methods of assessments taking into consideration credit values, ILOs and weightage of different assessment modes. Students are aware of submission of assignments, project work, examination procedures, deadlines etc. Student feedback reports on assessments were available only in some departments. However, no exit survey reports were seen.

Examiners (setters, moderators, 1st and 2nd examiners, etc.) are appointed in appropriate manner in all faculties. First and second marking are carried out at a satisfactory level at all faculties while external examiners are also involved in second marking in many occasions. Some departments appoint foreign examiners (England, Wales, USA, etc.) for second marking as part of quality control and to ensure the integrity of academic standards which is highly commendable. However, some faculties have no procedures/forms available to collect external examiners' reports. Further, evidence for the implementation of external examiners/moderators suggestions in further improvements on assessment methods or teaching/learning process was not available.

Examination boards ensure the assessment decisions are recorded accurately and communicate to students. However, except the faculties of Vavuniya campus, Medicine, Engineering and the Department of Accounting, there is a great delay in releasing the end-semester examination results in all other faculties/departments. There is no evidence of whether the students are provided with timely feedback by releasing the results of formative assessments in many faculties. Only in one faculty, the students are rewarded (best thesis award) for their achievements.

Although an appeal mechanism exists for students to request re-scrutiny of their end-semester examination, students of many faculties are not aware of it. In line with examination by-laws, strict disciplinary procedures and reinforcement of such procedures on handling examination malpractices are in place. Approved policy on common credit transfer mechanism was not seen, however, lateral transfers are allowed on students' requests.

Criterion 6: Strength and Quality of Staff

University of Jaffna has human resource planning and policy on recruitments, promotion, performance appraisal and career development for both academic and non-academic staff. The university maintains the register on approved and available cadre and updated data on cadre filled and vacant. Administration staffs are appraised for their good performances recognized through staff appraisal forms in relation to their allocated duties. University has made guidelines on occupational health and safety and protective measures. Health and safety manuals and first aid boxes are available in some laboratories.

University of Jaffna has policy on student: staff ratio at faculty level and has cadre books. It was apparent that there exists a severe shortage of staff in all categories including teaching/academic staff in almost all faculties. Of the approved cadre only four Senior Professor vacancies (04) were filled. Vacancies in all other academic carder were apparent (for example number of vacancy to be filled is 43, 174 and 2 for Professor, Senior Lecturer and Lecturer respectively). This has led to high work load of academic staff in many faculties/departments. The university is also failed to ensure smooth functioning of it due to the high number of the vacancies existing in administration staff.

Promotion process of academic staff (both to Senior Lecture I and to Professor Grades) is extremely slow in the university, taking years in few cases.

The qualification profile of existing staff members of each department was not seen. During the visit it was apparent that ELTC have highly qualified academic staff (09 Ph.Ds. with two Professors), but most other departments lack of sufficiently qualified staff. Although, the university support for probationary academic staff for carrier enhancement by providing study leave, it is not apparent that adequate support is given to secure postgraduate placements and funds to obtain their postgraduate qualifications.

SDC conducts induction programs for newly recruited staff in the university regularly which helps in their professional development. It is also commendable that many senior academics guide and support the newly recruited young staff. It is evident that SDC has acquired resources to some extent. However, relevant training for all levels of staff is not apparent. Non-academic staff expressed their concern on lack of sufficient training provided by the SDC. Professional trainings on job related programmes are inadequate. Management Assistants of various categories, laboratory assistants and technicians pointed out their different needs. There is no evidence that the SDC is aware of their needs and demands. It was also pointed out that they need exposure to peer groups in other national universities through workshops to enhance their intellectual and personal/professional development.

The faculties/departments ensure allocation of workload to staff in transparent manner as observed by the timetables prepared for each semester. In some departments the work allocation are somewhat in line with approved work norms but this is difficult in several departments due to the shortage of academic staff. It is recommended to implement online academic accountability model for the staff. Proper definition of work norms and way of calculating workload of academics need to be established through IQUA and annual assessment of workloads should be made a practice. Some members have to repeat the same lecture to different student groups. Except in few faculties (such as Vavuniya campus), the job lists with clear job descriptions are not provided to non-academic staff at the time of appointment.

Although a few staff members are rewarded for supervising undergraduate projects, chairing sessions and for presentation papers, there is no clear policy or a formal mechanism to assess the academic staff for their outstanding teaching/research performance and for additional work beyond the work norms. A separate performance appraisal forms adopted for academic and non-academic staff was not apparent (other than the annual increment). However, there was evidence that the performances of some administrative staff are appraised following a confidential assessment through a proper appraisal form.

Although evidences of obtaining staff feedback/peer evaluation of the academic staff of some faculties/ department are available, the SDC/departments do not have a mechanism for assessing the progress in performance of academic staff who receives trainings. Regular peer observation records or regular feedback forms were not available for some faculties/departments. Further, it is also not clear who handles and address the issues on underperformance/poor performance if

revealed through peer evaluations and whether the remedial actions are taken. No such mechanism exists to reveal under performance of non-academic and technical staff.

Criterion7: Postgraduate studies, Research, Innovation and Commercialization

The University of Jaffna conducts number of postgraduate degree programmes ranging from taught courses to research based degrees and from postgraduate diplomas to PhDs through the Faculty of Graduate Studies (FoGS). This was established in 1999 to promote and coordinate postgraduate programmes of the University according to the article number 48 A of the University Act. All the postgraduate programmes of the University are coordinated through twelve Boards of Studies of FoGS and are being operated in accordance with the national benchmarks and the architecture of courses which are appropriately weighted in accordance with the SLQF. FoGS has rules and regulations and Bylaws for its postgraduate programmes and a separate Internal Quality Assurance Cell (IQAC) has been established to look after the quality related issues of its academic programmes.

The two research based degrees offered by the University through FoGS are Master of Philosophy (M.Phil.) and Doctor of Philosophy (Ph.D.) either on part-time or full-time basis. Apart from research based degrees, six Master Degree programmes (*i.e.* three M.A.s, M.Ed., Master of Health Management and M.Sc. in Environment Management) and Diploma programme in Teaching English as a Second Language (TESL) are currently being conducted by the FoGS. The University has the capacity of introducing many more postgraduate taught courses. Although the initiatives have been taken, no need assessment or a market survey has been conducted to identify the most appropriate courses viable especially for the region.

The selection and the admission procedures for postgraduate programmes have been clearly documented elsewhere. Information related to student selection, syllabi, examination procedures and bylaws are transparent and available for the use of prospective students in Faculty websites. Teaching staff and the research supervisors of all the postgraduate programmes have appropriate skills and subject knowledge and the instructions and guidelines for teaching and supervision are available. Suitable mechanisms are there to monitor the progress of postgraduate students of both taught courses and research programmes. The University has adopted clear procedures on data recording and, maintenance and confidentiality of records. Although the procedures are there for postgraduate examinations, results are not released in time in most of the postgraduate programmes especially in research degree programmes making both the candidates and supervisors disappointed and desperate. Composition of the Board of Studies of FoGS should be well defined and their meetings should be regularized and made productive to avoid the delays occur in the processes of registrations and releasing of results.

Research is conducted successfully only in few faculties and also only by a limited number of members. University research grant allocation is not disbursed among the faculties in a fair manner. Grants (about Rs. 0.8 Mn per individual proposal) are allocated directly to individual applicants and often these grants too have been awarded to the individuals who are active in research and already have external research grants. Although the University research grants can provide seed money for young researchers/beginners, this was not observed. University research allocation may be divided faculty-wise on the basis of the number of faculties and the number of the staff members to

motivate academics to promote research in all the faculties. Also it is recommended to get the final reports of the completed University research grants evaluated by outside experts in order to improve the quality of research.

The University provides access to training programmes to the postgraduate academic staff and research students to develop a range of skills and knowledge through organizing national and international conferences and providing travel grant schemes *etc*. It was noted that although the University promotes a research culture and research excellence within the University, available schemes for offering incentives and rewards to those who excel in research, innovations and dissemination could have been improved. Generated funds of the Faculty of Graduate Studies could also be used to provide research grants and postgraduate scholarships for research. Some research groups have secured major research grants from outside sources and the well-equipped Solar Cell research laboratories in the Department of Physics have been built through external research grants. Postgraduate students are aware and adhere to ethical guidelines and intellectual property rights. Only some of the faculties have clearly formulated policies regarding potential conflicts of interest and communicated to research students and staff. Ethical review committees can be found in most of the places and some have clearly stated Code of conduct and ethical practices in research. The University has policies and procedures which are enforced to deal with research misconduct such as plagiarism, deception, fabrication or falsification of results. Procedures have been established to handle complaints and appeals.

The University has clear policies and practices on criteria for authorship of research and publication of papers, innovation, patents and Intellectual Property Rights (IPR). Dissemination and publication of research in accredited/refereed journals and apply for patents, where relevant, are promoted and facilitated. The University Council has approved a policy document on "menace of unethical publication with particular reference to predatory journal and plagiarism". In addition the University has adopted code of conduct for staff and students. University publishes five Journals (*i.e.* International Journal of Accounting and Business Finance, Journal of Dry Zone Agriculture, Journal of Business studies, *Vingnanam*- the Journal of Science, Sri Lankan Journal of South Asian Studies and Journal of Science and Management). Five patents have been received/submitted recently and few more are in the pipe line. Innovations among the students are facilitated and promoted in the University, especially in the faculties of Engineering and Agriculture in Kilinochchi.

University has established a University Business Linkage Cell (UBL Cell) with Faculty cells. Many Faculties/Institutes have signed MoUs on collaboration/partnerships with local, national, regional and international organizations to share knowledge, expertise, human resources, services and research with criteria for monitoring and evaluation. Establishment of a Centre for Research, Innovation and Communication (CRIC) to coordinate and promote research and international collaborations can be considered as a commendable effort to improve the research innovations and commercialization by the University.

Criterion 8 : Community Engagement, Consultancy and Outreach

The university's commitment to engaging with the community is clearly articulated in its mission statement – "To produce intellectual, professionally competent and capable graduates <u>to meet the emerging needs of the national and international community, with a special emphasis on the social, economic and cultural needs of Northern Sri Lanka</u>". With the recent establishment of the faculties of engineering and technology the university is in a position fulfil its obligations in all spheres of life of the community.

It was evident that there was lively engagement between the community and the University of Jaffna in many spheres. All faculties in the main campus as well as in Kilinochchi and Vauniya and the Siddha medicine unit engage with the community well, but no evidence was available relating to Ramanathan Academy of Fine Arts. The faculties of agriculture, engineering, management, medicine and science have regular events involving school children by way of both the staff and undergraduates visiting the schools or the school children visiting the faculties. A remarkable feature regarding these interactions with the schools is that it was not limited to popular schools situated in close proximity to the university; it involved a mixture of large and small schools situated at varying distances from the university premises. In addition, several academics from different faculties provide consultancy services in their respective fields of expertise to government agencies, international organizations and the private sector.

The University of Jaffna not only engages with the community physically surrounding the university but also with many relevant stakeholders both national and international. Some of the regular/ annual events that promote this engagement are JUICE (Jaffna University International Research Conference), ICDA (International Conference on Dry Zone Agriculture), Siddha Medicine Conference and SL-SWCS (Sri Lanka Student Workshop on Computer Science). These events attract both local and foreign (including expatriates) participants, some of whom are internationally recognised experts in their fields. Students from several faculties go to different parts of the country for their industrial placement/ work experience and get attached to both private sector and public sector organizations.

Regular outreach activities are conducted by several departments in all the faculties. Some of these activities are seminars for school teachers organized by the academics, health camps organized by the department of community and family medicine with the collaboration of other departments, medical camps organised by the Siddha medicine unit, participation of academics and students in the activities of the Jaffna Science Association etc.

Though there was high level of engagement with the community and many outreach activities were being conducted regularly it appears that most of these are still dependent on the motivation of the individuals involved and these have not been adequately institutionalised. There was no evidence to indicate that the university was actively monitoring the progress of these activities. There was no mechanism in place to obtain formal community feedback regarding particular activities or regarding the community's overall perceptions of the university.

The recently established UBL (University Business Linkage of University of Jaffna) has representation from all faculties and has already developed the required documents relating to intellectual property rights. It is still too early to comment about the operations and achievements of the UBL.

Criterion 9: Distance Education

The Centre for Open and Distance Learning was established in 1991 and online delivery was introduced in 1997. A total of just over a thousand students are enrolled annually in three degree programmes offered by the Faculty of Arts and the Faculty of Management Studies and Commerce. The three administrative divisions of the CODL are Registration and Examination Division, Learning and Resources Division, and Training and Development Division.

The three external degree programmes currently offered by the CODL are BA - Bachelor of Arts (General /Special degree), BCom - Bachelor of Commerce, and BBM - Bachelor of Business Management. All these external degree programmes are delivered in Tamil medium. CODL provides relevant information on its website (http://www.codl.jfn.ac.lk).

Table 1. Recent enrolment data for external degree programmes:

	1st semester	2nd semester	3d semester
B.A.	655	140	106
B.Com	141	118	
B.B.M.	152	142	104

Total registered number of students is around 1200. In 2017, 25 students graduated. In addition, there are thousands of students who had registered in the past, over a period of about 15 years, and have not graduated yet. Due to the non-existence of an annual system of registration in the past it is not possible to know exactly how many of these students are still interested in completing their degree. It has been decided to discontinue these old programmes by 2020.

Guidelines and Manuals are in place. The Corporate plan reflects CODL as an alternative delivery system and CODL activities are in full compliance with UGC Policy Framework and Guidelines and UGC Circular. Programmes offered via CODL are designed, planned and implemented through Boards of Studies which consists of academics appointed by respective Faculties and aligned with University's and Faculty's Vision and Mission. All course materials are reviewed and revised regularly.

In light of the documentary evidence (Manual for procedures for CODL, Circular 2012 and 2017, Handbooks, Policy and strategy documents on CODL which were provided to the Review team during the site visit) and information available on the University's website CODL is well managed by Board of Management and has clearly defined structure including representatives from Administrative bodies, Council, respective Faculties, coordinators from Centre divisions and also attracts several optional representatives from public and private sectors which definitely considered to be a strong area. Course coordinators (internal staff) are suitably qualified and provide counselling to students during face-to-face sessions and via email. The support system is strengthened through the use of different communication channels including Facebook.

CODL publishes and clearly describes on its website distant learning programmes, including the delivery system used, the entry requirements for programmes, duration and course load, learning objectives, evaluation process, exam and completion requirements. During the examination of documents related to the CODL it was noted that the degree certificate awarded to those who complete the CODL programmes specifically states that it is an external degree; this is in breach of the UGC guidelines.

MOODLE platform is being used as the LMS for online delivery of courses. ICT resources are being effectively used to mediate learning process (video, audio materials, online sources etc.). During the site visit it was evident that the online system for course delivery had been well utilized. But, some of the other aspects of the CODL the website needs to be improved/ updated for example, section "Staff/ coordinators" on CODL webpage needs to be filled.

CODL has sufficient office space and uses the facilities of the Faculty of Management and Commerce and Faculty of Arts: CODL e-lab and lecture halls of the university - Kailasapathy auditorium, new Commerce hall (1-3), new Arts hall (1-3) – for face to face delivery.

There had been some discussion regarding offering the CODL degree programmes in France through an institute there, but no definite steps have been taken in this regard. The current practice of offering the degree programmes only in Tamil medium may hinder the successful establishment of offshore programs.

Criterion 10: Quality Assurance

The University of Jaffna has developed and adopted mechanisms for quality assurance in line with the national framework. In accordance with Circular No. 04/2015 issued by the UGC, University of Jaffna has effectively established the Internal Quality Assurance Unit (IQAU) at the University level, and Internal Quality Assurance Cells (IQACs) at Faculty levels in order to internalize QA operations. A Senior Academic (Professor and a former Dean) has been appointed as the Director/IQAU. The Director of IQAU functions directly under the purview of the Vice-Chancellor and accomplishes work related to QA and also works very closely with the Faculty IQACs. The Director of IQUA has taken proactive steps to institutionalize QA practices through its own bylaws, manuals and guidelines.

It is the view of the Review team that the QA process is well integrated in the planning and administrative process of the University. This is demonstrated through some of the important steps adopted by the QA Management Committee of the University. The IQAU Management Committee of the University has been appointed as per the guidelines set out by the UGC circular 2015/4, representing senior members of both academic and non-academic members. The composition of the QA Management Committee of the university comprise the Vice Chancellor, the Rector of the Vavuniya Campus, Director of IQAU, Deans of all the Faculties, Registrar, Bursar, Librarian, all the Director of Centres, sixteen IQAC Coordinators and two student representatives. The Management Committee Meetings have been held regularly each month and the date and time are included in the University calendar. This has enabled the members to plan ahead and consequently the attendance

of the members at the Management Committee meetings is very satisfactory. This indicates the importance given by the University to the QA activities which really should be acknowledged.

According to the UGC Circular No. 04/2015, responsibilities of IQAU are coordination of all QA related actives, liaising with the UGC through its QA and other external agencies, Implementation of QA reviews and follow-up actions, Preparation of self-evaluation report, provision of advice on QA to all Faculties and Departments, monitoring and guidance in Faculty level QA activities and QA activities in the University Corporate Plan. The IQAU in the University of Jaffna has been able to accomplish all these activities to a satisfactory level.

QA is a permanent agenda item of the Senate Meetings and the Director has the opportunity to report the important decisions taken by the QA Management Committee to the members of the Senate as per the stipulated guidelines of the UGC circular.

There is a permanent office space for the IQAU with sufficient area. However, facilities available in the IQAU should be further improved by providing required furniture, IT facilities and a permanent cardre of staff. All the Faculties have established QA cells and permanent office space has been allocated for QA cells. The cells are represented by Senior Academics from all the Faculties. Meetings of the cells have been held regularly (in most cases each month). The progress of the QA activities of the Faculties is reported to the Faculty Boards regularly.

The university has taken steps to regularly update the curricula, following QA guidelines encapsulating the policies on quality of the academic programmes as outcome- based education (OBE), international standards, subject benchmarks and SLQF. The degree programs are aligned with the SLQF levels and the Academic staff of all Faculties is quite conversant with the SLQF. At present most of the Faculties have taken steps to conduct curricular reviews under the direction of curriculum committees of the respective Faculties and reforms of study programmes. When curriculum revisions are carried out, stakeholder feedback had been taken into consideration. All Faculties have undertaken Student feedback and peer evaluations. However, analysis of feedback and use of them for further improvements were not evident in many faculties.

The Website of IQAU is fully updated and current. All the information and decisions taken by the IQAU is disseminated through the official website of the IQAU. The IQAU has taken steps to develop their own guidelines for best practices. With respect to assessment of students, there is a well-established system in place in all the Faculties for appointing and obtaining approval of examiners, for scrutinizing and moderation of examination papers etc. In some Faculties there was no systematic mechanism to develop marking schemes and model answers in examination procedures. The delays in releasing results of some Faculties extend to nearly one year which has created a negative impact on the QA process.

The University has taken steps to establish links with outside organizations through University Business Linkage Cells, Industry Liaison Cells and Centre for Research, Innovation and Communication as a part of the contribution to the society and community engagement.

The Director of IQAU had accomplished work related to QA by working very closely with the Management Committee and the IQACs of respective Faculties. The Director of IQUA has taken steps to institutionalize QA practices through and based on the interviews conducted and documentary evidence provided by the IQAU during the field investigations, and the steps taken by the University of Jaffna in the QA process is very satisfactory.

Section 6. Grading of overall performance of the University

Based on the cumulative total score under each 10 criteria and the weightage given in Table 4.2 of the Manual for Intuitional Review, the actual criteria wise score for University of Jaffna is given in Table 2 below.

Table 2. Overall Performance of the University of Jaffna

No	Criteria	Weighted Minimum Score*	Actual Criteria-wise Score
1	Governance and Management	90	115.86
2	Curriculum Design and Development	60	72.00
3	Teaching and Learning	50	73.33
4	Learning Resources , Student Support and Progression	40	47.62
5	Student Assessment and Awards	50	68.89
6	Strength and Quality of Staff	50	72.73
7	Postgraduate studies, Research, Innovation and Commercialization	50	81.33
8	Community Engagement, Consultancy and Outreach	30	53.33
9	Distance Education	20	23.59
10	Quality Assurance	60	97.14
	Total		705.83
	%		**70.58**

*Represents 50% of the maximum achievable standardized criterion-wise score.
i)   Overall University Score is 70.58
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 University of Jaffna is given a "B" Grade with an Overall Grade of "**Good**".

Section 7. Commendations and Recommendations

The commendations and recommendations from the findings of the review under each category are given below.

Criterion 1: Governance and Management

Commendations:

- The University has prepared a strategic plan for each faculty and units and updates it regularly. The action plans with KPI's are also available.

- The processes adopted in the financial management section are properly documented and followed.

- The proactive initiatives taken to audit both financial and performance assessment is good.

- The steps taken to recover bond violation by the audit section during last five years are commendable.

- Policies on GEE and SGBV is adopted and actions have been taken to implement them in the University.

- The quality assurance system is well established at the University.

- Some of the faculties have fully adopted SLQF including exit route at certificate and diploma level.

- In several faculties student ragging is minimal. Administration has taken effective mechanisms to curb ragging and have imposed serious punishments for those found guilty.

Recommendations:

- Take action to fill vacancies, especially in the finance division, as early as possible.

- Formulate a policy for a transfer system within the University so that administrative/non-academic staff would not be stagnated for a given section/department for more than a specific period of time.

- Accommodate all stakeholders, especially outside parties from the university, when developing the strategic and action plan. Needs assessment and global trends should also to be factored in this regard specially when introducing new courses, departments and faculties.

- Encourage decision making at the level of faculties, units and committee levels leaving the council to spend more time on policy and governance matters.

- Caution must be taken when increasing the number of students substantially without having adequate facilities since it may create many problems for both staff and students.

- Develop a master plan, especially at the main campus in Jaffna, in keeping the future trends in mind and taking the limitation of land space so that University would be able to develop systematically.

- Finalize and adopt the draft University Calendar as early as possible.

- Improve ICT facilities along with the establishment of MIS for university administration.

- Provide job descriptions for all categories of staff and put in place a mechanism to assess the performance.

- Finger print based attendance record is not functioning properly, as observed by the audit report. This short coming needs to be addressed.

- Provide support to facilitate the implementation of action plans on Gender and Equity and Equality and Sexual and Gender Based Violence.

Criterion 2: Curriculum and Programme Development

Commendations:
- Majority of study programs of University of Jaffna have been revised adhering to SLQF guidelines and considering SBS.
- Curriculum development committees of all the faculties/units have been established and those committees meet frequently to upgrade the quality of academic programmes.
- IQACs have been established in all faculties/units and IQAU of the university coordinates with them to assure quality of the study programmes.
- Detail programme specifications and course specifications including ILOs, teaching/learning methods and assessment methods etc. have been documented and communicated for most of the study programmes.
- Exit points are available in study programmes at Faculty of Science, Faculty of Applied Science and Faculty of Business Studies.
- Faculty of Engineering accommodates foreign expertise in curriculum planning, development and revision, which is admirable.

Recommendations:
- Detail course specifications with ILOs, teaching methods and assessment criteria need to be published for all course units in all study programmes.
- Courses of inter-disciplinary, multi-disciplinary, professional and vocational need to be incorporated into study programmes, where relevant.
- OBE and SCL methods need to be incorporated to enhance all study programmes, especially, at Siddha Medicine Unit, Faculty of Arts, Ramanathan Academy of Fine Arts and Faculty of agriculture.
- All faculties need to use market signals, need analysis, industry and employer inputs in curriculum and course design, in improving professional study programmes, in particular.
- Graduate profile for all faculties/units need to be identified and published and curriculum mapping should be done in all course units in all study programmes.
- Records of student dropout rate, time taken for graduation, graduation rate at first attempt, employer satisfaction, graduates registering for postgraduate studies, etc. need to be

maintained and need to be used to monitor success of study programmes and in curriculum revisions.

- Research findings, comments from peer evaluations, results of student feedbacks, moderator reports, other stakeholder inputs need to be incorporated in curriculum revisions, enhancement and development of new study programmes and new course units.
- University Alumni association must be strengthened and their expertise should be used in shaping up undergraduates to achieve graduate attributes and getting employments as well as obtaining fellowships, scholarships, etc. towards their career advancement.

Criterion 3: Teaching and Learning

Commendations:
- Many faculties have adopted student-centred teaching learning approach in keeping with outcome-based education.
- Many faculties ensure that students actively engage in teaching learning process through practicing multiple teaching learning strategies and assessment methods.
- Availability of LMS in all faculties is commendable.
- Student participation at department meetings in Faculty of Business Studies at Vauniya Campus is highly acknowledged.
- Initiation of undergraduate research symposium at Faculty of Medicine is exemplary.

Recommendations:
- Usage of LMS in many faculties/units is very low and in particular, interactive usage of LMS in teaching/learning is rarely practiced, thus usage needs to be improved.
- More innovative teaching/learning approaches need to be integrated into delivery and into assessment.
- Invention/innovation and creative work should be introduced to students in all faculties and should be staged through annual university events
- Regular analysis of peer observation/student feedback must be practiced and results must be used to improve/enhance oneself as well as the teaching/learning process
- Formal peer study groups could be introduced, in particular, in the freshmen year to improve necessary language skills, to strengthen students' knowledge-based skills, etc.
- Individual/departmental innovative and creative teaching approaches should be recognized and those who excel should be recognized and be rewarded after proper evaluation.
- Inclusion/adaptation of research outcomes/outputs of academics into teaching/learning material is not visible in many faculties and should be taken into account in course/curriculum revisions.
- Opportunities for academic interaction/association of University of Jaffna students with students from similar faculties in other universities should be provided through introduction of study tours, student research forums, short-term exchange programmes, etc.

Criterion 4: Learning Resources, Student Support and Progression

Commendations:

- Progress made by newer faculties, in particular, by Faculty of Engineering, in many aspects of teaching/learning and student support is highly commendable.
- Establishment of the Gender Equity and Equality Centre and the Well-Being Centre are greatly acknowledged.
- Maintaining an E-library system for the university is commendable.
- Student participation in sports activities is acknowledged even with the minimal available facilities.
- All faculties conduct orientation/induction programmes for new students, often collaborating with student unions.
- A very strong ELTC with a high percentage of permanent staff having postgraduate qualifications.
- Outcome Based Education and Student Centred Teaching/Learning are practiced in many faculties.

Recommendations:

- University website must be updated and all missing information/missing links should be uploaded with current data. Helpdesk and FAQs, as relevant, need to be included in the website.
- A university-wide MIS system should be urgently introduced. The system already developed by Department of Physical Science in Vavuniya Campus could be used by all faculties and could be networked.
- University-wide Student Mentoring system must be introduced to enhance/monitor student career progression throughout his/her university education.
- Necessary human resources/physical resources for the Medical centre must be acquired immediately and actions should be taken with immediate effect to provide satisfactory students services in faculties/institutions located outside the main premises.
- Immediate steps should be taken to enhance/improve basic necessities required for students and staff in the main premises, in particular, at Management and Arts faculties and in centres located outside, especially, at Siddha medicine unit and Ramanathan Academy of Fine Arts.
- Establishment of Student societies/circles, for academic as well as extra-curricular, must be encouraged in all faculties/academic institutions. Regular student activities/community engagements through such societies/circles must be encouraged.
- ELTC, having a highly qualified staff, must be engaged more in enhancing language skills and in particular, communication skills of students and staff towards progression of their careers.
- Student canteens, the Library, premises of departments/units, medical centre, etc., especially in the main campus, must be made conducive to stakeholders even with the available minimum physical resources.
- Canteen facilities should be improved and the cost of meals needs to be brought down maintaining quality through providing some subsidy to canteen operators.
- Hostel facilities need to be enhanced

- Usage of English language in teaching/learning activities must be increased in the Faculty of Arts, Ramanathan Academy of Fine Arts and Siddha Medicine Unit.
- To enhance Student Centred Learning, more appropriate building space needs to be allocated in all faculties.
- Service of a professional counsellor is necessary, at least at the main campus premises.
- Student satisfaction surveys need to be carried out on regular basis and remedial action should be taken to resolve issues.

Criterion 5: Student Assessment and Awards

Commendations:
- Many faculties/departments have incorporated in-course assessments, continuous assessments and end semester assessments to the course to measure ILOs.
- Many faculties/departments have a system for assuring the quality and academic standard by appointing external examiners/independent second examiners. Some departments appoint foreign examiners from USA,UK etc. as part of quality control and to ensure the integrity of academic standards
- University of Jaffna ensures and implement strict disciplinary procedures and reinforces such procedures on handling examination malpractices.

Recommendations:
- All faculties should review assessment methods/regulations periodically to assure that the regulations fit for assessment purposes.
- Amendments of revision to assessment procedure should be done properly and published in students hand books
- Conducting continues assessment and in-course assessment procedure is not clear enough. It has to be regulated and all documents needs to be maintained properly.
- Assessment procedures in alignment with ILOs needs to be implemented in all the Faculties.
- A policy on weightage for different components in assessment need to be prepared for the faculties/department/unit.
- It is advised to carryout external moderation procedure for some faculties.
- There should be a proper procedure for preparation of questions and marking when temporary staff conducts the courses.
- When computer based examination are conducted, the proper guidelines need to be implemented to secure confidentiality
- Rewarding system for students' achievement / best performance need to be improved.
- The procedure for releasing results and Results Boards are not clear enough. It has to be formalized and regulated and maintain same within the faculty.
- Majority of faculties/departments should take appropriate action to release end semester results within the stipulated time period.
- Release results of formative assessments to students as early as possible, to enable them to monitor their progress.
- All faculties should carry out exit surveys.

- Should make the students aware on the appeal mechanism with regard to assessments (both summative and formative assessments) results.
- Develop a clear policy on inter-faculty/inter university credit transfers and make students aware of it.

Criterion 6: Strength and Quality of Staff

Commendations:
- University of Jaffna promotes quality in teaching and learning goals by conducting staff induction programs and professional trainings on outcome based education and student-centred teaching.
- Provide strong supports and guidance by senior academics in developing careers of newly recruited academic staff.
- ELTC have sufficient number of highly qualified staff members, with Ph. D qualifications.

Recommendations:
- Necessary steps needs to be taken to fill the existing teaching staff vacancies with suitably qualified staff of all departments as early as possible.
- The young academic staff members needs to be encouraged and supported to obtain their Ph.D. qualifications from other universities or preferably from abroad to avoid inbreeding
- Peer evaluation of staff should be practiced in all departments regularly and a monitoring mechanism should be adopted to assess the progress / to take remedial action.
- A policy should be in place to ensure rewards to the academic staff for outstanding teaching performance, research and also for the extra workload.
- Adopt a mechanism to encourage staff to get them involved actively in research activities.
- Should establish a speedy process to handle staff promotions.
- A need survey should be done by SDC and accordingly professional development workshops should be conducted for non-academic staff.
- Should encourage and release the non-academic staff to participate in workshops conducted in other national universities on professional development.
- All non-academic staff in the university should be provided with duty lists
- A mechanism should be adopted to take feedback on the performance of technical staff/ non-academic staff.

Criterion 7: Postgraduate Studies, Research, Innovation and Commercialization

Commendations:
- University publishes 5 Journals and regularly organizes national and international conferences for dissemination of its research outcome.
- An Intellectual Property (IP) policy for the University is in place to facilitate patenting. Five patents have been received/submitted and few more are in preparation.
- Quality Assurance in postgraduate education through the IQAC of the Faculty of Graduate Studies (FoGS) is in place.

- Prospectus and By-laws are readily available for postgraduate students, and required policies including research ethics are in place.
- A clear procedure on selection, admission and induction of postgraduate programmes are available.
- Mechanism of coordinating and promoting research and international collaborations through an establishment of Centre for Research, Innovation and Communication (CRIC) is commendable.
- Well-equipped Solar cell research laboratories in the Department of Physics have been built through External Research Grants.
- University has successfully established an UBL Cell with Faculty cells.
- Students are given opportunities for innovations: Young inventor awards have been received by Engineering and Agriculture students.

Recommendations:
- Immediate measures should be taken to curb long delays occur in the process of registration and theses examinations, and releasing results of all most all postgraduate programmes, especially of research degree programmes.
- Composition of the Board of Studies of FoGS should be well defined and their meetings should be regularized.
- Allocation of University research money on faculty-wise on the basis of number of faculties and the number of the staff members should be established in order to encourage and promote research in all the faculties.
- Final reports of completed University research grants should be evaluated by outside experts in order to improve the quality of research.
- Money generated at Faculty of Graduate Studies may be used to provide research grants, postgraduate scholarships and incentives for researchers.

Criterion 8: Community Engagement, Consultancy and Outreach

Commendations:
- There are several examples of locally relevant as well as national level activities undertaken by the university such as the annual conference on Dry Zone Agriculture by the faculty of agriculture, annual conference on Siddha Medicine by the siddha medicine unit and the establishment of the first national incubation centre in the faculty of engineering.
- The setting up of the UBL shows the university's commitment to encourage commercialization of research findings and improving partnership with the private sector.
- The faculty of engineering should be commended for their innovative approach to engage with students awaiting admission to the university and supporting one such student to build a hydropower generating turbine while awaiting university admission.
- The policy for consultancy and extension services is in place. Most of the faculties provide consultancy services to the private sector, government bodies and some international organizations.
- Consultancy services need to be formalized through UBL.

Recommendations:

- Introduce formal surveys or feedback analysis from employers and community in all faculties to monitor community perceptions of its activities and enhance its reputation both locally and outside.
- Foster consultancy and outreach activities of Ramanathan Academy of Fine Arts as other faculties which engage with the community quite well.
- The impact of the various outreach activities on the community should be formally assessed and documented.
- Mechanisms should be established to ensure that all academics engage with the community by providing the required administrative support and by establishing mechanisms to recognize the contribution made by individual academics.

Criterion 9:Distance Education

Commendations:

- The University administration and Faculties support Center for Open Distance Learning (CODL) and allocate the needed resources: office space, examination hall, classes for face-to-face sessions, computer laboratory.
- CODL operates an IQA system. The CODL activities are regularly monitored through financial, administrative and academic audits and QA procedures.
- Online delivery of courses is supplemented by face to face sessions and all students are being provided training in the use of the online course delivery platform.
- All course materials are reviewed and revised regularly.
- The progress and the programmes developed and offered by the CODL during last few years is commendable.
- Operational manuals and guidelines are in place to operate as a reputed programme offering arm of the University of Jaffna.
- Internal quality assurance has been established for the CODL.

Recommendations:

- Steps should be taken to conduct a formal market survey. Revisions to current courses or the development of new courses and off-shore programs should be based on the results of such market survey.
- Alignment analysis of programs delivered by CODL with SLQF is needed. Direct comparison between the contents of external and internal degree programs should be undertaken to ensure parity between internal and external programmes.
- Ensure that the external degree programs are designed and delivered according to the guidelines provided in the EDP - QA Manual (2014).
- It is recommended to offer external degree programs not only in Tamil but also in English medium.
- Introduce online feedback forms for students via LMS. This should cover feedback on academic matters as well as resources, services, administration and related issues for continuous improvement of its services

- Develop a policy on work norms and workloads of staff who are involved in both internal and external teaching activities.
- Policies regarding the ownership of learning materials and protection of copyrights of these materials should be developed.
- Remove the word 'external' from the degree certificate awarded on successful completion of CODL program.

Criterion 10: Quality Assurance

Commendations:
- The University has well established IQAU, and operating according to the principles of QA in higher education. Within a short time the Director/IQAU was able to develop and promote a very effective Quality assurance Mechanism in the University, which is fully supported by all academic staff.
- IQAC´s have been established in all Faculties, which are fully functional and coordinating the QA activities in the respective Faculties.
- The IQAU had given the leadership to adopt national guidelines such as Subject Bench marks and SLQF to the Faculties.
- Some newly established Faculties have formulated their curricula according to "outcome based" principals. Other Faculties are in the process of revising their curricular incorporating outcome based education.
- QA bylaws and guidelines have been formulated and necessary approval has been obtained.
- Decisions taken by QA Management Committee are being reported to the Senate.
- Steps have been taken to implement QA related affairs at Faculty level. The staff has considered the exercise as an important activity for the development of the University.
- The commitments of some of the Faculty members are commendable and have shown their ownership on the whole process of Institutional Review. Most of the staff is aware of the outcome of the Institutional Review process.
- The IQAU website is well developed and upgraded regularly.

Recommendations:
- The Internal Quality Assurance Unit (IQAU) and the IQAC´s should be strengthened by providing permanent carder, and required furniture and equipment.
- Strategic plan need to be developed for the IQAU.
- The IQAC´s should develop Action Plans aligning with the Action plan of the University/IQAU
- It is important to include the second level administrative staff (DR, SAR, SAB, AR, AB, etc.) in QA process.
- Mechanism for academic accountability needs to be implemented.

Section 8. Summary

The University of Jaffna established in 1974 as the 6thUniversity in Sri Lanka comprises of 10 faculties, one unit and one academy offer degree programmes to about 9000 undergraduates. The infrastructure facilities for teaching/learning activities for Faculties of Arts, Management Studies and Commerce, Siddha Medicine Unit and Ramanathan Academy of Fine Arts are only marginal whilst faculties located at Kilinochchi and Vauniya are at a better advantage having more land and building space.

The University's governing structure is in compliance with respective Acts, Ordinances and their amendments, Establishment Codes, rules and regulations issued by the relevant authorities. The University has taken initiatives to adopt the national higher education policy and included them in the strategic plan, which is prepared using participatory approach. However, the progress of fully complying with the national policy has not been uniform across faculties.

Inadequate funds made available to University of Jaffna has been quoted as one of the reason for the inability to undertake many activities in the action plan in addition to regular day to day activities such as maintenance, procurement etc. The University's financial procedures comply with the requirements of national/University financial regulations and guidelines and ensured by having regular finance committee and audit committee meetings.

Existence of large number of vacancies in financial and other administrative branches has severely affected the smooth running of the university. Most of the shortcoming cannot be addressed without resolving this major issue which was also highlighted in the 2011 review.

The University of Jaffna does not have a MIS in place though some initiatives are in progress. Very limited ICT facilities are used in university administration. The University has policies that are enforced on academic honesty and integrity, conflict of interest and ethics, grievances mechanism, Sexual and Gender Based Violence, ragging etc.

All degree programmes offered at University of Jaffna are aligned with SLQF, student-centred as well as outcome based education. However, graduate attributes have been defined and published only in some faculties and units. Progress on curriculum revision is not uniform across faculties. Mapping of course ILOs to graduate attributes and usage of LMS is minimal.

University of Jaffna website contains only part of the information regarding academic/non-academic staff, faculties and their study programmes, student support services, student activities, etc. Course unit structures including course objectives, ILOs and assessment methods cannot be found readily in the handbook or through online information under most of the faculty websites.

All faculties organize orientation programmes for new entrants and take measures to integrate them with the student community. The University promotes student support systems and facilitates student-student and student-teacher interactions. Due to high student intake, many faculties face shortage of lecture theatres, tutorial rooms, discussion/meeting places, examination halls, etc. and therefore, student centred teaching and learning is given a very low priority. The common computer laboratory in the upper floor is a major disturbance to the library environment. The University has a very strong English Language Teaching Centre with well-qualified staff. University of Jaffna has a

severe shortage of staff in all categories including teaching/academic staff of many faculties leading to high work load. Although, the university support for probationary academic staff for carrier enhancement by providing study leave, it is not apparent that adequate support is given to secure postgraduate placements and funds to obtain their postgraduate qualifications.

In majority of faculties, examination by-laws, policies and regulations are in place and in par with academic standards, SLQF and SBS guidelines. Although, first and second marking are carried out at satisfactory level at all faculties some faculties have no procedures/forms available to collect external examiners' reports. Except few faculties, there is a great delay in releasing the end-semester examination results.

Student accommodation, canteen facilities in faculty premises and hostels are inadequate. The high price tag in the canteens is also a concern by students. It also appears that drinking water is not available for students in some faculties resulting students to purchase bottled water. Medical facilities for students and staff of the university with the assistance of a retired medical officer at the Medical Centre needs to improved.

The Faculty of Graduate Studies (FoGS) has rules and regulations and bylaws for its postgraduate programmes and a separate Internal Quality Assurance Cell (IQAC) to look after the quality related issues. Although the procedures are there for postgraduate examinations, results are not released in time, especially in research degree programmes. Composition of the Board of Studies of FoGS should be well defined and their meetings should be regularized and made productive to avoid the delays in the processes of registrations and releasing of results.

University publishes five Journals. Establishment of a Centre for Research, Innovation and Communication (CRIC) to coordinate and promote research and international collaborations is a commendable effort to improve the research innovations and commercialization by the University. The research output of the University has increased exponentially after 2010.However, research is conducted successfully only in few faculties and also by a limited number of members.

The University not only engages with the community physically surrounding the university but also with many relevant stakeholders both national and international. Though there was high level of engagement with the community and many outreach activities were being conducted regularly it appears that most of these are still dependent on the motivation of the individuals involved and these have not been adequately institutionalized.

The CODL offers three degree programs which are delivered in Tamil medium. The CODL activities are in full compliance with UGC Policy Framework and Guidelines and UGC Circular. All course materials are reviewed and revised MOODLE platform is being used as the LMS for online delivery of courses. The degree certificate awarded to those who complete the CODL programs specifically states that it is an external degree; this is in breach of the UGC guidelines.

The University of Jaffna has effectively established the Internal Quality Assurance Unit (IQAU) at the University level and 16 Internal Quality Assurance Cells (IQACs) at Faculty/Unit levels in order to internalize QA operations.

Annex: Schedule for the Institutional Review

University of Jaffna

8-13th October 2018

Day 1: Monday –8th Oct 2018			
Time	**Activity**	**Coordinator**	**Venue**
08.00-08.15	Private meeting of the Review Team with QA Council representative	GM	IQAU Office
08.15-08.30	Finalizing the Agenda by the Review Team with the Director /IQAU	Director/IQAU	IQAU Office
08.30-08.45	Meeting with the Vice-Chancellor (Courtesy visit)	Director/IQAU	VC Office
08.45-09.30	Presentation by the Vice-Chancellor (in the presence of Council, Deans, Directors of Centres, Units, IQAU Director, Registrar, Bursar, Librarian, Marshall, Senior Medical Officer, Wardens, Senior Student Counsellor etc.)	Director/IQAU	Main Board Room
09.30-10.30	Discussion (with Tea)	SAR/A &Pub	Main Board Room
10.30-11.00	Meeting with Members of the Council	Registrar	Main Board Room
11.00-11.30	Meeting with the Administrative Staff (Registrar, DR,SAR, AR)	Registrar	Main Board Room
11.30-12.00	Meeting with Bursar, SABs, ABs	Bursar	Main Board Room
12.00-12.30	Meeting with Internal Audits	Asst. Internal Audit	Main Board Room
12.30-13.30	**Lunch**		
13.30-14.00	Meeting with the members of the Internal Quality Assurance Unit, Team leaders of SER writing team	Director/IQAU	Main Board Room
14.00 -15.00	Meeting with Non Academic staff of Administrative Sections (with Tea)	Registrar	Main Board Room
15.00 –15.30	Meeting with the Librarian and Staff, Observing facilities	Librarian	Library
15.30-16.00	Meeting with Senior Student Counsellors/ Student Counsellor; Observing facilities	Snr. Student Counsellor	SC Office
16.00-15.30	Meeting with the Head and Staff of the ELTU; Observing facilities	ELTU	Office ELTU
15.30- 18.30	Review of documents	Director/IQAU	Mini Board Room
18.30-20.30	**Discussion among members of the Review Team**		

Day 2: 9th Oct 2018 (Tuesday)	
Time: 8.00 a.m. – 12.30 p.m.	**Time: 8.00 a.m.– 12.30 p.m.**
Team 1	**Team 2**
Faculty of Science	**Faculty of Arts**
8.00 – 8.45 Meeting with the Dean, Heads of Departments, Coordinators 8.50 – 9.20 Meeting with Academic staff ----------------------------------- **9.30 – 9.45 Tea Break** ---------------------------------- 9.45 – 10.15 Meeting with Non-Academic staff 10.20 – 11.15 Meeting with Students Observing Facilities	8.00 – 8.45 Meeting with the Dean, Heads of Departments, Coordinators 8.50 – 9.20 Meeting with Academic staff --------------------------------- **9.30 – 9.45 Tea Break** -------------------------------- 9.45 – 10.15 Meeting with Non-academic staff 10.20 – 11.15 Meeting with Students Observing Facilities
12.30 -13.30 Lunch - Faculty of Science	**12.30 -13.30 Lunch - Faculty of Arts**
Time: 13.30 – 17.00	**Time: 13.30 – 17.00**
Team 1	**Team 2**
Faculty of Graduate Studies and **Centre for Open and Distance Learning (CODL)**	[*13.30 – 13.50 – Travel to Maruthanarmadam*] **Ramanathan Academy of Fine Arts**
13.30 – 14.00 Meeting with the Dean & Chairmen/ Board of studies, Administrative staff 14.00 – 15.00 Meeting with students _____ **15.00 – 15.15 Tea Break** _____ 15.20 – 15.50 Director/CODL, Academic / Administrative staff, 15.55 – 16.30 Meeting with Students 16.30 – 16.55 Observing Facilities	13.50 – 14.30 Meeting with Heads and Staff 14.35 – 15.00 Meeting with Students (Music, Dance and Art and Design) --- **15.00 – 15.15 Tea Break** --- 15.20 – 16.30 Observing Facilities [*16.30 – 16.50 -Travel from Maruthanarmadam to Jaffna*]
17.00- 20.30 p.m. Review of documents and discussion among members of the Review Team	

Day 3: Wednesday – 10th Oct 2018	
Team 1	**Team 2**
Time: 8.00 – 12.00	**Time: 8.00 – 12.00**
Faculty of Medicine	**Faculty of Management Studies and Commerce**
8.00 – 8.45 Meeting with the Dean, Heads of Departments, Coordinators/ Directors of Units, 8.50 – 9.20 Meeting with Academic staff --------------------------- **9.30 – 9.45 Tea Break** _____ 9.50 – 10.20 Meeting with Non Academic staff 10.25 – 11.15 Meeting with Students 11.15 – 12.00 Observing Facilities	8.00 – 8.45 Meeting with the Dean, Heads of Departments, Coordinators/ of Units 8.50 – 9.20 Meeting with Academic staff _____ **9.30 – 9.45 Tea Break** _____ 9.50 – 10.20 Meeting with Non Academic staff 10.25 – 11.15 Meeting with Students 11.15 – 12.00 Observing Facilities
12.00-13.00	**12.00-13.00**
Lunch- Faculty of Medicine	**Lunch- FMSC**
Team 1	**Team 2**
Time: 13.00 – 16.00	**Time: 13.00 – 16.00**
13.00-14.30: Unit of Allied Health Sciences 13.00 – 13.30 Meeting with Head and staff 13.40 – 14.20 Meeting with students 14.20 – 14.45 Observing facilities [_14.45 – 15.00 – Travel to Siddha Medicine Unit_]	**13.00-14.00: Medical Centre** 13.30 Meeting with Senior Medical Officer and staff 13.30 – 13.55 Observing facilities
15.00 – 16.30: Siddha Medicine Unit	**14.00-15.00: Staff Development Centre**
15.00 –15.30 Meeting with the Head of Unit & Board of Management **(with tea)** 15.40 – 16.10 Meeting with Staff 16.20- 17.00 - Meeting with Students 17.00 – 17.20 Observing Facilities [_17.20 – 17.40 Travel back to Jaffna_]	**15.00 – 16.00: Physical Education& Sports Science Unit**
	15.00 – 15.30 Meeting with Director/Head and Staff/ Physical Education Unit/ Sports Science Unit; 15.40 – 17.10 Observing facilities at Gymnasium
17.40-18.30	**Discussion among members of the Review team**

Day 4: 11th Oct 2018 (Thursday)	
Team 1	**Team 2**
Time: 9.00 – 12.30	**Time: 9.00 – 12.30**
Faculty of Agriculture *[Starting @ 7.30 am from Jaffna to Vavuniya]*	**Vavuniya Campus** *[Starting @ 6.00 am from Jaffna to Vavuniya]*
9.00- 9.30 Meeting with the Dean, Heads of Departments, Coordinators 9.30 – 10.00 Meeting with academic staff 10.00 – 10.15 Tea Break 10.15 – 10.50 Meeting with Non-academic staff 10.50 – 11.50 Meeting with Students Observing Facilities (Laboratories, Lecture halls, common facilities)	9.00 – 9.30 Meeting with Rector & Campus Board Members **(with tea)** *9.40 – 9.50 –Travel to Kurumankadu* **Faculty of Applied Sciences** 9.50 – 10.15 Observing Facilities *10.15 – 10.45 Travel to pompaimadu* 10.45 – 11.15 Dean, Heads of Departments, Coordinators of Units 11.15 – 11.45 Meeting with Academic Staff 11.45 – 12.15 Meeting with Non-academic staff 12.15 – 13.15 Meeting with students
Lunch 12.30-13.00	**Lunch 13.00-14.00**
Time: 13.00 – 18.00	**Time: 14.00 – 17.00**
Faculty of Engineering	**Faculty of Business Studies**
13.00 – 13.45 Meeting with the Dean, Heads of Departments, Coordinators of Units, 13.50 – 14.20 Meeting with academic staff _____ **14.30-14.45 Tea break** _____ 14.30 -15.00 Meeting with Non-academic staff 15.10 – 16.00 Meeting with Students 16.00 – 18.00 Observing Facilities (Lecture halls, laboratories, Library, Hostels, Sports, canteen, etc) *[Travel back to Jaffna from 18.00 - 19.15]*	14.00 – 14.30 Meeting with the Dean, Heads of Departments, Coordinators of Units 14.30 – 15.00 Meeting with academic staff _____ **15.00 – 15.15 Tea Break** _____ 15.15 – 15.45 Meeting with Non-academic staff 15.45 – 16.45 Meeting with students 16.45 – 17.45 Observing Facilities (Library, Hostels, Sports, Canteen, etc) *[Travel back to Jaffna from 17.45 - 20.45]*
Time: 21.00-22.00	
Discussion among members of the Review team	

Day 5: 12th Oct 2018 (Friday)

	Team 1	Team 2
	8.00 – 10.00	**8.00 – 10.00**
8.00 – 10.00	In Jaffna - Visiting Hostels & Canteens; Observing facilities, meeting with wardens, students	
10.00 – 10.45	Gender Equity and Equality Centre Well-Being Centre	Computer Unit
10.45 – 11.15	Meeting with Chairman URC & CRIC **with Tea**	
11.15- 11.45	Meeting with Alumni	Meeting with Works Engineer and his staff
11.45- 12.15	Meeting with Director of UBL Cell and Faculty UBL coordinators	
12.15-12.45	Meeting with stakeholders	
12.30 -13.30	**Lunch**	
13.30 -15.30	Discussion among members of the Review team and summarise findings	
15.30-18.00	Discussion among members of the Review team and write up	

Day 6: 13th Oct 2018 (Saturday)

8.00-10.00	Discussion among members of the Review team and write up	
10.00-11.30	Wrap-up meeting with the VC, Deans, Directors etc.	
11.30-12.00	**Lunch**	
12.00	Departure	