Program Review Report

Program Reviews - 2018

BBA (Honours) Study Programme

Department of Management

Faculty of Management and Commerce

Eastern Universityof Sri Lanka

Dr. Athambawa Jahfer

Prof. Prathiba Aruni Weerasinghe

Prof. Vasanthy Arasaratnam

Quality Assurance Council

University of Grants Commission

Table of Contents

Section 1 - Brief Introduction to the Study Programme

The Eastern University of Sri Lanka (EUSL) was founded in October 1986 with two faculties, Faculties of Science and Agriculture by elevating its forerunner, the Batticaloa University College, that was established in 1981. In 1988, two new faculties, the Faculty of Commerce and Management and Faculty of Cultural Studies were established. Later, the Faculty of Cultural Studies was renamed as the Faculty of Arts and Culture. Thereafter, the Swami Vipulananda College of Music and Dance, established in 1981 and functioning under the Ministry of Regional Affairs and Hindu Culture was affiliated to EUSL in 2002 under the name of Swami Vipulananda of Institute of Aesthetic Studies. Subsequently, two more faculties, the Faculty of Health-Care Sciences and Faculty of Technology were instituted in 2006 and 2017, respectively.

The Faculty of Commerce and Management (FCM) consists of three departments, namely, Department of Management, Department of Commerce and Department of Economics. At present, the Faculty offers two study programmes - Bachelor Business Administration (BBA) and Bachelor of Commerce (BCom). In the BBA study programme, there are two specialization streams; specialization programmes in Human Resource Management and Marketing Management. In the B Com study programme, there are two specialization streams; Enterprise Development and Accounting and Finance and Business Economics. Faculty also offers two postgraduate degree programmes, namely the Master of Business Administration (MBA) and Master of Development Economics (MDE). In addition, the Faculty conducts an external degree programme through open and distance learning mode leading to Bachelor of Business Management (BBM). The FCM also maintains close linkages with several universities and institutions within and outside the Sri Lanka. Presently, the Faculty caters for nearly 900 students, who hails from different social and backgrounds and all parts of Sri Lanka.

The BBA is a four-year honours study programme, and it's offered by the Department of Management of FCM. Annually UGC allocates about 100 students and at present there are 472 students enrolled in the study programme. After the successful completion of the first two years of studies, students are given the option to specialize either in Marketing Management or Human

Resource Management. The curriculum of the BBA study programme has been revised in 2017 and implemented in 2018.

Section 2 - Review Team's Observation on the Self –Evaluation Report

Self-evaluation Report (SER) submitted by the Department of Management of the FCM is a comprehensive document, and was prepared as per the guidelines given in the Manual for Review of Undergraduate Study Programmes of Sri Lankan Universities and Higher Education Institutions (PR Manual). Though, the SER has been written by a team nominated by the Faculty Board, all the staff members attached to the Department of Management appear to have contributed for the SER preparation. This participatory and collaborative effort was also reflected in the continuous support received by the review team during the entire site visit.

Relevant documents were made available to the review team and they were well organized and compiled in such a manner so as to ensure easy reference and cross reference of documents. However, the review team noted the absence of documentary evidences pertaining to student feedback on study courses and student satisfaction survey reports. SER has also presented a comprehensive report on SWOT analysis which was often referred by the review team during the meetings and discussions with staff and students, and also during the different stages of the review process.

Faculty has taken up the process of quality assurance as a method of promoting progressive development of the faculty and enhancement of quality and standards of its study programmes. To facilitate this process, the Faculty has established its Quality Assurance Cell (FQAC) and it is manned by a Coordinator appointed by the Faculty Board.

Section 3 - Brief Description on the Review Process

Preparation by the Review Team

Reviewers met at the pre-site visit meeting after a thorough desk evaluation of SER conducted individually by three reviewers, with notes on additional information required, clarifications sought and tentative outcomes of desk evaluation. Individual desk review reports were submitted to the Director of the Quality Assurance and Accreditation Council of the University Grants Commission (QAAC/UGC) two months ahead of the planned site visit. Review team has also agreed on their shared the responsibilities. Review team chair interacted with the Dean of the Faculty and scheduled the programme for the site visit and organized all required facilities.

Programme Review Site Visit

Site visit was conducted during the period of 14th to 18th of October, 2018. Upon arrival at the hotel in the evening of 14th, the review team had a brief a discussion among themselves on the schedule of the site visit, review process and shared responsibilities.

On Day 1, the first meeting was held with the Director of the Internal Quality Assurance Unit (IQAU) of the University and Coordinator of the FQAC at the IQAU Office. Subsequently, the review team met the Dean of the Faculty and then the Deputy Vice Chancellor of the University. In addition, the review team had meetings/discussions with the Heads of Departments of the Faculty, academic staff of the three Departments who are involved with the teaching activities of the study programme, administrative staff, Director of the Career Guidance Unit (CGU), Head and teaching staff of the English Language Teaching Unit (ELTU), student counsellors, academic support staff, Librarian and library staff, students of the study programmes under review, non - academic staff members, and the staff of Physical Education Unit and Medical Centre (Programme Schedule of the Site Visit is Attached- Annex 1)

At the meeting held with the Heads of the Departments and academic staff, the Dean of the Faculty and the Chair of the SER writing team made presentations. SER writers and young

academic staff were very keen to prove their quality of work. This session demonstrated their attitudes and sincere commitment towards enhancement of the quality and standards of the study programme.

Documents relating to the evidences of the claims cited in the SER were made available to the review team. Documents were organized as per each standard of each criterion and the files were arranged on criterion-wise basis. It appears that some of the standards were misinterpreted by the SER writers. Review team perused each document to verify the evidence cited with each claim and cross checked the information with what was mentioned in the examples provided in the PR Manual. Coordinator of FQAC and academic staff were very cooperative and facilitated the document verification.

Meetings with student counselors, mentors and the Director of CGU provided the opportunity for them to demonstrate their commitment to create a conducive environment for students in their academic pursuits. Visit to the library and computer unit provided the opportunity for reviewers to witness the organizational arrangement and new developments in the library, student engagement with ICT-based applications and the e-learning process. Review team also had the opportunity to observe 3 teaching sessions and appraise the teaching and learning methods adopted.

Review team has also spent a considerable time with the students. There were representations from all batches of students, representing all ethnic groups. They mainly highlighted the issues relating to delay in releasing results of examinations, and lack of specialization programme in the field of Accounting and Finance. Students indicted their dissatisfaction with the contents of the courses on Business Communication English. Besides that, the students have emphasized inadequacy of common facilities such as library, computer labs and canteen.

Review team also visited the offices of the Dean, IQAU, and Heads of Departments, and the teaching and learning facilities and common amenities - lecture halls and auditorium, computer labs, library, male and female hostels, University Medical Centre (UMC), CGU, ELTU, Physical Education Unit (PEU) and Gymnasium.

At the meeting with the Alumni, past graduates attested the strengths of the study programmes of the Faculty, and explained how the training obtained had helped them to secure gainful employment and advance in their chosen careers. However, there were no documentary evidences to prove that the Faculty seeks feedbacks in regular manner from the Alumni in its progressive development efforts.

On Day 4, a wrap up meeting was held with the staff from all three Departments of the Faculty where the key findings of the review process were presented and discussed.

Review team was satisfied with all necessary arrangements made by the Faculty and the university administration and the cooperation extended by the Dean of the Faculty, coordinator of FQAC, and staff of the Department during the review process.

Section 4 - Overview of the Faculty's Approach to Quality and Standards

The IQAU of the EUSL was established in 2015 complying with the UGC Circular No. 04/2015, and it liaises closely with QAAC/UGC. IQAU of Eastern University oversees the quality and standards of teaching and learning processes, student support services, and institutional development aspects, and ensures that the EUSL operates in conformity with the Sri Lankan Qualification Framework (SLQF) and the guidelines set forth by the QAAC/UGC on academic development and planning, teaching and learning and assessment.

The IQAU is headed by a Director, who is guided by the IQAU Management Committee. The Management Committee is chaired by the Vice-Chancellor of the University, and is constituted as per the guidelines issued by the University Grants Commission. A Senior Assistant Registrar functions as the Secretary to the Committee. Management Committee meets regularly and the minutes of the meetings are submitted to the Senate on regular basis.

Faculty level quality assurance activities are overseen by the FQAC, which was established as per the by-laws framed by the University. There were evidences to show the proper functioning of the FQAC. It was observed that the Faculty is adopting most of the of best practices and comply with quality standards prescribed by the PR Manual.

Section 5 - Judgment on the Eight Criteria of Programme Review

Criterion 1: Programme Management

The organizational structure of the Faculty seems to be adequate for effective management and execution of its core functions. The Action Plan of the Faculty is aligned with the University's Strategic Plan. Biannual progress review of the Action Plan has been done by the Action Plan Management Committee headed by the Dean of the Faculty. Monitoring of the progress of implementation of the Action Plan is an agenda item of the Faculty Board. Many documents on Standard Operation Procedures (SOP) are compiled into a reference manual, called the "Management Guide" prepared by the University. Information on the University and Faculties and academic programmes and related by-laws are included in another reference manual, called the "University Calendar". Faculty is yet to form a faculty-level Curriculum Development Committee (CDC) for monitoring, reviewing and updating the curricula of its study programmes.

Pall incoming students are provided with the Faculty Prospectus and the Student Charter to all incoming students at the commencement of study programme. In addition, the students are provided with up to date information on the University, Faculty as well as the Department through the University Website. Participation of the students in governance and management of the Faculty is observed to some extent. Student representatives attend the monthly Faculty Board Meetings. In addition, the Dean conducts monthly meetings the with the Faculty Students' Union and batch representatives. Absence of providing a fall-back option for students is noted as a deficiency.

There had been delays in students' graduation at the stipulated time with 3 previous batches of students. However, this has been rectified with the last batch of students. Faculty and Departments offer a well-structured orientation programme for all new students to facilitate students' transition from "school" to "university" environment. Faculty and Departments securely maintain confidentiality of permanent records of all students, and they are accessible only to authorized personnel.

Department has recently adopted ICT tools such as online Learning Management System (LMS) for teaching and learning. However, ICT-based tools such as Management Information System (MIS) to facilitate efficient data management has not yet been adopted either by the Department or Faculty.

Academic staff is provided with university approved codes of conduct and work norms and all non-academic staff categories are provided with respective duty lists. Faculty practices self-appraisal system for granting annual increments of all employees. Nonetheless, appraisal and reward system for teaching has not been adopted yet. However, the University appreciates and rewards its staff on research performance and the high performers are honoured at the General Convocation of the University.

University has prepared and adopted the terms of reference (ToRs) for IQAU and IQACs. It is praiseworthy that the University has established a Senate appointed Internal Quality Monitoring and Enhancement Committee, chaired by the Vice Chancellor for close monitoring of the activities of IQAU and IQACs.

Department of Management has signed MOU with a professional accounting body relevant to the study programme (i.e. Institute of Charted Management Accountants). Beside that the Department has signed few MOUs with industrial establishments for facilitating the administration of student internship programme. However, no formal collaborative partnerships have been established with national or international universities for academic and research cooperation, except the informal partnership that has been operated with some Indian universities for training of staff. It is imperative that the Faculty must take determined efforts to promote research culture to realize one of its mandatory functions – research and innovations.

Faculty provides student counselling and mentoring services for fostering student welfare and well-being. However, it was surprising to note the absence of a student counsellor representing the Department of Management. Nonetheless, the Department had prepared the ToRs for counselling and mentoring programmes. Students have limited access to healthcare services, cultural and aesthetic activities. Further, the students were not satisfied with the limited financial

allocations given for sports facilities. Information regarding university by-laws pertaining to examinations, examination offences and student discipline are made available to students through the Faculty Prospectus and Student Charter. No special provisions are available to assist students with special needs or those who are differentially–abled. Moreover, the University has established committee to oversee issues relating to gender equity and equality (GEE) and sexual and gender-based violence (SGBV), and a workshop was conducted to create awareness among staff on these issues.

Criterion 2: Human and Physical Resources

Department of Management does not have an adequate number of academic staff required to conduct the study programme in Bachelor of Business Administration (BBA). Carder approved by the University Grants Commission (UGC) has been filled except the post of Professor and one cadre post in Senior Lecturer / Probationary Lecturer category. Qualification profile of the academic staff attached to the Department has to be broadened and improved. There are four PhD holders and another four with Master's level qualifications (Master of Business Administration - MBA). All the academic staff members of the Department have already followed the Certificate Programme in Teaching and in Higher Education offered by the SDC, and the topics covered by the programme arepar with the guidelines prescribed by the UGC Manual of 2012. Continuous professional development programmes (CPD) offered by the SDC for academic staff appear to be satisfactory. However, more CPD programmes need to be organized for non-academic staff.

Involvement of the academic staff in research is limited, even though the Department publishes a Journal to encourage the academic staff to publish their research work. Though, the Faculty claims to have conducted regular research conferences, there were no enough evidences provided to confirm the claim.

University library is fairly established, but it needs further expansion. Library consists a separate e-resource section to promote the use Open Education Resources (OERs) by both the staff and students. It conducts awareness programmes annually for final year students on e-resources,

especially on the use of Oxford, Willy and Emerald E- databases. Besides that, the library provides a separate research cubical for the exclusive use of the academic staff, with 13 computers with Wi-Fi connections. Faculty library too is in need further strengthening. However, it gets a meagre budgetary allocation. For example, in 2018, the budgetary allocation for the faculty library is only Rs.400,000 out of a total of Rs. 3 million, allocated for the books and periodicals for the entire University. It is very conceivable that this may be the reason for the limited supply of recent publications and e-books relevant to the degree programme.

The ELTU is severely constrained by shortage of staff. It has only three permanent instructors and eight temporary instructors employed on contract basis to cater to above 2000 students in the University. Further, the language laboratory is equipped with only 10 computers and it is highly inadequate to cater for the needs. ELTU offers two non-credit courses for BBA students on Business Communication English during their first- and second-year of study. Nonetheless, the students have complained about the contents of courses. Due to lack of lecture hall facilities, it accommodates more than 100 students into one class during the Business Communication English lectures. It appears that the ELTU is not formally involved in decision making process relating to academic matters relating to teaching English as a second language courses (TESL courses), since it is not been given the opportunity to represent the Faculty Board and the Boards of Examinations.

The Centre for Information and Communication Technology (CICT) caters the entire University, excluding the Faculty of Medicine. It has 5 laboratories which include a total of 275 computers with Wi-Fi connections. However, the students were aggrieved by many shortcomings; Wi-Fi facilities within the University is out of order quite often, UPS provided to one of the Girls' hostels has not been functioning over a considerable time period, and two of the wireless access points in the CICT have been out of order for the last six months. Annual financial allocation to the CICT is Rs. 2.5 million, which is barely sufficient to cater for its needs. Further the CICT is provided with a meagre staff; one Senior Lecturer, two Lecturers, one Instructor and five demonstrators, which can be regarded as highly insufficient to cater to the entire University. Faculty has one computer lab with 25 computers and that too is highly inadequate to cater for the ICT needs of approximately 900 students.

The PEU provides sports facilities for the entire student population of the University, and it offers provisions for 18 out of 22 games listed in the Sri Lanka Sports Association. PEU is served by three permanent instructors and one coordinator, which is considered as highly insufficient. PEU has a mini gymnasium for badminton, table tennis, karate and is also equipped with a mini fitness centre. Annual capital and recurrent allocations for the PEU is approximately 3.5 million, which barely sufficient to meet its needs. Through the discussion held with the Instructor of the PEU, it revealed that the student participation in university games is unsatisfactory. On the other hand, students' grievance was that the number of sports instructors in the PEU is limited and the training provisions provided are hardly sufficient to encourage student participation in games. It was also noticed that PEU did not hold the annual awards ceremony, called 'Colours Night', since 2007.

Career guidance programmes offered by the CGU are satisfactory. On top of the ongoing CGU programmes, the department curriculum too offers two courses in Career Progression. Seating capacity in the CGU is limited to 40, and therefore, it has difficulties to organize programmes for larger groups of students.

Facilities in the UMC are minimal. It is severed by one part time doctor, one nurse and an attendant. Further, it does not have sufficient seating capacity for patients, and moreover, it lacks laboratory facilities even for performing basic diagnostic tests.

Faculty has an adequate number of lecture halls (08), and those are shared by the two Departments. Lectures are also conducted in the Faculty auditorium, as and when required. All lecture halls are equipped with basic audio-visual facilities.

All students are provided with hostel facilities during their entire study period. Nonetheless, hostels and canteens need to be strengthened by improving the seating capacity and hygienic conditions. Seating capacity of the canteen in is only 112 for a student population exceeding 2000.

It is noteworthy that the University provides a small Buddhist Shrine, a Mosque and a Christian Chapel for the students' religious observances.

Criterion 3: Programme Design and Development

Faculty offers BBA (honours) study programme with a total 120 credits. It offers 30 credits per year for the four years, and the volume of learning is in alignment with the SLQF guidelines. Programme design and development has been carried out by the faculty staff in close liaison with the Faculty Board and Curriculum Development Committee of the University, and the final curriculum was approved by the Faculty Board, Senate and Council. Faculty is yet to form a faculty-level Curriculum Development Committee (CDC) for monitoring, reviewing and updating of its curricula. Study programme curriculum has undergone regular revisions during 2007 and 2013, and a minor revision in 2015, and then again, a major revision in 2018. Two workshops had been conducted in 2016 and 2017 with the participation of outside experts and external stakeholders at the key stages of curriculum planning and development. It was noticed that the Department had formulated a complete graduate profile for the existing degree programme. Adoption of SLQF guidelines were evident in the formulation of existing curriculum. However, there were no evidences to support the adoption of reference points prescribed by the Subject Benchmark Statement (SBS) in this process. It appears that the study programme curriculum has been revised considering the job market demands, current and future trends in employment market, and the curricula of professional courses such as CIMA, CASL, CMA, etc.

Department has adhered to the appropriate procedures for programme review and approval, and implementation of new curriculum, and also for programme discontinuation to ensure that students enrolled into the programme would complete their education without any disruption. However, no policy document on this aspect was presented to the review team. There was evidence to indicate obtaining feedback on teaching and assessments from students. However, there were no evidences found as regard to analyses of information gathered through such

feedback assessments, and use of outcomes of such analyses for continuous improvement of the study programme.

Study programme design has accommodated supplementary courses. Course specification have been prepared and made available for the students. Inadequate weightage is given to TESL programme in the revised curriculum.

Peer review of teachers was not adequately practiced. Further, there were no mechanisms to obtain feedback from students on a regular basis, and to utilize such information to improve teaching and learning processes. No evidence of regular provision of staff training programmes on application of outcome-based education and student-centred learning approach in programme design and development and delivery. Although, ILOs were defined for courses, there was no evidence to support that ILOs of courses are aligned with programme ILOs.

Internship programme has been introduced into the study programme and it is indeed a noteworthy improvement. Short field visits are arranged for undergraduates. Faculty has established partnerships with external partners, and signed MOUs with the relevant institutions / companies for provision of industrial training as well as for the internship training for BBA students.

Common curriculum is offered for BBA and BCom students for the first two years even though the UGC allocates the students through separate windows for BBA and BCom programmes based on different Z-scores. It is recommended to consider splitting the BBA and BCom degree programmes students from the first year onwards.

Criterion 4: Course / Module Design and Development

Course modules have been developed with specified ILOs, detailed course contents, credit value, assessment methods and references using standard formats. Course design and development has been carried out by subject matter specialists with the approval of the Faculty Board, and the

required guidelines in course designing have been followed. Approval of course curricula has been obtained from relevant bodies such as the Faculty Board and the Senate. Study programme curriculum is structured and scheduled in such a way to allow students to complete the programme within the stipulated period of time.

Courses have been designed by incorporating the field visits, seminar presentations, internships and research projects, as appropriate to facilitate adoption of outcome-based learning approach.

It was observed that the Business Communication English courses do not appear to improve language proficiency of the students.

Industrial Training (1 Credit) and Internship in Business Administration (9 Credits) are conducted in the 4th Year 2nd Semester. Report by the trainers of and self-evaluation reports by the students are used for evaluation.

Criterion 5: Teaching and Learning

Department of Management adopts different teaching methods including interactive lectures, assignments, student presentations, fieldwork and dissertations. On-line learning using, Learning Management Systems (LMS) has been introduced. Group work is embedded in the course designs. Student Charter and Handbook are issued to students during the orientation programme. Students are provided with course specifications and timetable before the commencement of every semester. Lesson plans are also provided by most of the lecturers.

Business Communication English (2 credits in 1st Year) and Career Progression (1 credit in 1st Year 2nd Semester and 1 credit 2nd Year 2nd Semester) are taught to all the students. ELTU divides the students into two groups based on the study programme enrolled (BBA or BCom), and conducts the Business Communication English course. It appears that the students are not satisfied with the Business Communication English course as it does not help the students to overcome the deficiencies in English language proficiency. Students feel that the Business communication can be done in any language and not particularly in English. Further, the number

of contact hours and method of teaching are not satisfactory to the students. Review team also has felt that the English language proficiency of the students is not up to the desired level, and as such there is a greater need of improving English language communication skills of the students. With respect to human resources allocated for ELTU, there are deficiencies. Staff numbers allocated for faculties are not sufficient. Furthermore, the participation of students in these courses is also poor. Although there are some facilities available for language teaching, poor usage of those facilities was reported.

Appropriate research and scholarly activities are incorporated into teaching and learning process. Student research activities and self-studies are promoted and embedded in the course designs. Publishing of the research conducted by students was facilitated by the Faculty. However, there was no appraisal and reward system in place for rewarding the best students' research.

There was no evidence to suggest that teaching and learning activities were monitored routinely for their appropriateness and effectiveness. There was no evidence of obtaining external examiners reports, student feedback and peer evaluation reports and stakeholder feedbacks, and the utilizing of such information for improving the teaching and learning process. Faculty does not have a defined set of indicators for assessing excellence in teaching to evaluate performance of teachers. No evidence of feedback on implementation of GEE and SGBV policy. Use of LMS appears to be very minimal.

Criterion 6: Learning Resources, Student Support and Progression

All incoming students into the study programme are offered a compulsory orientation programme, which spans over 2 weeks. Orientation programme provides an introduction to the University and Faculty. In addition, they are given a comprehensive introduction to the academic programmes of the Faculty. Faculty Prospectus which is distributed among students during the orientation programmes provides details on the study programmes – study programme aims and objectives, and ILOs, curriculum layout, course synopses, assessment procedures, examination regulations, other rules and regulations of the Faculty including disciplinary procedures, awards

and prizes, etc. Nonetheless, the Prospectus needs further improvement, particularly the inclusion of clear information on the criteria for selection into specialization programmes. Moreover, inclusion of a brief account on the recent reforms in curricula of study programmes may be of some value to incoming students.

Student Charter issued to incoming students during orientation programme also provides vital information for students that facilitate their orientation to the university environment - what is provided by the University to students and what the University expects from them in return, codes of conduct, breaches in disciplines and disciplinary procedures and possible consequences upon breach of discipline. To complement these efforts, the University has a well-established system to monitor and control student disciplinary matters. Moreover, the University has put into practice the UGC Circular 919 to curb ragging and any other form of intimidation and harassment of students. However, the staff informed that even though disciplinary actions were taken against wrong doers, the University had not been able to impose the punishments metered out, as such actions were prodigiously opposed by students.

Review team could not find any evidences on the enforcement of codes of practice for academic staff and other categories of staff, and wishes to emphasize the importance of enforcing such policy to ensure academic honesty and integrity, promote adherence to ethics and avoid conflicts of interest.

Faculty's approach to handling student information needs major improvements. Registration of students is done manually and the data management arrangements appear to be inefficient. Database on student assessments and results is incomplete. Review team wishes to emphasize the need for introducing electronic date management system (i.e. MIS) to collect and store students' information, efficiently and securely.

Faculty has been taking steps to provide steps to promote ICT-based application in teaching and learning. Network facilities are installed in the building complex. It has recently established a computer lab with 25 computers for the use of students. In addition, the main library has 56 work stations with necessary network connections Library also provides awareness sessions to final

year students on the use of different e-resources before the commencement of their research project. Despite having minimum ICT facilities, the application of ICT-based tools for teaching and learning, and administration was considerably poor. Evidence on technology-based learning was scanty, and this appears to be due to poor infrastructure facilities available for self-learning for students. Except in tutorial classes, the student-centred learning approaches were not adequately used in class room lecture sessions. Further, it was noted that tutorial classes were often conducted by temporary staff and the review team wishes to emphasize the need of involvement of senior academics as well.

It appears that the computer lab of the Department is not regularly maned by technical personnel and the lab is used only during the lecture hours. As such, the students do not appear to have free access to the lab. Further, the BBA students do not have the access to the e-learning facilities of the library because the opening hours of the e-leaning centre are limited to working hours during which time the students are involved with lectures. Moreover, the library usage by the students appears to be very low. And to add to that the number of textbooks available for reference by students is considerably lower than the requirement. There appear to be no collaboration between the academics and the library staff, and moreover, there is no functioning library committee at faculty level.

Staff Development Centre appears to provide adequate training opportunities for the academic staff in emerging areas of importance. Academics have demonstrated very good understanding on the application of SLQF guidelines and outcome-based education and student-centred learning approach and tools in programme design and development and delivery. However, they seem to be unaware of the Subject Benchmark Statements and their applications in academic development and planning and teaching and learning. University has implemented a practice to make the submission of a self-evaluation report mandatory for all staff when they submit their annual increment request forms.

University has a CGU, managed by a Director, and the Faculty has its coordinator in-charge of career guidance matters. CGU plans and conducts useful workshops and courses and obtains the student feedback in regular manner. Presently, the CGU is providing a number of programmes

for students to develop their self-management and soft skills. However, the training and services extended by the CGU are mostly non-compulsory for students, as a result the student attendance in these sessions is very poor. According to the available records, only 20 -30% of the students were attending the career guidance training programmes/workshops.

Mentoring and student counselling systems are in place and the student counsellors and mentors are provided with relevant TORs. Though, student counselling system is in place, the students seems to prefer to reach mentors rather than the student counsellors for assistance to resolve their personal problems. Students meet the student counsellors only when they have some doubts on academic matters. In general, the mentoring and counselling systems do not appear to function efficiently in the Faculty. Further, there is no student grievances redresses mechanism at the faculty- or department-level to handle student grievances and complaints. Nonetheless, the meetings between the faculty administration and students' representatives appears be held in regular basis. Further, the University has adopted the by-laws for dealing with issues relating to SGBV and GEE. Faculty has internalized the University policy and appointed a committee in this regard in 2015. However, there were no evidences of having regular meetings of the committee, and moreover, no student representatives were appointed into the committee. Faculty had conducted few community-based programmes with participation of staff and students utilizing HETC funds. Unfortunately, this has not been continued since the end of grant funding. Students do engage in religious functions and celebrate cultural functions. Alumni association was established in 2013, and had conducted few activities since then.

Services provided by the library, particularly the lending and reference facilities are satisfactory. Also, automation and application of ICT-based tools for the services provided by the library appear to be satisfactory. Students appear to be aware of inter-library loan services, information literacy programme, user awareness programme and some other essential services provided by the library. Further, when compared with the total student population, user statistics are much lower than the normally expected figures. Investment by the library for the study programmes is relatively low. Allocation for books for the Faculty is only Rs.400,000, which is equally divided among the 3 departments. There are funding constrains in acquiring new textbooks and journals. Collection of books and journals is not satisfactory.

At the moment the study programme does not have disabled students. Further, the study programme does not have any special curricular arrangements to meet the demands of the differently-abled students, if any is admitted.

Feedback on the learning environment and facilities such as lecture and tutorial rooms, reading areas, rest rooms, etc., has not been obtained from the students. Examination hall is too crowded, and it is indeed important to comply with the space specifications prescribed by examination rules and regulations, when conducting examinations.

Student satisfaction reports on common amenities - hostels, canteen, sports, recreation and other facilities have not been regularly conducted and hence their opinions were not taken into consideration in making provision for common amenities. Seating capacity of the canteen and facilities provided for recreational activities appear to be rather limited to cater for students from 3 faculties - Faculties of Humanities, Science and Commerce and Management. Further, the University does not appear have carried out a need analysis on the learning environment, support services and common amenities. Moreover, there are no documentary evidences to show whether such analysis has been carried out at least at the Department or Faculty level. It appears that the students are not encouraged to involve in recreation and extracurricular activities except the engagement in religious and some culture-based programmes. Some of these were supported by HETC funds, and unfortunately none of the programmes were continued beyond the end of the HETC grant in 2015. Further, the care services offered by the UMC are barely adequate for the needs of the entire population of students of the University.

Needy students are supported through 'Mahapola' and Bursary grants. In addition, the Senior Student Counsellors' Office manages some funds received from well-wishers. Besides that, the students also obtain help from outsiders, independent of the Faculty or University. Nonetheless, student welfare aspects and student counselling services are in need of further strengthening to improve the student's welfare and foster students' interaction with the student counsellors.

Faculty has not utilized its allocated capital votes, which are of several millions. Fund utilization has been less than 10%, and it has been informed that the delay was due to the centralized procurement policy of the University. This policy certainly is in need of critical review, and it is

advisable to consider decentralisation of procurement so as to accelerate the fund utilization and also to ensure timely acquisition of essential requirements of faculties and departments.

Faculty has not conducted tracer studies on graduate employability, except some studies conducted by final year student as a part of their student research projects. As a result, there were no official data or statistics on the employment, unemployment or under employments rates of graduates or on the percentage of graduates proceeded to pursue higher studies.

Faculty does not have any policy on fall-back options for students. Graduation rates ranges between 73% and 83%, and the Faculty should closely monitor and find the reasons for higher dropout rates among undergraduates.

Criterion 7: Student Assessment and Awards

University has procedure for designing, approving and reviewing the assessment strategies, procedures and rules and regulations. These are prescribed as by-laws and the students are provided with relevant information in this regard through Faculty Handbook. Study Programme has a policy of giving 65% of the marks for end-semester examination and 15% for mid-semester examination while leaving the balance 20% of the marks of in-course assessments. Study Programme has also established clear criteria of awarding classes.

Students are assessed using published criteria, which are communicated to all students at the time of enrolment. Course outlines with the assessment criteria are distributed in details at the commencement of most courses.

List of examiners for each course is recommended by the Department for approved of the Faculty Board and Senate. However, there is no any policy prescription as regard to the appointment of first or second examiners. Examination branch issues common list of examiners to the Heads of the Departments. No individual letters are written to the examiners. This practice has to be changed, and each and every examiner needs intimation about their appointment and their role as examiners.

Second examiners' reports were not available. Based on the records, it could be observed that the answer scripts are not marked in time and hence the release of results is delayed. Release of results of the first- and second-year examinations were usually delayed, even long as by 11 months. Nonetheless, the results of the third and the fourth-year examinations were released with lessor delays. Delays in releasing result may be due to combining the students those who have entered the Faculty with different Z-scores for BCom and BBA study programmes. If these two groups of students were taught separately, this long delay could have been avoided. Another reason given for the delay in releasing the results was delays in marking of the answer scripts by the visiting lecturers and external examiners. To avoid such delays the Faculty has decided to release the results subject by subject at department-level.   Study programme should take initiative to release the results in time, and even if they decide to release the results subject by subject, it is advised to release the results at faulty-level.

Students have complained that some lecturers do not mark the mid-semester examination papers before the commencement of end-semester examination. It is important to mark the mid-semester examination papers in time and display marks in the notice board periodically. And, it should indeed be done well before the commencement of end-semester examination.

There were no exit survey reports available on the study programme except few final year student research project reports.

University has identified the importance of SLQF guidelines and conducted awareness programmes on the application of SLQF through the SDC for the academic staff of the University. Faculty has developed course specifications for all the courses prescribed for the study programmes. These include course synopses, lesson sequences and delivery methods of the lessons in alignment with the respective ILOs. In addition, methods of assessment are also clearly mentioned.

It appears that the students were not properly informed about the importance of learner-centred learning. The students were not provided with appropriate and timely feedback to enable them to

monitor their own progress and engage in self-learning. It is indeed important for the Department to obtain regular feedback on student progression in the study programme/courses through continuous assessments and mid-term examinations. It is strongly recommended to use LMS for all courses which will enable students and staff to communicate effectively and obtain required information on time.

University has adopted a policy and regulations governing the nomination and appointment of both internal and external examiners. Appointments are done using C forms with proper approval. Similarly, a policy and procedure for question paper scrutiny, moderation and second marking of answer scripts have already been prepared and put into practice. Even though, the result releasing activities are decentralized to Faculty, students complained that it takes more than three months to release the end-semester examination results.

It is also pointed out by the students that some of the staff members mark the mid semester examination papers in time and discuss the answers and shortcomings with the students. While few others correct the papers and place the marks on the notice board before the commencement of the end semester examination. But most of the staff do not mark the mid semester examination papers in time and give marks before the end semester examination. This is one of the most important aspect which need to be addressed by the Heads of the Department and the Dean of the Faculty.

Faculty has synchronized its academic programmes with the academic year, and but the synchrony of academic programme across faculties is yet to be achieved. There is no institutional mechanism for inter-faculty and inter-institutional resource sharing and credit transfer.

Criterion 8: Innovative and Healthy Practices

Faculty has recently introduced LMS to facilitate effective multimode teaching, learning and assessments. However, all the courses are yet to be uploaded to the LMS. Further, it has not been used effectively for student assignments.

University is encouraging students and staff to use OER by subscribing to renowned e-databases. However, this resource base has not yet been adequately used by the staff and students.

Faculty facilitates the publishing of research findings by the staff and students in the Journal of "Mentor" annually. To encourage academics in their research and innovation efforts, the high performers are recognized by awarding University Research Awards at the annual general convocation. However, none of the staff members of the Department of Management has obtained such awards yet. University also provides conference fee for staff to encourage them to attend national and international research conferences.

Curriculum of the BBA study programme has incorporated a compulsory student research component together with industrial training. However, it would be desirable to separate student research project from industrial training component to make them more effective in achieving the intended learning outcomes.

Department appears to generate income to complement the grants received through the Government by engaging in income-generating activities such as offering BBA external degree and Master of Business Management study programmes.

Students' engagement in co-curricular activities such as community and industry related programmes and sports was not evident. Students were not rewarded for their outstanding performances in sports and allied activities at Colours Night since 2007. Department encourages its students to participate in regional level sports competitions. However, there were evidences as regard to existence of Faculty Board approved policy and guidelines relating to granting permission for student to participate in such activities and a reward mechanism for recognizing outstanding performers.

Department ensures revision of BBA curriculum in regular intervals and uses second examiners for moderation and second marking within the Faculty. But no external examiners were appointed from outside the Faculty.

No mechanism has been introduced for the students who do not complete the degree programme successfully to exit at a lower level with a diploma or certificate.

Section 6: Grading of Overall performance of the Programme

The assessment made by the review team based on the criteria and standards prescribed by the Manual for Review of Undergraduate Study Programmes of Sri Lankan Universities and Higher Education Institutions, on the level of accomplishment of quality of the BBA (Honours) study programme is given in the table below.

Table 6.1: Grading of Overall Performance of the Study Programme.

No	Criteria	Weightage	Weighted Minimum score*	Raw Marks	Actual Criteria wise Score
01	Programme Management	150	75	64	118.52
02	Human and Physical Resources	100	50	29	80.56
03	Programme Design and Development	150	75	48	100.00
04	Course / Module Design and Development	150	75	43	113.16
05	Teaching and Learning	150	75	44	115.79
06	Learning Environment, Student Support and Progression	100	50	39	54.17
07	Student Assessment and Awards	150	75	37	108.82
08	Innovative and Healthy Practices	50	25	28	33.33
Total on a thousand scale					724.34
Percentage					72.43%
Grade					B
Performance Descriptor					Good
Interpretation of Performance Descriptor					
"Satisfactory level of accomplishment of quality expected of a programme of study; requires improvement in a few aspects".					

Based on the above evaluation made, the review team recommends that the BBA (Honours) study programme of the Faculty of Management of the Eastern University of Sri Lanka is awarded the grade of 'B', which is interpreted as *"satisfactory level of accomplishment of quality expected of a programme of study; requires improvement in a few aspects".*

Section 7: Commendations and Recommendations

Commendations

- Curriculum of the BBA study programme has been revised and updated regularly – it was developed in 2013, modified in 2015, and revised in 2017 using HETC funds. And the current curriculum was implemented in 2018.

- University and Faculty have adopted outcome-based education and student-centred learning approach as the principle mode of design and development, and delivery and assessment of its academic programmes.

- Students of the BBA programme are provided with adequate access to ICT facilities - computer lab within the Department equipped with 25 work stations for teaching, and CICT which caters the entire University with a total of 275 computers with Wi-Fi connections. Besides that, the central library also provides e-learning facilities with 56 work stations.

- BBA programme offers an Industrial Training (1 credit) and Internship in Business Administration (9 credits) at the 4th Year, 2nd Semester, and the Faculty has signed MOUs with the relevant institutions/companies for successful implementation of these training components.

- Faculty offers an orientation programme of two weeks, which provides adequate information for students in their transition from school to the university environment. And it also provides information on study programme and learning resources and facilities available at their disposal

- Student Charter and Faculty Prospectus are issued to all incoming students during orientation programme.

- Career Guidance Unit conducts useful workshops and courses to impart 'soft skills' to students, and obtains regular feedback from students on their offerings.

- Mentoring and student counselling systems are in place and the student counsellors and mentors are provided with prescribed TORs, and there are scheduled meetings between faculty administration and students representatives.

- University has adopted a policy and associated by-laws for GEE and SGBV. Faculty has internalized the University policy on GEE and SGBV, and appointed a committee to this effect in 2015.

- Faculty Prospectus contains all the relevant information related to study programme- curriculum layout, course contents, teaching and learning methods, assessment methods, etc.

- Lesson plans are prepared by most lecturers in alignment with the ILOs, and they are made available to students at the beginning of the respective lecture sessions.

- Weightage of marks allocated for courses are in agreement with common standards - 65% for end-semester examination, 15% for mid-semester examination and 20% for continuous assessments.

- Examiners (1st and 2nd examiners) approved by Faculty Board and Senate and the Examination Branch of the University issues common list of examiners to the Heads of the Departments.

- First and second examiners mark the papers and marking schemes are available.

- Student Handbook contains information relevant to students – information about the University, faculties, disciplinary by-laws and other relevant rules and regulations. .

- The SDC provides training to the new academic recruits, in accordance with the UGC prescribed guideless that covers wide spectrum of topics – introduction to university system, academic programme design and development, teaching and learning and assessment methods, university by laws on examinations and disciplinary matters, strategic planning, soft skills, etc.

- Action taken to release results subject-wise to avoid delays in releasing results.

- Dedication and enthusiasm of the relatively young faculty members, enthused by their senior colleagues seem to compensate for the deficiencies in human resource requirements.

- Action Plan of the Faculty is closely aligned with that of the University Strategic Plan, and progress monitoring is done biannually by the 'Action Plan Monitoring Committee' headed by the Dean of the Faculty.

- Updated 'University Calendar' provides information related to university governance and management, information on faculties and their study programmes, codes of

practices, by-laws relating to student disciplinary matters and examination rules and regulations.

- Updated 'Management Guide' provides all relevant information on administrative rules and regulations and standard operation procedures for recruitment, promotion, leave of staff, staff disciplinary procedures and procurement procedures.
- All academic staff in the department has completed their compulsory induction programme.
- Network facilities are made available to relevant office rooms, lectures hall, library and computer lab, and the Department has commenced the use of LMS for teaching and learning.

Recommendations

- ICT Network speed is slow and has to be improved. Faculty web page has to be updated.
- There is a great need of a MIS system in place to manage information effectively, efficiently and securely with accessibility given only to authorized persons.
- Revision of the curriculum must be undertaken at regular intervals with the inputs of the students and stakeholders. Students also have to be informed of the curriculum changes.
- Computer lab needs a technical officer, and the number of computers has to be increased to improve the self-learning facilities for the students.
- Access to e-learning facilities available in the Library has to be improved by extending the opening hours. Further, the students must be made aware of the resource bases available and the value of application of library resources in their academic pursuits. .
- Sufficient number of courses on TESL must be taught in addition to teaching offering Business Communication English. The number of credits allocated for TESL courses must be increased, and the class size has to be reduced.

- Academic staff must be encouraged to adopt more student-cantered teaching and learning approach and use ICT-based tools (such as LMS) in the course delivery.

- Internship in Business Administration (9 credits) at the 4th Year, 2nd Semester has also to be evaluated by the respective supervisor(s) and the study programme has to prepare guidelines for this purpose.

- Student research component should be recognized independently of the industrial training /internship component.

- Student assessments and results have to be computerized.

- Close monitoring of the student progress and provision of guidance to the students in overcoming learning difficulties are important.

- Graduation rates of students have to be closely monitored and dropout rates have to be reduced.

- Study programme should develop a policy for the fallback options for underperforming students as well as those who wish to opt for early exit on personal reasons.

- In addition to the orientation programme given at the entry point, the students must be given another awareness programmes, at least at the end of Second Year.

- Mentoring and student counselling programmes need improvements – training for staff to function as mentors and counsellors, provision of appropriate guidelines, allocation of dedicated office hours for mentoring and counselling, etc.

- Streamline and strengthen the functions of the Committee on GEE and SGBV.

- Appropriate measures must be taken to expand and improve, and maintain the common amenities provided for students - student hostels, canteen facilities, Health Centre, sports and recreational facilities, ICT facilities for self-learning, etc.

- Promote community-based programmes with enhanced participation of the staff and alumni.

- Encourage student participation in sports, recreational and cultural activities.

- Facilitate the activities of the Faculty Alumni Association and promote the academic staff involvement in alumni activities.

- Encourage the University administration to formulate and adopt a policy and associated codes of practice for academics to promote adherence to ethics, academic honesty and integrity, and to avoid conflicts of interests.

- Institutionalize procedures and practices for conducing regular surveys to assess the quality of study programmes and academic experience offered – such as student satisfaction survey at the exist, employability surveys, employer satisfactions surveys, etc.

- Streamline the examination by-laws, particularly the procedure for appointing examiners – clear identification of examiners for specific courses, question setting and moderation, marking and second marking, external marking, etc., and issuing of letters of appointment individually to the appointed examiners.

- Streamline the examination paper marking and take urgent steps to process and release examination results in time; consider splitting the courses of BCom and BBA students and releasing results on subject basis at faculty-level as possible solutions to avoid delays in releasing examination results.

- Academic development and planning process must be streamlined by appointing a faculty-level statutory committee (e.g. Faculty Curriculum Development Committee) for monitoring, reviewing and updating the curricula of study programmes

- All academic staff members must be given an adequate training on application of outcome-based and student-centred learning (OBE_SCL) approach in curriculum development and delivery (graduate profile, curriculum layout, programme learning outcomes, course material development to align course contents, objectives, course ILOs, teaching and learning methods and assessment in alignment with programme ILOs), and finally on the preparation of course specifications.

- Staff cadre and qualification profile of the academic staff need to be improved.

- Staff must be encouraged to engage in research and development activities, and foster inter-faculty, inter-institutional and faculty-industry collaboration in research, innovation and disseminations.

- Facilities at faculties, library, university sports complex, UMC, student hostels, ICT labs and the network connectivity must be increased by allocating required financial resources.

- The TESL programme must be improved through appropriate interventions; reforming the course curricula, improving facilities for ELTU, inviting ELTU or English Coordinator to the Faculty Board meetings, particularly in instances where the TESL matters are discussed, and improving delivery and assessment procedures (such as offering TESL sessions in small groups adopting more student-centred approach).

Section 8 - Summary

The review of the quality and the standards of the BBA (honours) study programme offered by the Department of Management of the Faculty of Commerce and Management of the Eastern University of Sri Lanka was conducted by a three-member review team appointed by the QAAC/UGC. Programme review was conducted by adhering to the guidelines provided in the Manual for Review of Undergraduate Study Programmes of Sri Lankan Universities and Higher Education Institutions. And the site visit of the review was conducted during the period from 14th to18th of October 2018.

The IQAU of the University together with FQAC adopts internal quality enhancement, and monitoring strategies and procedures to evaluate, review, and improve programme design and development, and delivery. Course contents, and teaching and learning and assessment strategies specified in the curriculum documents comply with the institutional mission and curricular requirements. Curriculum of BBA degree has been revised adopting the SLQF guidelines, and implemented in 2018. Nonetheless, the quality and standards of the academic study programmes needs to be further improved by fully adopting OBE-SCL approach in academic development and planning and delivery process and adopting the modern teaching and learning and assessment techniques and tools. Further, the Faculty must take urgent steps to establish faculty-level Curriculum Development Committee, enhance cadre and competency profile of academic and technical staff, expand and strengthen ICT capacity, and promote the application ICT-based techniques and tools for programme delivery and assessments.

Common amenities and services provided for the students in terms of student hostels, canteen, library, sports and recreational facilities, medical facilities and computer facilities and internet connectivity are not at satisfactory level. Further, the date collection, collation, storage and retrieval process of the Faculty needs further streamlining and strengthening, particularly by adopting appropriate, ICT-based management information system. Moreover, the Faculty must conduct, tracer studies/surveys such as student satisfaction survey at exit point, employability surveys, employer feedback, etc., in regular manner to assess the quality of its academic offerings.

Based on the evaluation made, as per the criteria and standards and scoring system prescribed, the review team recommends that the BBA (Honours) study programme of the Faculty of Commerce and Management of the Eastern University of Sri Lanka is awarded the grade of 'B', which is interpreted as *"satisfactory level of accomplishment of quality expected of a programme of study; requires improvement in a few aspects"*.

Appendix

Agenda for the Programme Review Visit
Bachelor of Business Administration (BBA) Honours
Eastern University of Sri Lanka
14th – 18th October 2018

Day 1:   **Monday, 15 October 2018**

Time	Activity	Responsibility	Venue
8.00 – 8.30	**Meeting with IQAU Director and FQAC**	**Chair/FQAC** **Dr. N Rajeshwaran**	**IQAU Office, EUSL**
8.30 – 9.00	**Courtesy Visit VC / DVC, Dean**	**Director/IQAU /FQAC** **Dr. T Prabaharan** **Dr. N Rajeshwaran**	**VC/DVC Office, EUSL**
9.00 – 9.45	**Presentation** **Dean, Heads of Departments, SER Writers**	**Dean** **Director/IQAU/ FQAC** **Dr. T Prabaharan** **Dr. N Rajeshwaran** **Dr. A Andrew (SER Presentation by Principal Writer)** **AR/FCM**	**Board Room, FCM**
9.45 – 10.15	**Discussion**	**Dr. A Anton Arulrajah**	**Board Room, FCM**
10.15-10.30	*Working Tea*		**Board Room, FCM**
10.30 – 11.00	**Meeting with Heads of Departments**	**AR/FCM** **Mrs. D Thavakumar**	**Board Room, FCM**
11.00-11.30	**Observing teaching / learning sessions** **(will be selected by the Review Team)**	**Mrs. L D Victor** **Mr. R Kishokumar**	**Lecture Halls**
11.30 – 12.30	**Meeting with Academic Members of Departments involved in BBA Programme**	**AR/FCM** **Mrs. D Thavakumar**	**Board Room, FCM**

Time	Activity	Responsibility	Venue
12.30 – 1.30	*Lunch*		
1.30 – 2.00	**Observing Facilities (Department/ Faculty/ IT)**	Dr. N Rajeshwaran Dr. A Anton Arulrajah AR/FCM	
2.00 – 5.00	**Observing Documentation Evidence** **Working Tea**	Mrs. D Thavakumar Mr. R Kishokumar Dr. A Andrew	**Board Room, FCM**
	END OF DAY		

Day 2: **Tuesday, 16 August 2018**

Time	Activity	Responsibility	Venue
8.00 – 8.30	**Meeting with Student Counsellors**	Dr. T Bhavan AR/FCM	**Board Room, FCM**
8.30 – 10.00	**Meeting with Students (Will be selected by the Review Team)**	Mrs. F B Kennedy AR/FCM Student-Representatives (1st - 4th Years)	**Auditorium, FCM**
10.00 – 10.15	*Tea Break*		**Auditorium, FCM**
10.15 – 10.30	**Meeting with Director of the Career Guidance Unit**	Mrs. S Maheswaranathan AR/FCM	**Board Room, FCM**
10.30-10.45	**Meeting with Proctor/Deputy Proctor/ Mentors**	AR/FCM Dr.A Anton Arulrajah Dr. T Bhavan	**Board Room, FCM**
10.45 – 11.30	**Meeting with Administrative Staff (SAR/AR/ AB and Other Coordinators)**	AR/FCM	**Board Room, FCM**
11.30 – 12.00	**Observing teaching / learning sessions (will be selected by the Review Team)**	Mrs. L D Victor Mr. R Kishokumar	**Lecture Halls**
	Meeting with Support Staff	AR/FCM	**Board Room,**

12.00 – 12.30			**FCM**
12.30 – 1.30	*Lunch Break*		
1.30 – 4.30	**Observing Documentation Evidence** *Working Tea*	Mrs. D Thavakumar Mr. R Kishokumar Dr. A Andrew	**Board Room, FCM**
	END OF DAY		

Day 3:   **Wednesday, 17 October 2018**

Time	Activity	Responsibility	Venue
8.00 – 9.00	**Meeting with ELTU Staff/ Curriculum Development committee**	Mrs. F B Kennedy AR/FCM	**Board Room, FCM**
9.00 – 10.30	**Observing Facilities (Library/ Hostel/ Sports facilities/ CGU/ Health center /Canteen/any other)**	Dr. N Rajeshwaran Dr. A Anton Arulrajah AR/FCM	
10.30– 12.30	**Observing Documentation Evidence**	Mrs. D Thavakumar Mr. R Kishokumar Dr. A Andrew	**Board Room, FCM**
12.30 – 1.30	*Lunch Break*		
1.30 – 4.00	**Observing Documentation Evidence**	Mrs. D Thavakumar Mr. R Kishokumar Dr. A Andrew	**Board Room, FCM**
4.00 – 4.20	**Meeting with the stakeholders of BBA Programme**	Mrs. F B Kennedy Dr. N Rajeshwaran AR/FCM	**Board Room, FCM**
4.20-4.40	**Meeting with the Alumni of BBA Programme**		
	END OF DAY		

Day 4: **Thursday, 18 October 2018**

Time	Activity	Responsibility	Venue
8.00 - 11.30	**Reviewers' Discussion Working tea**		**Board Room, FCM**
11.30 – 12.30	**Final Wrap up Meeting with Senior Management of Programme**	**AR/FCM Dr. N Rajeshwaran Dr. A Anton Arulrajah**	**Board Room, FCM**
12.30 - 1.30	**Lunch**		
1.30	**Departure From the University**		
END OF DAY			