Programme Review Report

Programme Reviews - 2018

BSc in Management Study Programme

(With Majoring in Management, Accountancy and Business Management,

Marketing Management and Human Resource Management)

Faculty of Communication and Business Studies

Trincomalee Campus

Eastern University of Sri Lanka

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Quality Assurance Council

University Grants Commission

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Section 1 - Brief Introduction to the Programme

Trincomalee Campus of Eastern University

The forerunner of the Trincomalee Campus was the Trincomalee Affiliated University College (AUC) established in April 1993, under the ordinance No. 01 of 1993 of the Universities Act No.16 of 1978, section 24A. When the affiliated university college system was abolished subsequently, the Trincomalee AUC found itself vested with the Eastern University. In June 2001, this affiliated institute got its identity as the Trincomalee Campus of the Eastern University, by a Gazette notification, dated 6 June 2001, with provision for two faculties, Faculty of Communication and Business Studies and Faculty of Applied Science. From the year 2008 onwards, the discipline of Siddha Medicine was also introduced as a discipline within in the Trincomalee Campus, and the unit responsible for academic programme was placed under the direct purview of the Rector of the Campus.

Faculty of Communication and Business Studies

Faculty of Communication and Business Studies (FCBS) founded in 2001, consists of two academic departments; Department of Languages and Communication Studies and Department of Business and Management Studies (DBM). At present FCBS offers General and Special Degrees in Communication Studies (BA in Communication Studies), and three-year (General) degree in Languages (BA in Languages – English) and General Degree in Management (BSc in Management) and Special Degrees in Management {BSc in Management (Honours)}.with five streams of specialization – Management, Accounting & Financial Management, Marketing, Human Resource Management and Information Management

BSc in Management (Honours) Study Programme

Although, the Faculty offers five specializations, this review covers only 4 study programmes as the fifth programme, the Information Management specialization was introduced recently, and no graduate has so far been passed out from that stream. Although, the Faculty offers five specializations, it has only one department and few academics who are qualified to handle such specialization areas.

The study programme is equivalent to Level 6 of the Sri Lanka Qualifications Framework (SLQF) and the learning volume is equivalent to a total of 120 credits,

offered over four years of study. Student enrolment into the FCBS are detailed in Table 1. As shown in the Table 1, students from all three major ethnic groups are allocated by the University Grants Commission (UGC) each year for the BSc in Management study programme.

Table 1: Details of Student Enrolment into the FCBS in 2006/2007 to 2011/2011

Faculty	Department	Academic Year	Male	Female	Total	Tamil	Muslim	Sinhala
Communi-cation & Business Studies	Dept. of Business & Management Studies	2006/2007	1	7	8	4	0	4
		2007/2008	23	35	58	8	2	48
		2008/2009	21	29	50	5	3	42
		2009/2010	25	26	51	8	8	35
		2010/2011	28	38	66	8	7	51
	Total		98	135	233	33	20	180
	Dept. of Languages & Communication Studies	2006/2007	11	4	15	0	2	13
		2007/2008	8	38	46	8	2	36
		2008/2009	7	50	57	7	7	43
		2009/2010	5	46	51	8	4	39
		2010/2011	6	43	49	7	4	38
			37	181	218	30	19	169

Based on the directives of the UGC, the Faculty has admitted a few students with no background in Commerce subjects into the study programme. However, the review team noted that by admitting of such students has created many complex problems, for the Department as well as for the students. Without any background in Commerce subjects such as Accountancy and Statistics, and these students find it extremely difficult to follow the study programme. Moreover, majority of students, particularly those who come with poor English Language skills, also find difficulties in following the programme offered in English medium. The situation is further aggravated as most of the academics too find it difficult to relate to these students with their limited knowledge of Sinhala and English. Because of the time constraints, the Department also finds it difficult to offer additional courses as foundation courses to those students who lack the required foundation knowledge in Commerce subjects and also supplementary English courses to those students who lack adequate knowledge of English.

As mentioned early, the entire BSc in Management (honours) study programme is conducted in English. The students are offered a common programme courses in the first two semesters, and at the end of the first year, the students are advised to follow the general degree programme-specific subjects or specialization specific subjects from the second year onwards. If they wish to follow an honours degree in Management, they have the option of specializing in one of five fields - Management, Accounting & Financial Management, Marketing, Human Resource Management and Information Management, and the selections into these streams are not based on merit but on student's preference. The panel feels that the criteria of allowing students to select specializations, not on merit but on each one's likes, is subjective and needs to be re-evaluated.

The BSc in Management (Honours) study programme with specializations has progressed for almost eighteen years, with 50 to 100 students being selected each year. Its popularity, though limited in resources, is evident from the numbers that have chosen and completed this stream in the past few years. However, the 2012-2016 graduation list of students of management was not available. May be because of the unsettled situation prevailed during that period due to frequent student-led disruptions, the graduation ceremony may not have been held for this batch of students.

Section 2: Observations on the SER

2.1 Preparation of the SER

The SER of the BSc in Management (honours) study programme was prepared in accordance with the guidelines prescribed by the "Manual for Review of Undergraduate Study Programmes of Sri Lankan Universities and Higher Education Institutions" (PR Manual). The contents of the SER were presented in a systematic and somewhat orderly manner, and covered the period from 2013-2017.

The SER was prepared by a steering committee, chaired by the Dean, and working team appointed by the Faculty Board. Writing team comprised seven members all from the Department of Business and Management studies. Adoption of participatory approach was evident as the SER writing team held series of discussions both at the department- and faculty-levels to address issues and concerns that arose during the writing process. Members of the Department were somewhat familiarized with the PR Manual through the inputs given by the Internal Quality Assurance Cell of the Faculty (F/IQAC). Further, two academics of the Department had undergone a training conducted by an expert during the SER preparation process. Members of the Department were entrusted to identify, collate and organise the relevant documents related to SER writing process. The Dean of the Faculty, Head of the Department, and Coordinator of the F/IQAC were responsible for overall guidance and supervision.

2.2 Observations on the SWOT analysis

An analysis of Strengths, Weakness, Opportunities and Threats (SWOT analysis) had been conducted and the SWOT profile was included in the SER. Some of the identified strengths were verified during the review of documentary evidence and physical inspection of resources and processes. For instance, observations revealed that, though limited, the Faculty and the Department have library facilities, but the information and communication technology facilities were not fully optimized. The accounting lab uses software (Sage) installed on trial run basis. Students are provided with accommodation facilities (male and female hostels), sports facilities, cafeteria, recreation facilities, banking facilities, and a health centre.

There was, however, lack of evidence pertaining to some of the identified strengths. For example, that the "faculty and staff support the campus mission and proactive in providing student support through Faculty involvement with students and student leadership programmes", was not evident, and also it was not a strength of the department as stated in the SER. Further, in the SWOT profile, it was mentioned that the campus being located in a coastal area, surrounded by green environment, the students and the staff feel this as an ideal place for teaching, learning and research. However, the review team found that high temperature and the hot and humid climate prevailing in the location, make it extremely difficult to work and study during day time, particularly in the noon time.

2.3 Previous reviews conducted and action taken

No subject or programme reviews were conducted previously on the programmes offered by the FCBS. However, the Eastern University has undergone two Institutional Reviews conducted by the Quality Assurance and Accreditation Council (QAAC) in 2010, from 31st May to 4th June, and again in 2015, from 14th to 18th December. It was said in the Institutional Review Report of December 2015, that the Trincomalee Campus was not reviewed in 2015 as it was reviewed in the first institutional review conducted in 2010. However, the review team could not get access to the Institutional Review Report of 2010 to make any comment on their findings on Trincomalee Campus.

Section 3: A brief description of the review process

Pre-Site visit evaluation

The SER report submitted **t**o the QAAC was made available to the members of the review team well before the commencement of the site visit. Each team member examined the report independently and their reports were submitted to the QACC few weeks prior to commencement of site visit. Review team members met at the pre-visit workshop held on 17th- 20th September 2018 at the UGC and discussed the assessments made on each and every standard of eight criteria and reached consensus on the assessments done during the desk evaluation.

Meeting with Rector- Trincomalee Campus

Upon arrival at the Trincomalee Campus on the Day 1 of the site visit, the review team met the Rector of the Campus at his office. Reviewers explained the objective of the visit and obtained his views on the quality assurance process of the Trincomalee campus. He explicated the administrative structure of the existing internal quality assurance system within the Trincomalee campus. During the meeting, the Rector shared with us in details about the efforts he has taken so far towards the improvement of infrastructure facilities within the Campus and enhancement of the quality and the standards of all study programmes.

Meeting with Dean of FCBS and Head of the Department of BMS

During the meeting, the Dean of the FCBS described the quality assurance process in place within the Faculty. Subsequently, the Head of the DBMS, explained the self-evaluation report writing process, and how the documents cited in the SER are compiled under eight criteria. Through the discussion, the reviewers made an attempt to get a detailed account on the existing quality assurance mechanism operating within the Faculty and the Department.

Meeting with the Coordinator of F/IQAC

A meeting was also held with the Coordinator of F/QIAC, and obtained information on the existing quality assurance procedures within the Faculty.

Review team noted that F/IQAC is not provided with an adequate space and required facilities to carry out its mandatory functions.

Meeting with academic staff members of study programmes

Reviewers during the meeting with the academic staff ascertained insights and information on self-evaluation report writing process, curriculum of the study programme, teaching and learning process, student assessment methods, LMS usage, teaching workload, student activities, involvement of academic staff in student activities, lab facilities, available software, examination procedures, student support programmes, and programme and course /module design and development process.

Meeting with administrative staff

Review team had a meeting with the administrative staff that included the Registrar, Bursar, Senior Assistant Registrars, Assistant Bursar, Work Engineer, Deputy Registrar-Examination. During the meeting, the examination procedure, result issuing procedure, student welfare facilities, administrative officers' awareness of quality assurance program, etc. were discussed.

Meeting with technical and academic support staff

At the meeting with technical and academic support staff, the reviewers inquired into their awareness of quality assurance work and their contribution s teaching and learning process. And the review team also discussed about the LMS facility and it's usage by the staff and students, computer lab facilities, available software, etc.

Meeting with external stakeholders and alumni members

Review panel met the students who are waiting for the results, and also several past graduates who work in private sector institutions. At the meeting, the review team discussed their views on internship programme and practical training opportunities provided to them.

Meeting with the students

Review team conducted three separate discussions with the students from first year, second year, third year and final year. Separate meeting was also arranged for the students who represented the student's union. During the meetings, review panel inquired on their views on welfare facilities, student support services, study programmes and teaching and learning methods, examinations and release of results, students' activities, etc. Student members highlighted some issues with respect to examinations, teaching and learning methods, hostel facilities, etc. Students specially mentioned the inadequacy of library facilities. Further, it was noted that Wi-Fi Facilities were limited and available only in selected areas.

Meeting with the Director of Centre for Career Guidance

Review team met the Director for Centre for Career Guidance (CCG) of the campus. It was observed that the CCG was not provided with adequate space and facilities. As the CCG can organize different activities with the help of the private sector, it is very important to provide it with adequate space and essential facilities to carry out its activities.

Meeting with Senior Student Counsellor

Review team met with the Senior Student Counsellor to discuss how the student counselling unit was functioning, and to find out the extent of the use of counselling services by the students.

Meeting with the Coordinator of the Staff Development Centre

Review team also met the Coordinator of the SDC to discuss the activities carried out by the Center.

Meeting with Physical Instructor

Review team met the physical instructor of the University and discussed about various activities done by his unit and the future plans.

Meeting with Social Outreach Coordinator of the Faculty

Review team met the Social Outreach Coordinator of the Faculty. He briefed the team on the various social outreach programmes initiated, and how such programmes were beneficial to the students and recipients. Through one of such activities, the students of GCE'OL and GCE'AL classes in the nearby schools were given training in commerce subjects.

Visit to the Library

Review team visited the new library building and observed facilities available. The library has taken the necessary steps to provide online journal access facilities for students. However, the library hasn't stocked enough books for business and management students. It was felt that, although the library was located within the newly built building, the campus must take necessary steps to provide essential resource material and modern facilities for the students and staff. Review team also met the newly recruited Senior Assistant Librarian, and she briefed us and gave us a tour of the new of the Library, and explained how the library is offering its services the students.

Visit of ICT lab facilities

Facilities available and usage of ICT labs aren't at a satisfactory level. Most of the software required by students were not available at the ICT labs.

Observations on Sport facilities

Though a new building was put up for sports, the basic facilities were lacking. Review team felt that the university needs to take necessary action to develop sports facilities for students.

Observations on Canteen facilities

Review team realized that the University has taken the necessary steps to increase the quality of foods and canteen facilities.

Observations on Medical facilities

Medical services provided to student in Campus was not satisfactory and the review team felt that Campus must take necessary actions to improve the medical facilities, particularly to expand the space of the Medical Center.

Observations on Hostel facilities

All students were provided with accommodation and the hostel facilities were excellent and maintained well.

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

The review team members felt that the overall approach of the Department to quality assurance and management is positive. Review team was informed that there is an Internal Quality Assurance Unit (IQAU) in the main campus of Eastern University in Batticaloa. The Trinco Campus has appointed a person to attend to the IQAU matters, and she appears to be fully aware of her responsibilities, and has indeed shown a strong commitment towards her duties and responsibilities. However, one of the short coming was that she is not provided with a dedicated office, and she occupies a space within the dean's office. Review team felt that she needs to be given a dedicated office and basic office furniture and equipment for her work. Nonetheless, with limited resources, she appears to perform a satisfactory service.

Section 5:   Judgement on the Eight Criteria of Programme Review

The following sections provide a detailed account of the strengths and weaknesses observed in the execution of the BSc in Management (Honours) study programme with specialization in four subjects in relation to the eight criteria set out in the PR Manual.

Criteria 1: Programme Management

Strengths

Necessary infrastructure is in place to run and manage the programme. Data collection and handling procedure is satisfactory to a certain extent but could be improved further. There is evidence to show that Student Code of Conduct is communicated well to the students at the commencement of the programme. Faculty maintains an archive of permanent records of the students in a confidential manner. Attendance records of the lectures and continuous assessment marks also are maintained by the Department.

The F/IQAC functions under the IQAU of the Eastern University and the documentary and physical evidence concerning the existence of by-laws for the IQAC were presented. Though, the performance of F/IQAC is satisfactory, the space and necessary infrastructure should be given for it to exist independently. The evidence is there for healthcare, sports and recreational facilities for the students. The review team also noted the evidence of students' engagement in leisure, sports, and cultural activities**.** Outreach programmes are praiseworthy but could be enhanced and improved.

Weaknesses

There was a lack of evidence of adopting a participatory approach in its governance and management of the Campus, and it appeared that management does not take enough consideration of student's needs. Evidence of student participation in the decision-making process was very much lacking. Faculty Website is not updated on regular basis. Work norms and duty lists could not be found. No evidence nor formats of performance appraisal system were found. Though the curriculum was revised recently, the review team could not find

enough evidence of an existence of committee responsible for curriculum revision and related matters within the Department or the Faculty.

Revision of curriculum appears to be ongoing, but not enough evidence was found to substantiate stakeholder involvement in the process. There appear to be a need to establish a committee on curriculum development at the faculty level. English Language teaching is not adequate and needs to be improved. On the whole, students did not show proficiency in English. More needs to be done because most of the students come from rural areas and they indeed lack sufficient proficiency of English.

Work norms and duty lists should be developed and adopted. A performance appraisal and reward system must be put in place. Use of LMS should be encouraged and strengthened. Student feedback and peer observation, graduate satisfaction surveys and tracer studies should be done systematically, and if there are weaknesses, corrective actions should be introduced.

More collaborative partnership with national or foreign universities is needed under the guidance of the Eastern University. These partnerships should benefit not only the Eastern University but also Trincomalee Campus. It appears that not enough is provided to junior academics, and it is apparently due to lack of experienced senior academics who could provide leadership and act as role models. No measures are place to ensure the safety and security of students, particularly when they have to go to the city at night. Allocation of five outside three-wheelers for this purpose is questionable and not prudent at all. By-Laws for the exams are not sufficient and can be manipulated easily. Evidence as regard to measures to ensure gender equity and equality and deter gender-based violence among all categories of staff and students is lacking, and students in the faculty appear to be very vulnerable to gender-based violence.

It appears that the student disciplinary matters were not handled in appropriate manner and most of the punishment metred out were often criticised as arbitrary and subjective.

Criteria 2. Human and Physical Resources

Strengths

New recruits into academic staff is provided with induction training offered by the Batticaloa University. Infrastructure facilities of the Faculty at present are adequate, but needs to be updated, and maintained properly. It was noticeable that the department encourages multi-cultural activities throughout the year which is commendable.

Weaknesses

Faculty staff should be encouraged to learn the Sinhala language, and attention should be paid to recruit at least a few Sinhalese lecturers because the majority of the students are Sinhalese. At present (only one Ph.D. qualified person at present) in the department to deliver programmes especially to the 3rd and 4th year students. There was no evidence of existence of a human resource development plan, prepared according to the requirements of the subjects offered by the majority of students.

Library does not stock enough essential books and latest journals for the use students. Review team could not observe an active teaching session, due to the ongoing examinations. Use of OBE-SCL approach was limited, and all the academics need to be encouraged and motivated to adopt OBE-SCL approach and tools in programme design and development and delivery. ICT facilities and services provided students are not satisfactory. There are no original versions of the software application packages, and only trial versions are used. Further, the access to internet facilities is limited.

There was no evidence as regard to functioning of an ELTU in the department to teach English to the students, and teaching of English is not happening as expected. "Soft skills" development of the students was limited and not satisfactory. More could be done in imparting soft skills.

Criteria 3: Programme Design and Development

Strengths

Guidelines on study programme design and development were communicated to the academic staff through internal circulars and departmental meetings. Programme details are documented in the Student's Manual.

The IQAC is the faculty-level sub-unit of the IQAU, and was established in 2016. Documentary and physical evidence were there of IQAC meetings and regular reports of attendance of IQAC held in Batticaloa.

The main activities of the IQAC are the coordination of academic affairs and related activities, and the coordination of internal quality assurance associated activities at the faculty level. Study programmes appear to be designed by adhering the SLQF.

Weaknesses

There was not enough evidence of policies and procedures of monitoring, evaluation or provision of learning resources for differently-abled students. There was not enough evidence to show that the curriculum has been revised based on the current needs and in the light of developing knowledge. There were no clear indications whether the existing BSc in Management (Honours) study programme is comprised of three specializations as shown in the SER report submitted or five specialties shown in the Prospectus given to the current students. The subjects offered or 2nd year, 3rd year, 4th-year students are based on the Curriculum developed in 2001. There was no evidence that all the staff members have fully internalized OBE and SCL approach. There is a need for more involvement of outside experts in programme design and development.

There was no evidence to show that the programmes are monitored regularly or reviewed according to the feedback of stakeholders. Evidence of a curriculum matrix showing courses at different levels was not there. No evidence of variety of supplementary courses, such as vocational, professional or semi-professional courses available to the students. ILOs were available for only for few courses. Student feedback and external stakeholder feedback was not obtained.

Criteria 4: Course /Module Design and Development

Strengths

The existing courses are designed to meet the programme objectives and outcomes; course designs do show that ILOs aligned with the programme ILOs. Department has established recently a mechanism to improve courses to enhance learning

outcomes and achievements of students, but the participation of the external stakeholders in this process was lacking.

Teaching learning strategies and assessment strategy are aligned with ILOs. Programmes seek to engage students in a variety of learning activities that would encourage diversity, accessibility, and autonomy of learning (industrial visits, clinics internship, and dissertations). Students are provided a brief description of programme and course ILOs, course contents, teaching-learning and assessment strategies and learning resources made accessible to all students.

Training schedules of staff development center were noticed, and there were evidences on various training workshops conducted for the staff. Few training programmes on OBE and SCL have been undertaken for probationary lecturers as well as other staff of the Faculty. However, student feedback and peer observation records were missing.

Weakness

There was no evidence to indicate the participation of external subject experts in course design and development. Furthermore, although survey tools such as questionnaires for course evaluation, student feedback, student satisfaction survey, etc., have recently been developed and used, and yet, there was no evidence to indicate that these feedbacks were analysed, and remedial actions were taken to address the shortcomings identified. No evidence on the use of Senate or Faculty Board approved templates, and adherence to SLQF guidelines in course design and development.

Comprehensive course evaluation instruments suitable for objective feedback from students and from all internal teaching staff are yet to be introduced. Unity and peaceful co-existence among the staff members need improvements to conduct a quality programme.

Criterion 5: Teaching and Learning

 Strengths

The Department is striving towards student-centered teaching and learning in line with outcome-based education. Staff have been provided with training on OBE-

SCL approach and tools. Few academics appear to promote blended learning by supplementing conventional face-to-face learning with web-based learning (i.e. through LMS). Student representations in faculty committees and student welfare committees are adequate. However, the grievances expressed by the students were not attended or solved promptly.

Faculty provides a well-planned structured orientation programme for all incoming students to facilitate students' transition from 'school' to 'university' environment. Further, all incoming students are provided with adequate information on the curricula of the study programme(s) and courses offered, optional courses and electives offered, examination procedures and examination by-laws, grading mechanism and graduating requirements.

Under collaborative learning, students are given the opportunities to engage in group work and group presentations, role plays, group discussions, project works, analysis and discussions on case studies, debates and quizzes in the classroom. Research is part of the present curriculum, and all the students who are in the fourth year are required to conduct student research project under the guidance of academic staff members (s). Undergraduates are also given opportunities to present academic papers in an annual research conference.

Weaknesses

It appears that only very few academics integrate appropriate research and scholarly activities of their own and/or others, and the current knowledge in the public domain into their teaching. Research output is inadequate at present. Only a limited number of staff engage in collaborative research and published in scholarly journals.

The number of optional and electives courses offered are minimal. ICT facilities are inadequate, and attention should be taken to improve the existing facilities. Although feedback from stakeholders has been received, and, there is no evidence of taking remedial measures. Feedback from students, although conducted, it has not been administered systematically and there was no evidence of utilizing the feedback received for continuous improvement of teaching and learning processes. Options are available to exit the programme at different levels.

Department does not offer adequate special support and assistance for students with special needs or differently-abled students. There is room to improve the existing facilities.

Though the IQAC is established, there were no enough evidence to support that evaluation of the teachers done effectively and systematically using the indicators given by IQAU. No evidence of existence of an award scheme to motivate teachers.

Criterion 6: Learning Environment, Student Support, and Progression

Strengths

The orientation programme offered to new students is well structured and designed to facilitate their transition from 'school' to university environment, and to provide information about the study programmes, learning resources and available support facilities. University has adopted a Code of Conduct (Student Charter) and it is introduced to students at the entry into the study programme. There was evidence of co-curricular activities, such as annual sports meet and aesthetic programmes.

Weaknesses

Many of the available facilities, although possible, are still not used to an optimum level. No permanent measures have been put in place to accommodate the needs of differently-abled students.

The CCG at the Campus level has limited capacity to offer programmes to the different faculties, and furthermore, the extent of the use of the limited programmes too has been restricted due to difficulties encountered in implementing the academic calendar, mostly due to frequent student-led distractions. Although no physical ragging has been reported recently, some intimidation of the new entrants was evident in male hostels. No evidence of providing satisfactory resolutions to student appeals and attending to their needs and grievances, except punishing them for lack of 80% attendance. There was no evidence of existence of an active alumni organization.

Criterion 7: Student Assessment and Awards

Strengths

Faculty has established several standard procedures in designing and conducting assessments to ensure fairness, reliability, confidentiality and validity. The examination by-laws are comprehensive but not internalized yet by the staff. The name of the degree and the degree awarded comply with the SLFQ guidelines. Two transcripts are offered one by the Faculty and the other by the University, and the latter incorporates the Grade Point Average obtained by the students. Code of Patrice for students and examination by-laws, and the disciplinary procedures including consequences of breach of discipline or examination by-laws have been duly conveyed to the students through the student handbook, University website and other guidelines.

Weaknesses

Some mismatch between the procedure followed by the Faculty and the guidelines prescribed by the University. For example, though the guidelines state that the results of examinations must be released within two months of completion of respective examinations, it appears that the Faculty has never adhered to that time frame. The selection criteria and the method adopted for selecting student into specialization are not satisfactory and must be revised to increase fairness to the students.

There is no evidence of regular input from external examiners. There was inconsistency in the final written examinations in terms of the number of questions and the marks allocated, giving rise to considerable variability. Many discrepancies of marking of the answer scripts were reported and noticed by the reviewers. Transparency and credibility need to be established when giving marks. Newly recruited academics are not informed of the correct procedure of the marking of the answer scripts of students who failed in the first attempt. No University Emblem is embedded in the question papers.

Final marks are not entered by an authorized person and calculations of the percentages were wrong and not double-checked for accuracy. Majority of the students feel that exams conducted by the University have lost credibility, and students are harassed even in the exam hall. There were many complains by the students about the

way exams were conducted and it appears that the students were punished arbitrarily.

Criterion 8: Innovative and Healthy Practices

Strengths

The LMS has been put in place and extensively used for approximately a year. Department offers a mandatory internship training programme which has enriched practical experiences and thereby the quality of the programme. There is also evidence for community engagement. University has a reward system in place for academics. Department offers two fee-levying programmes.

Weaknesses

Though the LMS has been put in place recently, it has not yet been internalized. Evidence on engagement in research and development activities by the staff is limited, and thus incorporation of these elements to undergraduate teaching is inadequate. Majority of the staff do not demonstrate strong enthusiasm in engaging in research, and hence not shown much academic excellence in terms of research output.

Section 6: Grading of the Overall Performance of the Programme

The assessment made by the review team based on the criteria and standards and the scoring system 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 and standards of the BSc in Management (honours) study programme with four specialization (majoring in Management, Accountancy and Business Management, Marketing Management and Human Resource Management) is given in the table below.

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

No	Criteria	Weighted Minimum Score*	Actual Criteria Wise Score
01	Programme Management	75	83.0
02	Human and Physical Resources	50	64.0
03	Programme Design and Development	75	69.0
04	Course / Module Design and Development	75	113.0
05	Teaching and Learning	75	103.0
06	Learning Environment, Student Support and Progression	50	53.0
07	Student Assessment and Awards	75	79.0
08	Innovative and Healthy Practices	25	33.0
Study Programme total score on a thousand scale			597
Study Programme score as a percentage			59.7
Performance Grade			C
Performance Descriptor			Satisfactory
Interpretation of Descriptor			
"Minimum level of accomplishment of quality expected of a programme of study; requires improvements in several aspects".			

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

Based on the above evaluation made, the review team recommends that the BSc in Management (honours) study programme with four specialization of the Faculty of Communication and Business Studies of Trincomalee Campus of the Eastern University of Sri Lanka is awarded the performance grade of 'C', which is interpreted as *"Minimum level of accomplishment of quality expected of a programme of study; requires improvement in several aspects"*.

Section 7: Commendations & Recommendations

Commendations

- A well-structured orientation programme offered to all new entrants to facilitate students' transition from 'school' to 'university' environment.
- All incoming students are provided with adequate information on the curricula of study programme(s) and courses offered, optional courses and electives offered, examination procedures and grading mechanism, graduating requirements, examination by-laws at the commencement of the academic programme and respective courses.
- Research projects and industrial training are internalized as part of the teaching and learning strategy.
- Students are encouraged to present their research findings at the annual undergraduate research forum organized by the Faculty.
- Students' enthusiastic involvement in co-curricular activities, such as social, cultural and aesthetic pursuits and community and industry related activities is commendable.
- Teaching and learning and assessment strategies are aligned with course and programme ILOs.
- Review panel observed a strong commitment from the Rector maintaining the quality and standards of the Campus.
- Students handbook provides up to date information on the study programmes, learning resource centers, common amenities, code of conduct, examination by-laws, disciplinary procedures, etc.
- Basic infrastructure is in place to run and to manage the study programmes.
- Campus has a well-equipped building facility for cafeteria and student activities.
- Campus has a good opportunity to progress into a multi-cultural university as it receives students representing all major ethnic groups of Sri Lanka.
- Faculty maintains an archive of permanent records of the students in confidential manner.
- Campus has enough spaces to start new faculties and establish new facilities especially for sports, leisure and recreational activities.
- Documentary and physical evidences were available as regard to the activities of the IQAC - by-laws, minutes of meetings, regular reports of attendance of IQAU meeting held in Batticaloa, etc.

- University has adopted a Code of Conduct for Students (Student Charter) and the student are well informed of the contents of it, and also it is made available to all new entrants.

Recommendations

- Faculty and Department websites must be kept updated regularly.
- Faculty Curriculum Development Committee must be activated to monitor implementation of the existing curriculum and carry out curriculum revisions, adopting a participatory approach.
- Workload among the academic staff must be distributed according to the standard work norms.
- ICT-based multimode teaching and learning must be improved.
- Students' feedback has to be obtained regularly, analysed systematically and the findings must be utilized for continuous improvement of the teaching-learning process.
- Effectiveness and quality of the teaching-learning process in the study programme must be monitored by the IQAC.
- A regular mechanism to obtain feedback from peers on the quality of teaching must be ensured.
- A suitable grievance redress mechanism must be established, and grievances of students need to be addressed efficiently.
- Effective counselling service must be provided through trained student counsellors.
- Staff must be encouraged to engage in research activities and disseminate their findings in research conferences and journal publications.
- Facilities aimed at differently-abled students need to be further improved - appropriate infrastructure, delivery strategies and academic support services.
- The GEE policy and by-laws related to SGBV of the EUSL must be internalized within the Campus and Faculty.
- Networking with Alumni to assist students professionally and financially is recommended.
- Consider introducing fee-levying study programmes/courses leading to certificate, diploma and degree level qualifications offered through open and distance education mode to external candidates to diversify sources of income.
- Faculty, in consultation with the Eastern University needs to take necessary steps to establish collaborative partnerships (including signing agreements and

MoUs) with external organizations to strengthen academic and research activities.

- Establish subject-specific student associations to undertake the subject-related students' activities which is very important to develop foster development of 'soft' skills of students.

- Prepare human resource plan for the Faculty and Department; this will help to develop human resource capacity in systematic manner though recruitment of candidates with appropriate qualifications and expertise, and to rationalize granting study leave for probationary academic staff for postgraduate studies.

- Performance data of teachers must be maintained and a comprehensive teacher appraisal system must be developed and implemented to motivate teachers and reward high performers.

- Establish a dedicated Unit or Centre for student counselling, and establish an effective counselling system for assisting the differently-abled students.

- Maintain a complete student's database for the Department which will be very useful for the Department to enhance student-staff interactions and Alumni activities.

- Practical training record book needs to be prepared in an attractive manner as it is important to develop the image of the Department, Faculty and University.

- Initiate activities to foster interaction between staff and students and use such interactions as a platform to minimize students' issues.

- Programme and course specifications for all study programmes must be developed and required details of the programmes and courses must be included in the student handbook.

- Facilities for healthcare, sports and recreational for the students must be expanded and developed further.

- Adopt participatory approach in governance and management of the Campus and the Faculty, and give enough consideration for the student's needs and requirements.

- Take steps to establish dedicated English Language Teaching Unit (ELTU within the Campus.

- Use of LMS by all the academics should be encouraged and strengthened.

- Establish institutional mechanism and procedures to conduct student feedback and tracer studies – student feedback on courses, student satisfaction survey at exist, employability surveys, employers' feedback on quality of graduates, and

to analyse such survey/feedback assessment results and initiate remedial action to address the identified weaknesses/shortcomings.

- Consider increasing the number of Sinhalese academic and non-academic staff as the majority of undergraduates are Sinhala.

- Take steps to recruit qualified staff who are conversant of all three languages.

- Take steps to purchase acquire minimum essential books and journals for the library.

- Develop facilities and learning resources accommodate differently-abled students.

- Take steps to form an Association of Alumni of the Department as such association would bring a number of benefits to the Faculty. Department and students.

- Take steps to increase the staff engagement in research and development activities and to increase the number of publications in recognized journals.

- Introduce viable entry and exit pathways to facilitate admission of students with prior learning experience into the study programmes, and also to allow those who fail to complete the study programme to leave with a lessor qualification such as certificate or diploma, depending on the level of progression they have made.

- Take necessary steps to start new soft skills development programmes.

- Department must take the necessary arrangements to obtain original versions of the software and application packages.

Section 8: Summary

The review of the BSc in Management (honours) study programme with four specialization (majoring in Management, Accountancy and Business Management, Marketing Management and Human Resource Management), offered by the Faculty of Communication and Business Studies, of the Trincomalee Campus of the Eastern University was successfully completed. The review process comprised of desk-evaluation of the SER and the site visit conducted during the period from 8th to 11th October 2018. The site visit consisted of discussions and meetings with academics and non-academic support staff who are directly or indirectly linked to the study programme under review, and with students. Discussions with students of the study programmes as well as with the members of student union provided the review team with invaluable insight on the implementation aspects of the study programme. Review team also engaged in a physical inspection tour to observe available facilities and learning resources.

The SER was comprehensive and the documentary evidences were organized satisfactorily to facilitate the review process. Overall, a high level of enthusiasm was shown, especially by the junior academic staff. Maybe due to continued student unrest, the staff did not show a high level of commitment towards students, in both teaching and carrying out administrative functions.

The students were well informed about the study programme and of the facilities available for them within the University. Level of English knowledge of the students that were interviewed was not that satisfactory. Therefore, improvement of English language of all the students is the need of the hour and is a mandatory requirement since the medium of instruction is English. As we have mentioned previously, the majority of the student population is Sinhala speaking, with no or little knowledge of Tamil language, and communication and interaction among students and staff has become one of the major problems of the Campus. Language problem has become quite critical because most of the academic and non-academics are Tamil, and they too are not that conversant with English or Sinhala language. Internship training provided to student is commendable, though there are some logistic problems as most of the training institutions are located in Colombo. Though limited, efforts have been made to improve the soft skills of students.

As detailed in Section 5, based on the review findings and the scores received, the review team recommends that the BSc in Management (honours) study programme with four specialization (majoring in Management, Accountancy and Business Management, Marketing Management and Human Resource Management) of the Faculty of Communication and Business Studies of Trincomalee Campus of the Eastern University of Sri Lanka is awarded the performance grade of 'C', which is interpreted as *"Minimum level of accomplishment of quality expected of a programme of study; requires improvements in several aspects".* The strengths of the programme as well as the identified weaknesses have been detailed out in Section 4 of this report. Recommendations for improvement are given in Section 6.

The BSc (Hons. in Management) study programme has been running for over a decade and therefore, we expect it to overcome most of the constraints and become mature in terms of its programme management, staff strengths, physical resources, study programme and course curricula, delivery and assessments, student support services, and other operational procedures. As pointed out, there are several areas which need improvements, particularly in the programme and course curricula, teaching and learning, assessments, quality of staff, learning resources and common amenities.

Review team is of the view that if these shortcomings are duly addressed by taking into consideration of the recommendations given herewith, the BSc in Management (Honours) study programme has the prospects of becoming one of leading degree programmes offered by the Faculty of Communication and Business Studies of the Trincomalee Campus of the Eastern University.

Review team wishes to express their appreciation and acknowledgement of the cooperation and support extended by the Rector of the Trincomalee Campus, Dean of the Faculty of Faculty of Communication and Business Studies, Heads of Departments, Coordinator of IQAC, Directors/Coordinators of Centers and Units, SER writing team, all academic and non-academic staff members, students, past graduates, and also many others who extended their support and so facilitated the review process.