



**Program Review Report**  
**Program Reviews - 2018**  
**B. Com (Special) Degree Programmes**  
**Faculty of Commerce and Management Studies**  
**University of Kelaniya**  
**8<sup>th</sup> - 11<sup>th</sup> October 2018**



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**Quality Assurance Council**

**University Grants Commission, Sri Lanka**

## **Program Reviews – 2018**

### **Department of Commerce and Financial Management**

- 1. University: Kelaniya University**
  
- 2. Faculty: Commerce and Management Studies**
  
- 3. Program: B. Com (Special) Degree Programmes**
  
- 4. Review Panel: Dr. M. W. Indrani (Chair)**  
**Prof. P. Vinobaba**  
**Dr. A.M.W. K. Seneviratne**
  
- 5. Site Visit Dates: 8<sup>th</sup> - 11<sup>th</sup> October 2018**

**Quality Assurance Council**

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## Signature Page

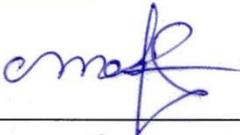
**University:** University of Kelaniya

**Faculty:** Faculty of Commerce and Management Studies

**Department:** Department of Commerce and Financial Management

**Programme:** Bachelor of Commerce (Special) Degree Programmes

### Review Panel:

Name	Signature
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**Date:** 30. 10. 2018

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## Section 1: Introduction to the Programmes under Review

The Department of Commerce and Financial Management (DCFM) is the founder of Commerce and Management education in the University of Kelaniya. It has been offering the four-year Bachelor of Commerce (Special) Degree Program since 1976. After a series of endeavours, the Department was offered its departmental status in 1980. In terms of student intake, DCFM is the oldest and the largest Department in the Faculty of Commerce and Management Studies (FCMS), established in 1995. Besides the B. Com (Special) Degree Program, the DCFM currently offers Degree Programmes specialized in three areas: Business Technology, Entrepreneurship, and Financial Management.

Further, the DCFM has been offering the Master of Commerce (M. Com) Degree programme from 1985, and Bachelor of Commerce (External) Degree Program from 1993. The DCFM has also introduced a Diploma in Business in 2013 and then the Higher Diploma in Business in 2017. Accordingly, the DCFM offers solid academic oriented programmes together with plenty of student-centred extra-curricular activities; thereby satisfying the demand of academia and industry.

### 1.1 Structure of Degree Programmes

As stated in Table 1.1, around 200 students have been allocated by the University Grants Commission (UGC) each year for B. Com (Special) Degree Programmes conducted by the DCFM.

**Table 1.1 Student Enrolment for Bachelor of Commerce (Special) Degree Programmes**

	2016/2017	2015/2016	2014/2015	2013/2014	2012/2013	2011/2012
B. Com (Special) Degree	First Year	Second Year	130	119	87	117
B. Com (Special) Degree in Entrepreneurship			11	21	23	17
B. Com (Special) Degree in Business Technology			19	13	33	25
B. Com (Special) Degree in Financial Management			40	40	40	40

Total	214	206	200	193	183	199
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All the students enrolled in the DCFM are required to follow common course units in the first and second levels, and from the third level onwards, the students are given an option, initially based on students' preference, either to continue with the B. Com (Special) Degree Programme or to specialize in one of three fields as stated above.

The Degree Programmes are conducted entirely in English and consist of 08 semesters over four academic years. All programmes contain both compulsory and elective course units complying with level 6 of the Sri Lanka Qualification Framework (SLQF). The credit structure is presented in Table 1.2.

**Table 1.2 Credit Structure of the B. Com (Special) Degree Programs**

	Commerce		Entrepreneurship		Business Technology		Financial Management	
	Compulsory	Elective	Compulsory	Elective	Compulsory	Elective	Compulsory	Elective
Level 1	32	-	32	-	32	-	32	-
Level 2	32	-	32	-	32	-	32	-
Level 3	26	12	26	10	26	12	26	10
Level 4	26	12	26	08	26	08	26	08
Total credits	116	24	116	18	116	20	116	18
Grand total	140		134		136		134	
Credit requirement	116	08	116	08	116	08	116	08
Total credit requirement	<b>124</b>		<b>124</b>		<b>124</b>		<b>124</b>	

To be eligible for the degree, students are required to obtain 124 credits, of which a minimum of 60 credits must be from the chosen specialization field. In addition, students must complete elective course units aggregating to 08 credits (by 2 credits in each semester of level 3 and 4). The DCFM has revised its curricula timely to match their graduates with ever-changing

environmental conditions: the existing new curricula is for the period 2018-2022 while the previous one was for 2013-2017. Thus, the curricula of the degree programmes are enriched with latest course units that match the contemporary developments in the respective fields. Further, all students undergo an internship training in their final semester while engaging in an independent research project. By adopting a synchronized academic calendar for all faculties in the University, the DCFM with its well-qualified academics, has contributed to awarding the degree for almost all students within the stipulated time period as illustrated in Table 1.3.

To facilitate this process, DCFM has 30 permanent academics including 12 PhD holders. Currently, 7 staff members are pursuing their PhDs. The academic staff comprises of 3 Professors, 21 Senior Lecturers (9 members - Grade I), 4 Confirmed Lecturers and 2 Probationary Lecturers.

**Table 1.3 Degree Completion of the Department of Commerce and Financial Management**

Academic Year	Total No. of Students	No. of Students Eligible*	Completion Rate*	Enrolment Date	Graduation Date
2012/2013 – CM 2012	183	179	97 %	2014.01.27	2018.03.01
2011/2012 – CM 2011	210	173	82%	2013.03.01	2017.03.01
2010/2011 – CM 2010	166	139	84%	2011.11.14	2016.02.01
2009/2010 – CM 2009	169	145	86%	2010.10.11	2015.02.01
2008/2009 – CM 2008	156	128	82%	2009.10.19	2014.02.01

\* The completion rates shown in the Table 1.3 represent the percentage of students graduated with the proper batch. However, the DCFM could maintain the dropout rate at the lowest level (approximately 2.5%) during the period concerned, allowing the repeat students to complete the degree with subsequent batches.

## **1.2 Infrastructure and Facilities available for Student Support**

The main library of University of Kelaniya comprises of a large collection of books and monographs, and subscriptions to academic journals with electronic access to full text journals and e-books are substantial. Further, the library provides undergraduates with services of

University e-repository and facility to search library books online; memberships, borrowing facilities, inter-library loans and low-price scanning/photocopying services.

The Computer Laboratory of the DCFM is equipped with 60 new computers and utilizes the latest computer software/statistical packages for many course units i.e. Quick BOOK, SPSS, E-views, MY OB, STATA, AMOS. DCFM ensures that the ICT platform with Wi-Fi facilities are available for all students throughout the University premises. Further, FCMS provides access to an online learning management system called Computer Aided Learning - CAL. Academic staff and students of the DCFM uses the LMS to interact with each other, upload teaching materials, conduct continuous assessment activities and for news forums.

Moreover, the University provides various student support services and facilities for a healthy learning environment: Hostels inside and outside the University premises; Student Centre comprising of a Book Shop, Photocopying Services Centre, Reading Area, Canteen, Common Rooms and a Gymnasium; Medical Centre; Sports Facilities and Physical Education; Student Counselling Services provided through the Unit 'Kalana Mithuru Sevana'. This unit provides regular developmental, preventive, and therapeutic services to undergraduates.

The Career Guidance Unit (CGU) assists undergraduates to progress with their careers by making them aware of available employment opportunities, organizing different programmes to enhance their soft skills, building up networks and linkages with private and public sectors. The Extra-Curricular Activity Management Unit (EAMU) assists to recognize and develop inherent talents of the students in singing, dancing, photography, and art which are improved through various internal and external trainers or institutions. The International Student Affairs Unit helps and advises international students on their undergraduate and graduate studies.

However, due to the limited space, DCFM and associated facilities are located at several different places, and lecture halls and computer laboratories are now shared by departments in the Faculty. Irrespective of such difficulties, DCFM has produced well rounded graduates to cater to demands of the industry and to excel as entrepreneurs, facilitated by its stimulating academic staff together with student support facilities and services available at present. The positive attitudes, enthusiasm and dedication of academic staff and their impressive knowledge and experience, probably with foreign exposure, would be the most imperative factors behind this commendable success. Still, the infrastructure needs to be upgraded to simplify the expansion of degree programmes and related activities in future.

## **Section 2: Review Panel's Observations on the Self Evaluation Report**

### **2.1 Preparation of the SER and its Enclosures**

The Self Evaluation Report (SER) of B. Com (Special) Degree Programmes has been compiled in accordance with the general guidelines of the Programme Review (PR) Manual, covering the period 2013- 2017. e Formatting and editing of the SER should have been better. The Review Panel did not receive the Corporate Plan/Strategic Management Plan of the University along with the SER, but these were available during the site visit. No subject reviews/PRs have been conducted previously on the programmes offered by the DCFM. However, the Department underwent a Quality Assurance (QA) Review in 2007, and its recommendations and actions taken were revealed at the site visit. The steps taken in addressing the identified deficiencies of the Department/Faculty were at a satisfactory level.

Section One of the SER introduced the Degree Programmes along with key milestones of the DCFM that provide the readers with a clear understanding of its progress during 40 years from the establishment of the Commerce Unit in 1976. It also included the structure of Degree Programmes, credit structure and other requirements needed to award the degree. The SER demarcated distinguishing features of these four Degree Programmes by providing separate graduate profiles. It also depicted student population stream wise, the strength of academic staff, learning resources and support systems available for the teaching and learning process. Overall, this section discusses activity level and strength of the DCFM, and any constraints faced by them in the delivery and sustainability of the programmes.

Section Two of the SER illustrates that the SER was initially organized by an Advisory Committee, comprising of seven staff members representing four streams of the Degree Programmes, appointed by the Head of the Department, and then an SER writing team was formed incorporating all academics in the Department and with a senior member functioning as the Chairperson. They were assigned to work with the eight criteria and preparation of the SER. The Department's commitment and unity in the SER process is considerable. Academic support and non-academic staff were involved in gathering and organizing documentary evidence for the PR.

Section Three of the SER indicated that the Degree Programmes reflected, to a considerable extent, the Vision and Mission of the Faculty/University and the objectives of the Department. Standards and quality of the Degree Programmes are in accordance with agreed national guidelines such as SLQF and SBS. Student Centred Learning (SCL) and Outcome Based Learning (OBL) have been put into practice along with clearly laid down graduate profiles in relation to each specialized field. It applied a very simple coding system in the SER template to identify the sources of evidence. The evidence has been presented together with the standards and criteria given in the SER template, but in some instances, not all possible evidence was

outlined and/or not presented in an orderly manner, to enable the review process. However, all relevant evidence that may support each claim could be presented, perhaps on request, and reviewed by the team at the site visit. Eventually, the Review Panel realized that the degree of internalization of best practices and the level of achievement of standards set out under the eight criteria in relation to Degree Programmes under review are substantial.

## **2.2 Observations on the SWOT Analysis**

The Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis was included in the SER and all identified strengths were verified during the site visit. In contrast, the SWOT analysis was somewhat confusing, not updated and not representing the present situation particularly relating to weaknesses outlined under W1- W20 in the SER. It created a negative impression on the programmes under review. The review panel's opinion was that the SWOT analysis depicts a rather undesirable stance predominantly with its weaknesses and thus, should have been paid greater attention when presenting them, considering the recent progress of the Degree Programmes. Nevertheless, during the site visit, the review panel was convinced of a constructive stance instead, in every aspect concerned.

## **Section 3: Review Process**

The review process was conducted by a team of academics appointed by the Quality Assurance Council (QAC) of UGC in compliance with the guidelines of the PR Manual-December 2015. As stated on the front page of this report, the review panel consisted of three senior academics from diverse disciplines including Management, representing the state universities in Sri Lanka. The review panel organized and conducted the PR as per the Section 5.8 of the PR Manual on pages 94-95.

### **3.1 Steps involved in the Preparation of PR**

The review process consisted of several steps. First, the review panel attended the training workshops conducted by the QAC at UGC and received printed copies of the SER. Then, as per the guidelines of the PR manual and instructions given in the training, the Desk Evaluations were made by each member of the review panel independently. The Director/QAC organized a meeting to discuss the results of the Desk Evaluations, issues raised, and subsequent recommendations. Accordingly, marking schemes were finalized at that meeting, directing the panels for more realistic evaluation with sound conclusions and recommendations. The review panel agreed with the practice of verifying and finalizing the marks allocated, after the site visit.

Prior to the site visit, an activity schedule prepared by the Chair of PR collaborating with review panel members was sent to the Dean/FCMS for comments. Then the finalized site visit schedule (see Annexure 1) was circulated among the review panel members, and the Dean/FCMS where the site visit was organized. The Dean with the assistance of the Faculty Coordinator/ IQAC and of respective Head of the Department organized the site visit. Before commencing and after ending the site visits each day, the panel discussed the outcome of the reviews made and subsequent processes to be made.

The review process encompassed B. Com (Special) Degree Programmes conducted by the DCFM under four main specialization areas: Commerce; Entrepreneurship; Business Technology; and Financial Management. However, these programmes were not evaluated separately since the SER was written as a signal report.

### **3.2 Schedules of Meetings and Discussions with Constituents**

During the four-day site visit, the review panel had formal/informal meetings and discussions with stakeholders at different levels: from the Vice Chancellor to students who were directly or

indirectly involved with the programmes by providing necessary inputs and support in different ways, as depicted below.

- Vice Chancellor; Deputy Vice Chancellor
- Faculty Coordinator/ IQAC
- Dean of the Faculty
- Head of Department
- Academic staff of the Department
- Student counselors
- Administrative and supportive staff
- Assistant Registrar of the Faculty
- Senior Assistant Librarian
- Technical Officers
- Staff Development Centre (SDC) Director
- CGU Director and Faculty representative
- Representatives from Alumni
- Students from all batches
- Students representing Academic Societies/Associations

Almost all discussions were satisfactory with good attendance and active involvement. It is admirable that the Head of the Department made a very good presentation before starting the discussion, that gave the review panel a good impression at the outset of the review, on the remarkable progress of the Department with its key milestones and strengths they have developed towards upgrading the quality of the degree programmes with best practices. All the discussions were interactive, and groups were met separately to provide them freedom to express their thoughts and concerns. All the scheduled meetings were conducted except for one with representatives of the Student Council of the Faculty, who were absent. The list of meetings with names and signatures of attendees is provided in the Annexure 2.

### **3.3 Facilities observed and Places visited**

The review panel visited and observed the following places and facilities available in relation to the degree programmes under review, for physical verification of documentary evidence.

- Office of the Vice Chancellor
- Faculty and Department premises
- Lecturers' offices
- Administrative block
- Lecture halls
- Observing lectures
- Computer Labs and their operation
- Auditorium
- Faculty IQAC Office
- Women's hostels
- Main Library
- Meeting rooms, etc.

It was evident that students are provided with a healthy learning environment, with an ICT platform with Wi-Fi facilities throughout the University premises where the DCFM is located.

### **3.4 Processes observed/ followed in the Documentary Review**

The utmost commitment of all academics and Head of the Department towards the review process was apparent. Their enthusiasm and encouragement exercised throughout the site visit, provided the Review Panel with proper direction and the facilities required. Documentary evidence of eight criteria were arranged in a separate room with easy access and adequate facilities, enabling the panel to conduct the review in a friendly atmosphere. Labeling and filing of the documents in respect of each criterion were made by the SER team, simplifying the review process in line with SER guidelines.

The authenticity of the evidence was cross-checked, where necessary, through observations and/or accompanying discussions with different groups of persons for its verification and clarification. The dedication and support extended by the academics of the Department in providing, on request, additional documents or some missing pieces of evidence is commendable. Throughout the review process, they were with the panel, to make requested documents available, without any hesitation. The entire review process and related activities were coordinated efficiently by the Chairperson/ SER writing Committee of DCFM who was present in person throughout the visit. Academic members were also in attendance throughout the review visit to facilitate easy retrieval of the evidence and to clarify any concerns/issues. All members in the Department worked collaboratively in this endeavor.

### **3.5 Outcomes of the Review Process**

The review panel had several internal meetings at the end of each day of the site visit to discuss and evaluate the experience and findings. In view of on-site observations and verifications, the marks given at the Desk Evaluation were re-checked and amended, where necessary. Having made extensive deliberations within the panel, it was decided on the scores deserving for each of the sub-criteria and the final grade was based on the actual criteria-wise scores.

The site visit ended with a de-briefing meeting held on the last day with the participation of review panel; Dean and Coordinator of IQAC of FCMS; Head/DCFm, all academics including SER Chairperson and Committee members, and academic support/ technical staff of the Department. At the de-briefing, the Chairperson made a power point presentation with the assistance of panel members emphasizing the key features and general comments on the review visit and its facilitation, and on the degree programmes under review. It also presented strengths and healthy practices adopted and apparent weaknesses relating to the study programmes, along with recommendations for refining the programmes.

At the end of the presentation, Dean, Head of DCFM and Chairperson/SER writing Committee commended the efforts of the review panel by expressing their satisfaction of the review. It is admirable that they accepted with a positive mind all comments and recommendations given by the review panel. Moreover, the positive attitudes, commitment, support and courage shown by the staff involved, including Head of the Department, during the review process was most appreciated and inspired the review panel to complete the review smoothly. This positive attitude of the academics of the DCFM towards external reviewers should be commended at any setting. Overall, the degree of commitment of the DCFM and its staff and other respective personnel of the Faculty/University to openness, transparency, communication and logistical support given in this endeavour is remarkable. Also, it was evident that arrangements were made by the Department to facilitate the conduct of the review visit in a cost-effective and delightful manner.

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

Overall approach of the University of Kelaniya to assure the quality of its programmes was evident with several important initiatives and measures taken towards this end during the past.

### 4.1. Quality Assurance Unit and its Progressions/Associations

One is the establishment of the Internal Quality Assurance Centre (IQAC) of the University and Faculty Quality Assurance Committee (FQAC) in 2015. All functions of IQAC and FQAC are accomplished in accordance with the By-law made by the Council of the University of Kelaniya 'Quality Assurance Centre By-law No. 1 of 2015' being operated with effect from 1<sup>st</sup> April 2015. In agreement with SLQF (2015), to work with the same purpose, they have their own framework 'University of Kelaniya Qualification Framework (UKQF)' formulated by a Committee appointed by the Senate representing all 6 faculties. Some of UKQF standards are higher than those stipulated in the SLQF. UKQF guidelines are provided for each of the 12 levels of SLQF. Moreover, these guidelines provide the 'Curriculum and Learning Technical Committee-CULTEC' which is also a Senate appointed committee being operative for more than two decades, with an instrument to benchmark all qualifications offered by the University. The FCMS has an internal CULTEC linked to the University CULTEC (external) working towards assuring quality of the programmes.

To simplify quality assurance, the University has also formulated Standard Operating Procedures (SOPs) from July 2017. The FQAC consists of Dean (Chair), all Heads of Departments, Cadre Chair professors of the Faculty, Coordinator and three senior academic members nominated by the Dean. The (Senior) Assistant Registrar of the Faculty acts as the Secretary of the FQAC.

### 4.2 Key Approaches to Quality Assurance

Being facilitated by the above framework established on quality assurance, the Curriculum Development Committee (CDC) of DCFM in collaboration with FCMS, review and upgrade curricula once in five years, formulating Programme Learning Outcomes (PLOs) and Intended Learning Outcomes (ILOs). They have initiated a very exclusive mechanism, '**Assessment Rubrics**' to evaluate answer scripts, continuous assessments and research proposals of degree programmes efficiently and effectively. A summary of model answers is available in the LMS within 24 hours of the examination, allowing candidates to upload alternative answers and, in turn, make a self-judgement on their performance. After entering marks into the computerized system by the examiners, they are cross checked by the Head of the Department to ensure the accuracy of the marks. By keeping a record in the University system, DCFM has been able to issue end-semester results within one month after ending the examinations. Further, students are provided with a very effective on-line system to obtain examination admission cards and to check examination results, by logging in with the student index number; thereby simplifying related administrative processes.

After adopting an environmental policy in 2014 by collaborating with the 'Centre for Sustainability Solutions (CSS)' of the University, all students and staff are bound to minimize negative environmental impacts of their day-to-day activities. Apart from the graduation certificate, students are awarded with a certificate as a proof of contribution to save the environment. University of Kelaniya was ranked as the first National Green University in Sri Lanka in the UI Green Metric World University Ranking in 2016 and 2017.

The National Research Council of the University of Kelaniya was established in 2014 to promote academics to carry out high quality research and use them for knowledge enhancement. In this endeavour, the Council provides funding for publishing research findings in high impact indexed journals, proceedings of research symposia at Departmental and Faculty levels, conducting student research symposia and Department/Faculty/ University level research conferences, travel grants for staff to present research findings at international symposia and registration fee for local symposia. Researchers are awarded with 'Senate Honours' and 'Vice-Chancellor's Awards'. Moreover, the Council promotes collaborative multi-disciplinary research through international links with reputed universities and institutions, thereby upgrading the knowledge and capacity of academics of the University.

### **4.3 Initiatives made towards Enhancing Research Experience and Competencies of Academics and Students, and Relationships**

With the above motivations, the DCFM publishes the Journal of Business and Technology semi-annually, and another avenue is opened for academics through the Kelaniya Journal of Management published by the FCMS. Academics are provided with funds (maximum of Rs. 200,000 per person) to attend research symposia/ conferences and to publish research findings in reputed national and international journals. As the Vice Chancellor informed at the discussion, the FCMS is the best Faculty in terms of earnings from paid courses, providing around 40% of the total income of the University. From this fund, the Faculty provides academics with Rs. 500,000 each for PhD studies at foreign universities. 5-10 members are awarded each year, and with maximum of Rs. 200,000 each for attending conferences, training workshops etc. The Research Council provides academics with a maximum of Rs. 300,000 each, once in two years for publishing or presenting research findings at national and international journals/forums.

Further, the DCFM has been providing students with necessary guidance and facilities including funding for conducting student research symposia annually, i.e. Young Business Technology and Entrepreneurs Research (YBTER) Congress Proceedings, Undergraduate Symposium on Contemporary Management and Theory (USCMT). With a view to enhancing knowledge, skills, talents and attitudes of students and hence the quality of graduates, and to provide publicity among stakeholders, the DCFM has taken the most appropriate initiatives i.e. publishing a magazine called 'GLIMPSE Year Book' continuously since 2013. This magazine provides the University and the country with a showcase of all efforts made by the DCFM and its students towards this end, thereby adding utmost value to the Department and its programmes.

There are several associations based on fields of specialization of students of the DCFM:

- **Association of Commerce and Management Education (ACME)** from 2003, the largest association with around 500 members in the Department. Examples of activities are outbound training, talent shows, sports days, employer forums
- **Association of Business and Technology (ABT)** from 2011. Key activities are: launching innovative events, plans and actions while inculcating outcome based and student-centered learning environment which are currently conducted with its Alumni Association;
- **Young Entrepreneurs' Association (YEA)** from 2012, fostering entrepreneurial culture through promoting new venture creation and entrepreneurial intention- some of important events are: conducting 'Entrepreneurship Day' followed by launching 'Entrepreneurs Magazine', Business Plan Competition from its inception, and from 2018 'Inter- university Business Plan Competition' aiming at identifying the best business concept and plan to produce real world entrepreneurs to the business industry;
- **Students Association of Commerce** from 2016 to give the students greater opportunities and serve them to reach new heights
- **Students' Association of Financial Management** from 2015, makes significant initiatives towards developing soft skills, in collaboration with the industry i.e. Stock Market Challenge in collaboration with the Securities and Exchange Commission (SEC) of Sri Lanka, to enhance knowledge and awareness of school children on the stock market, and publishing a magazine 'Finance Today' annually, which is a great milestone of the progression towards gaining high recognition for the degree programme among the Corporate Sector, while enhancing creativity and generic skills of the undergraduates.

Other important initiatives being made by students include: Hands in Service project (HIS), Investor day (2013), Wellness week (2013), workshop on how to prepare your dream (2013), best creative and innovative web designer competition (2013), Blitz night, young digital marketers challenge (2014), undergraduate symposium on contemporary management (2014), personality development and leadership skill training; and carrying out activities such as guest lectures on latest trends in data base management systems, workshop on graphic designing, web designing and video animation competition, Serving hearts (2014), Green innovation from green technologies.

All these Student Associations of the Department contribute to the '**GLIMPSE**' Year Book by producing details of events, initiatives executed during the year and showing their strengths and skills, apart from their active involvement in organizing this annual publication. This provides an avenue for all undergraduates to exhibit and improve their talents, capabilities and efforts made towards serving the society, from social responsibility to individual development.

These efforts being made by the DCFM with the support of committed academics and students inevitably gains immense benefits to the Department/ Faculty and the University in producing high quality of graduates while securing due recognition from all the stakeholders including schools and industry.

With a view to promoting international collaboration and research, the University has made several initiatives such as establishment of International Cooperation Division, Centre for International Affairs, International Student Affairs Division. Exchange programmes are also available at the Department, with foreign universities in Germany and Palestine.

To promote a healthy environment for students and enhance student learning, a special unit 'Kalana Mithuru Sevena' is functioning at the University. This unit empowers students with knowledge, skills, attitudes, and mindset needed to identify their problems and to solve them by using their own strengths and resources. Further, the unit conducts programmes to promote intellectual, emotional and social development of students and provide opportunities for personal development, all of which eventually lead to enhanced learning. The unit organizes induction and awareness programmes, workshops and seminars to reach the student community, and provides opportunities for counsellors to attend relevant training workshops conducted within and outside the University.

Moreover, a 'Centre for Gender Studies at the University of Kelaniya-CGSUK' has been functioning from 2014 to promote Gender Equity and Equality (GEE) specially within Sri Lankan Universities. In this respect, the Centre mainly focuses on research, teaching, training and raising consciousness on gender in the University and within the community; thereby becoming the premier center for ideas, resources, and practices on gender equity/equality in Sri Lanka and the South Asian region.

Going through such incredible progression made towards assuring the quality of the programmes, the DCFM is now growing fast, screening its expanding capacity to serve the society in many ways apart from producing graduates with high quality, thereby giving great recognition for degree programmes.

## Section 5: Judgment on the Eight Criteria of PR

### 5.1 Introductory Remarks

This section provides review panel's observations on the strengths and healthy practices adopted and weaknesses detected in relation to B. Com (Special) Degree Programmes of the DCFM, with respect to eight criteria formulated in the PR Manual. It should be noted that some comments made by the reviewers are also treated as recommendations for enhancement of quality of the degree programmes. All these remarks develop insights into the level of performance of the programmes with respect to eight criteria and related standards, the degree of internalization of best practices and thus, reflect the effectiveness of measures taken by the DCFM, FCMS and the University towards maintaining quality of academic standards. In this regard, details of substantial initiatives made, and processes/procedures followed by the respective authorities to uplift the quality of programmes are provided in the section 4 of this report.

Specific comments/ justifications for standards are given in the detailed marking template used for this PR, only in situations where the marks allocated are significantly less than 3 (the highest possible level). Also, some comments appear in the report repetitively because substantial overlaps are experienced among the evidence provided in support of standards either within or between criteria, due to overlying standards in quest of the same evidence itemized in the manual.

### 5.2 Criteria 1: Programme Management

#### ❖ Strengths and Healthy practices:

- Well defined organizational structure, governance and management procedure worked out through Strategic Plans and Action Plans in a proper manner.
- Formulated institutional Standard Operational Procedures (SOPs) which are documented and widely circulated through IQAC, to facilitate the quality assurance function.
- Examination By-laws and disciplinary procedures are clearly documented, widely circulated among all students at their enrolment and then implemented, resulting examination violations at the lowest level.
- Executing FQAC with a TOR in addition to CULTEC, ensuring internal quality assurance of University education through curricula revision and development processes, adhering to UKQF and national guidelines of SLQF, and reference points i.e. SBSs. Some of UKQF standards are higher than those stipulated as the minimum requirements of the SLQF e.g. total credit requirement of degree programmes of DCFM is 124 consisting of both compulsory and elective course units. UKQF guidelines are provided for each of the 12 levels of SLQF including fall-back qualifications. the DCFM intends to offer this fall-back option in future.

- Established teaching, learning and assessment procedures following OBE-SCL approach.
- Executing a 'Centre for Gender Studies at the University of Kelaniya to promote gender equity and equality from 2014, focusing on research, teaching, training and raising consciousness on gender in the University and within the community.
- By applying 'Reasonable Accommodation Policy', a 'Centre for Students with Disabilities' has been functioning with a Faculty Coordinator to assist students with special needs ensuring equal access to University education.
- Taking various measures through 'Kalana Mithuru Sevena' (as illustrated in section 4.3) to upgrade the counselling service, with a Director having a PG Diploma and special training on counselling, leading to enhanced learning.
- Conducting more than one orientation programme for newcomers: first at University level before the enrolment in selected districts; and then at Faculty/ Department level just after enrolment.
- Taking initiatives to deter ragging and various forms of harassment within the University premises, by making the students aware of disciplinary By-laws and by assisting them with Student Counsellors and Marshals. Example: scheduling lectures for 1<sup>st</sup> and 2<sup>nd</sup> year students during day time, and for 3<sup>rd</sup> and 4<sup>th</sup> years at evening time from 5.00-7.00pm.
- ICT based platforms are available for teaching learning and performance evaluation processes, facilitating issue of examination admissions, and processing and issuing semester-end results within one month from the examination. Through LMS, students are provided with model answers within 24 hours of the examination, by permitting them to upload alternative answers, in turn, to make self-judgment on their performance and to obtain semester-end results by logging in with student index number, leading to enhanced performance and fair evaluation.
- Executing many partnerships and MoUs with international universities and the Department/Faculty through the 'International Collaboration Division' of the University.
- Academic staff is provided with training opportunities sometimes with funding, both at national and international levels, and are awarded with certificates of appreciation at the Senate for research publications in Index journals. There are Vice Chancellor's awards for both academic and non-academic staff for outstanding contribution made to the University.

❖ **Weaknesses:**

- Student participation at the Faculty Board meetings is at a lower level.
- Though the Faculty and the Department conduct Orientation /Awareness programs for newcomers before and after enrolment, obtaining feedback on such programmes is lacking and thus, no opportunity to improve the programmes based on feedback.

- Facilities and conditions of certain girls' hostels located at the University premises need to be upgraded ensuring safety and health of residents, thereby overcoming disturbances encountered by them.

### 5.3 Criteria 2: Human and Physical Resources

#### ❖ Strengths and Healthy practices:

- Well qualified enthusiastic academic staff with considerable working experience and research exposure, publishing/ presenting their scholarly work both at national and international journals/ conferences.
- Staff composition, their qualifications and commitment are at a satisfactory level. DCFM is functioning with 30 permanent academics including 3 Professors and 21 Senior Lecturers: 12 PhD holders and another 7 reading for PhDs; and with few visiting lecturers.
- Lecture halls and computer Labs are shared with other departments in the Faculty showing maximum utilization of such resources.
- DCFM has a 'Business Knowledge Centre' consisting of a conference room, research unit and library, Postgraduate Unit and IT lab with 60 computers. Those facilities are used for a variety of activities.
- 'Centre for Entrepreneurship Research and Development' established by the DCFM enables undertaking of related research and building industry relationships and cooperate agreements to stimulate entrepreneurship in the University.
- In addition to SDC programmes, staff capacity building programmes are available both at national and international level, facilitated with generated funds.
- Based on demand, SDC conducts Induction Programmes in two cycles, and Continuous Professional Development (CPD) programmes for academics, non-academics and administrative staff. E.g. fire safety workshops for security guards; Sri Lanka police arranged workshops for drivers; workshops for non-academic staff on arranging multimedia, audio systems, computers.
- A separate auditorium is available for SDC activities with all facilities and adequate funding.
- Well-equipped Central Library is at the same premises with on-line facilities. 'Library user education system' is operating to improve information literacy skills of library users including students e.g. presentations on 'effective database searching techniques' and citation methods.
- Flexibility of using self-generated funds for staff and DCFM development activities.
- Ensuring ICT platform with Wi-Fi facilities available for all students throughout the University premises.
- Adequate opportunities for students to improve soft skills, life skills etc. through in class and extra-curricular activities, mainly coordinated by Student Associations and CGU.

- CGU is functioning well in collaboration with 'Kalana Mithuru Sevena' by providing students with proper guidance and training to develop their soft skills and life skills; making them aware of employment opportunities; maintaining solid links with industries and facilitating students to register via Face Book accounts and upload their e-profiles, videos in the Job Portal until they wish to keep them.
- As stated in Section 4, based on specialization streams, several Student Associations have been functioning well with the support of the DCFM and, they perform several skill development activities; publish creative work annually in Magazines i.e. GLIMPSE and present research work at Annual Research Symposiums i.e. YBTER Congress Proceedings, USCMT.
- Performing social activities including multicultural activities by students with the financial and other form of support given by the staff of the Department, Faculty and University.

❖ **Weaknesses:**

- Department and associated facilities are located at several different places due to limited space.
- Since lecture halls and computer laboratories are now shared by departments in the Faculty, those facilities need to be upgraded, facilitating the expansion of degree programmes.
- It is necessary to establish a sound performance appraisal system for academics and to take remedial action based on such feedback, thereby enhancing the quality of teaching leaning process.
- Though the University has been functioning with a well-equipped Library with on line facilities, evidence of using such facilities by students is lacking. A mechanism should be developed to determine the usage and to take remedial action to enhance the usage.

## 5.4 Criteria 3: Programme Design and Development

❖ **Strengths and Healthy practices:**

- Programme design and development have been undertaken on time every five years in compliance with SLQF guidelines, UKQF and SBSs reference points and consistent with the University's Vision and Mission. Approximately 50% of total credits (62 credits) was allocated to course units offered under specialization areas. Curricula developed for 2013-2017 and 2018- 2022 are implemented at present.
- The programmes are developed collaboratively in a participatory manner following prescribed procedures: prepared by a Curriculum Revision and Development

Committee (CRDC) appointed by the Head of the Department and reviewed by the Advisory Committee and internal CULTEC and then, on the recommendation of the Faculty Board, scrutinised by the external CULTEC and IQAU, approved by the Senate and Council for its implementation.

- Curricula seem to be outcome-driven, with programmes to engage in a variety of learning activities that would encourage creativity, diversity, and autonomy of learning, particularly through internship training and dissertation which are compulsory for all students.
- In this process, external stakeholders were consulted and DCFM have considered requirements of relevant professional bodies; an external expert from a foreign University (one Indian Professor) was also involved in developing programmes. Thus, providing demand driven updated programmes under four specialization areas, assuring around 80% employability at the time of graduation.
- Graduate profiles are available for each specialization area and presented in the SER.
- Programme design and development integrated strategies for self-directed learning, collaborative learning, creative and critical thinking, interpersonal communication and teamwork etc. Students are provided with enough practical exposure while opening access to innovative thinking; thereby enabling the graduates to succeed in the ‘world of work’.
- Elective course units are provided in the curricula under each specialization area from 3<sup>rd</sup> year first semester onwards to enrich the knowledge and generic skills of students. Students are required to earn 8 credits each semester for elective course units.
- All programmes are being conducted entirely in English. Students satisfaction surveys are conducted other than the student feedback and tracer studies.

❖ **Weaknesses:**

- Although the consideration of notional hours appears in the Handbook, course outlines/specifications have not been prepared accordingly; suggest improving them as per with notional hours.
- A clear mapping of course/module outcomes (ILOs) to the PLOs is needed.
- Graduate profiles should be included in the Student Handbook.
- Neither the 2013-2017 nor the 2018- 2022 programme designs are flexible in terms of entry and exit pathways including fall back options.
- Though differently abled students were enrolled, less attention was paid on their necessities in designing and developing programmes.

## 5.5 Criteria 4: Course / Module Design and Development

❖ **Strengths and Healthy practices:**

- Course design and development were undertaken in a timely manner with the assistance of internal and external subject experts, in compliance with SLQF and UKQF credit definitions and requirements, and other reference points i.e. SBSs.

- Courses are designed in accordance with policies and procedures of CRDC, CULTEC and IQAC and approved by the Senate.
- Course design, development and delivery incorporated appropriate media and technology (e.g. Computer aided learning through LMS, video instruments etc.)
- Course design and development incorporated practice of OBE together with Learner Centered Teaching (LCT). Formative assessment methods both inside and outside the classroom have been included to encourage self-learning.
- Course outlines are available to students at the beginning of the semester. It includes ILOs, weekly lesson schedule, recommended readings, delivery methods, time table, Course Coordinators/instructors, scheme of evaluation, continuous assessments with descriptions/ guidance, allocated marks and deadlines etc.
- In addition to the induction programme of the SDC, Faculty Staff Development Unit and 'Center for Management Research' regularly conducts programmes to enhance competencies of academic staff.
- Ground floor lecture halls are allocated for course units followed by groups with differently abled students.

❖ **Weaknesses:**

- Difficulties/needs of differently abled students have not been considered in Course design and development; thus, teaching and learning strategies need to be upgraded accordingly.
- Programme mapping and constructive alignment need to be improved.
- Contribution of external experts, especially from industries, for course design and development needs to be upgraded.
- Although student feedback and student satisfaction surveys have been conducted, evidence of analysing them and considering observations in developing course modules and teaching modes, and of taking remedial actions was inadequate.

## 5.6 Criteria 5: Teaching and Learning

❖ **Strengths and Healthy practices:**

- Three forms of handbooks are available for students: University Handbook; Faculty Handbook and Department Handbook, with academic time tables before commencing the degree programmes. Through these Handbooks together with orientation programmes, all newcomers are made aware about programmes offered, examination procedures, grading systems, graduation requirements with By-laws, rules and regulations, disciplinary By-laws, human and physical resources available; services provided and about the University with its progression.

- The Department together with the Faculty and the University offers well-structured orientation programmes to facilitate students transition from ‘school to university’ and to make them aware about University education.
- Course outlines are made available on-line and distributed to students at the commencement of each course unit.
- Teaching and learning strategies, and assessment methods were aligned to meet ILOs. Variety of delivery methods such as assignments, IT practical, projects, field visits, mini research, simulation, role play, case studies, were adopted to promote student engagement in study programmes and to improve their knowledge and skills.
- Aligned with Mission, Action Plan and curriculum requirements of SLQF and UKQF, the Department has been practicing OBE-SCL approach by providing staff and students with required resources and provisions.
- Evening classes are available from 5.00 to 7.00 pm for 3<sup>rd</sup> year and final year students on week days, reserving day time for them to engage in internship training and other activities.
- Academic staff work norms and workload are discussed at Department meetings. Head of Department ensures fair and reasonable workload for each academic.
- Peer evaluations are obtained under the supervision of Head of the Department. DCFM also conducts student satisfaction surveys and graduate satisfaction surveys.
- LMS is used extensively with the Computer Aided Learning-CAL and reporting of the usage by students is substantial.
- As detailed in the section 4, students are encouraged to publish/ present their research work in proceedings/ symposiums i.e. YMTER, USCMT, and to incorporate creative/ innovative work in magazines published by student associations which are of high quality, sometimes they might reach international standards.
- All students are required to undertake internship and a dissertation. The internship training programme has been conducted effectively through MOUs and networks built with industries. The internship portfolio is available.
- Students are awarded with Gold medals for their highest performance, certificates for outstanding research work and innovative/ creative work, in addition to Internship Certificate awarded to all students.
- Interactions between the DCFM and external stakeholders are commendable and thus, inputs obtained from them for programme development are considerable.

❖ **Weaknesses:**

- At present teaching learning strategies are not optimized for differently able students.
- Peer review reports are available in relation to some courses and kept very secret, and relevant lecturers are requested to take remedial actions as per the comments. In this respect, systematic analysis of feedback by the authorities and taking remedial measures is required, for continuous development of the teaching and learning process.

- External examiners do assigned tasks without producing examiners' reports separately, but they just put their comments about the first examiners performance on the question papers.

## 5.7 Criteria 6: Learning Environment, Student Support and Progression

### ❖ Strengths and Healthy practices:

- Executing synchronized academic calendar across all faculties in the University for a long time, enabling academics and students to engage in research and extra-curricular activities, and perform other activities and functions at university level.
- High degree of interaction between staff and students is evident in performing academic and extra-curricular activities. In this respect, greater commitment of academics including Head of the Department is evident through great satisfaction shown by all student associations at the discussions made by the review panel. Consequently, performance of students on academic and other skills development activities is substantial.
- More than one orientation programmes are conducted, primarily by the University at district level before the enrolment and then, at Faculty/ Department level after enrolment.
- Students are aware of Examination By-laws, Student Charter and Disciplinary By-laws at the beginning of the degree programmes through Handbooks and, further clarifications are made on the same at the orientation programmes.
- Policies and strategies are in place in relation to a range of activities for students to develop their skills and co-curricular activities.
- Students are provided with adequate support for SCL-OBE in an ICT platform with Wi-Fi facilities throughout the University premises.
- CGU activities with internship training assist students in their future employment. They have developed a portal for students.
- GEE activities take place with specific Centre for Gender Studies.
- New recruits undergo CCPDHE programs on time, in addition to providing CPD programmes for all staff, probably with funding available for local and foreign training.
- Student counselling services are closely monitored by 'Kalana Mithuru Sevena' with the Director possessing relevant qualifications and training, and by the Coordinator of the Faculty Counselling Unit with student counsellors.

### ❖ Weaknesses:

- TOR for job description is not available other than appointment letters issued by the University.
- Students satisfaction surveys are not regularly conducted other than student feedback

- Students feedback is not incorporated into the curriculum revisions
- Faculty alumni associations are not closely associated with curriculum revisions.

## 5.8 Criteria 7: Student Assessment and Awards

### ❖ **Strengths and Healthy practices:**

- OBE together with Learner Centred Teaching is practiced.
- ILO-based syllabi are available, and students are provided with course outlines at the start of each semester.
- Assessment strategy is aligned to SLQF and UKQF requirements and SBSs guidelines
- SOPs are available at the IQAC to simplify its functions.
- Smooth functioning of CULTEC, IQAC and FQAC to ensure quality of degree programmes and awards.
- Summative, formative examination composed of various proportions of assessments are explained to students at the beginning of course units through course outlines.
- Appointment letters are issued through Faculty Board, for internal and external examiners as per the regulations, and with the approval of Senate.
- Examination By laws, rules and regulations are available for students along with Handbook at the entry into the University.
- Ground floor lecture halls and other required facilities are provided for differently abled students (15 students in the Faculty) to the maximum capacity, ensuing equal opportunities for university education.
- Model answers for examination papers are uploaded into LMS within 24 hours after conducting each examination, allowing students to upload alternative answers. This practice enables the examiners to ensure more precise fair evaluation, in turn, students can make self- judgement on their performance.
- Using an exclusive method ‘**Assessment Rubric**’ prepared by individual examiners for evaluating answer scripts, leading to more precise evaluation. To maintain the accuracy of the results, entering of marks is done by examiners with close supervision of Head of the Department.
- Issuing results within one month after ending semester-end examination. This practice appeared in all Faculties in the University of Kelaniya, is mostly commendable as it seems to be a challenging task specially for academics of Management Faculties who are dealing with many students in each batch.
- Executing an on-line system for students to obtain examination admission cards and examination results, enabling the students and administrative staff to accomplish such activities with less effort and time.
- Awarding degrees with required quality within stipulated time period (four years) as evidenced in Table 1.3.
- Curriculum revisions takes place once in 5 years, with PLOs and ILOs for each course unit.

- In addition to SLQF, UKQF is available and is in use by DCFM and the University.
- Students receive academic transcripts after the final examination and are awarded with Gold medals for the best performance.

❖ **Weaknesses:**

- Lack of wash room facilities for differently abled students.
- Special consideration is needed in developing curricula and determining assessment methods like field visit, activities for course units offered for groups of students comprising of differently abled students too.
- In some instances, separate examiner report is not provided by external examiners other than commenting on the paper.
- Keeping confidentiality of examinations should be improved by getting examiners involved in each step of the examination process with particular attention to printing and packing of examination papers.

## 5.9 Criteria 8: Innovative and Healthy Practices

❖ **Strengths and Healthy practices:**

- ICT-based platform via LMS is extensively used to facilitate multi- mode teaching, delivery and learning.
- DCFM has established strong university-industry linkages to facilitate internship training and research projects (dissertation) which all students are required to undertake as part of the curriculum.
- Diversified sources of income from Certificate, Diploma/ Higher Diploma courses and Higher degree and external Degree Programmes conducted by DCFM.
- National Research Council of the University promotes academics with funding to enhance research experience and publish/ present their research findings in indexed journals /symposia both at national and international level.
- Executing rewarding systems for appreciating outstanding research of academics: ‘Senate Honours’ and ‘Vice- chancellor Awards’.
- Using self-generated funds for staff development activities, undertaking research projects, presenting/ publishing of research findings and attending training programmes, both at local and foreign institutions/forums.
- The DCFM promotes students and staff engagement in a wide variety of co-curricular activities such as social, cultural and aesthetic pursuits, community and industry-related activities mainly through student associations, by providing them with financial and physical resources too.
- As stated in section 4, the innovative and creative work done by students is commendable and published in GLIMPSE, and in other magazines distributed by Students’ Associations. Example for such activities are conducting Business Plan Competition, Stock Market Challenge, Entrepreneurship Day; promoting new venture

- creation and entrepreneurial intention; and publishing magazines of high quality with student innovations and creative work.
- In collaboration with the ‘Centre for Sustainability Solutions’ the University has adopted an environmental policy in 2014 to reduce negative environmental impacts. Consequently, University of Kelaniya was ranked as the first National Green University in Sri Lanka in the UI Green Metric World University Ranking in 2016 and 2017. With this practice, students gain knowledge and experience on environment management and are awarded with a certificate as a symbol of contribution made towards saving the environment.
  - The effective implementation of internship programmes with the support of ‘Centre for International Relations’ and collaboration with international universities and institutions to establish MoUs to facilitate exchange programs, access to research grants and joint research projects is appreciable.
  - DCFM has been offering course units for students of other faculties.
  - Conducting student exchange/credit transfer programmes with a partner university enabling international students to complete a semester.
  - Students have frequently participated in university, national and international competitions and have won awards and prizes for their achievements.

❖ **Weaknesses:**

- No fall-back option and credit transfer policies are provided.
- Though Senate awards are available for academic staff, related guide lines for selection of candidates are not available.

## Section 6: Grading of Overall Performance of the Programmes

Based on the guidelines given in the Chapter three of the PR Manual -2015, the Review Panel's judgment of the level of attainment of quality under each criterion of the B Com (Special) Degree Programmes of DCFM of the Faculty of Commerce and Management Studies, University of Kelaniya is summarized in Table 6.1.

**Table 6.1 Criteria- wise Performance of the B. Com (Special) Degree Programmes of DCFM**

No	Criteria	Weighted minimum score	Actual criteria wise score
01	Programme Management	75	127.7
02	Human and Physical Resources	50	94.4
03	Programme Design and Development	75	120.8
04	Course / Module Design and Development	75	123.7
05	Teaching and Learning	75	121.1
06	Learning Environment, Student Support and Progression	50	83.3
07	Student Assessment and Awards	75	138.2
08	Innovative and Healthy Practices	25	42.9
	Total on a thousand scale		852.1
	%		85

**Grade: A**

The Review Panel's assessment of the level of accomplishment of quality expected of the B. Com (Special) Degree Programmes of DCFM is given in Table 6.2.

**Table 6.2 Grading of Overall Performance of the Programme**

Study Programme Score expressed as a percentage	Actual Criteria-wise Score	Grade	Performance Descriptor	Interpretation of Descriptor
<b>85</b>	<b>852.1</b>	<b>A</b>	<b>Very Good</b>	<b>High level of accomplishment of quality expected of a programme of study; should move towards excellence</b>

## Section 7. Commendations and Recommendations

### 7.1 Commendations

The utmost commitment of all academics, including SER Chairperson and Head of the Department, Dean and QAU Coordinator of the Faculty, and the Vice-Chancellor towards the review process was apparent. Their enthusiasm and encouragement throughout the site visit, provided the review panel with proper direction and the facilities required. In this respect, positive attitudes, cohesion, commitment, support and courage of the staff involved including Head of the Department were much appreciated and, inspired the review panel to complete the review process smoothly.

This positive attitudes of the academics of DCFM towards external reviewers should be commended at any setting. Overall, the degree of commitment of the DCFM and its staff, Dean and other respective personnel of the Faculty/University to openness, transparency, communications and logistical support extended in this endeavour is remarkable. Documentary evidence in relation to eight criteria was arranged in a separate room with easy access, adequate facilities and directions, enabling the panel to conduct the review smoothly.

The Review Panel's views on excellence of policies and procedures followed and measures taken by the Department and other authorities with respect to eight Criteria are presented below.

#### **Criteria 1**

As the largest and oldest Department of the Faculty with over 40 years of experience, by adopting a participatory approach, the programme management of the DCFM was in good status in producing graduates at the stipulated time adhering to synchronised annual academic calendar and allied to legislation laid down by the Government, UGC and the Institution. OBE-SCL approach was in practice in an ICT platform assuring the standards of the study programme with an up-to-date curricular and best practices. Up-to-date information including legislation is made available for all students at the beginning of the programmes mainly through the Student Handbooks. Preventive measures are in practice for ragging, GEE and SGBV, ensuring a better learning environment for students with adequate safety and security.

#### **Criteria 2**

The strength of the academic staff of the Department was in a good status in terms of number, qualifications and commitment to work. Taking actions continuously towards upgrading the capacity of all academics to meet national/international standards were at a satisfactory level. Newly recruited academics are encouraged to follow staff development programmes conducted by the FSDC in addition to CCPDHE. Irrespective of limited building capacity located around the Faculty, DCFM conducts academic programmes by utilizing both human and physical resources effectively in line with the synchronized academic calendar. The students are provided with facilities to improve their ICT skills, language proficiency and internship and CGU trainings to further improve their 'soft skills' and 'life skills'. Through various student

activities and programmes, the DCFM have established cohesion among students, and close relationships between students and staff that would encourage both parties to perform in a pleasant working environment.

### **Criteria 3**

The programmes were developed collaboratively in a participatory manner in compliance with SLQF and UKQF requirements and SBSs guidelines available, following prescribed procedures. The CRDC, Advisory Committee, internal and external CULTEC, FQAC and IQAU were mainly involved in this process, and curricula were updated once in five years and implemented with the approval of Senate and Council. Two curricula covering 2013- 2017 and 2018- 2022 are now in practice. In this process, external stakeholders were consulted, and requirements of relevant professional bodies were considered. and an external expert from a foreign University were also involved. Separate Graduate Profiles are available and elective course units are included into the curricula, under each specialization, in order to maintain certain flexibility and to enrich the knowledge and generic skills of students. All programmes are conducted entirely in English

### **Criteria 4**

The contribution made by CRDC, CULTEC and IQAC in Course / Module design and development is commendable. This was done in a timely manner following prescribed procedures with the assistance of internal and external subject experts, in compliance with SLQF and UKQF credit definitions and requirements and following other reference points i.e. SBSs. Course design and development incorporated practices of OBE- LCT, formative assessment methods both inside and outside the classroom, to encourage self-learning. Course outlines and time tables are provided to the students at the beginning of the semester. To facilitate teaching and learning, the ground floor lecture halls are allocated for course units followed by groups with differently abled students.

### **Criteria 5**

The attempts made by the DCFM together with the Faculty/University, through Student Handbooks and orientation programmes, to get the newcomers mindful of all the information required for transition from school to university and for university education, are greatly commendable. Course outlines are made available on-line and distributed to students at the commencement of each lecture. Teaching and learning strategies, and assessment methods were aligned with ILOs of the programmes, and with mission, action plan and curriculum requirements of SLQF and UKQF. The Department has been practicing OBE-SCL approach by providing staff and students with required resources and provisions.

### **Criteria 6**

Overall the DCFM adopts a very friendly and open-door policy for students ensuring a better and stress-free learning environment. All students are assigned with a personal tutor to discuss their academic and personnel matters and to direct them for necessary assistance. The induction programs help newcomers to become familiar with the university environment, procedures and policies and with their study programmes. The Department organizes many extra-curricular

activities to enhance students' social interaction. Further to internship programmes, CGU provides the students with many career development opportunities. The action taken to offer an Internship Certificate to the students is commendable. The DCFM supports the University policy on differently abled students ensuring maximum benefit for them and safeguarding gender equality.

### **Criteria 7**

Over the years, the DCFM has established a strong mechanism with best practices for student assessments and awards. Internalized best practices of DCFM includes designing assessment methods consistent with the nature of course units, ILOs and SLQF levels, and reviewing and revising them periodically, articulating assessment methods to students with instruction through course outlines. Currently, the Department applies an exclusive mechanism 'assessment rubric' for evaluation. One of the best practices implemented by the University and the DCFM is to issue examination results within one month after the examination. This practice is rarely visible in the state universities, particularly in Management Faculties, and thus, this extraordinary effort made through the committed staff of the DCFM is greatly commendable. All students are provided with detailed transcripts.

### **Criteria 8**

Among the best practices of the DCFM, to the main emphasis is on creativity and innovation. Several innovative and healthy best practices of the study programme to improve quality and relevance have been internalized. Both academics and students are encouraged to use CAL to facilitate multi-mode teaching and learning. The University also advocates its staff and students to engage in community activities, using funds allocated through the Corporate Plan. Academics are recognized and rewarded for their excellence in research through Vice-Chancellor's awards, Senate honours and cash prizes. The study programmes included a dissertation and an internship as compulsory course units. Effective implementation of the internship programme with the support of the 'Centre for International Relations' and collaboration with international universities and institutions, and establishment of MoUs to facilitate exchange programs, access to research grants and joint research projects is appreciable. The Faculty and Department generate funds by offering fee levying courses.

The study programmes offer course units for students of other faculties. The Department has provided an opportunity for international students to complete a semester under student exchange/credit transfer programs with a partner university. The Department annually undertakes several co-curricular activities to promote student engagement and skills development, with academic support, financial and physical resources. Students have frequently participated in University, national and international competitions and won awards and prizes for their achievements.

**The DCFM is now in a strong position with its around 40 years of experience, by offering academic oriented programmes together with plenty of student-centred extra-curricular activities and thus, producing graduates of high quality, satisfying the demand from the industry.**

## 7.2 Recommendations

- Incorporation of student feedback into the curriculum revision process.
- Upgrading confidentiality of examination with close supervision of examiners in each step of the process.
- Increasing awareness among students on specialization areas at the initial stages i.e. conducting orientation programmes collaboratively with industry people/ alumni.
- Ensuring that all necessities of differently abled students inside and outside the class rooms i.e. washroom facilities are satisfied. In designing and developing programmes and assessment methods, special consideration is needed on necessities/ complications of differently abled students, thereby optimizing teaching learning strategies for them too.
- Executing mechanisms to control plagiarism of scholarly work undertaken by students.
- Reserving certain free time (i.e. half a day- afternoon) per week in the semester time table (suggest a fixed time for the entire University), enabling the students to engage in extra activities; thereby encouraging collaborative work among students of the University as a whole.
- For a better service, if possible, appointing student counsellors for more than one year i.e. 2-3-year period and issuing them a duty list.
- Upgrading technical knowhow of IT staff and technical officers through training programmes and other suitable measures.
- Enhancing mutual understanding and cooperation among academic, non- academic and technical officers, and considering their requests with positive attitudes, ensuring a better working environment.
- Encouraging external examiners to provide detailed reports, as it is vital in upgrading quality of examinations and of the degree programmes.
- Taking measures to increase attendance of student representative at the Faculty Board.
- Obtaining feedback on orientation programmes and using them to improve such programmes.
- Establishing a sound performance appraisal system for academics and taking remedial action to uplift the quality of teaching leaning process.
- Increasing the use of student feedback and student satisfaction surveys in developing course modules and teaching modes; thereby improving the quality of the teaching learning process.
- Incorporating entry and exit pathways including fall back options, and credit transfer policies into the programmes.
- Including graduate profiles in the Student Handbook prepared by the Department.
- Establishing guidelines/criteria for a fair evaluation and rewarding for outstanding performance. i.e. Appreciations for outstanding research of academics ‘Senate Honours’.

## Section 8: Summary

The review process encompassed the B. Com (Special) Degree Programmes conducted by the DCFM of the FCMS, University of Kelaniya, under four main specialization areas. However, these programmes were not evaluated separately since the SER was written as a single report. The SER was comprehensive and compiled in accordance with the PR manual, covering the period 2013- 2017. The review process took place under two stages: Desk evaluation followed by a site visit during the period 8 -11 October 2018.

At the site visit, the review panel had formal/ informal meetings and discussions with stakeholders at different levels from the Vice Chancellor to students. Almost all discussions were satisfactory with good attendance and active involvement, except for the meeting with representatives of the Student Council of the Faculty who were absent. The documentary evidence was organized in a separate room with easy access, adequate facilities and proper directions, enabling the review panel to complete the task on time.

The review panel also visited and observed several places, processes and facilities available for students, for physical verification of documentary evidence. Overall, a high level of enthusiasm was shown by the academic staff, Head of the Department, SER Chairperson, Faculty Coordinator/ QA and Dean of the Faculty throughout the review process which is greatly admirable. The review process was successfully completed with great satisfaction of the review panel and possibly the key stakeholders of the University of Kelaniya.

Around 200 students are allocated each year to follow the B. Com (Special) Degree Programmes, which comprised of both compulsory and elective course units comparable with level 6 of the SLQF and UKQF requirements. All students are offered common course units in the first and second levels and from the third level onwards, primarily based on students' preference, they are given an option either to continue with the B. Com (Special) Degree Programme or to specialize in one of three fields: Business Technology, Entrepreneurship, Financial Management.

The DCFM produces quality graduates within the specified time frame, in compliance with SLQF and UKQF requirements, By-laws, rules and regulations, Action Plan and Corporate Plan. In this endeavour, students are provided with updated curricula incorporating a research component and industrial training.

Irrespective of difficulties encountered due to limited space, DCFM has been in a strong position to produce well rounded graduates to cater to the demand from the industry and to excel as entrepreneurs, with the support of its dedicated and competent academic staff and the industry involved, together with learning resources, facilities and services available at present, in an ICT platform with Wi-Fi facilities. The positive attitudes, enthusiasm and dedication of academic staff and their impressive knowledge and experience probably with foreign exposure would be the most imperative factors behind this success.

Also, activities performed by Committees, Units such as Kalana Mithuru Sevana, CGU, Extra-Curricular Activity Management Unit, Student Associations of the Department towards enhancing knowledge, skills, talents and attitudes of the students, are indispensable in this remarkable achievement. Moreover, DCFM has been taking the most commendable initiative by publishing GLIMPSE Year Book from 2013, that would provide the stakeholders a showcase of all efforts made by the DCFM together with student, thereby adding utmost value to the Department and its programmes. Consequently, the DCFM could maintain the dropout rate at the lowest level (approximately 2.5%) during the period under review, while ensuring approximately 80% employability by the graduation date.

Based on the documentary evidence and findings of the review panel in relation to eight criteria, the B. Com (Special) Degree Programmes of the DCFM of the Faculty of Commerce and Management Studies of the University of Kelaniya was awarded an '**A**' grade which reflects high level of accomplishment of expected quality of the study programmes. Still, it is required to upgrade infrastructure facilities and human resources for the expansion of degree programmes and related activities in future.

TIME	ACTIVITY
<b>Day 1: 08/ 10/2018</b>	
8.00 - 8.30 am	Meeting with IQAU Director and Faculty Coordinator/ IQAC
8.30 - 9.00 am	Meeting with Dean of the Faculty
9.00 - 9.15 am	Meeting with Vice Chancellor/Deputy Vice Chancellor
9.15 - 10.00am	Meeting with Academic Head of Department
10.00 - 10.15am	<b>Tea break</b>
10.15 - 11.00 am	Meeting with Academic Staff of the Department
11.00 - 11.30am	Meeting with administrative staff of the Department relevant for academic programmes
11.30- 12.30pm	Department Tour
12.30 - 1.00 pm	Observing teaching and other physical facilities
1.00 - 2.00pm	<b>Lunch</b>
2.00 - 4.00 pm	Reviewing documentary evidence
<b>Day 2: 09/10/2018</b>	
8.00 - 9.00 am	Observing teaching/learning sessions relevant to Study programmes
9.00 - 10.00 am	Observing teaching/learning sessions relevant to Study programmes
10.00 - 10.15 am	<b>Tea break</b>
10.15 - 11.00 am	Meeting with students (1 - 4 <sup>th</sup> years)
11.00 - 11.30am	Meeting with Student Counsellors
11.30 - 12.00pm	Meeting with alumni people (internal)
12.00 - 1.00pm	Reviewing documentary evidence
1.00 - 2.00pm	<b>Lunch</b>
2.00 - 4.00 pm	Reviewing documentary evidence

<b>Day 3: 10/10/2018</b>	
8.00 - 9.00 am	Observing teaching/learning sessions relevant to study programmes
9.00- 10.00am	Meeting with Library staff, IT unit staff
10.00 - 10.15 am	<b>Tea break</b>
10.15 - 11.00am	Meeting with CGU committee
11.00 - 12.00 noon	Meeting with the Students Union
12.00 - 12.30 pm	Meeting with technical and support staff relevant for academic programmes
12.30 - 1.30 pm	<b>Lunch</b>
1.30 - 2.00 pm	Meeting with members of student societies
2.00 - 4.00 pm	Reviewing documentary evidence
<b>Day 4: 11/10/2018</b>	
8.00- 10.00 am	Reviewing documentary evidence
10.00- 10.15am	<b>Tea break</b>
10.15- 1.00 am	Review Panel meeting
1.00 - 2.00 am	<b>Lunch</b>
2.00 - 3.00 pm	De- briefing
3.00- 3.15 pm	<b>Tea break</b>
	Departure

### **Annexure 1: Site Visit Activity Schedule**

**Kelaniya B. Com (Special) Degree Programmes (8<sup>th</sup> – 11<sup>th</sup> October 2018)**

## Annexure 2: Evidence of Site Visit- Discussions/ Meetings/ Observations

### Photographs







## Attendance of Meetings /Discussions

Meeting with Coordinator of FOAC.  
DCFM QUALITY ASSURANCE SITE VISIT

08/09/2018

8.00 - 8.30 am

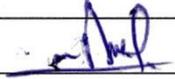
No.	Name	Designation	Signature
1	Y.M.S.W.V. Sasgerandeniya	QA Coordinator - FQMS.	Y. Sasgerandeniya
2	M. W. Rudransi	Chair - PR	M. W. Rudransi
3	Dr. A.M.W.K. Seneviratna	Member - PR	Dr. A.M.W.K. Seneviratna
4	Prof. P. Vinobaka	member PR	Prof. P. Vinobaka
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Meeting with Dean - FCMS

DCFM QUALITY ASSURANCE SITE VISIT

08/09/2018

8.30 - 9.00 am

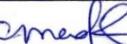
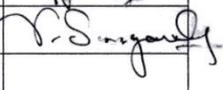
No.	Name	Designation	Signature
1	Dr. P.N.D. Fernando	Dean	
2	Dr. A.M.W.K. Sevirathna	Member - PR	
3	Prof. P. Vinobaba	member PR	
4	Dr. M.W. Rudra	Chairman / PR	
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Meeting with VC and DVC.

DCFM QUALITY ASSURANCE SITE VISIT

08/09/2018

9.00 - 9.15 am

No.	Name	Designation	Signature
1	Dr. Jembige	VC	
2	L. Senevirathne	DVC	
3	C. N. Nirkkamasingle	HOD-DCFM	
4	P. Vinobaba	member PR	
5	Dr. A. M. W. K. Senevirathne	Member Rev. Team	
6	Dr. M. W. Eendras	Chair	
7	M. Sheni	IC - PR	
8	Y. M. S. W. V. Sasigaran deviya	QA Coordinator FCMS	
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Meeting with the Head - DCFM

DCFm QUALITY ASSURANCE SITE VISIT

08/09/2018

9.15 - 10.00 am

No.	Name	Designation	Signature
1	Dr. C.N. Wickramasinghe	Head - DCFM	
2	Dr. A.M.W.K. Senewiratna	Member - PR	
3	<del>member</del> Prof. P. Vinokata	member PR	
4	Dr. M.W. Rulsaw	Chair / PR	
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DCFM QUALITY ASSURANCE SITE VISIT

08/09/2018

Meeting with Academic Staff - DCFM

10.15 - 11.00 am

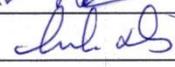
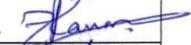
No.	Name	Designation	Signature
1			
2	Prof. W.R.P.K. Fernando	Professor	[Signature]
3	Dr. A.M.K. Seneviratna	Member - PR	[Signature]
4	Prof. Lakmini V.K. Jayatilaka	Professor	[Signature]
5	Dr. S.D. Edrissinghe	Senior Lecturer 1	[Signature]
6	S.A.R. Lescotte	Senior Lecturer	[Signature]
7	Prof. C. Pathirawe	Prof. D	[Signature]
8	Dr. Koushalya Yathigamane	Senior Lecturer	[Signature]
9	Senethrani Amerstunge	Senior Lecturer 3	[Signature]
10	H.M.T.C. Herath	Senior Lecturer	[Signature]
11	G.K. Rethnayake	Senior Lecturer	[Signature]
12	B.C.P. Jayarathna	Lecturer	[Signature]
13	G.K.M.D. Anuranga	Lecturer (Prob)	[Signature]
14	B.A. Hirindu Kaushala	Lecturer (Prob)	[Signature]
15	M.C.U.H. Mallika	Assi. Lecturer	[Signature]
16	R.S.L.B. Ramasinghe	Assistant Lecturer	[Signature]
17	M.G. Shehani Bhagya	Assistant Lecturer	[Signature]
18	P.D. Dananjani Kasurika	Assistant Lecturer	[Signature]
19	Dr. H.A.K.N.S. Surangi	Senior Lecturer	[Signature]
20	M. Jhapu	S.L.	[Signature]
21	Prof. P. Vinobaba	Member PR	[Signature]
22	Dr. M.W. Redman	Chair / Prof. B	[Signature]
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DCFM QUALITY ASSURANCE SITE VISIT

08/09/2018

Meeting with administrative staff

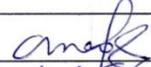
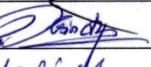
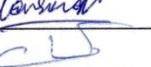
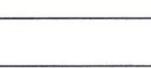
11-00 - 11-30 am

No.	Name	Designation	Signature
1	A.S.P. Dodananne	Actg. Asst. Registrar	
2	K.M.G. Lalani Dias	Management Assistant	
3	W. Indra	Management Assid	
4	H.R.M.P. Ranawera.	Systems Analyst	
5	E.A.G. Kith Siri	Laboratory III	
6	Dr. A.M.W.R. Senarathna	Member - PR	
7	Prof. P. Vinobaka	Member PR	
8	Dr. M.W. Eendraw	Chair / PR	
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DCFM QUALITY ASSURANCE SITE VISIT

09/09/2018

..... Department tour & Class observations

No.	Name	Designation	Signature
1	C.		
2	Dr. M. S. Indras	Chair / PR	
3	Dr. M. K. S. Sivarathna	Member - PR	
4	M. Sheril	S-L.	
5	C. N. Wickramasija	S-L - HOD	
6	B. A. Hindu Koushala	Lecturer (prob)	
7	Ishara Weerasinghe		
8	C. Pashirawasan	professor	
9	Prof. P. Vinetoba	member PR	
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DCFM QUALITY ASSURANCE SITE VISIT

09/10/2018

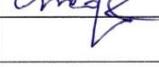
Meeting with chief Counselor and Student counselors

No.	Name	Designation	Signature
1	Rev. Dr. Kapugollawe Ananda Kumara	Chief Student Councillor	
2	P. Virathake	member PR	
3	M. W. Indras	Chair PR	
4	Dr. A. M. W. K. Seneviratne	member PR	
5	Dr. S. D. Edrisinghe	Student Councillor Warden (Academic)	
6	B. A. Hirinda Kaushala	Lecturer (Prob)	
7	H. M. S. V. Silva	Senior Lecturer	
8	T. J. R. Thisera	Lecturer	
9	W. B. M. D. Basnayake	Lecturer	
10	Prof. Lakmini V. K. Jayatilaka	Professor	
11	Nisal Gunawardane	Lecturer (Student Councillor)	
12	Thilina Karunayake	Lecturer (Prob)	
13	Prof. Susima Weligamage	Director - KMS	
14	Ms. M. P. N. Panadar	Senior Lecturer	
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DCFM QUALITY ASSURANCE SITE VISIT

09/10/2018

Meeting with Alumni

No.	Name	Designation	Signature
1	<del>AAAS</del> R.P.E.K Rajapaksha	Management Trainee	
2	Vihanga Jayasinghe	Lecturer	
3	Dulaj Kumara	Director	
4	P.L.A Dhanushka Senavirathna	Audit Senior	
5	Akela Silva	Associate Consultant Talent acquisition	
6	Dinuka Kumangara	Assistant web Manager	
7	Dr. A.M.K.K. Senarathna	Member	
8	Prof. P. Vinobala	member PR	
9	Dr. M.W. Indras	Chair, PR	
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DCFM QUALITY ASSURANCE SITE VISIT

09/10/2018

Meeting with Students

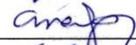
No.	Student No.	Year	Signature
1	CM/2012/217	Final year	Dad.
2	CM/2013/041	Final year	A.
3	CM/2013/190	Final year	Shan
4	CM/2013/133	Final year	Chak.
5	CM/2013/033	Final year	Tasdule
6	CM/2014/051	3rd year	Alex
7	CM/2014/064	3rd year	Hakeige
8	CM/2014/172	5th year	Shirin
9	CM/2014/028	3rd year	Dilshani
10	CM/2014/170	3rd year	Dilshani
11	CM/2014/135	3rd year	Prans
12	CM/2014/072	3rd year	Haber
13	CM/2014/132	3rd year	Shan
14	CM/2014/194	3rd year	Shan
15	CM/2015/1088	2nd year	Shan
16	CM/2015/061	2nd year	Pran
17	CM/2016/078	1st year	Shan
18	CM/2016/1019	1st year	Shan
19	CM/2016/060	1st year	Shan
20	CM/2016/029	1st year	Randhi
21	CM/2016/1001	1st year	Vipin
22	CM/2016/1182	1st year	Shan
23	CM/2016/129	1st year	Shan
24	CM/2014/074	3rd year	Shan
25	CM/2014/130	3rd year	Dinesh

26	CM/2014/124	3 <sup>rd</sup> Year	Banuka
27	CM/2014/091	3 <sup>rd</sup> Year	Ralpona
28	CM/2014/141	3 <sup>rd</sup> year	Judno
29	CM/2014/185	3 <sup>rd</sup> year	Dinithi
30	CM/2015/168	2 <sup>nd</sup> year	Ustia
31	CM/2015/040	2 <sup>nd</sup> year	Anuradha
32	CM/2015/032	2 <sup>nd</sup> year	Praveen
33	CM/2015/134	2 <sup>nd</sup> year	Amritha
34	CM/2015/150	2 <sup>nd</sup> year	Thimali
35	CM/2015/175	2 <sup>nd</sup> year	Ashani
36	CM/2015/180	2 <sup>nd</sup> year	Adhira
37	CM/2015/008	2 <sup>nd</sup> year	Adhira
38	CM/2015/054	2 <sup>nd</sup> year	Adhira
39	CM/2015/121	2 <sup>nd</sup> year	Adhira
40	CM/2016/044	1 <sup>st</sup> year	Adhira
41	CM/2016/003	1 <sup>st</sup> year	Adhira
42			
43	Dr. AMK. Suresh Kumar	Member PR	Adhira
44	Prof. P. Vinobha	member PR	Adhira
45	Dr. M. W. Indran	Chair / PR	Adhira
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DCFM QUALITY ASSURANCE SITE VISIT

10/10/2018

Meeting with CGU Director

No.	Name	Designation	Signature
1	Prof. A.C. De Stas	Director - CSU	
2	Dr. M.W. Rudzinski	Chair - PR	
3	Dr. A.M.R. Sureshbabu	Member - PR	
4	Prof. P. Vinobaba	member PR	
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DCFM QUALITY ASSURANCE SITE VISIT

10/10/2018

Meeting with Staff Development Centre - Director

No.	Name	Designation	Signature
1	Dr. Bandara Wanninayake	Director	
2	Dr. A.M.W.K. Seewirathna	Member PR	
3	Prof. P. Vinobala	Member PR	
4	Dr. M.W. Pedrazi	Chair PR	
5			

DCFM QUALITY ASSURANCE SITE VISIT

10/10/2018

Meeting with Technical and Support staff

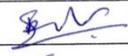
No.	Name	Designation	Signature
1	Janaka peesala	Technical officer	
2	H P A Irosh	Technical officer	
3	W. C. N. Jayasooriya	Technical officer	
4	R. A. S. J. Ranathunga	Technical officer	
5	Dr. A. M. K. Senarathna	Member - PR	
6	Prof. P. Vinobaba	Member PR	
7	Dr. M. W. Indran	Chair, PR	
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DCFM QUALITY ASSURANCE SITE VISIT

10/10/2018

Meeting with Student Societies

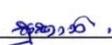
No.	Name	Designation	Signature
1	K.A.D.D. Tshara	President of entrepreneurs	
2	S.M.N.E.B. Senanayake	V. President of entre	
3	N.N. Rasasinghe	Secretary of Entre. Stream	
4	S.A.M.A.C.P. Senanayaka	Committee member	
5	G.D.C.D. Gorokgoda	Junior treasurer	
6	H.M.P.K.S. Bandara	Co-editor	
7	R.P.G.S.N. Rajapakse	v. Secretary	
8	A.G.D.T. Amarasekara	Secretary	
9	K.V. Kankanige	Junior Treasurer	
10	G.A.H. Randika	vice President - ACME	
11	G.D.G. Gunathilaka	Junior Treasurer of SAC	
12	H.M.S.A.K. Herath	Secretary of SAC	
13	A.L.P.A.G. Pathirana	Vice Secretary of SAC	
14	G.M. Edirisinghe	President	
15	J.M. Damith Lakmal	Vice president	
16	H.K. Tharaka Naveen	Vice President (BT)	
17	M.D.P.K. Gunasekara	Secretary of ACME	
18	K.G.G.N. Rasasingha	V. Secretary of ACME	
19	K.G. Prasanna Lakmal	President of ABT	
20	A.F.R.K. Edirisinghe	Junior Treasurer of ACME	
21	P.G. Akila hemal	President of ACME	
22	W.R.D. Wijesinghe	Junior Treasurer of ABT	
23	W.M.K.D. Nanasinghe	V. President (SAA)	
24	W.P.H. Nadeeshani	Secretary (BT)	
25	M.S.R. Silva	V. Secretary (BT)	

26	Dr. A.M.W.K. Surenisathna	member - PR	
27	Prof. P. Vinobala	member PR	
28	Dr. M.W. Andrew	Chair, PR	

DCFM QUALITY ASSURANCE SITE VISIT

10/10/2018

Meeting with Library staff

No.	Name	Designation	Signature
1	D.S. Priyangika	Snr. Asst. Librarian	
2	P. Vinobala	member PR	
3	K.D. Jagannayake	TR/LG	
4	M.W. Andrew	Chair / PR	
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DCFM QUALITY ASSURANCE SITE VISIT

10/10/2018

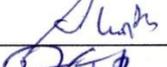
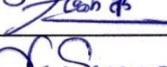
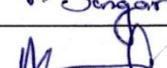
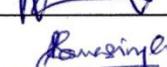
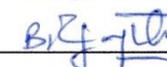
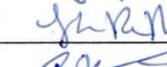
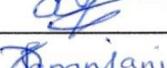
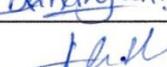
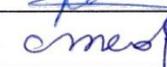
Meeting with Hostel staff

No.	Name	Designation	Signature
1	H.M.S.K. Harath	Subwarden	<i>lew</i>
2	Manjula Kulkarni	Sevent	<i>AT</i>
3	Dr. A.M.K. Sreenivasaiah	Member - PR	<i>[Signature]</i>
4	M. W. Radrao	Chair - PR	<i>medg</i>
5	P. Vinobaba	member PR	<i>[Signature]</i>
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DCFM QUALITY ASSURANCE SITE VISIT

11/10/2018

Debriefing

No.	Name	Designation	Signature
1	Dr. P.N.D. Fernando	Dean - FCMS	
2	Dr. C.M. Klichramesih	HoD - DCFM	
3	Dr. Kausalya Jayawardena	Senior Lectur	
4	Dr. S. Danyanthi Edirisinha	Senior Lecturer	
5	Dr. H.A.K.N.S. Surangi	Senior Lecturer	
6	Prof. Lakmini V.K. Jayatilake	Professor	
7	Ms. Sunethrani Amarasinghe	Senior Lecturer	
8	C. Pathirawas	Professor	
9	Harshika Hettiarachchi	Lecturer	
10	S.A.R. - Lakshmi	Senr. Lectur	
11	B.A. Hirinda Kawshala	Lecturer (prob)	
12	M.S.W.V. Samsaradesiya	Faculty QA coordinator - FCMS	
13	M. Shreeji	S.L.	
14	R.S.L.B. Ranasinghe	Asst. Lecturer	
15	M.G. Shehani Bhagya	Asst. Lecturer	
16	B.C.P. Jayarathna	Lecturer	
17	A.K. Rathnayake	Senior Lecturer	
18	B.K.H. Dulip Anuranga	Lectur (prob)	
19	P.D.D. Kasunika	Assistant Lectures	
20	M.C.K.H. Mallika	Assistant Lecturer	
21	Dr. M.W. Indran	Chair / PR	
22	Prof. P. Vinobaba	Member / PR	
23	Dr. A.M.K. Senevirathna	Member / PR	
24	H.M.T.S. Herath	Senior Lect	
25			