Programme Review Report

Programme Reviews - 2018

B.Sc. in Management and Information Technology (General)

Faculty of Management and Commerce

South Eastern University of Sri Lanka

22nd to 25th January 2019

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Quality Assurance Council

University Grants Commission

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Section 1

Brief Introduction to the Programme

South Eastern University of Sri Lanka was first established as South Eastern University College of Sri Lanka and commenced to function from 27thJuly 1995. It was then upgraded to the status of a fully-fledged University, South Eastern University of Sri Lanka (SEUSL) from 15th May 1996. There are six faculties in SEUSL at present namely Faculty of Arts and Culture, Faculty of Management and Commerce, Faculty of Applies Sciences, Faculty of Islamic Studies and Arabic Language, Faculty of Engineering and Faculty of Technology. All faculties except the Faculty of Applied Sciences which is located in Sammanthurai, are located in Oluvil premises.

The academic works of FMC were started in 1995 with four academic staff and thirty one students with two degrees, Bachelor of Business Administration (BBA) and Bachelor of Commerce (B Com). The faculty offered special degree programs, for the final year students the lectures were conducted at the Academic Program Centre (APC) of SEUSL in Colombo. Further, the students were given professional training in their field of specialisation at private and public organisations.

The FMC was restructured with the formation of academic units that function under two departments. In 2008, the faculty reached another milestone with the introduction of a new degree programme in B.Sc. in Information Technology for Management Studies (General), which transitioned as B.Sc. in Management and Information Technology (General) from 2009 onwards. The Faculty also offers BBA and B.Com. General Degrees (External) through the Centre for External Degrees and Professional Learning. The faculty is committed to pursue excellence in teaching and research in the field of business management. The graduates of FMC are able to face challenges in global business environment and they have been successful in gaining employment opportunities locally and internationally.

From 2014, the faculty has three departments and one unit namely Department of Management, Department of Accountancy and Finance, Department of Management and Information Technology and Postgraduate Unit. The academic and administrative activities of the FMC are governed by the Dean of the Faculty. The Heads of the Departments are

responsible for overall academic and administrative duties at the department level. Coordinators will be responsible for teaching, research. Assistant Registrar attached to the faculty assists the Dean in the Faculty's administrative activities.

The adoption of the SLQF in 2017 enabled the faculty to ensure that its degree programs comply with the established national framework for higher education. The study program is based on the semester system and an academic year comprises 2 semesters. A semester consists of 15 weeks of academic activities. Thus, a three year General Degree program consist of six semesters of study and a Special Degree program consist of eight semesters of study.

The University/Faculty has also established links with international/local universities to enhance the quality of the degree programs. The Faculty has signed a MoU with the Faculty of Management Studies and commerce of the University of Sri Jayewardenepura to enhance the quality of the degree program. The faculty has established collaborations with many international and national universities.

Usually, University Grant Commission allocates students to the Department. At present, the numbers of B.Sc. in MIT students enrolled in the DMIT are as follows.

Table 1.1. Maximum capacity of students allocated by university grants commission in the last 4 years

Academic Year	Total Number of Students	Gender wise		Ethnicity wise		
		Male	Female	Sinhala	Tamil	Muslim
2013/2014	117	47	70	35	17	65
2014/2015	99	51	48	44	11	44
2015/2016	112	34	78	57	15	40
2016/2017	115	25	90	49	13	53

The breakup of the MIT undergraduates via three years of stated in Table 1.2. Table 1.3 gives the number of students graduated from its inception.

Table1.2: Number of Enrolled Students by the Year of Admission and Gender

Batch Number	Intake Year	Female Students	Male Students	Total
(1st year)	2016/2017	95	20	115
(2nd year)	2015/2016	88	23	111
(3rd year)	2014/2015	73	23	96

Source: Academic Establishment Branch /SEUSL

Table 1.3. Number of batches graduated through the programme from its inception

Name of the Degree Programme	Year	No of Students Entered	No of Students Pass out	Year of pass out
B.SC in ITMS	2008	58	48	2011
B.SC in ITMS	2009	59	48	2012
BSc in MIT	2010	79	54	2013
BSc in MIT	2011	75	55	2014
BSc in MIT	2012	102	77	2015
BSc in MIT	2013	94	75	2016
BSc in MIT	2014	117	84	2018
BSc in MIT	2015	96	3rd Years	
BSc in MIT	2016	111	2nd years	
BSc in MIT	2017	117	1st years	
BSc in MIT	2018	117	New batch	

At present the MIT study programme consists of two PhD holders, 4 Master holders and 2 Bachelor's degree holders. The detail of the staff profile of the Faculty is given in Table 1.4.

Table 1.4. Staff Profile of the MIT Programme

Academic Staff	No	Non-Academic Staff	No
Senior Lecturer	03	Technical Officer	01
Lecturer (Probationary)	02	Lab Attendant	01
Instructor	01	Clerical Staff	01
Temporary Assistant Lecturers	02	Labour	01
Total	**08**	**Total**	**04**

The following are the strength and weaknesses of the MIT Degree Programme

Strengths	Weaknesses
• The staff of the programme in terms of the qualification, expertise and competencies is adequate • The programme complies with the Sri Lanka Qualifications Framework (SLQF 5) • The Faculty website is up to date. • The programme has memorandum of understandings (MOUs) with national and international universities and professional organizations. • The MIT programme use an ICT platform and applications. • The programme provides equal opportunities to all students in access to cultural as well as aesthetic activities; recreational activities and sports • Faculty encourages research activities by providing favourable atmosphere. • Self-Funding is available through the Fee-levying courses	• The location of this university is far from Colombo • Staff of the programme in term of the numbers is not adequate. • Curriculum is not updated • Conducting three years general degree program. • Most of the MOUs are not active. • Academic administrative procedures are length and complex. • The programme doesn't implement development oriented performance appraisal system for staff • Problems in connectivity to internet facilities to all staff members due to the location

Section 2

Review Team's observation on the self-Evaluation Report (SER)

2.1 Process of Preparing the Self Evaluation Report

The Self Evaluation Report (SER) of B.Sc. MIT Degree Programmes has been compiled in accordance with the general guidelines of the Programme Review Manual, covering the period 2012-2017. The formatting should have been better, and some spelling mistakes should be corrected. The review team 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 or programme reviews have been conducted previously on the programmes offered by the Department.

The section one of the SER introduced the Degree programmes along with key milestones of the MIT. It also included the structure of Degree programmes stressing associated credit structure and other requirements needed to be fulfilled to award the degree. The SER demarcated distinguish features of Degree Programmes by providing a detailed graduate profile. It also provides a depiction of student population - the strength of academic staff, learning resources and support systems available for students to facilitate learning and teaching process. This section enables the reader to get an idea about activity level and strength of the department and constraints faced by the Department in the delivery and sustainability of the programme.

It is further evident in the section two of the SER that SER was organized by a Committee of staff members of the Degree programme, appointed by the Dean of the Faculty in the Faculty Board, and then SER writing team was formed incorporating all academics in the Department and with a member functioning as the Chairperson. They all were fairly assigned to work with eight criteria and preparation of the sections of SER. The names of the members of SER Writing Committee with the Chairperson were included in the SER. The Department was experienced in the SER process and demonstrated a great degree of commitment and unity. Further, academic staffs and non-academic staffs were involved in this task particularly in gathering and organizing documentary evidence for the programme review.

In view of the Section 3 of the SER, it was realized that the Degree programmes reflect, 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 conducted by the Faculty are in accordance with agreed national guidelines such as SLQF and SBS available. Student Centred Learning (SCL) has been put into practice along with clearly laid down graduate profile. It applied a 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 orderly presented 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 in the site visit.

SWOT Analysis of SER

SWOT analysis included in the SER and almost all the identified strengths were verified during the review of documentary evidence and physical inspection. In contrast, it is evident with the site visit that the SWOT analysis included in the SER was somewhat confusing that in weakness indicated as limited access to on line journals and e books however is indicated as best for library and IT facilities. Further, some of statements made in the SWOT contradict with the fact realized in the site visit the SWOT analysis gives the reader rather undesirable stance predominantly with its weaknesses and thus, should have been paid greater attention in its preparation and presentation, considering the recent progress of the Degree program. Nevertheless, during the site visit the review team were satisfied with the presented SWOT.

Documentations

The files with the criteria and sections were labelled in the box files with the contents placed inside for the coding numbers/reference numbers as in the provided SER. The arrangements made the reviewers to check the documents more or less without problem; however, the members were available to assist in finding the needed documents.

Section 3

A brief description of the Review Process

3.0 Review Process

The review process was carried out by a team of academics appointed by the QAC of UGC in compliance with the guidelines prescribed in the Manual of Programme Review - December 2015. As stated in 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 Team organized and conducted the programme review following the instructions particularly given in the Section 5.8 of the Manual on pages 94-95.

3.1 Steps involved in the Preparation of Programme Review.

The Review process consisted of several steps. The Review process consisted of several steps. First, the Review Panel attended the training workshops conducted by the QAC at the UGC premises and received printed copies of SER. Then, as per the guidelines of the manual and instructions given in the training, the desk evaluation was done by each member of the Review panel independently. The Director/ QAC organized a meeting to discuss the results of the desk evaluation and associated issues raised, and suggestions made by reviewers and trainers to resolve them. Accordingly, marking scheme was finalized at that meeting by allowing room for review panels to discuss their deviations and to come to a reasonable agreement among them on the basis of allocation of marks for standards and also on the marks given for each claim against the standards of eight criteria, thereby directing the panels for more realistic evaluation with sound conclusions and recommendations. The review panel agreed in keeping with the practices of such reviews and with the directions given by the Director/ QAC, to verify and finalize the marks allocated after the site visit.

Prior to the site visit, an activity schedule was prepared by the Chair with the collaboration of review panel members and sent it to the Dean of the Faculty for comments. Then finalized site visit schedule (see Annex 1) was circulated among the Review Panel members and the Dean

of the Faculty where the site visit was organized. The Dean with the assistance of the Director of the QAAC and the respective Dean organized the site visit enabling the panel for smooth review process. At the site, before commencing the review and after ending the review in each day, the panel had lengthy discussions on the review process to be made in the following day and the outcome of the review made so far etc. were discussed each day.

3.2 Schedules of Meetings and Discussions with Constituents

During the four-day site visit the Review Panel had informal meetings / discussions with stakeholders at different levels: from the Vice Chancellor to students as an individual and/ or group of persons, who were directly or indirectly involved with the programme by providing necessary inputs and support in different ways. The following academics, administrative and academic support staff and groups of students were met, and the panel had discussions with them during the site visit.

- Vice Chancellor
- Director / IQAU and Faculty Coordinator/ QAC or rep
- Dean of the Faculty
- Head of Department
- Academic Staff of the Department
- Student Counselors
- Administrative and Supportive Staff
- Librarian
- Technical Officer
- Director / SDC
- Representative CGU / Director CGU
- Representatives from Alumni
- Students from 1st year and 2nd year batches

Almost all discussions made individually or group wise were satisfactory with greater attendance and active involvement. It is admirable that the Dean/Head of the Department made a very good presentation before starting the discussion, that could provide the review panel a greater impress at the outset of the review, on the remarkable progress of the

department with its key milestones during the journey 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 intentionally separately to provide them independence to express their thoughts and concerns with open mind. The list of meetings with names and signatures of attendees is provided in the Annex 2 of this report.

3.3 Facilities, Processes observed, and Places visited

The Review Panel visited and observed several places, processes and facilities available for students, where necessary, for physical verification of documentary evidence. All members of the Review Panel participated in the physical verification of the following places, processes and facilities available in relation to the Degree programmes reviewed.

- Office of the Vice Chancellor
- Faculty and Department premises
- Lecturers' offices
- Administrative block
- Lecture halls
- Observing lectures
- Computer Labs and their operation
- Faculty QAC Office
- Hostels (Women)
- English Department
- Carrier Guidance Unit
- Playground and Indoor facilities
- Health Centre

Section 4

4.0 Overview on the Faculty approach to Quality and Standards

The B.Sc. in Management and Information Technology General Degree Programme of the Faculty Management and Commerce, South Eastern University of Sri Lanka has established as a degree programme in 2014. Through the discussion with Director IQAU could be revealed that initiation of IQA activities in 2017 with recommendations received from UGC. However, IQAC of the faculty not yet formalized. Therefore, it is important to initiate all quality improvement and monitoring activities related to the quality standards stipulated in the PR manual.

Through the discussions with the Vice Chancellor, Dean, Director (IQAU) and other academics, it could be revealed that that the University has established several procedures to ensure the quality of its activities. The Faculty and the department are committed towards maintenance of quality and standards. However, there is no proper monitoring mechanism adopted by IQAC. Well-structured documentary arrangement system initiated by the IQAC for the purpose of Programme Review process and young energetic staff with much enthusiasm is appreciated during this process. But they failed to identify required documentary evidences relevant to particular standard in some cases. In some places it is noted that evidences are in-cooperated without concerning stipulated standard requirements.

There were couple of evidences of conducting internal awareness workshops and seminars organized by the IQAU and SDC. However, there is no evidence to show that such activities at a regular space on the Faculty calendar /programme and reports on such workshops and seminars were limited. In addition, Faculty failed to conduct workshops on Outcome Based Education (OBE) and Curriculum Planning & Development. Therefore, academic staff could not achieve the targets & alignments in OBE during their course developments.

There were evidences to suggest the existence of feedback system from students on courses and on teachers by peers. Student feedback forms were available as reference documents and

it seems that they are not considered in the review and development of courses. However, peer evaluations of staff are carried out only to a limited extent, and there were no such evidences about to the use of feedback from assessment for improvement of teaching both through training programmes offered by SDC and by self-improvement.

The Examinations Unit of the university handles examinations results and maintains related confidential documents. By-laws pertaining to examinations and examination offences are adopted and practiced in the Faculty. Question papers are moderated and second marking completed before submission of results. The meeting with students revealed that the examination results were released as specified in the scheduled date and not more than three months.

The review team believes the Faculty, particularly the IQAC should play more determined and committed role to internalize quality culture by promoting adoption of best practices prescribed by the QAAC through the PR Manual. The Faculty should obtain internal and external assistance to create greater awareness and promote the adoption of best practices within it all spheres of activities, particularly in study programme design, delivery and assessments procedures. Review team believes that study programme has not yet fully embraced the SLQF guidelines and OBE-SCL approach in designing curricula, course materials and in teaching and learning and assessments methods.

In addition, limited facilities and space available for the teaching-learning process is acting as a barrier for promoting student centered approaches. In addition, internships incorporated into the degree programme, student evaluation of teaching, peer reviewing of lectures, and undergraduate research symposia, international conferences are some of the key practices that ensure quality and standards. However, these mechanisms can be formalized and improved further to reach even higher standards of quality. Therefore, IQAC of the faculty has a major role to play to improve and enhance the quality of the degree programme.

Section 5

Judgement on the eight criteria of Programme Review

Criterion 1: Programme Management

The Faculty has an organizational structure which is adequate for effective management and execution of its core management functions an effective manner for the MIT study programme. University and Faculty strategic plan is updated and aligned with the action plan. The action plan reflects the Faculty vigilance on new trends in the education sphere. Action plan is implemented as planned and the progress is regularly monitored. The Faculty has the policy and practice to adhere to the annual academic calendar enabling the students to complete the study programme and graduate at the stipulated time. The Faculty published a Handbook which provides general information on the history and current information of the faculty, brief description of study programmes offered, learning resources, student support services, disciplinary procedures, welfare measures, student rights and responsibilities and distributed to all students at the time of enrolment through the print and soft forms. The Faculty published a study programme prospectus which provides relevant information on the curricula of the MIT study programme and courses offered at different levels. The Faculty and the Departments have the up to date web site, which provides information about the Faculty/Departments and links to all publications such as Handbook, study programme prospectus, and announcements. The Faculty has adopted the UGC approved code of conduct and it is communicated to the students during the orientation programme and monitored through the student counsellors and marshals. The University has clearly defined list of duties, work norms and codes of practice for all categories staff in compliance with UGC guidelines. The Faculty considers quality as a strategic objective and has established an internal quality assurance cell (IQAC) as per the guidelines issued by the UGC. The Faculty level curriculum development committee (CDC) was appointed and put in place effective organizational arrangements for monitoring, revising and updating curriculum of the MIT study programmes. The Faculty adopts the policy to consider the guidelines and standards prescribed in the SLQF in designing and development of curricula of the study programmes. The Faculty has put in place mechanisms to optimize the learning environment through provision of health care, sports facilities, cultural and aesthetic activities for all students of the

Faculty. The Faculty has approved by-laws pertaining to examinations, student discipline and guidelines for student unions.

Apart from above mention good practices of the MIT study programme, review team observe some weaknesses of programme management of the study programme as given below. No records available for adopting a participatory approach in its governance and management promoted through a mix of formal and informal mechanisms such as standing committees, ad-hoc committees and accommodate student representation on Department boards. Faculty not maintain records of entry and graduation data about the study programme students. It is also evidence no employability survey reports, and graduate satisfaction reports are available for the MIT graduates. The Documentary evidence of standard operational procedures for good governance and management is not available and not widely circulated among all relevant stakeholders to ensure compliance. The Faculty has not collected the student feedback of orientation programme offered and not taken that into account in the future programme improvement. The Faculty does not have any formal mechanism for securely maintains and updates of permanent records of all students, accessible only to authorized personnel with provision to secure backup of all files. Though the Faculty level counselling programs are available for the students to get required advice students are not aware about such services. No proper safety and security measures are available for the staff and students within the faculty premises. Evidence of adoption of ICT tools for programme management, teaching, assessments and other operations like result processing and administration work and maintain links with University MIS system are not available. The Faculty does not implement a performance appraisal system and the appraisal outcomes for promotions of the staff. The Faculty does not adopt the policy on and procedures for facilitating outcome based education and student centered learning approach for most of the subject offered to the MIT programme. The Faculty does not have a clear policy for monitoring the implementation of curriculum, and quality of education provision through multiple measures and using those findings for continuous improvement of learning provision. MIT students are not much involved in extra curriculum activities such as sports and cultural. The students of the MIT programme are not aware about the gender equality policy and GEE centre.

Criterion 2: Human and Physical Resources

The staffs of the Faculty in terms of the academic qualifications and research competencies are adequate for designing, development of academic programmes, research and outreach. Sufficient training on curriculum development has been received by the existing staff of the department. Most of the senior academic members of the MIT study programme having many research publications related to their specialized area of study. Human resources profile is compatible with its needs and nearly comparable with national norms. All newly recruited academic staff has under gone an induction programme which help them to acquire minimum competencies required to perform satisfactorily in their assigned roles. The Faculty ensures fair participation of staff in CPD programmes of SDC. MIT study programme having adequate infrastructure facilities including lecturer halls and IT labs with required technologies. ICT facilities and technical assistance are available for students to provide adequate opportunities to acquire ICT skills with faculty IT lab. However, it was noted that the facility is heavily used to conduct the courses. Faculty ensures that students have access to library facility, which is networked and hold up to date data printed and electronic forms of titles, electronic data bases and also having separate section for the disable students. Sufficient facilities and space provided to the academic staff and the students of the MIT study programme to maintain good teaching, learning educational environment.

Apart from above mention good practices of the MIT study programme, review team observed some weaknesses of human and physical resources of the study programme as given below. MIT study programme not having adequate number of staff members to deliver the quality academic programme. Though the cadre provisions are available to the Department, the University has not taken any action to advertise and recruit required IT special staff to the department. Current staff student ratio is unacceptable level. No human resource development plan is available to the Faculty to developed and upgrade the existing staff of the faculty. The Faculty does not practice OBE adequately. No training facilities to implement OBE-SCL. The Department does not have its own place / training facilities and coordination office to provide with adequate accesses and training to the specialization areas for the students. The MIT curriculum not comprise of a compulsory course unit in Business Skills Development which enhance the soft skills of the students and the University CGU also not conducting required soft skill development training programmes for the MIT students. The Faculty does not have a coordinating body or a mechanism to encourage and facilitate students to engage in multicultural activities. Faculty has not taken the support from the University ELTU to

conduct proper English Language course for the MIT Students. Students are not able to communicate in English. Impact of CPD programmes is not monitored and the outcome is not used for the improvement of the MIT study programme.

Criterion 3: Programme Design and Development

The Study programme is developed collaboratively in a participatory manner through a curriculum development committee of the Faculty. Study programme conforms to the mission, goals and objectives of the University, Faculty and national needs. The MIT study programme complies with the SLQF with respect to the award, volume of learning, level descriptors and qualification descriptors. MIT study programme uses graduate profile as the foundation for developing learning outcomes of the programme. Where relevant, curriculum recognizes diversity among students and addresses issues of gender, cultural and social diversity by offering Sinhala, Tamil and English course units. The MIT study programme has clearly defined appropriate measurable process indicators. The programme offered is duly approved by Faculty, Senate, Council and UGC. The programme information is made available and accessible in print and electronic forms with relevant information. Policy and learning resources are available for the differently abled students.

While appreciating all good practices by the MIT study programme design and development review team observe the following weaknesses as well. No evidence of external stakeholders such as industry, alumni and relevant subject experts from outside the university community participated at key stages of programme development process. Programme design process not incorporated the feedback of employer/professional bodies. Program design and development procedures not included exit pathways including fall back options for the students. Due to unavailability of course ILOs it is difficult to judge the practicing of OBE approaches for teaching learning activities and assessment strategies. MIT study programme is not offering any inter-disciplinary and multi-disciplinary course units and optional subjects to broaden the outlook and enrich the generic skills of students. No curriculum matrix is available for the study programme which shows courses at different levels layered according to the demands in the skills, knowledge, and conceptualization and learning autonomy increases. MIT study programme not identified key outcome based performance indicators, such as student progress and success rates, student satisfactions with the programme, cost effectiveness of the programme at present. Current academic programme is not regularly monitored, evaluated and reviewed by the IQAC as a part of the IQA process, to ensure the programme remain

current. IQAC co-ordinator was not available within the university during the review visit and no minutes was available for the conducted meeting. Commitment of the IQAC co-ordinator for the study programme quality development is questionable. There is no course synopsis for each and every course with notional hours for different activities and assignment criteria with the marks range for each grade to be given to the students at the beginning of the semester. No Course Specifications are published the ILOs in terms of knowledge, skills, attitudes and mindset; teaching learning methods that enable the outcomes to be demonstrated. No evidence of using the outcomes of programme monitoring and review to foster ongoing design and development of the curriculum. Annually collected information about students' destination after graduations, are not available and not used for the continuous improvement of the MIT study programme.

Criterion 4: Course / Module Design and Development

Faculty adopts a participatory approach, inclusive of internal and external subject specialist for course design and development process. Course module design is in alignment with the SLQF and reflects the expectations requirements. Some of the courses are designed based on the student centred principles with teaching learning and assessments strategies enabling students to engage in self-study. Each individual course has a credit value, designated number of contact hours and detailed description of course outlines with teaching and learning activities. The Faculty is taken into account the needs of differently abled students when designing courses. The workload for student with respect to course complies with the SLQF guidelines and facilitates completion of each course within the intended period of time. Faculty provides prior training and necessary inputs to the staff involved in design and development of the course through SDC. The Faculty ensures that relevant staff are informed of the criteria against which the courses are design and developed through the Faculty Board and Department meetings. Courses are evaluated at the end of each course module with regards to its content, effectiveness of teaching, measurement of student learning outcomes and feedback.

It is also worthwhile to mention that the review team noted few weaknesses of the MIT study programnme mention below. No evidence of participation of non-academic, technical staff, students and alumni for course module design and development process. Approved policy and procedures for the course design and development is not available for the Faculty. Course ILOs is not mapped against Programme ILOs to ensure that programmes are coherent and

comprehensive. Courses are not designed to reflect latest development and practices in the field of study. Course outlines are not indicating notional hours which include direct teaching hours, learning activities, assignments, tutorials, lab work, project work, self-learning, revisions and examinations as described in the SLQF. Course design and development not integrates appropriate learning strategies to encourage students engaged in lifelong learning, communication, interpersonal and team work skills. Specialized Courses are not having appropriate breadth and depth in learning content and activities to stimulate and challenge students intellectually. Course approval decision is not adhering to the full consideration of design principles, academic standards, and appropriateness of the available learning opportunities and approval processes. Faculty IQAC not adopts internal monitoring strategies and effective processes to evaluate, review and improve the course design and development.

Criterion 5: Teaching and Learning

The teaching and learning processes are based on the mission of the Faculty, goals and values and curriculum requirements. The Faculty provides the time tables before the commencement of the study programme and the course specification during first lecture to the students. Differently abled students are provided appropriate teaching learning strategies by establishing centre for the differently abled students. Self-directed learning is encouraged through assignments which require students to refer books, journals, internet and other resources. Teachers encourage and facilitate students to take personal responsibility of their learning fostered by appropriate teaching learning methods. Teachers are sensitive to gender, culture, and race and religion; they design teaching learning activities that are not discriminative and avoid making derogatory comments. MIT study programme adopt both teacher- directed and student-centred methodologies, where students learn by actively engaging in and interacting with the content and activities. Teachers are encouraged to adopt innovative pedagogy and appropriate technology into teaching learning processes and monitor progress in the use of technology. The teachers used the appropriate tools to obtained regular feedback on the effectiveness and quality of teaching from the students. The fair distribution of the workload among the academic staff to ensure them to have adequate time to provide effective instruction, advice, conduct assessments and engage in continues professional growth, while participating in scholarship and research.

Review panel also observed following weaknesses of the teaching and learning process of the MIT study programme. The current curriculum of the MIT study programme course module

ILOs, teaching learning strategies and assessments strategies are meticulously not planned and closely aligned with each other. The Faculty needs to promote the use of blended learning to maximize student engagement with the curriculum for all of the specializing students. No evidence of the Faculty ensures that the staffs draw upon their research, scholarship, or professional activity to enhance teaching and learning process. Faculty not uses the information gained from assessments of student learning by the teachers to improve teaching learning. The present MIT degree programme is not having a student research as a part of the teaching learning strategy and no support provided to the students by the way of student journal or the newsletter to published student research findings. No proper system established within the faculty to identify and reward teaching excellence for the best academic teachers.

Criterion 6: Learning Environment, Student Support and Progression

The Faculty adopts a student friendly administrative, academic and technical support system that ensures a conducive and caring environment and greater interaction among students and staff. The commitment of the present Dean of Faculty towards to maintain the student friendly administrative environment within the Faculty is remarkable. Faculty offers all incoming students a two weeks induction programme including university faculty briefing, student welfare, examination procedures and social and ethical harmony. The students are clearly conveyed of their rights, responsibilities and conduct for successfully completing the study programme through student charter. Faculty having policy on special support and assistance services for students with special needs. Faculty uses ICT led tools to facilitate student access and use of the library efficiently; ensures that the use of library and information resources is integrated into the learning process. Faculty enhances learning opportunities for students by collaborating with employers who offer work based learning or practical training programme for all MIT students during the final year second semester. Faculty implements the policy on gender equity and equality and the academic staff also participated in the workshop on GEE. Faculty has fair, effective and timely procedures for handling student's complaints and academic appeals process ensuring opportunities for student to raise matters of concerns without risk of disadvantages.

While appreciating all good work of the Faculty, review team is of the view that the learning environment, student support and progression can further improved by overcoming following weaknesses. Faculty needs to create an inclusive educational environment considering the needs of individual student and diversity of the student body, in enabling student development

and achievements. It is mandatory taking into consideration of student feedback about the orientation programme offered by the Faculty to the all-new incoming students. Non availability of pre orientation programme to train the students to the university culture by offering English, IT and Basic Management course are paramount requirement for the study programme. No formal structure to promote active academic/social interaction between the staff and students through the student body. Other than the orientation programme students are not guided for optimal use of available students support services and empower learners to take personal control of their own developments. No evidence of using outcomes of the student feedback for improvement of the student support services. No training programmes to provide ongoing training for student and staff of common learning resources and specialized learning resources. It is important to prove the teachers in partnership with library and information resource personals ensuring the use of library and information resources for the learning process. Faculty and department not maintain up-to-date records on student progress through continuous assessment including quizzes, assignments and presentations. No evidence that CGU of the university frequently conduct activities to enhance student's soft sills. No evidence of holding meaningful discussions between academic counsellors and students focusing on areas such as student support, choice of courses, assessments, and career paths. Faculty not having the fall back options for the students who do not complete the programme successfully. No processes are in place for communicating with students throughout the period of study in a structured, clear and timely manner about opportunities designed to enable their development and achievement towards employment. Retention, progression, completion, employment rate and per student cost are not regularly monitored and remedial measures not taken where necessary. Faculty not having alumni association of the MIT study programme

Criterion 7: Student Assessment and Awards

The Faculty has approved procedures for designing, setting, moderating, marking, grading, monitoring and reviewing the assessment methods and standards of awards. The assessment procedures and the weightage assigned for different components are clearly stated in the course specifications and communicated to the students. Faculty reviews and amends assessment strategies and regulations periodically as appropriate and ensures those being fit for market requirements other than the major revision time. Faculty adopts the policy of appointing first and second examiners for each subject from the senior academics in the

faculty. Evidence of clear policy on consideration of the external examiners reports and ensuring that changes recommended in the examiners reports are implemented. Faculty ensure that policies, regulations and processes relating to assessments are clear and accessible to all stakeholders through the printed and soft versions. Faculty Board recommends only the competent staff as examiners to the Senate for its approval. Appropriate arrangements and facilities are made available for examination requirements for students with disabilities wherever relevant. The. Degree certification process is verified at the Department level and finalized at the Faculty Examination board and finally this is verified by the University Examination branch. A complete transcript indicating the courses followed, grade obtained and the aggregate GPA and class is issued to the students by the examination branch. Examination boards are responsible for timely release of results, and recording assessment decisions accurately; such records are maintained for a designated period of time. Faculty ensures that the degree awarded and the name of the degree complies with SLQF guidelines, credit requirements and competency levels. Assessment regulations are strictly enforced and disciplinary procedures are in place for handling breaches of examination regulations by students.

Following weaknesses of the student assessment and awards are also observed by the review team. Assessment strategy of student learning is not considered as an integral part of the programme design with clear relationship between assessment tasks and programme ILOs. Student assessment policies are not aligned to the level descriptors of the SLQF. No evidence for providing regular training on methods of assessments to staff and ensure that staff involved in assessing is competent to undertake their roles and responsibilities. Students are not regularly provided with feedback on formative assessments by the subject lecturers to promote effective learning and support the academic development of student. No evidence provided to prove the assessment are designed and sequenced to provide a reasonable spread of assessment items throughout the course enabling students to monitor and progressively improve their capabilities. No evidence provided for the issuing degree certificate during the graduation ceremony to the students.

Criterion 8: Innovative and Healthy Practices

The Faculty recognizes the complementarity between academic teaching, research and innovations and has coordinating structure to facilitate staff engagement in research and innovation, and interaction with community and industry. The Faculty organizes annual

international research conferences to encourage research and publications which foster a research culture among academia. The Faculty is currently publishing a Journal of Management. Further the Faculty publishes Journal of Marketing, Journal of Information System and Information Technology. The research and outreach activities are considered for promotion, confirmation and increment. The Faculty recognizes the value of exposing students to the world of work during their undergraduate career by offering six-month industrial training as a part of the degree programme. MIT study programme is using the ICT based multi-mode teaching delivery and learning through VLE/LMS by all lecturers. The Faculty has adopted the policy to engage in income generating activities in order to diversify its sources of income by offering Certificate, Diploma, Masters and External degree programme. The academic standard of the study programme is assured through regular revision of curriculum of the MIT study programmes.

Review team observed the following weaknesses under the innovative and healthy practices of the MIT study programme. The MIT study programmes not in cooperated with undergraduate research project as a part of the teaching and learning strategy and also no way of them to disseminate the findings through oral presentation and publications. It is mandatory for the Department to convert this general degree programme into the special degree to in cooperate the research culture to the MIT graduates. Students and staff not engage with co-curricular activities, such as social, cultural and aesthetic pursuits. No formal mechanisms and procedures to encourage and facilitate academic staff to establish linkages with industry and community and using such linkages to strengthen the reputation of the faculty and expose the students to world of work. Faculty need to find the possibility of adopting a policy and procedure for credit transfer system among faculties and universities in conformity with institutional policies to allow its students to transfer the earned credit among the faculties and universities. The Faculty has no policy and strategy for the students who are unable to complete the programme successfully; provision is allowed for such students to exits at a lower level with a diploma or certificate depending on level of attainment.

Section 6

Grading of Overall Performance of the Programme

Bachelor of Science in Management Information Technology (General) Degree of the Faculty of Management and Commerce, South Eastern University of Sri Lanka achieved above 68.3% in overall and each criterion score is more than the weighted minimum score for seven criteria and not satisfied on Criterion 3.

Table 6.1: Assessment criteria and its scores

Criterion No.	Assessment Criteria	Weighted on a thousand scale	Weighted minimum score	Number of criteria	Maximum Score	Raw Criterion wise Score	Actual Score	Satisfaction of minimum score
1	Programme Management	150	75	27	81	59	109	√
2	Human and Physical Resources	100	50	12	36	26	72	√
3	Programme Design and Development	150	75	24	72	35	73	No
4	Course/ Module Design and Development	150	75	19	57	42	111	√
5	Teaching and Learning	150	75	19	57	39	103	√
6	Learning Environment, Student Support and Progression	100	50	23*	69*	39	54	√
7	Student Assessment and Awards	150	75	17	51	44	129	√
8	Innovative and Healthy Practices	50	25	14	42	27	32	√
						Total on a Thousand Scale	683	
						Study Programme Score	**68.3**	
		Overall Programme of Study: Department of Management and Information Technology, Faculty of Management and Commerce, South Eastern University of Sri Lanka Overall Programme of Study Score is greater than 68.3% and each criterion score is more than the weighted minimum score for seven criteria and not satisfied on Criterion 3.						**Therefore, overall Grade of the Programme: C**	

Grade: The program observations and recommendations of the site visits of the review team, we recommended grading **"C" (68%).**

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
68.2	683	C	Satisfactory	Minimum level of accomplishment of quality expected of a programme of study; requires improvement in several aspects.

Section 7

Commendations and Recommendations

It was apparent the utmost commitment of all academics including Dean, Faculty and Head of the Department and Director; IQAU and the Vice-chancellor made towards the review process with their enthusiasm and encouragement being exercised throughout the site visit, by providing the review panel with proper direction and facilities required. Moreover, positive attitudes, cohesion, commitment, imposing support and courage of the staff involved including Dean, faculty, Head of the Department during the review are mostly appreciable and it provide a conducive environment for the review panel to complete the review process smoothly.

Overall, the degree of commitment of the staffs Dean and other respective personnel of the Faculty/University for openness, 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 in a friendly atmosphere.

Initially 60 odd students were taken to the MIT programme after a selection test. This was discontinued and students were admitted directly by the UGC, among them majority are from the Arts disciplines. They have major problems in IT and Management specialty. However, they managed with the assistance of Faculty of Commerce and Management students from the hostels.

Recommendations

- It is recommended to adapt a participatory approach in its governance and management.
- Faculty need to maintain records of entry and graduation data about the study programme students.
- SPU required to maintain employability survey reports, and graduate satisfaction reports for the MIT graduates.
- Required to developed standard operational procedures for good governance and management and need to widely circulate among all relevant stakeholders to ensure compliance.

- Recommended to collect student feedback about the orientation programme and outcomes of the feedback need to use for the future programme improvement.
- The Faculty need to have formal mechanism for secure maintains and updates of permanent records of all students, accessible only to authorized personnel with provision to secure backup of all files.
- The Faculty need to maintain proper safety and security measures for the staff and students within the faculty premises.
- Recommended to adopt ICT tools for programme management, teaching, assessments and other operations like result processing and administration work and maintain links with University MIS system are not available.
- The Faculty need to implement a performance appraisal system and the appraisal outcomes for promotions of the staff.
- The Faculty need to adopt the policy and procedures for facilitating outcome based education and student centered learning approach for all study programmes.
- Recommended to recruit adequate number of staff members to MIT programme with IT based qualifications to deliver the quality academic programme. University need advertised available cadre provision immediately to uplift the quality of the degree programme.
- The Faculty need to developed human resource development plan to develop and upgrade the existing staff of the faculty.
- Recommended to established coordinating unit for training to facilitate and provide adequate accesses and training to the specialization areas for the students.
- Recommended to incorporate to the curriculum a compulsory course unit in Business Skills Development which enhance the soft skills of the students and the University CGU need to conduct regular soft skill development training programmes for the MIT students.
- The Faculty need to have a coordinating body or a mechanism to encourage and facilitate students to engage in multicultural activities.
- Recommended to take the help of the University ELTU to provide well resource English language course units for MIT students with necessary language training and practical guidance in learning and use of English as a second language.

- Recommended to get the external stakeholders such as industry, alumni and relevant subject experts from outside the university community to participated at key stages of programme development process.

- Programme design and development procedures need to include exit pathways including fall back options for the students.

- MIT study programme needs to offer inter-disciplinary and multi-disciplinary course units and optional subjects to broaden the outlook and enrich the generic skills of students.

- The faculty needs to develop curriculum matrix for the study programme which shows courses at different levels layered according to the demands in the skills, knowledge, and conceptualization and learning autonomy increases.

- Current academic programmes are not regularly monitored, evaluated and reviewed by the IQAC as a part of the IQA process, to ensure the programme remain current. Role of the Faculty IQAC and the commitment of the coordinator is unacceptable level.

- Recommended to have well maintained IQAC and conduct regular meetings within the Faculty by maintaining records to improve the quality of degree programmes offered by the Faculty.

- Recommended to publish course specifications with the ILOs in terms of knowledge, skills, attitudes and mindset; teaching learning methods, notional hours for different activities and assignment criteria with the marks range that enable the outcomes to be demonstrated.

- It is essential to have an approved policy and procedures for the course design and development.

- Recommended to develop course outlines indicating notional hours which include direct teaching hours, learning activities, assignments, tutorials, lab work, project work, self-learning, revisions and examinations as described in the SLQF.

- The faculty need to develop the courses to reflect latest development and practices in the field of study and course design and development need to integrate appropriate learning strategies to encourage students engaged in lifelong learning, communication, interpersonal and team work skills.

- Faculty IQAC need to adopts internal monitoring strategies and effective processes to evaluate, review and improve the course design and development.
- The Faculty needs to promote the use of blended learning to maximize student engagement with the curriculum for all of the specializing students.
- The Faculty needs use the information gained from assessments of student learning by the teachers to improve teaching learning.
- The present MIT degree programme is not having a student research as a part of the teaching learning strategy and no support provided to the students by the way of student journal or the newsletter to published student research findings. Recommended to convert general degree to special degree to in cooperate research culture among the students.
- Need to establish a proper system within the Faculty to identify and reward teaching excellence of the best academic teachers.
- Faculty need to create an inclusive educational environment considering the needs of individual student and diversity of the student body, in enabling student development and achievements.
- Recommended to introduce pre orientation programme to train the students to the university culture by offering English, IT and Basic Management course are paramount requirement for the study programme.
- Established a formal structure to promote active academic/social interaction between the staff and students through the student body.
- It is important to prove the teachers in partnership with library and information resource personals ensuring the use of library and information resources for the learning process.
- Faculty and department need to maintain up-to-date records on student progress through continuous assessment including quizzes, assignments and presentations.
- The Faculty need to hold meaningful discussions between academic counsellors and students focusing on areas such as student support, choice of courses, assessments, and career paths.
- Recommended to established alumni association for the Faculty to get the required support for training and development of undergraduates.

- Need to establish a process to communicate students throughout the period of study in a structured, clear and timely manner about opportunities designed to enable their development and achievement towards employment.

Section 8

Summary

The SER was comprehensive and compiled in par with programme review manual. The review process took place under two stages: desk evaluation based on the SER submitted to QAC of UGC followed by a site-visit during the period 22nd to 25th January 2019.

In the site visit, the review panel had informal meetings/ 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 many ways. Almost all discussions made individually or group wise were satisfactory with greater attendance and active involvement. The documentary evidence was organized in a separate room with easy access, adequate facilities and proper directions enabling the review panel to conduct the review in a friendly atmosphere and complete task on time. The review panel also visited and observed several places, processes and facilities available for students, where necessary, for physical verification of documentary evidence. Overall, a high level of enthusiasm was shown by the academic staff with the direction of Dean of the Faculty and Head of the Department. Still, it is required to upgrade infrastructure facilities and human resources to simplify the expansion of MIT programmes with curriculum revision in future towards employment opportunities for the graduates passing out from this programme. The staff student ratio seems to be high and it has to be improved for the efficient delivery of the services to students.

Annexure 1: Site Visit Schedule

**Site Visit Schedule - South Eastern University of Sri Lanka**
Programme Review: Faculty of Management and Commerce, B.Sc. in Management and Information Technology Degree
Programme

Time	Day 1: Tuesday 22nd January 2019	Day 2: Wednesday 23rd January 2019	Day 3: Thursday 24th January 2019
8.00am	Meeting with Director IQAU and review team Venue:	Reviewers review documentation	Reviewers review documentation
9.00	Meeting with VC, DVC, Dean, Director/IQAU Venue:	Reviewers review documentation	Reviewers observe lectures
9.30	Meeting with Dean, Heads, Director/IQAU, Faculty Coordinator QAC and staff, all relevant academic staff members Venue:	Meeting with student support services: Directors / Programme Coordinators relevant units and centres, Librarian, Director ICT centre, Head English Language Teaching Unit, Director Career Guidance Unit, Hostel wardens, Director Centre for Gender Studies, Director Counselling Centre, and Director SDC Venue:	Reviewers review documentation / Reviewers observe lectures
10.30	Tea served during above meeting	Tea served during above meeting	Tea served to reviewers in reviewers' room
11.00	Reviewers review documentation	Meeting with alumni and (External) Employers	Meeting with student counselors, Any other committees appointed for students supports, anti-ragging, etc., Scholarship committee,
1.00pm	Lunch Break	Lunch Break	Lunch Break
2.00	Meeting with administrative officers including ARs (with registrar, Bursar, AR/QA, AR/SW etc) Venue:	Meeting with Technical, Non Academic and Support Staff Venue:	Reviewers observe facilities
3.00	Meeting with students / student reps of Departmental Student Associations	Reviewers review documentation	

3.30	Venue:		
3.30	Tea Brake	Tea Brake	Tea Brake
4.30	Departure *OR* reviewers work late, Reviewers review documentation	Departure *OR* reviewers work late, Reviewers review documentation	Departure *OR* reviewers work late, Reviewers review documentation

Time	Day 4: Friday 25th January 2019
8.00am	Reviewers review documentation
9.30	Reviewers compile report and Confidential Meeting of the review team
10.30	Tea Brake
11.00	Reviewers compile report and Confidential Meeting of the review team
1.00pm	Lunch Break
2.00	Wrap up meeting with Dean, Heads of the Departments and staff of reviewed depts./ programmes, Director /IQAU, Faculty Coordinator QAC Venue:
3.00	
4.00	Tea served during above meeting
4.30	Departure

Review Team Signatures

South Eastern University of Sri Lanka

Programme Review: Faculty of Management and Commerce, B.Sc. in Management and Information Technology Programme

Site visit from 21st January to 25th January 2019

Designation	Name and affiliation	Signature	Date
Chairman	Snr Prof P Vinobaba Eastern University		25/2/2019
Team member	Eng. (Dr.). Sudhira De Silva, University of Rhuna		25/2/2019
Team member	Dr. W. G. S. Kelum, University of Sri Jayewardenepura		25/2/2019
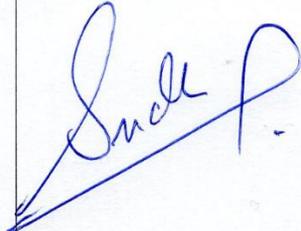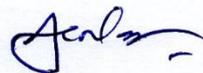
Annexure 2:

ATTENDANCE SHEET
South Eastern University of Sri Lanka
Programme Review: Faculty of Management Studies, B.Sc. Management and
Information Technology (MIT) Programme

Meeting : *Meeting with Director, IQAU.*

Date : *22nd January 2019*

Time : From *8.00am.* To: *9: 15 AM.*

Venue : *VC office Board Room.*
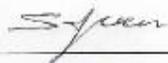
	Name	Designation	Signature
1	Dr. MIS. Safeena	Director / IQAU	S-/ween
2	Prof. P. Vinobaba	Review Team.	
3	Dr. W. G. S. Kelum	Review Team Memb	
4	Dr. Sudhira De Silva.	PR / Member	
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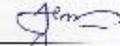
ATTENDANCE SHEET
South Eastern University of Sri Lanka
Programme Review: Faculty of Management Studies, B.Sc. Management and
Information Technology (MIT) Programme

Meeting : Meeting with Dean, Faculty.

Date : 22nd January 2019.

Time : From 9:30 AM To: 10.00 am

Venue : Dean's office.

	Name	Designation	Signature
1	Dr. S. Gunapalan	Dean/FMC	
2	Dr. Lt. A.S. Kaluu	PR/ Team member	
3	Dr. Sudhira De Silva.	PR/ Team Member.	
4	Prof. P. Vinobaba	PR/ Team Leader.	
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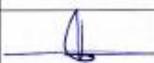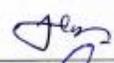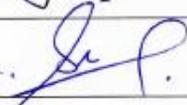
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ATTENDANCE SHEET
South Eastern University of Sri Lanka
Programme Review: Faculty of Management Studies, B.Sc. Management and
Information Technology (MIT) Programme

Meeting : meeting with Head

Date : 27th January 2019

Time : From 10:00 AM . To: 11.00 am

Venue : HOD Room .

|	Name	Designation	Signature
1	M. B. M. Irshad	Head/DMIT	
2	Prof. P. Vinobaba	Team leader PR	
3	Dr. Sudhira De Silva	PR/ Team Mamb.	
4	Dr W. G. S. Kelun	PR/ Team Memb	
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ATTENDANCE SHEET
South Eastern University of Sri Lanka
Programme Review: Faculty of Management Studies, B.Sc. Management and
Information Technology (MIT) Programme

Meeting : Head of the Dept & Meeting with Academic staffs.

Date : 22nd January 2019.

Time : From 11:30 AM. To: 12.00

Venue : Faculty Board Room.
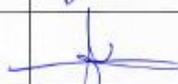
	Name	Designation	Signature
1	MBM. Irshad	Head/MIT	
2	Do. S. Gwopale	Dean/Fone	
3	Mrs. S. M. Murshitha	Snr. Lecturer in MIT	
4	Ms. M. F. Rashida	Lecturer (Prob)	Rashida
5	Dr. M. H. Thowfeek	Snr Leatue	
6	S. Sabraz Nawaz	Sea. Leetnes in charg	
7	A. J. M. Hegny	Lisheet In C.T	
8	Mrs. S. Athambewe	Snr. kee myt	
9	Dr. Sudhira De Silva.	PR/ Team Mate	
10	Dr. was kelun	PR/ Team Memb	
11	MCA. Nazar	Sr. Lahm	
12.	Dr. MIM. Bilal	Senion Lectn	
13.	Prof. P. Vinobaba	PR/Team.	
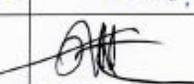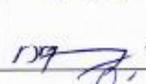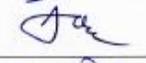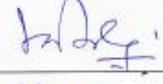
ATTENDANCE SHEET
South Eastern University of Sri Lanka
Programme Review: Faculty of Management Studies, B.Sc. Management and
Information Technology (MIT) Programme

Meeting : Non Academic / Academic support staffs

Date : 22nd January 2019.

Time : From 12:00. To: 1:10 pm.

Venue :

	Name	Designation	Signature
1	A.L.M. RIZAN	Lalymer	
2	C.B.M RISVY	Laumen	Ruvz
3	M.T.M. JAMEEM	LAbaakn	
4	M.T. Haroon Hussain	Labourer	
5	De Amanullah	office machine	
6	Amm. Risky	CAA	Ruby
7	Prof. P. Vinobaba	PR/ Team	
8	Dr. Sudhira De Silva	PR/ Team Mubu	
9	Dr LGS Kolu	PR/ Team Mec	
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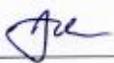
ATTENDANCE SHEET
South Eastern University of Sri Lanka
Programme Review: Faculty of Management Studies, B.Sc. Management and Information Technology (MIT) Programme

Meeting : Meeting Students

Date : 22nd Jan 2019.

Time : From 2.45pm To: 3.00pm

Venue : Year

	Name	Designation	Signature
1	A.M.F. Shahana	2nd Year	Shahafa
2	M.L.F. Asra	2nd year	Asra
3	P. Sudharshiny	1st Year	
4	M.M.F NISRINA	1st YEAR	NISRINA.
5	M.A.F. ASANA	1st YEAR	
6	A.L.D.K.A. Liyanage	1st YEAR	
7	H.E.L.U.N. Kavindya	2nd Year	
8	K.V.P. Subhashini	2nd year	Subhee
9	A.M. Sifan	2nd year	A.M. Sifay.
10	R. Anfas	2nd year	Anfas
11	M.D. Dileep	2nd year	dip
12.	R.S. Chinthana	2nd year	Subhas
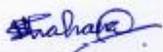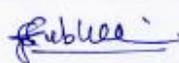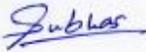
Nishan Than	1st year	T. Nishanthan
V. Piratheepan.	1st Year	V. Piratheepan.
J.A.A.K.M. Appuhami	1st year	පුඩ්
N.T. Ranasinghe	1st year	elevidgy.
N.F. Mafas	1st year	
M.f.M fajith	1st year	

ATTENDANCE SHEET
South Eastern University of Sri Lanka
Programme Review: Faculty of Management Studies, B.Sc. Management and
Information Technology (MIT) Programme

Meeting   : Allumni of MIT

Date   : 23rd January 2019

Time   : From 11.30 am   To: 12.00

Venue   :

	Name	Designation	Signature
1	Mrs. MM. Sithy fathima (SLEAS Ⅲ) DDE (Dev) 2Enal Education office, Akkaraipttv.		
2	D.W.NC Bandaranayake	web Developer south eastern university.	
3	Prof. P. Vinobaba	PR/Team	
4	Dr. k.G.S Kelun	PR/Team	
5	Dr. Sudhira De Sh	PR/Team Mul	
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ATTENDANCE SHEET
South Eastern University of Sri Lanka
Programme Review: Faculty of Management Studies, B.Sc. Management and
Information Technology (MIT) Programme

Meeting   : Administrative staffs

Date   : 23rd January 2019.

Time   : From 2.00pm (12:30).   To: 1.00pm -

Venue   : Board Room.

	Name	Designation	Signature
1	Prof. P. Vinobaba	PR / Team	
2	Dr. Sudhira De Silva.	PR / Team Member.	
3	MIF. Rahman	Bursar	
4	S. Prashanth	AR /FMC	
5	MA. Nafar.	SAR/SSWN	
6	Dr Was Kelu	PR / Team	
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ATTENDANCE SHEET
South Eastern University of Sri Lanka
Programme Review: Faculty of Management Studies, B.Sc. Management and
Information Technology (MIT) Programme

Meeting : Meeting with VC

Date : 24th January 2019

Time : From 10.30am To: 11.00am

Venue : VC's office.

	Name	Designation	Signature
1	Prof MMM Najim	VC	
2	Prof. P. Vinobaba	PR/Team Leader	
3	Dr KGS Kelu.	PR/Team	
4	Dr. Shdhira De Silva.	PR/Team Mate	
5	PO.S. Gunapala i	Dean/FMS	
6	Dr. MIS. Safeena	Director/IQAU	
7	M.Mohomed Shirej	Acting IQAU/Fmc Coordinator	
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ATTENDANCE SHEET
South Eastern University of Sri Lanka
Programme Review: Faculty of Management Studies, B.Sc. Management and
Information Technology (MIT) Programme

Meeting : Director/SDC

Date : 24ᵗʰ January 2019

Time : From 11.00 am   To: 11.30am

Venue : IQAC office. space

|	Name	Designation	Signature
1	Dr. A. Lawrees	Director/SDC	
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ATTENDANCE SHEET
South Eastern University of Sri Lanka
Programme Review: Faculty of Management Studies, B.Sc. Management and
Information Technology (MIT) Programme

Meeting : Director of Centres.

Date : 24th January 2019

Time : From 11.30am. To: 12.30pm

Venue : Board Room.

	Name	Designation	Signature
1	M. M. Rysuden	Woman	
2	Dr. M. H. Haroon	Director/RIC	
3	Dr. R. A. Sarojoon	Director/sssw	
4	A. Faroole	Career Counseller	
5	M. Kalhaby	DPE	
6	U.L. Manjoor	Director/SA	
7	Dr kaS Kelun	PR / Team	
8	Dr. Sudhira De Silva	PR / Team Membr	
9	Prof. P. Vinobaba	PR/Team Leader	
10			
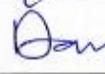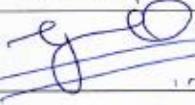
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ATTENDANCE SHEET
South Eastern University of Sri Lanka
Programme Review: Faculty of Management Studies, B.Sc. Management and
Information Technology (MIT) Programme

Meeting : Senior Student Counselor & Student Counselors.

Date : 25/01/2019

Time : From 8:30 AM. To:, 9.00am

Venue : Faculty Board Room.

	Name	Designation	Signature
1	I. Rovisad	SSC	
2	M.F. Rashida.	Lecturer (Prob) SC for FMC	Rashida
3	S.M. Murshiths	Snr-lecturer	
4	Dr W.G.S. Kelu	PR/Team Mem	
5	Prof. P. Vinobaba	PR/Team chair	
6	Dr. Sudhira De Silva.	PR/Team Member.	
7	M. Mohommed Shirel	Lecturer/S.C	
8	A. Haleem	Snr.lecturer/sc	
9			
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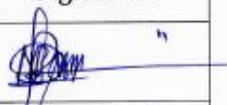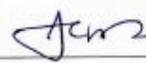
ATTENDANCE SHEET
South Eastern University of Sri Lanka
Programme Review: Faculty of Management Studies, B.Sc. Management and
Information Technology (MIT) Programme

Meeting : Wrap up meeting
Date : 25th January 2019
Time : From 9:00 AM. To: 11.30am
Venue : Faculty Seminar Room.

	Name	Designation	Signature
1	Prof.P.Vinobaba	PR/Team leader	
2	Dr. Sudhira De Silva.	PR/Team Member	
3	Dr K.A.S. Kelum	PR/Team Memb	
4	Dr. S. Gunapala	Dean/FME	
5	Dr. MIS. Safeena	Director/IQAU	
6	M.B.M. Irshad	Head/DMIT	
7	S. Sabraz Nawaz	Sen. Lectn inIT	
8	M.F. Rashida.	Lecturer(Prob)	Rashida
9	S.M. Murshitha	Snr. Lecturer in MIT	
10	A.J.m. Heemy	Instructor in ES	
11	S. Prashanth	Asst. Registrar	
12	M. Mohamed Shing	Actg DE IQAU/FMC Coordinate	
13	Ms. AF. Nuskiya	Ass. Lecturer	
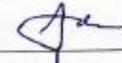
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