Programme Review Report

Bachelor of Science in Information Technology
Faculty of Applied Sciences
Rajarata University of Sri Lanka

Site Visit Dates: 20th and 21st September 2022

Review Panel: Dr. P. Elango (Chair)
Dr. K.A.C. Udayakumar
Dr. M. B. M. Irshad

The Quality Assurance Council
University Grants Commission, Sri Lanka

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University: Rajarata University of Sri Lanka

Faculty: Applied Sciences

Program: Information Technology Study Programme

Review Panel:

Name	Affiliation	Signature
Dr. P. Elango	Eastern University, Sri Lanka	
Dr. K. A. C. Udayakumar	Open University of Sri Lanka	
Dr. M. B. M. Irshad	South Eastern University of Sri Lanka	

Date: 21/09/2022

Table of Contents

Section 1: Introduction to the Programme

1.1 The University

The Rajarata University of Sri Lanka (RUSL) has made a significant contribution to higher education over the past sixteen years. It was founded as the eleventh national university in Sri Lanka and was inaugurated on the 31st January 1996 by President Chandrika Bandaranayake with the Gazette notification 896/2 under the University Act 16 of 1978. It is highly significant that the RUSL was founded in Mihintale, a sacred land that is 15 KM away from Anuradhapura, the Historical Kingdom of Anuradhapura, the land gifted with ancient architecture and irrigation that Buddhism paved the way for an admirable way of life. RUSL was inaugurated when the University Affiliated Colleges were converted into fully fledged universities in Sri Lanka. As a result, on November 7, 1995, the Affiliated Universities of Kuliyapitiya and Makandura were merged and renamed the Wayamba Campus of Rajarata University of Sri Lanka.

RUSL's first four faculties were the Faculty of Social Sciences and Humanities, the Faculty of Management Studies, the Faculty of Agriculture, and the Faculty of Applied Sciences. In 2006, the Faculty of Medicine and Allied Sciences became the university's fifth faculty. The Faculties of Agriculture and Medicine and Allied Sciences are in Puliyankulama and Saliyapura, respectively.

Vision

To be a center of excellence in higher education and research

Mission

To produce innovative intellectuals capable of taking challenges in the context of global development through the competencies developed from the academic programs, research and training of wide nature.

The following Figure 1 shows the milestone of the RUSL.

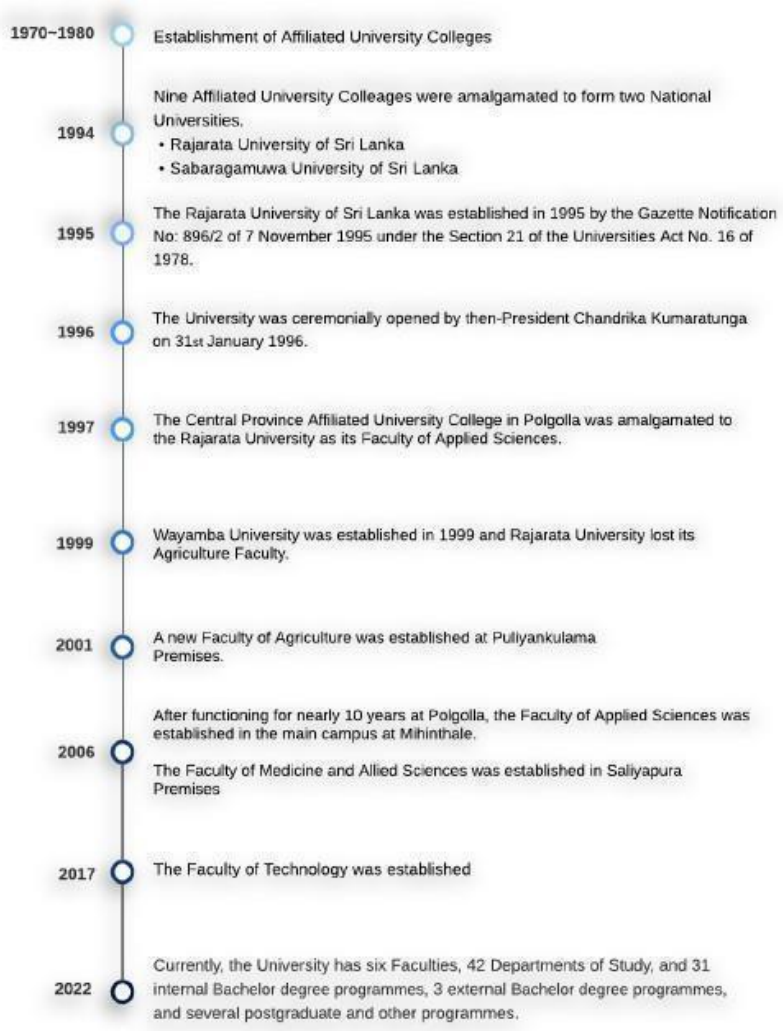

Figure 1.1: Milestones of RUSL
(Source: https://www.rjt.ac.lk/history/)

1.2 Faculty of Applied Sciences

The Faculty of Applied Sciences (FAS) was established along with other faculties at its inception. FAS of Rajarata University of Sri Lanka (RUSL) was established on January 10, 1997 as the successor to The Central Province Affiliated University College (CPAUC), which was located in Polgolla in the Kandy administrative district. While upgrading existing CPAUC students to graduate status, the first class of undergraduates was admitted to the faculty in November 1997. After nearly a decade of operation at Polgolla, the Faculty was relocated to the main campus at Mihintale on 16 January 2006, following the completion of Stage I of the building complex. The primary objective of the FAS is to produce graduates with the required knowledge and skills to cope up with the progresses and issues coupled with the revolutions in scientific advancements. Consequently, one of the faculty's primary strategies

is to develop a system to produce graduates with extensive social exposure in the field of applied sciences.

At present, there are five departments namely Biological Sciences, Chemical Sciences, Computing, Health Promotion, and Physical Sciences. The Department of Biological Sciences provides courses in Botany, Zoology, and Biology, while the Department of Physical Sciences provides courses in Chemistry, Physics, Pure Mathematics, Applied Mathematics, and Statistics. The Department of Health Promotion offers courses in Health Promotion, while the Department of Computing offers study programs in Computer Science and Information Technology. The Department of Chemical Sciences offers chemistry-related courses. Currently, the Faculty has 833 students and over 100 employees, including Professors, Senior Lecturers, Lecturers, Technicians, and Administrative Officers.

The faculty has always adhered to the course unit system. In the 3-year degree programs, the course completion takes 6 semesters and in 4-year degree programs, 8 semesters. The FAS designs, teaches, and oversees nearly all the courses. Further, the faculty conducts high-quality, practically relevant research in the fields of Biology, Chemistry, Physics, Information Technology, Health Promotion, and Mathematics.

FAS carries out its duties in accordance with an administrative structure shared by all Faculties established under the Universities Act No. 16 of 1978, as depicted in Figure 1.2. The Dean is the academic and administrative head of the faculty and is assisted by department chairs, an assistant registrar, and an assistant bursar. The Assistant Registrar's office is responsible for all activities, from student registration to graduation. All financial matters are handled by the Assistant Bursar's office. The Faculty Quality Assurance Cell (IQAC) monitors and assists the faculty's activities through its various committees. In addition, the Faculty Career Guidance Unit (FCGU), the student counselor service, the mentoring service, and the academic counseling service provide continuous support for the well-being and advancement of students. Students whose interests are represented by a Faculty Student Union. Additionally, a number of additional student societies exist.

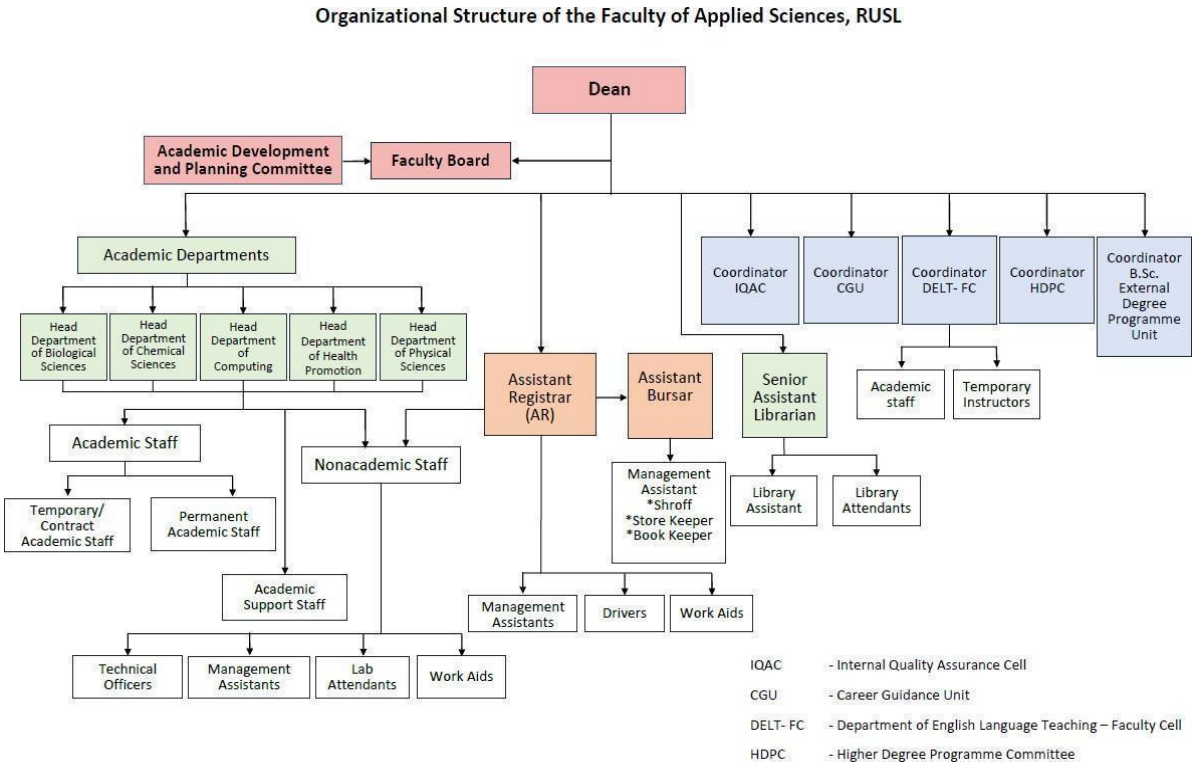

Figure 1.2: Organizational Structure of the FAS

The following are the Vision and Mission of the faculty.

Vision:

To be a dynamic, innovative, and renowned center of excellence in learning, research, training, and consultancy with emphasis on national relevance and international recognition in the different disciplines of Applied Sciences.

Mission:

To promote learning, research, and training among all members of the university, industry and community and to help individuals achieve their full potential through development of the whole person with a view to making significant contributions to the regional, national and global needs.

1.3 Department of Computing

The Department of Computing was established on 09.07.2018, by the Extraordinary Gazette No. 2079/13, attached to the faculty of Applied Sciences, Rajarata University of Sri Lanka. BSc Honours Degree in Information Technology and BSc Degree in Information Technology programs are offered by the Department of Computing. Before being

separated as a new department, these degree programs were offered by the Department of Physical Sciences. The department serves the other degree programs by offering computer science subjects in their curriculum.

Apart from the academic activities, the department is providing technical support in many IT and computing related activities, especially engaging in minor repairs and managing the data network, in the faculty. The faculty has an office for the administrative functions with an Assistant Registrar and an office for Assistant Bursar in the main building. One Management Assistant (on contract basis) is assigned for the duties of the office and to provide the first-level support to the students. The office is equipped with all necessary amenities to serve the basic requirements of the academics and students. The Department has two computer laboratories with the capacities of 60 and 75 students.

1.4 Information Technology (IT) Degree Program

FAS also responded to the IT industry's ever-increasing demand for IT professionals by introducing a BS. in Information Technology (IT) degree program in 2005, which is currently in its 15th batch.There were initially eight students in the first batch (2005/2006). Currently, the admissions have been increased to 130 per batch

Students from different A/L streams (Physical Science, Bio Science, Art, Commerce, Technology, and Common stream) may enroll in this IT degree program if they meet the entry requirements. Students enrolled in an IT degree program will earn either a Bachelor of Science in Information Technology (BSc in IT) or a Bachelor of Science (Honors) in Information Technology (BSc (Hons) in IT) over the course of three or four years, respectively. At the end of the third year, a selected number of students would be enrolled in the four-year degree program based on their performance in the degree program and their preference.

Currently, eleven (11) batches have graduated from the IT degree program. Since 2009, the IT degree program has been able to secure a high level of donor confidence through the implementation of several industrial projects in the field. It has also earned the respect of the local IT industry, with numerous partners willing to participate in student placement, collaborative research, and job placement activities.

Table 1.1 gives the summary of the student enrollment for IT degree programs during the past few years.

Table 1.1: Summary of the student enrollment for IT degree programs during the past few years

Year of Intake	Intake		
	Male	Female	Total
2013 / 2014	34	32	66
2014 / 2015	28	37	65
2015 / 2016	34	42	76
2016 / 2017	34	41	75
2017 / 2018	20	49	69

The number of students who graduated from the IT program over the past few years are summarized in Table 1.2

Table 1. 2: The number of students who graduated from the IT program over the past few years

Year	No. Enrolled	No. Graduated
2015	80	57
2016	70	44
2017	73	70
2018	69	115
2019	65	16
2020	72	62
2021	133	69
2022	141	82

1.5 Profile of Academic Staff

Distribution of the academic and non-academic staff directly related to the degree programme is given below in Table 1.3.

Table 1.3: Distribution of the academic and non-academic staff directly related to the degree programme

Year	2015	2016	2017	2018	2019
Professor	-	-	-	-	-
Senior Lecturer (Grade I)	-	-	-	-	-
Senior Lecturer (Grade II)	-	-	01	01	01
Lecturer	03	04	03	03	03
Lecturer (Probationary)	02	02	02	04	04
Lecturer (Temporary)	02	02	02	04	05
Demonstrator (Temporary)	15	03	10	08	09
Technical Officer	01	01	02	02	02
Laboratory Attendant	01	01	02	02	02

Qualifications with the number of academic staff attached to the Department of Computing are summarized in Table 1.4.

Table 1.4: Number of academic staff in the Department of Computing

Staff Category	Nos.	PhD	MSc/MPhil	PhD (Reading)	MSc/MPhil (Reading)
Senior-Lecturers	03	00	03	01	-
Lecturers	03		03	00	00
Lecturers(Probationary)	02	00	01	00	00

Most of the personnel in all categories are highly qualified and experienced. The lecturer panel is composed of dedicated young personnel. However, some specialized program requirements are fulfilled by visiting faculty from relevant industries and universities. The department head has taken steps to fill the vacant academic and academic support staff cadre positions. The faculty has been unable to fill several non-academic vacancies because universities do not have the authority to independently recruit non-academic staff. In

addition, the current approved cadre is significantly smaller than the numbers derived from the cadre standards circular. The UGC and DMS have not responded favorably to recurring requests for an increase in cadre. The insufficiency of academic staff is mitigated to some extent by visiting lecturers.

Section 2. Observation on the Self-Evaluation Report (SER)

The SER submitted by the faculty is a comprehensive document containing all the relevant information required for the review of the BSc in IT and BSc (Hons) in IT degree programs.

As per the report, the task of writing SER and collecting information commenced with the faculty's decision to participate in the 2020 program review cycle of QAC. It was understood that the faculty initiated the process of SER preparation in mid of the year 2019. SER coordinator, who is the key person in preparation of the SER, was appointed by the faculty. As per the report, SER writing team comprises eight leaders who are responsible for one of the criteria. These leaders have formed eight working groups to work with the eight criteria. In addition, a steering committee (SER Home Group) was formed by including the Dean, Heads of the Departments, IQAC Coordinator, Coordinators for each SER, the appointed consultant, and the deputy registrar of the faculty. A well-organized structure comprising committees, working groups with leaders of each group was in place for the preparation of SER. It is also evident that senior academic staff and administrative staff were also in these committees and working groups. Involvement of nonacademic staff in the SER preparation process is not clear.

The SER provided all the information and data pertaining to the degree program. The faculty does have a mission and vision statement which has relevance to the degree program. Annual intake of the students for the last five years (up to 2019) was less than hundred. Since there is a high demand for IT experts, the increase of student intake (with the required resources) is expected. The staff profile of the department is not impressive. There is only one senior lecturer, and the rest of the academic staff are lecturers and probationary lecturers . To maintain the higher standard of the program, the service of qualified and experienced academic staff is essential. As per the SER, computer facilities available in the labs meet only the minimum requirement. Modern computer facilities must be available for the students to carry out laboratory work.

The section 3 of the SER is about the degree program's compliance with the criteria and standards. The study programmes the degree of internalization of best practices and the level of achievement of standards with the documentary evidence are well presented in the report. As this is the one of the critical parts in the entire program review process, the SER writing team has taken extra effort to present them in a well-organized manner. The review team critically evaluated all the standards under each criterion considering the documentary evidence. In some of the criteria, there were mismatches between standards and the documentary evidence. In some of the other cases, documentary evidence provided to support the claim for the given standard is not sufficient. The more detail outcome of the evaluation is given separately.

The programmes outcomes are mapped with learning outcomes of both SLQF and IEEE/ACM IT curriculum guidelines. This is evident that the program has been designed in conformity with the SLQF and IEEE/ACM guidelines. However, it is understood that most of these are incorporated into the revised curriculum which is yet to be implemented.

Section 3. A Brief Description of the Review Process

The program review process of Information Technology degree program, namely Bachelor of Science in Information Technology (BSc in IT) and Bachelor of Science Honours in Information Technology {BSc (Hons) in IT] conducted by the Faculty of Applied Science of the Rajarata University of Sri Lanka (RUSL) started with the appointments of three-member review team by the Quality Assurance Council (QAC) of the UGC. The composition of the review team is given in the Table 3.1

Table 3. 1: The composition of the review team

Name	Designation	Affiliation
Dr. P. Ellango	Chairperson	Eastern University, Sri Lanka
Dr. M.B.M. Irshad	Member	South Eastern University of Sri Lanka
Dr. K.A.C. Udayakumar	Member	The Open University of Sri Lanka

Some of the members participated in the 2018 program review cycle and had sufficient experience about the process while the other members participated in a workshop conducted by the QAC. Since the 2020 program review cycle is conducted using an online platform, an awareness session also conducted by the QAC for all the review teams of 2020 program review cycle.

Initially, desk evaluation of the SER has been carried out individually by each member of the team. Later, the team met online and discussed the remaining process of the program review. Evaluation proper (EP) was also carried out by considering the documentary evidence available in the MIS of QAC website.

The site visit was conducted on 20th and 21st September 2022 with the mutual agreement of the members of the team and the Faculty of Applied Sciences, RUSL. The agenda of the visit has also been mutually agreed by the team and the coordinator of the faculty IQAC. The team traveled to the RUSL a day prior to the site visit and stayed in a hotel. During the stay, the team discussed how to conduct the visit effectively to cover all the relevant entities and have the stakeholders' meetings.

On 20th morning at 08:30 h, the team had a meeting with the Vice-Chancellor of the RUSL at the office of the Vice-Chancellor. The Dean of the Faculty of Applied Sciences and head of the department of Computing and faculty coordinator of IQAC also participated this meeting. During the discussion, the Vice-Chancellor appreciated the efforts of the

department to maintain the quality of the degree program. During the discussion the Vice-Chancellor expressed her concern on restriction of residential facilities for the students outside the university premises due to fund restrictions.

The next meeting was with the director QAC. Some of the issues related to the SER and QA process of the faculty were discussed at the meeting. After that a meeting was held with the dean of the faculty, head of the department of Computing and academic staff who are contributing to the degree program. After the welcome speech by the dean, the head of the department made a presentation on the faculty and the program. The head presented the overview of the program, history of the faculty, number of students in the program, facilities available for the students. The team inquired about the commitment of the faculty to outcome-based education, adherence to the SLQF, availability of fallback options for the students who are following a three-year degree program (BScIT). The team has explained that the curriculum and the activities only up-to the year 2020 are considered for the review cycle. There was a separate meeting with the academic staff who are contributing to the degree program excluding dean, head, and director QAC. Workload of the academic staff, their participation in the training programs, and research activities have been discussed. The team has noted that most of the staff are young, and they are contributing well to deliver the program by maintaining the quality and standard. However, the void created due the smaller number of senior academic staff has been noted. There was a separate meeting with the temporary lecturers and demonstrators. The team noted that more inputs and guidance of the senior staff in students' assessment can further improve the delivery of the program

The team had a separate meeting with the students. Since second- and third-year students were in out of bound period, only the first- and fourth-year students were present in the meeting. Both male and female students were present at the meeting. In general the students were satisfied with the facilities available for them. However, the students raised concern over low signal strength of the Wi-Fi facilities, and non-availability of some of the commercial software. The team also noted that there is a delay in returning marked assignments to the students before commencement of the final examination of the semester. There is an interaction between the students and a personal counselor. However, regular contacts with the students' counselors need improvement.

The team inspected documentary evidence related to the SER. The documents were made available in the faculty board room to verify the evidence. The available documents were well arranged, and SER team members assisted in finding relevant documents.

The team also had a meeting with non-academic staff. This included technical officers, lab attendants, management assistance and work aids. The team noted that their contribution to the delivery of the program is good. They have positively commented on the students -

staff interaction. Availability of training programs for the career development of the nonacademic staff is poor.

Later, the team conducted online meetings with employees and alumni members. Employees have positively commented on the performance of the graduates. They are also satisfied with the curriculum of the program. The team noted that there were no formal and regular meetings with the employees to get their inputs to improve the program.

The team observed two computer labs and there are sufficient computers for the students to carry out the practicals. The team also observed the practical session conducted by one of the lecturers. Lecture halls are equipped with multimedia projectors and white boards. The team also observed other facilities including auditorium, student's canteen, and hostel. The team also observed the designated place for the final year students to carry out their projects. As per request of students, the room is opened beyond the office hours.

The team observed faculty IQAC. It was noted that the IQAC was not set-up properly and maintenance of records was poor. The same was observed related to the career guidance activities of the faculty.

The team observed the sport facilities available for the students. The students can participate in twenty-two types of sports. An indoor stadium and playground are available for the students. The team was very satisfied with the management of the sport complex by the physical instructor and his staff.

The second day, 22nd October 2022, started with the meeting of temporary staff and followed by the meeting with academic support staff and nonacademic staff.

All the examination matters related to the program are handled by the SAR of the faculty. The team observed the confidential area for the examination matters and the procedure adopted in printing and packaging the examination papers. The team was satisfied with the process adopted by the faculty.

At the entrance of the faculty main building there is a help desk for the students. Course registration matters are handled at the help desk. The team also noted that the vision and mission of the faculty has not been displayed. The team also visited academic staff rooms. Senior academics have separate rooms which creates a conducive environment to carry out academic work. However, the head of the department does not have a separate room and function within the department office. This may not be a favorable practice since the head needs to handle confidential documents. Such set-up does not create an environment to discuss confidential matters with the students and the staff.

The team visited the library of the Faculty of Applied Sciences and met the Senior Assistant librarian. The team has noted that academic staff have been involved in ordering books

related to the respective subject area. The usage of the library by the students is not at the highest level. The team visited the Staff Development Centre. However, the director was not available on that day. The team met with the head of the English language teaching unit. The unit has taken efforts to deliver the English course units in a more effective manner. The team observed that there is no mechanism to recognize prior qualification of English and following the course units are compulsory.

The team also visited the university career guidance unit. The unit is properly managed, and a number of programs are on offer for the students. The unit also has an annual plan for the activities. The medical center has western and ayurvedic medical facilities. The team met with the ayurvedic doctor, and the students have opportunities to get the treatment from the center. The team observed that the ayurvedic center is popular among students.

On the second half of the second day the team had a separate discussion with the members to determine the strengths and weaknesses of the program. A later wrap-up meeting was conducted with participation of all the academic staff of the department and the dean of the faculty. The chairperson of the review team thanked them for their cooperation to carry out the visit successfully. He appreciated the efforts of the young and enthusiastic staff of the faculty. At the same time the team pointed out the areas that need more attention and improvement. Both the dean and head of the department thanked the review team and said that the department and the faculty are ready to implement suggestions to improve the quality of the program.

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

Rajarata University of Sri Lanka ensures quality and standards of the degree programmes by having a well-established Centre for Quality Assurance (CQA) with recognition of the importance of quality enhancement of the University in a formal, transparent, and accountable manner. This CQA is governed by the by-law approved by the Senate of the University. The objectives of the IQAU are to set up an internal quality assurance mechanism and to continuously improve the quality of all academic programs, research, and services. All quality related aspects of academic programmes, research and services of the University come under the wings of CQA. The Director of the CQA is guided by the Management Committee of CQA and the Management Committee meets regularly and is chaired by the Vice-Chancellor or the Director CQA. The composition of the Management Committee included the following officials: The Vice-Chancellor, the Director of CQA, the Deans of all Faculties, Director of Staff Development Center, Director of Distance and Continuing Education Unit, Director of Computer Centre, Faculty coordinators of FQAC of each Faculty, Registrar, SAR of Centre for Distance and Continuing Education (CDCE), Bursar, Librarian. The SAR/AR serving as the Convener. The present Director of CQA is *Dr. D. Hettiarachchi,* Senior lecturer in Rajarata University. Under CQA there are Faculty Quality Assurance Cells (FQAC) established under each faculty.

CQA uploaded the following quality related documents in its webpage: https://www.rjt.ac.lk/internal-quality-assurance-unit/

4.1 Guidelines and By-laws

- By-laws Governing Internal Quality Assurance
- Guidelines for Selecting Students for Dean's List and Dean's Awards
- Operating Policy and Procedure for Calculation of Workload of Academic Staff
- Student Contact Hours Calculation Sheet
- Management Guide Book I
- Management Guide Book II

4.2 Reporting Formats

- Report of the Moderator of the Examination Papers
- Report of the Examination Scrutiny Board
- Report of the Second Marking of Examination Papers

4.3 Policy Documents

- Gender Equity and Equality Policy
- Curriculum Development Policy
- Human Resource Development Policy
- Student Assessment Policy

- Quality Assurance and Enhancement Policy
- Open and Distance Learning Policy
- Differently Abled Student and Staff Policy

Dr. Dilini Hettiarachchi has been appointed as the Chairperson of the FQAC of the Faculty of Applied Science. The FQAC of the faculty headed by the Dean and consists with all head of the Departments, Assistant Registrar, Student and Staff Welfare Committee (Senior Student Counselor), Evaluation of Quality of Academic Program Committee, Examination Matters Committee (Assistant Registrar-FAS), Curriculum Committee, Student Progression Committee, Timetabling Committee, Environment, Landscaping and Building Committee, Publicity Committee, Institutional and International Relations Committee, Coordinating with Service Departments Committee, Student and Staff Welfare Committee (Senior Student Counselor).

FQAC of the faculty of Applied Science has its own webpage https://aps.rjt.ac.lk/iqac-internal-quality-assurance-center/ in the faculty webpage and contains the polices and by-laws, Procedures, Guidelines and Manuals, and quality related forms.

During the site visit, the committee observed the dedicated approach to maintain the quality culture in the University as well as in the faculty by CQA and FQAC of the faculty. As an overall observation, the committee appreciates the faculty for its commitments to implement quality assurance mechanisms within the faculty. Some practices have already started in the recent past and should be appreciated even though they have not been practicing for the last 3 years. Further, FQAC has taken all responsibilities to work on SER preparation with collaboration with others and may have realized some important activities related to quality standards and they have taken steps to initiate them.

Section 5. Judgment on the eight criteria of Programme Review

Criterion 1: Programme Management

FAS has the organizational structure for management and execution of the programme design, development, and delivery. The faculty complies with the national administrative and financial regulations and guidelines. Many of the policies and by-laws required for good governance and management are adopted by the faculty. However, a Management Information System (MIS) should be developed and operationalized in the faculty. The staff appraisal system and reward schemes for excellence in teaching and research to encourage the best teachers and excellent researchers respectively are not in practice. Even though FQAC has been established, regular monitoring, revision and updating of curriculum of the study programme and modules, teaching and learning methods in response to stakeholder feedback and emerging global higher educational trends were not evident. Continuous monitoring of the teaching and learning process is done mainly through the student feedback, which includes questions to assess lecturers' performances. But insufficient evidence was available with respect to monitoring the implementation of the curriculum. The faculty does not have a comprehensive system in place for identifying performance and rewarding staff.

Student Handbook provides information on the curricula of the study programmes, selection of courses offered, examination procedures, grading mechanism, and graduation requirements. However, the printed handbooks are not given to the new entrance during their orientation period or even after commencing their academic programmes. Faculty uses the manual of procedure for conducting examinations; the manual contains the regulations concerning examination procedures, examination irregularities and punishments for its examinations. More awareness should be given to the students regarding the examination offenses and punishments especially, for the new entrants.

Student engagement in extracurricular activities and multicultural activities is quite satisfactory, and the contribution of the faculty is appreciated. Required facilities for health care, sports, cultural and aesthetic activities are ensured within the university premises. The SDC has not conducted adequate training programs on SLQF, OBE, and SCL. Training programmes for all grades of staff are not conducted regularly by SDC. Temporary staff conduct lectures without proper teaching methodology courses; at least short-term training should be conducted for them before they commence their career.

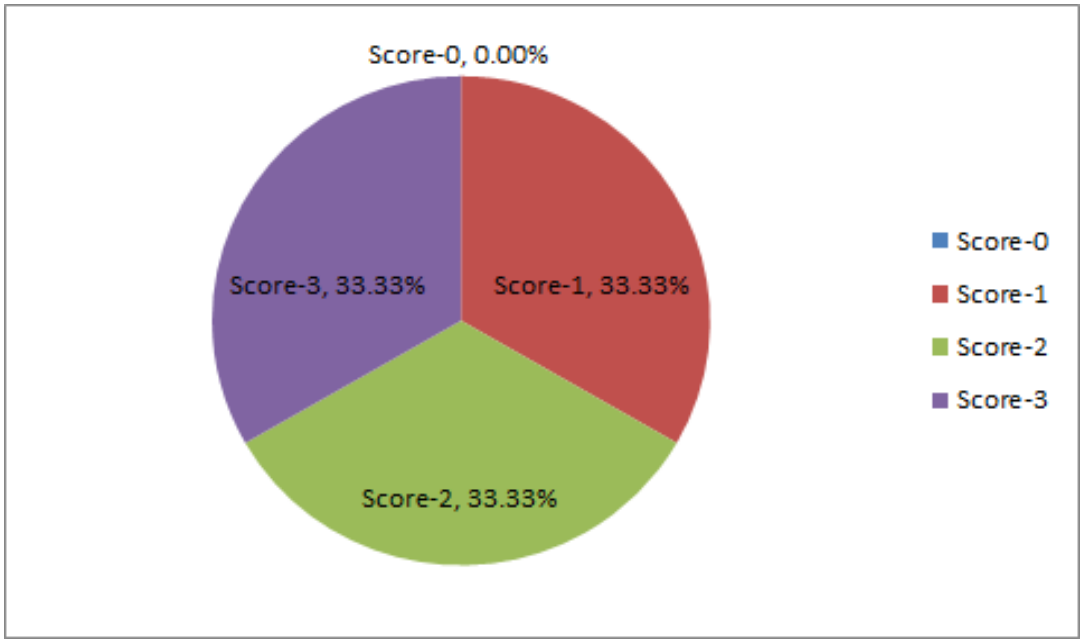

Figure 5. 1: Scores obtained for Programme Management

Criterion 2: Human and Physical Resources

The faculty manages the routine functions with a limited number of academic and non-academic staff which is totally inadequate. However, the service and the dedication of existing staff members should be highly commended. To ensure the delivery of the quality education, the faculty obtains the services of qualified and competent visiting/temporary/contract staff. The present physical facilities are inadequate to implement a high-quality study programme.

Students are annually sent for Industrial training to industrial places as a mandatory requirement which is properly managed by the faculty. The degree programme uses LMS for its learning and teaching process for almost all courses. Further, the LMS platform is well used and well maintained by the faculty. The faculty library is located within the faculty premises and is networked and equipped with relevant, up to date print and electronic learning materials.

Faculty has two computer laboratories for teaching and learning activities. These laboratories are accessible by all students but for the students independent learning activities the computers or laboratories are not adequate. Faculty should consider it seriously and provide computer facilities since these students are IT degree students. Wi-Fi facilities are not adequate in the faculty premises as well as hostel premises; especially the strength is not adequate for learning activities.

Students are motivated, encouraged and guided to learn English during the Orientation programme and continuously during their time in the university. Soft skill development

programmes are conducted through tailor made workshops and short programmes by the CGU. Student-staff communication is very informal; more formal methods such as emails, Moodle with formal and official accounts are advocated.

The review team noted certain areas that require improvements. Among those areas, the following could be highlighted. List of expertise required to deliver the curriculum is not clearly demonstrated. Faculty HRD Policy is not available and should be developed in order to deliver a high-quality education. Even though the industrial training programme is on place, the guideline for industrial training is not available in the department. Furthermore, the curriculum blueprint is not prepared and practiced.

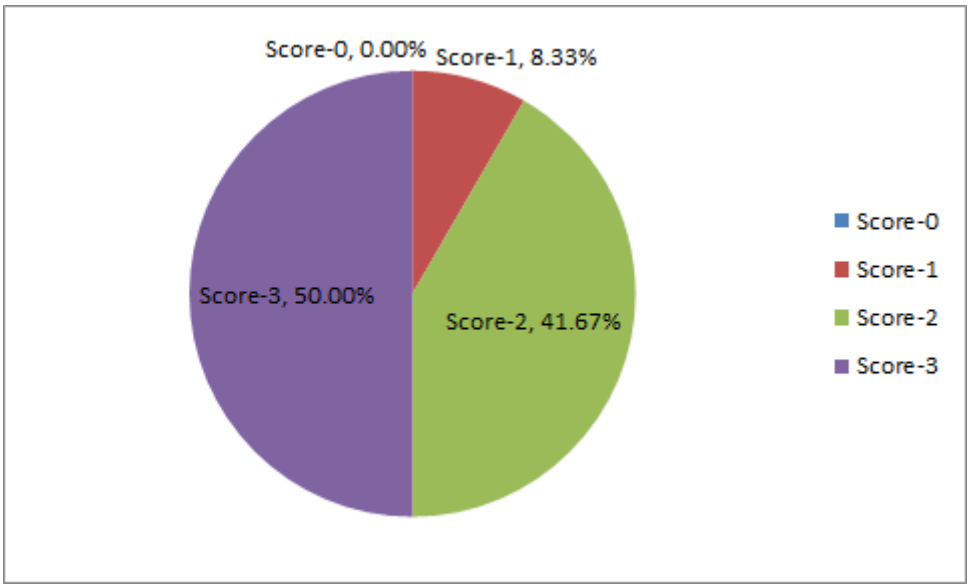

Figure 5. 2: Scores obtained for Human and Physical Resources

Criterion 3: Programme Design and Development

The current curriculum of the IT degree programme was introduced to the university in 2007. It underwent minor modifications in 2014/2015 to reflect the changing requirements in the industry. With the introduction of SLQF and ACM/IEEE guidelines by the UGC, the curriculum has been adjusted to align with them. The process of major curriculum revision started in 2018 with the establishment of the Department of Computing. The BSc (Hons) in IT degree was developed in collaboration with academics in the computing department, external consultants, industry stakeholders, and alumni. The program is being revised according to the vision and the mission of the university and to match with SLQF and IEEE/ACM guidelines. Feedback from alumni/industry stakeholders were collected through questionnaires and stakeholder meetings. But no evidence is available at the department for the students' contribution on curriculum revision.

The curriculum is being revised with the approach of OBE-SCL with additional courses to enhance the standard as well as special skills and attitudes of the students as demanded by

the industry. Program is being revised with the aim of promoting innovation, problem solving skills, effective communication, lifelong learning, attitudes and hard skills of students. It is mapped with the KSAM model. The current program mandates the students to follow a wide range of courses which gives them the necessary knowledge and skills while the revision allows more logical choices giving them a chance to broaden their abilities in certain specific areas.

The PR review team noted the following lapses in programme design and development. Programmes are not monitored routinely (in an agreed cycle) to ensure that programmes remain current and valid in the light of developing knowledge in the discipline, and practice in its application. Also the Faculty does not annually collect and record information about students' destination after graduation and uses it for continuous improvement of the programme.

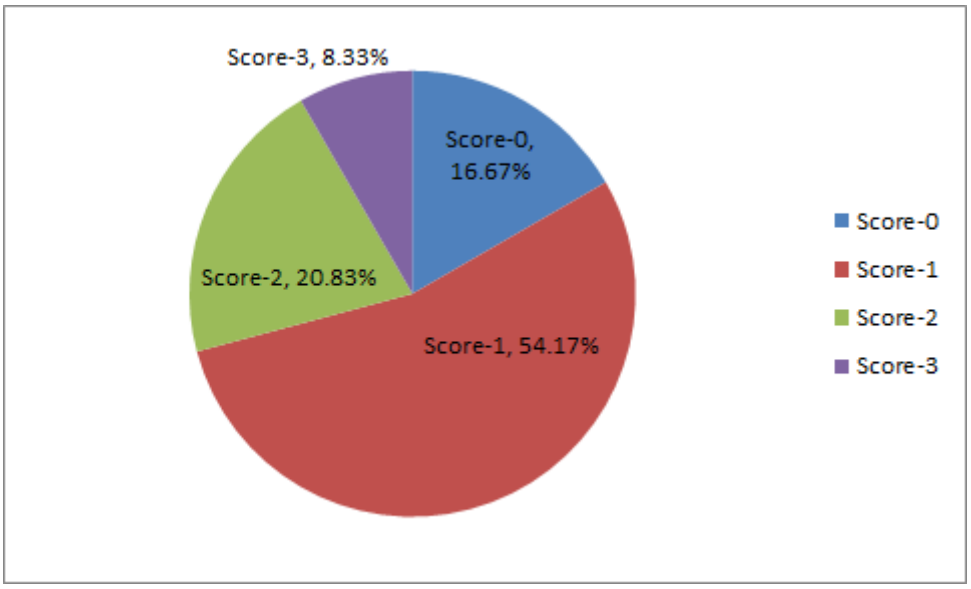

Figure 5. 3: Scores obtained for Program Design and Development

Criterion 4: Course / Module Design and Development

Most of the standards outlined in the Manual for Program Review of Undergraduate Study Programs Sri Lanka Universities and Higher Education Institutions, which was created by the Quality Assurance Council (QAC) of the University Grants Commission (UGC) of Sri Lanka, have been adopted in terms of course/module development.

In light of this criterion, the following remarks are made regarding the internalization of the norms. For the development of courses, the faculty uses a collaborative method that involves both internal and external subject-matter experts. The faculty's courses and modules have been created in accordance with the standards and guidelines laid out in the

Sri Lanka Qualification Framework (SLQF). The majority of the courses were created using a student-centered learning approach and suitable teaching, learning, and assessment methodologies. All pertinent information was included in the course specifications, which were distributed at the beginning of the semester.

The SLQF-specified credit value, designated number of study hours (notional hours), learning activities, assignments, tutorials, laboratory/clinical work, project work, self-learning, use of the library, revision, and examinations have all been fully incorporated with other requirements during a curriculum revision that is currently underway. There is evidence that the faculty assists in giving the staff members participating in module creation and development the necessary training and insights.

At the end of the semester, the faculty conducts a suitable evaluation of the course or module in order to analyze the appropriateness of assessments and their content, the efficiency of instruction, the measurement of student learning outcomes, and feedback.

The evaluation team identified a few areas that need to be improved. The following could be highlighted among those areas. The majority of the currently offered courses have improper ILO mapping. Even if the faculty board, CDC, and Senate are the relevant channels through which courses and modules are developed, there is no formal policy or set of procedural rules governing the creation and adjustment of curricula. Specialized courses lack the necessary depth and breadth of learning activities and content to engage and intellectually challenge students. For the period under evaluation for the IT degree programs, there were no findings supporting the formal approval of the courses delivered by the faculty. The idea of helping students with special needs was not supported by any data, thus this group of students must be considered while constructing courses and modules. Faculty IQAC doesn't appear to be very involved in internal monitoring tactics or efficient procedures to assess, review, and enhance the creation of courses.

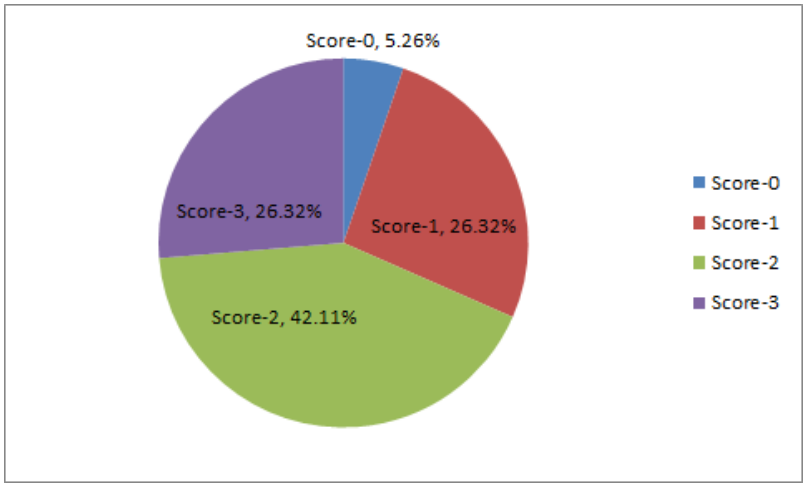

Figure 5. 4: Scores obtained for Course/Module Design and Development

Criterion 5: Teaching and Learning

Most of the standards outlined in the manual for program review of undergraduate study programs developed by the Quality Assurance Council (QAC) of the University Grants Commission (UGC) of Sri Lanka have been adopted in terms of teaching and learning. Considering this criterion, the following remarks are made regarding the internalization of the norms.

The program's teaching and learning practices are in line with the faculty's mission, the university's aims and values, as well as the needs of the curriculum. The faculty provides students with an academic calendar, course description, and timetable at the beginning of each program or course. Evidence suggests that only a small number of courses and modules (case studies, group projects, presentations, industrial training, workshops, and training/research projects) have integrated blended learning. It is advised to do so with other courses to engage students in the curriculum and teaching and learning processes. Although the Department of Computing employs academics in their respective fields, they are less senior and less experienced academics. The faculty, on the other hand, supports staff members in pursuing higher degrees and makes sure that the knowledge and expertise they have obtained via their work in academia, research, or other fields is used to improve instruction.

The application of knowledge is made clear to students using real-world examples, formative assessment, and feedback, which are important elements of both teaching and learning. Teaching involves students as learning partners in ways that maximize each student's personal and professional development.

There is no proof that teachers use student assessment data to improve instruction, so corrective action must be taken after thoroughly analyzing peer review reports from the authorities to ensure that the teaching and learning process is continually improved.

The faculty organizes career fairs to foster a strong university-industry relationship and provide graduates with the knowledge and skills necessary for a successful professional, scientific, and industrial career. Academic staff members encourage students to participate in research as part of teaching learning strategies and support students in publishing their research.

A VLE / LMS and other ICT-enabled pedagogy have been introduced by the faculty. The VLE / LMS platform is used to run nearly all of the courses, especially during the COVID 19 epidemic. Both teacher-directed and student-centered strategies are used by academic staff; in these approaches, students learn by actively participating in and interacting with the information and activities (active learning), with the instructor serving more as a facilitator and guide. The necessary machines and software (Web programming: Wamp

server, Django, IDEs : Quincy, Net beans, Visual, Studio, Math lab, Compilers: GCC, Java, DBMS: My sql, Statistical Software: Minitab, Browsers: Chrome, Firefox, Internet Programming : Wire shark, Other: Mega x, DOS Box, VlC player.) for teaching and learning have been installed in the IT labs, along with WIFI internet access.

The IT study program includes both formative and summative evaluations. There is no evidence to suggest that the Heads of Departments, Dean, and program coordinator are regularly updated on the status of the implementation of the teaching learning framework at each level of the program. Therefore, precautions in this regard are advised for corrective steps to be performed when necessary. The faculty lacks the mechanism to recognize teaching and research excellence and it is recommended to improve teaching and learning excellence, the faculty must develop a performance rating system and use the results of the system to promote employees.

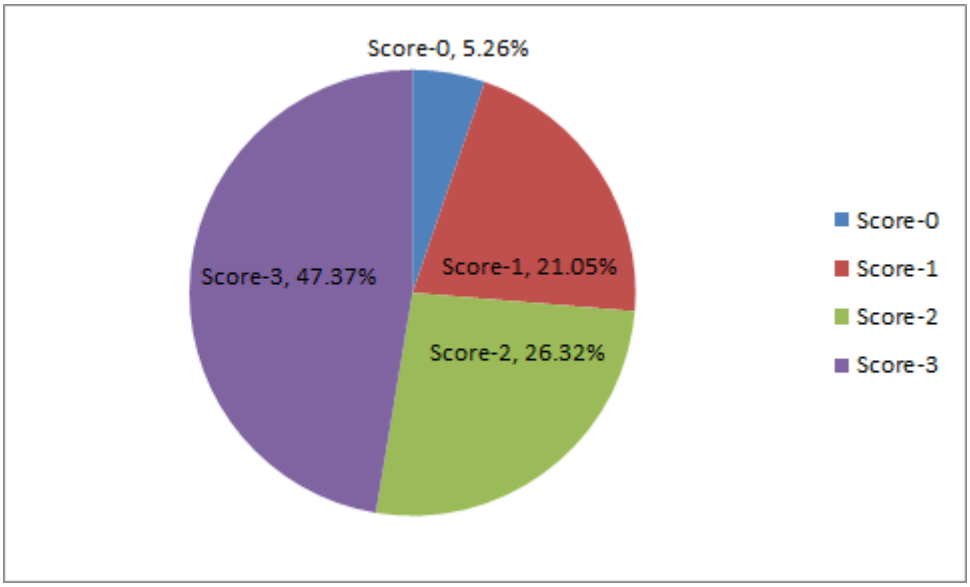

Figure 5. 5: Scores obtained for Teaching and Learning

Criterion 6: Learning Environment, Student Support and Progression

The faculty has been taking necessary steps to ensure that the learning environment and students support facilities to the achievement of the program outcomes of the study program in the best possible way. There are some good practices in the faculty to maintain an appropriate learning environment and student support systems within the faculty. The orientation program for the new entrants provides information regarding the facilities available, rules and regulations, and students' discipline. The orientation program can be considered as a comprehensive program. The personal counseling system adopted by the faculty helps students to discuss both academic and non-academic matters with the respective counselors. The faculty has a designated location for the students to carry out

their independent work both during and after office hours with prior approval. The above aspects positively impact the students' performance

One of the main areas that need improvement is the conduct of a students' satisfaction survey on the learning environment and facilities available. The review panel believes that the best way of improving the learning environment and students' facilities is to take measures based on the outcomes of the students' satisfaction survey. Therefore, the faculty should adopt a policy of conducting students' satisfaction surveys on regular intervals.

Student counselors need to be more proactive and have regular meetings with the students to identify their common issues and keeping records of such meetings is also important. Students' participation in the decision-making process should be formalized by keeping records and follow-up actions of such meetings.

External stakeholders and alumni's input are required to improve the student's professional future. Therefore, the faculty should adopt a policy of conducting formal meetings with alumni and external stakeholders at regular intervals. The faculty also need to adopt a policy on fall back option for the students of the three-year program.

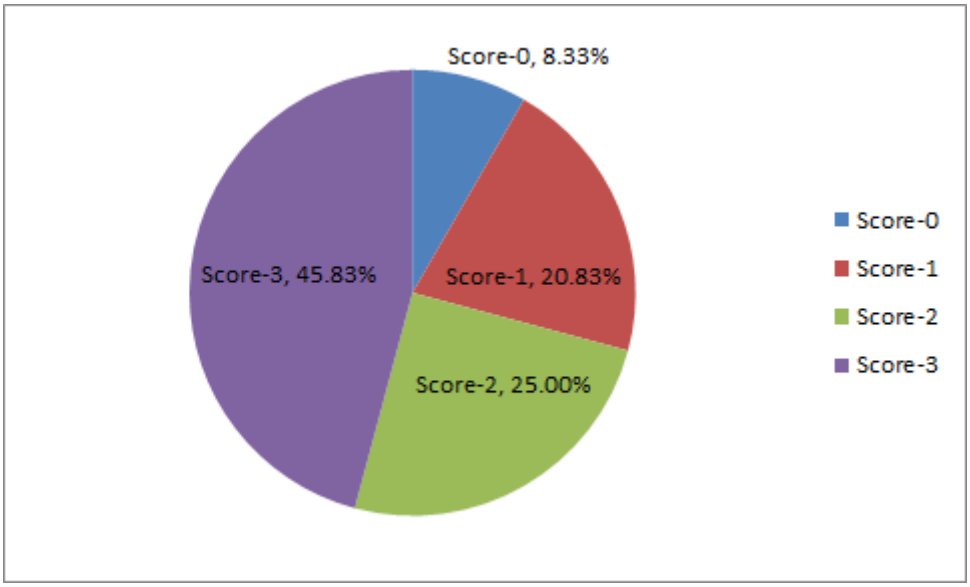

Figure 5. 6: Scores obtained for Learning Environment, Student Support and Progression

Criterion 7: Student Assessment and Awards

The faculty has a well-established procedure for conducting examinations. These procedures are properly documented and available for reference. Examination regulations and examination irregularities and punishments are made available on the faculty web page for the students.

The degree awarding criteria and criteria for the classes and grades are well-informed to the students through the students' handbook. The students can easily apply for the academic transcript and other examination/graduation-related matters using the information and applications provided on the faculty webpage.

The faculty has been practicing well-established procedures for the appointments of examiners and moderators for the final examinations. There is documentary evidence for moderators' comments and the actions taken by the setting examiners for the number of course modules. Answer script marking by the first and second examiners is properly carried out.

Even though examination procedures are well established and properly followed, the details of assessment course modules are not very clear. This is especially relevant to summative assessments. The weights of different assessment types towards the overall continuous assessment mark and mapping of learning outcomes with the various activities are not informed to the students. The students must be made aware of course module details in an outcome-based format.

It is also necessary that the faculty has a schedule to provide marks and feedback for the assignments and other related activities before commencement of the final examination. The students also should be communicated at the commencement of the semester about the assessment strategy of various assessments such as project evaluation.

It is also important that the staff development center conducts awareness programs and workshops for the academic staff on outcome-based education, methods of assessment strategies, use of technology for students assessments on a regular basis

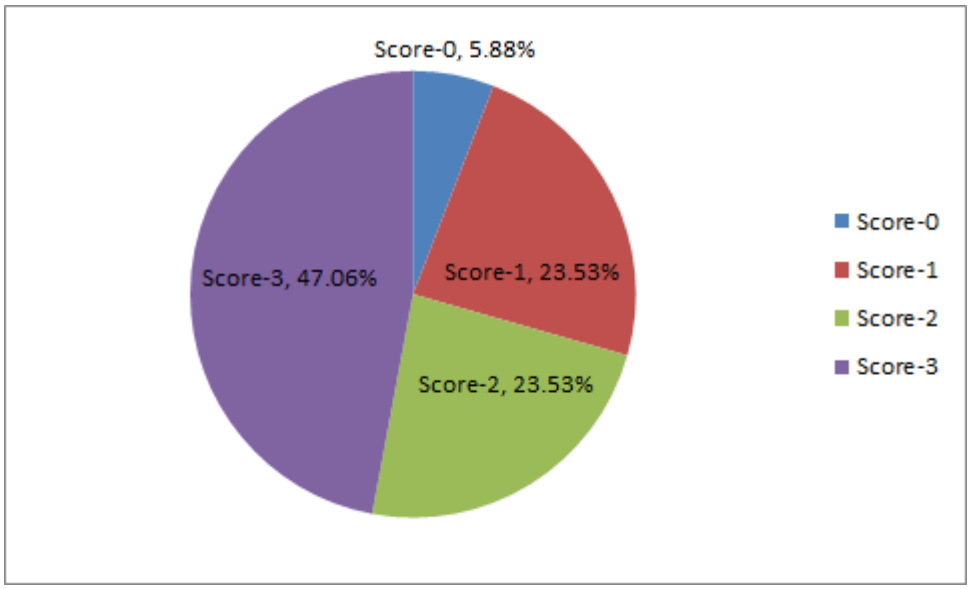

Figure 5. 7: Scores obtained for Student Assessment and Awards

Criterion 8: Innovative and Healthy Practices

The degrees have included a variety of positive, cutting-edge internal practices. Faculty/Department of Computing strengths its IT degree program. The following observations are made in terms of the internalization of this criterion. The initiatives have encouraged employees and students to participate in extracurricular activities like social, cultural, and artistic pursuits. The students of IT degree program are sent for the government and private institutions for field trips and training sessions as part of degree programs so that they are able to acquire practical experience. The faculty and programs recognize it as a responsibility of academia to complement industrial innovation, academic research and development (R&D), and training. Students are urged to employ research findings in the program's required degree research project. The Center for GEE is operating effectively by setting up workshops for students. The advisory committee and student mentoring have particularly helped recent graduates enjoy their time at campus.

The following areas of weakness with regard to creative and healthy practices need to be addressed by degree programs. There is no grant or evaluation mechanism.to promote student invention and implementation and there is supportive evidence found to support encouraging faculty and students to adopt OER for learning and teaching. The absence of a fallback option for students who are unable to successfully complete the program. There is no scholarship or appraisal system to encourage undergraduate innovation and implementation. Lack of evidence found on HR succession planning and poor coordination between the Establishment Division of the university. It was observed that there is a lack of supportive evidence found for the reward or award scheme for the staff scholarship including the teaching and for the encouragement of staff-students collaborative research and development works and its publications. There is not much participation in terms of external collaborative research activities by the academic staff except few. Furthermore, the faculty is lacking the support to commercialize viable staff and students outstanding projects and discoveries.

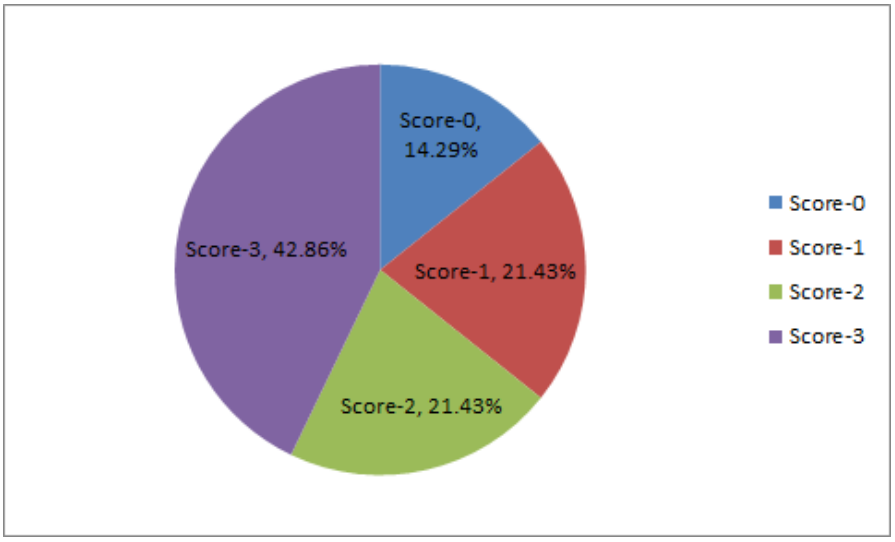

Figure 5. 8: Scores obtained for Innovative and Healthy Practices

Section 6. Grading of overall performance of the programme

Table 6. 1: Assessment criteria and Score

No	Criterion	Weighted minimum score*	Actual criterion-wise score
1	Programme Management	75	100
2	Human and Physical Resources	50	81
3	Programme Design and Development	75	60
4	Course / Module Design and Development	75	118
5	Teaching and Learning	75	116
6	Learning Environment, Student Support and Progression	50	76
7	Student Assessment and Awards	75	121
8	Innovative and Healthy Practices	25	38
	Total score (out of 1000)		710
	Total score (out of 100)		71

Final Grade: B

Section 7. Commendations and recommendations

The review team observed that the facilities available at the Departments, Faculty, and the University are adequate to assure the quality of the degree programme. The documentary evidence was verified by the PR review team through the uploaded documents in the MIS as well as during the site visit. The PR review team observed all the documentary evidence provided by the faculty related to all 8 criteria listed in the PR manual of the UGC. Wherever important documentations were not available, the review team made an extra effort to locate them with the help of the staff. The Review Team had very interactive and positive meetings with academic staff, students, administrative staff and non-academic staff of the study programmes. The preparation of the SER seems to have been done by the very enthusiastic academics and it is a very concise document. However, the PR review team noted that for certain criteria, documents provided were not relevant to those particular standards. Based on all the evidence provided and observed, the review team makes the following commendations and recommendations to the degree programme for its future developments and quality assurance.

7.1 Commendations/ good practices

7.1.1 The Faculty's organizational structure is in accordance with national laws and guidelines such as University-by-Laws, Management Guide, etc., for effective management and implementation of its core functions.

7.1.2 Student Handbook provides information on the curricula of the study programmes, selection of courses offered, examination procedures, grading mechanism, and graduation requirements.

7.1.3 The AR office securely maintains, updates and ensures confidentiality of permanent records of students, accessible only by authorized personnel.

7.1.4 The university maintains two medical centers for both western and Ayurvedic treatments.

7.1.5 Faculty uses the manual of procedure for conducting examinations; the manual contains the regulations concerning examination procedures, examination irregularities and punishments for its examinations.

7.1.6 The faculty obtains the services of qualified and competent visiting/temporary/contract staff to ensure the delivery of the quality education.

7.1.7 Students are annually sent for Industrial training to industrial places as a mandatory requirement.

7.1.8 The degree programme uses LMS for teaching and learning process.

7.1.9 The faculty library is located within the faculty premises and is networked and equipped with relevant, up to date print and electronic learning materials.

7.1.10 Students are motivated, encouraged and guided to learn English during the Orientation Programme and continuously during their time in the university.

7.1.11 Soft skill development programmes are conducted through tailor made workshops and short programmes by the CGU.

7.1.12 Curriculum is being developed in collaboration with academics, external consultants, and other stakeholders.

7.1.13 The program is being revised according to the vision and the mission of the university.

7.1.14 The programme is being revised to match with SLQF and IEEE/ACM guidelines.

7.1.15 Curriculum is being developed with additional courses to enhance the standard as well as special skills and attitudes of the students.

7.1.16 Incorporation of a participatory approach that includes all internal and external experts in the field of curriculum for the design and development process of the new curriculum.

7.1.17 The courses and modules have been developed in alignment with the Sri Lanka Qualification Framework's (SLQF) requirements and expectations.

7.1.18 The majority of courses have been designed with the student-centered learning approach and appropriate instructional and assessment strategies in mind.

7.1.19 The course description contains all pertinent information and is distributed at the beginning of the semester.

7.1.20 There were indications that the faculty supports providing training and necessary inputs to module design and development to the staff.

7.1.21 The program's teaching and learning processes are aligned with the university's vision and mission, and curriculum requirements.

7.1.22 Few courses or modules incorporated with blended learning (case studies, group projects, presentations, industrial training, workshops, training/research projects), based on the evidence presented.

7.1.23 Lecturers engage students as learning partners in ways that foster investigative approaches driven by curiosity and maximize each student's personal and professional development; they utilize real-world scenarios to ensure that students understand the application of knowledge.

7.1.24 Academic personnel encourage students to engage in research as part of a teaching-learning strategy and assist students with publishing their research findings.

7.1.25 The faculty has implemented ICT-enabled teaching and learning strategies, such as VLE. During the COVID 19 pandemic, VLEs are used for nearly all courses.

7.1.26 Academic staff uses both teacher-directed and student-centered methodologies, where students actively engage in and interact with the content and activities (active learning) and the role of the teacher is primarily that of a guide and facilitator.

7.1.27 The IT laboratories have been outfitted with the necessary computers and software (Adobe Collection (Photoshop, Premier Pro, Audition, Flash), Bird Font, Web programming: Wamp server, Django, IDEs: Quincy, Net beans, Visual Studio, Math

lab, Compilers: GCC, Java DBMS: My sql, Statistical Software: Minitab, Browsers: Chrome, Firefox, Internet Programming: Wire shark, Other: Mega x, DOS Box VlC player.

7.1.28 Faculty/department has been practicing personal councilors for each student to support and monitor their academic progress.

7.1.29 Faculty/department allows students to use the facilities as much as possible sometimes beyond the office hours under the supervision of academic staff

7.1.30 The Faculty/Department has been practicing to use orientation programmes for newly registered students to provide necessary information /regulations.

7.1.31 The programs have encouraged student and staff participation in extracurricular activities such as social, cultural, and aesthetic pursuits.

7.1.32 Effective implementation of the internship program is in practice in the department regardless of the distance between the university and the industries and the students' residences.

7.1.33 Inclusion of a series of preparatory courses during the orientation program are introduced so that students especially from non-science backgrounds embark on their academic works at the time of the commencement of their respective first semester of the first-year academic program.

7.2 Recommendations

7.2.1. Faculty should have its action plan and regularly conduct and maintain minutes of the action plan implementation committee meetings.

7.2.2. Students' feedback on each orientation programme should be collected and analyzed. Actions should be taken based on the analysis report. All these to be documented by the FQAC.

7.2.3. Students' feedback on lectures, practicals, and field trips/industrial placements should be collected in a systematic manner and should be analyzed by FQAC regularly. These reports should be discussed separately with the lecturer in charge and the students and all issues to be addressed by FQAC in a confidential manner.

7.2.4. Faculty/University should take actions to strengthen the MIS and all key functions should be linked to it.

7.2.5. Faculty should provide adequate physical and human resources for FQAC for its effective functioning. FQAC should develop and implement the internal monitoring process.

7.2.6. The functions of the FQAC to be improved and the minutes of the FQAC meetings to be maintained.

7.2.7. It is noted that the functions of the Curriculum Development Committee (CDC) of the faculty is not adequate. The composition and the TOR for CDC to be prepared and regular meetings should be conducted. Meeting minutes of CDC also to be documented.

7.2.8. Faculty need to develop the policy and procedure on programme approval and implementation and programme discontinuation.

7.2.9. Faculty should conduct the graduate satisfaction surveys; employability studies and employer feedback as these are to be used for continuous improvement of curriculum.

7.2.10. Faculty need to develop the HRD Policy.

7.2.11. Faculty/Department should develop the guideline for the Industrial Training programme.

7.2.12. Curriculum blueprint to be prepared and practiced.

7.2.13. SDC should conduct regular workshops on OBE- SCL for academics. Further, SDC should conduct workshops and CPD programmes for all types of staff including technical, clerical and work aids.

7.2.14. Faculty should conduct tracer studies in a systematic manner with the assistance of CGU or any other entity of the University/faculty.

7.2.15. Faculty should develop a policy on differently abled students by considering teaching, learning, and assessment as the key aspects.

7.2.16. Faculty/University should prepare the performance evaluation system in order to improve the quality of teaching and learning and implement this in order to promote its staff.

7.2.17. It is necessary to conduct students' satisfaction surveys on learning environment, facilities available in regular manner and based on the results of the survey, appropriate measures to be taken for further improvement of the students.

7.2.18. It is necessary to adopt a policy to conduct meetings with the employers on a regular basis and to take their inputs for the improvement of the program.

7.2.19. The faculty /department must ensure to make available the students handbook to the students at the time of enrolment without any delays.

7.2.20. Faculty should have a proper mechanism to have regular meetings with the students to address their needs and maintain records in a proper manner.

7.2.21. Faculty must make sure to formalize the students representation in the faculty board meetings and give the opportunity to be part of the decision-making process (even though there are evidence of the student's presence in the faculty board meeting by the attendance sheets but there is no evidence of their presence in the faculty board minutes)

7.2.22. Faculty/department should mark the students work (such as assignments, project work) on time and provide feedback before the commencement of the final examination. It was noted by the PR review team that most of the Continuous Assessment marks were not released before the commencement of the end semester exam.

7.2.23. Faculty/department should prepare and obtain UGC's approval for the fallback qualifications for those students who failed their degree programme at the end.

7.2.24. Faculty/department must prepare an awarding scheme to encourage the undergraduate's innovation.

7.2.25. Faculty/department must prepare a policy document to encourage the teachers and the students to use OER in addition to traditional teaching and learning.

7.2.26. Faculty/department must prepare an HR succession planning since there is poor coordination between the establishment division of the university and the department.

7.2.27. Faculty/department must prepare a reward or an award scheme for the staff including the teaching awards.

7.2.28. Faculty/department must encourage the staff-students collaborative research and development works and its publications.

7.2.29. As per the stakeholders' request, communication skills to be developed more through CGU and by the faculty; further, more practical courses to be included in the curriculum.

7.2.30. A formal Alumni association to be established at the faculty level with the approval of the University.

7.2.31. A formal system to be developed to release the continuous assessment marks on time and to be discussed with the students before the end of each course.

7.2.32. Research methodology course to be introduced in the curriculum and the project management course to be conducted before the commencement of the year three semester two project.

7.2.33. Faculty/department should practice the second examiner marks to be collected as a separate marksheet.

Section 8. Summary

The site visit for the program review of the computing department at the Faculty of Applied Sciences of the Rajarata University of Sri Lanka was scheduled to begin from 20th September to 21st September, 2022 and it was successfully completed. During the site visit to the RUSL, the review team held all necessary meetings both online and offline, and the supporting documentation is attached to the Annexures. During the two days of the site visit, the availability of necessary facilities and learning resources were confirmed.

Additionally, the panel was able to hold formal meetings with the Director CQA, Vice-Chancellor, Dean of the Faculty, Heads of Departments, Faculty Coordinator FQAC, and all relevant academic staff members. Other attendees included administrative officers, students, student support services, directors, coordinators of pertinent units and centers, the Librarian, Director/Career Guidance Unit, student counselors, and administrative staff of the faculty, non-academic and support staff.

The review panel noted that the SER was well-prepared, organized, and provided the pertinent data in accordance with the standards outlined in the QUAC-UGC PR Manual. It was noted that all stakeholders participated in the SER preparation process, and the team members received TORs outlining their specific areas of interest. The Programme Review Team was able to observe that, in addition to their regular academic activities, mentoring services, and student counselor services, the respective faculty staff members successfully carried out the roles and responsibilities of the Director/SDC, Director, and Senior Student Counsellor. Additionally, it was noted that the young faculty academic members at the computing department were highly optimistic and eager and had performed their tasks and provided their services above and above the call of duty. The team was able to observe the alumni's and other stakeholders' enthusiasm for offering assistance and other services to improve the degree program. When physical arrangements were not in place for inspection of pertinent documents, the team did seek the necessary documents for observation to make sure the standards are being internalized.

The review team assigned a score for the information technology program offered by the computer department of the Faculty of Applied Science of the RUSL based on the documentary evidence for each standard of the eight criteria and the physical verification of the learning resources and facilities. As a result, the program received 71.00 points, earning a "B" grade.

The panel members of the Programme Review team expressed their appreciation to the Vice Chancellor, Dean of the Faculty, Head of Department, Director CQA, academics, and everyone else for their assistance during the visit on behalf of the Quality Assurance Council

of the University Grants Commission. The review panelists would like to congratulate and wish the Department of Computing's head, academic staff, and students good luck in all of their future endeavors.

Annexure: Programme Schedule for Site Visit

PR Review –BSc in Information Technology/BSc Hons in Information Technology

Faculty of Applied Sciences/ Rajarata University – Day 1

	Meetings/Activities	Time	Duration	Remark
1.	Meeting with the Vice Chancellor	8.30	30 Minutes	VC Office
2.	Meeting with the Director CQA	9.00	15 Minutes	Board Room
3.	Meeting with the Dean of the Faculty	9.15	30 Minutes	Staring with a 10 Minutes Presentation by the Dean @ the Board Room
4	Meeting with HODs contributing to the academic program			
5.	Meeting with all academic staff contributing to the program	9.45	01 Hour	Board Room Tea
6.	Meeting with Students of the Faculty	11.00	01 Hour	Lecture Hall
7.	Inspection of the Documents	12.00	01 Hour	Board Room
8.	Lunch	01.00	30 Minutes	
9.	Meeting with external stakeholders and alumni members	01.30	30 Minutes	Via Zoom @ the Board Room
10.	Inspection of the Documents	02.00	01 Hour	Board Room with Tea
11.	Meeting with Technical Officers and Lab Attendants	03.00	30 Minutes	During the Lab visits
12.	Observation of Lectures			Depending on the Lecture time table
13.	Facility Observation	03.30	02 Hours	Ending the Day 1 Programmes @ 5.30 pm

PR Review – ICT/Rajarata University – Day 2

	Meetings/Activities	Time	Duration	Remark
1.	Meeting with Temporary Academic Staff	8.30	30 Minutes	Board Room
2.	Meeting with Academic Support Staff and Non-academic Staff	9.00	30 Minutes	Board Room
3.	Inspection of the Documents/ Facility Observation	9.30	1and 1/2 H	Board Room/Visiting places Tea
4.	Meeting with the Librarian/ Senior Assistant Librarians	11.00	01 Hour	During the Library Visit
5.	Inspection of the Documents/ Facility Observation	12.00	01 Hour	Board Room/visiting places
6.	Lunch	01.00	30 Minutes	
7.	Inspection of the Documents/ Team's Private Meeting	01.30	01 Hour	Board Room
8.	Observation of Lectures			Depending on the Lecture time table
9.	Wrap up Meeting	02.30	30 Minutes	Dean, HoDs, Academic Staff. Ending Day-2 Programme and Returning