Programme Review Report

Cluster of Study Programmes
Bachelor of Science Honours in Botany
Bachelor of Science Honours in Chemistry
Bachelor of Science Honours in Fisheries
Bachelor of Science Honours in Zoology
Faculty of Science
University of Jaffna

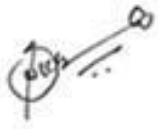
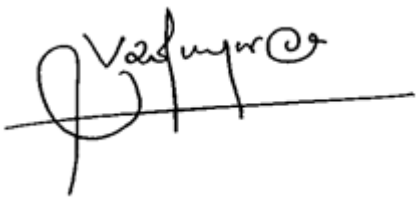
Site Visit Dates: 26th and 27th August 2024

Review Panel: Prof. D P Dissanayake (Chair)
Prof. Sriyani Wickramasinghe
Prof. D.K.D.D. Jayasena
Prof. K. D. P.P. Gunathilake

Quality Assurance Council
The University Grants Commission, Sri Lanka

1. **University : University of Jaffna**
2. **Faculty : Faculty of Science**
3. **Programmes: Bachelor of Science Honours in Botany**
   Bachelor of Science Honours in Chemistry
   Bachelor of Science Honours in Fisheries
   Bachelor of Science Honours in Zoology

4. **Review Panel:**

Name	Signature
Prof. D.P. Dissanayake (RC)	
Prof. Sriyani Wickramasinghe	
Prof. D.K. Dinesh Darshaka Jayasena	
Prof. K. D. Prasanna Priyantha Gunathilake	

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List of Abbreviations

CDRMC	Curriculum Development, Revision and Monitoring Committee - Faculty of Science
CGC	Career Guidance Cell - Faculty of Science
CGEE	Centre for Gender Equity and Equality
CGU	Career Guidance Unit
CQA	Centre for Quality Assurance
CU	Computer Unit
DELT	Department of English Language Teaching
OTS	Operations Technical Secretariats
PEU	Physical Education Unit
SDC	Staff Development Centre
SER	Self Evaluation Report
SFRC	Science Faculty Research Committee
SMPC	Strategic Management Plan Committee
UBL	University Business Linkage
UBLC	University Business Linkage Cell

Section 1 – Brief Introduction to the Programme

1.1 University of Jaffna

The Jaffna Campus of the University of Sri Lanka was established on October 06, 1974. In January 1979, the campus was upgraded to the University of Jaffna. The University currently consists of thirteen faculties and has a student population of around 11,000. The degree programmes conducted by the University are of a high standard and are accepted locally and internationally.

The vision of the University of Jaffna

"To be a leading centre of excellence in teaching, learning, research and scholarship."

The mission of the University of Jaffna

"To produce intellectually and professionally competent capable graduates to meet the emerging challenges of the national and international community with special emphasis on the social, economic and cultural needs of Northern Sri Lanka."

1.2 Faculty of Science

The Faculty of Science was established in October 1974, initially offering degree programmes in Mathematics and Statistics. At present the Faculty consists of seven departments (Botany (1975), Chemistry (1975), Mathematics & Statistics (1974), Physics (1975), Zoology (1975), Computer Science (1991) and Fisheries (1998) and offers honours programmes in Botany, Chemistry, Computer Science, Fisheries, Mathematics, Physics, Statistics and Zoology. In addition to these degree programmes, the Faculty also offers Applied Science honours programmes in Chemistry, Financial Mathematics and Industrial Statistics and Physics.

This report covers the honours degree programmes offered by the departments in Cluster A.

Honours degree programmes in Cluster A

Bachelor of Science Honours in Botany

Bachelor of Science Honours in Chemistry

Bachelor of Science Honours in Fisheries

Bachelor of Science Honours in Zoology

The Faculty selects about 50 students for these honours degree programmes every year and a further 40 students for the Applied Science Honours programme at the end of the third year. The selection is based on the performance of students during the first two years and according

to published criteria. At present, the Faculty admits around 400 students every year. The current student population (as of 2024) of the Faculty is around 1300. The honours degree programmes are well structured in such a way that the depth of knowledge increases progressively. In addition to the subject specific theory courses, course units such as practical, research and seminar are included in the degree programmes to give the skills needed to be employed in industry or academia. The Faculty has adequate human and physical resources to offer the degrees successfully. A majority of the graduates are accepted to follow postgraduate programmes locally and overseas. Tables below provide details of enrolment and graduation (convocations held from 2019-2024) of the honours degree programmes in Cluster A.

Table 1.1: Overall enrolment and graduation details of BScHons degree programmes in Botany, Chemistry, Fisheries and Zoology

Enrolled Academic Year	No of Students Enrolled	Convocation Date	No of students* opted for BSc (3-year)	Reason for opting	Total No. BScHons Holders	Graduation Rate (%)
2012/2013	53	06 - 08.12.2019			53	100.0%
2013/2014	33	24 & 25.02.2021			33	100.0%
2014/2015	42	03 - 05.03.2022			42	100.0%
2015/2016	49	06 - 08.10.2022	2		47	95.9%
2016/2017	46	19-21.07.2023	2	Medical and Personal issues	44	95.7%
2017/2018	44	14-16.03.2024	3	Personal issues	41	93.2%

*Opted student(s), completed BSc degree

Table 1.2: Enrolment and graduation details of BScHons (Botany)

(Year of commencement of the degree programme – 1977)

Enrolled Academic Year	No of Students Enrolled	Convocation Date	No of students* opted for BSc	Reason for opting	Total No. BScHons Holders	Graduation Rate (%)
2012/2013	15	06 - 08.12.2019			15	100.0%
2013/2014	6	24 & 25.02.2021			6	100.0%
2014/2015	6	03 - 05.03.2022			6	100.0%
2015/2016	12	06 - 08.10.2022			12	100.0%
2016/2017	10	19-21.07.2023	1	Medical and Personal issues	9	90.0%
2017/2018	13	14-16.03.2024	1	Personal issues	12	92.3%

*Opted student(s), completed BSc degree

Table 1.3: Enrolment and graduation details of BScHons (Chemistry)

(Year of commencement of the degree programme – 1977)

Enrolled Academic Year	No of Students Enrolled	Convocation Date	No of students opted for BSc	Reason for opting	Total No. BScHons Holders	Graduation Rate (%)
2012/2013	18	06 - 08.12.2019			18	100.0%
2013/2014	15	24 & 25.02.2021			15	100.0%
2014/2015	24	03 - 05.03.2022			24	100.0%
2015/2016	24	06 - 08.10.2022	2	Accident & Family issues	22	91.7%
2016/2017	18	19-21.07.2023	1	Medical issues	17	94.4%
2017/2018	19	14-16.03.2024	1	Selected for a job	18	94.7%

*Opted student(s), completed BSc degree

Table 1.4: Enrolment and graduation details of BScHons (Fisheries)

(Year of commencement of the degree programme – 2011)

Enrolled Academic Year	No of Students Enrolled	Convocation Date	No of students opted for BSc	Reason for opting	Total No. BScHons Holders	Graduation Rate (%)
2012/2013	3	06 - 08.12.2019			3	100.0%
2013/2014	6	24 & 25.02.2021			6	100.0%
2014/2015	2	03 - 05.03.2022			2	100.0%
2015/2016	6	06 - 08.10.2022			6	100.0%
2016/2017	5	19-21.07.2023			5	100.0%
2017/2018	8	14-16.03.2024			8	100.0%

Table 1.5: Enrolment and graduation details of BScHons (Zoology)

(Year of commencement of the degree programme – 1977)

Enrolled Academic Year	No of Students Enrolled	Convocation Date	No of students* opted for BSc	Reason for opting	Total No. BScHons Holders	Graduation Rate (%)
2012/2013	17	06 - 08.12.2019			17	100.0%
2013/2014	6	24 & 25.02.2021			6	100.0%
2014/2015	10	03 - 05.03.2022			10	100.0%
2015/2016	7	06 - 08.10.2022			7	100.0%
2016/2017	13	19-21.07.2023			13	100.0%
2017/2018	4	14-16.03.2024	1	Medical and Personal issues	3	75.0%

*Opted student(s), completed BSc degree.

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

The Self-Evaluation Report (SER) prepared by the Faculty of Science provided the information required to conduct a successful programme review. Evidence collection and the other necessary preparations for each criterion have been conducted by a team appointed by the Faculty. The SER was organized as per the guidelines given by the UGC and was comprehensive enough for a proper evaluation. It was noted that a fair SWOT analysis was included in the SER, and reviewers hope that the Faculty would develop strategies to address the weaknesses identified in the SWOT analysis and to improve the quality of the degree programmes. The SER demonstrates the degree of internalization of best practices by the relevant Departments/Faculty/University and the level of achievement of Standards set out under eight criteria prescribed in the Programme Review Manual. Documentary and other evidence made available to substantiate the claims made in the SER were comprehensive. However, some of the vital documents were not available in the online system, although they had been cited in the SER. Such deficiencies/missing evidence in the SER were verified by the review team at the Department/Faculty/Unit level during the site visit.

The reviewers are happy about the support provided by the university and faculty quality assurance coordinators, academic staff, non-academic staff and students. The review team would like to commend the way information/evidence was provided upon request during the review. Upon evaluation, the review team has given a common score to all four degree programmes.

Section 3 – A Brief Description of the Review Process

The review process consisted of steps such as desk evaluation by each member of the review team, review team's discussion on individual evaluations and agreeing on a common evaluation, a meeting prior to the site visit, the site visit and drafting the review report. The review team had many meetings online during the desk evaluation.

The review team encountered some difficulties in reviewing evidence online due to the poor quality of some of the scanned documents. Also, it was found that some of the relevant evidence was not available. Some of the relevant information was later provided by the faculty based on the requests made by the review team. Such evidence was also considered in allocating marks.

Although the SER was submitted in June 2020, due to COVID-19 related issues and later economic and political crises faced by the country, the site visit took place on 26 August 2024. During this visit, the team met with the Acting Vice-Chancellor, Director of CQA, Dean of the Faculty, Heads of Departments, QA -coordinators of the Faculty and the University, academic staff, members of the SER team, Librarian, Head of Department of English Language Teaching (DELT), Director of the computer unit, Director of Career Guidance Unit, Director of Gender Equity and Equality Centre, academic support staff and temporary staff, administrative and non-academic staff, and the students.

In addition to the meetings, facilities such as lecture rooms, computer laboratories, cafeterias, University Medical Centre, Physical Education Unit, Career Guidance Unit, hostels, Proctors office, Student Counselling Unit, University Business Link office, and Staff Development Unit were observed. The agenda of the review team is given in Annexe 1. All the documentary evidence listed in the SER was examined before and during the site visit. In order to verify certain processes and practices, additional information was requested by reviewers. All the additional information requested was promptly provided. The reviewers are impressed by the way the review was conducted and the site visit organized.

Based on evidence examined, facilities observed, and observations of lectures and practical sessions, marks were awarded for the standards listed under eight criteria, namely:

1. Programme management
2. Human and physical resources
3. Programme design and development
4. Course module design and development
5. Teaching and learning

6. Learning environment, student support and progression
7. Student assessment and awards
8. Innovative and healthy practices

The process was based on the Manual for Review of Undergraduate Study Programmes of Sri Lankan Universities and Higher Education Institutions. The review was concluded with a wrap-up meeting. During this meeting, reviewers explained their observations, followed by a positive discussion about improving the quality of the programme. After the site visit the key findings and the final report were submitted to the QAC of the UGC.

Section 4 – Overview of the Faculty's Quality and Standards

The review team observed, from the SER, evidence provided, meetings with relevant stakeholders, and observation of facilities, that the Faculty's approach to quality and standards is constructive.

Academic, administrative, and non-academic staff, as well as the students, have a positive attitude towards the QA process. The University has established a Centre for Quality Assurance (CQA) as the university's apex body of quality management. The CQA has produced policies regarding the management of QA activities. The Quality Assurance Cell (QAC) of the Faculty of Science is well organized and has a cordial and effective relationship with CQA.

The Faculty is keen on upgrading the quality and standards of its programmes. The Faculty monitors the process of quality assurance through the Internal Quality Assurance cell (IQAC).

The present work of the FQAC is mainly confined to coordinating the activities relating to obtaining student feedback for course modules, providing guidance on keeping standards, and preparing SER and IR reports. The review team observed that there is a lack of evidence to suggest that the complete quality circle, that is, obtaining student feedback, analysis and recommendations, monitoring of implementation of recommendations, and adjustment to processes and policy, is in operation. It is also necessary to formalise the annual (minor) revisions and major revisions of the curricula in five years or so, based on the feedback from stakeholders, tracer studies, review reports, external experts, industry trend analysis, etc. The review team observed that no effective tracer studies have been conducted.

It is recommended to design a code of practice as a policy document to conduct satisfaction surveys and tracer surveys pertaining to the programmes. Developing KPIs may help to focus on monitoring the progress and continuous improvements.

Section 5 – Judgement on the eight criteria of programme review

Based on the evidence submitted by the Faculty of Science, University of Jaffna, and observations made during the site visit, the review team noted the following.

5.1 Programme management

Strengths

- The Faculty has a well-organised structure to deliver its degree programs effectively.
- The Faculty has established a Quality Assurance Cell under the University's Quality Assurance Centre with the necessary infrastructure. The quality assurance process is well-organised with adequate documentation.
- The vision and mission of the university are reflected in the Corporate Plan.
- The University has a well-established Staff Development Centre, and the Faculty is working closely with it.
- The Faculty has adequate mechanisms to maintain student discipline, provide mentoring, and offer support to needy students.
- The Faculty by-laws govern the award of qualifications.
- Student orientation programme helps new undergraduates to adjust to the 'new life' of the university.
- Faculty rules, disciplinary code, examination procedures, counselling and mentoring services are communicated to students during the orientation programme.
- Facilities for health care, recreation and sports are of a high standard.
- Student participation in decision-making bodies, including the Faculty Board, is satisfactory.

Weaknesses

- Although some initiatives have been taken, there is limited evidence to show that the Faculty is implementing teaching approaches such as Outcome-Based Education and Student-Centred Learning.
- Lack of emergency evacuation plans for lecture rooms, laboratories, etc., and emergency contact information.
- Lack of a properly organized programme of safety training on fire and emergency procedures for staff and students.

5.2 Human and Physical Resources

Strengths

- The new academic staff members have been provided with an induction programme to raise awareness of the roles and duties of employment and help them to improve their research and teaching careers.
- Adequate availability of ICT facilities supports students in acquiring ICT skills.
- A well-resourced English Language Teaching unit is available to improve the language skills of students.
- Measures have been taken by the Faculty to develop harmony and cohesion between different groups through multicultural activities.
- Availability of visiting lecturers or interfaculty teachers to teach auxiliary courses

Weaknesses

- The lack of availability of human resources in the Department of Fisheries is notable.
- No policy for developing and adopting an HRD plan.
- Insufficient academic staff (Fisheries Department) and unfilled vacancies in non-academic positions to support the programmes.
- No systematic training is provided for the non-academic staff.

5.3 Programme Design and Development

Strengths

- A Curriculum Development Committee (CDC) in the Faculty has been formed to design and review the degree programmes.
- The curriculum structure has been designed in a logical order in such a way that the challenge and autonomy increase with progression.
- Areas such as soft skills are incorporated into the curriculum.
- SLQF guidelines have been considered during the programme design.
- Availability of a well-structured qualification as a fallback option for the honours student in the third year

Weaknesses

- Inadequate evidence of using professional satisfaction surveys/employer feedback to improve the quality of the programme.
- Lack of a proper mechanism to monitor the programme on a regular basis.
- The curriculum design process does not demonstrate sufficient evidence of conducting needs surveys to identify requirements.

- Lack of clearly defined indicators and outcome-based performance indicators for monitoring the implementation and evaluation of the programme.
- Lack of evidence to suggest the outcome of course evaluations has been used to improve the degree programme.

5.4 Course Design and Development

Strengths

- SLQF guidelines have been considered during the course design process.
- Student-centred teaching strategies have been considered during the course design and development process.
- SLQF guidelines on credit values, notional learning hours and different types of learning have been incorporated into the curriculum.
- Graduate profile and programme outcomes have been considered when developing learning outcomes for course modules.

Weaknesses

- Inadequate information in the course design and approval policy about how internal and external subject experts are involved in the course design.
- Lack of evidence to suggest the outcome of course evaluations has been used to improve the course modules.
- Non-availability of considering the results of students' feedback or peer review in improving the curriculum or course evaluation.

5.5 Teaching and Learning

Strengths

- Faculty mission and curricula requirements are met via teaching and learning strategies.
- Students are provided with course specifications and timetables in advance of the start of each semester.
- Availability of “Smart Lecture Hall” facilities for the teaching and learning process.
- The Degree programmes are generally well-structured and up to date.
- Department obtains feedback from the students on teaching and other facilities.
- ICT is used optimally in conducting lectures and practical classes.
- Availability of well-equipped computer laboratories for conducting practical sessions.
- The Faculty provides facilities to differently abled people to access its buildings/lecture halls and laboratories.

Weaknesses

- Lack of evidence to suggest that course evaluation and moderator feedback are used to improve teaching and learning.
- Assessment procedures and learning outcomes are not aligned for each course unit.

5.6 Learning Environment and Student Progression

Strengths

- The Faculty has created an environment which is conducive to teaching and learning.
- The Faculty offers a comprehensive induction programme to incoming students, and students are happy with the programme.
- The Faculty has introduced a research project, as required by SLQF in its degree programmes.
- The library, computer laboratories, and language lab are utilised to deliver the programmes effectively.
- The Faculty encourages students to participate in co-curricular activities by providing necessary facilities and training.
- The Faculty has a mechanism in place to address student grievances through student counsellors and mentors.
- The Faculty maintains a healthy relationship with the Alumni Association

Weaknesses

- Insufficient evidence to suggest that timely feedback is provided to students on their performance.
- Lack of an IT-based system to monitor and manage student progression (still being developed).

5.7 Student Assessment and Awards

Strengths

- The Faculty ensures the weightage relating to different assessment components is specified in the course specifications.
- Students are assessed using published criteria.
- Regulations, criteria and procedures relating to assessments and the award of the degree are communicated to students at the time of enrolment.
- The degree certificate and the transcript accurately reflect the degree programme, the stages of progression and student attainments.

- The Faculty ensures that the title of the degree programme complies with the guidelines stated in the SLQF.

Weaknesses

- Lack of evidence to suggest that the Faculty has used the feedback of external examiners to improve the assessment process systematically.
- Delays in providing timely feedback on formative assessments.

5.8 Innovative and healthy practices

Strengths

- The Faculty provides an opportunity for students to exit the programme early or fall back if they request.
- The Faculty has introduced LMS to manage courses online.
- Students organise social, cultural, community and industrial-related activities to promote harmony and cooperation.
- Moderation and second marking of examination papers by appointing external examiners.
- The Faculty encourages students to participate in regional/ national level competitions.

Weaknesses

- Inadequate mechanisms for encouraging academics to achieve excellence in outreach activities.
- Lack of income-generating activities.
- No proper mechanism for handling hazardous waste. The review team wishes to highlight this as a common problem for the state university system.

Section 6 - Grading of Overall Performance of the Programme

Table 6.1: Assessment Criteria and Score

Criterion	Assessment Criteria	Raw Score	Converted Actual Score
1	Programme management	69	128
2	Human and physical resources	83	83
3	Programme design and development	121	121
4	Course/ module design and development	132	132
5	Teaching and learning	124	124
6	Learning environment, student support and progression	85	85
7	Student assessment and awards	138	138
8	Innovative and healthy practices	40	140
Total score on a thousand scale			851
Total score (%)			**85.1**
Final grade			**A**

Section 7 - Commendations and Recommendations

Please note that commendations and recommendations are NOT given in the order of priority.

Commendations

- The review team is happy to note that the University of Jaffna has considered quality assurance as one of the priority areas. Commendable efforts have been made to ensure the quality of the degree programmes through an effective quality assurance mechanism.
- The administration and non-academic staff have extended their support to maintain the quality of the degree programme and create a good learning environment.
- The reviewers are happy to note that the learning outcomes have been developed based on the graduate profile of the programmes.
- The introduction of a fallback option allows students who are not able to fulfil the requirements of the degree programme to receive a lower-level qualification.
- The Faculty obtains the services of external moderators and internal moderators to maintain the standards of examinations.
- The Faculty has strived to improve the infrastructure facilities by obtaining funding from outside agencies such as AHEAD. The commitment of the academic staff to writing grant proposals and effectively managing the funds is appreciated.
- The University has taken many steps to ensure the well-being of the student community. Financial assistance provided to needy students through various help mechanisms is commendable. The University provides counselling and mentoring to students via student counsellors and mentors.
- The reviewers had the opportunity to meet groups of students representing all levels of study. The team is happy to note that students are enthusiastic and generally satisfied with the way the programme is conducted.
- Activities such as cultural and sporting events organised by both students and staff helped to create social harmony between different ethnic and religious communities.
- The availability of good student counselling services helped to improve the well-being of students.
- The measures taken by the university and the faculty to maintain student discipline have resulted in a no/low incidence of student harassment.
- The review team noted that students are encouraged to participate in regional and national-level competitions. This will help to build up the confidence and competence of students.

- Active involvement of the Alumni Association supporting the Faculty is highly commendable
- The development of necessary policy documents is commendable
- The presence of a grievance committee for staff and students is admirable
- It is noted that the faculty encourages students to publish their research findings in quality journals
- Implementation of awarding mechanisms to appreciate the excellence in teaching and research is commendable.

Recommendations

- The Faculty should have an effective HRD plan to improve the competitive level of staff to run the programmes.
- Providing relevant training and refresher programmes to non-academic staff in a systematic manner must be considered.
- Calculate workloads and consider work norms when allocating courses and other responsibilities to staff.
- Strengthening of the peer review and student feedback processes through IQAC is recommended.
- Assessments and ILOs need to be mapped in course specifications (Constructive alignment)
- Analysis of student feedback helps to identify the key areas that need attention.
- Regular and systematic graduate employability surveys would help to improve the quality of the degree programmes.
- Staff and student satisfaction surveys must be conducted regularly to improve the teaching and learning environment.
- Develop a set of appropriate KPIs to measure the success of the programmes.
- Consider introducing mechanisms for attracting and retaining temporary staff to support the programmes and to fill the existing vacancies.
- Providing adequate space and staff for the Fisheries degree programme must be considered a priority for the faculty.
- Large laboratories and lecture halls must have evacuation plans and doors to exit the location in case of an emergency.
- Safety could be improved by installing necessary equipment, such as eyewash stations in laboratories.
- Provide opportunities for students to be entrepreneurs by offering course/s on entrepreneurship, IPR, and commercialization.
- Issues among academic staff members must be resolved, and students should not be affected by these issues.

- Repair several infrastructure facilities, such as toilets.

Section 8 – Summary

The programme review of the Bachelor of Science degrees offered by the Departments of Botany, Chemistry, Fisheries, and Zoology at the University of Jaffna was concluded with a two-day site visit. During the visit, the claims made and relevant evidence provided by the Faculty were verified through a series of meetings with various parties, an inspection of documents/facilities/infrastructure, and observations of practical sessions.

The review team assigned marks for each of the 152 standards (across 8 criteria) based on a careful analysis of the evidence provided, as well as information obtained through meetings, teaching observations, and inspection of facilities/infrastructure. Based on the evaluation, the cluster of programmes received a cumulative total score of 85.1 and secured an “A” grade (Very Good). A grade of “A” indicates that High Level of accomplishment of the quality expected of a programme of study. The team expects that the Faculty of Science, University of Jaffna, will take the necessary measures to address the recommendations outlined in this review report to move towards excellence.

The review team wishes to thank the Dean, Faculty of Science, the writing team and senior academics, non-academic staff for their great efforts in the preparation of SER and implementing the recommendations. Further, we wish to extend our sincere thanks to the Faculty and the University of Jaffna for their cooperation to fulfil the review process.

Annexure - Schedule for the Site Visit

FACULTY OF SCIENCE, UNIVERSITY OF JAFFNA
PROGRAMME REVIEW
Bachelor of Science Honours Degree Programmes (Cluster A)
26th and 27th August 2024

Date	Time	Event	Venue
26.08.2024	8.30 - 9.00 a.m.	Meeting with the VC, Registrar, Bursar, Dean/Science, Director/CQA, Coordinator/IQAC, HoDs, academic staff of the Faculty + Presentation by Dean/Science	Boardroom UoJ
26.08.24	9.00-9.30 a.m.	Meeting with academic staff	
26.08.2024	9.30-12.00 p.m.	Document Verification	Mini-Board room & P3
26.08.2024	12.00 – 1.00 p.m.	**LUNCH BREAK**	
26.08.2024	1.00 - 1.30 p.m.	Visit to Department of Chemistry	Department of Chemistry
26.08.2024	1.35 – 2.05 p.m.	Visit to Department of Botany	Department of Botany
26.08.2024	2.10 – 2.40 p.m.	Visit to Department of Zoology	Department of Zoology
26.08.2024	2.45 - 3.15 p.m.	Visit to Department of Fisheries	Department of Fisheries
26.08.2024	3.15 – 3.30 p.m.	**REFRESHMENTS**	
26.08.2024	3.30 – 4.00 p.m.	Meeting with DR/Examinations, DR/Academic, Establishments, SAR/Science, AB/Finance (for Faculty of Science), AR/Welfare Services.	P3
27.08.2024	8.30 - 10.30 a.m.	Visiting Common facilities of the university: CGU, UBL, SDC, Welfare Services Branch, Students' Canteen, Library, Computer Unit,	

		Health Centre, CGEE, CQA, PEU, Hostels	
27.08.2024	10.30 – 10.45 a.m.	**REFRESHMENTS**	
27.08.2024	10.45 – 11.15 a.m.	Meeting with Director/Student Welfare, Proctor, Deputy Proctor, Director/OTS Student Counsellors, Academic Counsellors, and Faculty level Coordinators/Sub-committee Chairs: Coordinator/CDRMC, Coordinator/UBLC, Coordinator/CGEE, Chair/SFRC, Chair/Faculty Web & IT Committee, Rep/Sports Advisory Board, Chair/Building Committee, Chair/Handbook and Newsletter Committee and Secretary/Health Promotion Committee**.**	CHS
27.08.2024	11.15 – 11.45 a.m.	Meeting with students (3M and 4M)	CHS
27.08.2024	11.45 – 12.15 p.m.	Meeting with Technical Officers, Network Managers, Systems Analyst cum Programmer, Laboratory Attendants, and other Non-academic staff	CHS
27.08.2024	12.15 – 12.45 p.m.	**LUNCH BREAK**	
27.08.2024	12.45 – 1.15 p.m.	Meeting with first year students	P3
27.08.2024	1.15 – 1.45 p.m.	Student unions and other student associations (Two EXCO members)	P3
27.08.2024	1.45 – 2.15 p.m.	Meeting with Temporary Academic Staff (Asst. Lecturers, Demonstrators, RAs, Instructors)	P3
27.08.2024	2.30 – 3.00 p.m.	Meeting with Alumni	P3
27.08.2024	3.00 – 3.15 p.m.	**REFRESHMENTS**	
27.08.2024	3.15 – 3.45 p.m.	Review Team Internal Meeting	P3
27.08.2024	3.45 - 4.15 p.m.	Wrap up meeting with Dean, Heads of the Departments, Academic Staff members	P3
	END OF THE REVIEW and RETURN		