



**Program Review of the Bachelor of Commerce Honours (B. Com Hons) of the
Faculty of Commerce and Management of the Eastern University of Sri
Lanka**

25th, 26th 27th and 28th September 2018

Reviewers:

Prof Ranjith W. Pallegama, Dr. A.L. Abdul Rauf, Dr. K.S.Wanniarachchi

Quality Assurance Council

University Grants Commission, Sri Lanka

Grants Commission, Sri Lanka

Program Reviews - 2018

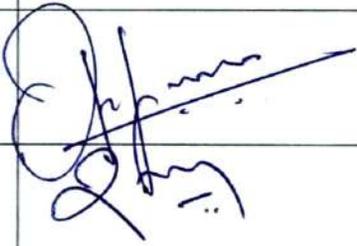
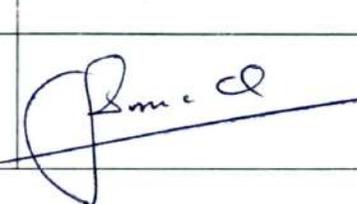
conducted by the
Quality Assurance Council
University Grants Commission, Sri Lanka

University: *Eastern University, Sri Lanka*

Faculty: *Faculty of Commerce and Management*

Program: *Bachelor of Commerce Honours*

Review Panel:

Name	Signature
Prof. Ranjith W. Pallegama	
Prof. A.L. Abdul Rauf	
Dr. K.S. Wanniarachchi	

Date: *18/01/2019*

Content Page

The Program Review Report of the Faculty of Commerce and Management of the Eastern University of Sri Lanka

Section 1 - Brief introduction to the program	1
Section 2 – Review team's observations on the Self - Evaluation Report (SER)	3
Section 3 - A brief description of the Review Process	4
Section 4 - Overview of the Faculty's/Institute's approach to Quality and Standards	9
Section 5 - Judgment on the eight criteria of Program Review	10
Criteria 1: Program Management	10
Criteria 2: Human and Physical Resources	11
Criteria 3: Program Design and Development	12
Criteria 4: Course/ Module Design and Development	13
Criteria 5: Teaching and Learning	14
Criteria 6: Learning Environment, Student Support and Progression	15
Criteria 7: Student Assessment and Awards	16
Criteria 8: Innovative and Healthy Practices	17
Section 6 - Grading of Overall Performance of the program	19
Section 7 - Commendations and Recommendations	20
Section 8 – Summary	23
Appendices	24

Section 1 - Brief introduction to the program

The Faculty of Commerce and Management (FCM) of the Eastern University of Sri Lanka has been established in 1988 as the third Faculty of the University. The FCM commenced offering the Bachelor of Commerce Honours degree program (B.Com.Hons.) in 1988 with 16 students in the academic year 1988/1989. This 4-year degree program offered by the Faculty is in addition to six other study programs (Bachelor Business Administration program, BBA; BBA specialization in Human Resource Management; BBA specialization in Marketing Management; B.Com specializations in Enterprise Development, Accounting and Finance and Business Economics). The Department of Commerce takes the responsibility of offering B.Com.Hons. programs with the support of other two departments of the Faculty (Department of Management and Department of Economics). The Faculty enrolls students from all parts of the country.

Two specialization programs in B.Com have been introduced from the academic year 2005/2006 in a 2+2 model (i.e. specializations in Accounting and Finance, and Enterprise Development) and the specializations start from the third year. The specialization in Business Economics has been introduced in 2010. The students who do not enter the specialization programs progress in the B.Com.Hons. study program. Since its inception in 1988, the Faculty has increased the number of students enrolled in its programs and thus far have produced 21 batches of graduates. The B.Com.Hons. study program has a well-defined illustrious graduate profile to be achieved that includes all relevant attributes of a B.Com.Hons. graduate.

Table 1.1. Number of students in the Faculty at present- breakdown in years:

Year	Academic Year	Number of students in Faculty
2012/2013	4th	146
2013/2014	4 th (2 nd batch)	163
2014/2015	3rd	164
2015/2016	2nd	168
2016/2017	1st	186

By 30th August 2018

Table 1.2. Maximum capacity of students allocated by University Grants Commission in the last 4 years:

Year	Allocation (Max Capacity)	Number of students enrolled
2013/2014	100	140
2014/2015	100	118
2015/2016	100	103
2016/2017	100	98

It appears that a majority of students graduate in the B.Com.Hons. study program without entering into three other specialization programs. The profile of the academic staff is limited and the number of available cadres to the entire Faculty to operate 7 separate study programs is inadequate. No academic staff member is in the grades of professor or associate professor. The reviewers are quite concerned of the fact that the Faculty is waiting to start two more new study programs under these constraints, and whether this could deteriorate the quality of all existing study programs further.

The Faculty require further developments in physical infrastructure such as basic facilities available in lecture halls, welfare facilities such as canteens and facilities for extracurricular activities. Curriculum needs to be fully revised based on the SLQF guidelines. The Faculty should focus on mapping and aligning the graduate profile, program ILOs, course ILOs, teaching and learning strategies and assessment strategies in an OBE model. The Faculty requires enhanced attention on quality and should work towards establishing a quality culture in the Faculty.

Section 2 – Review team's observations on the Self - Evaluation Report (SER)

The SER has been compiled by a team of academic staff members lead by a senior academic of the Department. The SER writing team has been duly appointed with a former Dean of the Faculty as the principal writer, who have been amply assisted by a group of young academics as co-writers.

The SER included a well-written introduction to the study program with an illustrious presentation of the graduate profile, although evidence of a wider consultative approach in developing the graduate profile was limited. The Introduction summarized the intake of students from the inception and included profiles of the academic and non-academic staff. The SER briefs the learning resources available including a good introduction to the library, ELTU, Centre for Information and Communication Technology (CICT), Career Guidance Unit and other student support systems. As described in this section of the SER, the review panel witnessed the well-arranged library of the EUSL and the contribution of the present librarian should be highly commended. The SWOT analysis presented in the SER appears to have philosophical deficiencies.

A participatory approach in the preparation of the SER was evident among the academic staff, although evidence of a wider consultative approach was limited. It appears that the SER has been compiled without a careful thought on the available evidence in relation to each and every standard. Because, certain cited evidence documents were not made available during the site-visit.

It appears that the SER writers have simply copied the list of sample documents given in the PR manual (“examples of sources of evidence”) under each standard on all criteria and indicated that those documents are present and made available without a judicious thinking and a critical and realistic evaluation on the real degree of adoption of each standard by the Faculty/study program. Therefore, the SER appeared to be that of a perfect study program that scores 100%, whereas the ground reality was not. Not having a realistic judgement based on the SER made the site-evaluation difficult and challenging for the reviewers.

Section 3 - A brief description of the Review Process

Timeline:

The PR process was started in February 2018 and the relevant dates (or period) are mentioned below.

- Appointment of Reviewers (November 2017)
- Training workshop for program reviewers (14th February, 2018)
- Pre- review meeting and workshop (21st June, 2018)
- Desk evaluation (June-July, 2018)
- Workshop on Pre-site visit (31st July, 2018)
- Site- Visit (25th – 28th September 2018)
- Key findings to QAAC (11th October 2018)
- Submission of draft report (23rd November 2018)

The Panel of Reviewers:

1. Professor Ranjith Pallegama (Panel Leader): Faculty of Dental Sciences/ University of Peradeniya
2. Dr. A. L. Abdul Rauf: Faculty of Management and Commerce/ South Eastern University of Sri Lanka
3. Dr. K.S. Wanniarachchi: Faculty of Engineering/ University of Ruhuna

Pre-Site Visit Evaluation

Following the appointment of the review panel, a pre-review meeting and a workshop was held at the UGC on 21st June 2018 to brief the evaluation process. Desk evaluation was conducted by the panel members individually. A pre-site visit discussion was held among panel members on 31st July 2018 to review their positions on the claims made in the SER. A four-day site visit to review the Bachelor of Commerce Honours degree program of the Eastern University of Sri Lanka was carried out from 25th to 28th September 2018.

Meetings Conducted During Review Process

1. Meeting with the Dean of the Faculty

Dean explained the present situation of the Faculty and the study program and provided an overview of the study program, graduate profile, curriculum development and approval process, students' issues (ragging and ragging mitigation measures), student's welfare, student union, LMS system and academic time tables etc.

2. Meeting with the Deputy Vice Chancellor

Review panel had a meeting with the Deputy Vice Chancellor (DVC) as the Vice Chancellor was on leave. DVC explained the history of the university and specially mentioned about the difficult period during the civil war in the area. He noted that the academic standards of all study programs were somehow maintained with great difficulty. He stated that the student community in the university is multi ethnic and students engage in various activities to build harmony among students as well as with the outside community.

3. Meeting with permanent academic staff of the Department

Permanent academic staff attached to the Department of Commerce as well as from other service departments were present. They expressed their views related to approaches they have adopted to maintain the academic standards of the degree program. Some of the points discussed during the meeting were: positive and negative aspects observed by the academics, availability of physical and human resources, welfare facilities for students, IT and Library facilities, use of software for teaching and research, exposure to OBE system, students' attendance, evaluation system and the delay in releasing examination results etc. The academics particularly highlighted the inadequacy of human and physical resources.

4. Meeting with SER writing team

The SER writing team has been appointed at the Faculty level. They explained the procedures adopted in preparing the SER and the responsibilities of individual member. The newly appointed Chairman of the Internal Quality Assurance Cell (IQAC) highlighted that the new IQAC with limited facilities had not enough time to give sufficient inputs to SER preparation.

5. Meeting with the students' representatives

A meeting with the student representatives (i.e. student union, student societies and associations) related to this study program was held on the first day. Students highlighted some shortcomings in

the following areas; sport facilities, canteen facilities, quality of foods, and hostel facilities. They further concerned and worried about the delay in releasing examination results. They preferred if English module/course continued from the semester 2 onward, and also wanted to receive continuous assessment marks separately and early. However, students highly commended their lecturers for their dedication and assistance.

6. Meeting with Heads of the Departments

The Heads of all three Departments involved in this study program was present. They explained the good practices introduced to the B.Com degree program. The Heads specially highlighted the difficulty they experience due to insufficient numbers of academic staff. They mentioned that their repeated requests to increase cadre positions have not yet been successful.

7. Meeting with temporary academic staff members

The temporary academic staff members of all departments who contribute to the study program were present. It was observed that the workload of temporary staff members is considerably high especially due to lesser number of permanent academic staff members.

8. Meeting with SARs of the faculty and examination unit and Deputy Bursar of the Faculty

Faculty SAR explained procedures adopted in the Faculty to maintain smooth function of academic activities. Bursar of the Faculty explained that financial matters of the Faculty are smoothly executed. SAR Examination admitted that there is a delay in issuing examination results. They also highlighted that administrative issues prevent the Faculty using earned funds. All raised their concern on lack of opportunities for their carrier development.

9. Meeting with the general student community

Reviewers scheduled a meeting with a large number of general students' communality from all batches excluding members of various unions, societies and associations. Their views were more or less similar to the views of students' representatives of various unions, societies and associations.

10. Meeting with the Director IQAU

The Director admitted that he was appointed to the post recently and he explained the existing and expected procedures to maintain and enhance the quality of the academic programs in the Eastern

University of Sri Lanka. Later, the review panel paid a visit to his office complex and witnessed a developing IQAU.

11. Meeting with student counsellors

All the student counsellors attached to the Faculty attended. They explained how they deal with the students when they approach them with their problems. However, it appeared that the motivation of students to consult student counsellors is very low. The review team felt that the academics who are appointed periodically as student counsellors require a training and better motivation on the task.

12. Meeting with directors of SDC and CGU

The Director SDC explained his activities and plans for staff training. However, it was noted that the opportunities to expose staff to new teaching-learning techniques especially in relation to OBE and Learner-Centred-teaching (LCT) is insufficient. The Director CGU highlighted certain activities organised by the CGU to make the students aware about their opportunities in the industry after their graduation.

Observation of Evidence:

Evidence documents on 8 criteria were not properly planned and arranged. Therefore, the panel faced some difficulty in finding the relevant evidence. However, staff members of the Department assisted the panel during the document viewing. Team evaluated all criteria and compared with the evidence documents and reviewed the desk evaluation scores. All doubtful areas were clearly examined with the assistance extended by the Head of Department and other staff members. Reviewers highly appreciate their cooperation in this regard.

Visited Areas:

1. Main Library
2. ICT Centre of the University
3. Student Class Rooms
4. Relevant departments of studies
5. IQAU
6. ELTU
7. Physical Education unit and gymnasium

Wrap-Up Meeting

Wrap up meeting was arranged on the fourth-day of the review visit at 11.30 a.m. The meeting was chaired by Professor Ranjith Pallegama, team leader, with the participation of the two other reviewers. Dean of the Faculty, Heads of the Departments, academic staff members, temporary academic staff members, some administrative staff, and some non-academic staff members attended the meeting. Summary of findings and strengths and weaknesses/areas for improvement under each criterion of the program review were presented while sharing the views of all reviewers. On behalf of the Faculty, Dean of the Faculty, Heads of Departments and a few other senior academic staff members expressed their views regarding the review process and the highlighted weaknesses.

Section 4 - Overview of the Faculty's/Institute's approach to Quality and Standards

The Eastern University of Sri Lanka has established an Internal Quality Assurance Unit (IQAU) according to the QA circular of 2015. A senior academic staff member (Dr. T. Prabakaran) of the same faculty (the Faculty of Commerce and Management) has been appointed as the Director of the IQAU recently to lead the quality assurance (QA) work of the university. The present Director has been improving the functions of the IQAU under the supervision of the Vice-Chancellor and liaise with the UGC through the Standing Committee. IQAU conducts monthly meetings of the IQAU and take steps to enhance quality of the University functions. The present Director has had limited time to prepare the Faculty of Commerce and Management within his short period in the office.

The Faculty has also established an Internal Quality Assurance Cell (IQAC) and developing a separate office within the Faculty premises. A young dynamic Senior Lecturer (Dr N Rajeshwaran) from the same department (Department of Commerce) has been appointed as the Chairperson recently, since the former Chairperson left the country. The present Chairman of the IQAC too has had limited time to facilitate QA work of the Faculty and the available physical resources and facilities for his office is very limited.

Hence, the review team believes that more attention should be given to improve the QA work in the Faculty via newly established IQAC office. There is plenty of room for improvement. The reviewers suggest that the Faculty takes more assertive measures to enhance the quality of all core-functions in managing and delivering the study program.

Section 5 - Judgment on the eight criteria of Program Review

Criteria 1: Program Management

Among the 27 standards, 8 scored 3 indicating good adoption, 10 scored 2 indicating adequate adoption with a few issues, 7 scored 1 indicating barely adequate adoption with major issues either in the degree of adoption or the strength of evidence provided and 2 scored 0 indicating inadequate adoption or irrelevant evidence being provided. The study program achieved a raw criterion-wise score of 51 and hence an actual criterion-wise score of 94 out of 150.

However, despite the presence of well-written action plan etc, limited evidence of implementation and monitoring exists with scarce faculty-level ToRs of standing/ad-hoc committees and SOPs (S1.1 & S1.2). The Faculty adopts management procedures that are in line with national policies and procedures and possesses university-level program manual (S1.3) and action and strategic plans. The Faculty adopts a reasonably good participatory approach in the decision-making process and accommodates the views of all relevant stakeholders (S1.4). There are delays in the delivery and huge delays in releasing examination results (S1.5). The Faculty provides a handbook and prospectus for new students with relevant information in it (S1.6 & S1.7). The Faculty website is regularly updated and maintained (S1.8) with relevant information. The induction/orientation program provided to students can definitely be improved (S1.9). The career guidance and academic counseling should be enhanced, and the faculty members should encourage students' use of the services offered through the CGU and the graduates should be prepared for the "world-of-work" (S1.9).

The Faculty can improve on confidentially and securely storing and updating records of students (S1.10). Evidence on availability of faculty level duty lists, work-norms and code of conducts for all categories of staff was limited, and what is available was not well communicated to staff regularly (S1.13). The available LMS facility should be maximally used by the Faculty (S1.11).

The possession of a well-composed student charter with a good code-of-conduct is a strength (S1.12). The Faculty may come up with a performance appraisal system for all staff categories and staff should be continuously trained to achieve higher quality in all aspects (S1.14). IQAC has recently been developed and requires improvement of its facilities and functions (S1.15).

The Faculty and program level process should be in place for continuous development of the curricula (S1.16) in an OBE model with plenty of SCL/LCT methods embedded (S1.17). The Faculty may adopt a clear policy and procedure for revision and new program approval and implementation (S1.18). LMS is being used to obtain feedback, although it was difficult to find evidence of using such information for improvements (S1.19). The faculty and study program should definitely develop international, local and industry collaborations/partnerships to provide more industrial and research training opportunities for students and staff (S1.20).

Students' counselling and welfare must improve, and the responsible personnel must be trained (S1.21). The facilities of students for healthcare, welfare and extra-curricular activities should be enhanced (S1.22). Students' safety and security should be a priority area for the Faculty (S1.23).

The Faculty also adopts approved by-laws pertaining to key functions and possesses a well-composed manual on examination procedures (S1.24). Students with special needs must be paid a special attention with close monitoring and assessing their progress with an attention to personal difficulties (S1.25). The University has also adopted policies for GEE and SGBV and deter ragging (S1.26), however, actions to prevent ragging in the faculty is limited (1.27). The Faculty should discuss with the University administration and provision to use at least a portion of their own generated fund for the development of the Faculty.

Criteria 2: Human and Physical Resources

Among the 12 standards, 2 scored 3 indicating good adoption, and 5 scored 2 indicating adequate adoption with a few issues, 4 scored 1 indicating barely adequate adoption with major issues either in the degree of adoption or the strength of evidence provided, and 1 scored 0 indicating inadequate adoption or irrelevant evidence being provided. The program achieved a raw criterion-wise score of 20 and hence an actual criterion-wise score of 56 out of 100.

The reviewers were not very much impressed with the qualifications, competencies and the number of the available academic staff to deliver an effective academic program and design and develop effective curricula. These limitations affect the research outcome as well (S2.1). Out of 8 permanent academic staff in the Department of Commerce, only two PhD holders, and 3 masters degree holders are there. The Department need to encourage non-PhD holders to raise their academic qualification to PhD level (S2.2). The compulsory induction program for all newly recruited academic staff is a good practice. The Faculty has no solid mechanism/plan to give opportunities for the staff to undergo training or foreign exposures for their CPD (S2.3 & S2.4). Inspection of infrastructure indicated that basic facilities in lecture rooms, ICT facilities, sports facilities, canteens and study areas are needed to be improved, but the main library gives a commendable service to students (S2.5). The Department is providing a specialized training/internship to students in the third year at present, and with request from stakeholders, it is shifted to last semester in the new curriculum. This is a good move because students have the opportunity to convert their training assignment to a job opportunity at the same institute (S2.6). No sufficient evidences exists to prove that the staff are provided with sufficient opportunities to expose or train themselves on OBE-SCL. Their lack of experience was also evident during the physical observation of teaching sessions (S2.7). The procedures adopted by the main library of the EUSL is highly commendable and it gives ample opportunity for the students to refer learning materials in their chosen field of study (S2.8). Students attached to the Faculty have no separate IT laboratory, hence they are using the common IT laboratory of the EUSL with reasonable internet access and relevant software installations (S2.9). The medium of instruction of this study program is English. English language skills of majority of students are not up to the

expectation and firm measures are required to enhance language competencies. (S2.10). No clear and sufficient evidences on the development of soft skills has been incorporated into the study program (S2.11). The Faculty has initiated a cultural event under HETC grant aiming to build harmony among students of different ethnic groups but no sufficient evidence is available to show that the project is sustained (S2.12).

Criteria 3: Program Design and Development

Among the 24 standards of criterion 3, none scored 3 indicating good adoption, 10 scored 2 indicating adequate adoption, 11 scored 1 indicating barely adequate adoption with major issues either in the degree of adoption or the strength of evidence provided, and 3 scored 0 indicating inadequate adoption or irrelevant evidence being provided. The program achieved a raw criterion-wise score of 31 and hence an actual criterion-wise score of 65 out of 150.

No special strengths are noted in the study program in relation to Criterion 3. However, reviewers appreciate some initiatives and minor attempts taken in the new curriculum.

Although the Faculty has attempted to do a minor revision, an efficient curriculum development & revision process, documentation and a policy in relation to curriculum revision are not apparent. No evidence in support of a credible process in previous curriculum revisions and evidence of existence of a mechanism for that involving a curriculum development committee at the faculty level (S3.1 & S3.2). Although some feedback from employers and other stakeholders have been obtained there is no evidence of using such information in designing the curriculum (S3.3 & S3.4). A minor attempt has been made to comply with SLQF, and the curriculum is not guided by any national or international benchmarks (S3.5). There was no faculty policy on program design and development or there is no program/course specification template approved by the Faculty/Senate. Although course specifications were available, none of them indicates the assessment strategies aligned with the ILOs (S3.6). Faculty issues a handbook with graduate profile. However, evidence to support the existence and delivery of realistic ILOs of study program/courses are limited (S3.7 & S3.8). Although a few OBE activities are provided those are not clearly aligned with the course outcomes. The teaching and learning and assessment strategies may properly be aligned with the course learning outcomes (S3.9). A few supplementary courses are there to improve the generic skills of the students, but those are not adequate (S3.10). A few attempts have been made to incorporate issues of gender, culture and social diversity, ethical values and sustainability. However, those are not systematically integrated into the curriculum and there is no evidence of having a faculty policy on curriculum development in this regard (S3.11).

Some core and elective courses are there in the curriculum. There is no proper curriculum matrix showing the relationship of courses at different levels. The progression of the courses does not adequately consider incremental learning with increasing difficulty and challenge towards the final year (S3.12 & S3.13). Some information is provided regarding the graduate rates. Although internship is recently introduced, the study program does not have clearly defined and appropriate measurable process indicators and outcome-based performance indicators. Although

SLQF is adopted the academic standard of the program with respect to its award of qualifications is inappropriate and need improvement (S3.14 & S3.15). The Faculty has some criteria for program approval process. However, academic standards, appropriateness of the learning opportunities and monitoring and reviewing are not sufficient. While certain amount of balance in program, titles, award and resources were available, evidence adopting principles of program design was not available (S3.16 & S3.17).

Introduction of industrial training is appreciated. However, the credit weight given for this is too high. Further, there are no clear and appropriate ILOs for this training (S3.18). Program design and development does not integrate appropriate learning strategies for the development of self-directed learning and collaborative learning in all courses. The Faculty does not have a program design policy and procedures (S3.19). The Faculty has IQAC. However, active involvement in internal monitoring and effective processes are not yet available (S3.20). Although curriculum revision is done, it is not done in a regular cycle to meet the demand of the current environment. There is no evidence of continuous monitoring and reviewing in developing the curriculum (S3.21 & S3.22). The Faculty has not conducted tracer studies annually, and therefore, no data or report regarding the graduates' destination are available. (S3.23). The Faculty states that it does not have students with disabilities. But no information is available on the presence of students with minor disabilities and their difficulties. However, adoption of policies and procedures for screening, monitoring and provision of learning resources and care for such students need to be established (S3.24).

Criteria 4: Course/ Module Design and Development

Among the 19 standards of criterion 4, none scored 3 indicating good adoption, 9 scored 2 indicating adequate adoption with a few issues, and 10 scored 1 indicating barely adequate adoption with major issues either in the degree of adoption or the strength of evidence provided. The program achieved a raw criterion-wise score of 28 and hence an actual criterion-wise score of 74 out of 150.

No special strengths were noted in relation to course/module design and development of the study program. Minor attempt and initiatives taken in the new curriculum are appreciated.

Although the Faculty has attempted to do a minor revision in course design there is no evidence for obtaining experts' opinion. Therefore, an efficient course design and development has not happened. There is no evidence of having a faculty course design policy or faculty level committee for course design and development (S4.1). Although SLQF is partially adopted, courses are not properly designed to meet the program objectives and outcomes. There is no adequate alignment between course ILOs and program Learning Outcomes (PLOs). ILOs should be constructively aligned with the Graduate Profile and standards stipulated in SLQF. There is no approved course design template and there is no systematic alignment of course ILOs and assessment tasks. (S4.2, S4.3, S4.4 & S4.5).

Teaching and learning methods/process should focus to impart the graduate attributes. However, prescribed information (as of SLQF) is not provided in the available course specifications (S4.6). Course specifications are given to students. However, course specification does not provide specific ILOs and assessment strategies (S4.7). Course design specifies the credit value, the workload as per SLQF. However, there is no course specification for industrial training, but the highest credit weight is given for industrial training which may heavily influence the weighted GPA. Course design does not integrate appropriate learning strategies. Course evaluation report for the last three years are not available. (S4.8 & S4.9). Differently able students are not available at the faculty and hence needs of differently able students are not considered in course design and development (S4.10). Although credit weight and volume of learning are scheduled as per the SLQF guidelines, a course mapping to the PLOs was not available. Course contents has adequate breadth and depth. But Course evaluation reports are not used in designing course (S4.11 & S4.12). The Department is taking a commendable effort to incorporate modern technology, and this may be further enhanced (S4.13).

Although senior staff are trained by the Staff Development Center, more training in relation to curriculum development would be beneficial (S4.14). A monitoring and review process on course design are not available. Course approval decisions are not taken after full consideration of all specifications; there is no evidence of implementing a course approval criteria/process (S4.15, S4.16 & S4.17). The Faculty has an IQAC, but there are no systematic monitoring strategies adopted in relation to course design. Feedback from students and staff are obtained in every semester. However, there is no evidence of consideration of the feedback in designing course design and development (S4.18 & S4.19).

Criteria 5: Teaching and Learning

Among the 19 standards, 2 scored 3 indicating good adoption, 11 scored 2 indicating adequate adoption with a few issues, 4 scored 1 indicating barely adequate adoption with major issues either in the degree of adoption or the strength of evidence provided and 2 scored 0 indicating inadequate adoption or irrelevant evidence being provided. The study program achieved a raw criterion-wise score of 32 and hence an actual criterion-wise score of 84 out of 150.

The content of the courses and the process (the teaching and learning process) may be better linked to the PLOs (S5.1). Course specifications and relevant information may be communicated to students and academic counsellors before the commencement of the course (S5.2). The teaching and learning strategies may closely be aligned (constructively aligned) with the course learning outcomes and in turn with the program learning outcomes (S5.3). The T&L and other facilities for differently able students may be improved, and for the Faculty to achieve that they need to have data /information regarding presence of those students and their level difficulties. The student counsellors should be aware of them and should monitor them (S5.4). The approaches to blended learning are minimal and only a very handful of lecturers use the available LMS facility (S5.5). The teachers' contribution to research and industry collaboration is limited and hence no contribution on development of students with such exposures (S5.6) and getting the

students to engage in scholarship and creative work/research especially in relation to industry problems (S5.8 & S5.10). The planned engagement of students in self-directed/collaborative learning may be improved to a greater extent (S5.7 & S5.9). More use of SCT/LCT process is appreciated which will promote deep learning in students (S5.14 & S5.15).

With a large number of multi-ethnic and multi-religious student community no discrimination or issues are noted (S5.11). Presence of academic staff with all religious and ethnic communities is appreciated. The teaching and learning strategies are monitored to a certain extent, and some actions are taken for improvement (S5.12).

A peer review process does not take place in the Faculty. The limited feedback collected is not adequately used for continuous improvement (S5.16). Information gained from assessments are not adequately assessed and used for the improvement of the teaching-learning (S5.17).

Allocation of the workload among staff is not the best and improvements are possible (S5.18). However, no mechanism was observed in place to appreciate higher performance in academic functions and hard work (S5.19).

Criteria 6: Learning Environment, Student Support and Progression

Among the 24 standards, 2 scored 3 indicating good adoption, 12 scored 2 indicating adequate adoption with a few issues, 9 scored 1 indicating barely adequate adoption with major issues either in the degree of adoption or the strength of evidence provided and 1 scored 0 indicating inadequate adoption or irrelevant evidence being provided. The study program achieved a raw criterion-wise score of 39 and hence an actual criterion-wise score of 54 out of 100.

Faculty adopts a fairly student friendly administrative environment and improvements are possible (S6.1). The effectiveness of the learning environment can be improved a lot with improving services and training staff to deliver those services effectively and efficiently, and improving basic facilities such as IT facilities and basic infrastructure such as lecture halls/tutorial rooms, and making facilities available for collaborative learning such as study/discussion areas with WiFi etc. (S6.2 & S6.9). The faculty has a fairly well-articulated plan, however poor attention is given on implementing, trouble shooting and error correction (S6.3). The faculty possesses a well-written student-charter and code of conduct (S6.4). The Faculty appears not guide the students to use even the available facilities/services such as CGU and facilitate self-directed learning (S6.5), and limited evidence exists on continuous monitoring, evaluation and upgrading student support services (S6.6). Training of students and staff is limited in relation to modern education standards and technology, OBE and LCT (S6.7 & S6.8). The Library of the EUSL is a commendable facility, however, limited evidence was available on students really engaging in self-directed learning that will facilitate life-long learning (S6.10) or whether the facilities are integrated into the offering of courses (S6.11). The Faculty maintains adequate amount of records and some records through LMS, however timely upgrading and providing results promptly for students to have a quick feedback on their learning is very poor. The Faculty is advised to release the results of continuous assessments within a week and the

results of end-semester assessments within 6-weeks maximum (S6.12). The faculty has some fallback options but may improve on this with objectively revising curricula making this possible with identified graduate profiles for each exit level (S6.21).

The Faculty may take more assertive steps to promote active academic/social interaction between the faculty and students and on mentoring, counselling and career guidance (S6.13 & S6.14 & S6.20). The academic staff requires a training on these lines. The facilities for co-curricular and extra-curricular activities must definitely be enhanced to provide a rich university experience to students and develop socio-emotional skills which are key indicators of employability and empower students to make informed career choices (S6.15 & S6.16). Industrial collaboration for providing internships/industrial training and collaborative student-industry, staff-industry research is definitely an area the Faculty needs improvement (S6.17).

The Faculty adopts a good policy on GEE and ensures that there is no direct or indirect discrimination/harassment (S6.18). The practice of obtaining feedback to assess the satisfaction of students with the teaching programs/courses offered and support services and the use of such information for improvement is poor (S6.19). Although the Faculty monitors retention and completion, but no evidence of use of such information for remedial actions, improvement in curricula and facilitating student retention with career guidance etc. (S6.22). No faculty-level SOPs, documented mechanism or evidence of dealing efficiently with student issues (S6.23). It is highly recommended that the Faculty take strong actions to link the Faculty with alumni and get their support for the Faculty development, collaborative research, student mentoring and career guidance (S6.24).

Criteria 7: Student Assessment and Awards

Among the 17 standards, 3 scored 3 indicating good adoption, 8 scored 2 indicating adequate adoption but with a few issues, 4 scored 1 indicating barely adequate adoption with major issues either in the degree of adoption or the strength of evidence provided and 2 scored 0 indicating inadequate adoption or irrelevant evidence being provided. The study program achieved a raw criterion-wise score of 29 out of 51 and hence an actual criterion-wise score of 85 out of 150.

The assessment strategy is not explicitly considered during the design stage of academic program and assessments are not well based on ILO and PLOs (S7.1). Adoption of assessment strategies aligning with SLQF guidelines is inadequate (S7.2). The assessment strategies and procedures are available, and the program includes a 6-credit internship at the end of study program (S7.3). However, no sufficient evidence to say that periodical reviews and amendments of assessment strategies are undertaken and implemented based on the feedback from stakeholders (S2.4). The assessments methods are primarily conventional and allocation of marks for continuous assessment and end semester examination are fixed at 35% and 65% respectively (S7.5) throughout the program. The appointments of internal and external examiners are handled transparently with a set of TORs, but the documentation process of these appointments need to be further improved (S7.6). No evidence on any mechanism to ensure the feedback from either internal or external examiners are considered in finalizing the results or improving assessments

(S7.7). The Faculty prospectus is issued to the students at the time of recruitment which provides some information about assessment procedures and criteria, but more detailed program related handbook would be more appropriate giving at the time of selecting to different study programs (S 7.8). Five (5) academic staff members out of eight (8) in the department are qualified at least at master-level or above and hence their competency to assess at undergraduate level is adequate although their number is inadequate, and their workload is high. Nevertheless, some of the continuous assessment components are assessed by the probationary or temporary lecturers. It is advisable to upgrade academic qualification to PhD level by all the academic staff (S7.9). Arrangements are being made to facilitate students with disabilities in examinations to some extent, but further developments are possible (S7.10). No evidence of providing feedback to students or displaying continuous assessments marks on time, yet there is a huge delay in releasing end semester examination results. This deter the effective learning and academic development of students (S7.11 & S7.15). The Department adopts reasonably well-defined marking scheme, various forms of internal second marking and procedures for recording and verifying marks to ensure transparency, fairness and consistency. The Department ensures the implementation of examination by-laws and regulations on academic misconduct, and strictly enforces them according to the institutional policies and procedures in a timely manner (S7.12). A transcript is issued for all students at the time of graduation which includes general details such as module names, number, level, and grades. However it was observed that the semester grade point average (SGPA) is not issued and hence students can't measure the progress at different levels in the study program (S7.13 & S7.14). It is good if the Faculty ensures implementation of examination by-laws and procedures to safeguard the standard of study program which includes defined actions for academic mis-conduct. The degree offered is in line with SLQF guidelines (S7.16 & S7.17).

Criteria 8: Innovative and Healthy Practices

Among the 14 standards, 3 scored 3 indicating good adoption, 6 scored 2 indicating adequate adoption with a few issues, 4 scored 1 indicating barely adequate adoption with major issues either in the degree of adoption or the strength of evidence provided and 1 scored 0 indicating inadequate adoption or irrelevant evidence being provided. The study program achieved a raw criterion-wise score of 25 and hence an actual criterion-wise score of 30 out of 50.

The Faculty can improve on the facilities on ICT based platform and their use in the teaching-learning-assessment process and managing students' affairs (S8.1). The faculty is strongly encouraged to use OER in the teaching-learning process (S8.2). Engagement in industry and industry related research by the faculty and student is definitely an area for improvement with appropriate incentives (S8.3, S8.4 & S8.5).

The study program has an undergraduate research project which is commendable (S8.6). The industrial attachment is a personal effort of students and the Faculty may attempt to make formal partnerships to facilitate this (S8.7). The Faculty/study program is encouraged to establish strong

links with international, national, governmental and non-governmental agencies and industries, and use such links for the reputation of the institution and to expose students to the 'world of work' and to promote staff and student exchange (S8.8). The Faculty has its own income sources, but arrangements must be made with the University to use at least a component of earned funds for the faculty development (S8.9). The Faculty may adopt a credit-transfer system at least with sister faculties in the university to provide flexibility and retain diversity and interest and make students more dynamic and open (S8.10). Students activities should be promoted through a coordinated mechanism and the Faculty should be flexible on this and the Faculty may promote more students' participation at regional/national level competitions (S8.11 & S8.12).

Regular curriculum review and revision through a faculty-level standing committee is encouraged (S8.13). A well-thought-of and articulated fallback options with identified graduate profiles at each level is highly encouraged (S8.14).

Section 6 - Grading of Overall Performance of the program

No	Criteria	Weighted minimum score*	Actual criteria wise score
01	Program Management	75	94
02	Human and Physical Resources	50	56
03	Program Design and Development	75	65
04	Course / Module Design and Development	75	74
05	Teaching and Learning	75	84
06	Learning Environment, Student Support and Progression	50	54
07	Student Assessment and Awards	75	85
08	Innovative and Healthy Practices	25	30
	Total on a thousand scale		542
	%		54%

Grade: D

Section 7 - Commendations and Recommendations

Commendations

- Presence of a well composed action and strategic plans, program manual, student charter & manual of procedure of the examination
- Documents with good approaches to GEE, SGBV and for deter ragging
- Presence of a group of active and dynamic younger academic staff members
- Presence of a well-managed and well administered university library
- Although minor, some attempt/ steps are taken with the new curriculum to improve the quality of teaching-learning process
- Availability of LMS on which the Faculty can launch a more students-centred study program
- Practice of moderation and second marking in the assessment process
- Faculty has its own income sources such as the external degree program and the MBA program
- Having an undergraduate research project and a component of industrial training in the curriculum

Recommendations

- The Faculty may improve on regular adoption, implementation, monitoring and use of feedback for continuous improvement of almost all aspects of the study program
- Improve on the short induction/orientation program with very limited exposure at the beginning for new entrants
- Establish a faculty-level credible performance appraisal system incorporating teaching, research and other contributions of the staff
- Establish a standing committee at the Faculty or study program level for curriculum development, evaluation and monitoring and establish a dynamic process for curriculum development and revision.
- The available ICT platforms should be put into good use
- Establish a strong collaborative partnership with outside local and international, state and non-state organizations/institutions/industries and also with alumni to get feedback for improvements, receive physical and human resources for development of the study program and the profile of the graduates by increasing opportunities for mentorship, career guidance and industrial training. Critically evaluate their feedback and use that information in future curriculum development process
- Establish similar partnerships for industry-staff and industry-student research collaborations for mutual success.

- Improve on the difficulty (administrative barrier) in using generated funds for the improvement in the study program and the Faculty
- The Faculty should receive academic and non-academic cadres and share workload reasonably and allow time/opportunity for research, local and foreign training for staff
- Encourage young staff members to get trained in other local or preferably international institutions and expose them to quality assurance measures practiced at such institutions
- Encourage at least a few academic staff members to reach the level of professor/associate professor, which will add value, academic standard, recognition and also glamor to the Faculty.
- Improve on non-academic cadres for further development with more learner-centred teaching
- Motivate and direct students to utilise available facilities such as the CGU, ELTU and Library
- Make a deliberate effort to utilize and provide more time to the ELTU to develop language competencies of the students. The Faculty can find time only by reducing the load of lectures, and then introducing other learner centred learning activities with OER, WWW and LMS.
- Negotiate with the University to get the funds to develop infrastructure (lecture halls, ICT labs, Canteen, sports facilities, WiFi)
- Benchmark the study program with international or other national standards
- Minimise the disproportionately large overlap (students learning and assessed together) of two study programs (BBA & BCom) where PLOs and graduate profiles are different
- The progression of the course does not adequately consider incremental learning with increasing difficulty and challenge towards the final year. Logistic reasons are a major consideration in structuring the curriculum
- Even the new curriculum is not well structured, not outcome-based, student-centred and constructively aligned with the Graduate Profile and standards stipulated in SLQF to ensure the competitiveness of the graduates in the job market
- Teaching and learning methods/process should be focussed to impart the graduate attributes and hence the teaching methods should be learner centred and outcome based. At the moment, except one course all other courses are delivered only with lectures.
- Provide all prescribed information (as of SLQF) in course specifications to assist the student and the teacher
- More attention should be paid on improving socio-emotional skills of students
- Introduce a peer review process and use the feedback from it and students for continuous improvement
- Support students for finding placement for internships and communicate ILOs of the internship to outside trainers and monitor progress and assess

- Reduce the huge delay in releasing results of continuous assessments and end-semester examinations that hampers the progression of students and their preparation to the subsequent levels
- Quality and accuracy of exam questions should be improved. Establish a faculty level examination unit with a clear TOR on enhancing quality of the assessment process. Adopt the own manual of procedure for examination fully.
- Expand the pool of external experts/examiners/teachers to minimise the huge delays resulting from dependence on a few individuals
- Being in an ideal location, encourage students to connect more with the community for development of socioemotional skills and facilitate students' activities further

Section 8 – Summary

Program Review of the Bachelor of Commerce Honours (B. Com Hons) of the Faculty of Commerce and Management of the Eastern University of Sri Lanka was held from 25th to 28th September 2018. A three-member review panel (Prof Ranjith W. Pallegama, Dr. A.L. Abdul Rauf, Dr. K.S.Wanniarachchi) individually examined the SER during desk evaluation. The review panel had a pre-site visit meeting organized by the UGC. The panel discussed and agreed on a desk evaluation and made plans for the site visit (details in Section 3). During the site visit, the panel conducted a number of meetings, inspected many physical facilities and examined all documents provided in support of the SER.

A participatory approach was quite evident in the preparation of the SER and for the preparation of the site visit. Young dynamic academic staff well supported and guided by the Dean and a few senior colleagues appear to work harder in this regard. Reviewers highly appreciate and commend the support extended by the Faculty staff members during the site visit.

Both IQAU and IQAC are manned by personnel who are appointed recently, and they were doing their best to make the site visit a success. Under new leaderships IQAU and IQAC have had limited time to take firm measures towards ensuring quality and preparing for the present review. However, their commitment must be appreciated.

The reviewers, following an exhaustive review task throughout three-and a half-day agreed on the final mark and calculated based on the prescribed formula. The study program achieves a percentage score of 54, and hence a grade of D.

At the end, the reviewers would like to conclude that the Faculty requires plenty of support for development of infrastructure and for a significant cadre enhancement. The overall experience of students appears to be relatively poor compared to that of students of established universities in the country. The academic staff require training and exposure to practices of developed institutions and it is highly recommended that existing young staff members be sent for training in such places. The academic staff/ faculty should develop strong links with industry and the alumni and bring the advantages of that exposure and feedback to the students by developing curricula in a OBE model with more LCT approaches. The links may also be used for establishing student-industry and staff-industry research collaborations and to provide a better industrial training for students. Contribution of the CGU, student counselling service, ELTU and other support service should be developed further to enhance socio-emotional skills of students to make them socially and economically productive graduates who are fit to the today's World-of-Work at global contexts.

Appendix 1: Agenda of the Site Evaluation

TIME	ACTIVITY
Day 1: 25/09/2018	
8.00 - 8.45am	Meeting with IQAU Director
8.45 - 9.15am	Meeting with Vice Chancellor/Deputy Vice Chancellor
9.15 - 9.45am	Meeting with Dean of Faculty
9.45 -10.45am	Meeting with Academic Heads of Departments
10.45 - 11.00 am	Tea break
11.00 - 12.00 am	Meeting with Academic staff members
12.00 - 01.00 pm	Meeting with the SER writing team
1.00 - 2.00 pm	Lunch
2.00 - 2.45 pm	Meeting with the Students Union
2.45 - 4.00 pm	Tea & Observing documentary evidence
Day 2: 26/09/2018	
8.00 - 9.00 am	Observing teaching/learning sessions relevant to program
9.00 - 9.45 am	Meeting with Administrative Staff of Faculty and relevant programs
9.30 - 10.30 am	Observing documentation of evidence
10.30 - 10.45 am	Tea break
10.45 - 12.00 am	Meeting with students (1 - 4 th years)
12.00 - 1.00 pm	Observing teaching and other physical facilities
1.00 - 2.00 pm	Lunch
2.00 – 3.00 pm	Department Tours
3.00 - 4.00 pm	Tea & Observing documentation of evidence
Day 3: 27/09/2018	
8.00 - 10.00 am	Observing teaching/learning sessions relevant to program
10.00 - 11.00 am	Meeting with Library staff, IT unit staff / students
11.00 – 1.00 am	Observing documentation of evidence
1.00 – 2.00 pm	Lunch
2.00 – 2.30 pm	Meeting with members of student societies
2.30 – 3.00 pm	Meeting with CGU committee & SDC Director
3.00 – 4.00pm	Meeting with students counsellors
Day 4: 28/09/2018	
8.00- 10.00am	Observing documentary evidence
10.00- 10.15am	Tea break
10.15- 11.30am	Review Panel meeting
11.30- 12.30 am	Wrap up meeting
12.30 - 1.30 pm	Lunch
	Departure

Appendix 2: Attendance at Meetings

Attendance at Different Meetings during the Site Evaluation in the Following Section

25th Sept 2018

Meeting with the Vice-Chancellor

1. Vice Chancellor W. Karim
2. Prof. R. Pallegama D. J. P.
3. Dr. Abdul-Rauf L. M. F.
3. Dr. K. S. Wanniarachchi S. M. C.

25th Sept 2012

Meeting with the Dean

1. Dean: V.R. Ragesh
2. Prof. Rajesh Pallegama
3. Dr. A.L. Abdul Rauf
4. Dr. K.S. Wanniarachchi

25th Sept 2015. 10.00 am.

Presentation by the Dean.

Faculty of Commerce & Management.

Attendees.

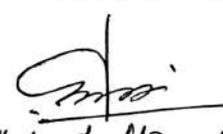
1. Dean : Mrs V.R. Raju.

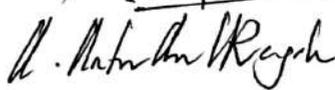
2. Prof Rajitha Pallegame

3. Dr. A.L. Abdul Rauf

4. Dr. K.S. Waniarajah

5. Mr. T. Paranthaman (Head/Commerce) 

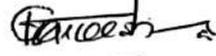
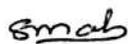
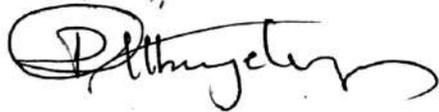
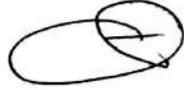
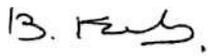
6. Dr. S. Jeyarajsh (Head/Economics) 

7. Dr. A. ANTONARUL RAJAH 

Meeting with the Senior Academic Staff

25th Sept 2018 : 11.00 AM.

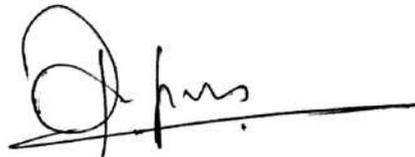
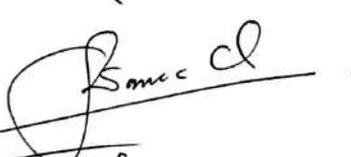
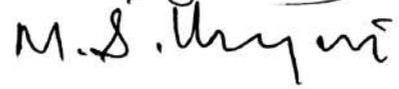
Attendees.

1. Prof. Ranga Pallegame 
2. Dr. B.L. Abdul Rauf 
3. Dr. K.S. Wanniarachchi 
4. Dr. S. Balendran 
5. Mrs. L.D. Victor 
6. Dr. N. Rajeshwaran 
7. Dr. G. Bharan 
8. Mrs. R. Kishokumar 
9. Mr. T. Dinesh 
10. Ms. G. Rajenthini 
11. Ms. D. G. P. Kaluarachchi 
12. Mr. M.S. Thayaraj 
13. Ms. S. Maheswarasathan 
14. Mrs. J. Suresh 
15. R. Uthayakumar 
16. Mrs. D. Thavakum 
17. F.B. Kennedy 

Meeting with the SOR Members

25th Sept 2018 : 12.30 pm

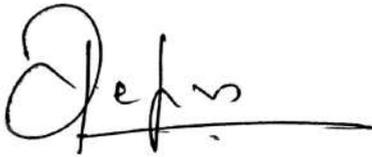
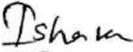
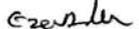
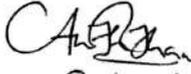
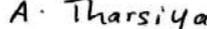
Attendees

1. Prof. Rajita Pallegone 
2. Dr. A.L. Abdul Rauf 
3. Dr. K.S. Wammiarachchi 
4. R. Uthayakumar 
5. M.S. Thangaraj 
6. Ms D.G.P. Kaluarachchi 
7. Mr. T. Dinesh 
8. Dr. S. Balendran 
9. Dr. N. Rajeshwaran 
10. T. Paranthaman 

Meeting with Students' Union.

25th Sept 2018 at 2.15 pm

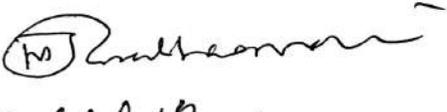
Attendee

1. Prof. Rajitha Pallegama 
2. Dr. A.L. Abdul Rauf
3. Dr. K.S. Wanniarachchi, 
4. L.D. Liganoge 
5. D.S. Kirupainayagam 
6. I.M.S.P. Dharmasena. 
7. R.S.P. Karunaratna 
8. P.K.G.M. Rajapaksha 
9. S.W.P. Ishara Nishadini Kodikun 
10. D.K.W.M. Dissanayaka 
11. H.M. Eranda Hellarawa 
12. Ravishwa Senavirathna 
13. U.P.T. Anuththara Weerawardana 
14. J. R. Sandamali Jayathilaka 
15. A. Tharsiya 
16. N. Sujiraj 

Meeting with Heads of Department

25th Sept 2018 at 2.30 pm

Attendance

1. Prof Raju K. Pollegone 
2. Dr. A. L. Abdul Rauf 
3. Dr. K.S. Wonnaratchi 
4. Dr. S. Jeyarajah (Head / Economics) 
5. T. Parasulaman (Head / Commerce) 
6. Dr. A. ANTONARUL RAJAH 

Meeting with Temporary Lecturers

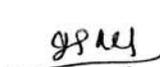
26th Sept 2018 at 8.00 am.

Attendence

1. Prof. Rajith Pallegama
2. Dr. A.L. Abdul Rauf
3. Dr. K.S. Wanniarachchi



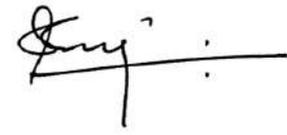

- (1) Ms. A.M.D.I. Pathiraja
- 2) M.G.G. Supandhika
- 3) K. Suganya
- 4) K. Pournani
- 5) K. Chamila Dilrukshi



K. Suganya
K. Pournani
Chamila

Meeting with the AR/OB/SAR-Exam

26th Sept 2018 at 9.10.

Attendees

1. Prof Rajib Pallegame. 
2. Dr A.L. Abdul Rauf 
3. Dr. K.S. Waniarachchi. 
4. R. Senthuman. 
5. S. Renuraj 
6. A Sijendran 

FACULTY OF COMMERCE AND MANAGEMENT
PROGRAMME REVIEW 2018 - B. Com PROGRAMME
MEETING WITH STUDENTS OF ALL BATCHES

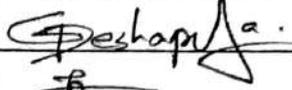
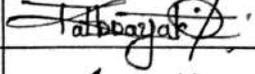
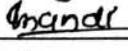
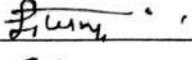
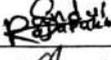
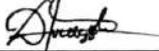
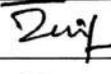
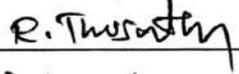
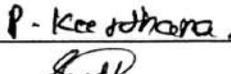
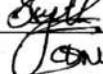
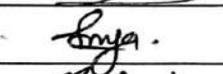
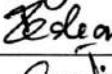
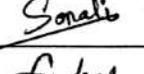
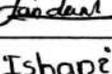
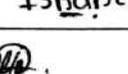
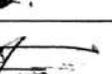
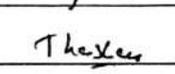
ATTENDANCE SHEET

Date : 26.09.2018
Time : 10.45 a.m
Venue : Auditorium, FCM.

S. No.	Name	Reg. No.	Signature
01.	T. Praveena	EU/IS/2016/COM/049	T. Praveena.
02.	S. Mahindra Kumar.	EU/IS/2016/COM/053	S. Mahindra Kumar.
03	M. A. Mohamed Rifnas	EU/IS/2016/COM/043	මොහොමද් රිෆ්නස්
04	A. I. S. Pemasiri	EU/IS/2016/COM/016	
05.	D. C. P. Ranaweera	EU/IS/2016/COM/019	
06.	K. Lakmi N. Mendra	EU/IS/2014/COM/06.	Lakmi
07.	H. G. G. D. Sugathadasa	EU/IS/2014/COM/43	Sugathadasa
08.	P. H. D. Kumari	EU/IS/2014/COM/110	Dilini
09.	S. Puikaran.	EU/IS/2014/COM/49	
10	V. Sriyani	EU/IS/2014/COM/146.	V. Sriyani
11.	K. Shalini	EU/IS/2014/COM/82	Shalini
12.	S. Babyjalini	EU/IS/2014/COM/112	S. Babyjalini
13.	A. S. Sathushkan	EU/IS/2015/COM/22	A. S. Sathushkan
14.	G. Sathakoran	EU/IS/2014/COM/61	G. Sathakoran
15	S. Darshan	EU/IS/2014/COM/58	S. Darshan
16.	K. Dinakaran	EU/IS/2014/COM/50	K. Dinakaran
17	S. Rukshan	EU/IS/2014/COM/48	Rukshan
18	P. Gowmikandh	EU/IS/2014/COM/47	P. Gowmikandh
19	M. M. I. D. Bandara.	EU/IS/2014/COM/40	M. M. I. D. Bandara.
20	W. A. M. H. Abeyasinghe	EU/IS/2014/COM/20	W. A. M. H. Abeyasinghe
21.	M. M. Gayani	EU/IS/2014/COM/77.	M. M. Gayani
22	M. D. N. P. Karunaratna	EU/IS/2014/COM/05	M. D. N. P. Karunaratna
23.	W. A. D. M. Walimuniarachchi.	EU/IS/2014/COM/78	W. A. D. M. Walimuniarachchi.
24.	K. C. T. Ubeyrathna	EU/IS/2014/COM/76	Chathuni
25	W. G. D. S. Premarathne	EU/IS/2014/COM/64	P. D. S. Premarathne

S. No.	Name	Reg. No.	Signature
26.	C.U.W. Wanigasekara	EU/IS/2014/com/15	
27.	H.A.N. Madhusika	EU/IS/2014/com/67	
28.	W.H.D. Weeraratna	EU/IS/2014/com/13	
29.	W.P.S.M. K. Fernando.	EU/IS/2014/com/24.	
30.	P.G.C.L. Dharmaratna.	EU/IS/2014/com/80	
31.	G.D.M. Ranganath	EU/IS/2013/com/02	
32.	M.R.M. Rizan	EU/IS/2015/com/67	
33.	P. Nithurshika	EU/IS/2015/com/82	
34.	W.M.S.D. Wijesundara	EU/IS/2015/COM/01	
35.	H.A.A. Samudraka.	EU/IS/2015/com/12.	
36.	S. Printhika	EU/IS/2014/com/59	
37.	N.F. Nasmí	EU/IS/2014(com)/82	Nasmí
38.	A. Kasthuri	EU/IS/2014/com/11	A. Kasthuri
39.	T.M.M.S. Thennatoo	EU/IS/2014/com/09	
40.	D.I. Madushan	EU/IS/2014/com/98	
41.	J.M.P.K. Premaratna	EU/IS/2013/com/06	
42.	A.H.N.N.D. Madurangi	EU/IS/2013/COM/71	
43.	A.G.S. Dilshani	EU/IS/2013/com/29	
44.	W.M.S.D. Wickramasinghe.	EU/IS/2013/com/30.	
45.	T.M. Samarawickrama	EU/IS/2013/com/87	
46.	W.J.D.M.S.M. Dissanayake	EU/IS/2013/com/65	Maduranga
47.	E.G.D.M. Rathnadivakara	EU/IS/2013/com/45	
48.	K.A.D.N. Kodagoda	EU/IS/2013/COM/42	
49.	L.E. Niroshan	EU/IS/2013/com/88	
50.	N.M.P. Tirantha	EU/IS/2013/com/03	
51.	R.A.D.C. Ranawaka	EU/IS/2013/com/17	
52.	G.U.N.M. Rathnapala	EU/IS/2013/com/05	Niranka
53.	E.K. Umayangana	EU/IS/2013/com/07	Kumudie.
54.	W.D.S.S. Jayamanne	EU/IS/2013/com/14	
55.	M.A.T. Shashikala	EU/IS/2013/com/80	
56.	C.M. Wardyaratna	EU/IS/2013/COM/43	
57.	D.M.K.D. Dissanayake.	EU/IS/2016/com/06	

S. No.	Name	Reg. No.	Signature
58	U. M. M. Devindi	EU/IS/2013/COM/81	
59	M. C. S. Sureka	EU/IS/2013/COM/22	
60	S. A. Nishani	EU/IS/2013/COM/70	
61	M. H. M. M. Hewage	EU/IS/2013/COM/56	
62	L. A. S. Madushani	EU/IS/2013/COM/98	
63	D. M. D. Priyangani	EU/IS/2013/COM/86	
64	H. A. Chatburika	EU/IS/2013/COM/110	
65	B. M. Y. A. Basnayake	EU/IS/2013/COM/57	
66	H. A. I. S. Wijerathna	EU/IS/2013/COM/58	
67	H. M. C. P. Herath	EU/IS/2013/COM/46	
68	K. P. G. R. Jayaratna	EU/IS/2013/COM/85	
69	H. M. S. J. Kumari	EU/IS/2013/COM/33	
70	R. H. H. Dhananjani	EU/IS/2013/COM/78	
71	H. A. N. H. Hettiarachchi	EU/IS/2013/COM/92	
72	K. A. N. Malika	EU/IS/2013/COM/04	
73	D. M. C. Madhushani	EU/IS/2013/COM/16	
74	W. N. Madara	EU/IS/2014/COM/195	
75	D. A. G. P. Madhushani	EU/IS/2014/COM/07	
76	K. H. Indira Sandamali	EU/IS/2014/COM/117	
77	R. M. Nadeeshani	EU/IS/2014/COM/09	
78	N. G. N. Weeraguriya	EU/IS/2014/COM/136	
79	J. K. D. Lakmali	EU/IS/2014/COM/139	
80	N. G. H. P. Karunaratna	EU/IS/2014/COM/84	
81	D. M. R. G. S. K. Dissonayaka	EU/IS/2014/COM/181	
82	N. A. H. M. Nanediri	EU/IS/2014/COM/83	
83	R. P. A. H. T. Rajapaksha	EU/IS/2013/COM/64	
84	K. K. C. Madushanka	EU/IS/2014/COM/53	
85	D. M. A. K. Dissanayaka	EU/IS/2014/COM/27	
86	W. T. A. N. Fernando	EU/IS/2014/COM/38	
87	K. G. K. G. Jayasooriya	EU/IS/2014/COM/55	
88	R. S. H. S. B. Premawansa	EU/IS/2014/COM/94	
89	M. D. G. A. Nimal Siri	EU/IS/2014/COM/70	
90	R. H. H. Hansika	EU/IS	

S. No.	Name	Reg. No.	Signature
90	P.H.D. Hansika	EU/IS/2014/COM/66	
91	K.G.Y. Layangi	EU/IS/2014/COM/57	
92	R.A.G. Deshapriya	EU/IS/2014/COM/73	
93	H.D.P.D. Premadasa	EU/IS/2014/COM/30	
94	W.G.N.D. Jayathilake	EU/IS/2014/COM/22	
95	R.M.S.S. Rathnayaka	EU/IS/2014/COM/33	
96	D.D.I. Umayanga	EU/IS/2014/COM/197	
97	K.G.M. Thilakarathna	EU/IS/2014/COM/14	
98	K.D.G.C. Prenathilaka	EU/IS/2014/COM/79	
99	R.H.G.S.N. Rajapaksha	EU/IS/2014/COM/52	
100	Y.G.D. Damoyantur	EU/IS/2014/COM/51	
101	Madhumali Kumari	EU/IS/2014/COM/18	
102	Zaha Zahir	EU/IS/2013/COM/109	
103	R. Thusanthani	EU/IS/2013/COM/53	
104	P. Keerththana	EU/IS/2013/COM/13	
105	M.D.M. Sajith	EU/IS/2013/COM/66	
106	S. Sathishwaran	EU/IS/2013/COM/96	
107	P. Jeyakumaran	EU/IS/2013/COM/36	
108	S. Pishanthani	EU/IS/2013/COM/107	
109	S. Nitharshini	EU/IS/2013/COM/91	
110	R.N. Deshani	EU/IS/2013/COM/23	
111	R.P.S.K. Senarathna	EU/IS/2013/COM/01	
112	J.R.S. Jayathilaka	EU/IS/2016/COM/05	
113	D.M.I.W.M. Dissanayaka	EU/IS/2013/COM/84	
114	M.A.N. Kalpana	EU/IS/2013/COM/99	
115	W.M.C. Sajeewani	EU/IS/2013/COM/101	
116	L.L.M. L.W. Bandara	EU/IS/2013/COM/90	
117	R.P.D.M. Premalalakan	EU/IS/2013/COM/106	

Meeting with the IOAU Director

26th Sept 2018 at 3.00 pm

Attendance

1. Prof. Rajita Pallegama 
2. Dr. A.L. Abdul Rauf 
3. Dr. K.S. Wamsiarachchi 
4. Director IOAU - EVSL 

Meeting with the Directors IBC 2

Directors ~~Committee~~ Members.

Attendees

1. Prof R. G. Pallegama 
2. Dr. A. L. Abdul Rouf 
3. Dr. K. S. Wananarachchi 
4. S. Maheswararathnam 
5. J. Suresh 
6. Dr. P. Elango (Director/CGU) 
7. Prof. S. Satharasan 
8. R. Senthuman. Programme Manager/SPE 

Meeting with Library Staff

27th Sept 2018 at 10.00 am

Attendees

1. Prof Rajitha Pallegama 
2. Dr. A.L. Abdul Rauf
3. Dr. K.S. Wanniarachchi
4. Mrs. Y.D.A. Damayanthi Perera 
5. Mrs. Gayathiri Navirathan. 
6. Mr. M.N. Ravikumar 
7. Mr. M. Jayakumaran 
8. W. J. Jayaraj Actg. Librarian 

Meeting with the Director GLPw.

27th Sept 2018 at 11:30 am

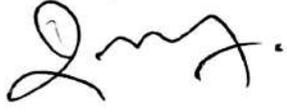
Attendees

1. Prof. Ranjith Pallegama Ranjith
2. Dr. A.L. Abdul Razaf Razaf
3. Dr. K.S. Wanniarachchi K.S.
4. Dr. J. Kennedy Kennedy

Meeting at the Physical Education Unit

27th Sept 2018 at 12.00 noon

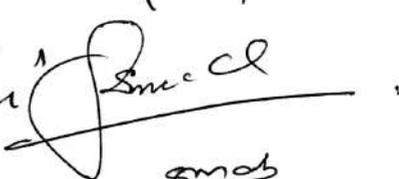
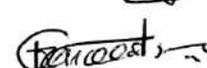
Attendees.

1. Prof Rajith Pallegama 
2. Dr. P.L. Abdul Rany 
3. Dr K.S. Wanniaratchi 
4. Rohini Antony 
5. M. Paronithasan 

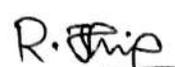
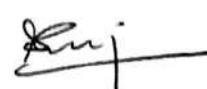
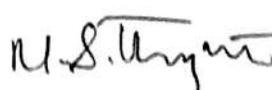
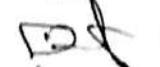
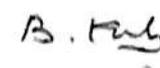
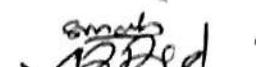
Meeting with the Student Councilors.

27th Sept 2018 at 12.50pm

Attendees

1. Prof. Rajitha Pollegama 
2. Dr. D.L. Abdul Rauf 
3. Dr. K.S. Wanniarachchi 
4. S. Maheswaranathan
5. Ms. G. Rajenthini 
6. Ms. D.G.P. Kaluarachchi 
7. Mr. M.S. Thayaraj 
8. Mr. J. Suresh 

Final meeting with FCM staff.
Attendance sheet.
28/09/2018

<u>Name</u>	<u>Designation</u>	<u>Signature</u>
1) Dr. S. Balendran	Senior Lecturer	
2) Mr. T. Paranthaman	Senior Lecturer, Head/Commerce.	
3. Dr. N. Rajeshwaran	Senior Lecturer Coordinator/IGAC	
4. Dr. S. Sagarajal	Senior Lecturer Head/Economics	
5. Dr. T. Bhavan	Senior Lecturer Dept. of Economics	
6. Mrs. R. Kishokumar	Lecturer (prob) Dept. of Management	
7. Mr. T. Dinesh	Lecturer (prob) Dept. of Commerce	
8. Mrs. S. Retnam	Asst. Bursar	
9. K Pushpakaran	Senior Lecturer Dept. of Economics	
10 Mr. M. S. Thayaraj	Lecturer (Prob) Dept. of Commerce	
11. Mrs. D. Thavakumar	Jr. Lecturer.	
12. Miss. G. Kajenthurini	Lec (prob)	
13. Ms. D.G.P. Kaluarachchi	lecturer (prob) Dept of commerce	
14. Mrs. L. D. Victor	Senior Lecturer	
15. Ms. S. Sathesaran	Senior Lecturer	
16. F B Kennedy	SL in Management.	
17. S. Maheswarasathian	SL in Economics	
18. Mr. V. B. RAGU	SL in Management	