

INSTITUTIONAL REVIEW REPORT

EASTERN UNIVERSITY OF SL



31st May to 4th June 2010

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1. A BRIEF INTRODUCTION TO THE UNIVERSITY AND ITS REVIEW CONTEXT

Eastern University of Sri Lanka (EUSL) was established on 1st October 1986 by an Order made under the provisions of Section 2 of the Universities Act No. 16 of 1978. The preceding institution of EUSL was the Batticaloa University College, which was established on 1st August 1981 with two faculties, namely the Faculty of Agriculture and Faculty of Science. These Faculties were affiliated to the University of Peradeniya. With the establishment of the University in October 1986, two more faculties were started. These were the Faculty of Commerce and Management, and the Faculty of Cultural Studies. In 1991, the latter was renamed as the Faculty of Arts and Culture. In June 2001, the Trincomalee Campus was established with two Faculties, namely the Faculty of Applied Sciences and the Faculty of Communication and Business Studies. In November 2004, the Faculty of Health Care Sciences was established. In March, 2005, Swami Vipulananda Institute of Aesthetic Studies (SVIAS) was affiliated to the EUSL.

The University is located at three places. The main campus is located in Vantharumoolai, on either side of the Valachchenai-Batticaloa main road. The Faculty of Health Care Sciences is located in Batticaloa about 18 km away from the main campus while the Trincomalee Campus is located in Koneshpuram, Trincomalee, about 90 km away from the main campus.

At present, there are around 2750 internal students and 2800 external students reading for Bachelors degrees. About 175 students have registered for postgraduate studies. The total number of academic, administrative and non-academic staff is around 420.

One of the special features of the university is conducting classes, both theory and laboratory, for the external degree students within the university premises during the weekends. Further, they are permitted to use the library facilities too. In addition, after the first year, those who have excelled in the examinations are recruited as internal students through a lateral entry system.

The concept of lateral entry to the degree programmes can be accepted as a positive feature. However, other than the procedure adopted by the Faculties of Agriculture and Health Care Sciences, the concept of lateral entry has been restricted only to the external degree undergraduates of the EUSL.

Of the 28 departments of the university, 21 have submitted their self evaluation reports for subject reviews. The subject reviews of the Faculties of Agriculture, Commerce and Management, and Science have been completed. The departments at the Trincomalee campus are in the process of preparing their self evaluation reports for subject reviews. No external quality assessments in the Faculty of Health Care Sciences have been carried out yet. It is planned to carry out a programme review in this Faculty during the 2nd cycle of the quality assurance activities conducted by the Quality Assurance and Accreditation Council (QAAC) Department of the University Grants Commission (UGC).

Judgments received for subject reviews indicate that three review aspects, namely Curriculum design, content and review, Teaching, learning and assessment methods, and Quality of students including student progress and achievement in all academic departments have been evaluated as either 'good' or 'satisfactory'. Out of the 16 departments, only one had obtained the judgment of unsatisfactory for the aspects of Skills developments, and Academic

guidance and counseling while two departments had received unsatisfactory judgment for the aspect of extent of student's feedback, quantitative and quantitative. Five departments had received 'unsatisfactory' judgment for the aspect of Peer observation while eight departments had received "unsatisfactory" judgment for the aspect of Postgraduate studies. Four departments had not received an 'unsatisfactory' judgment for any of the review aspects.

The library of the EUSL had also undergone a review and had received a judgment of "good" for five aspects and judgment of "satisfactory" for other three aspects. The EUSL had not been subjected to any pilot institutional review in the past.

The institutional review of the EUSL was carried out from 31st May to 4th June 2010. The review team consisted of the following.

Prof. Udaya Meddegama (Former Professor of Sinhala, University of Peradeniya).

Prof. S. Mohanadas (Former Vice-Chancellor of the University of Jaffna).

Prof. Gamini Senanayaka (Deputy Vice-Chancellor of the University of Ruhuna)

Prof. Dayantha Wijeyesekera (former Vice-Chancellor of the University of Moratuwa and Open University of Sri Lanka)

Prof. M. J. S. Wijeyaratne (Former Vice -Chancellor of the University of Kelaniya)

Prof. M. J. S. Wijeyaratne served as the review chair.

The agenda of the review visit is given in Annex 1. During the review visit, the review team met the Vice-Chancellor, Deans of Faculties, members of the Council, administrative officers, wardens, academic staff, non-academic staff and students. The list of persons met is given in Annex 2. The review team perused many documents and observed the facilities of the University too. These are listed in Annexes 3 and 4 respectively. On 4th June, review team provided a feedback of their findings to the Vice-Chancellor, Deans and the members of the Internal Quality Assurance Unit (IQAU). It is highly admirable that the Vice-Chancellor and senior management accepted the points presented at the feedback meeting and were highly positive towards carrying out the improvements necessary.

2. REVIEW TEAM'S VIEW OF THE SELF EVALUATION REPORT

The Self Evaluation Report (SER) of the EUSL is a comprehensive report covering the historical development of the University, its role in the Eastern Province, together with the other Higher Education Institutes both in the Public and the Private sector. SER has been prepared according to the format given by the QAAC of the UGC. It refers to the difficulties encountered for two and half decades due to conflict situations within the Province and the continuance of academic activities was possible due to the committed and dedicated staff. According to SER, EUSL is the only Higher Education Institute in the Eastern Province, which is incorrect. The details regarding quality assurance at the Faculty of Health Care Sciences, SVIAS and Trincomalee campus were not included in the SER.

According to SER, a Corporate Plan has been developed covering the period 2003-2007 and subsequently covering the period 2009 – 2013 containing a time bound action plan for each of the programmes and required financial and human resources necessary for successful implementation of the programmes. It is reported that the goals, objectives and strategies have been contributed by different academic and administrative entities of the university, but

there is no record of the final document being collectively discussed and the document widely made available to the entire university community. Results of a SWOT analysis are not given in the SER.

The structure of the faculties, SVIAS, centers, units and Trincomalee Campus is well illustrated in the SER with the dates of establishment. The undergraduate, postgraduate and external student numbers are also given. The titles of the postgraduate awards have also been indicated. According to the SER, the Faculty of Health Care Sciences has developed a unique academic structure for the faculty incorporating allied health sciences, which could not only provide lateral entries but also career paths and upward mobility for allied health sciences and para-medical professionals. The Faculty of Health Care Sciences has resorted to innovative methods of Medical Education which could be very productive and effective.

The SER indicates that the research culture has been developed from its inception during the tenure of the first Vice Chancellor. The Research has been mainly dependent on the Treasury allocation and through few funding agencies for research both local and foreign. However, as mentioned in the SER while there have been some research publications, hardly any contract research has been undertaken which could have developed the research infrastructure and enabled the junior staff to be more involved in research. The SER highlights the lack of a link between the research conducted and teaching and the lack of a centralized Higher degrees and Research committee at Senate level which is a drawback.

The facilities for the staff and students have been recorded which include ICT, library, physical education and sports, and medical facilities. With the large land available for development amounting to over 150 acres, plans have been proposed to expand the infrastructure facilities. There were no development plans of the Trincomalee Campus in the SER.

The different components of Financial Resources and Management have been outlined in the SER as the Treasury grant, Self Financing Activities and Foreign funded projects, with a resource allocation procedure. The procedure prescribes the different sub components within the Recurrent and Capital grants including the Rehabilitation and Improvement of Assets assigned to be handled by the Maintenance division. From the SER, it is evident that over 95 % of the approved grants both for capital and recurrent has been made available. SER provides good descriptions on each aspect of institutional review.

3. AN OVERVIEW OF THE UNIVERSITY APPROACH TO QUALITY ASSURANCE

The EUSL has established an IQUA representing all Faculties, the Trincomalee Campus and SVIAS. This unit coordinates the quality assurance (QA) activities within the university. It is commendable that QA activities of the University are discussed under a permanent agenda item of the Senate and the Council meetings.

Several workshops to enhance quality had also been conducted at the EUSL through the QAAC of the UGC. These included 3 workshops on the subject review process, 2 workshops on student feedback and peer observation and one workshop each on research methodology, performance indicators in higher education, and QA related specific issues.

The EUSL has provided its services to QA activities in the entire university system through providing subject reviewers. Four members of the academic staff have served in the subject review panels of other universities.

The Heads of academic Departments, Deans and the Vice-Chancellor, as well as almost all academics are very keen on QA activities of the university. However, the awareness among the non academic and administrative staff has to be enhanced and much more contribution from them is needed for successful implementation of QA activities in the university.

The review team noted that some departments and the library have already taken action to implement some of the recommendations made by the review teams to rectify the weaknesses. However, some departments are yet to do so even those could be done without any external assistance. It was also noted that external assistance through additional funds are needed to rectify some of the weaknesses.

In this context, in order to highlight the views of some academics on quality assurance reviews carried out by the UGC, review team wishes to quote a statement made by one of the senior teachers of EUSL who is a highly reputed academic in his field of study in Sri Lanka, “Reviewing his faculty at the EUSL is similar to planting a small plant and expecting it to grow well without providing adequate nutrition or water”.

4. FINDINGS ON THE EIGHT ASPECTS OF INSTITUTIONAL REVIEW

4.1 University Goals and Corporate Planning

The university has prepared a Corporate Plan for the period 2009-2013. The vision and mission of the university is clearly identified in this Corporate Plan. The vision statement clearly identifies the potential contribution that the EUSL can make towards higher education in the regional and global context.

The mission statement of the university makes specific reference to its commitment to quality in all aspects expected from a university, including teaching, research, human resource and infrastructure development and good governance to serve the community.

There was no evidence to show that the Corporate Plan 2009-2013 has been developed after a SWOT analysis, which the review team feels to be a serious lapse. However, four goals have been identified and under each goal several objectives have been identified. To achieve each objective, several actions have been proposed. The time span for each action has also been indicated in the Corporate Plan 2009-2013. This action plan provides a basis for all key activities of the institution.

Since the goals are aligned with the vision and mission of the university, and objectives are developed considering the goals, the action plan could be considered as appropriately aligned with the vision and mission of the University.

The Corporate Plan 2009-2013 has been developed with the involvement of very few academics. It appears that the participation of all stakeholders, from within and outside the university has been limited. Majority of the staff members have not even seen the final

version of the Corporate Plan 2009-2013. Thus it appears that the planning process, at the time of development of the Corporate Plan 2009-2013 was not clearly defined and not open to all relevant stakeholders. Since the Corporate Plan 2009-2013 is not available to at least some of the main stakeholders such as academic staff, it is doubtful whether the institution's vision, mission, goals and objectives are known by them. The discussions carried out during the review visit, clearly indicated that all students, majority of the academic staff and almost all administrative staff are unaware of the vision, mission, goals, objectives and action plans of the EUSL.

The responsibility for implementation and operation of actions is not documented in the Corporate Plan 2009-2010. This was also identified as a serious lapse. Therefore, the responsibilities for implementation and operation of institutional plans are neither defined nor communicated to relevant staff. As such, the staff did not know their role in the implementation process.

The review team was not provided with any evidence to show that there are clear internal mechanisms in place for monitoring the actions identified in the Corporate Plan 2009-2013. In fact, the review team noted that some of the activities identified in the Corporate Plan 2009-2013 are not monitored at all. As such, no data were available regarding monitoring and therefore it appears that adequate internal evaluation has not been done to initiate necessary improvements.

However, it is commendable that action has been initiated to develop the Corporate Plan for the next five year period. The activities are monitored at the Senate level and Faculty Corporate Plans are also developed.

4.2 Financial Resources and Management

There is no documentary evidence to show the exact amount of money generated by the university. However, it seems that university is obtaining funds from following two sources.

1. The consolidated fund from general treasury
2. Funds available from other sources
 - a. IRQUE, CIDA, NUFU and other foreign donor agencies
 - b. Funds generated by university through fee levying courses and other out reach activities

Though it is mentioned in the SER that the General Treasury has not released sufficient amount of money during the past five years, the EUSL has received an average of 96.8% and 61.4% of the recurrent and capital allocations respectively during past three years. For the year 2009, EUSL has received 98.5% and 96.4% of the recurrent and capital allocations respectively. This could be considered as a healthy situation compared to other universities. However, the fact that more than 95% of the requested funds are released by the treasury does not seem to be made known to the officers and staff of the University and to the members of the Finance Committee. Since the University interaction with the community and industry is mainly on a service basis, there is hardly any significant income generation and the University seems to be solely dependent on the UGC for its sustenance. The funding and resources made available by the NGOs are mainly for cost recovery purposes and most of the programmes are not sustainable. The Audit division with limited resources has highlighted certain deficiencies with very limited corrective measures carried out. Perhaps the

ineffectiveness can be somewhat attributed to the informal communications which should be more authoritative.

Financial management at the University is not clear. Certain administrative staff members including Acting Registrar has no clear idea about their limit of the financial authority. The “Delegation of Financial Power” approved by the Council has come into operation with effect from 01.01.2010. The financial management before this date is unclear. Financial Regulations and instructions given by the respective institutions (e.g. UGC, General Treasury) are not followed properly. The lack of coordination between academic planning and resource allocation has created many issues in academic programmes. Activity plans scheduled in the corporate plan seem least considered by both academics as well as financial officers in allocation of funds. According to the resources allocation procedure mentioned in the self evaluation report, 10% of the recurrent expenditure (31,406,100 LKR) has been spent to pay electricity, water supply and communication in year 2009. But the university has been subjected to frequent disconnections of electricity due to nonpayment of bills. Furthermore, all five faculties and the library have received equal amount (10% each) of capital expenditure. This shows that financial resource allocation is based neither on number of students nor requirements. Furthermore, no need assessment has been done before the allocation. This is not a good practice and cannot be justified. However, according to above formula, each faculty should have received 12,933,300 LKR in year 2009 for capital expenditure. But the Heads of Departments and Deans have categorically stated that they have not received this amount of money to procure equipment. This indicates that there is little or no transparency in financial matters.

4.3 Research

The Review Team noted that some research has been undertaken by the academics of all levels in all Faculties. Academics seem to be involved in fundamental as well as applied research, with a focus on the situation and needs of the region. However, the overall picture that emerged during the review visit was that a research culture of commendable standard does not exist at the EUSL.

Research grants are made available to the Faculty from the annual allocation of money received from the General Treasury. However, the amount allocated, i.e., Rs. 1 million is not at all sufficient for research purposes in the five faculties. Considering the rising prices of instruments, chemicals etc. needed for research in Science based subjects, Rs. 100,000.00 per project is not sufficient at all. Only few academics have received outside research grants. It was evident that most of the academic staff have not even made an effort to obtain outside research grants. Furthermore, the majority of the academic staff was found to be not interested in conducting collaborative research with researchers from outside institutions, both local and foreign.

It is commendable that there are several forums in the University for Researchers to disseminate their research results.

Review team noted that there is no mechanism to encourage academic staff to do research. The results of the research were also rarely used in teaching activities. It is also commendable that the final year students of the special degree programmes are required to carry out mini-research projects. Most of the time, especially in the Faculties of

Science and Agriculture, this research is done in areas relevant to the community in the region. Fisher community was referred to as one of the sectors benefitting from such research of the university.

The review team noted that there is no environment for the junior staff to do Ph.Ds. Some of the academic staff were unaware that Ph. Ds are entirely research degrees.

There is no Higher Degrees and Research Committee at the Senate level. It was also noted that the regulations regarding higher degrees are not uniform among different faculties.

Although there are ample opportunities to do research on local literature, folk drama, culture, music etc, the review team noted that only the fisher and farmer communities have received the attention of most researchers of the EUSL.

The review team noted that there is no mechanism to commend and appreciate high quality research.

4.4 Quality Management and Administration

It is commendable that the purpose of the EUSL had been identified in the SER. However, since the SER has not been discussed with the participation of all stakeholders, or at least with all members of the academic staff and administrative staff, it appears that these purposes are not clear to majority of the university community.

Internal quality assurance activities are discussed at the Senate and Council meetings under a permanent agenda item which is commendable. However, quality assurance is not a permanent agenda item at the Faculty Board meetings.

The administrative channels of communications exist in a limited manner. Communication of policies is mainly done through internal circulars. However, it appears that some important decisions and information are not communicated to the staff. A good example is the amount of funds released by the Treasury. The academic staffs, Heads of Departments and even the Deans are not aware of the funds received by the university. They were given the impression that money is allocated only on paper and not received by the university. However, more than 95% of the allocation had been released by the treasury in 2009, a fact even the Deans were unaware of. Therefore, it appears that there is a serious lapse in the communication channels within the university.

In addition, there appears to be non-compliance or gross violation of some UGC circulars. As such, some of the staff members, especially the non academics are de-motivated affecting the overall quality of the university. The role of some of the statutory bodies, for example the Audit and Management Committee, appears to be misinterpreted. Lack of Senate level Higher Degrees and Research Committee is also a serious drawback. In addition, the non-existence of a Leave and Awards Committee was also found to be a serious de-motivating factor of all grades of staff.

There is no formal mechanism to monitor the effectiveness of implementing administrative decisions. Although the administrative staff meets the Vice-Chancellor once a month, there are no regular formal meetings with Heads of Departments to discuss the matters relating to the staff, infrastructure development and physical resources.

The review team also noted that there is little or no coordination between the IQAU and the Faculties and/or Departments.

The members of the IQAU have not been given any authority in writing. They have not been informed of their duties and at least the letters of appointments have not been issued. This was observed for some other posts such as the Director of the Staff Development Unit, which are highly relevant for quality assurance. As such, the responsibilities and roles of some of the staff members are not clear.

Although action has been taken to deal with students' discipline, the review team noted that there are no by-laws approved by the Council to deal with such matters.

The review team also noted that some of the officers are not aware of the procedures and rules on the matters they are handling. However, it is commendable that some for these procedures especially those related to conducting examinations are made available to the probationary academic staff during their Staff Development Programme.

The reporting lines are also not clear. They are not even defined for some of the categories of staff. Some of the junior members of the administrative staff are unaware of their responsibilities and accountability.

Review team also noted that the responses to the queries made by the academic staff are not communicated back to them by the administrative staff. It was also noted that even the queries made by the Internal Auditor are also ignored by some of the administrative staff, including those in the senior-most levels. This appears to be a grave situation when quality management and administration is considered.

During the review visit, it was also evident that academic planning is not connected to resource planning. The review team was informed that some of the academic heads do not adhere to the deadlines given when information is required for resource planning

4.5 Quality Assurance

Although Faculty of Health Care Sciences, the SVIAS and Trincomalee Campus have not included in the SER, the panel reviewed these three units also.

The Internal Quality Assurance Unit (IQAU) established in 2006, consists of chairman, secretary and one member from each faculty, SVIAS and Trincomalee Campus. The IQAU has been dormant until last year and now it has started some activities. The chairman and the secretary of IQAU were very open, cooperative and friendly in answering and providing clarifications to the questions raised by the review panel. IQAU had organized 08 workshops for their academics to improve the quality.

Internal Quality Assurance Cells at the faculty level have not been formed. However, IQAU is not monitoring the sharing of good practices among the departments and/or faculties. Vice Chancellor, Deans and few Heads of Departments accept the importance of the quality assurance. All other stake holders of the university have a general idea of quality assurance, but the importance they have given to this appears to be not sufficient. Some of the Heads are of the view that it is not compulsory to implement the recommendations made by the

respective subject review teams with respect to their departments' academic activities. Therefore, they have neglected the implementation of such recommendations.

When recruiting staff, the university administration follows circulars issued by the UGC. However these procedures were not properly documented in the establishment branch. Both academic departments and administrative branches are seriously lacking the required number of staff. Even the available staff is also mostly consisting of new and inexperienced members. Certain faculties (e.g. Agriculture, Arts & Culture) have limited number of academic staff with postgraduate qualifications. The key posts such as the Vice Chancellor, Registrar and Bursar are vacant and covered with acting appointments. Some faculties such as Faculty of Health Care Sciences experience difficulty in attracting qualified persons as academics.

The university has recently established a Staff Development Center (SDC) to train young academic staff and offers Certificate Course in Professional Development in Higher Education (CCPDHE). In addition to the above course, SDC has conducted several workshops for non-academics in order to enhance the quality. The review team was satisfied with the training offered by the SDC.

Teacher and course evaluation procedures by students are in place in all faculties. However, use of students' feedback in the policy development and decision making is very much limited. The peer evaluation procedure has just initiated.

The review team considers the lack of a mechanism to recognize the services of academic staff and rewarding them (e.g. Vice Chancellor's awards) as a major drawback in enhancing the quality of teaching and research.

The review team also noted that there are no work norms developed for the academic staff. Most of the senior academics are heavily involved in teaching in the external degree programmes during the weekends. As a result, they tend to obtain leave during the weekdays, requesting the junior or temporary lecturers to take their classes for internal students.

The staff members were also unaware of the Codes of Practices prepared and distributed by the QAAC.

The review team noted that the students in certain faculties are made aware of the evaluation criteria of university examinations through the student handbooks. But majority of the students are not much aware about the examination by-laws, evaluation procedure etc. In most departments, no marking schemes are prepared to mark the answer scripts. SAR/Examinations is very weak in performing his duties and he does not know even the availability of procedures of conducting examinations. There is no practice of making any declaration by the teachers before conducting the examinations. There is no mechanism for students to verify their results or to make any appeals regarding their examination results. The review team is of the view that the university has given adequate weight to the continuous assessment process. The review team was informed that the delaying in releasing the results has become a common trait in most of the faculties and it has adversely affected the performance of the students.

A serious drawback in academic quality as observed by the review team was the serving of postgraduate students as the members of the Senate. Review team noted that one Dean is a postgraduate student of his own Faculty.

In general 60% of the academic staff of the university is probationary lecturers. This situation is very serious in the Faculties of Health Care Sciences and Arts & Culture. The proportion of probationary lecturers in these two faculties is 72% and 68% respectively.

Most of the internal circulars issued by the university have not tabled at the university Council for approval. Nonacademic staff has no clear idea about the steps taken by the university authority regarding their promotions and increments. Long delay in the process of promotions has de-motivated the staff thus affecting the quality of their output.

No culture of acknowledging prevails in the university. Communication of official documents through e-mail is yet to be established. The relationship of the students with the student counselors is very much limited.

4.6 Learning Resources and Student Supports

A positive feature at the EUSL is the availability of vast area of land for infrastructure developments. Some buildings have been constructed recently, and some lecture halls as well as the offices of some academic staff are air-conditioned. Almost every staff member is provided with a desktop computer with internet. However, some of the buildings are in a dilapidated, run-down condition. Some of the buildings are under construction for several decades. Further, office rooms of some lecturers are not properly ventilated, dark and highly uncomfortable. Review team noted that the facilities are not equally distributed among faculties as well as among academic staff. Although there are severe space problems for some departments and units, some rooms of the certain faculties are utilized only for few days of the year.

The conditions in the female hostels are at an acceptable level. However, the maintenance of the male hostels seemed to be unsatisfactory.

Canteen facilities at the hostels too need improvement. The Review Team noted that the kitchen area in the male hostel was infested with flies. Although the university provides free electricity, equipment and several other incentives to run the canteens efficiently and to provide food at reasonable prices, the conditions in the canteens fall short of expectations. The most impressive learning resource at the EUSL is the Center for Information and Communication Technology (CICT). However, a number of parties complained about the slow speed of the internet and frequent break down of the connection. It is commendable that the video conferencing facility of the CICT is used by the students of the Faculty of Health Care Sciences.

The CICT shows promise of being an effective entity within the university and the community at large by its creative and futuristic outlook. The CICT could enable the University to have effective administrative interaction between the central body and the distant entities such as the Trincomalee campus, Faculty of Health Care Sciences and other institutes, together with video-conferencing facilities for academic purposes as well, where there are scarce local resources and for interaction with other faculties.

The Computer laboratory of the ELTU has a sufficient number of computers. However, it lacks a language laboratory.

The constant break down of the power supply was reported as a major problem. Further, the review team was informed that the power was disconnected in the recent past due to non payment of electricity bills even though more that 95% of the requested money is released by the General Treasury.

Most of the subject departments do not maintain mini-libraries exclusive for the needs of each department.

There is ample land available for the development of the Department of Physical Education and also there seems to be great enthusiasm among the students to participate in sports. However, infrastructure available for the Department of Physical Education including basic sanitary needs seems grossly inadequate. The women participation in sports is minimal due to these inadequacies.

The staff-development of the academics has been motivated by the staff themselves due to the rigid requirements for promotion. However, the Administrative and Non academic staff seems to lack opportunities for staff development within the University or locally, leave alone receiving the same overseas. This results in weak and ineffective administrative outputs and poor maintenance of support services.

The non-availability of a Public Health Inspector is also a serious lapse. The review team was informed that the water supplied for non drinking purposes sometimes contains worms and no action has so far been taken to rectify this issue. However, it is commendable that drinking water is supplied separately.

The Faculty of Health Care Sciences suffers from lack of senior staff and also other support staff. Further, the library and laboratory facilities and also the lecture halls and office space are not adequate. Lack of a University Teaching Unit at the Batticaloa Hospital is also a serious draw back.

The student body in general seems very enthusiastic despite limited facilities in almost every aspect. They seem to lack the opportunities of proper counseling in a systematic, sympathetic, and authoritative manner. Sometimes those who are holding high posts such as Deans are also appointed as counselors. It is a well accepted fact that counseling and administration of the same students cannot be carried out in parallel by the same person. The students seem to have a fear of academic revenge and also seem to be losing confidence in the system of counseling. It appears that there is no distinction between counseling and administrative punitive measures for which a Proctor or Marshal system should be the panacea. The staff should not consider counseling or being a warden / sub warden as means to collect points for promotion but as a meritorious act worthy of recognition.

The social harmony within the University seems satisfactory, specially after the traumatic experiences due to conflict and also due to natural hazards. However, any deterioration of such harmony and discipline would have to be avoided by preventive measures against illicit neighboring influences.

4.7 External Degree Programmes

The Eastern University conducts six external degree programmes, namely Bachelor of Arts, Bachelor of Business Administration, Bachelor of Economics, Bachelor of Science (Agriculture), Bachelor of Science (Bio Science), Bachelor of Science (Physical Science) and Bachelor of Nursing degree programmes through the Centre for External Studies.

The medium of instruction of the latter four degree programmes, which are offered by the Faculties of Agriculture, Science and Health Care Sciences respectively is English whereas the medium of instruction of the first three degree programmes which are offered by the Faculties of Arts & Culture and Commerce & Management is Tamil. The External Degree Programmes offered by the Faculties of Commerce & Management, Science and Agriculture were started in 1993, while the programme by the Faculty of Arts and Culture was started in 1996. After two batches of students the conducting of the B. Sc. (Agriculture) external degree programme was suspended in 1998 due to the poor response from students but this programme has been re-commenced from 2006. The B.Sc. (Nursing) programme was started in 2007.

In 2009, the highest number of students (1597) are registered for the B.A degree programme while the lowest number (09) is registered for the Bachelor of Business Administration (B.BA) degree programme. The total number of students registered in 2009 for external degrees so far is around 2000.

The external degree students are allowed to use the library facilities of the University too.

The Number of External Graduates passed out so far is 742.

The External Degree programmes were managed by the External Degrees Unit until 2006. In 2006, all these programmes were brought under the Centre for External Studies (CES) and managed by a Board of Management. CES functions according to a constitution. External degree programmes are approved by the Senate and University Grants Commission.

Unique character at the EUSL is that some of the External degree programmes in Commerce & Management (Bachelor of Business Administration and Bachelor of Economics), B.Sc. (Agriculture), B.Sc. (Bio Science) and B.Sc. (Physical Science) degree programmes are conducted by the academics of the university within the campus during weekends. There is also a unique mechanism adopted by the university to provide avenues for lateral intake of the external degree students during their study period. The course contents of all external degree programmes include subjects like English and Information Technology as compulsory components.

Examination papers are moderated and scrutinized by second examiners in order to maintain the quality and standard.

The syllabuses of the external degree programmes are similar to those of the internal degree programmes.

It appears that the external students of the University have been provided with quality education internally as well or even with better modes of delivery and learner support than

for the internal students. However, the concept of external studies though open to students from any part of the country, at the EUSL, these are limited to the Batticaloa district and mostly to the area with close proximity to the University, sometimes at the expense of the due attention to the internal students.

There appears to be a lack of proper By Laws and uniform policy for external degrees. The external degree programme is considered more as a dual mode system rather than an external mode of delivery to the entire country.

Institutions teaching the external degree programmes in Arts Stream are not assisted or monitored by the University. There are no mechanisms to involve the prospective employers of these graduates to participate in the monitoring and review of the students' progress during studies or at the evaluations. There is also no mechanism for professional body accreditation to the university in this regard although professional bodies are consulted for industrial training of the internal students.

Most of the students who have completed their External Degree programme at EUSL have gained promotions in their existing careers.

4.8 University/Industry/Community/Other Extension Activities

There appears to be considerable interaction with the community. The different departments and academic units seem to communicate directly depending on their expertise and needs of the community on various areas relevant to the province and the university. The province being very much agricultural and fisheries based there is much collaboration with farmers and fishers in the area. According to available records communications have originated, some from the respective departments directly others through various centres such as

- (i) Centre for Sustainable Agriculture and Resource Management (CENSARM)
- (ii) Competency Based Economics through formation of Enterprise (CEFE)
- (iii) Life Long Learning (L3) Farmers Project
- (iv) University Industry Community Interaction Cell (UICIC)
- (v) Centre for Aquatic Resource Management (CARM)
- (vi) Environmental Testing Unit (ETU)
- (vii) Staff Development Centre (SDC)
- (viii) English Language Teaching Unit (ELTU)
- (ix) Career Guidance Unit (CGU)

The above nine centres have been listed in the SER along with their respective objectives and activities. However, while some such as the Staff Development Centre (SDC) and the Career Guidance Unit (CGU) are formally established centre and a unit as per UGC circulars, the others have been considered as those specific to the EUSL.

There is no indication on the formalities on the establishment of these entities. It appears that these centres have been established with various projects sponsored by NGOs and other funding agencies.

Most of the activities on record are symposia, seminars, workshops, training programmes and awareness programmes. The sponsors would have borne the cost incurred in conducting the above, with a minimal percentage towards the university account. Some of the activities have

also been conducted during normal academic term time. The quantum of interaction in the form of dissemination of expertise through consultancies had been minimal.

While these projects through the respective centres would have served a useful purpose interacting with the community, there appears to be a doubt on their sustainability and continuity. The interaction with the relevant industries and community through these programmes are acceptable for a new university launching out on university interaction with the outside world, but as a university which has been in existence for two and half decades, with strong links with the well established University of Peradeniya, the level of interaction could have been at a higher academic and professional level, which could have made such interaction sustainable. University industry interaction should be primarily for the academic development of a university and thereafter as a community service etc. There is no evidence that the former has taken place to a satisfactory level.

The Review Team however noted that some of the activities carried out such as Farmer trainings and farming activities are common to different centres/units.. It was noted that there is no coordination between these bodies and hence some activities overlap..

The Faculty of Health Care Sciences has developed an unique academic structure for the faculty incorporating allied Health Sciences, which could not only provide lateral entries but also career paths and upward mobility for allied Health Sciences and para-medical professionals. The faculty perhaps mainly due to the difficulties in recruiting suitably qualified Academic / Professional staff have resorted to innovative methods of Medical Education which could result to be very productive and effective. The innovative introduction of “Peace Medicine” as a module is very relevant to the region and may be made mandatory to all students in the faculty and also could be considered as an income generation extension course for the community at large. A programme for the General Practitioners in the region in collaboration with already available programme in the ODL mode at the Open University of Sri Lanka / University of Monash may be explored and this would enhance the interaction of the Faculty with the practicing medical professionals. The future steps needed for accreditation by the Medical Professional bodies should be borne in mind and discussions initiated when considering the academic development of the faculty.

There is a great lacuna for a centrally coordinated industry interaction cell which would be sustainable and effective in projecting the image and potential strengths of the University derived from the other centers. Such a centralized “Cell “could market the expertise of the university and be an effective avenue of income generation producing academic, professional, community and staff development.

5. OVERALL JUDGMENT OF LEVEL OF CONFIDENCE IN THE QUALITY ASSURANCE ARRANGEMENTS OF THE UNIVERSITY

The observations of the review team on the eight review aspects are given in detail in section 4 of this report. These were based on the discussions, the reviewers had with almost all stakeholders including the senior management, Council members, academic staff, administrative staff, non-academic staff and students (Annex 2), by perusing many documents (Annex 3) and observing facilities (Annex 4). As per the descriptions given in section 4, the review team noted few commendable practices in the university. However, the weaknesses far exceed the good practices as detailed out in section 4.

Although there are many weaknesses, since at least few good practices exist, the review team is of the opinion that an overall judgment of ‘**Limited Confidence**’ could be given to the Eastern University of Sri Lanka with respect to its arrangements to maintain quality and safeguard standards.

6. COMMENDATIONS AND RECOMMENDATIONS

1. University Goals and Corporate Planning

Commendations

1. A Corporate Plan for 2009-2013 has been developed with clear vision and mission statements, goals, objectives and action plans.
2. Action has been taken to develop Corporate Plan 2010-2015 with the participation of large number of staff members.
3. Progress of the preparation of the Corporate Plan 2010-2015 is monitored at the Senate level.

Recommendations

The University may consider;

1. Carrying out a SWOT analysis in the development of the Corporate Plan for next period of time.
2. Clearly identifying the responsibilities for implementation and operation of actions and indicating them in the Corporate Plan.
3. Developing an internal mechanism to monitor the activities identified in the Corporate Plan.
4. Consulting all stakeholders in the development of the Corporate Plan for the next period of time.
5. Making all stakeholders aware of the vision, mission, goals and objectives of the university.

2. Financial Resources and Management

Commendations

1. The University’s ability to obtain over 95% of the financial allocation from the General Treasury.
2. Financial powers are delegated with the approved of the Council.
3. Financial procedures are identified and documented.

Recommendations

The university may consider;

1. Immediately filling the vacancies of Bursar and Registrar with qualified people, without waiting until some of the present administrative officers get suitable qualifications.
2. Developing appropriate policies and procedures in relation to all financial matters
3. Strengthening the internal audit unit
4. Establishment of government audit unit within the university
5. Identification of training needs and implementation of training programmes in order to enhance the quality in financial management
6. Preparing a priority list of activities along with the programme budget

3. Research

Commendations

1. Some funds are allocated by the university to be distributed among the academic staff for research.
2. Several forums are available to present research results.
3. Special degree students are required to carry out a research project for the fulfillment of their degree programme.

Recommendations:

The university may consider;

1. Increasing the annual allocation for research and also increasing the ceiling for each grant, especially for the Faculties of Science, Agriculture and Health Care Sciences.
2. Providing opportunities to the junior staff members to obtain post-graduate research degrees, especially Ph. Ds from recognized foreign universities by establishing academic links.
3. Establishing a Higher Degrees and Research Committee at the Senate Level
4. Encouraging academics to do good quality research by way of recognizing them through commending and appreciating.
5. Adopting a clear research policy.
6. Formulating by-laws governing research and higher degree programs of the university.
7. Encouraging research that benefits all local communities.
8. Encouraging collaborative research with other institutions, both local and foreign.

4. Quality Management and Administration

Commendations

1. An IQAU, representing all Faculties and SVIAS has been established.
2. Internal quality assurance activities is a permanent agenda item of the Senate and Council meetings.

Recommendations

The university may consider;

1. Safeguarding the credibility of the Senate, without having unethical membership of “EUSL registered postgraduate students” in its composition.
2. Issuing letters of appointments indicating the responsibilities and duties to the staff members appointed to various posts.
3. Clearly identifying the channels of communication and informing those channels to the university community.
4. Communicating the important affairs of the university to the staff.
5. Informing the amounts of funds received by the university and its allocations at least to the Deans level.
6. Strictly adhering to the circulars and instructions issued by the UGC.
7. Establishing a Leave and Awards Committee at the Senate level.
8. Conducting formal meetings of Heads of Departments and the Vice-Chancellor on regular basis. i.e., at least once a month to discuss administrative matters.
9. Strictly instructing the senior administrative staff to reply to the queries made by the Internal Auditor and taking disciplinary actions for non-compliance.

10. Instructing the administrative staff to be familiar with all rules, regulations, by-laws, UGC circulars and provisions of the University Establishments Code.
11. Developing by-laws for important aspects including the procedure for dealing with student discipline.
12. Discussing library matters at the faculty level under a permanent agenda item of the Faculty Board meeting and inviting the librarian or her representative to these meetings to discuss issues and to inform new developments and services provided etc.
13. Taking action to develop ethical values among staff.
14. Coordinating resource planning with academic planning.

6.5. Quality Assurance

Commendations

1. Academic staff of the university are aware about the quality assurance
2. Chairman and the Secretary of IQAU are very much positive and active in improving the quality
3. New degree and non-degree programmes have been initiated by the University

Recommendations

The university may consider;

1. Developing performance indicators for both academic and administrative staff and also for procedures.
2. Making all stakeholders aware about the importance and need of quality assurance
3. Taking immediate action to fill the vacant positions in both academic and administrative posts with qualified staff
4. Establishing Internal Quality Assurance Cells at the faculty level.
5. Taking immediate action to rectify the weaknesses identified in subject reviews.
6. Taking action to release results without delay.
7. Making it mandatory for the administrative staff to be familiar with existing rules regulations and procedures
8. Making the academic staff aware of the Codes of Practices developed by the QAAC of the UGC.
9. Establish a regular forum for the non-academic staff to present their grievances direct to the Vice-Chancellor.

6. Learning Resources and Student Support

Commendations

1. Female hostels are maintained in an admirable manner
2. Availability of a promising and effective CICT.

Recommendations:

The university may consider;

1. Renovating the old buildings with immediate effect using the rehabilitation vote.
2. Improving the facilities in the main library and in the Faculty of Health Care Sciences.
3. Improving the facilities for teaching staff especially of the Faculties of Arts and Culture, and Health Care Sciences.

4. Improving the counseling aspects giving proper training on counseling to student counselors and not allowing academics holding administrative posts to serve as student counselors.
5. Developing ethical values such as refraining from publishing students' research without giving due recognition to them etc.
6. Improving facilities at the Physical Education Department immediately using funds from the rehabilitation vote.
7. Improving laboratory facilities at the Faculty of Health Care Sciences and some Departments of the Faculty of Science.
8. Taking preventive measures against illicit neighboring influences.
9. Taking immediate action with relevant authorities to establish a University Teaching Unit at the Batticaloa Hospital.
10. Offering a programme through the Faculty of Health Care Sciences, to the General Practitioners in collaboration with the already available programme in the Open University of Sri Lanka/University of Monash.
11. Offering innovative courses such, as Peace Medicine as income generating extension courses to the community.
12. Using the facilities at CICT to have an effective administrative interaction between the main campus at Chenkalady and the distance entities such as the Trincomalee campus, Faculty of Health Care Sciences and SVIAS.
13. Utilizing the facilities at CICT for on-line teaching and learning in all faculties.
14. Imposing strict rules at the male hostels and implementing them in order to protect the facilities provided to those hostels.

7. External Degree Programmes

Commendations

1. External degree programmes are being validated and approved by University and University Grants Commission.
2. Avenue for lateral entry is made available.
3. Few External Degree programmes are taught inside the campus.
4. External Degree programmes are monitored and reviewed by the Board of Management on External Degree Programmes.
5. Examination papers are moderated and scrutinized by second examiners.
6. Syllabuses of internal and external degree programme are similar to each other.
7. The course contents of all external degree programmes include subjects like English and Information Technology as compulsory components.

Recommendations

The University may consider:

1. assisting, supporting and monitoring the Institutions that conduct classes for the Arts external degree programmes.
2. getting the prospective employers of the external degree graduates involved in monitoring and reviewing of the students' progress during studies.

8. University/Industry/Community/Other Extension Activities

Commendations

1. Respective departments, units and individual academics have taken the initiative to interact with the industry.
2. There have been considerable dissemination of knowledge to the community through training programmes.
3. The costs incurred in the various interaction activities have been recovered through sponsorships.
4. The university has gained a good reputation for the services rendered to the rural communities

Recommendations

1. There should be a centralized University Industry Interaction Cell (UIIC) established by the Council with Terms of Reference and approved financial management and disbursement procedure, coordinating the activities of all the other centres.
2. The recommended UIIC should be mainly for interaction with the industry and community for academic development, service to the community and for sustainable income generation purposes.
3. The university Industry interaction should be at an appropriate academic / Professional level required of a well established university providing consulting services and expertise, in addition to routine testing services.
4. The generated income should be disbursed in a Council approved criteria in conformity to UGC regulations, in a manner which will cause development of the respective departments / units, its curricula, laboratory facilities, exposure to industry, staff research and development in an equitable and justifiable manner.
5. A portion of the income generated should be made available for essential staff and student welfare needs
6. The industry- Community interaction should in no way adversely affect the regular and legitimate academic work of the university,
7. There should be wide awareness on the interaction through publications, media news and formally recorded in the Annual Report of the university
8. There should be incentives, awards and other forms of recognition for productive outputs through this type of interaction, for which the funding could be from the income generated.

7. EXECUTIVE SUMMARY

The university has prepared a Corporate Plan for the period 2009-2013 clearly identifying the vision, mission, goals and objectives. Several actions are also proposed and the time span for each action has also been identified. There is no evidence for carrying out a SWOT analysis for the development of the Corporate Plan 2009-2013. The responsibility for implementation and operation of actions is also not identified. As such, the staff is unaware of their role on the implementation and operation of the identified actions.

The Corporate Plan 2009-2013 has been developed with the participation of handful of academics. Majority of the stakeholders are unaware of the university vision, mission, goals

and objectives. The progress of activities identified in the Corporate Plan 2009-2013 are also not monitored.

The main source of financial resources is the consolidated fund from the General Treasury. Other sources of funds include IRQUE Project, other foreign donor agencies, and generated funds through fee levying courses and services provided to the community.

There is no documentary evidence to show the exact amount of funds generated by the university. Though it is mentioned in the SER and also given the impression to Deans, Heads of Departments and academic staff that the General Treasury has not released sufficient amount of money during the past, the EUSL has received an average of 96.8% and 61.4% of the requirement and capital allocation respectively for the past 5 years. In 2009, these values were 98.5% and 96.4% respectively, which is an extremely healthy situation compared to other universities in the country.

There is no coordination between academic planning and resource allocation. Financial management appears to be not satisfactory. There are many audit queries and even with repeated requests, some of the top level administrators had not replied to these queries.

The university has established an Internal Quality Assurance Unit (IQAU) with representatives from all faculties, Trincomalee campus and SVIAS. However, the members of the IQAU, as well as holders of some other posts such as the Director of the Staff Development Centre have not been issued letters of appointment. Without proper appointments, they lack authority to carry out certain functions.

There are no quality assurance cells at the Faculty level. However, it is commendable that quality assurance activities are discussed at the Senate and Council levels under a permanent agenda item.

Vice-Chancellor, Deans and few Heads of Department accept the importance of quality assurance. All staff members have a general idea of quality assurance. However, the importance they have given to quality assurance appears to be not sufficient. Some Heads of Departments are of the view that it is not compulsory to implement recommendations made by the respective subject review panels. Only few departments have taken action to rectify the short comings identified in the subject review aspects that had received an 'unsatisfactory' judgment.

The administrative channels of communication are not clearly defined. Communication is done mainly through internal circulars. However, it appears that some important decisions and information are not communicated to the relevant staff, a good example being the exact amount of funds received from the General Treasury.

There appears to be non-compliance or gross violation of some UGC circulars. As such, some of the staff member, especially the non-academics are de-motivated affecting the overall quality of the university. The role of some of statutory bodies, for example the Audit and Management Committee appears to be misinterpreted.

There aren't a Senate level Higher Degrees and Research Committee and a Leave and Awards Committee.

There is no formal mechanism to monitor the effectiveness of implementing administrative decisions. There are no regular formal meetings of the Vice-Chancellor with Heads of Departments to discuss the matters relating to the staff, infrastructure development and physical resources.

The reporting lines are also not clear. Some of the junior administrative officers are unaware of their responsibilities and accountability.

There are no by-laws or Council approved procedures for some important aspects such as students discipline.

Annually, Rs. 1 million is allocated from the consolidated fund for Research. Only few academics have got outside research grants. There is no mechanism to encourage academic staff to do research. There are several forums in the University for researchers to disseminate their research findings.

The University has a vast area of land for infrastructure development. There is no equitable distribution of resources among Faculties. In some faculties, even the lecture theatres are air-conditioned while in some others, even the members of the academic staff do not have at least properly lighted and properly ventilated office rooms. Some buildings are in a dilapidated run-down condition. Some buildings are being constructed for decades. Although the conditions in female hostels are at an acceptable level, male hostels are not properly maintained. The price of meals in the canteens is very much higher than that of other universities.

The most impressive learning resource at the university is the Centre for Information and Communication Technology. It is an effective entity which efficiently serves the entire university. The facilities for physical education are also very poor. Participation of female students in sports is very low mainly due to unavailability of female wash rooms in the physical education department.

Lack of senior staff, unavailability of a university teaching unit in the Batticoloa hospital, lack of opportunities for staff development of non academic staff, are some other drawbacks.

A unique feature at the EUSL is that some external degree programmes are conducted by the university academics within the university premises during the weekends. External students are allowed to use laboratory and library facilities too. After completing the first examination, some students are recruited as internal students through a lateral entry system.

External degree syllabuses are similar to internal degree syllabuses. English and Information Technology are compulsory for the external students also. However, there is a lack of proper by-laws and uniform policy for external degrees.

There are many units and centers which interact with the community and carry out several extension activities. However, some of the activities carried out by different centers/units overlap. There is a great lacuna for a centrally coordinated industry community interaction cell.

Although there are many weaknesses, since at least few good practices exists, a judgment of 'Limited Confidence' was given to the university with respect to its arrangements to main quality and safeguard standards.

7. ANNEXES

Annex 1: AGENDA FOR THE REVIEW VISIT

Day 1 (31.05.2010)

Time	Activity
08.30 - 09.00	Private Meeting of the Review Team
09.00- 09.30	Finalizing the Agenda with the Chairperson / IQAC
09.30 - 10.00	Meeting with Vice-Chancellor
10.00- 10.30	Presentation on the SER for the Institutional Review by Vice Chancellor (Deans, Acting Registrar, Acting Bursar and Librarian to be present)
10.30 – 12.00	Meeting with Deans
12.00 – 13.00	Meeting with Members of the Council
13.00 – 14.00	Lunch
14.00 – 15.00	Meeting with the Members of the Internal Quality Assurance Unit
15.00 – 15.45	Meeting with the Acting Registrar, Faculty ARs' and SAR/Establishment (academic and non-academic)
15.45- 16.30	Meeting with Acting Bursar
16.30 – 17.30	Private Meeting of the Review Team

Day 2 (01.06.2010)

Time	Activity
08.30 – 09.00	Looking at the appropriate documents
09.00 – 09.30	Meeting with heads and coordinators of the respective departments and units of the Faculty of Faculty of Agriculture
09.30 – 10.00	Meeting with academic staff of the Faculty of Agriculture
10.00 – 11.00	Observing the facilities of the Faculty of Agriculture
11.00 – 11.30	Meeting with Non-academic staff of all the faculties
11.30 – 12.30	Meeting with Students representatives from all the faculties
12.30 – 13.30	Meeting with Directors of Centre of Information & Communication (CICT), Career Guidance, Staff Development center
13.30– 14.00	Lunch
14.00 – 15.00	Meeting with Director Centre for External Studies and staff along with observing the facilities
15.00 – 16.00	Meeting with Instructor of Physical Education, observing the facilities and meeting the Members of Sports Advisory Committee and observing the facilities of Health center
16.00 - 16.30	Meeting with SAR / Examination
16.30 – 17.00	Meeting with SAR / Administration,
17.30 - 18.00	Meeting the Dean of faculty of Health-Care Sciences
18.00 – 18.30	Meeting the heads of departments of the Faculty of Health-Care Sciences

18.30 – 19.00	Meeting the academic staff of the Faculty of Health-Care Sciences
19.00 – 20.00	Private Meeting of the Review Team
20.00 – 22.00	Welcome Dinner (hosted by the Vice-Chancellor)

Day 3 (02.06.2010)

Time	Activity
08.00 – 09.00	Visiting the SVIAS and meeting Director and staff and observing their facilities
09.30 – 10.00	Meeting with heads and coordinators of the respective departments and units of the Faculty of Arts & Culture
10.00 – 10.30	Meeting with academic staff of the Faculty of Arts & Culture
10.30 – 11.30	Observing the facilities of the Faculty of Arts & Culture
11.30 – 12.30	Meeting with postgraduate students from all the faculties
12.30 – 13.30	Visiting the CICT and observing their programmes and Facilities
13.30 – 14.00	Lunch
14.00– 15.00	Meeting the coordinators of Centre for Sustainable Resource Management (CENSARM), Centre for Competency Based Economics Through Formation of Enterprises (CEFE), Centre for Early Childhood Care and Development (CECCD), Extramural Unit, Centre for Aquatic Resource Management (CARM), Environmental Testing Unit (ETU), L3 project, University Industry Community Interaction Cell (UICIC), Centre for Social Research & Development (CSRD) and University Consortium
15.30 – 16.00	Meeting with AR/Welfare,
16.00 – 16.45	Meeting the Senior Student Councilor and student councilors
16.45– 17.30	Meeting Student Union
17.30 – 18.00	Meeting with Wardens, Sub-wardens and visiting the hostels, canteen and students common room
18.00 – 19.00	Private Meeting of the Review Team

Day 4 (03.06.2010)

Time	Activity
08.30 – 09.00	Looking at the appropriate documents
09.00 – 09.30	Meeting with heads and coordinators of the respective departments and units of the Faculty of Science
09.30 – 10.00	Meeting with academic staff of the Faculty of Science
10.00 – 11.00	Observing the facilities of the Faculty of Science
11.00 – 11.30	Meeting with the Internal Auditor

11.30 – 12.00	Meeting the Works Engineer and relevant members for the infrastructure development
12.00 – 12.30	Meeting the Chairman and members of the Research committee
12.30 – 13.00	Meeting the Chairman and members of curriculum evaluation committee
13.00 – 13.30	Meeting the Rector, deans and senior staff of the Trincomalee campus
13.30- 14.00	Lunch
14.00 – 15.00	Visit to the ELTU and meeting of the staff and observing their facilities
15.00 – 16.00	Visit to Main Library and meeting with Librarian, Senior Staff of the Library and Members of Library Advisory Committee Visit to the Library
16.00 – 16.30	Meeting the Union representatives of Academic staff
16.30 – 17.00	Meeting the Union representatives of Non-academic staff
17.00 – 18.00	Private Meeting of Review Team

Day 5 (04.06.2010)

Time	Activity
08.30 – 09.00	Looking at the appropriate documents
09.00 – 09.30	Meeting with heads and coordinators of the respective departments and units of the Faculty of Commerce & Management
09.30 – 10.00	Meeting with academic staff of the Faculty of Commerce & Management
10.00 – 11.00	Observing the facilities of the Faculty of Commerce & Management
11.00 – 11.30	Private Meeting of the Review Team
11.30 – 12.30	Feedback given by the Review Team
12.30 - 13.30	Farewell Lunch (hosted by Vice Chancellor)

Annex 2. THE PERSONS MET DURING THE REVIEW VISIT

Vice-Chancellor
 Members of the Council
 Dean of the Faculty of Arts and Culture
 Dean of the Faculty of Agriculture
 Dean of the Faculty of Science
 Dean of the Faculty of Health Care Sciences
 Dean of the Faculty of Commerce and Management
 Director of the Swami Vipulananda Institute of Aesthetic Studies (SVIAS)
 Rector of the Trincomalee Campus
 Librarian
 Acting Registrar
 Acting Bursar
 Senior Assistant Registrar/Examinations/Administration

Coordinator/Human Resource Management
 Coordinator/Enterprise Development
 Head/Department of Management
 Head/Department of Commerce
 Head/Department of Economics
 Head/Department of Geography
 Head/Department of Social Sciences
 Head/Department of Islamic Studies
 Head/Department of Languages
 Head/Department of Education
 Head/ Department of Human Biology
 Head/ Department of Medical Education
 Head/ Department of Agricultural Chemistry
 Head/ Department of Agricultural Biology
 Head/ Department of Agricultural Engineering
 Head/ Department of Agricultural Economics
 Head/ Department of Animal Science
 Head/ Department of Chemistry
 Head/ Department of Botany
 Head/ Department of Mathematics
 Head/ Department of Zoology
 Head/ Department of Physics
 Acting Head/Arabic
 Teachers of the Faculty of Commerce and Management
 Teachers of the Faculty of Agriculture
 Teachers of the Faculty of Arts and culture
 Teachers of the Faculty of Science
 Teachers of the Faculty of Health Care Sciences
 Teachers of the Faculty of SVIAS
 Coordinator/Comparative Religion and Social Harmony
 Coordinator/History
 Coordinator/ Hindu civilization
 Consultant to the Faculty of Arts and Culture
 University Medical Officer
 Director/Staff Development Center
 Director/Centre for Information and Communication Technology
 Director/Career Guidance Unit
 Director/Center for Sustainable Resource Management (CENSARM)
 Senior Student Counselor
 Student Counselors
 Coordinator/Centre for Competency based Economics through Formation of Enterprise
 (CCEFE)
 Coordinator/Centre for Early Childhood Care and Development (CECCD)
 Coordinator/Life Long Learning Project (L3 Project)
 Coordinator/ University Industry Community Interaction Cell (UICIC)
 Coordinator/Centre for Aquatic Resource Management (CARM)
 Coordinator/Environmental Testing Unit (ETU)
 National Coordinator/National Technology University of Norway and University
 Consortium Link

Senior Assistant Registrar/Non-academic Establishments
 Senior Assistant Registrar/Academic Establishments (Acting Registrar)
 Senior Assistant Registrar/Faculty of Arts and Culture
 Assistant Registrar/ Faculty of Health Care Sciences
 Assistant Registrar/ Faculty of Commerce and Management
 Assistant Registrar/ Faculty of Science
 Assistant Registrar/ Faculty of Agriculture
 Assistant Registrar/ Student Welfare
 Assistant Bursar/supplies
 Postgraduate Students
 Members of the Students' Union
 Chairman/ Sports Advisory Board
 Instructors of Physical Education
 Members of the Sports Advisory Board
 President/Sports Council
 Secretary/ Sports Council
 Junior Treasurer/ Sports Council
 Warden/Men's Hostel
 Warden/Women's Hostel
 Sub wardens/ Men's Hostel
 Sub wardens/ Women's Hostel
 Coordinator/Supplementary Health Science
 Coordinator/Clinical Sciences
 Coordinator/Primary Health Care
 Coordinator/Pathophysiology
 Director/Centre for External Studies
 Coordinator/External Degrees of Faculty of Arts and Culture
 Coordinator/External Degrees of the Faculty of Agriculture
 Coordinator/External Degrees of Faculty of Commerce and Management
 Coordinator/B.Sc Nursing degree programme
 Labourers
 Chairman of the Internal Quality Assurance Unit
 Secretary of the Internal Quality Assurance Unit
 Members of the Internal Quality Assurance Unit
 Chairman/Research and Publications Committee
 Members of the Research and Publications Committee
 Members of the Curriculum Evaluation Committee
 A probationary lecturer of Trincomalee campus
 Works Engineer
 Works Superintendent
 Senior Assistant Librarians
 Trade Union representatives of the Academic staff
 Coordinator/English Language Teaching Unit
 Technical Officers
 Clerks
 Computer Application Assistants
 Stenographers
 Laboratory attendants
 Assistant Internal Auditor

Undergraduate student representatives of Faculty of Agriculture
Undergraduate student representatives of Faculty of Commerce and Management
Undergraduate student representatives of Faculty of Arts and Culture
Undergraduate student representatives of Faculty of Science

Annex 3. DOCUMENTS PERUSED

Self Evaluation Report
Corporate Plan 2009-2013
Draft Corporate Plan 2010-2014 - SVIAS
Draft Corporate Plan-Faculty of Health Care Sciences
Draft Corporate Plan-Faculty of Agriculture
Financial circular of EUSL
Financial Report 2009
Manual of Procedure for Conduct of University Examinations
By Law No. 1. 1989. Mode of conducting election of office bearers of Faculty Student Unions and of the University Students Union
Minutes of the Council Meetings
Minutes of the Senate Meetings
Minutes of the Faculty Board Meetings/Faculty of Science
Minutes of the Faculty Board Meetings/ Faculty of Agriculture
Minutes of the Faculty Board Meetings/ Faculty of Arts and Culture
Minutes of the Faculty Board Meetings/ Faculty of Commerce and Management
Minutes of the meetings of the Research Committee
Minutes of the meetings of the Curriculum Evaluation Committee
Minutes of the meetings of the Vice-Chancellor and Administrative Officers
Annual Report of the Department of Physical Education 2008/2009
List of Activities carried out by the Staff Development Centre
Rules and Regulations for Hostel Students 2008/2009
Documents of the Board of Residence and Discipline
Documents of the Canteen Committee
Study reports of the Faculty of Agriculture
Research publications of the staff of the Faculty of Science
Abstracts of the papers presented by the staff of the Faculty of Agriculture at conferences/seminars.
Prospectus of the Faculty of Agriculture 2004-2005
Prospectus of the Faculty of Agriculture 2005-2007
Prospectus of the Faculty of Agriculture 2007-2008
Prospectus of the Faculty of Agriculture 2008-2009
Students' Handbook of the Faculty of Agriculture 1999/2000
Students' Handbook of the Faculty of Agriculture 2000/2001
Students' Handbook of the Faculty of Agriculture 2001/2002
Students' Handbook of the Faculty of Agriculture 2002/2003
Students' Handbook of the Faculty of Agriculture 2003/2004
Documents related to student feedback of the Faculty of Agriculture
Documents related to student feedback of Faculty of Science
Documents on external degree programmes of the Faculty of Science
External degree programme Handbook 2008-2009- Faculty of Science
Student Guide-External degree programme 2003- Faculty of Science

Student Handbook-Faculty of Arts and Culture
Information Guide for students 2008-2012 - Faculty of Science
Documents on examination offences
Documents related to Audit queries

Annex 4: FACULTIES OBSERVED

Office of the Vice-Chancellor
Offices of Deans of Faculties
Common Lecture theatres of the university
Lecture theatres of the Faculty of Arts and Culture
Lecture theatres of the Faculty of Commerce and Management
Lecture theatres of the Faculty of Health Care Sciences
Lecture theatres of the Faculty of Agriculture
Staff Development Centre
Biochemistry and Food Science laboratory of the Faculty of Agriculture
Soil Science laboratory of the Faculty of Agriculture
Crop Science laboratory of the Faculty of Agriculture
Anatomy and Physiology laboratory of the Faculty of Agriculture
Milk processing laboratory of the Faculty of Agriculture
Nutrition laboratory of the Faculty of Agriculture
Food and Nutrition laboratory of the Faculty of Agriculture
Agricultural Biology laboratory of the Faculty of Agriculture
Computer laboratory of the Faculty of Agriculture
Water Quality laboratory of the Faculty of Agriculture
Library of the Faculty of Agriculture
Multimedia room of the Faculty of Agriculture
Seminar Hall of the Faculty of Agriculture
Agricultural Engineering workshop of Faculty of Agriculture
Livestock farm of the Faculty of Agriculture
Crop farm of the Faculty of Agriculture
Offset printing unit of the Faculty of Agriculture
Staff rooms of the Faculty of Agriculture
Staff rooms of the Faculty of Arts and Culture
Staff rooms of the Faculty of Commerce and Management
Staff rooms of the Faculty of Science
Media Centre
Student Canteens
University Library
Men's Hostels
Women's Hostels
Lecture theatres of SVIAS
Auditorium of SVIAS
Staff rooms of SVIAS
Computer centre of SVIAS
Practical rooms of SVIAS
Video conferencing Hall at the CICT
Laboratories of the of CICT
Lecture theaters of the CICT

Network Unit of the CICT
Department of Physical Education
Computer Laboratory of the ELTU
Lecture halls of the ELTU
Centre for External Studies