

Institutional Review Report

Eastern University of Sri Lanka



December 2015

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Section 1: Brief Introduction to the University and 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 the EUSL was the Batticaloa University College, which was established on 1st August 1981 with two faculties, namely, the Faculty of Agriculture and the Faculty of Science. These Faculties were affiliated to the University of Peradeniya. With the establishment of the EUSL in October 1986, two more faculties, namely, the Faculty of Commerce and Management, and the Faculty of Cultural Studies, commenced.

Since 1986, the EUSL has evolved through expansion of existed Faculties and adding new Faculties as outlined below:

- In 1991, the Faculty of Cultural Studies was expanded to include Department of Languages, Department of Social Sciences and Department of Geography and renamed it as Faculty of Arts and Culture.
- Trincomalee Campus of the EUSL was established with two Faculties, namely the Faculty of Communication & Business Studies and the Faculty of Applied Science, with effect from 15th June 2001 by Gazette notification dated 6th June 2001.
- The Faculty of Health-Care Sciences (FHCS) was established by Gazette notification on 23rd November 2004. This Faculty has unique features compared to other conventional medical faculties in the country.
- The Swamy Vipulananda College of Music and Dance (SVCMD) which had been established in Batticaloa in 1981 was attached to EUSL in 1997. It was upgraded to the status of a degree awarding institute by establishing Swami Vipulananda Institute of Aesthetic Studies (SVIAS) affiliated to the EUSL from 14th March 2005 by the Ordinance No.01 of 2005.

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

At present the EUSL has five faculties which include the Faculties of Agriculture, Science, Arts and Culture, Commerce and Management, and Health Care Sciences. These Faculties comprise of 38 Departments that offer undergraduate degree programs for internal students.

The EUSL also has a Centre for Information and Communication Technology (CICT), an English Learning and Teaching Unit (ELTU) and a Library to provide support services for staff and students in teaching and learning activities.

Organizational Structure of the University

The Organizational structure of EUSL is in accordance with the organizational structure of conventional Universities which are functioning under the University Grants Commission and the Ministry of Higher Education in Sri Lanka.

The post of the Chancellor is an honorary position nominated by the President of Sri Lanka. The Chancellor is the Head of the University, holding the office for a period of five years reckoned from the date of his/her nomination, and shall, preside at every Convocation of the University.

The Vice Chancellor of the University is the Chief Executive Officer (CEO) appointed for a term of three years by the President of Sri Lanka, upon the recommendation of the Commission, from a panel of three names recommended by the Council of the respective University. The Vice-Chancellor is the Accounting Officer of the University for the execution of policies and measures approved by the Council in relation to the University, and, subject to such policies, for the direction, supervision and control of the University, including its administration; and for the maintenance of discipline within the University.

The Rector of a Campus is appointed by the Vice-Chancellor of the University to which such Campus is attached. The Rector is a full-time officer of the Campus, who shall be an academic and administrative Head of the Campus. The Rector is the Chairman of the Campus Board, entitled to convene, be present and speak at any meeting or any other body of the Campus.

The Registrar is the Person-in-Charge or the Custodian of the records and the properties of the University and its general administration. The Registrar of a University is appointed by the Council upon the recommendation of a Selection Committee, the composition of which shall be prescribed by the Ordinance.

The Dean of a Faculty is a full-time officer of the University and the academic and administrative head of that Faculty. Dean is elected by the Faculty Board from among the Heads of the Departments of Study comprising such Faculty, and when so elected, cease to be the Head of the Department of Study concerned.

The Librarian of a University is appointed by the Council upon the recommendation of a Selection Committee, the composition of which is prescribed by Ordinance. The Librarian is a full-time officer of that University and exercise, perform and discharge such powers, duties and functions as may be conferred or imposed on or assigned to him/her by the Act or by any appropriate Instrument.

The Head of a Department of Study can be a Professor, Associate Professor, Senior Lecturer or Lecturer appointed by the Council upon the recommendation of the Vice-Chancellor for a period of three years.

The Bursar of a University is appointed by the Council upon the recommendation of a Selection Committee, the composition of which is prescribed by Ordinance. The Bursar should be, subject to the direction and control of the Registrar, responsible for the administration of the finances of the University, and maintenance of its accounts in such form and manner as may be prescribed by the Rules. The Bursar shall have the custody of the funds of the University as well.

The Apex Bodies

The Council is at the apex of the University chaired by the Vice-Chancellor. It governs and manages the overall activities of the University. The Council exercises the powers, and performs and discharges the duties and functions conferred or imposed on, or assigned to, the University.

Senate is a deliberative academic body made of senior academic members (Dean, Directors, Professors and Heads of Departments) from each Faculty, and chaired by the Vice-Chancellor. It is responsible for the quality and effectiveness of the academic programs, for which the academic responsibilities are decentralized to the respective Faculties chaired by the Deans. Heads of the departments are responsible for implementing the study programs and governing administrative matters at the department level.

A Campus has a Board of which the composition is prescribed by the Ordinance. The Campus Board is responsible for the internal administration of the Campus, making arrangements for the general well-being of, and the provision of amenities for, the persons attached to the Campus; and for performing any other duties as may be prescribed by the Statute.

The Faculty Board is another governing body comprising the Dean (Chairman of the Faculty Board), Heads of the Departments, Senior lecturers, two Probationary Lecturers elected from among the Probationary Lecturers of the Faculty, two undergraduate students elected from the student body of the Faculty, and three non-University professionals selected by the Faculty Board from among persons of eminence in the areas of study relevant to the Faculty. Subject to the provisions of the Universities Act, a Faculty Board exercises, performs and discharges the powers, duties and functions to consider and report on any matter referred to it by the Senate; subject to the control of the Senate, it regulates matters pertaining to teaching, examinations and research in the Departments of Study in the Faculty.

Number of Students, Teachers and Administrators and Supportive Staff

The total number of academic staff members in the Faculties at EUSL is 216 in December 2015. Out of the total number of permanent academic staff, around 24 % of the staff are in Senior Lecturer Grade-I category whereas approximately 40 % are in Senior Lecturer Grade-II category. However, the number of Professors is low, accounting for only 2.5 % of the total number of academic members. The number of Senior Lecturer Grade qualified staff has significantly increased from 65 in 2012 to 101 in 2015.

At the Eastern University, the functions and performance of the administrative, non-academic and academic support staff plays a vital role for the smooth function of the institution. The values of them have to be strengthened to cultivate maximum productivity. The total number of administrative and non-academic staff at the EUSL in December 2015 is 339.

The numbers of undergraduate students in the five faculties of the EUSL are given below:

| Number of Students in the Faculties in 2015 | |
|---|--------------------|
| Faculty | Number of Students |
| Arts and Culture | 1200 |
| Agriculture | 252 |
| Commerce and Management | 733 |
| Science | 471 |
| Faculty of Health Care Sciences | 464 |

The total number of undergraduate students in the EUSL in December 2015 is 3120. The highest number of students is in the Faculty of Arts and Culture. Other than in the Faculty of Arts and Culture, in all other faculties students from all three ethnicities have been enrolled.

The practice of lateral entry to the degree programmes can be considered as a positive feature. However, other than the Faculty of Agriculture and the Faculty of Health Care Sciences, in other faculties of the EUSL, the practice of lateral entry has been restricted only to the external undergraduates.

Of the 38 departments of the University, 21 have submitted the self-evaluation reports for subject review. The subject reviews of the Faculties of Agriculture, Commerce and Management, and Science had been completed. No external quality assessment in the Faculty of Health Care Sciences has been carried out yet.

First institutional review of the EUSL had been conducted from 31st May to 4th June 2010. All Both institutes affiliated to the EUSL, the Swami Vipulananda Institute of Aesthetic Studies (SVIAS) and the Trincomalee Campus have been reviewed with the main University in 2010.

However, these two institutes have not been included by the University for the Institutional Review in 2015.

Second institutional review of the EUSL was carried out from 14th to 18th December 2015. The review team consisted of the following members:

1. Prof. Rohana P Mahaliyanaarachchi – Sabaragamuwa University of Sri Lanka
2. Prof. MU Jayasekara – Sabaragamuwa University of Sri Lanka
3. Prof. Aruni Weerasinghe - Rajarata University of Sri Lanka
4. Prof. Sanath Hettiarachchi – Rajarata University of Sri Lanka
5. Prof. Kanthi A. S. Yapa – University of Ruhuna

Prof. Rohana P Mahaliyanaarachchi has been selected to serve as the Review Chair.

The agenda of the review visit is given in Annex 1.

During the review visit, the review team had meetings with the Competent Authority, Deans of Faculties, Actg. Registrar, Actg. Bursar, members of the Council, librarian, administrative officers, wardens, academic staff, non-academic staff and students of the EUSL. The list of persons with whom the review team held meetings is given in Annex 2.

The review team perused many documents and observed the facilities of the University. These are listed in Annexes 3 and 4, respectively.

On 08th December 2016, review team provided feedback of their findings at the wrap-up meeting to the Deans, Actg. Registrar, Actg. Bursar and the members of the Internal Quality Assurance Unit (IQAU). It is highly admirable that the senior management of the EUSL accepted the points presented at the wrap-up meeting and were positive towards carrying out the necessary improvements.

Section 2: Review Team's View of the University's Self Evaluation Report

The Self Evaluation Report (SER) of the EUSL is a comprehensive document covering the historical development of the University, structure of the University, information about available human resources, students and infrastructure facilities, the faculties, University centers, etc. The SER has been prepared according to the guidelines given in the Manual for the Institutional Review of the Sri Lankan Universities and HEIs (2015) of the UGC.

According to the SER, a Corporate Plan has been developed covering the period 2015-2018 containing a time bound action plan for each of the programmes and required financial and human resources necessary for successful implementation of the programmes. The results of a SWOT analysis are given in the SER. The University has developed a comprehensive University calendar.

In section 2 of the SER, ten criteria and respective standards are stated with substantial evidence in a comprehensive manner. The review team wishes to congratulate the members of the SER preparation team for their effort in following the newly introduced guidelines for preparation of the SER.

The SER includes a section on major changes made since the last institutional review. The details given in this section are less quantitative. Therefore the review team suggests keeping records with facts and figures to monitor progress and enhance the quality of the University activities. However, the University has implemented recommendations given by previous review team to a certain extent.

The review team is satisfied with the documents submitted for the observation by the University authorities. The documents mentioned in the SER were presented to the review team during the site visit.

Section 3: Brief Description of the Review Process

The review team met one day before the site visit (pre-review meeting), having read the University's self-evaluation document to have a comprehensive discussion with a view to identify the lines of inquiry, documents to be scrutinized, and to plan out the detailed inquiries. The review team identified the individuals and groups to be interviewed during the visit. Prof Rohana P Mahaliyanaarachchi, who has been selected to serve as the chairman of the review team, assigned below indicated areas of inquiry (Criteria) to individual members of the review team based on their interest and consent:

- Prof Rohana P Mahaliyanaarachchi – Criterion 1 and 7
- Prof MU Jayasekara – Criterion 4 and 8
- Prof Kanthi Yapa – Criterion 2 and 5
- Prof Aruni Weerasinghe - Criterion 3 and 6
- Prof Sanath Hettiarachchi – Criterion 9 and 10

The site visit was scheduled from 14th to 18th December 2015. During the visit, the review team examined and verified the claims in the University's self-evaluation report, gathered further evidence necessary to enable it to form a view on the effectiveness of the institution's arrangements for the management of quality and standards including the functioning of the IQAU and its reporting mechanisms, and assessed to what extent the recommendations and suggestions made by the previous institutional reviews have been addressed.

The Competent Authority of the University presented an overview of the University with reference to the 10 criteria on the first day of the review team's visit. Subsequently, the review team had discussions with the administrative staff, teaching staff, Deans, Directors, programme Coordinators, students and non-academic staff of the University during the five day visit and obtained necessary information to evaluate the quality of education and standards of awards of the EUSL. Further, the review team visited all the sections and faculties of the University, in particular, the teaching laboratories, canteens, hostels, library, teaching farms, medical center, gymnasium, computer center, lecture halls, etc. to get first-hand information on the quality of these services and facilities. During the site visit, the review team perused a number of documents presented by the University as supporting evidence to the information given in SER.

End of each day, the review team discussed about the day's findings and planned the following day's work with necessary changes. The visit concluded with a meeting (wrap-up meeting) with the Registrar and senior staff members. The team provided a general indication of its conclusions based on the review highlighting the strengths and weaknesses identified.

Section 4: Overview of the University's approach to Quality and Standards

The EUSL has established an Internal QA Unit representing all faculties. This unit coordinates the quality assurance (QA) activities within the University. It is headed by a Professor and his commitment is admirable. It is commendable that QA activities of the University are discussed under a permanent agenda item at the meetings of the Senate and the Council.

Several workshops to enhance the quality had also been conducted at the EUSL through the QAAC of the UGC. Awareness workshops on good practices and standards stipulated in the IR manual have been conducted, and few more workshops are in progress. The EUSL has contributed its services to QA activities in the entire University system through providing subject reviewers. A number of academic staff members of the EUSL have served in the subject review panels of other Universities.

The Heads of academic departments, Deans and the Competent Authority as well as almost all academics are very keen on QA activities in the University. However, the awareness among the non-academic staff on QA 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 most of the departments and the library have already taken action to implement considerable number of the recommendations made by the earlier review teams to rectify the weaknesses. However, some departments are yet to do so although 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.

Section 5: Commentary on the Ten Criteria of Institutional Review

Criterion 1- Governance and Management

The Eastern University of Sri Lanka has put in place an organization structure, and a system of governance and management in compliance with what is prescribed in the Universities Act No. 16 of 1978 and amendments, relevant Ordinances and their amendments, Universities Establishments Code, and the Circulars and Establishment Letters issued by the UGC and relevant ministries.

Nevertheless, the review team came to know that at two occasions in the recent past, the UGC has appointed Competent Authorities for the University instead of a Vice Chancellor due to internal problems. Also, once the whole council had been dissolved and an Adviser to the Vice Chancellor had been appointed. Therefore, for smooth functioning of the University administration and management system, all the stakeholders of the University must work in harmony.

The currently serving Competent Authority has taken great effort to normalize the management system of the University after being appointed and as a result of her administration, at present the Eastern University functions smoothly.

The Council of the University comprises both internal and external members. The composition of external members of the Council is as follows.

- 03 Medical Practitioners
- 02 Attorneys at Law
- 01 Officer of SL Administrative service
- 01 Officer of SL Agricultural service
- 01 Accountant
- 02 former Senior Professors
- 01 Catholic Priest

The composition of the council seems to be satisfactory.

A major disadvantage for the University is the lack of a permanent Registrar and a Bursar. The University has selected a professional for the post of Registrar, but he is the current Registrar of another University. The review committee was informed that the University to which the selected person is attached is not ready to release him, and further, he had not submitted the application through Vice Chancellor of that University.

Lack of a permanent Bursar is an obstacle to good financial management, yet, the current Acting Bursar has been transferred to another University. The Review Team recommends that both University management and the University Grants Commission take prompt actions to fill these two very important cadre positions for smooth functioning of governance and management of the Eastern University.

The review team found a mismatch between the Vision and Mission statements of the University, because of the last phrase in the mission statement.

Vision: Eastern University, Sri Lanka aims to be a national centre of excellence for higher learning and research with a competitive advantage, responsive to the dynamic of the regional and global conditions.

Mission: The mission is to pursue excellence in teaching, research and dissemination of knowledge through enhancing the institutional capacity, human resource and infrastructure development and good governance to serve socio economic and cultural needs of the community.

The underlined phrase of the mission statement is limiting the Vision of the University and the Review team suggests considering its removal.

The University has a comprehensive Strategic plan which is revised annually. University has prepared a comprehensive University Calendar of high quality. Preparation of the University by-laws by the University council has been done according to the Universities Act, UGC circulars, UGC letters, UGC establishment code and other relevant government regulations.

The University has an efficient internal audit mechanism, complemented by an external (Government) auditing process. The University annual financial accounts were accepted by the Government Auditor by expressing an opinion.

However, the University does not practice a Management Information System (MIS) which is a prime requirement for good governance of an institution. It has taken primary steps such as electronically marking the employees' attendance (finger scanning machines). This is a major deficiency in the University administration system.

There is no Welfare society for employees of the University. Also there is no staff Cafeteria for academic and nonacademic staff of the University. The students' Canteens are not up to the standards and hygienic conditions of the kitchens are questionable. There is no permanent PHI (public health inspector). Standard sanitary and hygienic conditions must be ensured.

There is no Alumni association of the University although this University has a history of more than 30 years. It is also a major deficiency of the University.

The Eastern University has established clearly defined work norms for academic staff taking into account of workload of teaching and clearly defined duties and responsibilities for the administrative, technical and support staff. They had been given TORs or duty lists along with the appointment letter.

The University adopts a policy of zero-tolerance to ragging and any form of intimidation/harassment among students is dealt with by adopting students' disciplinary by-laws. There is a University Proctor to look after these matters. Disciplinary actions had been taken on time adhering to the procedures and implemented accordingly. However, some ragging incidents are reported and University administration must take actions to eliminate ragging from the University.

Criterion 2 – Curriculum and Programme Development

The University has conducted regular reviews of academic programmes and some faculties have updated/developed curricula on regular basis. In the majority of programmes, outcome-based education and student centered learning approaches have been adopted after such revisions (e.g. Faculty of Science, Agriculture, etc.). Printed copies of Handbooks/Prospectuses are made available to students at the time of admission. University adopts measures to protect academic interest of students registered for programmes (especially external programmes), if they are suspended before completion. It is highly commendable that the University authority had taken steps to compile a very comprehensive Academic Calendar for the University.

It is important to carryout need analysis and market surveys before programme/curriculum design and updating is done accordingly so that the changes/modifications would satisfy the stakeholder needs. All academic programmes need to be facilitated and aligned with teaching learning strategies and assessment techniques to achieve intended learning outcomes as defined in each programme. Management information system (MIS) needs to be more efficient and updated to include all programme/course information, student/staff information, academic activities, etc. so that relevant information reaches the University community as well as the society at large openly and without delay.

University does not maintain strong links with the industry. This is a drawback for students to receive hands-on experience at industry places, especially for students in Science, Agriculture and Management Faculties. Introduction of credit bearing Industrial Training, Industrial Projects, Internships, etc. would encourage students to experience the way in which the knowledge they gain in the classroom apply in the world of work. It will also open up opportunities for employment.

Incorporation of relevant research outcomes/advances or research developments into the course contents or in updating the curricula should be promoted in all programmes. Students will then be motivated to join research activities conducted by academic staff. Also, structuring course content, teaching learning strategies and assessment to facilitate achievement of learning outcomes of all programmes should be of paramount importance. As many faculties are located nearby to the main campus, introduction of interdisciplinary or multidisciplinary courses to enrich learning experiences in study programmes would benefit students immensely. Students will learn to respect other disciplines on one hand and on the other, they will enhance employability skills.

Tracer studies of graduates or graduate surveys are very important to determine the effectiveness of programmes offered by the University as well as to monitor/track graduate employment rates. University annual convocation may provide a great opportunity for one such tracer study of all graduates. Establishment of an Alumni association would also pave way to collect such data on continuous basis. Stakeholder meetings/surveys on regular basis would also provide a mechanism to monitor effectiveness of the programmes. Incorporating student/stakeholder feedbacks, reports from professional/accreditation bodies, etc. in curriculum reviews/updates would enhance relevance of programmes.

Undergraduates should be given every opportunity to get hands-on practical experience in the field/laboratory on the theoretical knowledge they gain in the classroom. For example, farm practice classes of undergraduates in the Faculty of Agriculture should include all stages and aspects of farming, starting from working as a laborer/field worker. The farm needs to be maintained with the help of students all year around. Students should be made to feel ownership of what they do to keep them enthusiastic about practical work and to maintain the fields. Medical students should not be complaining about dry corpses given for dissection, rather they should take steps to prevent the corpses from drying. All such work should be part of their learning experience and should be incorporated in to the learning aspects of the curriculum.

The academic year should be properly defined with semester breaks, examination schedules, etc. at the beginning of each academic year in all programmes. The academic calendar should be followed strictly, changes may be made as required in urgent situations. Unnecessarily long semester breaks should not be given to students under any circumstances, as it will reduce the quality of study programmes, diminish student's faith and trust with the programme, etc. resulting lower priority for such programmes during admission.

Criterion 3 - Teaching and Learning

Study programmes of all faculties except the Nursing study programme have adopted teaching and learning in accordance to lesson plan. It is commendable that almost all study programmes have already completed or in the process of revising the curriculum, using outcome based education (OBE) and student centered learning (SCL) approaches. However, only some faculties have considered the Subject Benchmark statements during curriculum revision. It was also noticed that regular programme reviews have taken place in most of the faculties. It is evident that almost all study programmes have identified intended learning outcomes and incorporated independent learning methods.

It is evident from the discussions held with students, records of the Staff Development Center and Centre for External Degrees and Extension Courses that the University adopts a policy of student centered learning. Although student satisfaction surveys are carried out in almost all the faculties, it was not carried out in an organized manner and analyzed quantitatively (Refer: Codes of Practice on Student Feedback, May 2010: Published by Quality Assurance and Accreditation Council, Sri Lanka.). This may result in limited use of students feedback in

policy formulation and decision making processes. Except for few instances, in many faculties a formal peer observation system is not in operation.

Availability of and equitable access for students and staff to the required teaching and learning resources are limited. Permanent and temporary human resources in many faculties and units are insufficient to enhance the learning skills of the students. For example, there are thirty unfilled cadre positions in the Faculty of Health Care Science (FHCS), one Demonstrator position in the Faculty of Agriculture, one permanent Lecturer (probationary) in the ELTU. Many of the lecture halls are modern and almost all the lecture halls are equipped with adequate facilities. However, the laboratories are only equipped with very limited and basic equipment, some of which are even out dated. This aspect may limit not only the quality of the teaching and learning process, but also good quality research output of staff and students. Library facilities are appropriate to cater to all the internal and post graduate students. However, during the discussions with the internal and postgraduate students it was revealed that the numbers of copies of books available in the library are insufficient. Some locations of the universities are not provided with Wi-Fi or LAN connection. As an urgent measure the University has to take this need into consideration. This may be a hindrance to use the LMS which has been introduced about one year ago for teaching learning process. Available space for teaching and learning process for some disciplines such as physics, chemistry, geography, fine arts, agriculture, medicine and nursing are inadequate. It is worth to note that the building construction for Faculty of Agriculture and FHCS are in the pipeline. However, for other disciplines steps need to be taken as soon as possible to rectify this inadequacy. It is praiseworthy to mention that the University provides adequate resources for students to form peer study groups and their functioning.

All study programmes offered by the University employ diverse assessment methods through continuous assessments, mid-term tests and end-semester evaluation. All end-semester examination papers are moderated and answer scripts are marked by external and internal second examiners.

The University should recognize the value of creative and innovative approaches in teaching and introduce a reward system for those who excel in them in future.

Criterion 4 - Learning Resources, Student Support and Progression

It is commendable that the University has attempted to ensure that most of the documents on learning resources, student support and progression are in place. Student enquiries addressed by examinations branch and respective faculty administration have no written documentation. There is no help desk facilitated by computerized records.

Faculty of Agriculture (FA) seems to have had better days in the past in terms of research and practical farm production. There had been a good livestock farming facility at the Eastern University. Those are not maintained well. The farm is not practically fulfilling its supply functions. Its organic farming does not qualify for "organic farming" as proposed by the faculty.

Dissection facilities available at the Faculty of Health Care Sciences (FHCS) appear to be inadequate, as confirmed by the students. Two batches of students who have passed out may have graduated with theoretical knowledge without substantial practical skills.

Faculty of Arts and Culture (FAC) seems to be in a poor state. Their buildings and facilities appear run-down. The open air theatre is in a deplorable state.

Discussions with the students and staff of the Medical Center revealed that there is an unmasked center failure in the offering. The doctor -in-charge of the facility and the students are not in agreement about what is going on. The EUSL should take appropriate action so that this happening should not go far.

Currently MIS and LMS are not available in the Faculties. This could be due to a wiring problem and should be corrected as soon as possible.

The ELTU seems to be performing well as far as teaching English is concerned.

The EUSL does not have established policy for making facilities available for differently-abled students although Braille systems, ramps, elevators, washrooms, and hostel facilities for such students are available.

Sports facilities available at the EUSL are not adequate.

There is no "feedback" system or 'link' with the students after passing out from the EUSL. It is suggested to take necessary steps to form an Alumni Association, get graduates register at the time of graduation, and have an Assistant Registrar in charge of the activity.

Criterion 5 - Student Assessment and Awards

The University has effective procedures for monitoring and reviewing assessment strategies for programmes and awards. Assessment criteria, regulations and procedures are published and communicated effectively. The University ensures that staff members involved in assessment are competent to assume the assigned roles and responsibilities. Proper regulation of assigning appropriate weightage for different components of assessment is practiced in many programmes. Appointment of internal and external examiners is in proper order. Disciplinary procedures for handling malpractices in examination settings are in place and properly enforced by authorities.

The University may consider ensuring assessment strategies of all programmes are aligned to relevant qualification descriptors of SLQF, ILOs and teaching learning strategies. All programmes should publicize all examination schedules at a reasonable time period ahead of the examinations in notice boards/on the University website and strictly adhere to them. Unnecessarily long study periods of study leave before examinations in all programmes should be avoided under all circumstances.

The University must consider introducing proper mechanisms to monitor the progress of undergraduates in all programmes to promote learning until their graduation. Academic counseling, Mentoring programmes or other such activities should be in place to keep track of students' academic progress and to provide necessary support as well as to encourage them to improve their performances.

Introducing mechanisms to collect student feedback on formative and summative assessments is a good practice that University may consider. Any deficiencies/faults/drawbacks in examination papers/examination settings, etc. could be known immediately and could be corrected appropriately if a feedback system is available.

The University must introduce proper mechanisms to ensure timely marking/grading of answer scripts by internal and external examiners of all academic programmes. All Deans of Faculties/Heads of Departments should have a reasonable answer scripts marking time schedule and appropriate dates set for the release of results approved by the Faculty Boards at the time of scheduling examinations. It will help and motivate academics to plan to complete their marking/grading on scheduled times. Conference marking would speed up the process, especially when large numbers of answer scripts are to be graded. A communicating properly documented assessment decision of examination panels to students as early as possible in all programmes, as relevant, is also very important. Ensuring timely release of end-semester/year-end results in all academic programmes is a must that should be followed by all study programmes. Proper and on time graduation of students, in parallel with similar programmes in other universities should be the responsibility of the authorities of the University. Then the academic programmes would be highly valued by the entering students of the University.

It is also a necessity to communicate/publicize appeal mechanisms and procedures of examination results of students in all programmes in proper manner. At least, scrutiny of answer scripts (theory) by a panel of examiners should be adhered to, after a student makes an appeal. This will develop students' trust with examination/grading procedures adopted by the Faculties/University.

University may introduce mechanisms/guidelines to recognize prior learning/qualifications of students and introduce guidelines/policies for inter-faculty and inter-University credit transfer in academic programmes, as relevant. It will popularize academic programmes among the public at large.

Criterion 6 - Strength and Quality of Staff

The University adopts HR policy as per UGC Circulars and Acts on recruitments, promotion, leave, rewards and occupational health and safety. Apart from the UGC circulars and the Acts, the University has not developed its own policies on performance appraisal and rewards. Recently University has introduced a grievance committee and it is commendable that University also recently developed a Management Guide for employees which includes HRM procedures such as cadre creation, recruitment procedure, procedure for promotion of teachers

and recruitment of visiting staff etc. Also it includes major functions and responsibilities of academic establishment. It is noted that annually each academic staff member is required to submit activity report certified by HOD and Deans for their annual salary increment.

The number of qualified teaching staff is insufficient in all faculties and the staff: student ratio with respect to disciplines is also below standard in all faculties except in the Faculty of Agriculture. The highest staff: student ratio (1:35) is observed in the Faculty of Commerce and Management. In the Faculty of Health Care Science (FHCS) there are 30 academic staff vacancies to be filled. During the discussion it was revealed that the problem of recruiting staff is mainly due to the location. Therefore, the University Council has to take special measures to offer more incentives than which are offered at present. It is also noticed that the number of qualified staff in the University is just minimum; there are only four Professors, 38 Senior Lecturers (Grade I) and 63 Senior Lecturer (Grade II). Compared to the other Faculties, the FHCS has the minimum staff strength where only two Senior Lecturer Grade I and five Senior Lecturer Grade II positions are filled at present.

Staff Development Centre (SDC) has been conducting various programmes for career development of all staff categories. However, for a while the SDC has not conducted induction programme for probationary academic staff. The SDC is functioning with limited resources and especially, the capacity in the lecture room is inadequate to cater to programmes with higher number of participants. University Higher Degree Committee is also enhancing career development of the academic staff by facilitating as well as monitoring the research activities of the academic staff. At present 18 research grants for postgraduate studies had been given to academic staff and annual allocation is about 10 million for the entire University. The discussions revealed that only in few faculties the junior academic staff is guided in their career development by Professors and other senior academics. Therefore, it is needed to initiate organized mentoring programme for recently recruited staff.

In most faculties, staff feedback is obtained taken during the meetings of staff and Heads of Departments, which take place at regular intervals. However, the University does not have a practice to obtain feedback from the non-academic staff in the faculties and in administrative units.

University has started to address the poor performance of the staff and take punitive measures where necessary. However, the University does not have a policy on performance appraisal of staff in relation to the work norms and to give due recognition, incentives and rewards for outstanding performance.

The University does not have established mechanism to streamline the workload of staff within the faculties, but this aspect is rationally taken up by the HODs to ensure fair allocation of workload among staff.

Criterion 7 -Postgraduate studies, Research, Innovation and Commercialization

The Eastern University has prepared institutional regulations regarding both postgraduate taught courses and research programmes and made those available to the public through the Graduate Prospectus and the University website.

The Eastern University offers the following postgraduate degree programmes:

Faculty of Agriculture

- M. Sc. in Agriculture: Not in progress. Obtained approval from the UGC. Due to lack of candidates not started yet.

Faculty of Commerce and Management

- MBA : in progress

Faculty of Science

- M.Sc. in Environmental Science: to be started
- M.Sc. in Science education : in progress
- M. Phil : in progress
- Ph.D. : in progress

Faculty of Arts and Culture

- MA: in progress
- MED: in progress
- M.Phil: in progress
- Ph.D.: in progress

The University has submitted a proposal to establish a Faculty of Graduate Studies to the University Council. The Faculty of Agricultural Sciences has developed a taught Master's degree programme in Agricultural Sciences. However due to low response from the applicants the faculty had to postpone its commencement to a later date. M.Sc in Environmental Science degree programme initiated by the Faculty of Science is yet to commence and it will be a full time residential program with major research component with course units.

Both the Faculty of Science and the Faculty of Arts and Culture enroll students for research degrees; *i.e.*, M.Phil and Ph.D. The Faculty of Arts and Culture has initiated a taught Master's degree (M. Ed.) in Education and demand for it is very high, because target market for this degree is school teachers.

However, the MBA degree offered by the Faculty of Commerce and Management has a less demand compared to the MBA degree programmes offered by other HEIs in the country. There

are only 16 students registered for the first batch and 09 students for the second batch. The faculty must find out reasons for this low demand for the MBA degree programme.

Most of the postgraduate degree programmes have prepared Prospectus or Handbooks and made them available to the students. However, the quality of these materials needs to be enhanced.

The M.A., M.Phil. and Ph.D. degree programmes offered by the Faculty of Arts and Culture are not credit-based and not compatible with the SLQF standards. Nevertheless, PG degrees offered by other faculties are credit based and follow the SLQF standards.

There are Boards of Study for all PG degree programmes. It is a good indicator of proper management of the PG degree programmes.

Research and Publications

The University has established a Research and Publication Committee and allocates 10 million rupees annually for research grants since 2015. However, due to lack of sufficient number of research grant applications from the academic staff, only two grants had been offered during 2015. The value of one grant is 7.6 million and the other is 2.6 million rupees. For research publication 15 million rupees had been allocated and 6.7 million rupees had been spent in 2015.

A number of journals are published by different faculties of the University. However, review panel observed that the academic quality of these journals should be enhanced and must follow the standards of an academic journal. Annual research sessions are held at the faculty level. It is a good indicator of dissemination of research findings to the public and among the scientific community.

With regard to publishing research articles in journals, the academic staff of the Faculty of Science has more number of Science citation index journal publications. Most of the academic staff members are involved in research and have research projects. It is commendable considering the quality of the academic staff. Even though applications for University research grants are less, most of them have secured research funds from the external funding sources such as National Science foundation, National Research Council, , Council for Agricultural Research Policy, and University Grants Commission etc.

Criterion 8 - Community Engagement, Consultancy and Outreach

The EUSL by its sheer existence in the Batticaloa area is compelled to engage in community work, consultancy and outreach activities for the area. The Faculties have taken a number of steps in this regard.

Association of Natural Sciences (ANS) of the Faculty of Science organizes workshops to Advanced Level students annually.

Faculty of Agriculture provides training classes for Advanced Level students of the Bio-System Technology stream, and for Vaharai and Valaichenai Division farmers on Home Garden concepts.

Faculty of Commerce and Management has established linkages with Marine Naval Academy and the Ana Malai University.

Faculty of Arts and Culture has a Centre for Education and Child Care Development (CECCD) which offers Diploma and Certificate courses for Pre-school teachers.

The EUSL has not established an extensive mechanism for monitoring progress of community participation and initiative, but each Faculty continues these activities.

Although such activities on Community Engagement, Consultancy and outreach are ongoing, there still exists an unexploited area of work on environment issues. For example, the *Singing Fish* for which Batticaloa lagoon system has been famous in the past seem to be absent at present and there is vast scope for fish based research, consultancy and outreach in the area. Furthermore, there is scope for work on catch-improvement in the lagoon and fish nutrition.

Criterion 9 - Distance Education

The University Cooperate plan has made provisions for conducting external degrees and extension courses using Open and Distance Learning (ODL) mode. Although ODL has been accepted as a mode of Teaching Learning and the staff has been trained, this practice is still in rudimentary state, partially due to infrastructure problems. Centre for External Degrees and Extension Courses (CEDEC) has been established in compliance with the UGC Policy Framework and guidelines. The University demonstrates commitment to move into ODL system. University complies with UGC guidelines in student enrolment to external courses.

However, the CEDEC does not use external Teaching Institutes (ETIs).

At present all External Degree programmes and Extension courses are conducted using face to face sessions during weekends, and therefore students have access to facilities used by the internal students. In addition, steps have been taken to renovate the old library building for external students. Students, therefore receive adequate services to achieve their educational goals. Modules, tutorials, handouts and notes are provided in print form. Although the current students are benefitted from this set up, access to services to distant learners cannot be provided as the courses are conducted on Campus.

Records of student registration and performance are available, but management of information is not efficient due to the lack of a suitable MIS.

BSc in Nursing, BA and BBM programmes are running successfully. A number of programmes had been terminated or suspended due to insufficient numbers of new student enrolment. It was

noted that under such situations, already enrolled students are given the opportunity of completing their degree programme.

No clear policy has been developed at the University level for deciding the number of EDP students to be enrolled and workload of the staff. However such decisions are being made at the Boards of Study level at different Faculties. It appears that these decisions are made on an ad hoc basis. It was revealed at discussions with staff responsible for conducting EDPs, that they are aware of the necessity for developing a policy on student admission, work norms and workloads, and are committed to develop those.

Learner support through LMS is not adequate. LMS is available only in the CICT. Therefore it has minimal impact on students, despite training on LMS provided to the teachers. Library access is also limited, but steps are being taken to renovate old library for the use of EDP students.

EDP student intended learning outcomes are the same as those of internal students and they match with the SLQF. Conducting the external degree courses has no considerable difference between internal and external programmes. EDP students also use the same facilities as internal students in their academic activities. Their degree certificates are awarded at an annual convocation for external degree students.

As noted in the SER and revealed at the site visit, standards 9 to 13 under Criterion 9 are not met.

Criterion 10 - Quality Assurance

The University shows its commitment to adopt UGC guidelines on QA. Quality Assurance has been incorporated into the Cooperate plan. Quality Assurance is an agenda item in the Senate and the Faculty Boards.. Internal Quality Assurance Unit (IQUAU) of the EUSL has been established. However there is very little or no evidence on Internal Quality Assurance cell (IQAC) activities. The provided material as evidence is not relevant. The discussions also did not reveal much progress.

The University has prepared a Management Guide for the University Employees. This guide documents Standard Operational Procedures (SOPs) and TORs with a view of enhancing quality management. The importance given for QA in other policy documents is not adequate. The mechanisms intended for QA are not properly established or in operation. IQAUs are not functional well. Although a few IQAU meetings (four meetings from Nov. 2013 to date) had been held, poor attendance for these meetings was noted by the review team.

Although QA is an agenda item in Senate and Faculty Boards, a significant progress in identifying and sharing of good practices is not evident. Stating TORs for employees is a step towards a quality culture.

There is a considerable process in curriculum review and revision. However involvement of IQAU/ IQACs in this process is not clear. Recommendations and Commendations of the previous EQA report had been given as evidence. However there was no evidence provided to show how these recommendations had been addressed. The discussions with different groups of university community during the site visit revealed that these recommendations had been considered at different levels such as the Council, the Senate, and the Faculty Boards.

Section 6: Grading of Overall Performance of the University

| No | Criteria | Weighted minimum score* | Actual Criteria-wise score |
|-----|--|-------------------------|----------------------------|
| 1. | Governance and Management | 90 | 110 |
| 2. | Curriculum Design and Development | 60 | 72 |
| 3. | Teaching and Learning | 50 | 67 |
| 4. | Learning Resources , Student Support and Progression | 40 | 50 |
| 5. | Student Assessment and Awards | 50 | 73 |
| 6. | Strength and Quality of Staff | 50 | 52 |
| 7. | Postgraduate studies, Research, Innovation and Commercialization | 50 | 53 |
| 8. | Community Engagement, Consultancy and Outreach | 30 | 40 |
| 9. | Distance Education | 20 | 21 |
| 10. | Quality Assurance | 60 | 63 |
| | Total | | 601 |
| | % | | 60.1 |

*Represents 50% of the maximum attainable standardized Criterion-wise Score (Manual for Institutional Review of Sri Lankan Universities and Higher Education Institutions, 2015)

Performance of Eastern University of Sri Lanka University

- i) Overall University Score **60.1**
and
- ii) A score equal to or more than the weighted minimum score for **10** criteria.

Accordingly, the quality of education provision and standard of awards of the Eastern University of Sri Lanka can receive a C Grade.

Section 7: Commendations and Recommendations

Criterion 1- Governance and Management

Commendations:

- University has put in place an organizational structure, a governance and management system in compliance with what is prescribed in the Universities Act No. 16 of 1978 as amended, relevant Ordinances and their amendments, Universities Establishments Code, and the Circulars and Establishment Letters by the UGC and relevant ministries
- The composition of the council is satisfactory and balanced.
- The University has a comprehensive Strategic plan and it is revised annually.
- University has a comprehensive University calendar.
- The University has an efficient internal audit mechanism.
- The Eastern University has clearly defined work norms for academic staff taking into account of workload of teaching and has clearly defined duties and responsibilities for the administrative, technical and support staff.
- The University adopts the policy of zero-tolerance to ragging and any form of intimidation/harassment among students and adopts students' disciplinary by-laws.

Recommendations:

- Post of the Vice Chancellor needs to be filled for the University.
- All the stakeholders of the University must work in harmony to facilitate smooth functioning of the University.
- It is necessary to appoint a Bursar and a Registrar for the University on permanent basis as soon as possible.
- Mission statement of the University has to be revised in order to match with the Vision of the University
- University must establish a Management Information System (MIS) which is a prime requirement for good governance of an institution.
- A permanent Public Health Inspector (PHI) must be recruited and standard sanitary and hygienic conditions must be ensured in the hostels and cafeteria.
- A Staff Welfare society should be established and good welfare policy should be implemented to motivate the employees
- Staff canteen is a necessity for the University

Criterion 2 - Curriculum and Programme Development

Commendations:

- Regular review of academic programmes and curriculum development.
- Curriculum revision adopting outcome-based education and student centered learning approaches in many academic programmes.
- Making Handbooks/Prospectuses available to students (in print format).
- Adopting measures to protect academic interest of students registered for the programmes.
- Availability of an Academic calendar for the University.

Recommendations:

The University may consider

- Including need analysis and market survey data in programme/curriculum development and updating.
- Developing teaching learning strategies and assessment to facilitate achievement of learning outcomes in all academic programmes.
- Aligning teaching learning strategies in all academic programmes to respective intended learning outcomes.
- Developing an efficient management information system to include all programme/course specifications and other details.
- Improving links among University, industry and professional bodies.
- Incorporating inputs from relevant research advances and developments to update/introduce curricula and course contents.
- Introducing inter-disciplinary and multi-disciplinary courses to enrich curricula of all academic programmes, as relevant.
- Introducing monitoring/tracking mechanism of graduates through tracer studies, surveys, etc. to determine the effectiveness of the programmes offered.
- Introducing an annual, well-organized tracer study on graduate employment at University convocations.
- Monitoring effectiveness of programmes through stake holder meetings/surveys to identify shortcomings.
- Incorporating student and stakeholder feedback, reports from professional/accreditation bodies, etc. in curriculum reviews/updates.
- Introducing credit based industrial training/internships in academic programmes, as relevant.

Criterion 3 - Teaching and Learning

Commendations:

- Regular programme reviews taking place in almost all the faculties.
- Curricula updated incorporating OBE and SCL.

Recommendations:

- Urgently increase the required leaning resources including human resources and laboratory equipment to develop skills of the students and enhance the research output.
- Provide efficient Wi-Fi or LAN system across the University enabling the students to use ICT based learning tools including LMS into teaching and learning practice.

Criterion 4 - Learning Resources, Student Support and Progression

Commendations:

- Lecture halls and science laboratories have modern facilities and are well equipped.
- Library is organized well.

Recommendations:

- Books in the library are not adequate, need to increase.
- Status of the student canteens must be improved
- Results of examinations should be given at appropriate intervals.
- Farm of the Faculty of Agriculture must be developed.

Criterion 5 - Student Assessment and Awards

Commendations:

- University has effective procedures for monitoring and reviewing assessment strategies for programmes and awards.
- Assessment criteria, regulations and procedures are published and communicated effectively.
- University ensures that staffs involved in assessment are competent enough to take up respective roles and responsibilities.
- Proper regulation of weightage of different components in assessment methods.
- Appointment of internal and external examiners is in proper order.
- Disciplinary procedures for handling malpractices are in place and properly enforced.

Recommendations:

The University may consider

- Ensuring assessment strategies of all programmes are aligned to relevant qualification descriptors of SLQF, ILOs and teaching learning strategies.
- Communicating/publishing appeal mechanisms and procedures to students of all programmes in proper manner.
- Introducing proper mechanisms for monitoring student progress to promote learning until graduation.
- Introducing mechanisms to collect student feedbacks on formative and summative assessments.
- Adhering to properly publicized assessment schedules (end-semester) in all academic programmes.
- Introducing proper mechanisms to ensure timely marking/grading of answer scripts by internal and external examiners of all academic programmes.
- Communicating properly documented assessment decisions of examination panels to students as early as possible in all programmes, as relevant.
- Ensuring timely release of end-semester results in all academic programmes.
- Introducing mechanisms/guidelines to recognize prior learning experiences.
- Introducing guidelines/policies for inter-faculty and inter-University credit transfer in academic programmes, as relevant.
- Publishing examination results in the management information system/University website.

Criterion 6 - Strength and Quality of Staff

Commendations:

- Introduction of Management Guide for employees which includes all HRM procedures.

Recommendations:

- Urgent measures are needed to be taken to fill all the unfilled cadre positions and request for adequate numbers of cadre positions from the UGC.
- Initiate mentoring programme for staff who have been recently recruited and also a regular mechanism to obtain feedback from academic and non-academic staff.

Criterion 7 -Postgraduate studies, Research, Innovation and Commercialization

Commendations:

- University has prepared institutional regulations for both postgraduate taught courses and research programmes and made available through the Graduate Prospectus and University website.
- The University has taken steps to establish a Faculty of Graduate Studies and has submitted the proposal to the University Council.
- University has established a Research and Publication Committee.
- Sufficient funds have been allocated for research grants.
- Academic staff has published research papers in highly reputed international research journals.

Recommendations:

- Faculty of Graduate Studies must be established without further delay.
- Academic staff must be encouraged to apply for University research grants.
- Adopting a clear research policy.
- Encouraging collaborative research with other institutions, both local and foreign.

Criterion 8 - Community Engagement, Consultancy and Outreach

Commendations:

- EUSL has actively participated in Community Engagement, Consultancy and Outreach work.
- FHCS has conducted Clinic Services and Medical Camps during their short existence.

Recommendations:

- EUSL should provide more active participation in getting Industrial Training for the final year students.
- EUSL should establish a unit to promote and monitor outreach activities.

Criterion 9 – Distance Education

Commendations:

- Establishment of a CEDEC in compliance with UGC guidelines for EDPs and external courses.
- Providing opportunities for students of terminated or suspended EDPs to complete their programmes of study.

Recommendations:

- Establishment of an operational LMS is highly desirable and urgent.
- Formulation of a policy framework at the University level to govern the EDPs and external courses through CEDEC needs to be addressed.
- Although the present practice in teaching learning is satisfactory for those EDP students who can come to the University for learning activities, ODL needs to be promoted to give access to other students.
- To serve the above purpose, ETIs need to be identified, and accredited.
- IQA system for EDP needs to be strengthened.

Criterion 10 - Quality Assurance***Commendations:***

- Establishment of a IQAU.
- Publishing a Management Guide for University Employees.

Recommendations:

- Form/ activate the IQACs.
- Establishment of Internal Monitoring and Evaluation Committee for QA activities.

Section 8: Summary

The University has prepared a Corporate Plan for the period 2015-2019 clearly identifying the vision, mission, goals and objectives. Action plan had been proposed and the time span for each action has also been identified. SWOT analysis had been carried out for the development of the Corporate Plan. The responsible persons for implementation and operation of actions have also been identified. As such, the staff is aware of their roles on the implementation and operation of the identified actions.

University does not have a Vice Chancellor, a permanent Registrar or a Bursar. Unless these three key positions are filled, it is not possible to carry out good Governance and Management.

The University has established an Internal Quality Assurance Unit (IQAU) with representatives from all faculties. Very recently quality assurance cells at the Faculty level have been established. It is commendable that quality assurance activities are discussed at the Senate and Council levels under a permanent agenda item.

The Competent Authority, Deans and Heads of Departments 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 insufficient. Some Heads of Departments have not taken necessary actions to implement recommendations made by the relevant subject reviews. However, some departments have taken action to rectify the short comings identified by the subject review for the criteria that had received an 'unsatisfactory' grade.

Annually, around Rs. 2 million is allocated from the consolidated fund for Research. Only few academics have received outside research grants. There is no mechanism to encourage the academic staff to apply for University research grants. Nevertheless some of them have acquired research grants from external research funds. Also there are several forums in the University for Researchers to disseminate their research findings. It is a good practice and commendable.

Lack of senior staff especially, unavailability of well qualified professors in the medical faculty, lack of opportunities for career development of non-academic staff are some other drawbacks. The EUSL must take efforts to build up harmony among all the stakeholders of the University to avoid unnecessary internal conflicts. However, there are indications that EUSL is gradually progressing towards a national University standards from those of a regional University.

Considering all ten Criteria of Institutional review, the EUSL is awarded with Satisfactory [C] Grade.

Appendix

Annexure 1

Agenda: Institutional Review – Eastern University, Sri Lanka

Day 1 (14th December 2015)

| Time | Venue | Activity |
|---------------|-------|--|
| 08.00-08.15 | | Private meeting of the Review Team with QAA Council representative |
| 08.15-08.30 | | Finalizing the Agenda by the review team with the Chairperson /QAU |
| 08.30-08.45 | | Meeting with the Competent authority (Courtesy visit) |
| 08.45-09.45 | | Presentation by the Competent authority (in the presence of DVC, Deans, Directors of Centres, Institutes & Units, Registrar, Bursar, Librarian, Proctor, Chief Security Officer, Chief Medical Officer, Wardens) |
| 09.45-10.30 | | Discussion (with Tea) |
| 10.30-11.00 | | Meeting with Members of the Council |
| 11.00-11.45 | | Meeting with the members of the Internal Quality Assurance Unit; (Observing documents and facilities) |
| 11.45-12.45 | | Meeting with the PG Directors/ Coordinators and staff; (Observing documents and facilities) |
| 12.45-13.45 | | Lunch |
| 13.45– 14.15 | | Meeting with Bursar, SABs and Finance Committee |
| 14.15-14.45 | | Meeting with Internal Auditor, University Audit Committee |
| 14.45-15.15 | | Meeting with Director/Computer Unit and staff; Observing documents |
| 15.15 – 16.00 | | Meeting with Director and staff /Student welfare; Student Counsellors; Observing documents and facilities (with Tea) |
| 16.00 – 16.30 | | Meeting with the Head and Staff of the ELTU; Observing documents and facilities |
| 16.30 – 17.00 | | Meeting with the Librarian and staff; Observing documents and facilities |
| 17.00 -17.30 | | Meeting with the CGU and staff; Observing documents and facilities |
| 17.30-18.00 | | Discussion among members of the Review Team |

Day 2 (15th December 2015)

| Time | Venue | Activity |
|---------------|-------|---|
| 08.30-09.15 | | Meeting with the Director and staff of Continuing Education; (Observing documents and facilities) |
| 09.15 – 10.00 | | Meeting with the Director and staff of Research and Outreach Centre; Observing documents and facilities |
| | | Faculty of Agriculture |
| 10.00 – 10.30 | | Meeting with the Heads of Departments, Coordinators/ Directors of units (with Tea) |
| 10.30 – 11.15 | | Meeting with academic staff |
| 11.15 – 12.00 | | Meeting with students |
| 12.00-12.30 | | Observing Facilities & Documents |
| 12.30-13.30 | | Lunch |
| | | Faculty of Arts & Culture |
| 13.30-14.00 | | Meeting with the Heads of Departments, Coordinators/ Directors of units |
| 14.00-14.45 | | Meeting with academic staff(with Tea) |
| 14.45-15.30 | | Meeting with students |
| 15.30-16.15 | | Observing Facilities & Documents |
| 16.15– 17.00 | | Discussion among members of the Review team |

Day 3 (16th December 2015)

| Time | Venue | Activity |
|---------------|-------|--|
| 08.30 – 09.30 | | Meeting with Director and Staff/ Physical Education Unit/ Sports; Observation of documents & facilities at Gymnasium |
| 09.30-10.30 | | Observing the facilities of the University, Hostels, Canteen, etc |
| 10.30 – 12.30 | | Reviewers internal meeting |
| 12.30-13.30 | | Lunch |
| | | Faculty of Science |
| 13.30-14.00 | | Meeting with the Heads of Departments, Coordinators/ Directors of units |
| 14.00-14.45 | | Meeting with academic staff(with Tea) |
| 14.45-15.30 | | Meeting with students |
| 15.30-16.15 | | Observing Facilities & Documents |
| 16.15 – 17.00 | | Discussion among members of the Review team |

Day 4 (17th December 2015)

| Time | Venue | Activity |
|--------------------|--------------|--|
| 08.30 – 09.00 | | Meeting with Chief Medical Officer and Staff; Observing facilities |
| | | Faculty of Commerce & Management |
| 09.00 - 09.45 | | Meeting with the Heads of Departments, Coordinators/ Directors of units |
| 09.45 -10.30 | | Meeting with academic staff |
| 10.30-11.15 | | Meeting with students |
| 11.15-12.30 | | Observing Facilities & Documents (with Tea) |
| 12.30-13.00 | | Lunch |
| | | Faculty of Health- Care Sciences |
| 13.00-13.45 | | Meeting with the Heads of Departments, Coordinators/ Directors of units |
| 13.45-14.30 | | Meeting with academic staff |
| 14.30-15.15 | | Meeting with students |
| 15.15-16.00 | | Observing Facilities & Documents (with Tea) |
| 16.00 – 17.00 | | Discussion among members of the Review team |

Day 5 (18th December 2015)

| Time | Venue | Activity |
|---------------|--------------|--|
| 08.30-09.30 | | Reviewers Internal meeting |
| 09.30-10.15 | | Post Graduate Student's meeting |
| 10.15-10.45 | | Meeting with Alumni & Employers (with Tea) |
| 10.45 – 12.00 | | Reviewers Internal meeting |
| 12.00 -13.00 | | Wrap-up meeting with the VC, Deans, Directors etc |
| 13.00-14.00 | | Lunch |

Annexure 2: Meetings

- Competent authority
- Members of the Council
- Deans
- Internal QA unit
- PG Directors/ Coordinators
- Bursar, SABs and Finance committee
- Internal auditor, university Audit Committee
- Director/ Computer unit and staff
- Director and Staff/ Student welfare, Student counselors
- Head and staff of ELTU
- Librarian and staff
- CGU and Staff
- Director and staff/ Continuing education and SDC
- Registrar, DRs, SARs, ARs
- Director and Staff/ Research and outreach center
- Dean, HODs and Coordinators/ Faculty of Agriculture
- Academic Staff/ Faculty of Agriculture
- Students/Faculty of Agriculture
- Dean, HODs and Coordinators/ Faculty of Arts and Culture
- Academic Staff/ Faculty of Arts and Culture
- Students / Faculty of Arts and Culture
- Director and Staff/ Physical education Unit
- Chief Medical officer and staff
- Dean, HODs and Coordinators/ Faculty of science
- Academic Staff/ Faculty of Science
- Students / Faculty of Science
- Dean, HODs and Coordinators/ Faculty of Commerce and Management
- Academic Staff / Faculty of Commerce and Management
- Students / Faculty of Commerce and Management

- Dean, HODs and Coordinators/ Faculty of Health Care science
- Academic Staff / Faculty of Health Care science
- Students / Faculty of Health Care science
- Post graduate students
- Alumni
- Non Academic Staff
- Final wrap up meeting

Annexure 3: Documents Perused

- Self-Evaluation Report
- Corporate Plan 2015-2019
- University Calendar
- Financial circulars of EUSL
- Financial Reports
- Manual of Procedure for Conduct of University Examinations
- By Law No. 1. 1989. Mode of conducting election of office bearers of Faculty Student
- 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
- Annual Reports
- Programme of the Staff Development Centre
- Rules and Regulations for Hostel Students
- Research publications of the academic staff of the Faculties
- Abstracts of the papers presented by the academic staff of the Faculties at conferences/seminars.
- Prospectus of the Faculties
- Documents related to student feedbacks of the Faculties
- Documents on external degree programmes
- Documents on examination offences
- Documents related to Audit queries
- Past question papers
- Books published by academic staff members
- Thesis of the post graduate students
- Examination by laws of the university

Annexure 4: Facilities observed

- Office of the Competent Authority
- 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
- Laboratories of the Science and Agriculture faculties
- Computer laboratory
- Library
- Seminar
- Farm of the Faculty of Agriculture
- Staff rooms of the academic staff members
- Media Centre
- Student Canteens
- University Library
- Men's Hostels
- Women's Hostels
- Video conferencing Hall at the CICT
- Laboratories of the of CICT
- Lecture theatres of the CICT