

# Corporate Plan 2014 – 2018

Achieving Excellence in Teaching, Research and Dissemination of Knowledge



**Eastern University, Sri Lanka**

Updated in January 2014

Published by

**Eastern University, Sri Lanka**  
*Vantharumoolai,*  
*Chenkalady*

## **FOREWORD**

It is imperative for a Higher Educational Institution to have clearly defined Corporate Plan for its future planning and development in order to achieve the Vision and Mission of the institution. This five year Corporate Plan of the Eastern University, Sri Lanka for the period 2014-2018 has been developed through extensive consultative process involving all academic and administrative staff of the University.

This Corporate Plan clearly outlines the University's strategic objectives in accordance with the Vision, Mission and goals of the University and describes the major programmes for the implementation during the period 2014-2018. This plan also contains time-bound action plan for each of the programmes and required financial and human resources for the successful implementation of the programmes.

I, with sincere gratitude, appreciate the staff of the University who actively involved in preparing this corporate plan and I am confident that the University will take appropriate action to implement the programmes set-out in the Corporate Plan during the proposed period.

**Dr K Kobindarajah**  
**Vice-Chancellor**

## **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 dynamics 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 need of the community.

## **EASTERN UNIVERSITY, SRI LANKA**

The Eastern University, Sri Lanka, was established on the 1<sup>st</sup> of October 1986 by a University Order dated 26<sup>th</sup> September 1986 issued under section 2 of the Universities Act No. 16 of 1978. The University was preceded by the Batticaloa University College established on 1<sup>st</sup> August 1981. The Batticaloa University College began with two Faculties, namely the Faculty of Science and the Faculty of Agriculture. Both these faculties were affiliated to the University of Peradeniya.

The University College was upgraded to the University status with the additional Faculties of Commerce and Management & Cultural Studies in October 1986. The Faculty of Cultural Studies was then expanded to include the Department of Languages, the Department of social Sciences and the Department of Geography and renamed the Faculty of Arts and Culture in 1991.

The Trincomalee Campus of the Eastern University was established with effect from 15<sup>th</sup> June 2001 by Gazette notification dated 6<sup>th</sup> June 2001 with the two Faculties, namely Faculty of Communication & Business Studies and Applied Science.

The Swamy Vipulananda College of Music and Dance was established in Batticaloa 1981 by the Ministry of Regional Affairs and Hindu Culture. However, in 1997 the Commission permitted the EUSL to enroll diploma holders of the SVCMD for a degree programme in the Department of Fine Arts.

In April 2001, the Hon. Minister of Cultural Affairs ceremonially handed over the SVCMD to the Ministry of Higher Education and Information Technology with a request that the name of the college continue to be used. Thereafter, on a directive given by Her Excellency the President and based on the report of a Committee, the Swami Vipulananda Institute of Aesthetic Studies, Eastern University, Sri Lanka was established by Ordinance NO. 01 of 2005 to be operative from 14<sup>th</sup> March 2005.

The new Faculty of Health-Care Science (FHCS) was established by Gazette notification on 23<sup>rd</sup> November 2004. It was envisaged that it would conduct not only the medical course but also courses for the paramedical sciences, nursing, physiotherapy, pharmacy, radiography and medical laboratory technology.

## **The organization structure of the University**

The organization structure of the Eastern University, Sri Lanka (Figure 01) is similar to that of conventional universities. The post of the Chancellor is an honorary post while the Vice-Chancellor is the principal executive officer. The Registrar is responsible for the custody of the records and the property of the university and its general administration. The Officers of the University are the Vice-Chancellor, the Registrar, the Deans of Faculties, the Librarian and the Bursar.

At the apex is the Council of the University which is responsible for its overall management. This is chaired by the Vice –Chancellor The Council of the EUSL consists of ten EUSL members and eleven outside members appointed by the UGC from among persons who have rendered distinguished services in Educational Professional Commercial, Industrial, Scientific or Administrative spheres. The Council is responsible for the overall management of the university including its systemic efficacy effectiveness and quality. It is also the Council of the university that finally approves its Corporate Plan, Annual Report, and other major documents that deal with Administration and Management of the university.

The EUSL has its academic and administrative arms, which are responsible for quality management and administration The overall responsibility for “Quality Assurance” rests with the Senate of the university. As academic responsibilities are decentralized to the faculties, the Faculty Boards are operationally responsible and accountable for ensuring quality at the lowest levels. The EUSL has five faculties, each of which is headed by the Dean of the Faculty. Meanwhile the Registrar of the University manages administrative functions including Student Affairs, Finances, Examination and Human Resources.

Within this structure the faculties are conceived as the main building blocks of academic administration. Apart from the academic departments, there are other units that are under the guidance of the vice-Chancellor of the University. The overall quality of management of the EUSL is excessively dependent on the capacity and efficacy of the academic departments.

In attempting to meet the demands for universalisation of education, equality in educational opportunities and provision of lifelong education, EUSL offers many Programmes and courses. The programmes are conducted by the five faculties viz through Departments of Study (Figure 01)

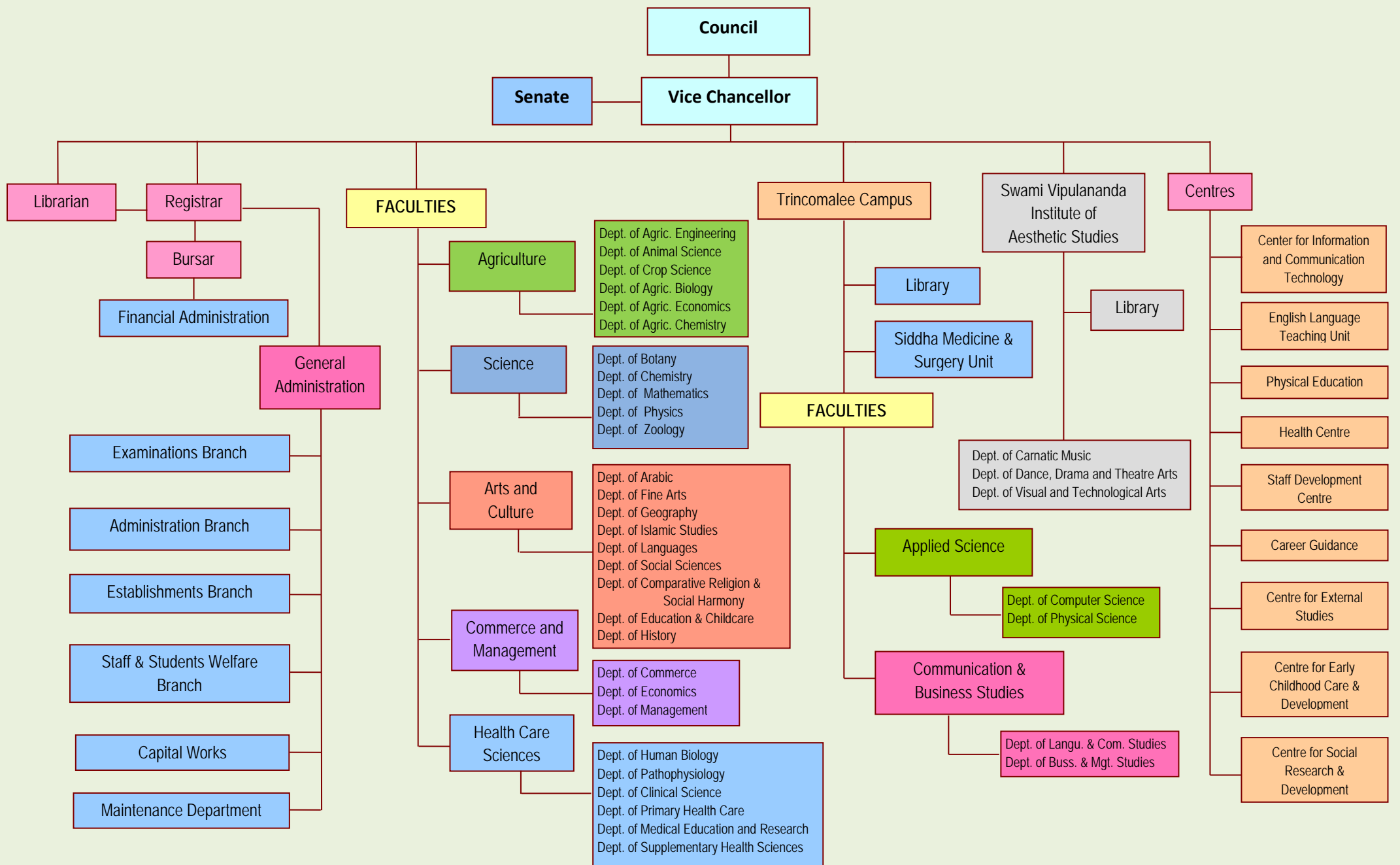


Figure 01: Organization Chart of Eastern University, Sri Lanka

## Infrastructure Facilities and Student Support

### *Study System*

The university provides education facilities to all the internal students allocated and admitted by the UGC. The external degree programmes includes specially designed printed lesson material for a self learner, discussion and classes, seminars, workshops, tutorial classes, laboratory and field work, e-mail and internet. The printed material offers the student the equivalent of lectures and tutorials. Students are provided with lesson material throughout the course.

Teaching also includes a system of continuous assessments, assignments, tests, internship training, field trips, project work etc. The assessments have a dual purpose viz. a tool as well as a means of helping the students to assess their own progress. Assignments are marked and returned to the student. The continuous assessment component also forms a part of the overall mark of the final examination.

Academic Counseling and Career Guidance of students in the appropriate selection of courses in selection of General/Special degree programme are provided by all faculties.

### *Programmes*

The university has progressively increased the number of programmes offered at its inception to around 47. These programmes range from conventional, non-conventional, job oriented to continuing further education. The programmes are at Certificate, Diploma, Degree, Postgraduate and Doctoral level which provide an opportunity for entry at different levels.

### *Outreach*

The university is located on 126 acres land at Vantharumoolai, Chenkalady. Academic and Administrative Secretariats have been established in the Old Complex area and the faculty complexes are proposed to built in the New Complex area. All facilities to students and staff are arranged in the university complex areas. The Faculty of Health-Care Sciences is located in Batticaloa Town is operating on 3 acres and steps have been taken to relocate at the new premises at Pillayarady, Batticaloa on 50 acres.



### ***Collaboration and Partnerships***

The EUSL considers collaboration and partnership with other institutions Locally and Globally to be of great importance in developing curricula for programmes of study, staff development as well as the development of infrastructure. The university collaborates with the conventional universities, research institutes, the corporate sector and NGOs. The EUSL has established strong links with several universities overseas, both conventional and open in India, Thailand and Norway.

### ***Community services***

The provision of educational facilities to students through external mode is in itself a huge community service. Students have the opportunity to learn English language and Information Technology. Another community service provided by the EUSL is to maintain model pre-schools in and around Batticaloa for the benefit of the children and people of the area. The CICT of EUSL is actively engaged in providing several community services.

**Mr K Mahesan**

**Registrar**

# **Goals of the Eastern University, Sri Lanka**

1. To pursue excellence in teaching, research and dissemination of knowledge.
2. To enhance the institutional capacity through human resource, infrastructure and other resource development.
3. To serve socio economic and cultural needs of the community.
4. To maintain and enhance good governance.

# **Objectives and Strategies**

## **GOAL 1: TO PURSUE EXCELLENCE IN TEACHING, RESEARCH AND DISSEMINATION OF KNOWLEDGE**

**Objective 1.1:** To revitalize the study programs to produce employable graduates in response to the changing needs of the nation and globe.

### **Strategies to achieve the Objective 1.1:**

**1.1.A1:** To commence eight new undergraduate study programmes from 2014 to 2018.

**1.1.A2:** To offer five new postgraduate study programmes from 2014 to 2018.

**1.1.A3:** To commence one doctoral programmes in Management in 2015.

**1.1.B1:** Review, restructure and consolidate the existing courses and programmes of study and develop new courses as necessary, to suit the job market.

**1.1.B2:** Provide facilities for experiential learning and community interaction programmes to enhance students to gain knowledge in 'know-how' and 'do-how'.

**1.1.B3:** Initiate cross discipline study programmes with other faculties/units of EUSL to promote career opportunities.

**1.1.C1:** Identify the present needs and introduce the new courses to suit the present context.

**1.1.D1:** Restructure and consolidate the existing course and programme of the study.

**1.1.D2:** Introduce the new course to suit the present context.

**1.1.E1:** Preparation of curriculum for new courses in accordance with region – national and the global needs and trends.

**1.1.H1:** Lectures on Library & Information Sciences for undergraduates using new technologies and hands on practical.

**1.1.I1:** Revision of Curricula

**1.1.J1:** To pursue excellence in teaching, research and dissemination of knowledge.

**1.1.K.1:** To improve the relevance and of the curricula

**1.1.M1:** Provide a range of courses through respective departments

**Objective 1.2:** To improve the relevance and of the Curricula

**Strategies to achieve the Objective 1.2:**

- 1.2.A1:** To review the curriculum of existing two undergraduate and post graduate courses before the commencement of academic sessions in 2014.
- 1.2.A2:** To revise the curriculum completely in every four years in 2017.
- 1.2.A3:** Exposal trips for the student once in each year from 2013.
- 1.2.A4:** Commencing Online External Degree Programe from 2015.
- 1.2.A5:** Providing Internship Training Programme to Industry in every year for final year students from 2013.
- 1.2.A6:** Industrial visit to Local and foreign Industries once in every year from 2013 (for Students and Staff).
- 1.2.B1:** Improve existing curricula.
- 1.2.B2:** Prepare curricula for Aquaculture and Fisheries.
- 1.2.C1:** Create the benchmark for each courses based on the high ranking university.
- 1.2.C2:** Review, restructure, revise, and consolidate the existing courses and programme of studies.
- 1.2.D1:** Review the course structure and curriculum create the benchmark for each course based on other university programmes.
- 1.2.E1:** Form Curriculum Review Committee and assign experts in this field.
- 1.2.E2:** Collecting material inputs needed to the study programme.
- 1.2.H1:** Provide up dated reading materials from various sources in the form of books, periodicals and e-sources.
- 1.2.I1:** Promotion of Research Activities
- 1.2.J1:** To improve the relevance and of the curricula.
- 1.2.K1:** Include courses related to soft skills in to the curriculum in every year starting from 2013.

**Objective 1.3:** To enhance the research capacity of the institution

**Strategies to achieve the Objective 1.3**

- 1.3.A1:** To encourage & facilitate the academic staff to publish two research papers in a year from 2013.
- 1.3.A2:** To conduct a research forum once a year from 2013.
- 1.3.A3:** To introduce awarding system for best research work from 2014.
- 1.3.B1:** Expand facilities available for research.
- 1.3.B2:** Encourage local and foreign researchers to undertake research related to agricultural study area.
- 1.3.B3:** Encourage staff and students in the publication of research findings and other Scholarly writings.
- 1.3.C1:** Utilize the service of teachers in research area and encourage them to research.
- 1.3.C2:** Increase physical resource needed to develop research activity.
- 1.3.D1:** Encourage the service of teachers in research area and induce them to involve in research work.
- 1.3.D2:** Encourage local and foreign researchers to undertake research related to Social Science and Humanities study area.
- 1.3.E1:** Arrangement for research programme and publications.
- 1.3.E2:** Staff exchange and collaborate programmes in research studies.
- 1.3.H1:** Publications of research text books and journal on library & Information Sciences periodically.
- 1.3.H2:** Providing research journals, and research articles from various sources in the form of books, periodicals, e-sources.
- 1.3.H3:** Organize research seminars on Library & Information Sciences.
- 1.3.I1:** Workshop, seminars and services
- 1.3.J1:** To enhance the research capacity of the institution.

**Objective 1.4:** To encourage dissemination of knowledge

**Strategies to achieve the objective 1.4**

**1.4.A1:** To encourage & facilitate the academic staff to publish text books from 2013.

**1.4.A2:** To create collaborative research fund for the release of research publications from 2014.

**1.4.A3:** To publish best research paper in the faculty journal in 2013.

**1.4.B1:** Disseminate knowledge and skill to peasant and commercial entrepreneurs who are involved in Crop and Livestock farming.

**1.4.B2:** Enhance external degree programmes and extension services to attract external students population of 300 by 2011.

**1.4.B3:** Organize extension outreach programme.

**1.4.C1:** Create means and ways to disseminate the knowledge.

**1.4.D1:** To develop and initiate ways to disseminate the knowledge.

**1.4.E1:** Publication of books and conduct seminars.

**1.4.H1:** Develop link with other Higher Education Institutes, Research Institute at National and International level for bilateral exchange of information as much as possible.

**1.4.H2:** Provide Current Awareness Services (CAS) such as Content Page Service, Selective Dissemination of Knowledge (SDI) Services and Bulletin Board Service.

**1.4.H3:** Create a new service called as 'Ask a Librarian' through library web page to answer the queries from the customers.

**1.4.H4:** Celebrate Library Week to feed access points of information hubs.

**1.4.J1:** To encourage dissemination of knowledge.

**GOAL 2: TO ENHANCE THE INSTITUTIONAL CAPACITY THROUGH HUMAN RESOURCE, INFRASTRUCTURE AND OTHER RESOURCE DEVELOPMENT**

**Objective 2.1: To upgrade the academic knowledge of the staff**

**Strategies to achieve the Objective 2.1:**

- 2.1.A1:** To promote academic partnership with national universities from 2013.
- 2.1.A2:** To implement the quality assurance practices efficiently and effectively from 2013.
- 2.1.A3:** To provide short-term trainings for staff for improving their teaching methodology and subject knowledge from 2013.
- 2.1.A4:** To encourage academic staff to read for PhD from 2013.
- 2.1.A5:** To encourage the lecturers (Probationary) to get confirmed and promoted to senior grades from 2013.
- 2.1.A6:** To have double the number of permanent staff by the end of 2013.
- 2.1.A7:** To hire Visiting Lecturers/Professors for each academic year from 2013.
- 2.1.A8:** To create ten temporary cadres for lecturers and tutors from 2013 .
- 2.1.A9:** To create fifteen new cadres for non academic staff from 2013.
- 2.1.A10:** Ensure the available opportunities in local and foreign countries to improve staff development through training and postgraduate programmes from 2013.
- 2.1.B1:** Explore available opportunities in Sri Lanka and abroad to improve staff development through training and post graduate programmes.
- 2.1.B2:** Improve teaching by introducing new teaching methods and improving presentation and communication skills of the staff.
- 2.1.C1:** Offer wide range of opportunities for education and training.



- 2.1.D1:** Ensure the available opportunities in local and foreign countries to improve staff development through training and postgraduate programmes.
- 2.1.E1:** Obtain service from Staff Development Centre and periodically allocate staff to under go the training programmes.
- 2.1.H1:** Provision of training facilities for library staff to overcome the technological challenges occur periodically.
- 2.1.I1:** Training programs
- 2.1.J1:** To enhance the institutional capacity through human resource, infrastructure and other resource development.
- 2.1.M1:** Upgrade the staff skills through effective training programs
- 2.1.M2:** Increase the number of instructors and support staff
- 2.1.M3:** Increases participation of students in sports activities by providing effective opportunities and identifying sources of funding

**Objective 2.2: To secure and improve infrastructure and other resources for strengthening the capacity of the institution**

**Strategies to achieve the objective 2.2**

- 2.2.A1** To complete the construction of faculty complex by the end of 2013.
- 2.2.A2** To establish a separate computer laboratory with 150 terminals from 2014.
- 2.2.B1:** Ensure effective utilization of recourses available in the faculty.
- 2.2.B2:** Strengthen and reorganize newly established departments namely Departments of Crop Science, Agric. Biology, Agric. Chemistry and Agric. Engineering.
- 2.2.B3:** Improve facilities in the faculty centers and units.
- 2.2.C1:** Seek the assistance to upgrade the infra-structure facilities.

- 2.2.D1:** Ensure effective utilization of resources available in each department.
- 2.2.D2:** Strengthen and reorganize newly established department and faculty.
- 2.2.E2:** Obtain fund from government and donor agencies.
- 2.2.H1:** Create two branch libraries for the Faculties of Agriculture and Science.
- 2.2.H2:** Planning for new Library building, with more work stations for the access of internet for staff and students in the library.
- 2.2.H3:** Installation of a New Library Integrated Software for fully automated network functions.
- 2.2.I1:** Purchase of licensed software
- 2.2.I2:** Improving the infrastructure facilities of IT lab
- 2.2.J1:** To secure and Improve infrastructure and other resources for strengthening the capacity of the institution.
- 2.2.K1:** Improve infrastructure and other facilities for Career Guidance Unit from 2014.
- 2.2.M1:** Establishment of Mini gymnasium for the physical education unit
- 2.2.M2:** Construction of pavilion around the play
- 2.2.M3:** Construction of permanent office building for the physical education unit
- 2.2.M4:** Procurement of vehicle for the physical education unit
- 2.2.M5:** Improve the working environment of the staff

### **GOAL 3: TO SERVE SOCIO ECONOMIC AND CULTURAL NEEDS OF THE COMMUNITY**

#### **Objective 3.1: To provide opportunities**

##### **Strategies to achieve the Objective 3.1:**

- 3.1.A1:** To make link with professional bodies, industries and society for mutual benefits from 2013.
- 3.1.A2:** To strengthen the activities of the special units (CEFE and YEA) operating under the faculty from 2013.
- 3.1.B1:** Identify technical and socio-economic issue areas constraining the farm productivity by close interaction with them, so that the faculty could seek appropriate solutions to overcome them.
- 3.1.B2:** Develop opportunities for the farming community and the faculty to benefit mutually from the resources within and outside faculty.
- 3.1.B3:** Sustain productivity of improved seed and planting materials and breeding of livestock to meet the requirement of the public.
- 3.1.C1:** Identify the socio economic and cultural needs of the community.
- 3.1.D1:** Identify the socio-economic and cultural needs of the community.
- 3.1.E1:** Faculty and state preventive health sector linkage and community participation.
- 3.1.H1:** Initiatives to interconnect the university library with the society and providing demonstration programmes to absorb their information to uplift their economic level.
- 3.1.H2:** Introduce extension courses in library science to the educated members to guide others in their own society.
- 3.1.J1:** To provide opportunities.
- 3.1.K1:** Provide industrial trainings for undergraduates to enrich the practical skills starting from 2014.
- 3.1.K2:** Organize relevant workshops or seminars by close interaction with various resource persons starting from 2014.
- 3.1.K3:** Arrange community interaction programs to enhance the communication skills starting from 2014.

**Objective 3.2: To preserve and enrich the tradition, culture and human values of the community**

**Strategies to achieve the Objective 3.2:**

- 3.2.A1:** Ensure a friendly, warm, professional and positive environment for staff, students and community from 2013.
- 3.2.A2:** Promote flexible, adaptable, and responsive approaches to all our activities from 2014.
- 3.2.A3:** Identify and establish Alumni Groups from 2013.
- 3.2.B1:** Ensure a friendly, warm, professional and positive environment for staff, students and community.
- 3.2.B2:** Promoting flexible, adaptable, and responsive approaches to all our activities.
- 3.2.B3:** Identify and establish Alumni Groups.
- 3.2.C1:** Understand the custom of the activity by respecting culture and human values.
- 3.2.D1:** Ensure a friendly, warm, professional and positive environment for staff, students and community.
- 3.2.E1:** To preserve and enrich the traditions, culture and human values of the community.
- 3.2.H1:** Collect and preserve the traditional and cultural monuments from other regions.
- 3.2.H2:** Encourage the society members to supply the traditional Ola leafs and other materials to the library for special and preservation.
- 3.2.H3:** Initiate instructional programmes for students about the Sri Lankan traditional matters and their values for preservation for the future generation.
- 3.2.J1:** To preserve and enrich the tradition, culture and human values of the community.
- 3.2.K1:** Organize exchange programs with leading institutions to enrich the tradition, culture and human values of the undergraduates starting from 2014.

## **GOAL 4: TO MAINTAIN AND ENHANCE GOOD GOVERNANCE**

### **Objective 4.1: To utilize the resources effectively and efficiently**

#### **Strategies to achieve the Objective 4.1:**

**4.1.A1:** Exercising quality, reliability, transparency and professionalism in the use of resources from 2013.

**4.1.A2:** Ensuring compliance with relevant laws and regulations, internal policies and procedures, and that expenditure is lawful (with lawful expenditure) from 2013.

**4.1.A3:** Establishing clear channels of communication with all sections of the community and other stakeholders, ensuring accountability and encouraging open consultations from 2013.

**4.1.B1:** Exercising quality, reliability, transparency and professionalism in the use of recourses.

**4.1.B2:** Ensuring compliance with relevant laws and regulations, internal policies and procedures, and that expenditure is lawful.

**4.1.B3:** Establishing clear channels of communication with all sections of the community and other stakeholders, ensuring accountability and encouraging open consultation.

**4.1.C1:** Make the stake holders realize the efficient and effective use of resources.

**4.1.D1:** Exercising quality, reliability, transparency and professionalism in the use of resources.

**4.1.E1:** Monitor, evaluate and control the resources.

**4.1.J1:** To utilize the resources effectively and efficiently.

**4.1.H1:** See the official function of the library.

Maintain good discipline in the use of Library.

Make available of the materials to all the customers without any differences.

**4.1.H2:** To provide equal opportunities to all library staff and end users.

Maintain good relationship with them.

**Objective 4.2: To enhance social harmony among stakeholders.**

**Strategies to achieve the Objective 4.2:**

- 4.2.A1:** Ensure that people from all backgrounds have the opportunity to study in our faculty and that encourage a wider social mix from 2013.
- 4.2.A2:** Defining and documenting the roles and responsibilities of the executive, non-executive, scrutiny and officer functions, with clear delegation arrangements from 2013.
- 4.2.B1:** Ensure that people from all backgrounds have the opportunity to study in our faculty and that encourage a wider social mix.
- 4.2.B2:** Defining and documenting the roles and responsibilities of the executive, non-executive, scrutiny and officer functions, with clear delegation arrangements.
- 4.2.C1:** Create opportunity for gathering, interaction and meeting among stake holders.
- 4.2.D1:** Create opportunities for gathering, interaction and meeting among stake holders.
- 4.2.E1:** Strengthen participatory decision making procedures and cultural activities.

## **Abbreviation**

**A.** Faculty of Commerce and Management

**B.** Faculty of Agriculture

**C.** Faculty of science

**D.** Faculty of Arts

**E.** Health Care science

**H.** Library

**I.** CICT

**J.** ELTU

**K.** Career Guidance

**L.** Ethnic Cohesion

**M.** Physical education Unit

# **PROGRAMMES AND ACTION PLANS**

## FACULTY OF COMMERCE & MANAGEMENT

### SWOT Analysis

#### Strengths

- Student enrolment from multi ethnic communities in all over the Sri Lanka.
- English is the teaching language in the faculty so as to prepare the students to meet competitive job market, as well as to satisfy employers' demand and expectations.
- Based on the profile of the graduated students, they have been absorbed into various government, private and semi-government institutions. And also some students have been engaged with the lifelong studies.
- Faculty is providing comprehensive internship and industrial training to the students.
- Number of specialization areas available for the students options.
- The degree programme consists an independent research project.
- Number of IT and English course units are available in the programme.
- Interfaculty credit courses are available to the students
- Most of the staff members in the faculty are with master degree holders, and some are following their master degrees in leading universities.
- Most of the staff members are senior academics with diverse experience.
- Our staff members are completed various training courses in National as well as in International level to improve their personal development.
- The faculty provides service to other faculties in teaching and research guidance.
- Undergraduate research forums are available to the students.
- Faculty is conducting external and postgraduate programmes.
- The faculty has sufficient land availability for expansion.
- The subjects available in the faculty develop students' research and analytical skill; make them potential human resource to the country.
- The faculty has been successfully carrying out a master degree programmes (MBA, MDE), contributes for regional as well as national development. Strength.



## **Weaknesses**

- Lack of building space for teaching, learning and administrative activities.
- Lack of infrastructure facilities (such as roads, drainage, water, electricity, sanitation, etc.) in the faculty.
- Insufficient teaching and learning resources and equipments (computers, multimedia, internet service, Software packages) available for academic staff hamper the teaching, learning and research activities of the staff, may consequently affect students' performance.
- Absence of e-learning and on-line material references (Journals).
- Lecture room environment is not conducive for teaching and learning activities.
- Unable to attract the services of professors and senior professors.
- Lack of opportunities in terms of scholarship and admission to the staff to go to abroad for postgraduate degree programmes.
- Though the curriculum contains IT related courses, only one computer laboratory available to students doesn't have sufficient facilities to meet the demand.
- Lack of recreational facilities to staffs and students.
- Though there is a ELTU, the services provided by them is not adequate to fulfill the students expectations.
- Though the interuniversity credit transfer are available, that is not practicing by the faculty.
- Though there is basket of optional subjects are available, students are not given a chance to select the subject.
- No common room for share the views of staff members.
- No common room for share the views of students.
- Entrepreneurial skill development center is not available to the students.

## **Opportunities**

- Since the curriculum contains internship training as a part, the students will be able to gain vast experience in the industry during their under graduation and that will lead to secure their employment.
- As the curriculum is revised frequently, it is matching the demand of job market.
- Lot of private centers and factories are entering into the Eastern Province is giving more chance to get an employment.
- Faculty has established links and affiliations with recognized universities, professional bodies (accreditation – CIMA, Chartered Accountants) and institutions at National and International level.
- Matching to the expectation of employers' in the job market, the faculty has sound curriculum to teach the students.
- Private sector organizations are expecting more dynamic management trainees with multiple skills.

- The faculty has link with the national as well as international universities in terms of research and consulting activities.
- As the staff have been specialized and their research interest are matching with current trend of the globe, the faculty can initiate more specialized degree program to make students and staff expert in the specific areas.
- Number of students enrolled in Faculty of Commerce and Management increased due to prevailing peace situation.

### **Threats**

- Access to international journals, especially e-journals in the library is not enough, hinders research activities and publication in the international journals.
- The faculty has been functioning as a supporting unit to other faculties since 2006 up to now as because of the restrictions in direct intake of the students to the study programme.
- Lack of opportunities for the academic staff adopting in both short and long-term, and foreign training programme.
- There is a high competition in national level in getting scholarship for international universities.
- Offer by the government for private sector universities.
- More competition from professional bodies likes, CIMA, Chartered, ACCA, AAT.

## Action plan – Faculty of Commerce & Management

| Objectives | Strategies | Actions   | Time Span |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |  |
|------------|------------|---|-----------|-----|-----|-----|------|-----|-----|-----|------|-----|-----|-----|------|-----|-----|-----|------|-----|-----|-----|--|
|            |            |   | 2014      |     |     |     | 2015 |     |     |     | 2016 |     |     |     | 2017 |     |     |     | 2018 |     |     |     |  |
|            |            |   | Q 1       | Q 2 | Q 3 | Q 4 | Q 1  | Q 2 | Q 3 | Q 4 | Q 1  | Q 2 | Q 3 | Q 4 | Q 1  | Q 2 | Q 3 | Q 4 | Q 1  | Q 2 | Q 3 | Q 4 |  |
| 1.1        | 1.1.1.1(a) | Design the curriculum for Bachelor of Business Administration Human Resource Management   |           |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |  |
|            |            | Approve the curriculum for Bachelor of Business Administration Human Resource Management at the University level.   |           |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |  |
|            |            | Approve the Curriculum for Bachelor of Business Administration Human Resource Management at the UGC and Commencement ( <i>commencement is subject to the approval of the UGC</i> ). |           |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |  |
|            | 1.1.1.1(b) | Design Curriculum for Bachelor of Business Administration Marketing Management  |           |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |  |
|            |            | Approve the Curriculum for Bachelor of Business Administration Marketing Management at the University level.  |           |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |  |
|            |            | Approve the Curriculum for Bachelor of Business Administration Marketing Management at the UGC and Commencement ( <i>commencement is subject to the approval of the UGC</i> ).      |           |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |  |
|            | 1.1.1.1(c) | Design Curriculum for Bachelor of Business Administration Financial Management  |           |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |  |
|            |            | Approve the curriculum for Bachelor of Business Administration Accounting and Finance at the University level.  |           |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |  |

|            |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|------------|--|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
|            |  | Approve the Curriculum for Bachelor of Business Administration Accounting and Finance at the UGC and Commencement ( <i>commencement is subject to the approval of the UGC</i> ).  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1.1.1.1(d) |  | Design Curriculum for Bachelor of Business Administration Information System  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|            |  | Approve the curriculum for Bachelor of Business Administration Information System at the University level.  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|            |  | Approve the Curriculum for Bachelor of Business Administration Information System at the UGC and Commencement ( <i>commencement is subject to the approval of the UGC</i> ).      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1.1.1.1(e) |  | Design Curriculum for Bachelor of Business Administration Tourism and Hospitality   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|            |  | Approve the curriculum for Bachelor of Business Administration Tourism and Hospitality at the University level.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|            |  | Approve the Curriculum for Bachelor of Business Administration Tourism and Hospitality at the UGC and Commencement ( <i>commencement is subject to the approval of the UGC</i> ). |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1.1.1.1(f) |  | Design Curriculum for Bachelor of Business Administration Business Economics  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|            |  | Approve the curriculum for Bachelor of Business Administration Business Economics at the University level.  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|            |  | Approve the Curriculum for Bachelor of Business Administration Business Economics at the UGC and Commencement ( <i>commencement is subject to the approval of the UGC</i> ).      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|  |            |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|--|------------|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
|  | 1.1.1.1(g) | Revise the Curriculum for Bachelor of Commerce  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |            | Approve the curriculum for Bachelor of Commerce at the University level and commencement of programme                                     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 1.1.2.1(a) | Design Curriculum for Master of Economics   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |            | Approve the Curriculum for Master of Economics at the University level.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |            | Approve the Curriculum for Master of Economics at the UGC and Commencement ( <i>commencement is subject to the approval of the UGC</i> ). |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 1.1.2.1(b) | Revise the Curriculum for Masters of Development Economics  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |            | Approve the curriculum for Bachelor of Commerce at the University level and commencement of programme                                     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 1.1.2.1(c) | Design Curriculum for M.Phil (Economics)  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |            | Approve the Curriculum for M.Phil (Economics) at the University level.  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |            | Approve the Curriculum for M.Phil (Economics) at the UGC and Commencement ( <i>commencement is subject to the approval of the UGC</i> ).  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 1.1.2.1(d) | Design Curriculum for Master of Executive MBA   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |            | Approve the Curriculum for Master of Executive MBA at the University level.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|            |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
|            | Approve the Curriculum for Master of Executive MBA at the UGC and Commencement ( <i>commencement is subject to the approval of the UGC</i> ).                                  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1.1.2.1(e) | Revise the Curriculum for Master of Business Administration  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|            | Approve the Curriculum for Master of Business Administration at the University level and commence the programme  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1.1.2.1(f) | Design Curriculum for Master of Business Administration Marketing  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|            | Approve the Curriculum for Master of Business Administration Marketing at the University level.  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|            | Approve the Curriculum for Master of Business Administration Marketing at the UGC and Commencement ( <i>commencement is subject to the approval of the UGC</i> ).              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1.1.2.1(g) | Design Curriculum for Master of Business Administration Accounting and Finance   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|            | Approve the Curriculum for Master of Business Administration Accounting and Finance at the University level.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|            | Approve the Curriculum for Master of Business Administration Accounting and Finance at the UGC and Commencement ( <i>commencement is subject to the approval of the UGC</i> ). |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1.1.3.1(a) | Design Curriculum and approve for PhD Programme  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|            | Approve the Curriculum for PhD Programme at the University level.  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |



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|-----|-------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
|     | 2.1.4 | Facilitate academic staff those who are reading PhD and those who wish to register for PhD locally or in abroad  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     | 2.1.5 | Arrange minimum two faculty Development Programme in a year for capacity development of the academic staff in collaboration with local and foreign Higher Education Institutions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.2 | 2.2.1 | create new cadres for all departments and disciplines and recruit suitable candidates to the vacancies   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     | 2.2.2 | Recruit suitable and capable visiting staff specially for professional and practical subjects  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     | 2.2.3 | Create new cadre for technical and minor grades and provide on the job training  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     | 3.1.1 | Strengthening the activities of staff research publication   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3.1 | 3.1.2 | Strengthening the involvement of staff for publication of text books   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     | 3.1.3 | Organize the research forum at the beginning of an academic year at the faculty level with the involvement of the final year students.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3.2 | 3.2.1 | Creating a rewarding system for best performance within the faculty level  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     | 3.2.2 | Create Research fund for research and publication in the faculty   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3.2 | 3.2.3 | Continue to publish a refereed faculty journal annually in business management   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4.1 | 4.1.1 | Establish and activate sub committees for centers and units of the faculty to monitor progress   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |



|     |       |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-----|-------|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
|     | 4.1.2 | Submit progress reports of faculty centers and units to the faculty board and senate  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4.2 | 4.2.1 | Encourage and organize cultural program   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     | 4.2.3 | Request all heads of department to submit a annual activity plan (and the way to implement it) with implementation schedule |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     | 4.2.4 | Ensure that the delegation of power match with the responsibilities   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Note: Design New Curriculum:**

Faculty of Commerce and Management is already offering BBA and B Com Degrees. After the discussion with faculty members, faculty has decided to start the following new programmes:

- |                                  |                                |
|----------------------------------|--------------------------------|
| 1. BBA Human Resource Management | 4. BBA Information System      |
| 2. BBA Marketing Management      | 5. BBA Tourism and Hospitality |
| 3. BBA Financial Management      | 6. BBA Business Economics      |

# FACULTY OF AGRICULTURE

## SWOT Analysis

### Strengths

- 30 years of proven experience of University level education in the field of Agriculture with emphasis on research activities to enhance quality of teaching and training
- Newly established four departments by splitting the Department of Agronomy
- Established and proven know-how/expertise in Agriculture and allied fields
- Experienced academic and supportive staff
- High proportion of Ph.D holders among the academic staff
- Comparatively high level of research focus activities
- Well established Crop and Livestock farm
- Recently established Faculty Library, Language and IT laboratories

### Weaknesses

- Limited number of student enrolment
- Limited government financial support for improving faculty infrastructure, with particular attention to faculty buildings
- Return of academic staff after foreign training is low
- Inadequate supportive staff
- Lack of land for future expansion of faculty
- Lack of office space for administrative purposes
- Lack of facilities for student counseling and welfare

### Opportunities

- Emerging expectation of farmers, agricultural institutions, schools and other stakeholders towards the Faculty of Agriculture
- Agriculture is being considered as one of the prime areas which contribute to the national development
- Agriculture plays a major role in the development of Eastern Province
- Recent socio-economic trends of the Province expect the development of a wide range of courses in the field of Agriculture
- Introduction of distance education programme, flexible learning and adoption of information and communication technologies
- Increasing sense of development of the Faculty among the stakeholders

### Threats

- Experienced staff left the University
- Limited government funding limiting the scope for growth and productivity

## Action plan – Faculty of Agriculture

| Objective  | Strategies                                | Actions   | Time Span |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |  |
|--|---|---|-----------|-----|-----|-----|------|-----|-----|-----|------|-----|-----|-----|------|-----|-----|-----|------|-----|-----|-----|--|
|  |   |   | 2014      |     |     |     | 2015 |     |     |     | 2016 |     |     |     | 2017 |     |     |     | 2018 |     |     |     |  |
|  |   |   | Q 1       | Q 2 | Q 3 | Q 4 | Q 1  | Q 2 | Q 3 | Q 4 | Q 1  | Q 2 | Q 3 | Q 4 | Q 1  | Q 2 | Q 3 | Q 4 | Q 1  | Q 2 | Q 3 | Q 4 |  |
| <b>1.1</b><br><b>MOHE</b><br><b>1, 3, 5</b><br><b>and 9)</b> | <b>1.1.1.</b>                             | Develop and offer demand driven Diploma and postgraduate training programme (in Sustainable Agriculture , Livestock Production Technology & Agric Entrepreneurship)   |           |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |  |
|  |   | a. Develop curriculum   |           |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |  |
|  |   | b. Approval of curriculum   |           |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |  |
|  |   | c. Conducting diploma courses   |           |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |  |
|  |   | d. Conducting M.Sc., M.Phil., and PhD Programs  |           |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |  |
|  | <b>1.1.2</b><br><b>(Mahinda Chindana)</b> | Establish educational linkages with farming communities & collaborative research & staff-student exchange with recognized international universities and institutions |           |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |  |
|  |   | a. Training and workshop for farming communities  |           |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |  |
|  |   | b. Prepare link proposals   |           |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |  |
|  |   | c. Identify and conduct collaborative research and staff-student exchange   |           |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |  |

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|--|---|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
|  | <b>1.1.3</b>  | Organize career development workshops and trainings through Career Guidance Unit  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |   | a. Conduct workshops and training through Career Guidance Unit.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>1.2</b>                             | <b>1.2.1</b>  | Design and implement B.Sc. in Agriculture entrepreneurship; B.Sc in Nutrition & Dietetics and B. Sc in Livestock Production & Aquaculture                     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |   | a. Develop curriculum   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |   | b. Approval of curriculum   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |   | c. Conducting Degree courses  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |   | d. Expand the laboratories for teaching and research activities.  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>1.3<br/>MOHE<br/>5, 6 and<br/>9</b> | <b>1.3.1</b>  | Provide facilities for staff and students to participate in local and international research conferences and symposium and to disseminate knowledge generated |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |   | a. Facilitate funding to participate and to disseminate research findings   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | <b>1.3.2</b>  | 1. Establish scientific and technical cooperation with experts in agricultural research, education and training locally and internationally                   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |   | a. Identifying the experts in agricultural, research, education and training.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |   | b. Organize series of workshops   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |   | 2. Identify research institution/organization for students to conduct research and training   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |   | a. Identify the agricultural industries for students trainings  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | b. Placement of students in different research institutional organization |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|---|---|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| <b>1.4</b><br><b>MOHE</b><br><b>4, 6 and</b><br><b>10</b> |   | c. Conduct statistical software workshops for staff and students  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | <b>1.4.1</b>  | 1. regular publication from faculty   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |   | a. Ensure the publication of AGRIEAST annually  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |   | b. Ensure the publication of ERMUNAI annually<br>c. Faculty newsletter annually<br>d. Leaflets biannually |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>2..1</b><br><b>MOHE</b><br><b>1, 2 and</b><br><b>4</b> | <b>2..1.1</b>   | Identify and quantify the academic and non academic cadres of the departments.                            |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |   | a. Quantify the additional academic and non academic cadre needs  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | b. Facilitate training programmes to enhance knowledge of staff |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>2.2</b><br><b>MOHE 2</b><br><b>and 12</b>              | <b>2..2.1</b>   | Improve infrastructure facilities of the departments and university farms                                 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |   | a. Planning of infrastructure development   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | b. Obtaining approval of the MOHE and award of contract         |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | <b>2.2..2</b>   | Improve facilities in the Faculty library and IT lab  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |   | a. Increasing the books & journals available in the faculty library                                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Expansion of space for the Computer Unit               |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | c. Increasing the number of computers in the computer unit      |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>3.1</b><br><b>MOHE</b><br><b>4, 9 and</b>              | <b>3.1.1</b>  | Establish and run plant and animal clinics to identify pests & diseases to provide remedial measures.     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |   | a. Establish a plant clinic   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |



# FACULTY OF SCIENCE

## SWOT Analysis

### Strengths

- The structure and contents [3-7] of the study programs is in general in par with similar study programs offered by other Science Faculties in the country [Subject Reviews] that provide a sound fundamental knowledge of hard sciences which qualify the graduates to be a “potential material” for greater spectrum of opportunities to take up science and its applications.
- The study programs have some flexibility and the contents of most courses offered by the departments for the B.Sc. General and Special degree programs have adequate breath and depth, and majority of theory course units are tied up with a practical course unit [Subject Reviews].
- Introduction of common core and certain optional courses enhance the knowledge and skills that would not be delivered from subject related courses, and has also promoted resource sharing and building up mutual understanding and cooperation among different departments and faculties [Composite Report of Subject Reviews].
- Study programs are conducted only in English medium (since the inception in 1985) by many energetic and enthusiastic academic staff with a sound knowledge in fundamental science and posses a reasonably good exposure for original thinking (i.e. “a research degree”, M.Phil or Ph.D is a prerequisite for promotion for all Science faculty academics contrary to others.
- Teaching, learning, skill development and assessment methods are generally good [Subject Reviews].
- Quality accreditation maintained: moderation and second marking internally in the first two years and externally in the final year [Subject Reviews].
- The SP produces good caliber school teachers with sound foundation knowledge in Mathematics, Physics, Chemistry, Botany and Zoology to teach hard science subjects for higher secondary school students.

### Weakness

- Very small percentage (less than 30%) of the students among the admitted register and follow the Study Program [data of last 4 years].
- Less opportunity to develop self learning abilities and skill development for General Degree students and no indication of student centered learning [Subject Reviews].
- Higher percentage (in average about 40%) of students failing to pass within three academic years and majority graduated with normal passes (71.5% and 41.4% from Physical Science and Biological Science steams respectively, with GPA range 2.0-2.9) [data of last 4 years].
- No direct emphasis in the curriculum on teaching and assessment in the *Affective Domain* of learning.

- W5 About 68% of assessments are the traditional way of written exams, and about 28.5% accounts to the conventional subject specific practical assessments, and only 3.5% accounts to direct assessment of other skills.
- No proper curriculum incorporating new emerging areas of disciplines [Composite Report of Subject Reviews].
- All theory courses are not supported by practicals due to limitation in laboratory resources.
- No evidence of follow-up of the progress of the students who come for advice and counseling [Composite Report of Subject Reviews].
- Increased length of study, delay in releasing results, and insufficient overall completion rate [Composite Report of Subject Reviews].
- Lack of facilities for research and most of the lecturers have poor involvement in research publications [Composite Report of Subject Reviews].
- Basic facilities provided for lecture halls are poor [Composite Report of Subject Reviews].
- Less usage of library by students and staff [Subject Reviews].
- Decreasing trends of role models among academics in the university system (that would inspire students to mould themselves to be ethical, responsible, citizens with integrity).
- Poor mastery of English language and ICT skills of graduates is a cause for poor employability [UGC, QAAC].
- Lack of skills such as cohesion and tolerance to coexist harmoniously in a pluralist, multi-ethnic and multi-religious society [observations in the society, UGC, QAAC].
- No provision in the curriculum to develop and assess soft skills, transferable skills [QAAC].
- Need improvement in student feedback (qualitative and quantitative) and peer review mechanisms of monitoring progress [Subject Reviews].
- Poor employability of graduates, long waiting time for employment [Tracer Survey].

## Opportunities

- Emphasis on intellect values of graduates than creating “robots” without a fundamental knowledge that would enable original thinking and creativity: *Mahinda Chinthana* “ I always believe that aim of university education is to create someone who could see the world beyond its horizon. Universities should not be factories that create technicians for employment”.
- *Mahinda Chinthana* “I will establish Information Technology faculties in all universities”
- Prospects of post-war economic development in the country
- Respect / appreciation towards learned individuals.
- Great expectations on universities to be a knowledge base.
- Expansion of IT industry and more demand for IT related jobs
- Expanded avenues of learning modes / more access for knowledge
- Technological advancement in neighborhood countries such as India, China and Pakistan



## Threats

- University system not being free from influence of politics / politicians
- Less employment opportunities in private sector for B.Sc. graduate in Sri Lanka.
- Higher salaries for financial sectors de-motivate the interest seeking education in science field.
- Lack of industrial funding / partnership / collaborations with state universities.
- Lack of funding and effort to promote original thinking and creativity among university academics (i.e. research in fundamental science).
- Employment driven motivation for learning (“Do / learn science to take up a well paid job!”)-learn for a paper qualification (induces surface approach of learning).
- Sri Lankan employer’s attitude of expecting job oriented training / curriculum from Science Faculties (i.e. expecting the role of a professional degree or somewhat the role technical colleges from universities).
- Lack of technology based industrial development in the country that generate job opportunities for Science Graduates.
- Industries not being technically capable to provide the graduates the unique specialized (unique) training required for their needs (expecting the universities to play this role).
- Lack of technological partnerships between industry and Science faculties in Sri Lanka.
- Lack of industrial development in the Eastern Sri Lanka

### Action plan – Faculty of Science

| Objectives                                 | Strategy | Actions   | Time Span |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |
|--|----------|---|-----------|-----|-----|-----|------|-----|-----|-----|------|-----|-----|-----|------|-----|-----|-----|------|-----|-----|-----|
|  |          |   | 2014      |     |     |     | 2015 |     |     |     | 2016 |     |     |     | 2017 |     |     |     | 2018 |     |     |     |
|  |          |   | Q 1       | Q 2 | Q 3 | Q 4 | Q 1  | Q 2 | Q 3 | Q 4 | Q 1  | Q 2 | Q 3 | Q 4 | Q 1  | Q 2 | Q 3 | Q 4 | Q 1  | Q 2 | Q 3 | Q 4 |
| 1.1  | 1.1.1    | 1. Study current trend, changes and innovations in higher education and   |           |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |
|  |          | 2. Diversify the degree programs in accordance to the UGC Standing Committee for Sciences new guidelines on degree programs |           |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |
|  |          | (a) Obtain formal approval from University & UGC  |           |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |
|  |          | (b) Implement revised curriculum structure of B.Sc. (General) Degree Program to enhance employability                       |           |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |
|  |          | (c) Commence B.Sc. Applied Science degree program(s) (3+1)  |           |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |
|  |          | 3. B.Sc. Technology Stream (new window)   |           |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |
|  |          | (a) Develop Curriculum  |           |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |
|  |          | (b) Formation of new Departments  |           |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |
|  |          | (c) Formal approval from University & UGC   |           |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |
|  |          | (d) Start the study program for new intake  |           |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |
| 4. Commence M.Sc. in Environmental Science |          |   |           |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |
| (a) Obtain UGC approval                    |          |   |           |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |
|  |          | 5. Identify the potential and feasible new Diploma & certificate courses  |           |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |

|     |       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-----|-------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
|     |       | (a) Certificate Course in Fishery data collection  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     |       | (b) Diploma in Chemistry   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     |       | (b-1) Formal approval from University & UGC  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     |       | (c) Certificate course in Ornamental fish breeding   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     |       | (c-1) Formal approval from University & UGC  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     |       | (d) Certificate course in Tourism and Environment  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     |       | (d-1) Formal approval from University & UGC  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1.2 | 1.2.1 | 1. Review and revise the syllabi of existing degree programs   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     |       | (a) B.Sc. (General) Degree   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     |       | (b) B.Sc. Special Degree   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     |       | 2. Introduce innovative teaching, learning and evaluation strategies through Outcome based Curriculum Development            |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     |       | (a) Enhance student-centered teaching-learning strategies  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     |       | (b) Incorporate IT in teaching learning and evaluation activities (e.g. LMS, computer simulations, etc.)                     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     |       | (c) Prepare a blue print of Outcome based Curriculum   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     |       | 3. Strengthen Internal Review and Feedback Mechanisms on teaching, learning and evaluation (Quality Assurance system)        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     |       | (a) Student feedback (feedback questionnaire on lectures, practical, field work, etc.; student staff liaison meetings; etc.) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     |       | (b) Peer review on teaching and evaluation strategies.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|   |       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|---|-------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
|   |       | (c) Occasional invited external review and feedback  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1.3   | 1.3.1 | 1. Enhance research capacity / infrastructure to match academics' potential in the identified fields                           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |       | (a) Population Biology; Natural Resource Management; Plant Pathology & Ecology; Forestry                                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |       | (b) Aquatic Resources Management; Fish disease & immunology; Aquaculture; Behavioral ecology Entomology, Environmental Science |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |       | (c) Lie Group Analysis of Ordinary and Partial differential Equations  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |       | (d) Exact Solutions to Einstein's field equations  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |       | (e) Strongly Correlated Electron Systems (SCES)  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |       | (f) Polymer science Technology; Computational chemistry  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |       | (g) Nanotechnology   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |       | 2. Encourage and facilitate national and international research grants   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |       | 3. Purchase / subscription for research journals   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Establish Research Collaborations with local and Overseas Universities |       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |       | (a) South African Universities of Wits, UJ, Natal, etc. in South Africa  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |       | (b) Institute of Aquaculture University of Stirling, UK  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |       | (c) Universities in SEARC countries:   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |



|   |       |  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |  |  |  |   |   |
|---|-------|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|--|--|--|---|---|
| 2.3   | 2.3.1 | 1. Enhance infrastructure and resources as urgent contingency plan to accommodate urgent needs to due to abrupt increase in student intake (over150% increase) in academic years 2010/11 & 2011/12.                  | █ | █ | █ |   |   |   |   |   |   |   |   |   |   |   |   |   |  |  |  |   |   |
|   |       | (a) Enhance lab & lecture hall space and furniture as contingency measure (temporary arrangements)   | █ | █ | █ |   |   |   |   |   |   |   |   |   |   |   |   |   |  |  |  |   |   |
|   |       | (b) Purchase and repair laboratory equipment (duplicate) to cater increased student population   | █ | █ | █ |   |   |   |   |   |   |   |   |   |   |   |   |   |  |  |  |   |   |
|   |       | (c) Increase the Temporary Demonstrator Carder positions by at least 20  | █ |   |   | █ |   |   |   |   |   |   |   |   |   |   |   |   |  |  |  |   |   |
|   |       | 2. Medium term infrastructure and resource development to secure a permanent solution to 2.3.1.1 above and also to cater the revised curriculum, and 10% of annual increase in student intake and new study programs |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |  |  |  |   |   |
|   |       | 2.1 Completion of Science Complex  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | █ |  |  |  |   |   |
|   |       | (a) Phase 1: Physics Building  |   |   |   | █ | █ | █ | █ | █ |   |   |   |   |   |   |   |   |  |  |  |   |   |
|   |       | (b) Phase 2: Botany Building   |   |   |   |   |   |   | █ | █ | █ | █ |   |   |   |   |   |   |  |  |  |   |   |
|   |       | (c) Animal House and Open air aquarium Tanks   |   |   |   | █ | █ | █ |   |   |   |   |   |   |   |   |   |   |  |  |  |   |   |
|   |       | (d) Phase 3: Mathematics & Dean's Office   |   |   |   |   |   |   |   |   |   | █ | █ | █ | █ | █ |   |   |  |  |  |   |   |
|   |       | 2.2 Enhance laboratory equipment for undergraduate laboratories (Botany, Chemistry, Computer Sc., Physics, Zoology)  | █ |   |   |   |   | █ |   |   |   | █ |   |   |   |   |   | █ |  |  |  |   | █ |
|   |       | 2.3 Establish new laboratories for new Technology stream intake (furniture, office and lab equipment, etc.)  |   |   |   |   |   | █ | █ | █ | █ |   |   |   |   |   |   |   |  |  |  |   |   |
|   |       | 2.4 Establish research laboratories (furniture, lab equipment, materials, etc.)  |   |   |   |   | █ | █ |   |   |   | █ | █ |   |   |   | █ | █ |  |  |  | █ | █ |
| 3. Increase permanent carders by at least 75% to of set the work load of over 200% increase in student intake | █     |  |   |   |   | █ |   |   |   | █ |   |   |   |   | █ |   |   |   |  |  |  |   |   |

|     |       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-----|-------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
|     |       | (a) 04 permanent Academic positions per main subject / department (4x8)  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     |       | (b) 02 technical officers per Department (2x5)   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     |       | (c) 02 laboratory attendance per department  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     |       | 4. New permanent carders to commence new technology stream (two windows) and continue  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     |       | (a) 15 permanent academic positions  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     |       | (b) 18 Temporary Assistant Lecturer / Demonstrator Positions   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     |       | (c) 08 technical Officers  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     |       | (d) 08 laboratory attendants and 04 laborers   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     |       | 5. Vehicles for field study (coach, three wheeler, double cab.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     |       | 6. Generator for Science Complex   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3.1 | 3.1.1 | 1. Interact with the local community connecting with the "Divi Naguma National Program"  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     |       | (a) Integrate student projects with community needs and environmental concerns with insights into indigenous knowledge and practices |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     |       | (b) Encourage academics to focus on research (individual & postgraduate programs) on community and environmental issues and needs.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     |       | (c) Disseminate knowledge / findings to community to enhance their livelihood (exhibitions, seminars, etc.)                          |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     |       | (d) Sensitize community on issues such environmental, water pollution, solid waste management, etc. through seminars/workshops       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|     |       |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-----|-------|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
|     |       | 2. Conduct seminar, workshop and demonstration for school children and teachers to uplift school education. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     | 3.2.1 | 1. Provide expert knowledge and advice to preserve the scenic beauty and resources of the regions.          |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4.1 | 4.1.1 | 1. Strengthen review and monitoring activities  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     |       | 2. Follow the recommended guideline (UGC, QAAC, etc.)   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     |       | 3. Asses the effective and efficient use of resources and Optimize  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4.2 | 4.2.1 | 1. Form association of natural science society (ANS) and Chemical Science Society (CSS), etc.               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |



## FACULTY OF ARTS AND CULTURE

### SWOT Analysis

#### Strength

- Large number of student population with multi ethnic, religious composition.
- More number of young staff with enthusiastic working capability.
- Entrusted commitment of staff.
- Access to learning in varieties of subjects in the field of Humanities and Social sciences.
- Impartiality in attitude of the faculty towards gender equality, religion and ethnicity.
- Availability of distinct level of staff category (Professor, PhD, Senior Lecturer).
- Faculty provides Postgraduate program which contributes for regional and national development.
- Very limited Undergraduate dropouts.
- Availability of interactive subjects.
- Availability of extracurricular abilities among students.

#### Weakness

- Curricula need modification in order to meet current job market trends.
- Inadequate access of infrastructure facilities and modern teaching equipments (Lecture halls, laboratory and seminar room).
- Limited access of online journals, e-books and Software packages.
- Limited internet access to the staff and students both for teaching and learning purposes.
- Lack of social interaction, industrial, Institutional relationship, student counseling and career guidance.
- Non-availability of job seekers interview with institutional & industrial organization.
- No access of income generating ways to the students while their learning “earn while learn scheme”.
- Lack of intimation between faculty and pass out students.
- Lack of local, overseas, training exposure to the faculty staff (academic, administrative and non academic).

## **Opportunities**

- Both Local and International link available for curriculum designing, staff and student exchange for capacity development.
- Access of staff training for their capacity building.
- Availability of human resources for innovative training in order to strengthening the academic program in the university.
- Flexible opportunity to change the Curriculum to enhance employability of the students.
- Opportunities are available to promote Peace, harmony and good governance among the University community.
- Promotion of local arts & crafts as means of local cultural heritage and local economy.
- Availability of Faculty level Refereed Journal & magazine eg: *Neithal* (for staff), *Vezi*(for student).
- Availability of extension courses to enhance social cohesion.
- Societies and organizations are available in order to enhance leadership and managerial qualities.
- Faculty with bilingual teaching capacity.
- Opportunities to start cross Faculty courses to the students.
- Selected annual events of the Faculty i.e. world theatre day festival.

## **Threats**

- University is located in the Disaster prone area, e.g. flood.
- Student unrest due to lack of infrastructure facilities.
- Unwarranted external pressure in the faculty activities.
- Sack of students available.

### Action plan – Faculty of Arts and Culture

| Objective | Strategy | Actions   | Time Span |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
|-----------|----------|---|-----------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
|           |          |   | 2014      |        |        |        | 2015   |        |        |        | 2016   |        |        |        | 2017   |        |        |        | 2018   |        |        |        |
|           |          |   | Q<br>1    | Q<br>2 | Q<br>3 | Q<br>4 | Q<br>1 | Q<br>2 | Q<br>3 | Q<br>4 | Q<br>1 | Q<br>2 | Q<br>3 | Q<br>4 | Q<br>1 | Q<br>2 | Q<br>3 | Q<br>4 | Q<br>1 | Q<br>2 | Q<br>3 | Q<br>4 |
| 1.1       | 1.1.1    | <b>Restructuring and consolidate the existing course and programme of study</b>                                     |           |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
|           | 1.1.1.1. | Re-designing the existing curriculum of ICT (1st year, 2 <sup>nd</sup> Year, 3rd year)                              | Y1        |        |        | Y2     |        | Y3     |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
|           | 1.1.1.2. | Approval at the faculty Level   |           | Y1     |        |        | Y2     |        | Y3     |        |        |        |        |        |        |        |        |        |        |        |        |        |
|           | 1.1.1.3  | Approval at the University level ( Curriculum Evaluation Committee, Senate and the Council)                         |           |        | Y1     |        |        | Y2     |        | Y3     |        |        |        |        |        |        |        |        |        |        |        |        |
|           | 1.1.1.4  | Commencement of the programme   |           |        |        | Y1     |        |        | Y2     |        | Y3     |        |        |        |        |        |        |        |        |        |        |        |
|           | 1.1.2    | Development of separate IT lab for the faculty under IDAS program   |           |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
|           | 1.1.2.1  | Writing proposal for ICT lab under IDAS   |           |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
|           | 1.1.2.2  | Establishing ICT Lab for Arts Faculty   |           |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
|           | 1.1.3    | Enhancing English language proficiency by introducing compulsory courses in the curriculum                          |           |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
|           | 1.1.3.1  | Re-designing the existing curriculum of English (1 <sup>st</sup> year, 2 <sup>nd</sup> Year2, 3 <sup>rd</sup> year) | Y1        |        |        | Y2     |        | Y3     |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
|           |          | Approval at the faculty Level   |           | Y1     |        |        | Y2     |        | Y3     |        |        |        |        |        |        |        |        |        |        |        |        |        |
|           | 1.1.3.2  | Approval at the University level ( Curriculum Evaluation Committee, Senate and the Council)                         |           |        | Y1     |        |        | Y2     |        | Y3     |        |        |        |        |        |        |        |        |        |        |        |        |

|     |         |   |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |  |  |  |
|-----|---------|---|----|----|----|----|----|----|----|----|----|--|--|--|--|--|--|--|--|--|
|     | 1.1.3.3 | Commencement of the programme   |    |    |    | Y1 |    |    | Y2 |    | Y3 |  |  |  |  |  |  |  |  |  |
|     | 1.1.4   | Strengthening curriculum based on the local and global needs & employability                        |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |  |  |  |
|     | 1.1.4.1 | Revising existing entire Curriculum with soft skills components & focusing student centred teaching | Y1 |    |    | Y2 |    | Y3 |    |    |    |  |  |  |  |  |  |  |  |  |
|     | 1.1.4.2 | Approval at the faculty Level   |    | Y1 |    | Y2 |    | Y3 |    |    |    |  |  |  |  |  |  |  |  |  |
|     | 1.1.4.3 | Approval at the University level ( Curriculum Evaluation Committee, Senate and the Council)         |    |    | Y1 |    | Y2 | Y3 |    |    |    |  |  |  |  |  |  |  |  |  |
|     | 1.1.4.5 | Commencement of the programme   |    |    |    | Y1 |    | Y2 |    | Y3 |    |  |  |  |  |  |  |  |  |  |
|     | 1.1.5   | Participate in the research conferences in the national and international level                     |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |  |  |  |
|     | 1.1.6   | Launching magazines for translated works  |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |  |  |  |
|     | 1.1.7   | Publishing journal and books  |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |  |  |  |
|     | 1.1.8   | Conducting regular seminars for functional writing.   |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |  |  |  |
| 2.1 | 2.1.1   | To promote and facilitate postgraduate programme local and abroad                                   |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |  |  |  |
|     | 2.1.2   | Improve Learning Environment (Building):  |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |  |  |  |
|     | 2.1.2.1 | Opening new building complex & Shifting some departments to new Faculty block                       |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |  |  |  |
|     | 2.1.2.2 | Submitting revised building plan for Arts block phase -2  |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |  |  |  |

|     |         |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-----|---------|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
|     | 2.1.2.3 | Start Auditorium building work  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     | 2.1.3   | To establish the Department laboratories (GIS & RS Lab, Water Analysis): Proposal writing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     | 2.1.3.1 | Establishment Department Lab  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     | 2.1.4   | To deliver guest lectures, organize talks by the eminent scholars                         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3.1 | 3.1.1   | Establishment of museum   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     | 3.1.2   | To preserve traditional art, like folklore, <i>koothu</i> and other traditional values    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     | 3.1.3   | Strengthen Extramural and extension   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

## **FACULTY OF HEALTH-CARE SCIENCES**

### **SWOT Analysis**

#### **Strengths**

- Satisfactory rapport between the Universities and the UGC.
- Enthusiasm and innovation in education development and research
- The staff's multi-scientific background.
- Active promotion of education support mechanisms in the Faculty. .
- Innovative curriculum with problem based learning
- Multi disciplinary approach to teaching and learning activities.
- Committed staff members.
- Finalized to permanent location
- Faculty development in an organized manner at the new location

#### **Weaknesses**

- Inadequate number of qualified staff in our faculty.
- Tradition of educational research not established
- Contacts to other researchers in other Faculty scanty
- Underfunding in many departments and programs
- Lack of financial support for faculty Scholarship
- Lack of infrastructure – including physical, financial, and human resources; inadequate capital funds to support all that we want to do
- Underdeveloped university life and facilities
- Inadequate residential facilities ( Students Hostel and staff quarters)
- Poor interaction amongst the stakeholders
- Lack of a proactive culture.
- Underperformance of the financial and procurement activities of our EUSL administration.

## **Opportunities**

- Possibility to introduce allied medical Sciences with bridging courses to enhance employability.
- No blur of terrorism, No security threats – This situation leads a peaceful situation to function the faculty.
- Teaching Hospital, with possibility for expansion Batticaloa is located in 500 meters distance.
- Possibility of Multi-professional Courses in Allied Health disciplines
- More opportunities for creative learning environment in the absence to establish traditions.
- Opportunity to learn students and staff from multi ethnic group.
- There are around 25 consultants attached to Teaching Hospital, Batticaloa.

## **Threats**

- Reduced public funding for higher education in Sri Lanka.
- Risk of losing prominent faculty and staff for genuinely better opportunities at other universities or sectors.
- Conflicts based on political, social and ethnic unrest.
- Brain drain of qualified personnel.
- Difficulty in changing mind sets after prolonged conflict.
- Rigid rules and regulations in all aspects of the activities. Eg. FR and Establishment Code.

### Action plan – Faculty of Health-Care Sciences

| Objectives | Strategies | Actions   | Time Span   |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |  |
|------------|------------|---|---|-----|-----|-----|------|-----|-----|-----|------|-----|-----|-----|------|-----|-----|-----|------|-----|-----|-----|--|
|            |            |   | 2014  |     |     |     | 2015 |     |     |     | 2016 |     |     |     | 2017 |     |     |     | 2018 |     |     |     |  |
|            |            |   | Q 1   | Q 2 | Q 3 | Q 4 | Q 1  | Q 2 | Q 3 | Q 4 | Q 1  | Q 2 | Q 3 | Q 4 | Q 1  | Q 2 | Q 3 | Q 4 | Q 1  | Q 2 | Q 3 | Q 4 |  |
| 01         | 1.1        | Review the existing curriculum with view to region, national and global needs and trends.                                   |   |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |  |
|            |            | 1.1.1 Review the curriculum of study programmes to match international standards.   |   |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |  |
|            |            | 1.1.2 Obtain expert advice and review on the available curricula.   |   |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |  |
|            |            | 1.1.3 Establish an Assessment Unit for FHCS   |   |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |  |
|            |            | 1.1.4 Preparation of draft curriculum.  |   |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |  |
|            |            | 1.1.5 Review the draft curriculum.  |   |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |  |
|            |            | 1.1.6 Get approval by the authorities of EUSL, UGC, SLMC and relevant councils.   |   |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |  |
|            |            | 1.1.7 Review the clinical curriculum for Medical & Nursing in line unit arrangement at the Teaching Hospital Batticaloa.    |   |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |  |
|            |            | 1.2   | Enhance the research capacity of the institution.                           |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |  |
|            |            |   | 1.2.1 Create an enabling environment for research among students and staff. |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |  |
|            |            | 1.2.2 Improving skills of staff to support student research through staff development and the provision of research grants. |   |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |  |



|            |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|------------|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
|            | 1.2.3 Improving research support services for undergraduates to complement their research activities.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|            | 1.2.4 Assisting in research presentation at Annual Research Session.  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|            | 1.2.5 Training of staff in research grant proposal writing, recruitment of appropriate consultants.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>1.3</b> | Capacity building of staff  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|            | 1.3.1 Filling all approved cadre by 2015  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|            | 1.3.2 Create all appropriate necessary cadres and make necessary arrangement to fill those cadres.  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|            | 1.3.3 Create bilateral & multi lateral arrangement with centers of excellence in reputed universities to training staff members short term/long term.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|            | 1.3.4 Create opportunities for overseas study and practical training.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|            | 1.3.5 Conduct regular staff development activities in management for staff of all categories, providing opportunities for the academic staff for a certification course in medical education through a distance education course at an accredited center and design and conduct a staff development programme with several workshops, lectures, presentation etc via the Department of Medical Education and Research |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|            | 1.3.6 Develop a management information system for smooth implementation of the curriculum, allocation of time, implementation of the curriculum, staff (all categories), learning resources database on students for tracer studies so that regular evaluations can be done with relative ease.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|  |            |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|--|------------|---|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
|  | <b>1.4</b> | Creation of slate of the Art learning Resources Development   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |            | 1.4.1 Establishment of video conference unit at FHCS.   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |            | 1.4.2 Photography unit to added to support teaching / learning and to produce materials in multi – disciplinary resources to the Departments  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |            | 1.4.3 Problem based Learning modules to be Developed  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | <b>1.5</b> | Create a conducive environment for staff and students to facilitate activities fostering social harmony   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |            | 1.5.1 Improving physical facilities available for recreation, improve physical fitness, other leisure time activities in FHCS   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |            | 1.5.2 Organizing social- cultural activities with involvement of students and all categories of staff within the FHCS, with other facilities of EUSL and other Universities in Sri Lanka and even regionally  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |            | 1.5.3 Providing travel grants for visits by students and staff to visit other Universities (e.g. University of Jaffna, University of Paradeniya)  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | <b>02</b>  | <b>2.1</b>  | To enhance learning in different Health Care settings in order to improve skills and attitudes of graduates to function diverse environments.         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |            |   | 2.1.1 Improve the quality of teaching by improved communication in PHC learning settings by installing a dedicated communication networking facility. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |            | 2.1.2 Develop knowledge, skills and attitudes among students to become independent practitioners by providing opportunities in the model Family Practice Unit, by developing appropriate software package for Health Information System, expanding the infrastructure for computer based student learning e.g. database / audits and linking with field based services for student learning of best practices in patient referral . |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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|------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
|            | 2.1.3 Improve student access to rural PHC training centers through improved availability of transport facilities for student activities efficient management system. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|            | 2.1.4 Establish an "Institute of Public Health" at FHCS.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>2.2</b> | Improve Trilingual capability of graduates   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|            | 2.2.1 Developing a language learning facility at FHCS with the initiating of a language committee at FHCS.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|            | 2.2.2 Initiating a language learning centre located at FHCS.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|            | 2.2.3 Improving staff Trilingual capability to sustain language training facility at FHCS.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|            | 2.2.4 Enhancing the language learning materials such as books, CD – ROMs at library / FHCS.  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>2.3</b> | Faculty and state preventive health sector linkage and community   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|            | 2.3.1 Establishing a Primary Health – Care Centers for the Faculty of Health – Care Sciences in selected villages.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|            | 2.3.2 Establishing a coordinating unit to cater services to the community adjoining with local and international NGOs.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|            | 2.3.3 Conducting awareness program and workshops to the public and NGO sector health service provides to promote population health and community recognition.        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>2.4</b> | To preserve and enrich the tradition, culture and human values of the community.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|            | 2.4.1 Initiating campus and corporate partnership  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|            | 2.4.2 Initiating campus and community partnership.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|           |            |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-----------|------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
|           |            | 2.4.3 Initiating campus and student's partnership.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|           |            | 2.4.4 Establish groups or clubs which caters the students to get to know and practices the socio cultural activities of the community  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>03</b> | <b>3.1</b> | Promoting student learning through improvement of FHCS library facilities.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|           |            | 3.1.1 Constructing a library complex with reading capacity of 100 students with computerized the library environment (such as installing library automation software and establishing e- learning unit) to facilitate the information access and to provide information quickly. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|           |            | 3.1.2 Increasing the health related periodicals collections.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|           |            | 3.1.3 Establishing book binding unit.  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|           |            | 3.1.4 Improved efficiency and access to library resources, staff development to enable operating library for students for longer hours using the same workforce.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|           |            | 3.1.5 Incomparable of information technology.  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|           | <b>3.2</b> | Undertake the remaining major capital projects in the Master Plan of EUSL related to FHCS, aided by Treasury Funds and other funding where appropriate.  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|           |            | 3.2.1 Introduce a system of building architecture and landscaping which is unique to the FHCS.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|           |            | 3.2.2 Expedite the following projects where are currently in course of constructive or are in the feasibility /design stages, as follows.  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|           |            | 3.2.2.1 The continuation and completion of construction of administration block building for FHCS.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|          |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|----------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| 3.2.2.2  | Establishing library complex with all the necessary facilities to support increasing users.  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3.2.2.3  | Clinical teaching units to be established in all the clinical disciplines.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3.2.2.4  | One full fledged Auditorium with minimum of 600 hundred seats.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3.2.2.5  | The construction of Lecture Hall complex with all teaching aids and adequate infrastructure.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3.2.2.6  | Four storey building complex for the Department of Primary Health – Care Sciences with all adequate facilities, this building should include 2 lecture halls, 4 staff rooms, public health Laboratory etc. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3.2.2.7  | The construction of building complex for the Development of Human Biology with all facilities this building is to be constructed with Anatomy, Physiology and Biochemistry laboratories under one roof.    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3.2.2.8  | The construction of building complex for Department of Clinical Sciences with facilities for clinical skills development and staff rooms for staff.  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3.2.2.9  | The construction of building complex for Department of Medical Education and Research with learning Recourse Development center (LRDC).  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3.2.2.10 | The construction of Multi – Disciplinary laboratories with all needed facilities.  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3.2.2.11 | The construction of building complex for Department of Pathophysiology.  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3.2.2.11 | The construction of the playgrounds, access roads and staff quarters.  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|            |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|------------|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
|            | 3.2.2.12 The construction of Male and Female student Hostels.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|            | 3.2.2.13 The construction of seminar common room, students canteen etc.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|            | 3.2.2.14 Gymnasium for indoor sports facilities.  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>3.3</b> | Enhancing self – learning of the FHCS undergraduate through an integrated teaching/ learning programme  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|            | 3.3.1 Providing hands on training in clinical skills in a protected environment that is ethically sound based in the skills laboratory by upgrading the existing laboratory with civil works and purchase of equipment linked to establishment of a full time self learning facility with the provision of full time technical staff by EUSL. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|            | 3.3.2 Improving self- directed learning of students using learning resources in relation to module based activities by establishing a training center with centralizing resources i.e.a module resource center (MRC).   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|            | 3.3.3 Improving student skills in laboratory sciences in patient care through centralizing laboratory resources and arranging clinically relevant laboratory based learning in a centralized integrated setting.  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>3.4</b> | To enable the FHCS undergraduate to become a self – directed learner to promote attitudes towards lifelong learning.  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|            | 3.4.1 Providing a virtual learning environment (VLE) for student self study through development of interactive learning aids that are locally relevant for self study whilst promoting computer based learning skills for undergraduates, of FHCS.  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|            | 3.4.2 Initiating the computer assisted learning laboratory (CAL) in FHCS.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|           |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|           |   | 3.4.3 Upgrading the audio visual unit (AVU) that would help in developing teaching material and student evaluation material.  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|           |   | 3.4.4 Upgrading the Photocopying facilities to aid in the learning related activities and the provisions of a publication facility to produce teaching material and to assist students to develop health education material and disseminate their research results. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>04</b> | <b>4.1</b>  | Facilitate organizing social and culture events in an annual calendar   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|           |   | 4.1.1 Improve sports and recreational / welfare facilities for staff and students.  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|           |   | 4.1.2 Promote the program and functions subject non – related seminars and workshops in different cultures and religions, human rights, acquiring 3 <sup>rd</sup> (link) language skills, public communication etc.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|           |   | 4.1.3 Form student advisory system: It is expected to build – up cordial student – staff relationship guiding students in their academic matters and developing positive attitudes towards real working environment.  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|           |   | 4.1.4 Train staff on counseling skills and re – organize student counseling mechanism.  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|           |   | 4.1.5 Starting of an induction / orientation program when new students enter the university in order to guide them to have a successful university career.  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|           |   | 4.1.6 Facilitated organizing social and culture events in an annual calendar. Facilitate outreach activities through student societies and through study programs.  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|           |   | 4.1.7 Establishment of “Language Centre” to cater learning of all three languages.  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|           | <b>4.2</b>  | Establish community net- work in FHCS   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|           | 4.2.1 Initiate a forum including the community representatives and other stake holders. |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
|  |  | 4.2.2 Awareness on public health issue on crisis as well as in normalcy. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | 4.2.3 Preparation of hand outs on social and behavioral activities.      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | 4.2.4 Reinforcement of cultural bonding between communities.             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | 4.2.5 Public awareness activities.                                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |



**Action Plan – Library, Eastern University, Sri Lanka**

| Objectives | Strategies | Actions   | Time Span |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |  |
|------------|------------|---|-----------|-----|-----|-----|------|-----|-----|-----|------|-----|-----|-----|------|-----|-----|-----|------|-----|-----|-----|--|
|            |            |   | 2014      |     |     |     | 2015 |     |     |     | 2016 |     |     |     | 2017 |     |     |     | 2018 |     |     |     |  |
|            |            |   | Q 1       | Q 2 | Q 3 | Q 4 | Q 1  | Q 2 | Q 3 | Q 4 | Q 1  | Q 2 | Q 3 | Q 4 | Q 1  | Q 2 | Q 3 | Q 4 | Q 1  | Q 2 | Q 3 | Q 4 |  |
| 1.1        | 1.1.1      | Conducting Lectures on Library Information Science  |           |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |  |
|            |            | a. As an optional subject for the Undergraduates of the faculty of Arts & Culture                             |           |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |  |
|            |            | b. Review the existing syllabus before commencing the academic sessions and approve them in the Faculty Board |           |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |  |
|            | 1.1.2      | Information Literacy for the undergraduates   |           |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |  |
|            |            | Incorporating information literacy modules into existing curricula of the faculties                           |           |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |  |
|            | 1.1.3      | Bringing the information on career scopes and development to the users' end                                   |           |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |  |
|            |            | a. Displaying of posters, job alerts, and advertisements of workshops on career development and soft-skills   |           |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |  |
| 1.2        | 1.2.1      | Keeping students and academics up-to-date with the information of their interest and need                     |           |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |  |
|            |            | a. Subscriptions to e-Journals & databases  |           |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |  |
|            |            | b. Acquisition of new text books on demand  |           |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |  |
| 1.3        | 1.3.1      | Publish Library Newsletter  |           |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |  |
|            |            | a. Update the events, programmes, and new subscriptions annually  |           |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |  |
|            | 1.3.2      | Narrowing the gap between latest resources and information seekers  |           |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |  |
|            |            | a. Procuring a required Scanner & making the demanded resources available in digital forms                    |           |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |  |
|            |            | b. Document Delivery services   |           |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |  |



|            |              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|------------|--------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
|            | <b>2.2.2</b> | Improve the integrated library system (ILS)  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|            |              | a. Renew the annual subscription to upgrade the system available at the Main Library   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|            |              | b. Installation of an Open Source Software at Branch Libraries   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>3.1</b> | <b>3.1.1</b> | Strengthening the solidarity with the faculties  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|            |              | a. Attending committee meetings & faculty board meetings   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>3.2</b> | <b>3.2.1</b> | Establishing a Socio-Anthropology Section in the library   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|            |              | a. Collecting and preserving archeological and cultural evidence/ specimens from the region                                      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|            |              | b. Digitizing the rare materials/ Palm leaf manuscripts  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>4.1</b> | <b>4.1.1</b> | Collection Management  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|            |              | a. Weeding programmes  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>4.2</b> | <b>4.2.1</b> | Impartial services to all the library users, regardless of time, type and distance.  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|            |              | a. Facilities and sections for special-needs students e.g. Braille signs, special software to facilitate using e-resources, etc. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|            |              | b. Maintaining a stock of all three languages in all demanded subjects, and induction of staff with bilingual capability         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>4.3</b> | <b>4.3.1</b> | Increase the level of professionalism and work ethics of the library staff   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|            |              | a. Human resource appraising, HR development workshops, training excursions, and overseas trainings.                             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Action plan – Centre for Information & Communication Technology, Eastern University, Sri Lanka**

| Objective | Strategies | Activity   | Time Span   |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |
|-----------|------------|--|---|-----|-----|-----|------|-----|-----|-----|------|-----|-----|-----|------|-----|-----|-----|------|-----|-----|-----|
|           |            |  | 2014  |     |     |     | 2015 |     |     |     | 2016 |     |     |     | 2017 |     |     |     | 2018 |     |     |     |
|           |            |  | Q 1   | Q 2 | Q 3 | Q 4 | Q 1  | Q 2 | Q 3 | Q 4 | Q 1  | Q 2 | Q 3 | Q 4 | Q 1  | Q 2 | Q 3 | Q 4 | Q 1  | Q 2 | Q 3 | Q 4 |
| 1.1       | 1.1.1      | Introduce short course for students and staff (academic and nonacademic) - One course. Starting in 2014                          |   |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |
|           |            | 1.1.1.a. Design curricula  |   |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |
|           |            | 1.1.1.b. Approval of curricula   |   |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |
|           |            | 1.1.1.c. Conducting courses  |   |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |
|           | 1.1.2      | Introduce short term course and hands on training for outsiders - One course. Starting in 2014                                   |   |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |
|           |            | 1.1.2.a. Design curricula  |   |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |
|           |            | 1.1.2.b. Approval of curricula   |   |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |
|           |            | 1.1.2.c. Conducting courses  |   |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |
|           | 1.1.3      | Introduce Diploma level ICT course for school leavers, Governmental and non-governmental officers - One course. Starting in 2014 |   |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |
|           |            | 1.1.3.a. Design curricula  |   |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |
|           |            | 1.1.3.b. Approval of curricula   |   |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |
|           |            | 1.1.3.c. Conducting courses  |   |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |
|           | 1.1.4      | 1.1.4  | Conduct Computer Networking, multimedia techniques and Web designing related courses for Undergraduates, University staff and outsiders - Two courses. Starting in 2015 |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |

|            |       |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|------------|-------|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
|            |       | 1.1.4.a. Design curricula   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|            |       | 1.1.4.b. Approval of curricula  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|            |       | 1.1.4.c. Conducting courses   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>1.2</b> | 1.2.1 | Revision of the curricula for the Certificate courses in 2016   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|            |       | 1.2.1.a. Revision curricula   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|            |       | 1.2.1.b. Approval of curricula  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|            | 1.2.4 | Purchase of latest IT software packages every year from 2014  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|            | 1.2.5 | Purchase of course related advanced software packages for students and staff every year from 2014   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|            | 1.2.6 | Purchase of Operating System in 2014 ,2016 and 2018   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|            | 1.2.7 | Purchase and maintenance of Anti-Virus software every year from 2014  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>1.3</b> | 1.3.1 | Facilitate the visits of experts in the field of ICT for interaction with staff and students to strengthen research programs every year from 2014 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>2.1</b> | 2.1.1 | Local & Overseas trainings for CICT staff every year from 2014  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|            | 2.1.2 | Conduct workshops and seminars for academic and nonacademic staff and students on selected topics every year from 2014                            |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|            | 2.1.3 | Create all required carders and make necessary arrangements to fill those carders every year from 2014  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>2.2</b> | 2.2.1 | Improve facilities in the existing computer Laboratory in 2014 , 2016 and 2018  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|       |  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|-------|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|       | 2.2.1.a.Increase the number of computers, UPS, accessories and furniture                   | ■ | ■ |   |   |   |   |   |   |   | ■ | ■ |   |   |   |   |   |   | ■ | ■ |   |   |   |   |   |   |   |   |   |
| 2.2.2 | Expansion of Computer labs   |   |   | ■ | ■ | ■ | ■ |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|       | 2.2.2.a.Establish new computer laboratory  |   |   | ■ | ■ | ■ | ■ |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|       | 2.2.2.b. Purchase of new computers , UPS, accessories and furniture                        |   |   |   |   | ■ | ■ | ■ | ■ |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2.2.3 | Installation of Security system in 2014  | ■ | ■ | ■ | ■ |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|       | 2.2.3.a. Purchase and installation of CCTV   | ■ | ■ | ■ | ■ |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|       | 2.2.3.b. Purchase and installation of Door access control system                           | ■ | ■ | ■ | ■ |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|       | 2.2.3.c. Introduce Student Identification system   | ■ | ■ | ■ | ■ |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2.2.4 | Provide printing and Scanning facilities to Students from 2014                             | ■ | ■ | ■ |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|       | 2.2.4.a. Purchase of High-end printer & Scanner  | ■ | ■ | ■ |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|       | 2.2.4.b. Setup infrastructure and get approval   | ■ | ■ | ■ |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|       | 2.2.4.c. Provide services to the students  |   |   |   |   | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| 2.2.5 | Provide Email accounts and Data storage facilities to staff and students from 2014         | ■ | ■ |   |   |   |   |   |   |   |   |   |   |   | ■ | ■ |   |   |   |   |   |   |   |   |   |   |   |   |   |
|       | 2.2.5.a. Purchase of data storage devices  |   |   | ■ | ■ |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | ■ | ■ |   |   |   |   |   |   |   |
|       | 2.2.5.b. Upgrade data server   |   |   | ■ | ■ |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | ■ | ■ |   |   |   |   |   |   |
|       | 2.2.5.c. Provide services to the students & staff  |   |   | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| 2.2.6 | Installation of Centralized Air Condition at CICT in 2016                                  |   |   |   |   |   |   |   |   | ■ | ■ | ■ | ■ |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2.2.7 | Establishment of CISCO networking Laboratory to conduct Networking related courses in 2014 | ■ | ■ |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

|        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|--------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
|        | 2.2.7.a. Approval for Signing MoU with CISCO Networking Academy  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|        | 2.2.7.b. Develop a proposal for CISCO networking Laboratory  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|        | 2.2.7.c. Purchase necessary equipments for the CISCO Laboratory  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|        | 2.2.7.d. Preparation of Course budget  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|        | 2.2.7.e. Conducting courses  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.2.8  | Establishment of Software Development Unit (SDU) in 2015   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|        | 2.2.8.a. Develop a proposal to establish the SDU   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|        | 2.2.8.b. Obtain Approval for the SDU   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|        | 2.2.8.c. Establish SDU   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.2.9  | Establish a "UPS Farm" in 2015   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.2.10 | Purchasing of multimedia projectors, screens, Printers, Photo copier, Digital Camera, Camcoder and smart boards in 2014 ,2016 and 2018 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.2.11 | Introduce the Learning Management System (LMS) to cater teaching and learning activities in 2014                                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|        | 2.2.11.a. Installation & customization of LMS  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|        | 2.2.11.b. Conduct training for Staff   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|        | 2.2.11.c. Conduct training for Students  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|        | 2.2.11.d. Commence LMS activities  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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|--------|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| 2.2.12 | Establishment of proper network with higher bandwidth in 2015 and 2018  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.2.13 | Establishment of Wireless connectivity within University premises in 2014   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|        | 2.2.13.a. Design the Wireless network   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|        | 2.2.13.b. Purchase and installation of Wireless accessories   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.2.16 | Assist special need staff and students by providing Escalator facility in 2014                                      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.2.17 | Establish a common Study room with all facilities in 2014   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3.1.1  | Establish affiliation with recognized universities and institutions to promote researches in 2014                   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|        | 3.1.1.a. Approach appropriate institutes/ Universities  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|        | 3.1.1.b. Approval at the University level   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|        | 3.1.1.c. Sign a MoU   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3.1.2  | Organize special seminars by stakeholders industries for students, academic and nonacademic staff from 2014 to 2018 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3.1.3  | Provide services to the industries and community from 2014 to 2018  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|        | 3.1.3.a. Organize awareness programme   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|        | 3.1.3.b.Undertake consultancy services  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|        | 3.1.3.c.Undertake IT related projects from the Industries   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |





## Action Plan - English Language Teaching Unit, Eastern University, Sri Lanka

| Objectives | Strategies | Actions   | Time Span |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |
|------------|------------|---|-----------|-----|-----|-----|------|-----|-----|-----|------|-----|-----|-----|------|-----|-----|-----|------|-----|-----|-----|
|            |            |   | 2014      |     |     |     | 2015 |     |     |     | 2016 |     |     |     | 2017 |     |     |     | 2018 |     |     |     |
|            |            |   | Q 1       | Q 2 | Q 3 | Q 4 | Q 1  | Q 2 | Q 3 | Q 4 | Q 1  | Q 2 | Q 3 | Q 4 | Q 1  | Q 2 | Q 3 | Q 4 | Q 1  | Q 2 | Q 3 | Q 4 |
| 1.1        | 1.1.1      | Review the existing courses to incorporate latest teaching /learning / assessment tools and techniques  |           |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |
|            | 1.1.2      | Design and implement new courses according to the need analysis done.                                   |           |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |
|            | 1.1.3      | Recruit suitably qualified academics to fill in the existing cadre vacancies.                           |           |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |
|            | 1.1.4      | Hire senior academics in order to assist in planning and implementation of new English related courses. |           |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |
|            | 1.1.5      | Train the staff locally and abroad to update with latest development in the field.                      |           |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |
| 1.2        | 1.2.1      | Review and revise the existing curricula according to the survey done at regular intervals.             |           |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |
|            | 1.2.2      | Incorporate more activities for practical usage of language   |           |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |
|            | 1.2.3      | Incorporate ways and means to assess speaking, listening, reading and writing skills.                   |           |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |
|            | 1.2.4      | Train the staff to gain skills in updating curricula.   |           |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |
| 1.3        | 1.3.1      | Provide opportunities the academic staff to undertake research on language related issues.              |           |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |
|            | 1.3.2      | Find opportunities the academic staff can work under eminent research personalities.                    |           |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |
|            | 1.3.3      | Encourage the undergraduates to take up research on language.   |           |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |

|     |       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-----|-------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| 1.4 | 1.4.1 | Conduct seminars, workshop, competitions and exhibitions to create language awareness among learners.                        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     | 1.4.2 | Use audio/video equipment in teaching / learning process.  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     | 1.4.3 | Set up language lab and self access centre for teaching / learning / evaluation related Activities.                          |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     | 1.4.4 | Encourage undergraduates and staff to present research papers and publications at research sessions of various universities. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     | 1.4.5 | Conduct open examinations targeting all age groups in the region   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.1 | 2.1.1 | Find path the academic staff to pursue post graduation studies locally and in foreign universities.                          |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     | 2.1.2 | Create links with relevant department of other local and foreign universities.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     | 2.1.3 | Get down eminent academics in the field of English from various universities as guests.                                      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     | 2.1.4 | Organize constant visit to reputed academic institutions in Sri Lanka and abroad.  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.2 | 2.2.1 | Construct fully equipped language lab.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     | 2.2.2 | Improve facilities in the lecture halls.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     | 2.2.3 | Maximum utilize the allocated universities funds.  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     | 2.2.4 | Find more funds from donor agencies.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3.1 | 3.1.1 | Analyze the language needs of the community.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     | 3.1.2 | Offer courses to improve language skills of the needed people.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     | 3.1.3 | Provide the available facilities to people concerned to learn and practices the language skills.                             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     | 3.1.4 | Provide forum the learners to show case their talents in English.  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|     |       |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-----|-------|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| 3.2 | 3.2.1 | Collect the literature works in English of the local writers.                                   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     | 3.2.2 | Organize workshops to make use of the local talents in English.                                 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4.1 | 4.1.1 | Recruit technical assistants.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     | 4.1.2 | Purchase items to safe guard stationery , electronic and electrical equipment.                  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     | 4.2.1 | Provide equal opportunities in language learning for all in respective of their cast and creed. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     | 4.2.2 | Stage programme to strength mutual understanding among learners of different community.         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     | 4.2.3 | Visit various academic institutions.  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

## Action Plan – Career Guidance

| Objectives | Strategies | Actions   | Time Span |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
|------------|------------|---|-----------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
|            |            |   | 2014      |        |        |        | 2015   |        |        |        | 2016   |        |        |        | 2017   |        |        |        | 2018   |        |        |        |
|            |            |   | Q<br>1    | Q<br>2 | Q<br>3 | Q<br>4 | Q<br>1 | Q<br>2 | Q<br>3 | Q<br>4 | Q<br>1 | Q<br>2 | Q<br>3 | Q<br>4 | Q<br>1 | Q<br>2 | Q<br>3 | Q<br>4 | Q<br>1 | Q<br>2 | Q<br>3 | Q<br>4 |
| 1.2        | 1.2.1      | Design curriculum for soft skill and approve for Bachelor degrees                         |           |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
|            | 1.2.2      | Implementation of curriculum  |           |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
|            | 1.2.3      | Monitoring the Lectures   |           |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| 2.2        | 2.2.1      | Built a full equipped seminar hall (to accommodate 100 students) for Career Guidance Unit |           |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
|            | 2.2.2      | Provide full furnished office for Career Guidance Unit                                    |           |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| 3.1        | 3.1.1      | Provide industrial trainings for undergraduates   |           |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
|            | 3.1.2      | Arrange relevant workshops or seminars for undergraduates                                 |           |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
|            | 3.1.3      | Arrange community interaction programs  |           |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| 3.2        | 3.2.1      | Arrange exchange programs with leading institutions                                       |           |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |

## Action plan – Ethnic Cohesion

| Objectives | Strategies | Actions   | Time Span |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |  |  |  |  |
|------------|------------|---|-----------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--|--|--|--|
|            |            |   | 2014      |        |        |        | 2015   |        |        |        | 2016   |        |        |        | 2017   |        |        |        | 2018   |        |        |        |  |  |  |  |
|            |            |   | Q<br>1    | Q<br>2 | Q<br>3 | Q<br>4 | Q<br>1 | Q<br>2 | Q<br>3 | Q<br>4 | Q<br>1 | Q<br>2 | Q<br>3 | Q<br>4 | Q<br>1 | Q<br>2 | Q<br>3 | Q<br>4 | Q<br>1 | Q<br>2 | Q<br>3 | Q<br>4 |  |  |  |  |
| 1.0        | 1.0        | Develop the Knowledge and usage of the Second National Language skills (Sinhala / Tamil) among all the students of the EUSL by introducing a compulsory course unit labeled “Basic Sinhala” for Tamil speaking students, and “Basic Tamil” for Sinhala speaking students with two credits each in the first year curriculum of all the undergraduate degree programmes of the EUSL. |           |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |  |  |  |  |
|            | 1.1        | Design course structure and syllabus of Basic Sinhala and Basis Tamil and get them approved   |           |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |  |  |  |  |
|            | 1.2        | Revise the first year curriculum of all the existing undergraduate degree programmes in order to adjust the credit numbers affected by the inclusion of the new course units  |           |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |  |  |  |  |
|            | 1.3        | Recruit Instructors who are specialist in teaching Sinhala and Tamil languages  |           |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |  |  |  |  |
|            | 1.4        | Conduct lectures on the course units of Basic Sinhala and Basic Tamil   |           |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |  |  |  |  |
| 2.0        | 2.0        | Develop the Knowledge and usage of the Second National Language skills (Sinhala / Tamil) among all the Staff of the EUSL by Designing and Conducting regular Short term courses on Second Languages (Sinhala & Tamil) through the Staff Development Centre for all Academic, Non-academic, and Administrative staff of the EUSL.  |           |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |  |  |  |  |

|            |            |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|------------|------------|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
|            | <b>2.1</b> | Design course structure and syllabus of Basic Sinhala and Basis Tamil and get them approved   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|            | <b>2.2</b> | Recruit Instructors who are specialist in teaching Sinhala and Tamil languages  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|            | <b>2.3</b> | Conduct the Certificate courses on Basis Sinhala for Tamil and Muslim staff and Basic Tamil for Sinhalese staff   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>3.0</b> | <b>3.0</b> | <b>Develop the theoretical knowledge on the Cultural and Religious aspects of different ethnic communities among all the students of the EUSL by introducing a compulsory course unit labelled “Cultural Studies” having contents of Buddhism, Hinduism, Christianity, and Islam with two credits in the first year curriculum of all the undergraduate degree programmes of the EUSL</b> |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|            | <b>3.1</b> | Design course structure and syllabus of Cultural Studies and get them approved  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|            | <b>3.2</b> | Revise the first year curriculum of all the existing undergraduate degree programmes in order to adjust the credit numbers affected by the inclusion of the new course unit   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|            | <b>3.3</b> | Recruit lecturers for teaching the course unit  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|            | <b>3.4</b> | Conduct lectures on the course unit of Cultural Studies   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>4.0</b> | <b>4.0</b> | <b>Develop the practical understanding on the Cultural and Religious aspects of different ethnic communities among all the students and staff of the EUSL by designing and conducting a cultural forum labelled “Socio-Cultural Week” once a year at the university level to be celebrated with the performance of cultural shows and exhibitions of multi ethnic students and staff</b>  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|            |            |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|------------|------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|            | <b>4.1</b> | Set up an organizing committee comprising representative members (Staff and students) from all the faculties  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|            | <b>4.2</b> | Design different cultural programmes  | ■ |   |   | ■ |   |   | ■ |   |   | ■ |   |   | ■ |   |   |   |   |   |
|            | <b>4.3</b> | Conduct the programmes every mid year (Final week of second quarter) for a week   |   | ■ |   |   | ■ |   |   | ■ |   |   | ■ |   |   | ■ |   |   |   |   |
| <b>5.0</b> | <b>5.0</b> | <b>Improve the Morality, Disciplinary Conducts, and Physical Fitness among all the students of the EUSL through physical education system by introducing a compulsory course unit labelled “Grounds Management” with two credits having theory and practical components in the first year curriculum of all the undergraduate degree programmes of the EUSL</b> | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
|            | <b>5.1</b> | Design course structure and syllabus of the course unit and get them approved   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|            | <b>5.2</b> | Revise the first year curriculum of all the existing undergraduate degree programmes in order to adjust the credit numbers affected by the inclusion of the new course unit   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|            | <b>5.3</b> | Recruit Instructors who are specialist in teaching the course unit  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|            | <b>5.4</b> | Conduct the course on Grounds Management  | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| <b>6.0</b> | <b>6.0</b> | <b>Improve the Morality and Emotional health among all the students of the EUSL by introducing a meditation programme for all multiethnic students as a non credit course to be followed as a partial requirement of completing a degree programme</b>  | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
|            | <b>6.1</b> | Design course structure and syllabus of Meditation programme and get them approved  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|            | <b>6.2</b> | Hire trainers who are expert in training on meditation  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |





|            |            |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|------------|------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
|            | <b>6.3</b> | Conduct the Meditation Programme   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>7.0</b> | <b>7.0</b> | <b>Enhance good interactions and cooperation among all the multi ethnic students and staff, and between students and staff of the EUSL by designing and conducting an Annual Inter-Faculty Sport Tournament on various games involving students and staff from multi ethnic communities</b>  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|            | <b>7.1</b> | Set up an organizing committee comprising representative members (Staff and students) from all the faculties under the coordination of Physical Education Department, EUSL   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|            | <b>7.2</b> | Design the sports programmes and get them approved   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|            | <b>7.3</b> | Conduct the Annual Sports events in the first quarter of every year  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>8.0</b> | <b>8.0</b> | <b>Create friendly and joyful atmospheres between multi ethnic students and staff by designing and operating a proper educational tours and excursions involving all the multiethnic students along with staff to visit different parts of the island with the objective of studying the cultural and religious realities of different communities</b> |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|            | <b>8.1</b> | Set up an organizing committee comprising representative members (Staff and students) from all the faculties under the coordination of Vice Chancellor, EUSL   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|            | <b>8.2</b> | Design the Educational Tour programmes and get them approved   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|            | <b>8.3</b> | Carry out the tour programmes in the final quarter of every year   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|      |      |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|------|------|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| 9.0  | 9.0  | <b>Promote links and interactions between the students and staff of the EUSL and the students and staff of other universities in Sri Lanka by designing and conducting Student Exchange Programmes in a way that multi ethnic students can be exchanged for educational purposes with the collaboration of other universities</b>     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|      | 9.1  | Set up an organizing committee comprising representative members (Staff and students) from all the faculties under the coordination of Vice Chancellor, EUSL  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|      | 9.2  | Design the Student Exchange Programmes and get them approved  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|      | 9.3  | Conduct the Student Exchange Programmes According the Planned Schedule  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10.0 | 10.0 | <b>Consolidate good interactions between the EUSL and multi ethnic regional communities by designing and conducting a regular Community Interaction programme comprising programmes such as "Shiramadhanam Campaign", " Medical Campaign", "School Seminars", "Field Visits to Farmers" involving multi ethnic students and staff</b> |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|      | 10.1 | Set up an organizing committee comprising representative members (Staff and students) from all the faculties under the coordination of Vice Chancellor, EUSL  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|      | 10.2 | Design the relevant Community Interaction Programmes and get them approved  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|      | 10.3 | Execute the Planned Community Interaction Programmes every year as per the schedule   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11.0 | 11.0 | <b>Improve students' welfare and learning support systems such as hostel accommodation, canteen, water and sanitary, recreation and library facilities</b>  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|             |             |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-------------|-------------|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
|             | <b>11.1</b> | Set up an Action Committee comprising representative members (Staff and students) from all the faculties under the coordination of Vice Chancellor / Registrar, EUSL  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|             | <b>11.2</b> | Conduct a survey and need analysis on the existing welfare facilities   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|             | <b>11.3</b> | Prepare an Action Plan for improving and maintaining such facilities with estimated cost  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|             | <b>11.4</b> | Carry out improvement plan according to the time frame through out years  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>12.0</b> | <b>12.0</b> | <b>Improve the effectiveness of the students' counselling system by improving the capacity of students' counsellors and upgrading the physical resources needed</b>   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|             | <b>12.1</b> | Set up an Evaluation Committee comprising representative members (Staff and students) from all the faculties under the coordination of Vice Chancellor / Senior Students' Counsellor, EUSL  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|             | <b>12.2</b> | Conduct a training needs survey and analysis for students' counsellors and evaluate status of physical resources needs  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|             | <b>12.3</b> | Prepare an Action Plan for training the target students' counsellors  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|             | <b>12.4</b> | Conduct the trainings planned   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|             | <b>12.5</b> | Prepare an Improvement Plan for physical resources needs  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|             | <b>12.6</b> | Execute the plan  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>13.0</b> | <b>13.0</b> | <b>Establish a common coordinating centre termed "Cultural Centre" functioning under a directorship of a full time director who shall be responsible for coordinating and conducting all the ethnic cohesion promoting activities</b> |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|  |             |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|--|-------------|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
|  | <b>13.1</b> | Hire a consultant to study the feasibility and draft constitutions and organizational structure of the establishment of the Cultural Centre |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | <b>13.2</b> | Get approval for the centre and recruit personnel   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | <b>13.3</b> | Coordinate and conduct all the activities under the ethnic cohesion   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Continuous activity   
Task 

## Action plan – Physical Education, Eastern University, Sri Lanka

| Objectives | Strategies | Actions  | Time Span |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |
|------------|------------|--|-----------|-----|-----|-----|------|-----|-----|-----|------|-----|-----|-----|------|-----|-----|-----|------|-----|-----|-----|
|            |            |  | 2014      |     |     |     | 2015 |     |     |     | 2016 |     |     |     | 2017 |     |     |     | 2018 |     |     |     |
|            |            |  | Q 1       | Q 2 | Q 3 | Q 4 | Q 1  | Q 2 | Q 3 | Q 4 | Q 1  | Q 2 | Q 3 | Q 4 | Q 1  | Q 2 | Q 3 | Q 4 | Q 1  | Q 2 | Q 3 | Q 4 |
| 1.1.1      | 1.1.1.1    | Identify the subjects                                  |           |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |
|            | 1.1.1.2    | Identify the respective department                     |           |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |
|            | 1.1.1.3    | Curriculum design                                      | ■         | ■   |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |
|            | 1.1.1.4    | Approval from the university                           |           |     | ■   | ■   | ■    |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |
|            | 1.1.1.5    | Identify the source of fund                            | ■         | ■   | ■   | ■   | ■    | ■   | ■   |     |      |     |     |     |      |     |     |     |      |     |     |     |
|            | 1.1.1.6    | Commencement and run the programme                     |           |     |     |     |      |     |     |     | ■    | ■   | ■   | ■   | ■    | ■   | ■   | ■   | ■    | ■   | ■   | ■   |
| 2.1.1      | 2.1.1.1    | Identify the staff to be trained                       |           | ■   |     |     |      | ■   |     |     |      |     |     | ■   |      |     |     | ■   |      |     |     |     |
|            | 2.1.1.2    | Identify the required field of study/training          |           |     | ■   |     |      | ■   |     |     |      | ■   |     |     | ■    |     |     |     |      |     | ■   |     |
|            | 2.1.1.3    | Identify the source of fund                            | ■         |     |     | ■   |      |     | ■   |     |      |     |     |     |      |     |     |     |      |     |     |     |
|            | 2.1.1.4    | Train the staff  | ■         | ■   | ■   | ■   | ■    | ■   | ■   | ■   | ■    | ■   | ■   | ■   | ■    | ■   |     |     |      |     | ■   |     |
| 2.1.2      | 2.1.2.1    | Recruit the staff ( Instructor II ) for existing cadre |           |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |
|            | 2.1.2.2    | Request more cadre ( Instructor/support staff)         |           |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |
|            | 2.1.2.3    | Fill the cadres  | ■         |     |     |     | ■    |     |     |     |      | ■   |     |     |      |     | ■   |     |      |     |     | ■   |
| 2.1.3      | 2.1.3.1    | Conduct inter faculty sports meet                      |           | ■   |     |     |      | ■   |     |     |      | ■   |     |     | ■    |     |     |     |      |     |     |     |
|            | 2.1.3.2    | Participate in Mini Olympic games                      |           |     |     | ■   |      |     |     | ■   |      |     | ■   |     |      |     | ■   |     |      |     |     |     |
|            | 2.1.3.3    | Celebrate colours night and awarding                   | ■         |     |     |     | ■    |     |     |     | ■    |     |     | ■   |      |     |     |     | ■    |     |     |     |
|            | 2.2.1.1    | Prepare BOQ  |           |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |
| 2.2.1      | 2.2.1.2    | Get estimate /budget                                   |           |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |
|            | 2.2.1.3    | Identify the source of funding                         |           |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |
|            | 2.2.1.4    | Initiate the construction and follow up.               | ■         | ■   | ■   | ■   | ■    | ■   | ■   |     |      |     |     |     |      |     |     |     |      |     |     |     |
|            | 2.2.1.5    | Completion of mini gymnasium and opening               |           |     |     | ■   | ■    |     |     |     |      |     |     |     |      |     |     |     |      |     |     |     |

|              |                |  |   |   |   |   |   |   |   |   |   |   |   |   |   |  |  |  |  |   |
|--------------|----------------|--|---|---|---|---|---|---|---|---|---|---|---|---|---|--|--|--|--|---|
| <b>2.2.2</b> | <b>2.2.2.1</b> | Prepare the BOQ  |   |   |   |   |   |   |   |   |   |   |   |   |   |  |  |  |  |   |
|              | <b>2.2.2.2</b> | Get estimate/budget  |   |   |   |   |   |   |   |   |   |   |   |   |   |  |  |  |  |   |
|              | <b>2.2.2.3</b> | Identify the source of funding   | ■ |   |   |   |   |   |   |   |   |   |   |   |   |  |  |  |  |   |
|              | <b>2.2.2.4</b> | Initiate the construction and follow up  |   | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |  |  |  |  |   |
|              | <b>2.2.2.5</b> | Completion of pavilion and opening   |   |   |   |   |   |   |   |   |   |   |   |   |   |  |  |  |  | ■ |
| <b>2.2.3</b> | <b>2.2.3.1</b> | Prepare the BOQ  |   |   |   |   |   |   |   |   |   |   |   |   |   |  |  |  |  |   |
|              | <b>2.2.3.2</b> | Get estimate/budget  |   |   |   |   |   |   |   |   |   |   |   |   |   |  |  |  |  |   |
|              | <b>2.2.3.3</b> | Identify the source of funding   | ■ | ■ |   |   |   |   |   |   |   |   |   |   |   |  |  |  |  |   |
|              | <b>2.2.3.4</b> | Initiate the construction and follow up  |   | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |  |  |  |  |   |
|              | <b>2.2.3.5</b> | Completion of office building  |   |   |   |   |   |   |   |   |   |   |   |   |   |  |  |  |  | ■ |
|              | <b>2.2.3.6</b> | Opening of office building   |   |   |   |   |   |   |   |   |   |   |   |   |   |  |  |  |  | ■ |
| <b>2.2.4</b> | <b>2.2.4.1</b> | Identify the donors/funds  | ■ | ■ | ■ | ■ | ■ | ■ |   |   |   |   |   |   |   |  |  |  |  |   |
|              | <b>2.2.4.2</b> | Call for quotations  |   |   |   |   |   |   |   | ■ |   |   |   |   |   |  |  |  |  |   |
|              | <b>2.2.4.3</b> | Purchase of vehicle  |   |   |   |   |   |   |   |   | ■ |   |   |   |   |  |  |  |  |   |
| <b>2.2.5</b> | <b>2.2.5.1</b> | Duties and functions of the non academic staff including technical officers will be reviewed |   |   |   |   |   |   |   |   |   |   |   |   |   |  |  |  |  |   |
|              | <b>2.2.5.2</b> | Provide full furnished offices to the staff  |   |   |   |   |   |   |   |   |   |   |   |   |   |  |  |  |  | ■ |