SUBJECT REVIEW REPORT

DEPARTMENT OF PHYSICS

FACULTY OF SCIENCE

EASTERN UNIVERSITY OF SRI LANKA

30th June to 2nd July 2008

Review Team :

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1. SUBJECT REVIEW PROCESS

Subject review process formulated by the University Grants Commission evaluates quality of education within a specific subject or discipline. It is focused on the quality of the student learning experience and on student achievement. It has been designed to evaluate the quality of both undergraduate and postgraduate programs offered by academic departments of the Sri Lankan Universities.
This report describes the outcome of a review carried out to evaluate the quality of the academic programmes and related issues in the Department of Physics of the Faculty of Science of the Eastern University of Sri Lanka during the period from 2000 to mid 2008. In this exercise the following aspects were examined and evaluated.

1. Curriculum Design, Content and Review
2. Teaching, Learning and Assessment Methods
3. Quality of Students, Student Progress and Achievements
4. The Extent and Use of Student Feedback
5. Postgraduate Studies
6. Peer Observations
7. Skills Development
8. Academic guidance and counselling

2. BRIEF HISTORY OF THE UNIVERSITY, FACULTY AND THE DEPARTMENT

The Eastern University of Sri Lanka which is located at Vantharumoolai, Batticaloa, was the first higher education institution established in October 1981 for the Eastern province and it is the 9th University of Sri Lanka. It was initially affiliated to the University of Peradeniya as the Batticaloa University College, functioning with two faculties, namely, Science and Agriculture. When the Batticaloa University College was upgraded as a fully fledged University in 1986, faculties of Commerce & Management and Arts & Culture were added to the University. The absorption of Swami Vipulananda Institute of Aesthetic Studies to the University and the establishment of the new faculty of the Health Care Sciences broadened the scope of studies offered by the University. The affiliated College at Trincomalee which was upgraded as the Trincomalee campus with the faculties of Communication & Business Studies and Applied Sciences is now functioning as the campus of the Eastern University, Sri Lanka. The main University at Vantharumoolai has service centres that include the English Language Teaching Unit [ELTU], Centre for Information and Communication Technology [CICT], Staff Development Centre (SDC) and Carrier Guidance Unit (CGU).

The faculty of Science of the Eastern University comprises of the departments Physics, Chemistry, Mathematics, Computer Science, Botany and Zoology. Most of the departments are located at the old complex site with limited infrastructure facilities. A new science block with modern amenities is under construction in the new complex site and the chemistry department building has already been completed.

The vision of the Faculty of Science is
"Faculty of Science, 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, national and global conditions."

The mission of the Faculty of Science is
"*Faculty of science, Eastern University, Sri Lanka is to pursue excellence in teaching, training and research in science and science based technology, to offer wide range of opportunities for education and training to enhance the socio-economic state of the region and the people by encouraging application of learning and research and to secure and administer resources to achieve these aims effectively.*"

The Faculty of Science strives to produce graduates who are exposed and trained in the spheres of local needs and also to be competent enough to face the local and global scenario in line with the mission of the Faculty.

The current student numbers of the faculty are as follows.

Programme	**Year of Study**	**Academic year**	**Current student Numbers**	**Total**
Physical Science	First Year	2005/2006 & 2006/2007	45	
Biological Science	First Year		20	65
Physical Science	Second Year	2004/2005	36	
Biological Science	Second Year		16	52
Physical Science	Third Year	2003/2004	41	
Biological Science	Third Year		17	58
Total intake				175

The Department of Physics is located in the old complex site of the University and all the sections including administration, staff room, laboratories and lecture halls are in this complex. The Department caters for general degree and special degree for both internal and external students. The Department of Physics works towards achieving the Vision and Mission of the Faculty of Science to produce qualified graduates to compete at national and international research oriented employment market with the available resources.

A Professor cadre and five permanent academic cadres are allocated for the Department of Physics. Except the Professor cadre all other academic cadres are filled. In addition, there is one Temporary Assistant Lecturer and three Temporary Demonstrators presently attached to the Department. Out of the three probationary lecturers two are on study leave. Two technical officers, a clerical officer, two laboratory attendants and two labourers are serving in the department.

Department has three fairly well equipped laboratories and a small workshop. Lecture halls are common to all the department in the faculty and the lectures are assigned in the lecture halls according to the time table of the Faculty. Lecture halls are temporarily or permanently equipped with black boards or white boards and OHP. Multimedia projectors, computers and slide projectors are used depending on the request of staff members. Seating capacity of each lecture hall ranged from 20 to 50. Lecture hall facilities need more improvements. Students

use the computer facilities for their study programme and research in the CICT which caters for a large number of University students. In addition, the department has an SLT line, two intercom lines and other basic facilities needed for the department. A Head room and academic staff rooms are available with a minimum space. Non academic staff are located themselves in the laboratories of the department. It is expected that these deficiencies will overcome in the future once the department is moved to the proposed new building complex.

Currently a team of young and dedicated academic staff members are serving in the department. The most senior member presently in the department, Dr. N. Pathmanathan, is the Vice Chancellor of the University. The valuable contribution made by Dr.Pathmanathan and the former senior academic staff member, Dr. J.C.N.Rajendran, to bring the department to the present status is commendable.

Three programs of study, B.Sc. general Degree, B.Sc. (Special) degree and B.Sc. External Degree of the Department of Physics were reviewed by the review team.

The numbers of students in Physical Science and Physics are as follows.

Batch	**Physical Science**	**Physics in 1st Year**	**Physics in 2nd Year**	**Physics in 3rd Year**	**Physics Special**
2001/2002	28	14	14	14	-
2002/2003 & 2002/2003(A)	61	46	45	43	-
2003/2004	49	27	26	26	-
2004/2005	38	28	27	-	-
2005/2006 & 2006/2007	45	30	-	-	-

There is one student registered for the B.Sc.external degree programme.

3. AIMS AND THE LEARNING OUTCOMES

3.1 Aims

The department of Physics aims to provide:

a) Degree Programmes that offer high quality learning experience in line with the EUSL policy to expose students to recent advances in knowledge and techniques.
b) A range of challenging opportunities within the modular teaching structure of EUSL, enabling students to develop their academic interests and potential.
c) Opportunities for students to develop the skills and enthusiasm required for lifelong learning.
d) A friendly responsive and supportive departmental environment that is conducive to enthusiastic learning, high standards and good completion rates.
e) Support for teaching staff in their career development.
f) Applied and advanced innovative research methodology and applications to promising graduates interested in knowledge related to physical science.

g) Opportunity to produce graduates who will contribute to the welfare of the people and to the development of the economy of the country through careers in research and teaching.
h) Opportunity to develop skills such as understanding of fundamental concepts, problem solving, independent thinking, reasoning and analysis and self studying in graduates.
i) Opportunity to students to apply their training in a wide variety of areas such as research, industry, academia and management.
j) Outreach services to communities.
k) Opportunity to transfer technologies to the rural areas of the region.

3.2 Learning Outcomes

On successful completion of the course of study in Physics, students must have:

a) Gained knowledge and conceptual understanding of areas of physical science based on programmes that provide initial broad frameworks followed by progressively increasing depth of study.
b) Learnt how this knowledge and understanding can be applied to research.
c) Developed a range of personal and transferable skills like critical ability, independence of thought, data handling and interpretation, computer literacy, information management, oral and written communication and team work, and had experience of applying them to varied situations.
d) Learnt technical and intellectual skills necessary for the acquisition and analysis of data through laboratory work and had direct experience of research.
e) Develop their ability for critical and self- directed learning.

4. FINDINGS OF THE REVIEW TEAM

4.1 Curriculum Design, Content and Review

Department of Physics of the Eastern University of Sri Lanka with the other academic departments of the Faculty of Science adopted a semester based academic calendar in 2000 facilitating more student centred approach of education. This new system has salutary effects such as eliminating exam oriented learning among students even though it increased the pressure and burden on the heavily depleted academic staff of the department. Continuous assessment of student progress in both theory and practical courses, which is an important aspect of semester based course unit system, has been entrusted to a very small group of enthusiastic and capable academic staff members.

Since 2000, curriculum of the Physics department has been reviewed periodically and certain changes have been introduced to improve its quality and relevance. Curriculum design at the Physics Department of the EUSL has several stages as in any other University. Designing the curriculum at the Departmental level, detail discussion of the curriculum at the Faculty Board to obtain views of its members including external members and even students, scrutinizing the curriculum by the curriculum evaluation committee of the senate and obtaining the approval of the senate and council are vital stages of this process.

Course Units for the General and Special Degree Programmes

First Year of Study

Subject	Course Code	Course Title	Hours	Credit
Physics		**First Semester**		
	PH 101	Mechanics I	15	01
	PH 102	Physical Optics I	15	01
	PH 151	Practical Course	60	02
		Second Semester		
	PH 103	Electricity and Magnetism I	15	01
	PH 104	AC Theory	15	01
	PH 152	Practical Course	30	01

Second Year of Study

Subject	Course Code	Course Title	Hours	Credit
Physics		**First Semester**		
	PH 201	Atomic Physics and Quantum Mechanics	30	02
	PH 202	Electronics I	15	01
	PH 203	Physical Optics II	15	01
	PH 251	Practical Course	60	02
		Second Semester		
	*PH 204	Mechanics II	15	01
	*PH 205	Relativity	15	01
	*PH 206	Waves and Vibration	15	01
	*PH 207	Electricity and Magnetism II	15	01
	PH 252	Practical Course	60	02
* Optional Courses				

Third Year of Study

Subject	Course Code	Course Title	Hours	Credit
Physics		**First Semester**		
	PH 301	Electronics II	15	01
	PH 302	Thermodynamics	15	01
	PH 303	Nuclear Physics	15	01
	PH 351	Practical Course	60	02
		Second Semester		
	PH 304	Condensed State Physics	15	01
	*PH 305	Fundamentals of Statistical Physics	15	01
	*PH 306	Environmental Physics	15	01
	PH 352	Group Projects	60	02
* Optional Courses				

Curriculum of the Physics Department has been design so that it contains two types of courses: “core courses” that will help to improve IT, interpersonal and language skills of the students and subjects based courses. “Core courses” include areas such as Fundamentals of

Computer Systems, Social Studies for Science, Introduction to Social Harmony, Management and Entrepreneurship, Introduction to Career Guidance, Sri Lankan Studies and English Language. Subject based units of the curriculum of the Physics Department are very much similar to those of any other fully developed leading University in Sri Lanka. The only weakness that we have observed is the time sequence in which course units are being offered. Certain advanced course units are offered before offering elementary level units. Very often knowledge of some of the elementary units is vital in understanding advanced units. Course units such as Physical Optics and AC Theory are offered at the first year level before offering the elementary course unit waves and vibrations. It is well known fact that knowledge of waves and vibrations is essential to understand both Physical Optics and AC Theory. Even the Atomic Physics and Quantum Mechanics unit is taught before the Waves and Vibrations unit.

From lengthy discussions that we had with the staff of the Physics Department we understood that Department is fully aware of the importance of continuous review of the curriculum and make every effort to improve the curriculum through regular review and revision. Successful implementation of the continuous assessment of progress of students in theory and practical course units in spite of constraints posed by inadequate staff is certainly commendable. We believe that if the Department is given a few more academic staff positions it will soon reach a level that is not far from any developed Physics Department in the country.

Considering the progress that the Department has made in curriculum design and review so far and enthusiasm of both academic and non-academic staff in improving the quality and relevance of the courses offered we decided to grade the "Curriculum Design, Content and Review" aspect as "***Good***".

4.2. Teaching, Learning and Assessment Methods

Teaching and Learning

The department has several approaches for the teaching and learning process. Namely, lectures, tutorials, assignments, laboratory classes and individual or group projects are being conducted by the department. Also, the medium of instruction for all the courses in Physics is English. The review team observed that the young and enthusiastic staff members who are currently conducting lecturer and practical classes for the students are performing well. The department has a good practice of providing all lesson materials for the practical classes. However, it was noted that some of the materials are old and need to be up dated. Through the group projects students are encouraged to work in groups and the review team observed the good projects completed by the students. Lesson materials for theory courses are not provided by the department because the department is in the opinion that it will discourage the students from self-learning process. However, outline of lectures and tutorials are given to the students and they are available in the department intranet. For the external degree students lesson materials for the theory modules as well as practical modules are provided.

Assessment Methods

Continuous assessments, assignments, presentations, record submissions, quizzes and end of semester examinations are the assessment methods conducted by the department for evaluating course modules. The final grade of a course unit is the average of the all assessment components relevant to the course unit. In general, three continuous assessments are conducted for every 15 hours (1 credit) lecture course. This is a very good practice and

implementation of the scheme with a limited number of staff members is commendable. For practical modules continuous assessment, submission of reports and presentations are being carried out. The review team noted the rigorous marking scheme used by the department for the continuous assessment of practical exercises. Though this is a very good scheme, to maintain its expected out come for a large number of students will be difficult with the present number of staff members.

A grade and a Grade Point are awarded for each module on completion of all semester examinations. A Grade Point Average (GPA) is calculated as the weighted average of Grade Points of all the modules. A Student is awarded a General Degree if he/she has completed the 90 credits. For a Special Degree he/she has to complete 120 credits. The university allows a student to obtain a certificate in Science if he/she wishes to leave the course after completing the first year of study. Similarly Diploma in Science can be obtained after completing the first and second years of the study programme. Although the option is available, we observed that no one has obtained such certificates or diplomas so far, who followed Physics as a subject. However, the availability of this option of obtaining a certificate or a diploma gives more flexibility and advantage to the student.

The methods of teaching, learning and assessment practiced by the Department are appropriate for the development of necessary knowledge and skills in both theoretical and practical aspects of the subject. They are comparable with any other developed Physics department in the country. Based on the above observations reviewers concluded to grade Teaching, Learning and Assessment Methods aspect as "***Good***".

4.3 Quality of Students including Student Progress and Achievements

As in all other Universities in Sri Lanka, Science Faculty of the EUSL also receives its allocation of students through the UGC based on the national policy for admission of students to the higher educational institutions. Total number of places available for Physical Science students in Faculty is 100. However, so far number of students registered from this stream hardly exceeded 50. This may be attributed to the unstable situation prevailed in the region in the past and it is expected to improve soon.

In addition to subject based course units students get an opportunity to follow several "core courses" that are specially design to improve IT knowledge and interpersonal skills. This training will extremely useful for students in adjusting themselves for the realties of the world out side and also to convert themselves into confident citizens in an ever advancing technological world. The entire subject based course units are taught in English medium and this must have helped them to sharpen their vital language skills. We observed that there is a close interaction between students and the staff members and this also may have lead to the improvement of quality of graduates produced.

As mentioned earlier the Department offers both three year General Degree Courses and four years Special Degree courses. Some of the units of the Special Degree Course have been conducted in the Jaffna University. From the discussions we had with both General Degree and Special Degree graduates that they have reached very good standard by undergoing said courses. High level skills and competencies that we observed in some of the recently recruited academic staff members is a testimony to the success of the programs offered by the Department in terms of student achievement.

Most general degree students find employment in the education Department as teachers or school administrators, officers of the government departments in the region and in international non-governmental organizations. Their ability to work efficiently with the foreign personnel of INGOs illustrates value of interpersonal and languages skills that they have obtained while being students in Physics at EUSL. Most of the special degree students have joined the University as academic staff members.

In view of the above mentioned facts Physics Department is awarded a "***Good***" grade for the aspect **"**Quality of Students including Student Progress and Achievements"

4.4 Extent and Use of Student Feedback

The Department obtains qualitative student feedback about the academic programme and infrastructural facilities at various forums. As the student number of a batch is less than 50, it s possible to interact with each and every student at ~~a~~ lecture halls, laboratories, etc to obtain feedback. Students expressed satisfaction about their interaction with teachers.

The Department has realised the importance of quantitative student feedback .One junior lecturer has begun obtaining student feedback on teaching & learning environment and quality of course unit by using an evaluation form (questionnaire). This is a good practice that should be adopted by all the academic staff members The Review Team strongly recommends that the outcome of the quantitative student feedback be discussed with the Professor/Head of Department or at a departmental meeting for others to share the information to strengthen the academic programmes.

Reviewers are glad to note that the Department has realized the importance of formally obtaining the feedback from the students. Therefore the Department deserves a ***"Satisfactory"*** grade for the student feedback aspect.

4.5 Postgraduate Studies

The Department has so far not initiated any postgraduate program. This is mainly due to lack of facilities such as laboratory space and equipment and also not having sufficient number of senior staff members.

However, the review team believes the department is capable of conducting at least a postgraduate diploma level course in Physics education for teachers in the region and it is suggested to explore the possibility. Collaborative research program with other institutions is another avenue the department may pursue.

As the department is currently not conducting any postgraduate program the department is awarded "***Unsatisfactory"*** grade for postgraduate studies aspect.

4.6 Peer Observation

It was observed that the importance of the peer observation process has been identified by the department and one junior lecturer has commenced this process using an evaluation form. The feedback of peer observation may be done between two lecturers on a mutual understanding basis and the selected peer need not be from the same department or discipline. The peer giving her/his response in addition can comment on how to rectify, if any drawback is identified. The peer observation report and the student feedback report of the same lecturer

can be correlated to develop a staff development programme for the lecturer concerned, if required.

The Review Team noted that the department engages peers from same department and other universities both local & abroad for moderation of question papers and second marking of the answer scripts. Further junior staff members have been guided by the senior staff during the laboratory classes. There is no system of evaluating teaching of individual staff members by another staff member who is competent in the specific field of study.

Considering the above, the reviewers are of the opinion that this aspect is ***"Satisfactory"***.

4.7 Skills Development

The department has designed theory and practical courses to give subject specific skills. Further, students are offered English in 1st year and 2nd year and IT in all years. Both are prerequisites for the award of the degree and encourage the students to improve English and IT skills. These skills are improved through regular subject learning too. As both general and special degree students are to undertake projects and are requested to submit reports and verbal presentation, the student will be able to develop team work and presentation skills. The department conducts teacher-student interactive sessions regularly from the first year onwards and this will help the students in facing interviews. The review team noted that this is a very constructive step taken up by the department to develop the skills of the students. Also, report writing and self learning skills of the students will be increased from the assignment given to student which is taken into consideration at the evaluation process. The research project of the special students will help the students in improving the research skills. It is observed that the department has taken many steps to improve the analytical, presentation, self learning, report writing and research skills of the undergraduates by various means.

In view of the above, skills development aspect has been graded as G***ood***.

4.8 Academic Guidance and Counseling

When new students are recruited, they are provided with the faculty handbook and an orientation programme is being conducted during the first week of their entry. The hand book provides information about University, Faculty, Departments, subjects offered, subject combinations, academic programmes and details of course units. The university website too provides the basic information. On the first day of the orientation programme, the Vice-Chancellor, Dean of the Faculty, Heads of Department, Career Guidance Officer, Academic Advisors and Senior Student Counsellor address the students. At this programme an introduction is given to the students on various departments in the faculty, the courses offered by the department, and the selection criteria to offer the subject concerned for the 1st year in the 3-year-degree as well as for the BSc special 4-year-degree programmes. Students expressed satisfaction about the selection procedures but wished that the teaching process for the special degree be recommenced soon after the trained staff returned to the University.

Whenever students encounter personal problems they can meet the faculty student counsellors or any staff member to this effect. In addition there is a Senior Student Counsellor to attend to the student welfare but his office is unorganized. For health related problems students can approach University Health Centre. There is a Career Guidance Officer who facilitates students by giving trainings/seminars on job related matters.

As such the Academic Guidance and Counseling of the Department is ***Satisfactory***

5. CONCLUSIONS

1. Curriculum Design, Content and Review:

Strengths/Good Practices:

(i) Introduction of semester based course unit system.
(ii) Revision of Physics curriculum to improve quality and relevance.
(iii) Introduction of 'core courses' in addition to subject based courses.

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Weaknesses:

Advanced course units are offered before offering elementary level units.

2. Teaching, Learning and Assessment Methods:

Strengths/Good Practices:

(i) Broader approaches for the teaching and learning process.
(ii) Providing lesson materials for the practical classes.
(iii) Good continuous assessment methods for both theory and practical.

Weaknesses:

Some of the lesson materials are old and they need to be up dated.

3. Quality of Students, including Student Progress and Achievements:

Strengths/Good Practices:

(i) In addition to subject based knowledge students get an opportunity to improve IT knowledge and interpersonal skills.
(ii) Close interaction between students and the staff members enhancing the quality of students.
(iii). High level skills and competencies demonstrated by some of the graduates.
(iii) Most of the graduates find employments in government and private sectors.

Weaknesses:

Special degree programme is not conducting at EUSL.

4. Extent and Use of Student Feedback

Strengths/ Good Practices:

(i) Obtaining qualitative student feedback is in practice.

(ii) Obtaining quantitative student feedback procedure has begun.

Weaknesses:

Obtaining quantitative student feedback procedure has to be strengthened with all academic staff participating in the process and the feedback responses need to be analyzed.

5. Postgraduate Studies:

Strengths/ Good Practices:
There is a possibility of improving the research area of high temperature superconductivity to recruit postgraduate students.

Weaknesses:
Plans have not been formulated to initiate any postgraduate program.

6. Peer Observation:

Strengths/Good Practices:
Obtaining peer observation procedure has begun.

Weaknesses:
Obtaining peer observation procedure has to be strengthened with all academic staff participating in the process and the feedback responses need to be correlated with the student feedback responses for staff development programme of the lecturer concerned.

7. Skills Development:

Strengths/Good Practices:
i. In addition to subject specific skills students are encouraged to improve English and IT skills.
ii. Teacher-student interactive sessions help the students in facing interviews.
iii. Assignment given to student is taken into consideration at the evaluation process.
iv. Taken many steps to improve the analytical, presentation, self learning, report writing and research skills of the undergraduates by various means.

Weaknesses: Nil

8. Academic Guidance and Counselling:

Strengths/Good Practices:
(i) Availability of student handbook.
(ii) Availability of an organized orientation programme
(ii) Availability of Academic Advisors for academic guidance and Student Counsellors for counselling.

Weaknesses: The Senior Student Counselling Unit is unorganized.

Based on the observations made during the visit by the review team and discussed above, the eight aspects were judged as follows:

Aspect Reviewed	Judgement Given
Curriculum Design, Content and Review	Good
Teaching, Learning and Assessment Methods	Good
Quality of Students including Student Progress and Achievement	Good
Extent and Use of Student feedback, Qualitatively and Quantitatively	Satisfactory
Postgraduate Studies	Unsatisfactory
Peer Observation	Satisfactory
Skill Development	Good
Academic Guidance and Counselling	Satisfactory

The overall judgment is suspended

6. RECOMMENDATIONS

Based on observations during this review we wish to make the following recommendations.

1. Reviewers are happy to see that the academic as well as the non academic staff members of the Department are enthusiastic in developing the department and are trying to maintain good work habits. However, in order to improve the overall academic standers of the department we recommend that the department should improve infrastructure facilities.

2. We noted that some advance course units are offered before offering elementary course units. We recommend that the time sequence in which course units are being offered should be amended.

3. The review team noticed that some of the lesson materials used in the laboratories are old. It is recommended to up date the lesson materials.

4. As the department is currently lack of facilities to start postgraduate research degree programs, we recommend that the department should seek opportunities to start collaborative research work with other institutions.

5. We recommend improving the peer observation by evaluating teaching of individual staff member by another staff member who is competent in the specific field of study.

6 We recommend that the senior student counseling unit must be more organized.

7. To further improve teaching and learning process it is recommended that laboratory facilities be up graded. Particularly, number of available laboratories must be increased.

7. ANNEXURES

Annex 1. AGENDA OF THE SUBJECT REVIEW VISIT

Day 1: 30th of June 2008 (Monday)

08.30-9.00 am	Arrival of Team and brief discussion.
09.00-9.30 am	Discuss the Agenda with Head/ Physics
9.30-10.00 am	Meeting with the Vice- chancellor and Internal QA Team.
10.00-10.30 am	Meeting with Head/ Physics and Academic staff at the department with Tea.
10.30-12.30 pm	Department presentations on the self-evaluation report.
12.30-01.30 pm	Lunch.
01.30-2.30 pm	Monitoring department facilities (Laboratories of Electronics, Optics and Mechanics).
02.30-03.30 pm	Monitoring other facilities (ELTU, New block, Medical Centre, Library, CICT, etc).
03.30-04.30 pm	Meeting with all staff of Department of Physics and Tea.

Day 2: 01st of July 2008 (Tuesday)

09.00-09.30 am	Meeting with Special student.
09.30-10.30 am	Meeting with Senior Student Counsellors, representatives of student counsellors academic advisors, Career Guidance, ELTU, SDC, CICT.
10.30-11.30 am	Monitoring documents with tea.
11.30-12.30 pm	Monitoring practical-2nd Year.
12.30-01.30 pm	Lunch.
01.30-02.00 pm	Meeting with Chairman, Internal QA Unit.
02.00-03.00 pm	Monitoring documents with tea.
03.00-04.00 pm	Meeting with staff (Non-academic).
04.00 - 05.00 pm	Meetings with students-2nd & 3rd year.

Day 3: 02nd of July 2008 (Wednesday)

09.00-09.30 am	Monitoring teaching- 2nd years.
09.30-10.00 am	Monitoring teaching-3rd year.
10.00-10.30 am	Panel's meeting.
10.30-11.00 am	Tea.
11.00-11.45 am	Meeting with Head and Staff.
11.45-12.30 pm	Lunch.
12.30 - 4.30 pm	Report writing.

Annex 2. LIST OF PERSONS MET DURING THE VISIT

1) Vice Chancellor, Eastern University
2) Dean/ Faculty of Science of EUSL
3) Librarian of EUSL
4) Head/ English Language Teaching Unit (ELTU)
5) Head/ Centre for Information and Communication Technology (CICT)
6) Director/Staff Development Centre
7) Head/ Carrier Guidance Unit (CGU)
8) Student Counsellors