INSTITUTIONAL REVIEW

OF

EASTERN UNIVERSITY, SRI LANKA (EUSL)

Review Team:

Prof N. Shanmugalingam (Chair)

Prof. M.M.M Najim

Prof Vajira P. Bulugahapitiya

Prof. G. Mikunthan

Prof.Hema.K.K.Pathirana

2023

Table of Contents

Abbreviations

AR	Assistant Registrar
CDC	Curriculum Development Committee
CGU	Career Guidance Unit
CICL	Centre for Industry and Community Linkages
CEDEC	Centre for External Degrees and Extension Courses
CENSARM	Centre for Sustainable Agriculture and Resource
CSR	Centre for Social Reconciliation
CQA	Centre for Quality Assurance
DELT	Department of English Language Teaching
ELTD	English Language Teaching Department
EUSL	Eastern University, Sri Lanka
FQAC	Faculty Quality Assurance Cell
FAC	Faculty of Arts and Culture
FHCS	Faculty of Health Sciences
GEE	Gender Equality and Equity
ICT	Information and Communication Technology
ILO	Intended Learning Outcomes
IQAC	Internal Quality Assurance Cell
CQA	Centre for Quality Assurance
LMS	Learning Management System
MIS	Management Information System
MOU	Memorandum of Understanding
OBE	Outcome-Based Education
ODL	Open and Distance Learning
QA	Quality Assurance
SCL	Student Centered Learning
SDC	Staff Development Centre
SER	Self - Evaluation Report
SLQF	Sri Lanka Qualification Framework
SSCQA	Senate Standing Committee of Quality Assurance
SVIAS	Swami Vipulananda Institute of Aesthetic Studies
SWOT	Strength, Weaknesses, Opportunities and Threats
SOP	Standard Operational Procedures
UBL	University Business Linkage
WI-FI	Wireless Fidelity

Section 1: Brief introduction to the University and its review context

The EUSL was established on 1 October 1986 by a University Order dated 26 September 1986 issued under Section 2 of the Universities Act No: 16 of 1978 by the Government of Sri Lanka. The university was preceded by the Batticaloa University College established on 1 August 1981. The Batticaloa University College began with two faculties: The Faculty of Science and the Faculty of Agriculture. These faculties were affiliated to the University of Peradeniya before the establishment of the EUSL. In 1988, further two faculties, namely the Faculty of Commerce and Management, and the Faculty of Cultural Studies were established. Later, the Faculty of Cultural Studies was expanded to include few other departments and renamed as Faculty of Arts and Culture in 1991.

The government of Sri Lanka by a Gazette notification dated 23 November 2005 established the Faculty of Health Care Sciences of the EUSL with six departments. In 2017, the Faculty of Technology was established and it currently offers one-degree programme. The latest faculty established in the University is the Faculty of Graduate Studies, inaugurated in February 2023.

The EUSL also has a campus in Trincomalee under the direct purview of the Rector of the Campus. In addition, Swami Vipulanantha Institute of Aesthetic Studies (SVIAS) by the Gazette Notification of the Democratic Socialist Republic of Sri Lanka (No. 1392/22 of 3 June 2005) under the order made by section 24B of the University Act. No 16 of 1978 is also functioning. Though SVIES and Trincomalee campus are under the administration of EUSL and their QA activities are monitored by CQA of EUSL it has not been included in the IR, 'as they function as an independent entities' according to SER. However, it has to be noted that the IR taken place in 2010 and then 2015 included both of the entities.

The main administrative block of the EUSL, the Senate House, is located in Vantharumoolai, Chenkalady, on the Batticaloa-Trincomalee main road, about 18 km north of Batticaloa town. Further, three faculties, viz, Faculty of Science, Faculty of Commerce & Management, and Faculty of Arts & Culture are also situated in this complex on either side of the main road. Faculty of Agriculture and Faculty of Technology are situated about 3 km away from the main campus, in

the village named Palacholai with two individual multi-storied buildings. The Faculty of Health-Care Sciences is situated 15 km from Vantharumooali in Pillaiyarady, Batticaloa.

The university situated in various locations, comprises a total land area of about 120 Hectares in the Batticaloa Region. Currently, the university has over 9,752 students from different communities pursuing their higher education in various fields of studies.

The university at present offers 21 undergraduate study programmes and 12 postgraduate study programmes, inclusive of those offered through Swami Vipulananda Institute of Aesthetic Studies and Trincomalee Campus. The university has 295 academic staff with 25 Professors and 126 senior lecturers ,32 administrative staff, 408 non-academic staff and 25 academic support staff.

Section 2: Review Team's view of the University's Self- evaluation (SER)

The IR team is satisfied with the process followed in preparing the SER. The University had started the awareness sessions on the concept of Institutional Review and the Manual Revised edition (January 2023) was used for IR and about the review process through CQA and SDC to all categories of staff in March 2022. Following this Senate appointed 10 sub-committees, the University identified these committees as 'Criterion Teams' to write the introduction and 10 quality criteria of the SER. All Criterion Teams had representatives from the different faculties and a senior academic as the Chair/Co-chairs. In addition, initially an advisory committee was appointed to provide necessary guidance. Later the co-chair persons of each criteria were appointed as SER writers. Further an Editorial Team was appointed at the later stage of writing and editing. AR of CQA had functioned as the Secretary.

The progress of the SER preparation was regularly reported to the senate. The SER follows the format given in the IR manual. The section on introduction to the university describes the history, the establishment of each faculty, and the programmes they offer in detail. This is followed by the progress made by the university since its last IR conducted in 2015, although this report has not been officially published. The SWOT analysis reflects the strengths, weaknesses, opportunities, and threats and is likely to enable the EUSL to improve its overall performance.

In section 2, the adherence to the 10 criteria and 107 standards explained in the Revised Manual for Institutional Review has been described with a list of documentary evidence to support the claims. The information on each standard was tabulated in five columns. Column 1 contains the Standard Number. Column 2 indicates the university's adherence to the Standard. Column 3 lists the documentary evidence to support the claim and column 4 indicates the code number of each supporting document and Column 5 shows the Link (URL).

Although the SER had been prepared professionally, the review team felt that there is disorderliness and inappropriateness experienced by the reviewers especially with evidences, may be due to the last-minute additions as reflections to the newly revised Manual. Within standards the evidences are not organized in a sequence manner, hence the review team has to search for the appropriate evidences among the evidences given and also from other standards too. The width of 5th column indicating the Link would have been reduced to give a reasonable outlook of the tables.

Further there is no indication of carrying out a mock scoring by the internal members to avoid such lapses and the appearance of few standards differs widely in some instances running to 4 pages

Section 3 A brief description of the review process

EUSL had two Institutional Review in 2010 and then in 2015. Last Institutional Review of the EUSL in 2015 was carried out and all the information of the review report is found. In fact, the above-mentioned review report was not officially published. But the university had taken positive initiatives based on the recommendations of the review.

As per the new cycle of institutional Review of Quality Assurance Council of the University Grants Commission, Eastern University, Sri Lanka has been scheduled for 2023. In this respect, Eastern University, Sri Lanka   submitted the Self Evaluation Report according to guidelines in the revised manual for Institutional Review (IR) of Sri Lankan Universities and Higher Education Institutions.

The Chairman of the UGC appointed a five -member review team as follows

Prof N. Shanmugalingam (Chair) Professor Emeritus, University of Jaffna

Prof. M.M.M Najim   Senior Professor, University of Kelaniya

Prof Vajira P. Bulugahapitiya   Senior Professor, University of Ruhuna

Prof. G. Mikunthan   Senior Professor, University of Jaffna

Prof. Hema.K.K.Pathirana   Professor Emeritus , University of Ruhuna

The desk review was held based on the evidences mentioned in the SER challenged the completion of desk evaluation. Time limitation (informing by UGC less than a week) and some technical difficulties experienced by the review team to peruse the evidences given in on line mode (Google drive). The evidences were not gathered in a data-base.

The review team conducted the on-site review during 8-12 May 8-12, 2023. The site visit took place in an extremely cordial manner. The Vice-Chancellor, Deputy Vice-Chancellor, Deans of Faculties, Registrar, the Director CQA and AR CQA had paid attention to every detail to ensure that the site visit was conducted successfully. The agenda of the site visit is given in Annex II.

The team visited seven faculties, departments and centres, units, libraries, hostels, the administrative divisions and other common facilities. Considerable time was spent by the review team in discussions triangulating the evidences provided as documentation and the outcomes of their meetings and the observations of facilities.

A wrap-up meeting was held on 12th May with the VC, Deputy VC, Deans, Registrar, Directors, Director CQA, members of the SER writing team, and other relevant staff members. The major findings of the review were highlighted at the final wrap-up meeting.

The review team extends its gratitude to all academic and other staff members and students for their cordial reception and kind corporation extended to the team during the visits.

Section 4: Overview of the University's approach to quality and standards

EUSL has a long history of QA processes commencing from 2005 with the subject reviews conducted by the then QAAC and now QAC of UGC. As per the circulars issued by the UGC Internal Quality Assurance Unit (IQAU) of EUSL was established in 2015 and later renamed as Centre for Quality Assurance (CQA) in 2019. Although the IR report of 2015 is not published or made available to staff and public, the recommendations identified in 2010 and 2015 are taken up and most of them are implemented by establishing Action plan and follow up. CQA has SSCQA Committee meeting monthly and the most of QA matters are discussed and the minutes are made available in summary form to the Senate. EUSL has a CQA with FQACs in the respective faculties. It has 07 faculties, an Institute and a Campus and altogether 15 centres and units are in existence however most of their by-laws are not approved by the Council and their activities are not monitored by the CQA. Those centres are not linked appropriately to monitor them by CQA. Except SDC and CEDEC other directors are attending SSCQA on invitation and it is mandatory to invite all the directors of centres as permanent members of SSCQA and their activities/progresses have to be submitted to CQA, discussed in SSCQA meeting and the summary has to be placed to the Senate and Council. CQA has to regularize that the by-laws of Centres and all the programs (individual by-laws) approved by the Council.

CQA has a collection of documents for those standards, in many instances, originals were kept as evidences. It has to be further strengthened to keep all the QA Reviews relevant documents in an appropriate Academic Archive, and these collections to be updated. CQA is supporting all the reviews through QA Cells at respective faculties. As Library IQAC has only library staff, it is recommended to include faculty representatives and students' representation. The CQA has a By-laws approved by the Council and it has to be revised to accommodate all the Directors in the SSCQA meetings and their activities/progresses have to be reported in monthly meetings and a summary to be submitted to respective Senate and Council. The composition of the SSCQA has to be revised to incorporate all the Deans of faculties, Directors, QA Coordinators, Librarian, Registrar, Bursar or their nominees. Student representation is not found in QA process and It is much preferred to have two students with Gender balance in Faculty QA Cells. A policy on

Student Engagement industrial trainings, IT uses have to be established and wherever possible students have to be invited for those committees/meetings. Library Committee meeting is not regularized.

CEDEC coordinates all the extension courses offered by the respective faculties, has a QA Cell, but it is weak in operation on quality enhancement and monitoring, and AR is not a member and the secretary of the QA Cell. All the external and extension programs have to be brought under CEDEC and the diploma programs offered by the CCIL need to be offered through CEDEC as it deals with Extension courses. The processes of CEDEC requires to be formalized and required data must be available in the CEDEC, and responsibility of conducting examination should be shouldered by CEDEC. CEDEC web is incomplete and no details information on courses and By-Laws in the web and CEDEC. CQA website provides information to the University community about the QA enhancement process however the website has to have all the policies, bylaws approved by Council, and information on QA review process too. The minutes of the CQA may be made available to the University staff and students. CQA monitor the student feed backs and peer observation of staff members and especially on assessments and Examiners reports. It provides training programs to the staff and students through SDC. CQA is taking initiative on Internal Reviews by appointing Internal Reviewers, however an Internal Review Mechanism has to be developed at the mid-point of two external reviews by engaging staff members who are familiar with the QA process. Plagiarism monitoring mechanism need to be implemented for theses and publications.

Section 5: Commentary on the ten criteria of Institutional Review

5.1 Governance and Management

Governance means effective stewardship of the University to secure its future, safeguarding the University's mission and the public services and it provides, securing the proper and effective use of public funds and accounting to stakeholders and society for institutional performance.

Eastern University, Sri Lanka (EUSL) has developed managerial approaches in response to the challenges faced by them over the years. In this context, the EUSL has evolved with an appropriate and clearly defined organogram. Its governance and management system are in compliance with the University Act of Sri Lanka and structure and functions are determined by Open University Ordinances.

The University's governing structure comprises the Council, the Senate, and ten Faculty Boards established in compliance with the Universities Act No 16. Four out of the 07 faculties, are situated in the main premises at Vantharumoolai . The faculties of Agriculture and Technology are situated in Palachcolai . Faculty of health care Sciences is situated at Pillaiyaaradi.

The EUSL has been proactive in expanding higher education opportunities in the country by the establishment of new faculties and introduction of new courses of studies in the established faculties. In this context the faculty of Technology was started in 2018 and Faculty of Graduate studies established in Feb'2023. During the five years under review the student intake of the EUSL had considerably increased. In the meantime, learning facilities also increased.

The EUSL has taken initiatives to adopt the national higher education policy and included them in the strategic plan, which is prepared using a participatory approach with the involvement of all stakeholders. Vision and mission and the Goals for 2019 - 2023 are well articulated. In the meantime the review team wishes to suggest that wording of the mission statement can be revised with more appropriate such as 'opportunities' instead of 'linkages'.

Although the establishment of an effective Management Information System (MIS) of the university is a recent one but university has enabled to streamline many of the processes.

The EUSL follows the procedures laid down by the Universities act and the relevant UGC circulars in a transparent manner in staff recruitment. The academic staff members are qualified and experienced with over two-thirds of academics at the level of Professors or Senior Lecturers and more than 40% with PhDs. In the meantime, it is also noted that in the Faculty of Health care sciences, 60% of approved academic cadres were unfilled due to lack of qualified applicants. On the other hand, with reference to newly upgraded ELTD, only consists of one lecturer and 4 permanent instructors and it is managed with temporary instructors. In relation to the academic support staff positions, it is noted that almost 40% of the cadre positions are to be filled due to the recruitment procedures. Human resource planning is an integral part of institutional governance and management. EUSL needs sufficient numbers of qualified academic, non-academic and technical staff to handle tasks. Present gaps in this regard must be addressed without further delay. Effective mechanisms should be formulated to address this issue.

Adequate computer facilities are made available to students. All faculties have put in place a Learning Management System (LMS) which is used for teaching and learning. These facilities enabled the university to continue the teaching program with minimal interruption during the pandemic. In all faculties, students have access to Wi-Fi at least in selected locations.

The University has policies that are enforced on academic honesty, integrity and ethics; A code of practice for teachers has been adopted. In the meantime, university need to develop policy for conflict of interest.

Academics with good publication records receive the annual Vice Chancellor's awards. In the meantime, appropriate steps have to be taken towards awareness about plagiarism among the staff and students and effective mechanisms has to be introduced to detect plagiarism. A similar scheme to appreciate the outstanding contribution by non-academic staff should be established.

Though an explicit policy and a framework on internationalization has been in 2020, need active operationalization towards recruitment of international student, and staff/student exchange, alliances with off-shore Universities.

The EUSL has a blessed environment to promote social harmony. With the existing programs, more creative and interactive endeavours can be evolved.

Though the grievances Committee is in operation, the awareness of the existence of such a committee among employees is poor. Therefore, more effort is required to make the employees aware of an existence of such a committee and its intended purpose. In this context the review team wishes to note that the grievances of students with special reference to examination matters has to be addressed through academic structures.

Ensuring the zero tolerance of ragging and creating awareness about the established Centre for Gender Equity and equality among students is necessary.

Overall, the Governance and Management of the EUSL is at a high level of accomplishment. This criterion earned 51 out of 60 (20 standard X 3) equal to a percentage score of 85 %

5.2: Strength and Quality of Staff

EUSL adopts UGC circulars and the EUSL Council approved Management Guide (Part I and II) in all the recruitments, promotions and leave. EUSL entertains cadres approved by the UGC and are occupied with the necessary qualifications and best profile of academic/ administrative/ academic supportive and non- academic positions. EUSL adopts Standard recruitment procedures in filling of the vacancies as well as adopts SOPs in handling the issues in HR management. EUSL has Grievance Committee, a Subcommittee of the Council having five UGC appointed members with gender balance to handle appeals from staff and students. It is a permanent agenda in the Council since 2015.

Career development is in existence in all levels of staff members through provision of training and assistance. Rewards for best researcher are in the University as well as President Award won by staff members, proceeding to international patent are found. In the meantime, university has to complete the initiative to formulate HR Policy at the earliest. Similar initiative has to be taken

to formulate specific policy on Conflict of interest, especially avoidance of such conflict of interest.

Grievance committee at Council level may focus on staff issues whereas the Student appeals board, Student Disciplinary committee and Exam Offense committee (Senate sub-committee) may deals with the student matters.

There are vacancies in many faculties in academic as well as academic support staff. Non-academic staff members need more training programmes to improve their skills. Staff exposure to foreign Universities especially in their postgraduate studies are much expected other than carrying within the country. Collaborative researches have to be encouraged to enhance their research skills.

Although some faculties /departments have more qualified academic staff with PhDs, some other faculties lack sufficiently qualified staff. The number of professors is also an indicator of the strength and quality of staff. In this respect only 8% of the academic staff are in the category professor/associate professor positions. EUSL needs attention on this matter.

Overall, Strength and Quality of Staff the of the EUSL is at a high level of accomplishment. This criterion earned 26 out of 30 (10 standard X 3) equal to a percentage score of 87%.

5.3 Curriculum Design and Programme Development

Complying with the vision and reflecting mission, goals and objectives of the Eastern University, academic programmes of different faculties have been developed and moving forward to meet expected quality in referring to the SLQF. It is commendable that Eastern University operates its undergraduate study programs in diverse streams through 6 faculties (Agriculture, Arts & Culture, Commerce & Management, Health-Care Sciences, Technology) enabling to provide wide array of study areas to the students in the country (Graduate Studies Faculty has been recently established). Majority of the degree programs offered by Eastern University have been designed

and revised considering the reference points of SBS and SLQF, and also attending to the recommendations on previous program reviews and Institutional reviews. Graduate profile of all the programmes has been developed matching with the standard in order to produce globally competent graduates however, Institutional profile needs to be developed and all graduate profiles of study programmes need aligned with Institutional profile. Detailed curriculum description with the course specifications sheet that include course objectives, ILOs specified in consistence with graduate profile, course content, teaching and learning methods, assessment methods, and recommended readings of most of the programmes was not available for reviewers. It needs to be developed for the all study programmes and needs to make available in the web of Faculties/ Departments for the reference of students.

The subjects offered under each degree program are in required composition to meet challenges in the relevant fields. However, it is recommended to incorporate more inter-faculty and multi-disciplinary courses in the study programmes where applicable in order to enhance the skills of graduates to make them more employable. It is good that Faculty of Health- Care Sciences has integrated academic program and equipped with novel technologies for facilitating students' centers learning. It is commendable that university has taken steps to establish different centers such as center for multi-disciplinary research, Center for Industry- Community Linkage and University – Business to support students' Outcome-based learning. However, it is recommended to get the more students' involvement in these center activities and also make mechanism to promote student's innovation. Establishment of Faculty Career guidance cells are recommended in order to link with industries and facilitate skill development of students. Most of the faculties offer internships and research components in the curriculum to enhance the problem- based learning and work-based training. However, it is recommended to establish university policy for industrial collaboration.

Faculty–wise curriculum development committees are in place and their minutes and recommendation are discussed in the Faculty Boards. However, curriculum revision details including appointing evaluators, evaluating reports and revised curriculum were not adequately available for the reviewers. All the faculties have lined up their curriculum upgrading process

through IQAC of each faculty which is linked to the CQA is a good practice. Evidence with regards to the utilization of employment market signals, involvement of expertise from outside including industry and employers, second marking reports, moderators' reports in curriculum revision was not among the documents made available to the review team. None of the faculties have adopted the credit accumulation and transfer policy. It is commendable of recognition the prior learning in B.Sc. External degree in Nursing. However, it is recommended to implement procedure to evaluate performance of relevant subjects in first -two years of the Degree program before giving two-year exemption to the all the subjects. It is commendable that status of the all programmes are discussed at the Faulty Level, Senate level and Council level. Internal monitoring process of conducting academic activities implemented by Faculty of Technology is good. It is recommended to internalize good practices on program monitoring process among all the Departments and also to share research findings of the staff among the students.

The curriculum of most of the Departments have been planned reflecting OBE and SCL manner. However, OBE and SCL activities need to be enhanced. Though many skill enhancement activities such as community activities, field trips, computer literacy, IT facilities industrial training, research projects, most of the Departments have not given the alignment document of ILOs of the courses to the graduate attributes of the Faculty /unit. No adequate details have been provided to the reviewers on training programmes conducted for academic staff on Student-centered teaching and Outcome-based education

In conclusion, curriculum and degree programs of Eastern University complies with SLQF and designed with incorporating OBE and SCL components in most of the Departments in Faculties. Some improvement of the curriculum/ course specification is necessary for the process of aligning the courses to graduate attribute of the institute.

Based on evidence provided and information gathered at the site visit, the following commendations and recommendations are provided.

Overall, the Curriculum Design and Programme Development of the EUSL is at satisfactory level of accomplishment. This criterion earned 23 out of 36 (12 standard X 3) equal to a percentage score of 77

5.4: Teaching-Learning

Seven faculties, namely Faculty of Agriculture, Faculty of Technology, Faculty of Science, Faculty of Commerce and Management, Faculty of Arts & Culture, Faculty of Health Care Science and Faculty of Graduate studies were evaluated under this category. Certain faculties offer both General (SLQF 5; 3 academic year) & Honours degree (SLQF 6; 4 academic year) programmes. Some faculties offer Honours degree programmes only (4 academic year). Faculty of Health Care Science offers 5 academic year MBBS degree programme and 4 academic year BSc (Hons) Nursing programme. When both General & Honours Degree programmes are offered by a faculty, criteria for selection of students for the Honours Degree programmes are clearly mentioned in the student hand book. Students of all faculties are happy about their course structure. Required details are available for students through handbook and the web. They are well aware of the evaluation procedures also.

ICT facilities are available in all the faculties for teaching and student-centered learning. Technology enhanced teaching-learning practices was evidenced in Virtual Learning Environment (VLE) and LMS by all the faculties. ICT based group discussions quizzes, question answer sessions and assessments should be encouraged.

An incentive English course and IT course are offered during the orientation programme to bring all the new undergraduate students to a common level. Obtaining student feedback would help to modify the above programmes to fulfil the needs of new undergraduates. Availability of English learning laboratories is commendable. Strengthening of those laboratory facilities would enhance the communication skills in English. Student and teacher feedback is recommended to improve the activities of the English learning laboratories. Attention should be given by certain faculties to improve the communication skills in English of their undergraduate students. Student feedback is recommended to modify communication skill development strategies within the above courses. It is recommended to get the approval to increase the cadre and recruit qualified academics as soon as possible. Academic cadre positions in certain departments in some faculties

are vacant. It is recommended to introduce strategies to attract qualified academics and to retain them in the university for a defined minimum period.

University has a strategic plan and action plan on student centered learning and necessary infrastructure facilities are available. All faculties have adopted student-centred teaching learning approaches in keeping with outcome-based education to different levels and improvements are required. Opportunities for peer learning through group activities is given by all the faculties. Student feedback is required for improvement. Certain students of one faculty showed their concern on lack of feedback from the lecturer in a knowledge sharing activity through teacher guided peer study groups. To solve this kind of issues, it is recommended to provide guidelines on the involvement of the lecturer. Also, training programmes should be conducted by the staff development center. Identification of suitable resource persons for this matter is important.

A policy document is available for awarding rewards for innovative teaching. The 1st reward has been awarded recently. Newly recruited academics have undergone a Certificate in Teaching in Higher Education (CTHE) course to gain good teaching practices. University has established links with national, regional and international entities to share practices in teaching & learning strategies.

Although a university policy is not available on student feedback and peer observations , it is noted that ,these evaluations are in practice on a regular basis by all the faculties and statistical analyses are also available .In this respect, follow up actions are necessary and proper documentations at department level also needed for future planning of improvement. Certain students of one faculty showed their concerns on issues faced by them after submission of online student feedback. If the university is providing the facility of online anonymous submission, it should be convinced to students. Online anonymous submission of student feedback is recommended to all the faculties. Selection procedure for peers for evaluation is not documented and maintenance of transparency of peer evaluation is recommended. Availability

of a complete set of guide lines to the university which is approved by the senate is recommended with respect to student and peer evaluations.

Learning environments are conducive with space and audio-visual facilities. Majority of students are comfortable in their learning process. Students of certain faculties had concerns on unavailability of important text books in the library and library opening hours. It is recommended to consider these matters at library committee meetings and provide solutions. Basic safety measures such as eye-wash and safety shower were not available in the chemistry laboratory and it is recommended to provide these as soon as possible.

University has a policy for students with special needs to provide equal opportunities in teaching, learning & assessment strategies. Facilities provided by the Faculty of Arts and culture to such students through a special center is commendable. This facility should be extended to such students in other faculties also.

Overall, the Teaching-Learning of the EUSL is at a high level of accomplishment. This criterion earned 23 out of 27 (9 standard X 3) equal to a percentage score of 85 %.

5.5: Learning Resources, Student Support and Progression

EUSL has established its role as a state university in the Eastern province and has provided a decent environment with adequate facilities to support student progression. Providing student hostels for almost all the duration of a student's education is commendable even though the facilities are limited. The university is taking efforts in the provision of a conducive learning environment for the students.

Infrastructural facilities are available and being developed but some of the infrastructural facilities are not adequate for the student numbers. Space in some laboratories are not adequate. No language laboratory is available to cater to the whole student population (only a very small language lab is available at the Faculty of Science in which the facilities are not sufficient to cater

to the faculty students). The ELTD has sufficient space hence the available space could be used to establish a language laboratory. The available infrastructure facilities could be utilized more efficiently conducting space audits and reallocating / sharing the available resources. LMS facilities are available but usage is not satisfactory. Student and staff feedback on infrastructure facilities is not available. No library facilities are available for the Technology and Agriculture Faculties, which hinders the students' learning process.

The university has taken steps to facilitate library resources to the students with appropriately qualified and experienced staff. The financial allocation to purchase books and other resources are not adequate to cater to all the Faculties. The allocated funds to the library are not fully utilized. The library has taken steps to maintain a wide and continually updated collection, however students and staff from some faculties reported that availability of subject specific books for some subject areas are poor. Library conducts library committee meetings to address the issues related to the management of the library. It is observed that regular meetings of the library committee are not held.

The library has attempted to provide ICT led tools and facilities, hence the catalogue is accessible online and remotely. The library website has facilitated access of freely available learning resources such as eBooks and journals. However, the library has not taken any steps to purchase any e-books which could be used as teaching materials for courses offered by the Faculties. A plagiarism checking software is not available and the library has to make necessary steps to make sure a plagiarism software is available for the academics and students to ensure integrity and transparency in publications.

The University has facilitated ICT center with resources in addition to provision of ICT facilities to faculties. However, the ICT facilities at the common ICT center is not adequate to cater to the whole student population, so that the ICT staff has to spend considerable time to deliver laboratory sessions to cater to batches with higher student numbers. Financial allocation for continuous improvement of learner resources for IT are inadequate, hence the university has to

make sure to allocate sufficient financial allocations. No authentic software used other than Office365 (Crack versions of software i.e. statistical software etc. are used). In order to enhance learner resources for IT, student satisfaction surveys specifically on ICT resource need to be conducted and actions devised.

The ELTU of the university is upgraded to a Department (ELTD) with a spacious building. However, the ELTD is lacking staff and resources (only one lecturer and 4 instructors available to cater to the whole university). The university should take necessary steps to increase the cadre positions of the ELTD and full those cadres with immediate effect. No language laboratory is available to cater to the whole student population (only a very small language lab is available at the Faculty of Science in which the facilities are not sufficient to cater to the faculty students). No ICT based teaching material available for English language teaching (except for use in few computers in Faculty of Science). The building allocated for the ELTD should be enhanced with adequate facilities staff, resources, IT facilities with accessories needed to establish language lab to teach English as a second language. The space allocated to the ELTD should not be converted to other facilities as ELTD is one of the important Departments in the University that caters to enhance skills of the students. Student satisfaction surveys need to be conducted on the facilities and services provided in teaching English as a second language (except for the Faculty of HCS, which conducts such surveys).

The University has developed many facilities to enhance learner resources for extra-curricular activities. However, these facilities have not been expanded to cater to the increased student numbers, which hinders the promotion of extra-curricular activities and inculcation of skills. No specific financial allocation is provided as evidence for extracurricular activity except for sports. Financial allocations for sport facilities are not sufficient to cater to the whole student population. Student satisfaction surveys on extracurricular activities are not available. Sport facilities need to be improved with provision of adequate facilities, equipment, tools and space. The space in indoor stadium is used for many indoor games so that when one game is done, others cannot be performed. No adequate equipment available for physical fitness (gym) and space allocated

within the indoor stadium is not sufficient and not meant for that purpose. Extracurricular activities such as cultural activities need to be further encouraged and supported with facilities (i.e. space or hall to conduct such facilities, equipment such as sound systems, musical instruments, space to practice, financial allocations etc.).

The university has provided appropriate learning resources, academic support services, guidance and infrastructure facilities to meet the needs of the limited number of the students with special needs. Facilities need to be enhanced if the students with special needs increases. Student satisfaction surveys need to be conducted to enhance these facilities further.

In some faculties, mentoring programs were started very recently and the academic advisory needs to be further enhanced. Lists of mentors and mentees for several faculties were not provided and there is no TOR or list of duties for the mentors available (except for the FHCS). The university does not have any arrangements for psychological counselling which is necessary to cater to the psychological issues faced by the students. The academics from the Faculty of Health Care Services and the doctor attached to the health center can cater to the above needs through a center established. The university enhances and promotes social harmony and ethnic cohesion and the students are also conducting activities promoting social harmony and ethnic cohesion.

The university has a comprehensive career guidance service designed to assist students in making and implementing informed educational and occupational choices. The CGU is functioning with adequate number of staff and resources with a reasonable budgetary allocation. The university has to increase financial allocations so that the CGU can provide a better service to the graduates of the University.

The information provided to students is still only through the University and faculty websites and student handbooks. A systemic student support mechanism linked with helpdesk / information counter /dedicated hotlines / FAQs that responds promptly to all student inquiries are not available. The University has to enhance this providing a help desk at student support / welfare

division together with other means of information sharing to assist students. The University should consider improving the clarity and accessibility of all information provided to students on a regular basis.

The University / respective faculties provide information on learning resources and learner support services through Handbook and Website. However, evidence on provision of updated information on learning resources and learner support services through LMS is not provided. LMS usage by staff to disseminate learner resources is poor and it needs to be enhanced and monitored. The University needs to conduct student feedback on information provided regarding learner resources and enhance the provision of information services.

The university has formulated some policy on learner progression. The policy needs to be further enhanced to guide and facilitate learner progression with early exit or fallback options (only FHCS has initiated the process). Adequate data on learner progression need to be maintained.

Overall, the Learning Resources, Student Support and Progression of the EUSL is at satisfactory level of accomplishment. This criterion earned 22 out of 36 (12 standard X 3) equal to a percentage score of 61%.

5.6: Student Assessment and Awards

The university has explicit policies and regulations on assessing students using published criteria, regulations, procedures. University has published a Manual of Examination Procedure which is effective from August 2022.

Manual of Procedure on conducting examinations is effective from 01 August 2022 (Recommended at the 336th Senate meeting held on 19.07.2022 and Approved at the 325th Council meeting held on 30.07.2022. The Effective Date of this manual is 1st of August 2022.) Rules and regulations on setting, moderating, marking, grading, approving, etc. are being

effective only from August 2022 based on approved policy. Evidence on periodic reviewing of assessment method is not available. The university follows this policy in student assessment strategies, integrating assessment into teaching-learning, appointment of examiners, moderation and second marking, maintaining confidentiality of assessment etc.

The University has mechanism to ensure confidentiality of assessment and assessment decisions. The examination related documents are accurately and systematically maintained.

Considerable delays in releasing results were reported from some faculties / for some subjects during the review period. Examination activities of two faculties were centralized due to this. Timely and appropriate feedbacks on formative assessment needs further improvement. Due to the delays in release of results, completion of degree is reported to be delayed by a considerable time period. Strick implementation of the Manual of Procedure needs to be ensured.

Faculties which are with lower Graduation rates at the first attempt needs depth analysis to ensure future progression of the students.

The university has disciplinary procedures for handling examination malpractices. However, a proper mechanism to account for plagiarism is required.

Overall, the Student Assessment and Awards of the EUSL is at satisfactory level of accomplishment. This criterion earned 16 out of 24 (8 standard X 3) equal to a percentage score of 67%.

Criterion 5.7 Postgraduate studies, Research Innovation and Commercialization

University has recognized importance of Postgraduate studies, research, innovation & commercialization and included in the strategic and action plans. In order to promote research culture, university has implemented some good practices. Support for annual research symposia,

providing opportunities to develop research skills, offering of seed money for research, awarding of postgraduate research grants and travel grants related to research activities, awarding of incentives are commendable activities.

Council approved Research policy is available and it provides strategic leadership to promote research and development of Eastern University. Faculty of Graduate Studies has been established as the centralized body to administer postgraduate degree programmes offered by the university. Some of the postgraduate programmes offered are MPhil, PhD, MBA, MSc, MEd, Postgraduate Diploma and Executive Diploma. Selection and admission procedures are with alignment to SLQF. By-Laws and regulations for the award of postgraduate qualifications are documented, available to stakeholders and practiced. A mechanism for progress evaluation of postgraduate research is available and need to be improved.

Research policy and Code of practice for postgraduate research provide all the necessary details on postgraduate studies, publication policy for researches, innovation and commercialization, discourage conflict of interest with respect to postgraduate research etc. Policy for ethical practices is available. With the expansion of the research culture, university should give more attention to promote research ethics. Measures have been taken to minimize conflict of interest and it should be improved further. Ethical review committee in the Health care science faculty is approved by the senate and recognition has been obtained from FERCSL also. Software for detection of plagiarism is not available and recommended to purchase it.

University promotes innovation and commercialization. Invention disclosure form, Nondisclosure agreement, Intellectual property policy, Benefit sharing plan, and Material transfer agreement are available. Center for industry and community linkages (CICL) has been established to develop linkages with industry. Product development and MOUs with certain industries are commendable.

Overall, the Postgraduate studies, Research Innovation and Commercialization of the EUSL is at a high level of accomplishment. This criterion earned 33 out of 36 (12 standard X 3) equal to a percentage score of 92%.

5.8 Distance education

The Center for External Degree and Extension Courses, formally External Examination Unit, of the Eastern University was first established in 1991 and had started to offer External Degree programmes. With the provisions of the UGC Circular No. 932 (2010) the External Examination unit had been transformed into the "Center for External Degree and Extension Courses" (CEDEC). Presently CEDEC offers demanded two external degree programmes, namely Bachelor of Business Management (BBM) External Degree with the support from Faculty of Commerce & Management and Bachelor of Science Honors Nursing (B.Sc Hons Nursing) External Degree with the support from faculty of Health-Care Sciences. In addition, it is commendable that the center offers few Diploma programmes, several Certificates programmes and extramural courses to the community. Center has Part-time Director position as par with UGC Circular 932, and three coordinator positions (part-time), namely Coordinator -Registration and Examinations, Coordinator-Learning Resources, and Coordinator – Training.   Center has enrolled full-time staff positions to run the center smoothly, these positions are Program-Cum-System Analyst, Assistant Registrar, Assistant Bursar. In addition to above, center has Management Assistants (03) and office-machine operator. Accordingly. CEDEC has adequate staff to run the center smoothly. It is appreciable that CEDEC has moved to the city area enabling easy access to the external students and with large office space. And it is good that operational guidelines/ By-Law for the center has been prepared.

In light of the documentary evidence (Manual for procedures for CODL, Circular 932, Handbooks, policy documents on CODL (By-Law) which were provided to the Review team during the site visit) and information available on the website, CODL is well managed by Board of Management and has clearly defined structure including representatives from Administrative bodies, Council, respective Faculties, programme coordinators and Coordinators from three divisions.

Programmes offered via CODL are designed, planned and implemented through Boards of Studies. Review team made aware that the CEDEC has recently established Internal Quality Assurance Cell.

Currently total number of students in ongoing Degree programmes are 250 (BBM) and 83 (B.Sc. Honors in Nursing). Medium of instruction of BBM program is Tamil whereas B.Sc. Nursing is English. It is good to note that admission procedure for both programmes as per the guidelines given by UGC circulars. Center along with the relevant faculty call applications and students are selected with the interviews. Lectures are conducted as physically present and online, and learning material are uploaded to the LMS. Porgrammes structures of BBM is well defined. However, there are no detailed course specification documents that includes course objectives, ILOs specified in consistence with graduate profile, course content, teaching and learning methods, assessment methods, and recommended readings available for the students in both degree programmes in the center web or as hard copies. There is no proper program structure for the B.Sc Nursing program in the prospectus and it is not clear about the number of Credits offered alignment with SLQF-6. By-Laws of two-degr programmes were not available to the review team and also it was not given in the CEDEC web. There is no required information-available for students on lecture time table, examinations time tables, results etc. on the CEDEC web.

In the site visit, review team observed that many information are lacking in the center related to academic programmes; teaching panel, lecture allocation, workload, lecture time table, examination details etc. There is no confidential room to handle examination work and to keep such confidential records, that may be due recent resettlement in new place. However, review team observed that no examination work handled at the Center and no information on question moderation, second marking and results etc. available at the Center. Assistant Registrar has not assigned such duties which is not agreeable with the UGC guidelines. Three Center Coordinators are not properly assigned the duties and hence their contribution seems less. There is no re-scrutiny facility given for the students in the Degree programmes.

Presently CEDEC conducts several extension courses providing great service to the needy community. Diploma in Agriculture, Diploma in Laboratory Technology and Diploma in Early Childhood Development and Pre -School Education are three diplomas conducted by CEDEC. In addition, four extramural programmes (short courses) are conducted, namely, English for communication, Office Management, Counseling and Psychology and Personality Development. However, there is no enough information provided in the center web about these programmes, and no many information handled by the center related to these programmes, no information on teaching panel, academic calendars, examination details etc. It is good to see that Diploma programmes are aligned with SLQF -3, but detailed information on courses specification that includes ILOs, course content, teaching-learning methods, assessment methods and recommended reading etc. and the By-laws of the programmes are not available. It was found at the site visit that no GPA value is given to the students in some Diploma programme. And examination procedure of the Diploma programmes is not clear enough. No question moderation is practiced. No adequate information is available about extramural studies.

Moreover, LMS platform is being used for the online delivery of courses. However, ICT resources are not much incorporated for the teaching and learning process (uses of video, audio materials, online sources, etc.). No information on providing library facilities, IT facilities to the external students. The current practice of offering some degree programmes can be in all national languages based on the needs. It is also not good to provide the information about English courses only in Tamil medium.

Overall, the Distance education of the EUSL is at satisfactory level of accomplishment. This criterion earned 17 out of 30 (10 standard X 3) equal to a percentage score of 57%.

5.9 Community Engagement, Consultancy, and Outreach

'To be a world class knowledge centre with excellent teaching -learning and research for enhancement of community well-being'- the Vision statement clearly reflects the social concern of the EUSL. The strategic plan and the activities revealed in the SER highlight its commitment towards community engagement**,** Consultancy, and Outreach.

Structural arrangements and mechanisms adopted by the university to ensure and enrich consultancy and outreach activities are commendable. In this respect the establishment of Centre for Industry and Community Linkages (CICL), University Business Linkage (UBL), Centre for Social Reconciliation (CSR) and the faculty level Centre for Sustainable Agriculture and Resource Management and Community outreach Science Unit are notable. In addition, the cultural activities of the Faculty of Arts and Culture are unique. Review team wishes to appreciate the Commitment of EUSL towards public health, sustainable agriculture, science education and cultural development through these centres and activities.

More than this, to accommodate and ensure Industrial training/placement, community outreach project (COP) and Industrial Exposure as inbuilt compulsory components of the curriculum of the faculties are commendable. In this respect review team wishes to emphasis the need to maintain evaluation records of community services undertaken and feedbacks of students as well as all participant of facilities providers. In this respect regular surveys, in-depth analysis, and assessments on present programs of engagements have to be done; Periodic community needs surveys also necessary.

EUSL also can strengthen its career Guidance unit by working closely with the inclusive curriculum endeavours of community engagement.

 In addition, maintaining the earlier traditional architectural structures amidst the new structures and celebrating the cultural roots of the university such as Statue of Swami Vipulananda and recently opened heritage Museum of Faculty of Arts and Culture reflects the cultural sensibility of the university. Similarly having harmonised religious worshipping centres in a same proximity is also a model for cultural understanding.

In addition, the available auditoriums at the main University of EUSL and newly build large auditorium of the Faculty of Health care Sciences are also unique blessing for border community engagements.

Overall, Community Engagement, Consultancy, and Outreach of the EUSL is at satisfactory level of accomplishment. This criterion earned 14 out of 18 (6 standard X 3) equal to a percentage score of 77%.

Criterion 10: Quality Assurance

EUSL engaged in QA activities since 2005, when the subject review was carried out for those departments. Quality enhancement is accelerated after establishing IQAU in 2015 renamed as CQA (in 2019) and Faculty QA Cells. The recommendations given in Subject reviews, Program Reviews and Institutional Reviews (2010 and 2025) are discussed and Implemented.

CQA has a by law and its activities are carried out based on the bylaws. Eight faculties (including SVIES and Trincomalee Campus), Library and Unit of Siddha Medicine have QA cells and these cells are monitored through score cards.

CQA is having regular Senate Standing Committee on QA (SSCQA) meetings and reporting the progress to the Senate. CQA is headed by a Director and supported with an AR, 2 Management Assistants (work on slot basis) and a Works aid to carry out and support its function. CQA has in practice incorporating the Essential matters discussed in the Standing committee of QA at UGC as an agenda in the Management Committee Meetings. CQA plays a major role in reviews by assisting IR as well as PRs by creating awareness and training programs through SDC.SDC and CEDEC Directors are permanent members of SSCQA and other Directors of Centres are found attending the SSCQA meetings on invitation. SDC supports QA Activities for CPD training and workshops.

In the meantime, the Council of EUSL has to be proactive on QA activities of the University. "Standing Committee on Quality Assurance" is a permanent agenda at the Council Minutes, was even notified in IR reports held in 2010 and 2015, however matters related to Quality Assurance are not discussed at the Council confirming that "Nothing was discussed" often appear under the caption.

Council minutes also shows "Nothing was discussed" often under the agenda on GEE, UBL, SDC and CG. Hence it is expected that the Council need to give due consideration on the Quality enhancement practices and progress of all the Centres in existence.

Council minutes/decision made on academic and administrative matters are not available to peruse by Director/CQA. The relevant pages of those approvals by the Council need to be communicated to CQA and at least at faculty level QA Cells.

CQA bylaws has to be revisited to include new entities as per the development taking place at the EUSL. It specifies 8 faculties in EUSL, however now Faculty of Graduate studies is added, which has to have QA Cell and to be monitored as well.

The 'Director' term is used in different places in different meaning/ responsibilities, Director of SVIES, Director(s) at University level such as CQA/SDC/Research Council/CMR/CCIL/ CICT/UBL/ CECCD/CSR/GEE/SSSV and Directors of Faculty level Centres CENSARM/CSRD. This has to be regularized with the Bylaws and Terms of Reference of all approved by the Council.

The CSRD is not approved by the Council of EUSL, and an intimation from Registrar of EUSL sent in 2013 to the then Director/CSRD to get it approved following the UGC circular issued in the same year to legalize it, but was not done yet, means that the Director is not appointed by the Council.

It seems that at EUSL whenever a project is granted a Centre also established to carryout activities of that project, however those centres are not approved by the Council with the Bylaws/SOPs and TORs.

The Centre for Aquaculture Research and Development was in existence and now it is neither active nor functioning. Since the Faculty of Agriculture together with Faculty of Technology moved to the new place at Palaicholai closer to the coastal area and integration of Agriculture, Aquaculture and livestock will have its unique identity towards sandy agriculture. This will also lead to establish an interfaculty study programs in near future with the faculty of Science, Health Care sciences, Arts & culture and Commerce and Management.

All the directors of centres are not the members of the SSCQA committee is another notable observation, which shows that CQA is not monitoring their activities. The composition of the SSCQA has to be revised as all the directors of the Centres in EUSL have to be members in it.

The progress of all the centres in existence need to be monitored by CQA and the summary of those activities to be made available to the Senate and Council for their monitoring and for decision making. No QA Cell in existence at Faculty of Graduate studies, which is at its initial stage of establishment and it has to conduct all the postgraduate programs

QA Mechanism of the postgraduate programs conducted at respective faculties are very weak, and there is no specific mechanism to monitor, reporting and implementing. Even though CQA conducts SSCQA meetings regularly and all the Deans of the Faculties are members of SSCQA, not all progresses and issues were reported to SSCQA.

CEDEC dealing with External degrees and Extension courses is not supported with the QA Cell at a satisfactory level. CEDEC had a QA Cell with different operation, and now has but AR is not serving as the secretary. It is not monitoring the entire External and extension programs and report to CQA, although the Director/CEDEC is a permanent member of CQA.

Dissemination of QA activities is less to the Non-Academic staff and a QA Cell for Admin is preferred for Quality enhancement among administrative and non-academic staff.

Student Engagement has to be encouraged wherever the students can be invited in which gender balance has to be maintained. The policy on Student Engagement need to be developed.

No Internal Review mechanism exists for the of IR and PR, other than appointing two senior members by Director/CQA to assist reviewing. A guide book following the Manual of External Reviews to be developed to assist the internal members to carryout internal reviews at the mid-point of two external reviews of five years cycle to find out lapses in implementation and to train the internal staff members to acclimatize/practice/experience as Reviewers. These internal Reviewers with ample experience in QA process can apply for the External Reviewers.

Plagiarism policy is developed by the Library in collaboration with academic staff however, is not approved by the Council yet. No plagiarism Checker exists at the EUSL, although the Research Council promotes high impact journals publications, the undergraduate dissertation and postgraduate thesis have to be checked with plagiarism checker and the quality of research to be ensured. Since FGS is under establishment, may consider to purchase the "Turnitin" plagiarism

software and the Library can give training on its usage as well as deliver service to FGS, all the faculties and staff members and SDC.

All the Centres deals with Research need to be brought under Research Council (RC) or linked with it. CMR/CSRD/FGS/CSR have to be under RC for joint activities and decision making.

Overall, the Quality Assurance of the EUSL is at satisfactory level of accomplishment. This criterion earned 17 out of 24 (8 standard X 3) equal to a percentage score of 71%.

Section 6: Grading of overall performance of the University

The actual criteria-wise scores were calculated based on the cumulative total score under each of the 10 criteria and the weightage given in Table 4.1 of the Manual for Institutional Review of Sri Lankan Universities and Higher Education Institutions-Revised Edition (Table 2).
University: Eastern University, Sri Lanka (EUSL)
Programme: Institutional Review [Period 2018 - 2022]

Assessment Criteria	Number of Standards	Weight	Raw Score	Converted Actual Score	Weighted Minimum Score	Above WMS (Y/N)
Governance and Management	20	200	51	170	100	Y
Strength and Quality of Staff	10	100	26	87	50	Y
Curriculum Design and Programme Development	12	120	23	77	60	Y
Teaching-learning	9	90	23	77	45	y
Learning Resources, Student Support and Progression	12	100	22	61	50	Y
Student Assessment an Awards	8	80	16	53	40	Y
Postgraduate Studies, Research, Innovation and Commercialization	12	100	33	92	50	y
Distance Education	10	70	17	40	35	Y
Community Engagement, Consultancy and Outreach	6	60	14	47	30	Y
Quality Assurance	8	80	17	57	40	Y
Total Score		**1000**	**242**	**759**		
Total Score (%)				76		
Final grade				B		

Section 7: Commendations and Recommendations

Based on the Quality Assurance framework and performance assessments, commendations for best practices and recommendations for future developments are briefly highlighted as follows:

Criterion 1: Governance and Management

Commendations
- University has taken measures to comply with UGC circulars and aligns its QA activities with the strategic and action plan
- Taken successful initiatives towards infrastructural and innovative academic developments of faculties
- University established   Policy for GEE and SGBV and mechanism to handle such issues
- Established Centre to support disabled students
- Have MOUs for academic collaboration and research support
- Recent establishment of cultural museum with the focus on heritage management

Recommendations
- Good practices of individual faculties have to be shared among the other faculties (internalization needs improvement)
- Internationalization needs to be enhanced getting international students in to the internal undergraduate and postgraduate programs
- Instruments and facilities sharing mechanism need to be strengthened and a policy for resource sharing need to be formulated
- Need to establish an Internal Quality Assurance cell for Administrative staff
- Formulating necessary policies such as HR Policy, avoiding conflict of interests

Criterion 2: Strength and Quality of Staff

Commendations
- Adopting standard recruitment procedures in filling of vacancies as well as adopts SOPs in handling the issues in HR management
- Rewards for best researcher in the university and earning Presidential Awards for research and proceeding to international patent
- Availability of career development training and assistance to all level of staff members
- Handling issues of staff through Grievance Committee

Recommendations
- Need to accelerating the HR policy formulation
- Formulating the needed policy to handle - conflict of interest

- Finding an academic structure to handle the examination offences of students rather than by council appointed grievance committee
- Filling the academic as well as academic support vacancies in time

Criterion 3: Curriculum Design and Program Development

Commendations

- Student charter document is available.
- All the faculty has established Curriculum Development Committee
- Skill audit is practiced by Management & Commerce faculty
- Quality Assurance cells have been established in all the faculties including Center for External Degrees and Extension Courses. The monitoring process of academic and examination through the Cell liaison with CQA of the university is in practice to some extent.
- Advanced laboratory facilities made available in the Faculty of Health- Care Sciences
- Faculty of Technology has implemented regular monitoring mechanism for the teaching
- Recognition of prior learning in the B. Sc in Nursing (External) degree in Faculty of Health-Care Science
- Conducting tracer studies for all the academic programmes at the graduation is good.

Recommendation

- Institutional Graduate profile need to be formulated and program graduate profile need aligned with institutional profile.
- University By-Law Committee needs to be formulated.
- Detailed curriculum description with the course specifications sheet that include course objectives, ILOs specified in consistence with graduate profile, course content, teaching and learning methods, assessment methods, and recommended readings for the most of the programmes need to be developed.
- Detailed curriculum of all study program needs available in the faculty Web for students' reference.
- More components in Students Centered learning need to be incorporated into most of the study programmes.
- Introducing course unit on innovation, invention, patent and IP policy etc. to the undergraduate curriculum within 1-2 academic year is recommended.
- Rewarding system for students' involvements in innovation and outreach activities is recommended.

- Proper mechanism for the Progress monitoring of the ongoing academic programs and examination performance of internal and external programs through respective Quality Assurance Cell is required to be implemented.
- Establishing Faculty –Level career guidance cell or Innovation Cell in all the faculties is recommended in order to get more involvement of students in OBL activities.
- More Inter-disciplinary courses for students in faculty of Health-Care Sciences is recommended.
- Rewarding system for students' innovation and outreach activities is recommended
- Credit transfer system is recommended to be implemented.
- Subject Benchmark statements need available for the references purpose of the academics
- Revised curriculum details (reviewers reports, and approving details, comments addressed documents) need to be maintained.
- Format for feedback on curriculum and student's performance by external parties need to developed.
- More training programmes on student-centered teaching for young academic staff is recommended.
- Peer observation needs to be implemented for all the teaching staff and relevant recommendation need to be implemented to improve the academic programmes.
- Annual internal monitoring procedure for all the programmes and reporting mechanism is recommended.

Criterion 4: Teaching – Learning

Commendations

- Availability of Academic charter document
- Skill audit practices of certain Faculties
- Course specification documents for most of the courses
- University has a policy to reward academics who excel in using innovative approaches for teaching.
- While having only one permanent lecturer to teach English, English courses are offered at different levels of the academic programmes in all five faculties.
- Faculty of Arts and culture provide certain facilities to students with special needs through a special center.
- Unique features of the faculties such as advanced laboratory facilities in Faculty of Health care sciences.
- Teaching monitoring mechanism in Faculty of Technology

- Displaying graduate profile in the faculty premises of Commerce and Management Faculty

Recommendations

- Priority should be given to increase the cadre positions for lecturers to teach English

- Introduce teaching methods to reflect student-centred outcome-based teaching/ learning strategies.

- Follow up actions with respect to student feedback and peer review reports should be implemented, recorded and maintain as a department document for future use.

- Provide the facility for online anonymous submission of student feedback.

- Provide required textbooks to the library and extend the opening hours of the library when necessary.

- Proper mechanism for the Progress monitoring of the ongoing academic programs of internal
  and external programs through respective Quality Assurance Cell.
- Institutional Graduate profile need to be formulated
- More components of Students Centred learning need to be incorporated into most of the study programmes
- Effective mechanism to provide feedback to teachers for self-improvement.
- Introducing course unit on innovation/ invention/ patent/ IP policy etc. in the undergraduate curriculum during the early years and rewarding system for students' involvements in innovation/ outreach activities

Criterion 5: Learning Resources, Student Support and Progression

Commendations

- Infrastructural facilities are available and being developed.
- A central library and a faculty library at the Health Care Services are available with qualified staff and facilities.
- IT resources are made available to the students.
- A spacious building is made available to the ELTD.
- Resources and facilities for students with special needs are available.
- Well established Career Guidance Unit is available which provides many training programs to different stakeholders.

Recommendation

- Infrastructure facilities need to be developed in par with the increase in student numbers.
- Infrastructure available need to be shared among all the faculties, departments within faculties, units and centers based on space audit to maximize the usage of the resources
- A central language laboratory needs to be established in the space available at the DELT building to cater to the students and also some of the IT facilities in different faculties can be used for language teaching with needed facilities
- The building allocated for the ELTD should be enhanced with adequate facilities (staff, resources, IT facilities with accessories needed to establish language lab) to teach English as a second language. The space allocated to the ELTD should not be converted to other facilities as ELTD is one of the important Departments in the University that caters to enhance skills of the students.
- Usage of LMS facilities need to be enhanced by a policy and action plan.
- The usage of LMS facilities in OBE/SCI needs a proper monitoring mechanism.
- Arrangements need to be made to provide library facilities available at Palachcholai.
- Financial allocation to the library needs to be enhanced and mechanism need to be developed for full utilization of the allocations
- Plagiarism software needs to be made available.
- Continuous improvement of learner resources for IT is needed with authentic software
- English Language Teaching Department lacks staff and resources.
- Extracurricular activities need to be enhanced with support from the University
- Sport facilities need to be enhanced with more space, equipment and maintenance
- No arrangements available for psychological counselling.
- Improve accessibility of all information provided to students on a regular basis via multiple modes
- Early exit or fallback options need to be formulated and implemented.

Criterion 6: Student Assessment and Award
Commendation

- University has published a Manual of Examination Procedure which is effective from August 2022.
- Disciplinary procedures on examination offences are available and implemented.

Recommendation

- Periodic reviewing of assessment methods is required together with opportunities that facilitate learners' progression.
- Considerable delays in releasing results were reported from some faculties / for some subjects during the review period hence actions should be devised based on the prevailing Circulars / Policies / Guidelines to release the results on time.

- University has to devise a mechanism to complete the degree programs within the stipulated time / in the event of unexpected circumstances, as quickly as possible without a considerable delay
- Faculties which are facing lower Graduation Rate at first attempts needs depth analysis to ensure students' progression

Criterion 7: Postgraduate Studies, Research, Innovation and Commercialization
Commendations
- Establishment of New Faculty of Graduate studies
- University offers postgraduate programmes by research and postgraduate diploma taught courses through certain faculties.
- University offers postgraduate research grants and travel grants for research related activities
- Detailed research policy is available.
- Research Council plays a vital role with the support of EUSL Research Policy and implementation
- Organize national and international conferences regularly
- An international patenting is on pipeline and the University is signing MoUs with foreign Universities

Recommendations

- Faculty of Graduate studies has to be fully functional with the appointment of Dean and AR other staff members
- The revised ordinance of FGS gazetted in 2021 has to be practiced.
- Need to improve the evaluation mechanism of postgraduate programs
- All the relevant centers and Faculty of Graduate Studies need to be brought under shone umbrella, the Research Council.
- QA cell of FGS has to be established
- Need to develop good innovative proposals from students and support
- No mechanism to reward best performed postgraduate students
- Provision of Plagiarism Checker to researchers.
- Promote commercialization practices through research

Criterion 8: Distance Education

Commendations
- Providing Open and Distance Learning (ODL) to the community who are unable to enter the universities
- By-Law / ordinance for the center has been established

- CEDEC has been moved to town proximity with adequate office space to facilitate easy access and increased participation
- Two demanded degree programmes are offered
- Number of short courses have been started which help the community

Recommendations

- Vision of the CEDEC is suggested to be revised
- CEDEC is required to be reorganized its functions based on UGC guidelines and examination procedure of the external degrees and extension courses needs to be handled by the Centre.
- Programme specification, detailed documents of course specification of all the degree programmes and Diploma programmes need to be available for the students.
- CEDEC requires to maintain students' records, academic programs record along with examination records at the center.
- Properly prepared lecture material/ LMS based study material / notes need to be provided to the external degree students. The quality of teaching material needs to be monitored by Coordinator – Learning resources and through the IQAC.
- Some exposure in IT is suggested to provide to external degree students and more English courses need to incorporated to both degree programmes (during three-year period).
- Results of continues assessment/ mid –semester examination of External degree programs need to be released to the students within two weeks after assessments or at earliest possible (before the end semester examinations).
- Random second marking for extension courses is recommended.
- Results releasing procedure of Diploma and Certificates courses needs to be documented properly and relevant approval needs to be taken.
- Re-scrutiny facilities needs to be provided to the external degree students.
- It is recommended to restructure BSc nursing program allocating correct number of credits aligned with SLQF 6.
- It is recommended to check the suitability of Diploma students to be offered two years exemption for all the courses OR giving exemptions only for some related courses.
- It is recommended to accelerate the degree awarding examination board after completing the final examination of BBM (external).
- Examiners list need to be revised as "Paper Setter, Moderator, 1st Marking Examiners, 2nd Marking Examiners"
- Examiners need to be properly appointed for the Diploma programmes, Certificate courses and short courses and those details need available at the Center.
- Question moderation needs to be implemented to all Diploma and Certificate courses.

- GPA system need to be implemented for all Diploma programmes.
- All records on teaching panel, workload of the teaching staff, academic time table need to be properly prepared, approved through proper channels (Board of Study, faculty Board and Senate), and need to be available at the center.
- A program structure up to some level need to be prepared for the extension courses.
- CEDEC web needs to be structured and updated with essential information to the students.
- Responsibilities and duties need to be assigned to three Coordinators appointed by CEDEC and center activities needs to be regularized with their supports.
- Financial statements/ budgets for all the programmes needs to be prepared and submitted to the Management Committee, Finance Committee and the Council.
- IQAC of CEDEC needs to work on streamlining the processes of Center, Teaching – Learning and the examinations.
- It is recommended to include Assistant Registrar or SAR of the Center as the member and the secretary to IQAC of the Center as AR/ SAR is totally responsible for the maintaining quality of all the processes of the Center.

Criterian 9: Community Engagement, Consultancy and Outreach

Commendations
- University has clear policy on community development
- Promotes consultancy and extension services
- Has community outreach activities as inbuilt curricular experience
- Unique creative cultural endeavours of Faculty of Arts and culture
- Implements Community based out reached activities by agriculture, health care services, and Science faculties

Recommendations
- Ensuring the evaluation of records of community services undertaken
- Getting regular feedback from students and facilities providers.
- Needed clear formulation of policy on income generation of outreach activities
- Evolve inter disciplinary/trance disciplinary innovative community development engagements
- Advisory services/Consultative services could be initiated for the benefit of staff and the community

Criterion10: Quality Assurance

Commendations
- EUSL engaged in QA activities since 2005
- Quality enhancement is accelerated after establishing IQAU in 2015 renamed as CQA (in 2019) and Faculty QA Cells.

- The recommendations given in Subject reviews, Program Reviews and Institutional Reviews (2010 and 2025) are discussed and Implemented.
- CQA has a bylaw and its activities are carried out based on the bylaws.
- Eight faculties (including SVIES and Trincomalee Campus), Library and Unit of Siddha Medicine have QA cells and these cells are monitored through score cards.
- CQA is having regular Senate Standing Committee on QA (SSCQA) meetings and reporting the progress to the Senate
- CQA is headed by a Director and supported with adequate human resources for its operation
- CQA has in practice incorporating essential matters discussed in the Standing committee of QA at UGC as an agenda in the Management Committee Meetings
- CQA plays a major role in reviews by assisting IR as well as PRs by creating awareness and training programs through SDC
- SDC supports QA Activities for CPD training and workshops

Weaknesses/Recommendations

- The Council need to give due consideration on the Quality enhancement practices and progress of all the Centres in existence.
- Council minutes/decision made on academic and administrative matters, the relevant pages of those approvals by the Council need to be available at CQA.
- CQA bylaws has to be revisited to include new entities.
- Bylaws of all the centres, TORs of all the Directors of centres to be made available and all the Directors are to be approved by the Council.
- Integration of Agriculture, Aquaculture and livestock will have its unique identity towards sandy agriculture through an interfaculty study programs in near future.
- The composition of the SSCQA has to be revised as all the directors of the Centres in EUSL have to be members in it.
- The progress of all the centres in existence to be monitored by CQA and the summary of those activities to be made available to the Senate and Council
- No QA Cell in existence at Faculty of Graduate studies
- QA Mechanism of the postgraduate programs need to be strengthened.
- CEDEC is not supported with the QA Cell and AR is to be the secretary.
- A QA Cell for Admin is recommended for Quality enhancement among administrative and non-academic staff.
- A policy on Student Engagement to be developed, students can be invited to the committees/meetings wherever possible in which gender balance has to be maintained.
- No Internal Review mechanism exists for the of IR and PR. A guide book on Internal Reviews following the Manuals of External Reviews to be developed.
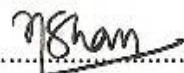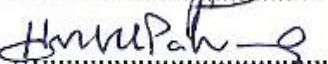- Policies on Conflict of Interest need to be developed.
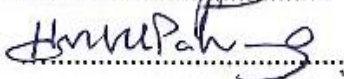
- Plagiarism policy to be approved by the Council and Plagiarism Checker need to be purchased and the services to be made available to the students and staff.
- All the Centres deals with Research need to be brought under Research Council (RC) or linked with it. CMR/CSRD/FGS/CSR have to be under RC for joint activities and decision making.
- From the Dean's List 2 best performing students (gender balance) could be named as "QA Ambassadors" and they will serve for one year to promote QA activities among the student community of each faculty. They can be issued a certificate on completion. This has to be incorporated into the Policy on Student Engagement.

Section 8   Summary

EUSL at the outset has tremendously improved its infrastructure and human resources after the previous IR in 2015 although it was not publicized. However, the commitment of the University is witnessed by implementing the recommendations through its functions and adopting regulations of the UGC as well as approval of the Council. Now it has to regularize all the entities under one umbrella and those activities have to be monitored by the CQA and the Senate and Council. Bylaws of the all the study programs as well as centres have to be developed and approved by the Council. Postgraduate Degrees as well as External programs have to be centralized with the respective faculty and the Centre and need to be monitored. The FGS has to be in full function soon and can accelerate institutional collaboration in research especially collaborative research as well as joint supervision. CEDEC has to evolve to deal with all the external and extension programs and the Quality concern rests with the support of QA Cells.

Council and Senate of the EUSL are proactive and need to give focus on the QA enhancement activities by monitoring regularly the progress of all the levels of entities. Giving wider acceptance on QA activities is much expected and CQA and FQACs will consider this task by engaging academics, administrators, non-academics and students in QA development process. Since SVIES and Trincomalee campus are under the administrative portfolio of the EUSL, both need to be incorporated in the next IR. Research Council need to do a lead role for research and publications in consultation of all the research centres in existence.

In fact, Quality assurance is a journey and this review reveals that EUSL is in the correct track and by internalizing the underlined suggestions of this report it will move towards excellence.

Prof. N. Shanmugalingam	Review Chair	....
Prof. M.M.M Najim	Reviewer	....
Prof. Vajira P. Bulugahapitiya	Reviewer	....
Prof. G. Mikunthan	Reviewer	....
Prof. Hema M.K.K. Pathirana	Reviewer	....

Annex :

SCHEDULE FOR THE SITE VISIT: 2023.05.08 - 2023.05.12

INSTITUTIONAL REVIEW – EASTERN UNIVERSITY, SRI LANKA

Day-1 Monday 2023.05.08		
08.30-9.00	Meeting with the Director CQA/Finalizing the Agenda by the Review Team with the Director /CQA	Director/CQA
09.00-09.15	Meeting with the Vice-Chancellor (Courtesy visit)	Director/CQA
09.15-10.00	Presentation by the Vice-Chancellor (in the presence of the Members of the Council, Deans, Directors of Centres/Units, CQA Director, Registrar, Bursar, Librarian, Marshall, Senior Medical Officer, Wardens, Senior Student Counsellors etc.)	Director/CQA & Registrar
10.00-10.30	Discussion (with tea)	Director/CQA
10.30-11.00	Meeting with the Administrative Staff (Registrar, DRs, SARs, ARs)	Registrar
11.00 -11.30	Meeting with Bursar, SABs, ABs	Bursar
11.30 -12.00	Meeting with Internal Audit Department	Head / Internal Audit
12.00 -12.30	Meeting with the members of the Center for Quality Assurance, and Team leaders of SER writing team	Director/CQA
12.30 -13.30	Lunch	Registrar
13.30 -14.30	Meeting with the Librarian and Staff, Observing facilities	Librarian
14.30-15.00	Meeting with Senior Student Counsellors/ Student Counsellors	SAR/Student Affairs
15.00-15.45	Meeting with students and student representatives	SAR/Student Affairs
15.45 -16.15	Visit to Academic Affairs Division	Director/CQA
16.15 -18.30	Review of documents (with Tea)	Director/CQA
18.30	Leaving for the Hotel	

Day 2 Tuesday: 2023.05.09		
	Team 1 **Faculty of Agriculture ,Palacholai**	**Team 2** **Faculty of Technology, Palacholai**
8.30— 9.00	Meeting with the Dean, Heads of Departments	Meeting with the Dean, Heads of Departments
9.00 — 9.30	Meeting with Academic staff	Meeting with Academic staff
9.30- 10.00	Meeting with Non-Academic staff	Meeting with Non-Academic staff
10.30 -11.00	Meeting the Students with Tea	Meeting the students with tea
11.00 -12.00	Centre for Sustainable Agriculture and Resource Management (CENSARM). Visit to the farm	Visit to the farm
12.00-13.00	**Observing Facilities:** Lecture halls, Computer Labs, science Laboratories, workshop, Research labs, study/discussion areas, canteens, etc.,	
13.00 – 14.00	Lunch	
	Team 1 **Faculty of Science**	**Team 2** **Faculty of Commerce and Management**
14.00 — 14.30	Meeting with the Dean, Heads of Departments, Coordinators	Meeting with the Dean, Heads of Departments, Coordinators
14.30 — 15.00	Meeting with Academic staff	Meeting with Academic staff
15.00 - 15.30	Meeting with Non-Academic staff	Meeting with Non-Academic staff
15.30 - 16.15	Meeting the Students with Tea	Meeting with students with Tea
16.15 - 17.15	**Observing Facilities:** Lecture halls, Computer Labs, science Laboratories, workshop, Research labs, study/discussion areas, canteens, etc.,	
17.15-18.30	Reviewing Documents @ Board Room	
18.30	Leaving for the Hotel	

Day 3	Wednesday: 2023.05.10	
	Faculty of Health-Care Sciences, Pillaiyarady	
8.00-8.30	Meeting with the Dean, Heads of Departments, Coordinators	
8.30 -9.00	Meeting with Academic staff	
9.00-9.30	Meeting with Non-Academic staff	
9.30-10.15	Meeting the Students with Tea	
10.15-11.00	**Observing Facilities:** Lecture halls, Computer Labs, science Laboratories, workshop, Research labs, study/discussion areas, canteens, hostels etc.,	
11.30 -13.00	Visiting to the student's hostels and staff quarters @ EUSL	
13.00-14.00	Lunch	
	Team 1 **Faculty of Arts and Culture**	**Team 2** **Faculty of Graduate Studies /Centres**
14.00 — 14.30	Meeting with the Dean, Heads of Departments, Coordinators	Meeting with the Dean, Faculty members, Coordinators
14.30 — 15.15	Meeting the Students with Tea	Meeting with Centre for Social Research & Development (CSRD)
15.15 - 15.45	Meeting with Non-Academic staff	The Visiting to Centre for Multidisciplinary Research (CMR)
15.45 - 16.15	Meeting with Academic staff	Meeting with Centre for Early Childhood Care & Development (CECCD)
16.15 - 17.00	**Observing Facilities:** Lecture halls, Computer Labs, workshop, Research labs, study/discussion areas, canteens, Hindu Arts Gallery and Museum.	
17.00- 17.30	Visiting to the Centre for Social and Reconciliation (CSR)	
17.30-18.00	Meeting with cultural development groups	
18.00	Leaving for the Hotel	

Day 4 (Thursday): 2023.05.11		
Meeting with Centres, Units ,Stakeholders		
08.00 —08.45	Visiting to Centre for External Degrees and Extension Courses (CEDEC) & Meeting External students	
	Team 1 Centres/Units	**Team 2 Centres/Units**
9.15 -10.00	Meeting with the Research Council	Visiting to Medical Centre
10.00 -10.30	Visiting to University Business Linkage (UBL)	Visiting to Career Guidance Unit (CGU)
10.30 – 10.45	Tea @ Board Room	
10.45-11.15	Visiting to Staff Development Centre (SDC)	Visiting to International Affairs Division (IAD)
11.15-11.45	Visiting to Centre for Information and Communication Technology (CICT)	Visiting to DELT
11.45-12.15	Visiting to Centre for Industry and Community Linkages (CICL) & Meeting the External stake holders	Visiting to GEE
12.15-12.45	Visiting & Meeting with Director/Physical Education Unit	
12.45 – 13.45	Lunch	
13.45-14.15	Meeting with Alumni	
14.15 – 15.30	Reviewing Documents	
15.30 — 17.30	Meeting of the Review team to summarize findings	
17.30 – 18.30	write up	
18.30	Leaving for the Hotel	

Day 5: (Friday): 2023.04.12	
8.00-10.30	Discussion among members of the Review team and write up
10.30-12.00	Wrap-up meeting with the VC, Deans, Registrar, Bursar, Directors, CQA Director, Team leaders of SER writing team, etc.
12.00-12.30	Lunch
12.30	Departure