ACTION PLAN
Follow up on Programme Review

BSc (Hons) Agricultural Sciences & Management
Faculty of Agricultural Science
Sabaragamuwa University of Sri Lanka
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SECTION 01

1.1.Introduction

The faculty decided to review the BSc Hons Agricultural Sciences and Management degree program to adhere to quality assurance guidance of UGC to review agriculture study programs in 2019 for eight institutional assessment criteria. The Faculty Board (18:156:11) held in 2018 decided to establish a mechanism to undertake the SER writing. In the year of 2019 subcommittees were appointed on early criterion and in early 2019 working secessions of subcommittees entrusted with responsibility for overall facilitation, to complete the claims with evidence for each standard and corresponding best practices and compiling the SER were appointed under eight assessment criteria (see Annex 1). Each subcommittee worked on each criterion and finalized SER document was submitted to the faculty board on 19th March 2019 Subsequently the report was submitted to the university senate on 11th June 2019. Afterwards the SER report was submitted to the quality assurance council of the University Grant Commission on 3rd April 2019. (Details are given in table 1)

Expert review panel comprised with Senior Prof. P. A. Weerasinghe, Prof. G. Y. Jayasinghe and Dr. A. Pushpanathan visited the faculty from 3rd February to 6th February 2020 for onsite evaluation. (Details are given in table 2)

Table 1: Program Review details of Faculty of Agricultural Sciences, Sabaragamuwa University of Sri Lanka

Description	Details
Submission Dates of SERs to Faculty Board	19th March 2019
Submission Dates of SERs to University Senate	20th August 2019
Submission Dates of SERs to QAC	3rd April 2019
Site Visit Dates	From 3rd February to 6thFebruary 2020
Date of receipt of report	16th March 2020
Date of receipt of the final edited reports from UGC	1st June 2020

Table 2: Review Team details of Program Review Faculty of Agricultural Sciences, Sabaragamuwa University of Sri Lanka

Name of the reviewer	Details
Senior Prof. P. A. Weerasinghe	Senior Professor, Rajarata University of Sri Lanka.
Prof. G. Y. Jayasinghe	Professor, University of Ruhuna
Dr. A. Pushpanathan	University of Vavuniya Sri Lanka

The faculty has been proceededseveral communications with the Quality assurance Council regarding the review process and the grade (B Grade) obtained.Based on a decision taken at the facultyboard, Faculty of Agricultural sciences the Dean of the faculty has sent a response emphasizing the disagreement with the review process and the grade obtainedon reviewer report to the Director, QAC on 1st Jun 2020. And the Director, QAC, Prof. Nilanthi De Silva has replied through an email on 1st Jun 2020indicating that she will forward the observations raised by the faculty to the review panel to take those in to consideration in finalizing the review report. As highlighted in the reviewer's response document, the reviewers did not recommendto make any changes to the review report and the grade given to the faculty.Afterward no communication has been reported in this regard.

1.2 The procedure followed in preparation of action plan

In accordance with the discussions raised at several faculty Management Committees (MC) and Faculty Board,it was decided to accept the Grade given by the reviewers. Andaccording to the letter (UGC/QAC/RW/2019) dated on 01.07.2021, received from the chairman, University Grant Commission on "Institutional Reviews and Programme reviews in State Universities, 2019; Request for Action Plans" it was suggested to initiate the preparation of action plan addressing all the recommendations made by the reviewers in future to uplift the grade of the faculty.

As the first step, a committee was appointedcomprising all the chair persons from each criterion for the preparation of action plan as a follow up on programreview done in 2020. The coordinator Faculty Quality assurance cell was appointed for coordinating the process. This was decided at the 187thFaculty Board held on18th May 2021. It was confirmed at the 188th Faculty Board held on 15th June 2021. Afterwards the process was initiated, holding the first meeting of the committee on 7th July 2021 as a brainstorming session and was discussed, the way forward for developing the action plan in detailed. Eight assessment criteria (indicated in Table 3) were handled by chairperson of each criterion. And there are several meetings had been organized by chair persons to prepare the action

plan for the respective criteria.All the meetings were held as online meetings due to the prevailing Covid 19 Pandemic situation.

.**Table3: Identified criteria for action plan**

No	Criteria	Target Criteria
1	Criteria 1	Programme Management
2	Criteria 2	Human and Physical Resources
3	Criteria 3	Programme Design and Development
4	Criteria 4	Course/Module Design and Development
5	Criteria 5	Teaching and Learning
6	Criteria 6	Learning Environment, Student Support and Progression
7	Criteria 7	Student Assessment and Awards
8	Criteria 8	Innovative and Healthy Practices

SECTION 02

2.1. SWOT analysis of commendations and recommendations in review report.

Table 4. SWOT Analysis

Strengths	Weakness
Criterion 1: Programme Management	**Criterion 1: Programme Management**
• The Faculty Board meetings are conducted regularly in order to have smooth administrative functioning of the faculty. • Heads and Coordinators" meetings are conducted regularly with the participation of students for the further deliberations of academic matters. • Internal and External audit records have been maintained properly. • LMS installed in the faculty for academic purposes. • Student counsellors and mentors are appointed in the faculty to deal with student matters. • University staff appraisal system introduced for annual research award and to select best academics of the University. • Established collaborative partnerships with national and international agencies by the Academic staff of the faculty. • University/ Faculty offer comprehensive orientation programme for new intake. • Provision of Student Handbook for students at the beginning of the academic programmes. • University provides good healthcare services to students. • Faculty takes adequate measures to prevent ragging.	• Faculty Action Plan was not evident for all past 3 years. • No Action Plan monitoring committee has been appointed and no mechanisms adopted to monitor the Faculty Annual Action Plan. • No faculty by-laws, no ToRs for the faculty's standing and Ad-hoc committee. • No report was available to indicate that previous subject review recommendations have been adopted. • Very few Standard Operating Procedures (SoPs)were evident. • All staff are not following LMS in learning teaching process and only a limited use of LMS was seen for teaching and assignments. • Limited Wi-Fi facilities in the faculty and student residences for active use of LMS. • Assigned duty lists have not been authorized and they have not been given to all categories of staff. • Code of conduct, not made for all categories of staff. • Evidence of issuing code of conduct/student charter to all incoming students was not found. • Exit point at different levels or fallback option/s were not defined in the present curriculum. • Insufficient evidence of industry stakeholders", employers", alumni and students" contributions during the curriculum revision. • Management Information System was not evident though it was mentioned in the SER.
Criterion 2: Human and Physical Resources	**Criterion 2: Human and Physical Resources**

• Well qualified academic staff to conduct the academic programme. • All academic members have completed the Certificate of Teaching in Higher Education programmeas per the UGC circular. • Considerable number of staff of the faculty hold key positions in the University administration. • Infrastructure facilities in the faculty are satisfactory when considering the limited financial resources. • Faculty delivers English Language through six semesters. • Faculty encourages student harmony and cohesion by promoting multicultural programmes.	• Human resource development policy and plans were not evident. • Lack of adequate training on Student Centered Learning, provided for the academic staff. • Teacher evaluation criteria are not in keeping with Outcomes-Based Education(OBE) or Student-Centered Learning (SCL) methods. • Only one academic staff member to deliver English Language for the entire faculty. • Insufficient evidence on how different types of soft skills are embedded in the curriculum.
Criterion 3: Programme Design and Development	**Criterion 3: Programme Design and Development**
• Faculty/Institute ensures that appropriate ILOs are clearly identified for work-based placement/Industrial Training/Internship and informs students of their specific responsibilities relating to above. • The curriculum includes sustainability practices, social and business ethics, culture and social diversity factors for teaching and learning among students. • The curriculum of the programme encourages the development of intellectual capacity of students by providing numerical, analytical, IT and communication skills. • The Faculty FQAC initiated internal monitoring strategies and effective processes to evaluate, review, and improve the programme design and development, and approval processes in the recent past.	• Lack of policy documents on curriculum planning and development (no proper inception report). • Not enough evidence on the curriculum development process of the existing degree program, which had been designed in 2016. • Lack of concern to use the expertise knowledge of the national bodies in fine-tuning the curriculum to meet the standards of the key thematic areas of the curriculum. • Need for the PLO and ILO mapping to be formulated to give a holistic view of the programme. • Need of the programme design to comply with the SLQF and SBS. • Need to introduce the outcome-based performance indicators in monitoring programme advancement. • Use of stakeholder feedbacks for course improvements and ongoing program improvements is not sufficient. • Supplementary courses in the existing curriculum are weak in enriching generic skills of students. • Proper mechanism should be adopted in monitoring program outcomes.
Criterion 4: Course/Module Design and	**Criterion 4: Course/Module Design and**

Development	Development
• Course content with adequate breadth, depth and balance. • The staff involved in instructional design and developments have been trained for such purposes and undergo regular training, even though university SDC and all staff have completed the CTHE programme. • The content appropriateness, effectiveness of teaching, student learning outcomes that are initiated to measure through student feedback and peer evaluations.	• Curriculum has not been aligned with PLOs. • Total notional learning hours are higher as per the SLQF guidelines. • Lack of evidence of course compliance with the SLQF and SBS. Higher number of credits offered than SLQF guidelines (+5 accepted). • Limited utilization of LMS for teaching and assignments. • Absence of evidence of progressive course evaluation over last few years after introducing the curriculum. • Consultation of professional bodies and standards used in course development are not given due consideration. • Need to include detailed plans of the lessons, lesson ILOs and assessment strategies appropriately in the course profiles of all the subjects. • Incomplete PLO and ILO mapping with no evidence of a curriculum blueprint. • Lack of consideration on the needs of differentlyabled students into course design and development, including the delivery of the course, teaching and learning strategies. • Deficiency of external examiners in the evaluation system of course units. No result verification system is in place
Criterion 5: Teaching and Learning	**Criterion 5: Teaching and Learning**

• Faculty/Institute provides course specifications and timetables before the commencement of the course. • Teachers encourage students to contribute to scholarship, creative work, and discovery of knowledge, related to theory and practice that are appropriate to their programmes and the institutional mission. • Friendly and conducive learning environment/committed and well qualified team of senior staff. • Prominence given to student presentations. • Established research culture of the faculty. • Presence of teaching evaluation by students and peers. • Release of midterm/continuous and end term results on time. • Encouragement given to students to do research and publish their research findings in journals. • Satisfactory engagement in co-curricular and extra-curricular activities.	• Unavailability of faculty action plans for the last 3 years. • Absence of any Course evaluation. • No follow up action taken on teacher evaluation feedback. • Inadequate evidence of academic staff using technology in teaching; i.e. Google forms, peer evaluation including comments on the methods used, LMS activity reports, innovative activities, group work, case studies, Wi-Fi usage, assignments/plagiarism checks, etc. • Unavailability of a curriculum mapping and a blueprint. • Unavailability of academic accountability records; only the documents on work norms and workload of staff were found. • Course specification files (Master files) elaborating the mode of delivery schedule, evaluation procedure, etc., of theory and practical components have not been developed. • Poorly linked assessment to the ILOs and the presence of a common weightage for all the course units regardless of the nature of the subject. • Gender Equity and Equality (GEE) activities have to be better streamlined, probably by establishing a new and own cell at the Faculty. • Deficiency in incorporation of student feedback in the curriculum revision. • Lack of a designed scheme to present annual awards for R & D innovations of students.
Criterion 6: Learning Environment, Student Support and Progression	**Criterion 6: Learning Environment, Student Support and Progression**

• The functionality of the departments in a conducive and cordial environment with very good relationship with students and the academic staff. • Well-appreciated communication skills of students. • The recognition and the facilitation by the faculty of academic interaction among the mentors, Deputy Senior Student Counsellor and students. • Provision of numerous trainings to students and staff, through internal and external sources. • Faculty has started the process of implementing policy on Gender Equity and Equality (GEE). • The policy framework with infrastructure facilities for students with special needs in a developing process. • Availability of examination By-law, enabling results to be released within a stipulated time period.	• Absence of policy on fallback options in the faculty programmes. • Non-implementation of analyzed student and peer evaluations. • Evidences were not found on support of alumni in curriculum development process. • Faculty conducted many workshops and seminars, but the completion reports of the workshops and seminars were not submitted to the Faculty Board. • Feedback on career guidance workshops and orientation programmes not available. • Monitoring Committee Reports – Anti ragging committee, Hostel committee, and Welfare committee - are not founded. • Unavailability of stakeholder feedback on the library usage and ICT usage among the documents. • Unavailability of an action plan on Centre for Gender Equity and Equality (CGEE). CGEE conducted workshops to the staff of the faculty. The workshop records and feedback of the workshops were not available. • Evidence of admission to advance progression of studies of the graduates are not available. A tracer study has been done only in one year.
Criterion 7: Student Assessment and Awards	**Criterion 7: Student Assessment and Awards**
• The assessment strategy is explained to students through course structure and course specification. • The assessment strategies are aligned with ILOs. • The weightage, relating to the different components are given in course specification. • All the examiners are informed about rules and regulations, and examination procedures at SDC training programmes for conducting of examinations. • Faculty has a developed policy to admit the students with special needs.	• The unavailability of mapping of ILOs. • There is no feedback from the moderators and second examiners by internally. • There is/are no external examiner/examiners in the list of examiners. • Student survey was done but the gathered information not implemented. • Formative and summative assessment criteria of individual subjects were not available in the handbook. • No analysis has been done by the faculty of the external supervisor reports received.
Criterion 8: Innovative and Healthy Practices	**Criterion 8: Innovative and Healthy Practices**

• Motivated students for disseminating their research findings in national and international symposia. • Income generating activities of the faculty, for acquiring benefits to the respective departments. • Staff research activities in collaboration with national and international agencies. • Staff engaged in consultancy work in government organizations and NGOs, conducting seminars and workshops to farmers, other organizations and school children. • Staff received awards for their innovative research work. • International and national symposia conducted by the faculty, and proceedings are published in journals.	• Absence of a credit transfer system within the faculty.
Opportunity	**Threats**
• Increasing demand in the job market for agriculture graduates who can perform multitasks. • Need for qualified and skilled graduates in agroindustry for post-war rebuilding and rehabilitation of agriculture. • Improved local business climate for foreign investment, improved technology influx and the resultant potential demand for agriculture graduates within the country. • Interfaculty sharing of teaching and learning environment, multi-disciplinary research, services, resources and postgraduate supervision. • Healthy market within the community for farm products from the faculty farm. • Need in the industry to collaborate with universities for feasibility studies, and research and innovation activities. • Research funding and grant schemes to encourage academic staff for research activities. • Pressure from the UGC and the QAC to enhance the quality of the study programs to customize academic programs to suit the job market and the availability of expertise within the national university system for	• Competition from the agriculture degree study programs offered by other national universities and degree awarding institutions. • Tendency of students embracing programs in overseas and their affiliations in Sri Lanka. • Negative attitudes and dis-satisfaction in the industry, corporate sector and the general public about the state university graduates. • Present economic crisis that has a negative impact on the job market for agriculture and other graduates.

quality assurance and enhancement activities. • Foreign employment opportunities available for agriculture graduates. • Availability of facilities for students for sports, recreation, aesthetic and other extracurricular activities within the university. • Availability of development opportunities in teacher training, farmer training, farmer community empowerment, school student training, supply of inputs and breeding stock to farmers, agricultural extension and veterinary services, crop development programs and various national events	

SECTION 03

3.1. Planned Activities to address the recommendations made by Reviewers on Program review.

Table 5. Planned Activities / Actions

Following activities were proposed based on the recommendations suggested by the reviewers on the Program Review, Faculty of Agriculture.

Criterion No	Criterion Name	Weaknesses mentioned /Recommendation given in the Feedback Report	Proposed Activities	Performance Indicator	Responsible Person/s
1	Programme Management	Faculty Action Plan was not evident for all past 3 years.	Already available and Implement an Action Plan for the faculty	Monthly meeting records	Dean, HOD's, Coordinator FQAC , AR Faculty
1		No Action Plan monitoring committee has been appointed and no mechanisms adopted to monitor the Faculty Annual Action Plan	Evaluate the progress of action plan (FAGS) and strategic plan (SUSL) - (semester basis)	(Semester basis) Number of actions implemented (0 – 5 scale) 0 – conceptualization stage 5-Action completed	A monitoring committee appointed by the dean including Cluster chairs and secretaries FQAC AR-FAGS
1		No faculty by-laws, no ToRs for the faculty''s standing and Ad-hoc committee.	Already Implemented and mentioned in faculty hand book, TOR for FQA coordinator has been indicated in University CQA Bylaws and these bylaws have been presented in several occasions.	ToR on Journal of Agricultural Sciences, Audio visual unit, Faculty Hand Book	Dean , HOD's
1		No report was available to indicate that previous subject review commendations have been adopted.	Subject reviews were conducted in some where 2006/7, SER was prepared for the period of 2012-2018, therefore, historical reports were not included. If they would have requested the evidences, we were able to produce it.		Dean, Chairman-curriculum Committee

1		Very few Standard Operating Procedures (SoPs)were evident.	Already Implemented	SOPs documents, awareness programmes, workshops for office, laboratories, Faculty Library, faculty farm etc	Dean/AR HODs Senior Assistant Librarian Farm Manager
1		All staff are not following LMS in learning teaching process and only a limited use of LMS was seen for teaching and assignments.	Since, this is only one way of delivering the lectures, assignments, etc. we follow various others means that are more practical and best fit with the degree program. However further encourage the staff to use VLE for teaching. Conducting the awareness program for staff to improve the VLE knowledge with the assistant of external funds. Upgrade/replace the existing VLE with a more user-friendly operating system.	Number of awareness program conducted Number of documents uploaded Number of staff and students' interactions through VLE Rate of VLE usage.	HOD's,Coordinator CCS / FQAC, FAGS
1		Limited Wi-Fi facilities in the faculty and student residences for active use of LMS.	The university has installed enough number of wi-Fi access points in the faculty including lecture halls, library, canteen and other relevant places. The university rented numbers of private buildings located outside the university premises. No rules or regulations have been established so far to provide Wi-Fi facilities to outbound places. However, the University hostels have already installed with Wi-Fi facilities.	No of access points in the Faculty Number of students per access point Bandwidth -	Dean, Director CCS
1		Assigned duty lists have not been authorized and they have not been given to all categories of staff.	Policy to be developed and implement to equitably distribute duty with formal authority	Number of complains /grievance/ disciplinary actions	VC, Dean, HOD's
1		Code of conduct, not made for all categories of staff.	Code of conduct to all categories of staffto be developed	Workshops Documents circulated	Dean, HODs

1		Evidence of issuing code of conduct/student charter to all incoming students was not found.	Already implemented with new curriculum	Annual Student hand book	Dean AR
1		Exit point at different levels or fallback option/s were not defined in the present curriculum.	None of the Agriculture Faculty in Sri Lanka has this fallback option. There are very strict regulations both lateral entry and fallback options under current system However, this will be taken as new consideration with the next curriculum revision.	Faculty Hand Book Number of reports recorded on the fallback options	Chairman- curriculum Committee, HOD's, All academic staff of each Department
1		Insufficient evidence of industry stakeholders", employers", alumni and students" contributions during the curriculum revision.	Conduct Stakeholder meeting at the Beginning, After preparing the Curricular and while implementing the curricular Introducing a mechanism to collect feedback from the industry stakeholders", employers", alumni and students	Number of meetings conducted with industry stakeholders", employers", alumni and students	chairman -curriculum committee and HOD
1		Management Information System was not evident though it was mentioned in the SER.	Introduce a computerized MIS for the Faculty and faculty is aligned with the concept of smart university.	Number of electronic reports generated Management of Number of databases	Dean AR– FAGS HODs Coordinator CCS- FAGS
2	Human and Physical Resources	Human resource development policy and plans were not evident.	Faculty recruitment plan has imitated	Number of academic staff recruitments Number of no-academic staff recruitments Number of technical staff recruitments	Dean HODs
2		Lack of adequate training on Student Centered Learning, provided for the academic staff.	Under AHEAD ELAT-ELSE grants OBE-SCL workshop series have been conducted to provide training for the staff	Number of course modules revised Number of staff members trained	HODs Academic staff members

2		Teacher evaluation criteria are not in keeping with Outcomes-Based Education (OBE) or Student-Centered Learning (SCL) methods.	The teacher evaluation forms will be amended	Number of courses evaluated Number of lecturers evaluated Number of Students provided the feed back Number of feedback reports generated	HODs, AR Coordinator QA cell
2		Only one academic staff member to deliver English Language for the entire faculty.	Temporary arrangements are made for orientation programme	Number of English Assessments completed	Dean
2		Insufficient evidence on how different types of soft skills are embedded in the curriculum	There are several courses in the curriculum More courses will be added	Number of students following soft skills development courses	Dean, HODs All the academics
3	Programme Design and Development	Lack of policy documents on curriculum planning and development (no proper inception report).	Already implement a committee to formulate policy documents on curriculum planning and development	Number of meetings conducted	Dean, HOD's, Chairman curriculum development committee
		Not enough evidence on the curriculum development process of the existing degree program, which had been designed in 2016.	Already implement a committee to formulate policy documents on curriculum planning and development	Number of meetings conducted Number of progress reports produced at Faculty board	Dean, HOD's, Chairman curriculum development committee
		Lack of concern to use the expertise knowledge of the national bodies in fine-tuning the curriculum to meet the standards of the key thematic areas of the curriculum.	Implement mechanism to send the final curriculum to two academic experts for the validations and taken in to consideration to get the expertise knowledge of National bodies in fine-tuning the curriculum.	Validation report of external expertise about curriculum.	Dean
		Need for the PLO and ILO mapping to be formulated to give a	Already implemented and continue the process to mapping PLOs and ILOs for degree programme	Number of workshops conducted	HOD + All academic staff of each Department

		holistic view of the programme			
		Need of the programme design to comply with the SLQF and SBS.	Already the study program has align with SLQF guideline.		chairman-curriculum committee and HOD
		Need to introduce the outcome-based performance indicators in monitoring programme advancement.	Already implemented and continuing with new curriculum	Faculty handbook.	HOD + All academic staff of each Department
		Use of stakeholder feedbacks for course improvements and ongoing program improvements is not sufficient.	Formal programme evaluation done by key stakeholder parties (at least three) and immediately include this system to the next curricular revision to develop as a policy.	Action plan Number of Feedback forms and number of reports produced Number of meeting records Number of final reports presented at the faculty Board	Head of Departments and Staff Department Coordinators and faculty coordinator of University Business Linkage Cell (UBLC)
		Supplementary courses in the existing curriculum are weak in enriching generic skills of students.	Supplementary subjects which in line with this have already included.	Student Hand book	HOD + All academic staff of each Department, curriculum development committee
		Proper mechanism should be adopted in monitoring program outcomes.	Strength the monitoring mechanism of current programme evaluation done by key stakeholder parties about the degree programme	Alumina profile Number of reports produced to faculty Board	HOD + All academic staff of each Department
4	Course/Module Design and Development	Curriculum has not been aligned with PLOs.	Already implemented with new curriculum	Number of subjects completed align with curriculum. Student hand book	Dean, HOD + All academic staff of each Department, curriculum development committee
		Total notional learning hours are higher as per the SLQF guidelines.	This matter has concerned and already implemented with new curriculum	Student hand book	Dean, HOD + All academic staff of each Department
		Lack of evidence of	This matter has concerned and	Student hand book	Dean, Curriculum

		course compliance with the SLQF and SBS. Higher number of credits offered than SLQF guidelines (+5 accepted).	already implemented with new curriculum		development committee
		Limited utilization of LMS for teaching and assignments.	LMS, this is only one way of delivering the lectures, assignments, etc. But we do follow various others means that are more practical and best fit with the degree program.	Number of assignments uploaded Number of staff and students' interactions through VLE Rate of VLE usage	HOD's, Coordinator CCS/FAGS
		Absence of evidence of progressive course evaluation over last few years after introducing the curriculum.	Allocation of resources and staff for implement a formal course evaluation process	Number of reports per semester Documentary produced at Faculty board	HOD + All academic staff of each Department, FQAC
		Consultation of professional bodies and standards used in course development are not given due consideration.	To be addressed in the next curricular revision as a new requirement		Dean, HOD's, Curriculum development committee
		Need to include detailed plans of the lessons, lesson ILOs and assessment strategies appropriately in the course profiles of all the subjects.	This has already implemented in new curriculum	Student hand book	Dean, HOD's, Curriculum development committee
		Incomplete PLO and ILO mapping with no evidence of a curriculum blueprint.	Matrix has been created, need to update it		Dean, HOD's, Curriculum development committee
		Lack of consideration on the needs of differently abled students into course design and development,	Difficult to accommodate in curriculum, but other physical facilities must be improved.		

		including the delivery of the course, teaching and learning strategies.			
		Deficiency of external examiners in the evaluation system of course units. No result verification system is in place	Faculty has followed the practice when majority of the academic staff belongs to junior levels. But majority turns into PhD holders plus training the external examiners were not included into the evaluation process. On the other hand, involvement of external examiners was led to delay the process of finalizing the results. This was verified by our staff members at the wrap-up meeting. However currently the faculty obtain the service of external parties to evaluate the final year undergraduate research	Student Hand book Final year student theses	Dean, HOD's
5	Teaching and Learning	Unavailability of faculty action plans for the last 3 years.	Prepare annual Faculty action plan	Number of achieved expected targets of the annual plan	Dean, HOD's
		Absence of any Course evaluation.	Annual or semester wise survey on course evaluation by staff/students	Annual or semester wise report on course evaluation	HOD's, FQAC
		No follow up action taken on teacher evaluation feedback.	Conduct department wise discussions on teacher evaluation feedback and maintain records	Timely completion of lectures/practicales Available time for student meetings No. of teaching methods used	HOD's, All the academic staff, FQAC
		Inadequate evidence of academic staff using technology in teaching; i.e., Google forms, peer evaluation including comments on the methods used, LMS activity reports, innovative activities, group work, case	Improve record keeping of online teaching, learning and assessment	No. of online assessments, exams, teaching methods through digital media, surveys through digital media	HOD's, All the academic staff, Coordinator CCS/FAGS

		studies, Wi-Fi usage, assignments/plagiarism checks, etc.			
		Unavailability of a curriculum mapping and a blueprint.	Prepare curriculum map for existing curriculum and revised curriculum for B.Sc. Food Business Management	Curriculum map and blue print	Dean, HOD's, Curriculum development committee
		Unavailability of academic accountability records; only the documents on work norms and workload of staff were found.	Maintain academic accountability records(Make arrangements to send individual academic accountability records to HoD/Dean)	Individual academic accountability reports	Dean, HOD's, FQAC
		Course specification files (Master files) elaborating the mode of delivery schedule, evaluation procedure, etc., of theory and practical components have not been developed.	Already implemented with new curriculum, Weekly schedules were available for each and every course including practical.	Faculty Hand book	Dean, HOD's, Curriculum development committee
		Poorly linked assessment to the ILOs and the presence of a common weightage for all the course units regardless of the nature of the subject.	Curriculum composed of 1,2, 3, and 4 credit courses, evaluations are also linked with course ILOs. Arrange a one-day workshop, request relevant staff members to re-visit their course modules and propose any changes. Changes need to get Senate approval for implementation	List of senate approved changes on course modules (changes in assessment criteria, weight, etc) Evidences are available in the student handbook and in the detailed curriculum	Dean, HOD's, Curriculum development committee
		Gender Equity and Equality (GEE) activities have to be better streamlined, probably by establishing a new and own cell at the faculty.	Appoint staff members who care and dare gender matters, enthusiastic and willing to serve voluntarily. Not just nominate the people who need marks for their next promotion.	No. of events organized and conducted for staff and students by GEE cell	Faculty Coordinator GEE,

		Deficiency in incorporation of student feedback in the curriculum revision.	Obtain student feedback for next curriculum revision.	Results of the student feedback on existing curriculum and indication on incorporating those into new curriculum	Dean, HOD's, Curriculum development committee
		Lack of a designed scheme to present annual awards for R & D innovations of students.	Organize Annual Dean's research excellence awards for students and may be for academic staff	Annual research award winners	Dean, HOD's, All the academic staff
6	Learning Environment, Student Support and Progression	Absence of policy on fallback options in the faculty programmes.	Prepare a Policy for Fallback or Early Exit qualification for an undergraduate/Postgraduate Programme of Study-SUSL in line with the policy of SUSL (253rd Senate approval; 13th July 2020) and UG Commission circular 04/2021, allowing students to achieve the qualifications such as Certificate, Diploma or General degree.	Policy for Fallback or Early Exit qualification for an undergraduate/Postgraduate Programme of Study-Faculty of Agricultural Sciences-SUSL Number of students benefited by the Fallback option	Dean HOD's Coordinator-FQAC
		Non-implementation of analyzed student and peer evaluations.	Establish 'Faculty Teaching and Learning Committee' to make recommendations and implementation of quality enhancement activities of Teaching and Learning at the faculty level through the analysis of feedbacks taken at the internal monitoring mechanisms such as peer reviews, student evaluations and other feedback reporting data.	Records of 'Faculty Teaching and Learning Committee' Records from CQA	All Members of the Faculty Teaching and Learning Committee
		Evidences were not found on support of alumni in curriculum development process.	Establishing Alumni Associations at each Department level and invite representatives to participate at curriculum development process.	Number of Alumni Associations at the Department levels and the attendance of alumni at participating to curriculum development workshops activities and Industrial training.	Dean HOD's Existing Academic members who passed-out from SULS
		Faculty conducted many workshops and seminars, butthe completion reports of	Aware each and every Faculty Board member to submit post-workshop and post-seminar reports on completion of	Number of Faculty Board memos presented regarding completion of the workshops and seminars monthly basis	Dean

		the workshops and seminars were not submitted to the Faculty Board.	workshops/seminars.		
		Feedback on career guidance workshops and orientation programmes not available.	Develop a feedback form to gather relevant information. Develop a mechanism to collect feedback from the participants and.	Number of feedbacks conducted Number of feedback reports produced	Director/CGU Dean FQAC
		Monitoring Committee Reports – Anti ragging committee, Hostel committee, and Welfare committee - are not founded.	Establishing Anti-ragging committee, Hostel committee and Welfare committee should be discussed at the University and Faculty level.	Records from Anti-ragging committee, Hostel committee and Welfare committee	Dean HOD's
		Unavailability of stakeholder feedback on the library usage and ICT usage among the documents.	Introducing a mechanism to collect feedback from the users such as books.	Records/comments from the library and ICT facility users	Librarian Coordinator-ICT
		Unavailability of an action plan onCentre for Gender Equity and Equality (CGEE). CGEE conducted workshops to the staff of the faculty. The workshop records and feedback of the workshops were not available.	Include CGEE in the action plan Conduct workshops at the faculty level and collect feedback at the end of each workshop, present the final report to the Faculty Boards	Action plan Number of Feedback forms and number of reports produced Number of final reports presented at the faculty Board	Dean CGEE
		Evidence of admission to advance progression of studies of the graduates are not available. A tracer study has been done only in one year.	Conduct graduate surveys upon each and every convocation	Number of Graduate survey reports produced	Dean IQAC
7	Student Assessment and Awards	The unavailability of mapping of ILOs.	Already implemented in new Curriculum	Records of Curriculum revision meeting	Curriculum revision committee chairman, HOD +

					All academic staff of each Department
		There is no feedback from the moderators and second examiners by internally.	Develop a format for moderation/ second marker feedback form and is available after approval at the senet.	Number of Feedback forms and number of reports produced from the moderators and second examiners	Head/Dean
		There is/are no external examiner/examiners in the list of examiners.	External examiner for required subjects are mentioned in the list of examiners	Number of external examiner lists produced at faculty board	Head
		Student survey was done but the gathered information not implemented.	Head and Particular staff member discussion after completion of subjects.	Number of final reports presented at the faculty Board	Head
		Formative and summative assessment criteria of individual subjects were not available in the handbook.	To be addressed as a new Requirement with curriculum revision and include to the faculty handbook	Include in the faculty handbook	Curriculum revision committee
		No analysis has been done by the faculty of the external supervisor reports received.	Establish 'Teaching and Learning committee' to initiate internal monitoring mechanisms to make recommendations and implementation of quality enhancement activities of Teaching and Learning at the faculty level through the analysis of feedbacks of external supervisors.	Records of 'Faculty Teaching and Learning committee' Reports produced to faculty board.	Dean, Head, Faculty Teaching and Learning committee
8	Innovative and Healthy Practices	Absence of a credit transfer system within the faculty.	Develop a policy regarding the credit transfer system in the next curriculum revision	Discussion about the credit transfer policy at faculty board and with the examination branch. Finalize the policy draft and submit for further approvals (Senate, Council etc)	Dean HOD's, curriculum development committee, Existing Academic Members, Coordinator-FQAC

SECTION 04

ACTION PLAN FOR IMPLEMENTATION OF PROPOSED ACTIVITIES

4.1. Summary of Goals, Objectives and Strategies of Strategic Management Plan - SUSL

There are five goals in the University Strategic Management Plan (Table 6). When preparation of the action plan, proposed activities and sub-activities were aligned with the relevant goal of the university's strategic management plan. (Annex 2 - Strategic Management Plan 2019-2023-SUSL).

Table 6. Summary of Goals, Objectives and Strategies of Strategic Management Plan (2019-2023) SUSL

Goal	Objectives	Strategy
Goal 1: To achieve excellence in quality of teaching and learning	**Objective 1.1** To continuously improve the quality and relevance of academic programs	**Strategy 1.1.1**Set up a mechanism to systematically review existing academic programs and develop new programs **Strategy1.1.2** Reviewexisting academic programs and develop new programsin line with SLQF guideline
	Objective 1.2 To develop conducive environment for teaching and learning	**Strategy 1.2.1** Adopt different pedagogies to Strengthen teaching and learning **Strategy 1.2.2** strengthen student support services **Strategy 1.2.3** Strengthen career development and mentoring programs
	Objective 1.3 To increase the access to higher education	**Strategy 1.3.1** Strength and Develop new academic programmes
	Objective 1.4 To widen the University – Industry Linkage	**Strategy 1.4.1** Widen the scope of industrial exposure
Goal 2: Enhance the image of the university by enriching research culture	**Objective 2.1:** To develop a conducive environment for research	**Strategy 2.1.1:** Widen the access to funding opportunities for research **Strategy 2.1.2:** Improve the infrastructure facilities for research
	Objective 2.2: To encourage collaborative research	**Strategy 2.2.1:** Facilitate collaborative research **Strategy 2.2.2** Strengthen the University Industry Business Linkage
	Objective 2.3: To widen the research outcome disseminating channels	**Strategy 2.3.1:** Organizing research symposia **Strategy 2.3.2:** Publication of research journals
	Objective 2.4: To recognize and award the high-quality research of university community	**Strategy 2.4.1:** Awarding and Rewarding systems for encouraging researchers
	Objective 2.5: To enhance the university image	**Strategy 2.5.1:**Conducting image building campaign of the university

Goal 3: To Improve Physical, Infra, Super Structures and Human Capital	**Objective 3.**1 To develop Physical, Infra and super structures facilities	**Strategy 3.1.1** Accelerate approved construction projects **Strategy 3.1.2** Accelerate the initiation of physical, Infra and super structures projects **Strategy 3.1.3** Renovate the existing building **Strategy 3.1.4** Introduce a Physical Development Plan for the University **Strategy 3.1.5** Enhance the physical facilities to improve the quality of teaching and learning environment
	Objective 3.2 Strengthen Human Resources	**Strategy 3.2.1**: Effective Human Resources Planning **Strategy 3.2.2**: Facilitate professional development of staff members
Goal 4: To enhance the social responsibility and harmony for sustainable development	**Objective 4.1:**To enhance the empowerment of local community through capacity building to share mutual economic Benefits	**Strategies 4.1.1**:Adapting sustainable entrepreneurial approaches **Strategies 4.1.2:**To persuade the public and private organizations to invest in the adjacent areas
	Objective 4.2: To promote harmony among university community and wider community.	**Strategy 4.2.1**. Develop service delivery mechanism for the wider community **Strategy 4.2.2**. Improving Social wellbeing of the community
Goal 5: To strengthen the governance and administrative systems for effective service delivery	**Objective 5.1** To Institutionalize the strategic management plan within the university community for successful implementation and wider acceptance	**Strategy 5.1.1:** To develop a mechanism to implement the strategic management plan and the annual action plan
	Objective 5.2 To strengthen the policy formulation process in the university	**Strategy 5.2.1** Streamline the policy and plan formulation process **Strategy 5.2.2:** Implement a management information system covering operational and administrative functions of the university.

4.2 Action plan for Implementation of Proposed activities mapping with University Strategic Plan.

Table 7. Action Plan – Mapping with Goal 1 in the Strategic Plan - Goal 1: To achieve excellence in quality of teaching and learning

Proposed activity / Sub-activity	Key Performance Indicator [KPI]	Activity number in Corporate Plan	Start date (mm/yyyy)	End date (mm/yyyy)	Annual targets for key performance indicator				
					2019	2020	2021	2022	2023
Implement available Action Plan for the faculty	Monthly meeting records	1.1.1	January 2021	December 2023	-	100	100	100	100
Evaluate the progress of action plan (FAGS) and strategic plan (SUSL) - (semester basis)	Number of actions implemented (Semester basis) (0 – 5 scale) 0 – conceptualization stage 5-Action completed	1.1.2	January 2021	December 2023	-	-	75%	80%	>80%
TOR for FQA coordinator has been indicated in University CQA Bylaws and these bylaws have been presented in several occasions.	Student hand book,ToR on Journal of Agricultural Sciences, Audio visual unit, Faculty	1.2.1	January 2021	December 2023	-	-	50 %	75%	100%
Policy to be developed and implement to equitably distribute duty with formal authority among staff	Number of complains /grievance/ disciplinary actions	1.1.1	January 2021	December 2023	-	-	-	100%	100%
Fall back option will be taken as new consideration with the next curriculum revision.	Faculty Hand Book Number of reports recorded on the fallback options	1.2.1.	January 2021	December 2023	-	-	-	100%	100%
Conduct Stakeholder meeting at the Beginning, After preparing the Curricular and while implementing the curricular Introducing a mechanism to collect feedback from the industry stakeholders", employers", alumni and students	Number of meeting conducted with industry stakeholders", employers", alumni and students	1.4.1	January 2021	December 2023	-	-	50%	100%	100%
Introduce a computerized MIS for the Faculty and faculty is aligned with the concept of smart	Number of electronic reports generated	1.2.1	January 2021	December 2023	-	-	50 %	75%	>80%

university.	Management of Number of databases								
Arrange a one day workshop, request relevant staff members to re-visit there course modules and propose any changes. Changes need to get Senate approval for implementation	List of senate approved changes on course modules (changes in assessment criteria, weight, etc) Evidences are available in the student handbook and in the detailed curriculum	1.1.2	January 2021	December 2023	-	-	-	100%	100%
External examiner for required subjects are mentioned in the list of examiners	Number of external examiner lists produced at faculty board	1.2.1	January 2021	December 2023	-	-	100%	100%	100%
Inclusion of Formative and summative assessment criteria of individual subjects will be addressed as a new Requirement with curriculum revision and include to the faculty handbook	Include in the faculty handbook	1.2.1	January 2021	December 2023	-	-	100%	100%	100%
Establish 'Teaching and Learning committe' to initiate internal monitoring mechanisms to make recommendations and implementation of quality enhancement activities of Teaching and Learning at the faculty level through the analysis of feedbacks of external supervisors.	Records of 'Faculty Teaching and Learning committee' Reports produced to faculty board.	1.1.1	January 2021	December 2023	-	-	-	100%	100%
Implement a committee to formulate policy documents on curriculum planning and development	Number of meetings conducted Number of progress reports produced at Faculty board	1.1.1	January 2021	December 2023	-	-	-	Initiation	50%
Implement mechanism to send the	Validation report of	1.1.1	January	December	-	-	-	100%	100%

Activity	Indicator	Code	Start	End					
final curriculum to two academic experts for the validations and taken in to consideration to get the expertise knowledge of National bodies in fine-tuning the curriculum.	external expertise about curriculum.	1.4.1	2021	2023					
Implemente and continue the process to mapping PLOs and ILOs for degree programme	Number of workshops conducted	1.1.2	January 2021	December 2023	-	-	100%	100%	100%
Formal programme evaluation done by key stakeholder parties (at least three) and immediately include this system to the next curricular revision to develop as a policy.	Action plan Number of Feedback forms and number of reports produced Number of meeting records Number of final reports presented at the faculty Board	1.1.1	January 2021	December 2023	-	-	100%	100%	100%
Include supplementary subjects which in line with enriching generic skills of students.	Student Hand book	1.1.1	January 2021	December 2023	-	-	100%	100%	100%
Adopting proper mechanism in monitoring program outcomes.	Strength the monitoring mechanism of current programme evaluation done by key stakeholder parties about the degree programme	1.1.1	January 2021	December 2023	-	-	75%	80%	>80%
New Curriculum has been aligned with PLOs.	Number of subjects completed aline with curriculum. Student hand book	1.1.2	January 2021	December 2023	-	-	100%	100%	100%
Total notional learning hours are correctly implemented as per the SLQF guidelines.	Student hand book	1.1.2	January 2021	December 2023	-	-	100%	100%	100%
Course in the new curriculum are compliance with the SLQF and SBS and correct number of credits are offered as SLQF guidelines	Student hand book	1.1.2	January 2021	December 2023	-	-	100%	100%	100%
Prepare annual Faculty action plan	Number of achieved expected targets of the	1.1.1	January 2021	December 2023	-	Initiate	75%	80%	>80%

	annual plan								
Annual or semester wise survey on course evaluation by staff/students	Annual or semester wise report on course evaluation	1.1.1	January 2021	December 2023	-	-	50%	75%	>80%
Conduct department wise discussions on teacher evaluation feedback and maintain records	Timely completion of lectures/practicals Available time for student meetings No. of teaching methods used	1.1.1	January 2021	December 2023	-	-	50%	75%	>80%
Improve record keeping of online teaching, learning and assessment	No. of online assessments, exams, teaching methods through digital media, surveys through digital media	1.1.1	January 2021	December 2023	-	-	50	100	150
Prepare curriculum map for existing curriculum	Curriculum map and blue print	1.2.1	January 2021	December 2023	-	-	Initiate	80%	100%
Maintain academic accountability records(Make arrangements to send individual academic accountability records to HoD/Dean)	Individual academic accountability reports	1.1.2	January 2021	December 2023	-	-	50%	75%	>80%
Develop a policy regarding the credit transfer system in the next curriculum revision	Discussion about the credit transfer policy at faculty board and with the examination branch. Finalize the policy draft and submit for further approvals (Senate, Council etc)	1.2.1	January 2021	December 2023	-	-	-	Initiate	75%

Table 8. Action Plan – Mapping with Goal 2 in the Strategic Plan - Goal 2: Enhance the image of the university by enriching research culture

	Goal 02 of University Strategic Plan: Enhance the image of the university by enriching research culture								
Proposed activity / Sub-activity	**Key Performance Indicator [KPI]**	**Activity number in Corporate Plan**	**Start date (mm/yyyy)**	**End date (mm/yyyy)**	**Annual targets for key performance indicator**				
					2019	**2020**	**2021**	**2022**	**2023**
Organize Annual Dean's research excellence awards for students and may be for academic staff	Annual research award winners	2.4.1	January 2021	December 2023	-	-	2	3	5

Table 9. Action Plan – Mapping with Goal 3 in the Strategic Plan - Goal 3: To Improve Physical, Infra, Super Structures and Human Capital

	Goal 03 of University Strategic Plan: To Improve Physical, Infra, Super Structures and Human Capital								
Proposed activity / Sub-activity	**Key Performance Indicator [KPI]**	**Activity number in Corporate Plan**	**Start date (mm/yyyy)**	**End date (mm/yyyy)**	**Annual targets for key performance indicator**				
					2019	**2020**	**2021**	**2022**	**2023**
Further encourage the staff to use VLE for teaching. Conducting the awareness program for staff to improve the VLE knowledge with the assistant of external funds. Upgrade/replace the existing VLE with a more user-friendly operating system.	Number of awareness program conducted	1.2.1 3.1.5 3.2.2	January 2021	December 2023	-	2	2	2	2
	Number of staff and students' interactions through VLE Rate of VLE usage.				-	50	80	100	150
	Number of documents uploaded				-	100	200	250	300
Follow various others means that are more practical and best fit with the degree program.	Number of assignments uploaded	3.2.2	January 2021 January 2021	December 2023	-	50	75	85	100
	Number of staff and students' interactions through VLE				-	25	50	75	100

	Rate of VLE usage					-	25%	50%	75%	100%
Allocation of resources and staff for implement a formal course evaluation process	Number of reports per semester Documentary produced at Faculty board	3.1.5	January 2021	December 2023	-	-	1	3	3
Matrix has been created to mapping PLO and ILO curriculum and need to update it		3.1.5	January 2021	December 2023	-	-	Initiate	50%	100%
Physical facilities must be improved on the needs of differently abled students	.	3.1.3. 3.1.5	January 2021	December 2023	-	-	Initiate	25%	75%
Obtain the service of external parties to evaluate the final year undergraduate research.	Student Hand book Final year student theses	2.2.2.	January 2021	December 2023	100%	100%	100%	100%	100%
Weekly schedules of Course specification files (Master files) are available for each and every course including practical.	Faculty Hand book	1.2.1	January 2021	December 2023	100%	100%	100%	100%	100%
Introducing a mechanism to collect feedback from the users on library and ICT.	Records/comments from the library and ICT facility users	1.2.2	January 2021	December 2023	-	25	50	100	150

Table 10. Action Plan – Mapping with Goal 4 in the Strategic Plan - Goal 4: To enhance the social responsibility and harmony for sustainable development

	Goal 04 of University Strategic Plan: To enhance the social responsibility and harmony for sustainable development								
Proposed activity / Sub-activity	**Key Performance Indicator [KPI]**	**Activity number in Corporate Plan**	**Start date (mm/yyyy)**	**End date (mm/yyyy)**	**Annual targets for key performance indicator**				
					2019	**2020**	**2021**	**2022**	**2023**
Appoint staff members who care and dare gender matters,	No. of events organized and	1.2.2 1.2.3	January 2021	December 2023	1	1	3	3	3

enthusiastic and willing to serve voluntarily for GEE. Not just nominate the people who need marks for their next promotion.	conducted for staff and students by GEE cell								
Obtain student feedback for next curriculum revision.	Results of the student feedback on existing curriculum and indication on incorporating those into new curriculum	1.1.1 1.2.1	January 2021	December 2023	-	25%	50%	75%	>80%
Establish 'Faculty Teaching and Learning Committee' to make recommendations and implementation of quality enhancement activities of Teaching and Learning at the faculty level through the analysis of feedbacks taken at the internal monitoring mechanisms such as peer reviews, student evaluations and other feedback reporting data.	No of Records of 'Faculty Teaching and Learning Committee' Records from CQA	1.1.1 1.2.1	January 2021	December 2023	-	-	Initiate	2	2
Establishing Alumni Associations at each Department level and invite representatives to participate at curriculum development process.	Number of Alumni Associations at the Department levels and the attendance of alumni at participating to curriculum development workshops activities and Industrial training .	1.4.1 4.1.1 4.1.2	January 2021	December 2023	-	-	-	3	3
Aware each and every Faculty Board member to submit post-workshop and post-seminar reports on completion of workshops/seminars.	Number of Faculty Board memos presented regarding completion of the workshops and seminars monthly basis	1.1.1 1.2.1	January 2021	December 2023	2	2	2	2	2
Develop a feedback form to	Number of feedback	1.2.2.	January	December	-	-	1	5	5

Proposed activity / Sub-activity	Key Performance Indicator [KPI])	Activity number in Corporate Plan	Start date (mm/yyyy)	End date (mm/yyyy)	2019	2020	2021	2022	2023
gather relevant information career guidance workshops and orientation	conducted	1.2.3	2021	2023					
Develop a mechanism to collect feedback from the participants.	Number of feedback reports produced				-	-	-	5	5
Establishing Anti-ragging committee, Hostel committee and Welfare committee should be discussed at the University and Faculty level.	Records from Anti-ragging committee, Hostel committee and Welfare committee	1.2.2. 1.2.3	January 2021	December 2023	-	-	Initiate	2	2
Include CGEE in the action plan. Conduct workshops at the Faculty level and collect feedback at the end of each workshop, present the final report to the Faculty Boards	Action plan Number of Feedback forms and number of reports produced Number of final reports presented at the faculty Board	1.2.2. 1.2.3	January 2021	December 2023	-	-	Initiation	1 per Semester	1 per Semester
Conduct graduate surveys upon each and every convocation focusing advanced progression of study program	Number of Graduate survey reports produced	1.4.1 4.1.2	January 2021	December 2023	-	-	Initiation	Finalizing the survey questionnaire	01 per year

Table 11. Action Plan – Mapping with Goal 5 in the Strategic Plan - Goal 5: To strengthen the governance and administrative systems for effective service delivery

Proposed activity / Sub-activity	Goal 05 of University Strategic Plan: To strengthen the governance and administrative systems for effective service delivery								
	Key Performance Indicator [KPI])	Activity number in Corporate Plan	Start date (mm/yyyy)	End date (mm/yyyy)	Annual targets for key performance indicator				
					2019	2020	2021	2022	2023
Prepare a Policy for Fallback or Early Exit qualification for an	Number of workshop conducted	1.2.1	January 2021	December 2023	-	-	Initiation	Finalizing the policy	01 per Year

undergraduate/Postgraduate Programme of Study-SUSL in line with the policy of SUSL (253rd Senate approval; 13rd July 2020) and UG Commission circular 04/2021, allowing students to achieve the qualifications such as Certificate, Diploma or General degree.	Policy for Fallback or Early Exit qualification for an undergraduate/Postgraduate Programme of Study-Faculty of Agricultural Sciences-SUSL							frame work for Fallback qualification	

ANNEX 1. COMMITTEES APPOINTED FOR THE PREPARATION OF ACTION PLAN– FACULTY OF AGRICULTURAL SCIENCES, SABARAGAMUWA UNIVERSITY OF SRI LANKA.

No	Criteria name	Name of the committee member	Designation
1	Programme Management	T.S.P. Jayaweera	Professor, DLP
2	Human and Physical Resources	A.A.Y. Amarasinghe	Senior Professor, DEA
3	Program design and development	L. P. Vidhanaarchchi	Senior Professor, DEA
4	Course module design and development	A.W. Wijerathne	Professor, DAB
5	Teaching and Learning	D.A.M. De Silva	Professor, DAB
6	Learning Environment, Student support and progression	R.K. Muthucumarana	Professor, DLP
7	Student assessment and awards	P.K. Dissanayake	Professor, DEA
8	Innovative and healthy practices	P.I.Yapa	Professor, DEA
	Coordination	D.D. Wickramanayake	Coordinator, FCAC

ANNEX 2. STRATERGIC MANAGEMENT PLAN OF SABARAGAMUWA UNIVERSITY OF SRI LANKA

SABARAGAMUWA UNIVERSITY OF SRI LANKA

STRATEGIC MANAGEMNT PLAN 2019-2023

Goals, Objectives, Strategies & Actions