

2019-2023

**ACTION PLAN
Follow Up On Programme Reviews
Initiated In 2018**

Faculty Quality Assurance Cell

**Faculty of Management Studies
Sabaragamuwa University of Sri Lanka, Belihuloya**

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SECTION 01

Introduction

The program reviews of the Faculty of Management Studies were conducted as three clusters including all seven BSc. Honours degrees offered by the Faculty of Management Studies in year 2018. The details about three program reviews are presented in the following table 1.

Table 1: Program Review details of three clusters in the Faculty of Management Studies

Descriptions	Submission Dates of SERs to QAC	Site Visit Dates	Review Panel	Dates of receipt of final reports
Cluster 1 <ul style="list-style-type: none"> • BSc Hons in Financial Management • BSc Hons in Banking & Insurance 	March 2018	16 th - 20 th September 2018	Prof. CVL Jayasinghe- Chairperson Prof. C.P. Abayaratne Dr. V. Sivalogathan Dr. SMAK Samarakoon	-
Cluster 2 <ul style="list-style-type: none"> • BSc Hons in Business Management • BSc Hons in Marketing Management • BSc Hons in Eco Business Management 	March 2018	26 th - 30 th August 2018	Prof. Sandun Kumari Senarath - Chairperson Dr. A. Saravanabawan Dr. WRPK Fernando Dr. KS Hemachandra	-
Cluster 3 <ul style="list-style-type: none"> • BSc Hons in Tourism Management • BSc Hons in Hospitality Management 	March 2018	29 th October - 1 st November 2018	Prof. Janakie Prasanthika Eeswara- Chairperson Dr. Abdul Majeed Mohamed Mustafa Dr. Ambalam Pushpanthan Prof. Janitha A Liyanage	-

The process followed in preparing the action plan

A two-day residential workshop, “Formulation of the roadmap to improve Quality Management System in the Faculty of Management Studies: *The way forward of “SER”*” was organized by the Faculty Quality Assurance Cell (FQAC) for all staff members in order to discuss the progression of the Faculty for the next coming years based on the comments received from three program evaluations. The workshop was conducted on 08th & 09th January 2019 at National Holiday Resort, Bandarawela, with the participation of 46 staff members.

The workshop's primary outcome was developing an action plan to address the comments of the reviewers of Program Review of FMS in 2018. Groups were discussed under the eight criteria of all three program reviews and identified the actions that can be implemented to improve the Faculty's existing best practices. The responsibility of the implementation was distributed among the most relevant person wherever possible. All identified actions with responsibility were recorded in an excel sheet for further follow-ups. (Annexure I: Outcome Report of the Workshop).

SECTION 02

SWOT analysis of commendations and recommendations in review reports

Strengths	Weaknesses
Availability of highly qualified, self-motivated, dynamic and cohesive team of academic staff	Large group teaching in some common subjects (e.g. Business Mathematics, Business Statistics, Entrepreneurship and Small Business Management, Financial Accounting, Business English, Business Communication)
Well established administrative system smoothens operations	No foreign student enrollment
Strong relationship among students, academic, administrative and non-academic staff members assists in working collaboratively in common tasks	Low standards of available facilities (e.g. Cafeteria, Reading Room)
The breadth of the Study Programmes allow students to harness a variety of career opportunities	
BSc. Honours in EcoBusiness Management is recognized as the first Study Programme to integrate Management and Environment in the South Asian region	
Provide holistic knowledge on each course module with relevant field visits/ workshops/ project-based evaluations	
Study Programmes incorporate vocational, professional and semi-professional course modules	
IT and English language skills are incorporated as core, compulsory and credited course modules.	
Readiness for change made it easy to incorporate changes to Study Programmes/ course specifications	
Administrative office, Departments and spaces are refurbished for changing needs	

Fully equipped video conferencing room to facilitate to the University community with industrial and other stakeholders	
Availability of state of art ICT support systems (e.g. LMS, Koha library system)	
MOUs with foreign Universities/ Institutes for exchange programmes and academic collaborations	
Strong research culture uplifts the Faculty to a higher rank among the Management Faculties of the State Universities	
Opportunities	Threats
Rising demand for internships in the government and private sectors	Severe competition at the job market faced by graduates due to emergence of Private Universities
Rising demand for employment opportunities in the fields of Management of the government and private sectors	Dearth of visiting resource personnel due to distance from the capital
Huge potential to introduce a variety of new Study Programmes for which there is a high demand (BSc. Honours in Management and Information Technology)	Unexpected variations in weather conditions (e.g. Dry climate lasts for several months)
Opportunities to sign MOUs with national/ international bodies for academic collaborations	
Capacity building opportunities for academic and non-academic staff	

SECTION 03

Activities designed to address recommendations

Comments received from all three evaluations were analyzed, and actions were proposed to address the comments.

Cluster	Criterion No	Criterion Name	Weaknesses mentioned /Recommendation given in the Feedback Report	Proposed Activities	Performance Indicator	Responsible Person/s
MM/BM/EBM	1	Programme Management	Unavailability of Monitoring mechanism for checking the progress of action and strategic plans	Evaluate the progress of Action Plan implementation Schedule to evaluate the progress of action plan (Faculty)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-FMS
FM/BI						
MM/BM/EBM	1	Programme Management	LMS usage is inadequate and operation system is not efficient	Further Encourage the staff and students to use LMS for teaching and learning. Conducting the awareness program for staff and students. Upgrade/replace the existing LMS with a more user-friendly operating system.	Number of document uploaded <ul style="list-style-type: none"> ▪ Number of staff and students' interactions through LMS ▪ Rate of LMS usage 	<ul style="list-style-type: none"> ▪ HOD's ▪ Coordinator CCS/Mgt ▪ FQAC
MM/BM/EBM	1	Programme Management	Wi-fi is weak	Expanding the band width and increasing the number of Access points proportionate to number of students and the staff	<ul style="list-style-type: none"> ▪ No of access points in the Faculty ▪ Number of students per access point ▪ Bandwidth - 	Dean, Director CCS

MM/BM/EBM TM/HM FM/BI	1	Programme Management	The work norms and duty lists of academic and non-academic staff are not available.	Already available/ prepared and brought into SOP	Number of complains /grievance/ disciplinary actions	AR-FMS, HoDs FQAC
MM/BM/EBM	1	Programme Management	No strong collaboration with alumni	Establishing Alumni Associations for each Department and invite representatives for each and every academic activity.	<ul style="list-style-type: none"> ▪ No of alumni associations of the Faculty (for each Department) ▪ Number of collaborative activities with alumni ▪ 	<ul style="list-style-type: none"> ▪ HoDs ▪ Existing Academic members who passed-out from SMLS
MM/BM/EBM	1	Programme Management	Evidence for funded research grants were not provided as no awarding letters are issued to the grantee or a copy for them to maintain is not given	<ul style="list-style-type: none"> ▪ Maintaining the documents related to Research Grants awarded (At Department Level) ▪ Request made to SMLS research committee to award a letter to grantee 	No of funded research grants	<ul style="list-style-type: none"> ▪ Research Grant Committee headed by VC, ▪ Faculty research committee
MM/BM/EBM	1	Programme Management	Mechanism of advertising Research Grants is not transparent.	Formalize to advertise through web page, notice boards and internal memos.	Frequency of advertisement for research grants	<ul style="list-style-type: none"> ▪ Research Grant Committee headed by VC ▪ Faculty Research Committee
FM/BI	1	Programme Management	No evidences for collaborative research grants	Maintaining the records of collaborative research grants	Number of collaborative research grants	Faculty Research Committee ,HoDs

MM/BM/EBM FM/BI	1	Programme Management	Number of MoU signed, yet the outcome or implementation of them was not evidently provided	<ul style="list-style-type: none"> ▪ Activation of existing MOUs and reporting ▪ Initiate MOUs between the Faculty and other local and international organizations 	<ul style="list-style-type: none"> ▪ Number of activities reported ▪ Number of MOUs newly signed 	Dean, HoDs, PTU Coordinator
MM/BM/EBM		Programme Management	There are cases of strong ragging reported and zero ragging policy has not been implemented	<ul style="list-style-type: none"> ▪ Reporting and implementation of decisions imposed by the council ▪ Launch effective zero ragging policy awareness campaign 	Number of complains /cases recorded	<ul style="list-style-type: none"> ▪ Dean ▪ Deputy Senior student Counsellor (Faculty)
TM/HM	1	Programme Management	Students' feedback about the orientation programme was not taken.	Already Implemented records are available	N/A	N/A
TM/HM FM/BI	1	Programme Management	No Management Information Systems (MIS) in the Faculty.	Introduce a computerized MIS for the Faculty	<ul style="list-style-type: none"> ▪ Number of electronic reports generated ▪ Management of Number of databases 	Dean AR- FMS HoDs Coordinator CCS- FMS
TM/HM	1	Programme Management	Performance appraisal system of teaching is not in place. The team observed that annual increment recommending/not recommending by the head of the Department is not feed back to the concern teacher.	Improving the existing performance evaluation system <ul style="list-style-type: none"> ▪ Lecturer Evaluation is discussed at the department level ▪ Performance appraisal schedule "A" and "B" filled by the lecture and HoD respectively and forwarded to the establishment branch promptly 	Number of appraisal schedules submitted on the due date	Lecture HoDs Dean

TM/HM FM/BI	1	Programme Management	No documentary evidences are available for the OBE – SCL.	Maintain documentary evidences on available practices Updating teaching and learning strategies to enhance the OBE – SCL	Number of different strategies introduced to implement OBE-SCL with evidences	Respective subject lecturers HoD Chairman Curriculum revision and Development committee
TM/HM	1	Programme Management	Mechanism for the discontinuation of old curricula with the start of new programmes is not explained	Already adapted	N/A	N/A
TM/HM	1	Programme Management	No documentary evidences on feedbacks from stakeholders of GEE programs.	Introduce and maintain a record system	Number of activities and program conducted	Faculty Coordinator GEE
FM/BI	1	Programme Management	Not availability of annual Internal Audit Report; Annual External Audit Report and procurement plan of the Faculty	Faculty procurement plan prepared and submitted annually	As per the procurement plan, Faculty obtained number of procured items timely	HODs AR- FMS Dean
FM/BI	1	Programme Management	SLQF- no compliance especially for GPA cut-off for first class and Credit allocation for research project	Already incorporated in the revised curricular [2021-2026]	N/A	Dean, HoD Chairman Curriculum revision and Development committee
FM/BI	1	Programme Management	Information on training programmes offered to staff undertaking counseling work	<ul style="list-style-type: none"> ▪ Maintain the document keeping on training programs to the academic staff on counseling 	Number of training program conducted and reported	Dean
MM/BM/EBM Cluster	Criterion 2	Human and Physical Resources	No mechanism seen evidently to the implementation of comments of students feedback forms	<ul style="list-style-type: none"> ▪ Improve the participatory progress review system at the department level ▪ To develop a post feedback improvement plan 	Number of participatory progress review sessions conducted at the department level	HoDs

				<ul style="list-style-type: none"> Forming a Faculty Talent Development Center 		
MM/BM/EBM Cluster	Criterion 2	Human and Physical Resources	The percentage of PhD holders and the number of professors is relatively low	<ul style="list-style-type: none"> Continuous Professional Development (CPD) plans Orientation program for new recruits Mechanism to encourage academics to move up in the career 	<ul style="list-style-type: none"> Number of PhD holders Number of professors Number of CPDs conducted Number of orientation program for new recruits 	HoDs Dean
MM/BM/EBM Cluster	Criterion 2	Human and Physical Resources	Staff to student ratio is too high	Human Resource Plan to reach 1:18 staff to student ratio	Increase number of staff	HODs Dean
MM/BM/EBM Cluster	Criterion 2	Human and Physical Resources	There is an urgent need for a lift	Request and follow up with administrators	N/A	Dean AR - FMS
MM/BM/EBM Cluster	Criterion 2	Human and Physical Resources	<p>No academic counselors are appointed to support students in their academic Most of the students are not aware about student counselors work</p> <p>Most of the students are not aware about student counselors</p> <p>Students counselors are not meeting regularly to discuss related matters</p>	<p>Develop and implement a counseling and mentoring system within the Faculty</p> <p>Training programs for “academiccounselling” for whole staff and recognize them as academic counsellors</p>	Number of academic staff recognized as “academic counselors” and introduced to students	Dean Deputy senior student counsellor
MM/BM/EBM Cluster	Criterion 2	Human and Physical Resources	No cadre for Assistant Bursar for the Faculty	N/A	N/A	N/A

MM/BM/EBM Cluster	Criterion 2	Human and Physical Resources	Some of the administrative staff members are taking lectures not only for students as well as to junior academic staff members	Already solved	N/A	N/A
MM/BM/EBM Cluster	Criterion 2	Human and Physical Resources	Past paper file, moderators report, etc. are not maintained at the Department and also marking scheme is not provided to moderator during the paper setting and moderation.	Mechanism to be developed/ Moderator report	<ul style="list-style-type: none"> ▪ Number of past paper files and moderator reports are maintained ▪ Number of past papers uploaded to LMS 	HoDs FQAC
MM/BM/EBM Cluster	Criterion 2	Human and Physical Resources	No online procurement system and marks entering system	to be integrated with faculty MIS	N/A	N/A
MM/BM/EBM Cluster	Criterion 2	Human and Physical Resources	No Google scholar accounts for most of lecturers	Make it compulsory/ Encourage academics to publish in indexed journals and with reputed publishers	<ul style="list-style-type: none"> ▪ Number of google scholar accounts prepared by staff members ▪ Number of OCID registrations for staff members 	Dean/HODs All academic staff
MM/BM/EBM Cluster	Criterion 2	Human and Physical Resources	Key administrative positions are not equally distributed and some are holding too many administrative positions while qualifies junior staff is not getting any opportunity	Policy to be developed and implement to equitably distribute admin work		VC/Dean

MM/BM/EBM Cluster	Criterion 2	Human and Physical Resources	Achievements related to action plan of departments are not reporting to the faculty board so no information passes to the senate.	Department Plans should be developed/monitoring reports to be done and send to FB and Senate		HODs/Staff members
MM/BM/EBM Cluster	Criterion 2	Human and Physical Resources	Canteen facilities in the Faculty are in low standards	Canteen Committee is addressing this / Giving to a proper contract		Dean/AR
MM/BM/EBM Cluster	Criterion 2	Human and Physical Resources	Need many improvements in sports and physical facilities	At university level/ faculty recreational room and activity rooms		Dean/AR/ Action Committee
TM/HM Cluster	Criterion 2	Human and Physical Resources	Report comparing the expertise with the national and international norms / benchmarks is not available.	Profiles to be developed/JDs and JSs to be developed/ Following international standards		Action committee
TM/HM Cluster	Criterion 2	Human and Physical Resources	The stakeholders' feedback is not available for the ICT facilities.	getting feedback from Students on ICT facilities and ensure upgrading of facilities		Action committee
TM/HM Cluster	Criterion 2	Human and Physical Resources	Sufficient teaching staff is not available to conduct the English Language Teaching programmes.	DELT for English Lecturers and business communication lecturers- Department level BC lecturers		HODs
FM/BI Cluster	Criterion 2	Human and Physical Resources	Lack of PhD Holders	HRD plan		
FM/BI Cluster	Criterion 2	Human and Physical Resources	Non availability of HR plan for long term Department development HR plan	HRD plan		
FM/BI Cluster	Criterion 2	Human and Physical Resources	No procedures for appraising staff Performance	Performance Appraisal		

FM/BI Cluster	Criterion 2	Human and Physical Resources	Not availability of student satisfaction report on available facilities	Student Satisfaction Survey to be done		Faculty QA unit
FM/BI Cluster	Criterion 2	Human and Physical Resources	No year plan for carrier guidance programs	Career Development program for students/Integrated systematic regular system		HODs/Staff members
FM/BI Cluster	Criterion 2	Human and Physical Resources	Usage of available IT facilities for interactive teaching and student centered learning, But no usage reports, difficulties they are facing	Feedback about ICT facility and usage		
FM/BI Cluster	Criterion 2	Human and Physical Resources	Diversified student associations subject/cultural are not established.	Forming subject association		Action committee
MM/BM/EBM Cluster	Criterion 3	Programme Design and Development	Consultation of industry experts and academia limited to the initial phase of curriculum development	Conduct Stakeholder meeting at the Beginning, After preparing the Curricular and while implementing the curricular		chairman-curriculum committee and HOD
MM/BM/EBM Cluster	Criterion 3	Programme Design and Development	Documentation of the views of stakeholders, follow-up discussion on views of stake holders in appropriate for and incorporation of the ideas into the curricula have not been apparent	Conduct Stakeholder meeting at the Beginning, After preparing the Curricular and while implementing the curricular		chairman-curriculum committee and HOD
MM/BM/EBM Cluster	Criterion 3	Programme Design and Development	The process of external validation of the programmes has not been done	Send the final curriculum to two academic experts(Senior academics) for the validations		Dean of the Faculty

MM/BM/EBM Cluster	Criterion 3	Programme Design and Development	The programme ILOs has not been well documented	To develop specific programme ILOs for each degree programme		HOD + All academic staff of each Department
MM/BM/EBM Cluster	Criterion 3	Programme Design and Development	No supplementary or complimentary courses in the programme to enrich the generic skills	Introduce sufficient number of supplementary and complementary courses relevant to each degree programme		HOD + All academic staff of each Department
MM/BM/EBM Cluster	Criterion 3	Programme Design and Development	Do not have sufficient number of elective/optional courses.	Include at least 2/3 (Minimum 8 credits) optional subjects for each degree programme		HOD + All academic staff of each Department
MM/BM/EBM Cluster	Criterion 3	Programme Design and Development	Programme exit details, together with fall back options have not been considered	Provide an option for students of each degree programme to obtain a general degree (SLQF 05)		chairman-curriculum committee and HOD
MM/BM/EBM Cluster	Criterion 3	Programme Design and Development	The mechanisms for monitoring and evaluation of the programme are not in place except the course and teacher evaluation	Formal programme evaluation done by key stakeholder parties(at least three) about each degree programme		HOD + All academic staff of each Department
MM/BM/EBM Cluster	Criterion 3	Programme Design and Development	The University has defined KPI for Organizational Results Frame Work (ORFW) which is under consideration, but no evidence of implementation	Activate the existing ORFW with the support of University administration and all the faculties		VC + Deans + HODs+Registrar+AR

TM/HM Cluster	Criterion 3	Programme Design and Development	Exit pathways (fall back options) are not included in the curriculum for the students.	To see the possibility of giving such students an opportunity to get a certificate (SLQF 3 and 4) through CODL. Develop an exit pathway at SLQF level 5 (3 years general degree)		Dean + Chairman of CRC + Director CODL
TM/HM Cluster	Criterion 3	Programme Design and Development	ILO's, Objectives and references of the subjects are not in the handbook.	Include the ILOs to the handbook		Dean + Chairman of CRC + HODs
FM/BI Cluster	Criterion 3	Programme Design and Development	Programme evaluation reports for the last three years are not available.	Formal programme evaluation done by key stakeholder parties(at least three) about each degree programme		HOD + All academic staff of each Department
FM/BI Cluster	Criterion 3	Programme Design and Development	Number of electives in the programmes are not sufficient	Include at least 2/3 (Minimum 8 credits) optional subjects for each degree programme		HOD + All academic staff of each Department
FM/BI Cluster	Criterion 3	Programme Design and Development	No evidences of Credit transfer facilities or fall back option established to be applied when the need arises.	Provide an option for students of each degree programme to obtain a general degree (SLQF 05)		chairman-curriculum committee and HOD
FM/BI Cluster	Criterion 3	Programme Design and Development	Credit transfer system has not been introduced to the study programme.	Introduce a credit transfer system with Faculty of the University and with the other universities with the consent of the senate		Dean + Chairman of CRC
MM/BM/EBM Cluster	Criterion 4	Course/Module Design and Development	The involvement of external expertise in course development was minimal and no accepted procedure is available to	Incorporate the suggestions of the industry and academic experts from outside and Immediately include		Head of Departments and Staff Department Coordinators and faculty coordinator of

			get the assistance of external party in course development at the faculty level	this system to the 2019 curricular revision		University Business Linkage Cell (UBLC)
MM/BM/EBM Cluster	Criterion 4	Course/Module Design and Development	Only the lecture hours have been used for credit calculation and practical/tutorial hours have not been taken into account.	Decision should be taken from the faculty level at CRDC whether we allocate the credit for tutorial hours Since we cannot exceed the credit values, there are some limitations to implement		
MM/BM/EBM Cluster	Criterion 4	Course/Module Design and Development	Independent learning hours together with the activities have not been identified and not included into the time table	Identify and document the number of notional hours (ILH)per week and per semester Determine the activities for ILH and upload to LMS Clearly mention the requirement in the hand book and assignment or activities provided		
MM/BM/EBM Cluster	Criterion 4	Course/Module Design and Development	Course design/development has not considered the needs of differently able students	Separate exam procedures Flexible lecturer considerations		
MM/BM/EBM Cluster	Criterion 4	Course/Module Design and Development	Credit earning is low in the last semester.	Done to reduce the burden for the students with the research		
MM/BM/EBM Cluster	Criterion 4	Course/Module Design and Development	No formal procedure to use course and teacher evaluation process data, effectively and efficiently to improve the courses	Implement a formal course evaluation process Discuss as the departmental evaluation before the overall evaluation		

				Prepare with the discussion matters and have a documentation process (common mistakes done by students and lecturers, peer evaluation records, lecturer feedback records) Make compulsory the participation of all lecturers		
MM/BM/EBM Cluster	Criterion 4	Course/Module Design and Development	LMS is not fully utilized in all courses	Make compulsory to upload all the relevant documents to LMS before the lecture Conduct an awareness workshop to improve the LMS knowledge with the assistant of AHEAD grant		
TM/HM Cluster	Criterion 4	Course/Module Design and Development	Course design and development did not take into account the needs of differently able students			
FM/BI Cluster	Criterion 4	Course/Module Design and Development	The credit value for research dissertation and GPA cut off for the first class are not in compliance with the SLQF frame work	To be addressed as a new requirement		
FM/BI Cluster	Criterion 4	Course/Module Design and Development	Course design and development integrates appropriate learning strategies for self-directed learning and collaborative learning.	Documenting method to the informal collaborative learning methods More into activities like case studies		
FM/BI Cluster	Criterion 4	Course/Module Design and Development	No evidence of policies and regulations in the Faculty governing the appointment of external examiners with clear TORs.	Agreement with external parties to evaluate the researches Invite the external expertise in VIVA Invite external parties to the group presentations as		

				commenter's and observers(even from the other faculties)		
FM/BI Cluster	Criterion 4	Course/Module Design and Development	The course design specifies the credit value. However, only the teaching time is explicitly given. As required by SLQF, a brake down on different types of learning such as direct contact hours, self-learning time, assignments, and assessments etc. are not provided.	Need to be discussed in the next curricular revision		
MM/BM/EBM Cluster	Criterion 5	Teaching and Learning	Constructive alignment of teaching, learning strategies, assessments and learning outcomes is not well apparent	Development of detailed study guide with the proper alignment of teaching, learning and assessment. Study guide has to be displayed in the LMS at the beginning of the semester,		Curriculum development Committee, HODs, Lecturers
MM/BM/EBM Cluster	Criterion 5	Teaching and Learning	Course delivery mainly centered towards the class room lectures, in which the student engagement is not very high as per the lecture hours given in prospectus	Need for more student centered learning methods, Inclusion of more student centered learning in study guides/session plans		Curriculum development Committee, Lecturers, HODs
MM/BM/EBM Cluster	Criterion 5	Teaching and Learning	The use of research findings/data of the teachers or others appears to be minimal.	Integration of research/ scholarly activities into teaching appropriately		Lecturers

MM/BM/EBM Cluster	Criterion 5	Teaching and Learning	Though the teaching and learning process is monitored, the use of such data for the improvement is not apparent	Introduce a well-defined procedure to improve teaching and learning based on the student & peer evaluation in order to track the performance improvement of the lecturers		IQAC, HODs
MM/BM/EBM Cluster	Criterion 5	Teaching and Learning	A procedure to assess the excellence in teaching is not in place	Introduce a system to monitor the excellence in teaching; Annual Award Ceremony for outstanding teaching; select based on both student and peer evaluation		Dean, HODs
TM/HM Cluster	Criterion 5	Teaching and Learning	There are not enough evidences for utilization of research grants effectively.	N/A		
TM/HM Cluster	Criterion 5	Teaching and Learning	Unavailability of Course evaluation reports for the past 3-4 years and student performance statistics on the improvement of teaching learning of teachers based on the information gained from assessment of students.	Peer Observation Process and Student Feedback Process needs strengthening and has to look into the quantitative aspects and to use information/ results to improve the study programmes , Create awareness among the lecturers about the strengths and weaknesses according to course modules		Annually assigned senior academic

TM/HM Cluster	Criterion 5	Teaching and Learning	Poor accessibility to the industrial training due to the distant location of the University.	Inbound Training E.g. Establishment of a mock-hotel at University premises, Usage of the video conference facilities		HODs, Lecturers
TM/HM Cluster	Criterion 5	Teaching and Learning	There are no documentary evidences for external examiners reports.			
TM/HM Cluster	Criterion 5	Teaching and Learning	Shortage of visiting resource personnel due to distance from the metro pole	N/A		
TM/HM Cluster	Criterion 5	Teaching and Learning	Details of awards given to students to motivate them in engaging in research works are not enough	Rewarding an award for the best student researcher, promoting interest for research by organizing student research forums		FMS
TM/HM Cluster	Criterion 5	Teaching and Learning	There is no documentary evidence for awards or scheme of awards for excellence in teaching	Rewarding an award for the best lecturer		FMS
TM/HM Cluster	Criterion 5	Teaching and Learning	No documentary evidence for allocation of work norms for academic staff	N/A		FMS
FM/BI Cluster	Criterion 5	Teaching and Learning	No evidence of infrastructure and human resource facilities to assist differently abled students.	Consider the needs of differently-abled students and identify the assessment methods for differently-abled students in curriculum development, Establish the lift for access for upper floor		Dean, Registrar, AR Faculty, Curriculum Development Committee

FM/BI Cluster	Criterion 5	Teaching and Learning	No evidence of evaluating courses and using the outcome to improve teaching.	Introduce a well-defined procedure to improve teaching and learning based on the data gathered during course/teacher evaluation, Also incorporate/ use data from student feed-back in teaching, Introduce a system to monitor the excellence in teaching		IQAC, HODs
FM/BI Cluster	Criterion 5	Teaching and Learning	Subject societies effective in development of soft skills have not been formed.	Subject societies have to be formed, Need for soft skills development programmes		Faculty Board, HODs, Lecturers
FM/BI Cluster	Criterion 5	Teaching and Learning	Poorly spaced and poorly equipped career guidance unit and no evidence of student satisfaction about the services provided by the CGU through student satisfaction surveys.	A Faculty career guidance unit/cell is needed to be established,		Faculty Board
FM/BI Cluster	Criterion 5	Teaching and Learning	No external examiners' reports or evidence of their involvement in grading answer scripts other than internship reports	N/A		
MM/BM/EBM Cluster	Criterion 6	Learning Environment, Student Support and Progression	The Faculty does not have appropriate infrastructure, delivery strategies, academic support services and guidance to meet the needs of differently-abled students	Accelerating the preparation of policy for the cell, preparation of infrastructure facilities for differently abled students i.e. Elevators, Washrooms, shuttle service Discuss at 2. Faculty level the procedure for blind and deaf students		Coordinator of the cell

MM/BM/EBM Cluster	Criterion 6	Learning Environment, Student Support and Progression	Program plan of Staff Development Centre (SDC) in relation to student-centered learning, outcome-based education and technology-based learning is needed to be modified	Do a need analysis at faculty level when preparing the SDC annual plan - Consider more programs on student-centered learning, outcome-based education and technology-based learning by taking consultation from each faculties Plan foreign trainings for staff on student centered learning		SDC Director
MM/BM/EBM Cluster	Criterion 6	Learning Environment, Student Support and Progression	No report on usage of library facilities and ICT by students in the library	A system is implemented to create a report on usage of ICT by the students (Automated)		Faculty coordinator - computer lab
MM/BM/EBM Cluster	Criterion 6	Learning Environment, Student Support and Progression	No mechanism to recognize and facilitate academic interaction between the peer helpers/ mentors/ senior guides and students through a scheduled meeting between staff and students	Plan more extracurricular activities with students Department meetings should be planed twice a semester - first meeting at the beginning to aware the students about the semester plan and the second meeting at the end to discuss the progress of the semester. Comprehensive mentoring agenda is planned and implement necessary actions in accordance - Participation of all staff is a must		Coordinator of the counseling center, Heads and Deans

MM/BM/EBM Cluster	Criterion 6	Learning Environment, Student Support and Progression	Physical and documentary evidence on staff training at SDC are lacking	The SDC should provide participating certificate or appreciation letter and a copy should be given to the relevant Department		SDC Director, Heads of the departments
MM/BM/EBM Cluster	Criterion 6	Learning Environment, Student Support and Progression	The Faculty does not regularly monitor retention, progression, completion/ graduation rates, and employment rates	Do the survey continuously and display the results time to time in the web, results should be updated time and notice them to staff and students		
MM/BM/EBM Cluster	Criterion 6	Learning Environment, Student Support and Progression	The faculty policy on fall-back options need to be given to students			
MM/BM/EBM Cluster	Criterion 6	Learning Environment, Student Support and Progression	The Faculty network with alumni and encourage alumni to assist students are barely adequate	Accelerate the functioning of Faculty Alumni association by planning get together yearly Establish department wise Alumni Associations		Heads of respective departments
TM/HM Cluster	Criterion 6	Learning Environment, Student Support and Progression	Unavailability of Helpdesk to get the information about the Department / Faculty.	Create a online Help Desk and update time to time		Head of the Department
TM/HM Cluster	Criterion 6	Learning Environment, Student Support and Progression	There is no policy on fall back option in FMS.			
TM/HM Cluster	Criterion 6	Learning Environment, Student Support and Progression	No tracer studies/surveys are conducted at the Departmental level.	Do the tracer studies/surveys time to time when necessary		Head of the Department

TM/HM Cluster	Criterion 6	Learning Environment, Student Support and Progression	Up-to-date records on student progress throughout the programmers of studies are not maintained.	Prepare a record on student progress semester wise		Head of the Department
TM/HM Cluster	Criterion 6	Learning Environment, Student Support and Progression	Staff and student satisfaction reports and students' feedback are not available.	Do the student satisfactory surveys time to time when necessary		Head of the Department
TM/HM Cluster	Criterion 6	Learning Environment, Student Support and Progression	Students are not encouraged to utilize the library	Encourage students to do their CA s using text books Appoint a library committee for the Faculty representing all departments to plan special programs with the library for the students		Dean of the Faculty and Heads of the departments
FM/BI Cluster	Criterion 6	Learning Environment, Student Support and Progression	No evidence of effective counseling for needy students.	Identification of mechanism for counseling needs Providing of specific counseling training for the staff through recognized bodies i.e. Foundation Institute of SL Formulation of University Counseling policy which addresses faculty counseling needs - check with National institute of mental health AHEAD		Senior Student Counselor Deputy Student Counselor

FM/BI Cluster	Criterion 6	Learning Environment, Student Support and Progression	No evidence of monitoring student support services and using student satisfaction survey results for improving the services.	Continue the satisfaction survey for all students within a specific time period (in each semester) Analyze the report clearly and attend the identified issues Implement an online system for satisfactory survey		Heads of respective units
FM/BI Cluster	Criterion 6	Learning Environment, Student Support and Progression	No evidence of an ICT policy.	Prepare an ICT policy		Director of Computer center of the University Faculty coordinator of computer center
FM/BI Cluster	Criterion 6	Learning Environment, Student Support and Progression	No evidence of using multimedia facilities in teaching.	Encourage the usage of multimedia facilities Train the staff on usage of sophisticated teaching aids		Staff members of FMS
FM/BI Cluster	Criterion 6	Learning Environment, Student Support and Progression	MOU's have not been signed between the Department and the training providers for industrial placements.	Relationship building among the local and international corporate sector and other universities, research institution through the MOUs Design the comprehensive industrial training manual		PTU Coordinator, Dean of the Faculty, Heads of the departments
FM/BI Cluster	Criterion 6	Learning Environment, Student Support and Progression	No fall-back options at different exit points.	Providing of provision for the students to achieve the qualifications such as Certificate, Diploma or General degree without giving opportunities to the students to request		Dean of the FMS

FM/BI Cluster	Criterion 6	Learning Environment, Student Support and Progression	No evidence of complaints received by the grievance committee and the GEE or remedial actions taken.	Restructuring of the entire procedure of the Gee cell A well awareness is needed for students and staff		Director of GEE cell
MM/BM/EBM Cluster	Criterion 7	Student Assessment and Award	Assessment strategy is aligned to specified qualification/level descriptors of the SLQF and SBS and requirements of professional bodies are lacking	The research component should not be less than a total of at least 6 credits of SLQF level 6.		Curriculum Revision Committee (CRC)
MM/BM/EBM Cluster	Criterion 8	Student Assessment and Award	low staff awareness of use of SLQF during course development	Class awarding procedure should be revisited in the curriculum revision process		Curriculum Revision Committee
MM/BM/EBM Cluster	Criterion 9	Student Assessment and Award		Conduct a workshop to aware the staff on SLQF (time to time)		FQA cell
MM/BM/EBM Cluster	Criterion 7	Student Assessment and Award	Evidence of policy on assessment strategies, minutes of review meetings are lack in relation to the procedures for designing, approving, monitoring and reviewing the assessment strategies for programmes	Separate policy assessment should be prepared and get the approval from the faculty board it should include general assessment of practical training, thesis, and semester examinations.		PTU Coordinator/ CRC/ Dean/ HODs
MM/BM/EBM Cluster	Criterion 7	Student Assessment and Award	Evidence on Terms of References is missing	Prepare ToRs for internal/ external examiners (Practical Training)		CRC/ PTU
MM/BM/EBM Cluster	Criterion 7	Student Assessment and Award	The study programs claim that Faculty ensures the reports from external examiners are considered by the examination board	PTU has already implemented this		

			in finalizing results, evidence such as records of taking them into consideration or external examiners' reports were not observed			
MM/BM/EBM Cluster	Criterion 7	Student Assessment and Award	The procedure of selection of resource person is inappropriate for the Staff Development Centre (SDC)	When selecting resource person for SDC consider the appropriateness, Send a letter to SDC director copying VC with the review report attachment		VC, SDC Director, Dean
MM/BM/EBM Cluster	Criterion 7	Student Assessment and Award	Evidences are lacking for appropriate arrangements/ adjustments/ facilities which made available regarding examination requirements for students with disabilities	Appoint a cell coordinator (differently able)		Dean/ Faculty Board
MM/BM/EBM Cluster	Criterion 8	Student Assessment and Award		Specifically define policy (facilities, exam procedures, etc)		Dean/ FQA Cell/ coordinator
MM/BM/EBM Cluster	Criterion 9	Student Assessment and Award		Purchase necessary facilities		Dean/ AR/FQAC/ Cell Coordinator
MM/BM/EBM Cluster	Criterion 7	Student Assessment and Award	A complete transcript indicating the courses followed, grades obtained and the aggregate GPA/grades, and class (where appropriate) is not made available to all students at graduation.	Detailed Result sheet should be issued on student request within 2 weeks after issuing final results.		Exam Branch/ Dean
MM/BM/EBM Cluster	Criterion 8	Student Assessment and Award		Final Degree Certificate should be given at the Graduation day.		Exam Branch

TM/HM Cluster	Criterion 7	Student Assessment and Award	There is no feedback from the moderators and second examiners by internally or externally.	Develop a format for moderation/ second marker report		
TM/HM Cluster	Criterion 7	Student Assessment and Award	Delay for issuing transcripts.	Detailed Result sheet should be issued on student request within 2 weeks after issuing final results.		Exam Branch/ Dean
FM/BI Cluster	Criterion 7	Student Assessment and Award	Examination results are not released within stipulated time period, has taken 4-5 months	Develop an examination policy for the Faculty		Dean/ HoD/ FQAC
FM/BI Cluster	Criterion 8	Student Assessment and Award		Develop a formula to decide the date for issuing individual results		Dean/ FQAC
FM/BI Cluster	Criterion 7	Student Assessment and Award	GPA cut offs for awarding degree is not in compliance with SLQF and low staff awareness of use of SLQF during course development	Already discussed		
FM/BI Cluster	Criterion 7	Student Assessment and Award	No evidences in Faculty policy of dealing with differently abled students	Already discussed		
FM/BI Cluster	Criterion 7	Student Assessment and Award	No evidences of appointing external examiners and second markers report	provide appointment letters for external examiners		HODs
FM/BI Cluster	Criterion 7	Student Assessment and Award	No evidences of appointing external examiners and second markers report	provide appointment letters for external examiners		HODs

MM/BM/EBM Cluster	Criterion 8	Innovative and Healthy Practices	All courses are not uploaded in to the LMS	All courses should be uploaded to the system - Individual lecturer responsibility		<ol style="list-style-type: none"> 1. Computer Center should submit a monthly report about LMS usage of the academics 2. LMS usage should be one of the criteria to evaluate the best academic in teaching (Subjects which are not using PPTs and other e-materials should be excluded)
MM/BM/EBM Cluster	Criterion 8	Innovative and Healthy Practices	Internet facilities are not adequate to access the materials (poor Network)	Improve the internet facility to the adequate level - IT unit		<ol style="list-style-type: none"> 1. Should be increased the no of Wi Fi access points. 2. Should be fixed the latest versions of access points.
MM/BM/EBM Cluster	Criterion 8	Innovative and Healthy Practices	Evidence of existence of an organizational entity or entities to promote and coordinate R&D and outreach activities and also Strategic Plan/Action Plan to promoting community and industry engagement of the Faculty are lacking	Appoint department coordinators to work with CRKD to coordinate R&D, outreach and industry collaborations		<ol style="list-style-type: none"> 1. Identify and appoint responsible department level coordinators. 2. Recognize the relevant collaborative research works and communicate with relevant academics.
MM/BM/EBM Cluster	Criterion 8	Innovative and Healthy Practices	The reward system to encourage academics for achieving excellence in research and outreach activities is not at faculty level	Initiate performance appraisal and reward system to the Faculty in order to appraise and reward research and teaching of the staff on an annual basis (Established and emerging researchers).		<ol style="list-style-type: none"> 1. Establish the system to award best researcher of the year In the Faculty 2. Recognize and award the special achievements (national and international level) of academics (Best papers, best presenter etc.).

MM/BM/EBM Cluster	Criterion 8	Innovative and Healthy Practices	The Faculty itself or reviewed study programs have not established and operationalized strong links with various international, national, governmental and non-governmental agencies and industries	Reinforce the department and faculty coordinators of the UBL to look into this.		<ol style="list-style-type: none"> 1. Recognize the possibilities and relevant institutes to build up reliable relationships through UBL. 2. Create and sustain links with identified organizations (through MoUs).
MM/BM/EBM Cluster	Criterion 8	Innovative and Healthy Practices	There are no diversified sources of income to complement the grants received through Government by engaging in income-generating activities	This should be further discussed at the faculty level		
MM/BM/EBM Cluster	Criterion 8	Innovative and Healthy Practices	The Faculty do not practice a credit-transfer policy in conformity with institutional policies that allows its students to transfer credits to another Faculty/ Institute or submit credits earned from another Institute to the Faculty concerned	Develop a policy regarding the credit transfer system and include the policy in the faculty handbook		<ol style="list-style-type: none"> 1. Discussion about the credit transfer policy at faculty board and with the examination branch. 2. Finalize the policy draft and submit for further approvals (Senate, Council etc) 3. Internal awareness
MM/BM/EBM Cluster	Criterion 8	Innovative and Healthy Practices	Faculty not much encouraged student participation at regional/national level competitions	PTU can have the responsibility of identifying and communicating such competitions to the relevant programmes.		<ol style="list-style-type: none"> 1. Gather and circulate information through emails and social networks. 2. Facilitation for the participation (Transportation, financing etc)

MM/BM/EBM Cluster	Criterion 8	Innovative and Healthy Practices	The academic standards of the study programme is assured through regular revision of curriculum, close monitoring of its implementation are not implemented with use of external examiners for moderation and second marking	Formalize the appointment of external examiners		<ol style="list-style-type: none"> 1. Develop a proper mechanism to select external examiners. 2. Issuing TORs for selected examiners. 3. Getting feedback and monitoring
TM/HM Cluster	Criterion 8	Innovative and Healthy Practices	There is no fall back option to the students in a situation when they are unable to complete a four-year degree programme.	Create exit points to such students with a qualification appropriate for their performance (Ex. General degree, Diploma)		Should be discussed at the faculty level
TM/HM Cluster	Criterion 8	Innovative and Healthy Practices	There is no evidence for the benefits acquired through the income generated activities to the Department.	Take measures to keep records of income generated and use such income in departmental activities		<ol style="list-style-type: none"> 1. Income generation activities can be formalize through forming subject associations
FM/BI Cluster	Criterion 8	Innovative and Healthy Practices	No evidence of having OER policy and guidelines	Coordinate with the library and IT center to develop an OER policy		
FM/BI Cluster	Criterion 8	Innovative and Healthy Practices	Student dissatisfaction on the industrial training placements	Regularly take feedback on industrial training placements and regularly attend to feedback to improve student satisfaction.		
FM/BI Cluster	Criterion 8	Innovative and Healthy Practices	No evidences of Faculty policy on research and development	Develop a policy framework on research and development at the faculty level and coordinate with CRKD to align the faculty policy with the university policies		

FM/BI Cluster	Criterion 8	Innovative and Healthy Practices	No evidences of MOUs/agreements on research collaboration established with outside organizations	Appoint department coordinators to work with CRKD to coordinate R&D, outreach and industry collaborations		
FM/BI Cluster	Criterion 8	Innovative and Healthy Practices	No evidences of having income generating activities to the Department	This should be further discussed at the faculty level		

SECTION 04

Action plan for implementation of proposed activities

In preparation of the action plan, activities and sub-activities were proposed in alignment with the relevant goal of the university's strategic management plan. (Annexure II - Strategic Management Plan 2019-2023)

Goal 01 of University Corporate Plan: To achieve excellence in the quality of teaching and learning

<i>Goal 01 of University Corporate Plan: To achieve excellence in the quality of teaching and learning</i>										
S/N	Proposed activity / Sub-activity	Activity number in Corporate Plan	Start date (mm/yyyy)	End date (mm/yyyy)	Key Performance Indicator [KPI]	Annual targets for KPI				
						2019	2020	2021	2022	2023
1	Improving the usage of LMS for teaching and learning (Conducting awareness program for staff and students, Upgrade/replace the existing LMS with a more user-friendly operating system)	Strategy 1.2.1	Jan 2019	Dec 2023	No of awareness programs for students	-	2	2	2	2
			Jan 2019	Dec 2023	No of awareness programs for staff	-	2	2	2	2
2	Establishing Alumni Associations for each Department and invite representatives for activities/events	Strategy 1.1.1 Strategy 1.4.2	Jan 2019	Dec 2023	No of alumni associations established	1	4	-	-	-
			Jan 2019	Dec 2023	No of activities conducted with participation of the established alumni association	4	6	8	9	10
			Jan 2019	Dec 2023	No of events conducted by Alumni	2	4	6	8	10

S/N	Proposed activity / Sub-activity	Activity number in Corporate Plan	Start date (mm/yyyy)	End date (mm/yyyy)	Key Performance Indicator [KPI]	Annual targets for KPI				
						2019	2020	2021	2022	2023
3	Incorporation of zero ragging policy	Strategy 1.2.2	Jan 2019	Dec 2023	Percentage of ragging incidents reported by first year students	3%	2%	1%	0%	0%
			Jan 2019	Dec 2023	Percentage of ragging incidents solved	85%	90%	100%	-	-
4	Improve OBE/SCL/technology-based teaching and maintaining proper records	Strategy 1.1.1	Jan 2019	Dec 2023	No of workshop conducted	40	45	50	55	60
			Jan 2019	Dec 2023	No of events organized by student	4	5	6	7	8
			Jan 2019	Dec 2023	No of field visits organized	11	12	14	16	18
			Jan 2019	Dec 2023	No of projects conducted relating to the subjects	24	26	28	30	32
			Jan 2019	Dec 2023	No of video conferences with students	2	4	6	8	10
5	Training programmes for academic staff on counseling maintaining records on undertaking counseling/mentoring/grievance handling work (Same in Goal 3)	Strategy 1.2.2 Strategy 1.4.2	Jan 2019	Dec 2023	No of workshops conducted	-	-	2	2	2

S/N	Proposed activity / Sub-activity	Activity number in Corporate Plan	Start date (mm/yyyy)	End date (mm/yyyy)	Key Performance Indicator [KPI]	Annual targets for KPI				
						2019	2020	2021	2022	2023
6	Optimize the Peer Evaluation & Lecturer evaluation process and implementation of comments of students' feedbacks about academic programmes	Strategy 1.1.1	Jan 2019	Dec 2023	Conducting peer evaluations & implementation of comments (01 evaluation and discussion for each lecturer)	25%	40%	50%	80%	100%
7	Optimize the Lecturer evaluation process and implementation of comments of students' feedbacks about academic programmes	Strategy 1.1.1	Jan 2019	Dec 2023	Conducting Lecturer evaluations & Discussion (For each subject)	100%	100%	100%	100%	100%
8	Career Development program for students	Strategy 1.4.2	Jan 2019	Dec 2023	No of career guidance programs conducted (per year)	01	02	03	04	>04
			Jan 2019	Dec 2023	No of career fairs conducted (per year)	01	01	02	02	02

S/N	Proposed activity / Sub-activity	Activity number in Corporate Plan	Start date (mm/yyyy)	End date (mm/yyyy)	Key Performance Indicator [KPI]	Annual targets for KPI				
						2019	2020	2021	2022	2023
9	Optimize the examination process of the Faculty & maintenance of documents at department level (Appointment of external examiners with clear TORs, Past papers, moderators report, marking scheme, etc)	Strategy 1.1.1 Strategy 1.2.1	Jan 2019	Dec 2023	On time paper setting & moderation	80%	100%	100%	100%	100%
	Optimize the process of paper marking and issuance of results on time		Jan 2019	Dec 2023	On time results issuance (Within 3 Months)	95%	100%	100%	100%	100%
	Optimize the examination process of the Faculty & maintenance of documents at department level (Appointment of external examiners with clear TORs, Past papers, moderators report, marking scheme, etc)		Jan 2019	Dec 2023	No of completed document set (for each subject including set paper, moderated paper, marking scheme) per examination	25%	50%	75%	100%	100% online
10	Increase the usage and incorporate the available IT facilities for interactive teaching and student-centered learning, maintenance of usage reports	Strategy 1.2.1	Jan 2019	Dec 2023	Use of interactive multimedia for teaching	-	10%	20%	30%	50%
11	Formation of subject association	Strategy 1.2.2 Strategy 1.4.1	Jan 2019	Dec 2023	No of subject associations formed	-	-	1	2	3

S/N	Proposed activity / Sub-activity	Activity number in Corporate Plan	Start date (mm/yyyy)	End date (mm/yyyy)	Key Performance Indicator [KPI]	Annual targets for KPI				
						2019	2020	2021	2022	2023
12	Obtaining student satisfaction survey on physical facilities	Strategy 1.2.2	Jan 2019	Dec 2023	Conducting student satisfaction survey	Initiation	Finalizing the survey questionnaire	01 per year	01 per year	01 per year
13	Engagement of Stakeholders during the curriculum development (Beginning, after preparing the Curriculum and while implementing the curriculum)	Strategy 1.1.1	Jan 2019	Dec 2023	No of stakeholder workshops (Pre, during, post)	1	2	-	1	1
14	Develop specific programme ILOs for each degree programme	Strategy 1.1.1	Jan 2019	Dec 2023	No of degree programmes with program specific ILOs	-	-	7	7	7
15	Introduce sufficient number of supplementary/complementary/elective/optional courses relevant to each degree programme	Strategy 1.1.1 Strategy 1.2.1	Jan 2019	Dec 2023	Minimum number of elective courses per degree program	-	-	1	1	1
16	Formal programme evaluation done by key stakeholder parties(at least three) about each degree programme	Strategy 1.1.1	Jan 2019	Dec 2023	Number of formal program evaluation	-	-	-	-	7

S/N	Proposed activity / Sub-activity	Activity number in Corporate Plan	Start date (mm/yyyy)	End date (mm/yyyy)	Key Performance Indicator [KPI]	Annual targets for KPI				
						2019	2020	2021	2022	2023
17	Constructive alignment of teaching, learning strategies, assessments and learning outcomes	Strategy 1.1.1	Jan 2019	Dec 2023	Percentage of subjects aligned with teaching, learning, assessment strategies	70	85	100	100	100
18	Incorporation of research findings/data of the teachers to teaching	Strategy 1.2.1	Jan 2019	Dec 2023	Number of teachers use their own research findings in teaching	4	15	25	30	45
19	Increase the accessibility to the industrial training (Inbound Training E.g. Establishment of a mock-hotel at University premises, Usage of the video conference facilities) Signing MOUs/Letter of interest between the Department and the training providers for industrial placements	Strategy 1.4.1 Strategy 1.4.2	Jan 2020	Dec 2023	Number of MoUs signed by departments for training placements	-	2	4	8	15
			Jan 2019	Dec 2023	Number of video conferences	3	7	14	28	50+

S/N	Proposed activity / Sub-activity	Activity number in Corporate Plan	Start date (mm/yyyy)	End date (mm/yyyy)	Key Performance Indicator [KPI]	Annual targets for KPI				
						2019	2020	2021	2022	2023
20	Engagement of students in research & awards for such works	Strategy 1.2.1	Jan 2019	Dec 2023	Number of research conference presentations by students	100	120	150	175	200
			Jan 2019	Dec 2023	Number of full paper publications by students	30	50	100	150	200
21	Strengthen the career guidance/mentoring services provided for students	Strategy 1.4.2	Jan 2019	Dec 2023	Number of mentoring sessions per student per semester	1	2	3	5	7
			Jan 2019	Dec 2023	Number of lecturers trained for mentoring	-	50	50	50	50
22	Increase the usage of library by students and staff	Strategy 1.2.1	Jan 2019	Dec 2023	Number of books lend by students per semester	100	150	200	250	300

S/N	Proposed activity / Sub-activity	Activity number in Corporate Plan	Start date (mm/yyyy)	End date (mm/yyyy)	Key Performance Indicator [KPI]	Annual targets for KPI				
						2019	2020	2021	2022	2023
23	Plan more extracurricular activities for students to enhance the collaboration between staff and students	Strategy 1.2.1 Strategy 1.2.2	Jan 2019	Dec 2023	Number of workshops/ projects conducted by students	70	75	80	90	100
24	Student participation department meetings (at least twice per semester) to discuss the issues/progress	Strategy 1.1.1	Jan 2019	Dec 2023	No. of Department meeting with the students	2 per year	4 Per year	6 Per year	8 Per year	10 Per year
25	Regular monitoring of retention, progression, completion/graduation rates, and employment rates	Strategy 1.1.1 Strategy 1.3.1	Jan 2019	Dec 2023	Graduation Rate	Current rate	80%	90%	95%	100%
			Jan 2019	Dec 2023	Employability	65%	70%	80%	90%	95%
26	Mechanism to share the information Ex: Information desk (Faculty level/department level)	Strategy 1.2.2	Jan 2019	Dec 2023	No. of complaints	10 per sem.	Decrease by 20%	Decrease by 40%	Decrease by 60%	Decrease by 80%
			Jan 2019	Dec 2023	No. of requests for improvements	5 per sem.	Increase by 20%	Increase by 40%	Increase by 60%	Increase by 80%
			Jan 2019	Dec 2023	No. of feedback to the complaints and requests	50%	50%	70%	80%	100%
27	Strengthening the GEE unit and solving issues related	Strategy 1.2.2	Jan 2019	Dec 2023	No. of Meetings	4	4	4	4	4
			Jan 2019	Dec 2023	No. of Workshops	1 per year	2	3	3	3

S/N	Proposed activity / Sub-activity	Activity number in Corporate Plan	Start date (mm/yyyy)	End date (mm/yyyy)	Key Performance Indicator [KPI]	Annual targets for KPI				
						2019	2020	2021	2022	2023
28	Incorporating requirements of the professional bodies into curriculum	Strategy 1.1.1	Jan 2019	Dec 2023	No. of workshops with professional bodies	-	01	01	01	01
29	Issuing a complete transcript indicating the courses followed, grades obtained and the aggregate GPA/grades, and class (where appropriate) before or at graduation.	Strategy 1.2.2	Jan 2019	Dec 2023	Time period of issuing the transcript	After convocation, registered post	After convocation, SUSL	On convocation day	Before convocation	Before convocation
30	established and operationalized strong links with various international, national, governmental and non-governmental agencies and industries	Strategy 1.4.1 Strategy 1.4.2	Jan 2019	Dec 2023	Meetings	4	4	4	4	4
			Jan 2019	Dec 2023	workshops	1	3	3	3	3
			Jan 2019	Dec 2023	MOU's	1 per faculty	2	3	3	4 per Dept.
31	Mechanism to share the information Ex: Information desk (Faculty level/department level)	Strategy 1.2.2	Jan 2021	Dec 2023	Implementation of online information sharing platform	-	-	1	-	-
32	Strengthening the GEE unit and solving issues related	Strategy 1.2.2	Jan 2021	Dec 2023	Number of awareness sessions on GEE issues	-	-	2	2	2
33	Incorporating requirements of the professional bodies into curriculum	Strategy 1.1.1	Jan 2021	Dec 2023	Number of MOUs with professional bodies	-	-	2	2	2
34	Established and operationalized strong links with various international, national, governmental and non-governmental agencies and industries	Strategy 1.4.1 Strategy 1.4.2	Jan 2021	Dec 2023	Implementation of online collaborative platform	-	-	1	-	-

S/N	Proposed activity / Sub-activity	Activity number in Corporate Plan	Start date (mm/yyyy)	End date (mm/yyyy)	Key Performance Indicator [KPI]	Annual targets for KPI				
						2019	2020	2021	2022	2023
35	Encouraging student participation at regional/national level competitions	Strategy 1.4.1	Jan 2021	Dec 2023	Number of events participated	-	-	1	1	1
36	Regular monitoring of industrial placements and trainings	Strategy 1.1.1	Jan 2021	Dec 2023	Number of times communicating with external supervisors	-	-	3 Per student	3 Per student	Per student
			Jan 2021	Dec 2023	Number of visits made to training organizations by the Academics of the Faculty	-	-	1	1	1
			Jan 2021	Dec 2023	Number of feedback obtained from industry	-	-	1 per student	1 per student	1 per student

Goal 02 of University Corporate Plan: Enhance the image of the University by enriching research culture

<i>Goal 02 of University Corporate Plan: Enhance the image of the University by enriching research culture</i>										
S/N	Proposed activity / Sub-activity	Activity number in Corporate Plan	Start date (mm/yyyy)	End date (mm/yyyy)	Key Performance Indicator [KPI]	Annual targets for KPI				
						2019	2020	2021	2022	2023
1	Formalize the communication process of research grants to all staff members (via web page/memo/etc) to encourage members to obtain individual and collaborative grants & maintaining the documents related to Grants awarded (At Department Level)	Strategy 2.1.1 Strategy 2.2.1	Jan 2021	Dec 2023	Number of research grants obtained (Per Department)	-	-	1	2	3
2	Monitoring & recording implementation/ outcome of the collaboration specified in MoUs signed (MoUs for undergraduate internships/ Students exchange programmes..etc)	Strategy 2.2.1 Strategy 3.2.2	Jan 2021	Dec 2023	Number of placements obtained through the signed MoUs	-	-	50	50	50
3	Development of policies on HR Planning, Continuous Professional Development (CPD), staff trainings, distribution of administrative positions, etc and providing a brief orientation for newly hired staff	Strategy 2.4.1 Strategy 2.1.1	Jan 2021	Dec 2023	Development of the CPD Policy and evaluation criteria	-	-	1		
			Jan 2022	Dec 2023	Number of staff members completed CPD programmes	-	-		30	30
4	Incorporation of research findings/data of the teachers to teaching	Strategy 2.1.2 Strategy 2.2.1	Jan 2021	Dec 2023	Number of compulsory course modules modified according to the research findings	-	-	7	7	7

S/N	Proposed activity / Sub-activity	Activity number in Corporate Plan	Start date (mm/yyyy)	End date (mm/yyyy)	Key Performance Indicator [KPI]	Annual targets for KPI				
						2019	2020	2021	2022	2023
5	Annual Award Ceremony for outstanding teaching; select based on both student and peer evaluation	Strategy 2.4.1	Jan 2021	Dec 2023	Number of academic staff members received outstanding teaching awards per year	-	-	-	1	1
6	Engagement of students in research & awards for such works	Strategy 2.4.1	Jan 2021	Dec 2023	No. of Students participated in research works	4 per year	7 per year	14 per year	21 per year	28 per year
7	MOUs/agreements on research collaboration established with outside organizations	Strategy 2.2.1	Jan 2021	Dec 2023	No. of MOUs signed for research collaboration	2 per year	7 per year	7 per year	7 per year	7 per year

Goal 3 of University Corporate Plan: To Improve Physical, Infra, Super Structures and Human Capital

<i>Goal 3 of University Corporate Plan: To Improve Physical, Infra, Super Structures and Human Capital</i>										
S/N	Proposed activity / Sub-activity	Activity number in Corporate Plan	Start date (mm/yyyy)	End date (mm/yyyy)	Key Performance Indicator [KPI]	Annual targets for KPI				
						2019	2020	2021	2022	2023
1	Expanding the band width and increasing the number of Access points proportionate to number of students and the staff	Strategy 3.1.5	Jan 2019	Dec 2023	No. of Access points	7	10	20	30	40
2	Development of Work norms, duty list	Strategy 3.2.1	Jan 2019	Dec 2023	No. of Work norms/ duty lists	All	All	All	All	All
3	Conducting awareness sessions on duties, work norms and code of conduct for all categories of staff	Strategy 3.2.1	Jan 2019	Dec 2023	No. of awareness workshops conducted	02	04	04	04	04
4	Training programmes for academic staff on counseling maintaining records on undertaking counseling/mentoring work	Strategy 3.2.2 Strategy 3.1.5	Jan 2019	Dec 2023	No. of awareness workshops conducted	01	02	02	02	02
5	Development of policies on HR Planning, Continuous Professional Development (CPD), distribution of administrative positions, cadre planning, etc and providing a brief orientation for newly hired staff	Strategy 3.2.1 Strategy 3.2.2	Jan 2019	Dec 2023	Cadre planning per year	100 %	100 %	100 %	100 %	100 %
					Orientation programme per new recruit	100 %	100 %	100 %	100 %	100 %

S/N	Proposed activity / Sub-activity	Activity number in Corporate Plan	Start date (mm/yyyy)	End date (mm/yyyy)	Key Performance Indicator [KPI]	Annual targets for KPI				
						2019	2020	2021	2022	2023
6	Providing necessary facilities and infrastructures for differently able community in the Faculty	Strategy 3.1.4 Strategy 3.1.5	Jan 2019	Dec 2023	Number of students registered under each disability type (Actual)	N/A	N/A	N/A	N/A	N/A
			Jan 2019	Dec 2023	Number of requests for student support categories (sign language interpreters, electronic note takers, personal academic assistant, additional tuition, targeted transport) (Actual)	N/A	N/A	N/A	N/A	N/A
			Jan 2019	Dec 2023	Number of students using the respite room (Actual)	N/A	N/A	N/A	N/A	N/A
7	Upgrade the Canteen facilities, sports and physical facilities at university/faculty level (Recreational Room/Activity Rooms/etc)	Strategy 3.1.5	Jan 2021	Dec 2023	Seating capacity of the faculty cafeteria	-	-	64	90	-
			Jan 2019	Dec 2023	% of students using the recreational room	-	-	N/A	50%	75%

S/N	Proposed activity / Sub-activity	Activity number in Corporate Plan	Start date (mm/yyyy)	End date (mm/yyyy)	Key Performance Indicator [KPI]	Annual targets for KPI				
						2019	2020	2021	2022	2023
8	Expert matrix of the academic staff comparing with the national and international norms/benchmarks	Strategy 3.2.1	Jan 2021	Dec 2023	Competency matrix (per Program)	-	-	1	1	1
9	Obtaining student satisfaction survey on facilities and services provided from the University	Strategy 3.1.5	Jan 2021	Dec 2023	Students' Satisfaction survey results (Per Batch)	-	-	1	1	1
10	Increase the accessibility to the industrial training (Inbound Training E.g. Establishment of a mock-hotel at University premises, Usage of the video conference facilities)	Strategy 3.1.2	Jan 2021	Dec 2023	% of students gone through the four-months industrial training	-	-	100%	100%	100%
			Jan 2021	Dec 2023	Number of field visits/ site visits gone per year (Per batch)	-	-	28	28	28
			Jan 2021	Dec 2023	Number of video conferencing sessions conducted within the Faculty (Per year)	-	-	25	30	40

Goal 4 of University Corporate Plan: To enhance the social responsibility and harmony for sustainable development

<i>Goal 4 of University Corporate Plan: To enhance the social responsibility and harmony for sustainable development</i>										
S/N	Proposed activity / Sub-activity	Activity number in Corporate Plan	Start date (mm/yyyy)	End date (mm/yyyy)	Key Performance Indicator [KPI]	Annual targets for KPI				
						2019	2020	2021	2022	2023
1	Promote community and industry engagement of the Faculty	Strategy 4.2.1	Jan 2021	Dec 2023	Number of capacity building programmes facilitated by the academics	-	-	7	7	7
			Jan 2021	Dec 2023	Number of workshops conducted by the industry experts	-	-	40	50	50
			Jan 2021	Dec 2023	Number of community education programs (Per departments)	-	-	1	1	1
			Jan 2021	Dec 2023	Number of CSR projects conducted by the Faculty	-	-	4	4	4
			Jan 2021	Dec 2023	Number of intellectual discussions conducted within the Faculty	-	-	4	4	4
			Jan 2021	Dec 2023	Number of industry-academic collaborative projects completions	-	-	4	4	4
			Jan 2021	Dec 2023	Alumni outreach (Per Department)	-	-	1	1	1

Goal 05 of University Corporate Plan: To strengthen the governance and administrative systems for effective service delivery

<i>Goal 05 of University Corporate Plan: To strengthen the governance and administrative systems for effective service delivery</i>										
S/N	Proposed activity / Sub-activity	Activity number in Corporate Plan	Start date (mm/yyyy)	End date (mm/yyyy)	Key Performance Indicator [KPI]	Annual targets for KPI				
						2019	2020	2021	2022	2023
1	Evaluate the progress of Action Plan implementation	Strategy 5.1.1	Jan 2021	Dec 2023	% of activities /sub activities completed	-	-	75%	80%	>80%
2	Introduce a computerized MIS for the Faculty	Strategy 5.2.2	Jan 2021	Dec 2023	Installation of computerized MIS for the Faculty	-	-	50%	75%	>80%
3	Department Plans should be developed/monitoring reports to be done and send to FB and Senate	Strategy 5.1.1	Jan 2021	Dec 2023	Department progress report submitted for the Faculty Board per year	-	-	4	4	4
4	Preparation of TORs for all necessary positions/tasks/etc	Strategy 5.2.1	Jan 2021	Dec 2023	% of No of TOR per need	-	-	100%	100%	100%
5	Formalize the selection of resource persons for workshops/events	Strategy 5.2.1	Jan 2021	Dec 2023	% of formal selection of resource person	-	-	100%	100%	100%

Compilation by: Steering Committee of Faculty Quality Assurance Cell

S/N	Name	Designation
1.	Dr. Sampath Wahala	Coordinator FQAC
2.	Ms. A. W. Thiranagama	Administrative Secretary
3.	Mr. I. A. Ekanayake	Member
4.	Ms. J.A.R.C. Sandaruwani	Representative - HM
5.	Ms. A.W.G.C.N. Wijethunga	Representative - FM
6.	Ms. I.M. Katuwandeniya	Representative - BM
7.	Mr. Hiran Dinusha	Representative - TM
8.	Mr. R.A.D.C. Ranathunga	Representative - EBM
9.	Ms. P.L.G.S.D. Piyumali	Representative - MM
10.	Ms. Miuni Shamika	Representative - BI

Annexure I



Internal Quality Assurance Unit (IQAU) Sabaragamuwa University of Sri Lanka (SUSL)

FINAL REPORTING TEMPLATE: WORKSHOP/ACTIVITY

The workshop/ activity final report includes Appendix 1 – List of workshop participants and Appendix 2 – Details of Expenditure. The coordinator should submit the completed reporting template within 03 weeks from the end of the workshop/ activity as proposed in the activity calendar 2016 to the Director, IQAU, SUSL.

1. SUSL coordinator	
Name and title	Dr. Sampath Wahala
Designation	Coordinator FQAC
Institution/Faculty	FMS
Email	wahala@mgt.sab.ac.lk
Phone number	0715556191

2. Partner coordinator	
Name and title	Ms. A.W. Thiranagama
Designation	Lecturer (Probationary)
Institution/Faculty	FMS
Email	Waruni@mgt.sab.ac.lk
Phone number	0719492615

3. Working title of workshop/Activity
<p>Formulation of roadmap to improve Quality Management System in the Faculty of Management Studies: <i>The way forward of "SER"</i></p> <p>Main objective of this workshop was to review the existing best practices and the areas to be improved in line with the comments received by three review teams of Program Review of FMS and to formulate a road map to improve the Quality Management System in the faculty to obtain the ISO 9001:2015 International Quality Management System.</p>

4. Date and location of the workshop	
Location	National Holiday Resort, Bandarawela
Date	08 th and 09 th January 2019

5. Workshop participants	
Academic Staff	45 (Appendix 01)
Non-academic Staff	00
Admin Staff	01 (Assistant Registrar – FMS)
Other (please specify)	Drivers – 02 Helper – 01 Labourer – 01

6. Summary of the workshop/activity outcomes and results (no more than 300 words) –	
Please provide a summary of the workshop outcomes and results for a wider audience. This summary will be used for monitoring and review of quality assurance processes of SUSL	
<ul style="list-style-type: none"> ▪ The main outcome of the workshop was the development of an action plan to address the comments of the reviewers of Program Review of FMS in 2018. Groups were discussed under the eight criteria of program review and identified the actions that can be implemented to improve the existing best practices of the faculty. ▪ Discussed the plan for obtaining the ISO 9001:2015 International Quality Management System certifications. ▪ Finalized the faculty event calendar for year 2019 incorporating annual events and the proposed activities for improving best practices from all four departments, units and cells of the faculty <p>(Appendix 03 – Working Session Summary)</p>	

7. To what extent did the workshop benefit the audience	
	1 – to a very small extent
	2 – to a small extent
	3 – To a high extent
√	4 – to a very high extent
	5 – totally accomplished
Please explain your choice (no more than 200 words):	
<p>4 – to a very high extent</p> <p>Participants were assigned in groups covering all 8 criteria work in excel based tool with performance monitoring. This activity enabled the participants to review the existing best practices and to identify the areas to be improved in the faculty.</p>	

8. To what extent have the objectives of the workshop been met and the expected outputs been achieved?	
	1 – to a very small extent
	2 – to a small extent
√	3 – To a high extent

	4 – to a very high extent
	5 – totally accomplished
Please explain your choice (no more than 200 words):	
Objectives	How were they met
<p>To review the existing best practices and the areas to be improved in line with the comments received by three review teams of Program Review of FMS</p> <p>To formulate a road map to improve the Quality Management System in the faculty to obtain the ISO 9001:2015 International Quality Management System</p>	<ul style="list-style-type: none"> ▪ Development of an action plan to address the comments of the reviewers of Program Review of FMS in 2018. Groups were discussed under the eight criteria of program review and identified the actions that can be implemented to improve the existing best practices of the faculty. ▪ Discussed the plan for obtaining the ISO 9001:2015 International Quality Management System certifications. ▪ Finalized the faculty event calendar for year 2019 incorporating annual events and the proposed activities for improving best practices from all four departments, units and cells of the faculty

12. Please provide any further comments and suggestions for the improvement
N/A

Appendix 01 – List of Participants

S/N	Participant name	Gender	Designation	Department/Faculty
1.	Prof. Athula Gnanapala	M	Dean	Department of Tourism Management
2.	Prof. R.M.W. Rathnayake	M	Professor	Department of Tourism Management
3.	Prof. M S M Aslam	M	Professor	Department of Tourism Management
4.	Dr. Iraj Ratnayake	M	Dean/FGS	Department of Tourism Management
5.	Dr. R.S.S.W. Arachchi	M	Head/DTM	Department of Tourism Management
6.	Dr. W.M.P.S.B. Wahala	M	Senior Lecturer, Grade II	Department of Tourism Management
7.	Mr. Sarath Munasingha	M	Senior Lecturer, Grade II	Department of Tourism Management
8.	Mr. C N R Wijesundara	M	Senior Lecturer, Grade II	Department of Tourism Management
9.	Ms. H J M Y S Menike	F	Senior Lecturer, Grade II	Department of Tourism Management
10.	Ms. K.M. Pathmalatha	F	Lecturer	Department of Tourism Management
11.	Ms. J.A.R.C. Sandaruwani	F	Lecturer (Probationary)	Department of Tourism Management
12.	Mr. G.V.H. Dinusha	M	Lecturer (Probationary)	Department of Tourism Management
13.	Mr. R.A.D.C. Ranathunga	M	Lecturer (Probationary)	Department of Tourism Management
14.	Mr. K.K.L.C. Kannangara	M	Lecturer (Probationary)	Department of Tourism Management
15.	Dr. H. P. R. Priyankara	M	Head/DBM	Department of Business Management
16.	Ms. L.D. Kalyani	F	Senior Lecturer, Grade I	Department of Business Management
17.	Ms. K.L.B.G. Dharmarathne	F	Senior Lecturer, Grade I	Department of Business Management
18.	Dr. N P G S I Naotunna	F	Senior Lecturer, Grade II	Department of Business Management
19.	Mr. I. A. Ekanayake	M	Lecturer (Probationary)	Department of Business Management
20.	Ms. A. W. Thiranagama	F	Lecturer (Probationary)	Department of Business Management
21.	Ms. I. M. Katuwandeniya	F	Lecturer (Probationary)	Department of Business Management
22.	Ms. W.A.K. Amitha	F	Lecturer (Temporary)	Department of Business Management
23.	Ms. P.R.C.N. Ariyaratna	F	Temporary Assistant Lecturer	Department of Business Management
24.	Prof. D.A.I. Dayarathne	M	Head/ACF	Department of Accountancy & Finance
25.	Dr. D G Dharmarathne	M	Senior Lecturer, Grade I	Department of Accountancy & Finance

26.	Dr. L .M.C.S Menike	F	Senior Lecturer, Grade I	Department of Accountancy & Finance
27.	Mr. R A G Bandara	M	Senior Lecturer, Grade II	Department of Accountancy & Finance
28.	Mr. T.U.I. Peiris	M	Senior Lecturer, Grade II	Department of Accountancy & Finance
29.	Mr. H G Piyasiri	M	Senior Instructor in English	Department of Accountancy & Finance
30.	Mr. A.A.M.D. Amarasinghe	M	Lecturer	Department of Accountancy & Finance
31.	Mr. D. G. L. Rasika	M	Lecturer (Probationary)	Department of Accountancy & Finance
32.	Mr. K. D. U. D. Fernando	M	Lecturer (Probationary)	Department of Accountancy & Finance
33.	Ms. A.W.G.C.N. Wijethunga	F	Lecturer (Probationary)	Department of Accountancy & Finance
34.	Ms. T.T. Samarasinghe	F	Lecturer (Temporary)	Department of Accountancy & Finance
35.	Ms. T. M. N. Tharanga	F	Lecturer (Temporary)	Department of Accountancy & Finance
36.	Mr. D. Jasingha	M	Head/DMM	Department of Marketing Management
37.	Mr. R. A. C. Ushantha	M	Senior Lecturer, Grade II	Department of Marketing Management
38.	Ms. L.A.C. Sajeewani	F	Senior Lecturer, Grade II	Department of Marketing Management
39.	Ms. P.L.G.S.D. Piumali	F	Lecturer (Probationary)	Department of Marketing Management
40.	Ms. J.H.A.W.N. Hettiarachchi	F	Lecturer (Temporary)	Department of Marketing Management
41.	Ms. H.M.S.H. Rathnasiri	F	Lecturer (Temporary)	Department of Marketing Management
42.	Ms. Roshini Neluwapathirana	F	Assistant Registrar	FMS
43.	Mr. Chathuranaga Wanigasekara	M	Coordinator - Computer Centre	Computer Centre
44.	Mr. A.R.M.M. Rathnayake	M	Assistant Librarian	Library - FMS
45.	Ms. P.R.D. Wijesinghe	F	Demonstrator (Temporary)	Computer Centre
46.	Ms. K.D.W.M.N.A. Hapuhinna	F	Demonstrator (Temporary)	Computer Centre
47.	Mr. Nirosh Namal	M	Labourer	Computer Centre
48.		M	Driver	
49.		M	Driver	
50.		M	Helper	

Appendix 02 – Working Session Summary

Working Session	Time	Activities	Outcome/s
Working Session I	9.30 am – 1.30 pm	Develop an action plan to address the comments of the reviewers for eight criteria of three clusters of Program Review of FMS in 2018	Detail action plan for operationalizing comments
Working Session II	2.30 pm – 3.15 pm	Summary Presentations of Groups	Highlights the key suggestions for implementations addressing the Program Review comments
Working Session III	3.30 pm – 4.30 pm		
Working Session IV	9.00 am – 10.15 am	Discussion and finalize the Event Calendar of Faculty of Management Studies incorporating major events of the departments/units and faculty	Finalized event calendar
Working Session V	10.45 am – 1.00 pm	<p>Discussion on “Insights for Higher Education”</p> <p>(Presentation by Mr. Sarath Munasinghe)</p> <p>Discussion on Feedback of the orientation program of 2016/17 intake in 2018</p> <p>(Presentation by Mr. D. Jasinghe)</p>	

Appendix 03 – Group Allocation

Group Allocation for Post SER Workshop on 08th & 09th January 2019

Cluster	Department/Program	Criterion No	Name	Responsibility
TM/HM	TM	2	Prof. M S M Aslam	Chair
	TM	4	Ms. J A R C Sandaruwani	Secretary
	TM	7	Dr. R S S W Arachchi	Writer
	TM	3	Prof. W K A C Gnanapala (Dean/FMS)	Member
	TM	1	Dr. Iraj Ratnayake (Dean/FGS)	Member
	TM	N/A	Mr. K R H Lal Gunasekara	Member
	TM	4	Mr. P K S Munasinghe	Member
	TM	8	Mr. C N R Wijesundara	Member
	TM	5	Mrs. H J M Y S Menike	Member
	TM	6	Mr. G.V.H. Dinusha	Member
	TM	7	Mr. K.K.L.C. Kannangara	Member
BM/MM/EBM	EBM	1	Prof. R M W Rathnayake	Chair
	BM	5	Ms. A C Jayathilaka	Secretary
	MM	8	Dr. T C Gamage	Writer
	BM	N/A	Mr. P J Jayathilaka	Member
	BM	4	Ms. L D Kalyani	Member
	BM	3	Ms. K L B G Dharmarathne	Member
	BM	N/A	Mr. A M J Attanayake	Member
	BM	2	Mr. H P R Priyankara	Member
	BM	5	Mr. N P G S I Naotunna	Member
	BM	N/A	Ms. J K S C Perera	Member
	BM	7	Mr. I A Ekanayake	SER Facilitator
	BM	8	MS. A W Thiranagama	SER Facilitator
	BM	6	MS. I.M. Katuwandeniya	Member
	BM	8	Ms. W.A.K. Amitha	Member
	BM	4	Ms. P.R.C.N. Ariyaratna	Member
	MM	1	Mr. D. Jasinghe	Member
	MM	2	Dr. W Vilasini de Silva	Member
	MM	3	Ms. L A C Sajeewanie	Member
	MM	3	Ms. K D L R Kapuge	Member
	MM	N/A	Mr. H M C G Bandara	Member
	MM	4	Mr. R A C Ushantha	Member
	MM	N/A	Ms. Nadee Mahawaththe	Member
	MM	3	Ms. P.L.G.S.D. Piumali	Member
	MM	3	Ms. J.H.A.W.N. Hettiarachchi	Member
	MM	2	Ms. H.M.S.H. Rathnasiri	Member
EBM	N/A	Dr. W M P S B Wahala	SER Facilitator	
EBM	6	Ms. K Manori Pathmalatha	Member	
EBM	1	Mr. R A D C Ranathunga	Member	
FM/BI	FM	4	Prof. D A I Dayarathne	Chair
	FM	1	Ms. A W G C N Wijethunga	Secretary
	FM	5	Dr. L M C S Menike	Writer
	FM	1	Mr. D G Dharmarathne	Member
	FM	6	Mr. RAG Bandara	Member
	FM	5	Ms U C Edirisinghe	Member
	FM	7	Mr. H R Sampath	Member
	FM	7	Mr. T U I Peiris	Member
	FM	6	Mr. A A M D Amarasinghe	Member
	FM	3	Mr. D G L Rasika	Member
	FM	6	Mr. K D U D Fernando	Member
	FM	2	Mr. H G Piyasiri	Member
	FM	8	Ms.VithiyalaniMuthusamy	Member
	FM	3	T.T Samarasingha	Member
Other	FMS	1	Ms. Roshini Neluwapathirana	Member
	FMS – Library	1	Mr. Mr. A.R.M.M. Rathnayake	Member
	CC	1	Mr. W M C K B Wanigasekara	Member
	CC	7	Ms. Deepika Wijesinghe	Member
	CC	6	Mr. H.M.M.A. Herath	Member
	CC	1	Ms. Navodya Hapuhinna	Member

Appendix 04 - Agenda

Residential Workshop On Formulation of Roadmap to Develop an Integrated Quality Management System in The Faculty of Management Studies: *The Way Forward of “SER”*

Dates : 08th& 09th of January 2019

Venue : National Holiday Resort - Bandarawela

Agenda

Day 01 (08th January 2019)

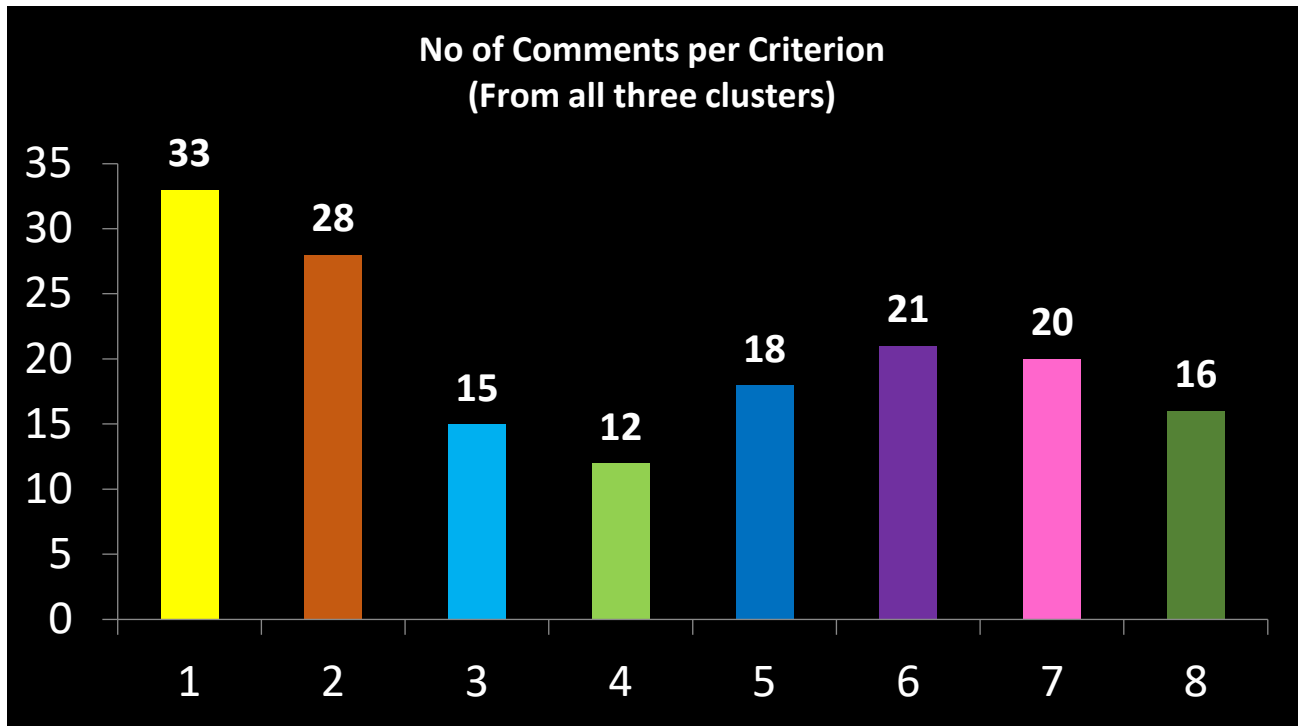
9.00 am	Registration
9.30 am – 9.40 am	Inaugural Speech by Prof. Athula Gnanapala - Dean – FMS
9.40 am – 10.00 am	Introduction & Objectives of the workshop - Coordinator – FQAC
10.00 am – 1.00 pm	Working Session I/ Working Tea
1.00 pm – 2.00 pm	Networking Lunch / Room allocation and Check-in
2.00 pm – 3.15 pm	Working Session II
3.15 pm – 3.30 pm	Evening Refreshment
3.30 pm – 5.00 pm	Working Session III
6.00 pm onwards	Networking Session followed by the Dinner

Day 02 (09th January 2019)

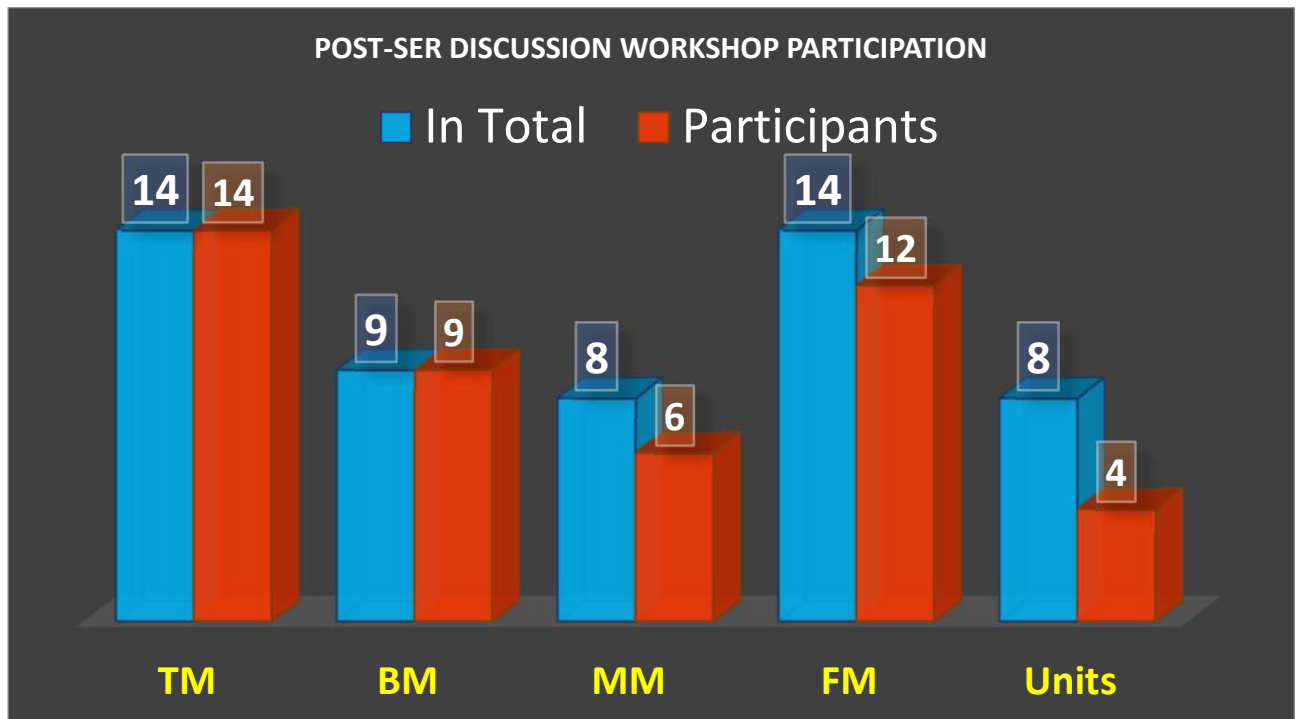
6.30 am onwards	Morning Activities / Breakfast
9.00 am – 10.15 am	Working Session IV
10.15 am – 10.45 am	Morning Refreshment& Checking out
10.45 am – 1.00 pm	Working Session V
1.00 pm – 2.00 pm	Outcome Presentations and Closing Remarks
2.00 pm	Networking Lunch

Appendix 05 – Highlights of the Workshop

Summary of the group discussions on the comments



Post-SER Discussion Workshop Participation



Man Hour Calculation (Excluding non-value added time)



SABARAGAMUWA UNIVERSITY OF SRI LANKA



STRATEGIC MANAGEMNT PLAN 2019-2023

Goals, Objectives, Strategies & Actions

CHAPTER 1: INTRODUCTION

1.1 History of Sabaragamuwa University of Sri Lanka

The relatively short history of Sabaragamuwa University of Sri Lanka (SUSL) was started in 1991 as an affiliated university college to University of Sri Jayewardenepura, located in the former Japanese Expatriate Village of Samanalawewa Project in Belihuloya. Academic programs commenced from 1992, with three study areas namely; Travel and Tourism Management, Accounting & Finance, and English. The first batch of students was limited to 225 and was served by an academic staff of about 10 with several visiting lecturers from other Universities and Institutions. In 1993, during the second year of operation, the Sabaragamuwa Affiliated University College achieved success in many areas. In this year it admitted 166 students covering all ethnic groups; introduced a Department in Travel and Tourism Management; added a separate Computer Centre; laid the foundation stone for the construction of a new Library; and started conducting several Study Programs on English and Japanese languages for the community at large. In 1995, on the recommendation of a Committee appointed to look into the status of Affiliated Universities of the country, the Sabaragamuwa Affiliated University College was converted into a National University, creating the National University of Sri Lanka. The Souvenir issued on the occasion of commissioning the University stated that, "in the course of past four years under the Affiliated University College System, it was possible to develop such facilities as Lecture Halls, an Auditorium, Computer and Language Laboratories and Reading Rooms, Welfare and Medical Centers, an Open Air Theatre and a Herbarium. The facilities that existed at the premises when taking over from CEB viz, the housing complex, the residences, offices, Gymnasium, Swimming Pool, Tennis Courts and a pipe borne water supply scheme, have made it possible to fulfill as many of the requisites and basic needs of a University".

Sabaragamuwa University of Sri Lanka was established on November 07, 1995 as a University under the section 21 of the Universities Act No. 16 of 1978 and was ceremonially opened on February 2, 1996, with four faculties. It was subsequently decided to amalgamate the Uva Affiliated University at Rahangala and Buttala Affiliated University as Faculties of Agricultural Sciences and Applied Sciences, respectively. The Faculty of Agricultural Sciences at Rahangala shifted to Belihuloya in 2001. The Faculty of Geomatics was established as the fifth faculty, in 2004. The Faculty of Applied Sciences, which was located in Buttala, was shifted to the main campus in Belihuloya in 2008.

The faculty of Geomatics was established in 2004 as the successor of the Department of Surveying Sciences, which introduced the BSc in Surveying Sciences Degree Programme in 1997. Faculty of Technology was established in 2018 as the seventh faculty of the and the university. The Faculty of Medicine was established in Ratnapura in 2018 as the eighth faculty of the university. Therefore the currently the

Sabaragamuwa University of Sri Lanka as become one of the leading full fledged universities in Sri Lanka.

1.2 Present status of Academic Activities

At present, SUSL operates with eight Faculties and 28 Departments, offering 40 degree programs as given below.

Table 1.1 Degrees offered by SUSL

Faculty of Agricultural Science	
Department of Agribusiness Management	B.Sc. Agricultural Science & Management
Department of Agribusiness Management	B.Sc. Food Business Management
Department of Livestock Production	
Faculty of Applied Sciences	
Department of Computing and Information Systems	B.Sc. Special Degree in Computing and Information Systems
Department of Food Science and Technology	BSc Honours degree program in Food Science & Technology
Department of Natural Resources	Bachelors and Honours degrees in Environmental Sciences and Natural Resource Management
Department of Physical Sciences and Technologies	Bachelor of Science (Applied Sciences) Special Degree in Chemical Technology Bachelor of Science (Applied Sciences) Special Degree in Computer Science and Technology Bachelor of Science (Applied Sciences) Special Degree in Applied Physics Bachelor of Science (Applied Sciences) in Physical Sciences
Department of Sport Sciences and Physical Education	Bachelor of Science (special) degree programmes Bachelor of Science Physical Education and Sport Sciences and Management
Faculty of Geomatics	
Remote Sensing and GIS	Bachelor of Science Honours in Surveying Sciences in Remote Sensing Bachelor of Science Honours in Surveying Sciences in Geographic Information System
Surveying and Geodesy	Bachelor of Science Honours in Surveying Sciences in Surveying & Geodesy Bachelor of Science Honours in Surveying

	Sciences in Land Management Bachelor of Science Honours in Surveying Sciences in Hydrographic Surveying
Faculty of Medicine	
Department of Anatomy	Bachelor of Medicine and Bachelor of Surgery (MBBS)
Department of Biochemistry	
Department of Physiology	
Faculty of Management Studies	
Department of Accountancy & Finance	BSc. Honours in Financial Management BSc. Honours in Banking & Insurance
Department of Business Management	BSc. Honours in Business Management
Department of Marketing Management	BSc. Honours in Marketing Management
Department of Tourism Management	BSc. Honours in EcoBusiness Management BSc. Honours in Hospitality Management BSc. Honours in Tourism Management
Faculty of Social Sciences & Languages	
Department of Economics & Statistics	Bachelor of Arts Honors in Economics, BAHons (Economics) Bachelor of Arts Honors in Statistics, BAHons (Statistics) Bachelor of Arts Honours in ICT, BAHons (ICT)
Department of English Language Teaching	
Department of Geography & Environmental Management	Bachelor of Arts Honours in Geography, BAHons (Geography)
Department of Languages	Bachelor of Arts Honours in Sinhala, BAHons (Sinhala) Bachelor of Arts Honours in Tamil, BAHons (Tamil) Bachelor of Arts Honours in English, BAHons (English) Bachelor of Arts Honours in German, BAHons (German) Bachelor of Arts Honours in Japanese, BAHons (Japanese) Bachelor of Arts Honours in Chinese, BAHons (Chinese) Bachelor of Arts Honours in Hindi, BAHons (Hindi) Bachelor of Arts Honours in Translation Studies, BA Hons (Translation Studies)
Department of Social Sciences	Bachelor of Arts Honours in Political Science, BAHons (Political Science)

	Bachelor of Arts Honours in Sociology, BAHons (Sociology)
Faculty of Technology	
Biosystems Technology	Bachelor of Biosystems Technology Honours degree: BBST(Hons)
Engineering Technology	Bachelor of Engineering Technology Honours degree: BET(Hons)

Table 1.2 Postgraduate degrees offered by SUSL

The post graduate degree and diploma programs offered by the Faculty of Graduate Studies (FGS) in collaboration with different Faculties and the Centre for Indigenous Community Studies are listed below:

Faculty / Centre	Postgraduate Program
Faculty of Management	MSc Ayurvedic Hospital Management
	Master of Business Administration
	Master of Business Administration (Finance)
	Master of Business Administration (Marketing)
	Master of Business Administration (Tourism)
	PGD Business Administration
Faculty of Geomatics	MSc Surveying Sciences
Faculty of Applied Sciences	Master of Philosophy in Food Science and Technology
	Master of Philosophy in Natural Resources and Management
	Master of Philosophy in Physical Sciences and Technology
Faculty of Applied Sciences	Master of Philosophy in Animal Biotechnology
	Doctor of Philosophy (Aquatic Bioresource Technology and Management)
Centre for Indigenous Community Studies	Postgraduate Diploma in Indigenous Studies
	Master of Philosophy in Indigenous Studies
	Doctor of Philosophy in Indigenous Studies

In addition to that the FGS offers Research Higher Degrees. Research Higher Degrees offered by the FGS-SUSL are designed to provide research training in a manner that fosters the development of independent research skills in candidates. The Master of Philosophy (MPhil) and Doctor of Philosophy (PhD) programmes are advanced postgraduate degrees undertaken by research only, and lead to advanced academic and theoretical knowledge in a specialist area. Both programmes are available in full and part-time modes.

The Centre for Open and Distance Learning (CODL) of SUSL offer following degree, diploma and certificate courses for external students.

Table 1.3 Degree, diploma and certificate courses offered by the Centre for Open and Distance Learning (CODL) of SUSL

B.A. General (External)
B.B.A. in Agribusiness Management (External)
Higher Diploma in Corporative Business Management
Higher Diploma in English
Diploma in Software Engineering
Diploma in Tourism and Hospitality Management
Diploma in English
Diploma in Business Management
Diploma in Social Development and Welfare
Certificate Course in Computer and Information Technology
Certificate Course in Networking
Certificate Course in English
Certificate Course in Web based Application Development
Certificate Course in Advance Computer aided Drawing
Certificate Course in Advanced JAVA Programming

1.3 Students and Human Resources

The details about the students population and the human resources of the SUSL are mentioned as follows:

Table 1.4 The number of students of SUSL per Faculty

Faculty	No. of Students
Agricultural Sciences	395

Applied Sciences	1005
Geomatics	274
Management Studies	1329
Medicine	75
Social Sciences and Languages	1087
Technology	150
Total	4315

Table 1.5 Academic and Academic Supportive staff

1	Senior Professors	1
2	Professors	18
3	Associate Professors	02
4	Senior Lecturer (Gr I)	49
5	Senior Lecturer (Gr II)	88
6	Lecturers	11
7	Lectures (Probationary)	71
8	Lectures (Temporary) and Academic Support Staff	98
9	Librarian	1
10	Deputy Librarians	1
11	Senior Asst. Librarians	3
	Total	343

Table 1.6 Administrative & Non-academic staff

Grade	Permanent
Administrative Grades	34
Clerical & Allied Grades	147
Technical Grades	15
Primary Grades	214
Total	410

1.4 Present status of Infrastructure Facilities

1.4.1 Land Area

The Sabaragamuwa University of Sri Lanka is located about 162 km away from Colombo along the Colombo - Badulla main road. The main campus of Sabaragamuwa University in Belihuloya possesses sufficient land for future development. It consists of approximately 253 acres as detailed below

- Main university premises transferred by the Ceylon Electricity Board - 66 acres
- Main playground and Faculty complex premises – 56 acres
- University Farm premises – 31 acres
- Non Pareil land – 50 acres
- Other lands – 29 acres (water pumping and purification unit, hostels, nature park and reserve)
- Land in Rathnapura for Faculty of Medicine – 20 acres
- Medical Faculty premises (Land in Batuhena) – 1 acre

1.4.2 Facilities for Academic Development

The lecturing and laboratory facilities required for the Faculty of Management Studies and Faculty of Social Sciences and Languages, Faculty of Applied Sciences and Geomatics have adequately been addressed as new building complexes are either completed or nearly completed. The Faculty of Agricultural Sciences possesses adequate capacity for the present intake of students. However, the need of a new building complex arises with the expected higher student intake and the postgraduate degree programs.

In all eight Faculties the available facilities (i.e. lecture rooms, laboratories, classroom furniture and computers) are either manageable or have plans for development as per the present intake. However, with the proposed development plans, the student intake will be increased over time, requiring the expansion of these resources.

There are 31 acres of land in Mungastenna allocated for the development of a Research and Educational Farm for the Faculty of Agricultural Sciences. A state-of-the-art building for in-farm training is already completed in these premises. The present Livestock and Crop Units barely cater to the present intake of students.

Library: SUSL has Four Libraries. The main Library serves the Faculties of Social Sciences and Languages, Applied Sciences, Geomatics and Technology. The

Management Faculty Library and the Agriculture Faculty Library serve the respective faculties. The library of the Faculty of Medicine is located in Batuhena, Ratnapura. The facilities available in all four libraries are sufficient merely to provide minimal service to the present student population. The construction work of New building complex for the main library was started in year 2018.

Centre for Open and Distance Learning (CODL) of the Sabaragamuwa University of Sri Lanka was established to administer and coordinate all external degree programmes, diplomas, certificate courses and extension programmes conducted by the faculties, departments, centres, and units of the university. CODL of SUSL currently conducts more than 14 higher diploma, diploma and certificate courses, accommodating about 2000 students. However, the infrastructure facilities in CODL are barely sufficient for the present students, let alone the planned future intake. Hence, the CODL needs to be developed to capitalize its potential for future.

Centre for Indigenous Knowledge and Community Studies

The Centre for Indigenous Knowledge and Community Studies was established on 18th December 2006 at the Sabaragamuwa University of Sri Lanka being the first Indigenous Studies Centre in the country. From the inception, the Centre has introduced three postgraduate programmes, namely Postgraduate Diploma (PGD), Master of Philosophy (MPhil) and Doctor of Philosophy (PhD). Presently, the Centre provides academic spaces to those who are interested in learning and researching histories, cultures, languages, traditions, technologies and life styles of indigenous and native people and communities in Sri Lanka as well as in other countries. Students develop a broad interdisciplinary knowledge based on indigenous knowledge, social systems and contemporary issues relating to indigenous and native societies.

The Centre passionately engages in discovering new knowledge utilizing indigenous and existing ancestral knowledge in order to usher the nation and the entire global society into an innovative new era by empowering its scholars intellectually, physically, emotionally and socially at the CIKCS and its community through a viable research-based education to provide skilled intellects who will passionately make the world a better place for all mankind while achieving sustainable community development. The post-graduate programmes of the Centre are designed to promote advanced training and research in indigenous studies. The main objective of the programme is to continuously produce researchers who are well-equipped with theoretical and applied aspects of indigenous studies to contribute to the world of indigenous knowledge.

Centre for Research and Knowledge Dissemination (CRKD)

The Center for Research and Knowledge Dissemination at the Sabaragamuwa University of Sri Lanka (CRKD-SUSL) is a venue to promote research among the academics within the university, to make opportunities for presenting and publishing

research findings for local and international researchers and to disseminate knowledge to the community.

CRKD-SUSL is established to formalize the ongoing research activities for an efficient service. The CRKD-SUSL is also responsible for the university-community partnership programmes. Also, CRKD represents the Research Grants Committee of SUSL which is responsible for promoting a research culture of the university. It is also responsible for coordinating, monitoring and evaluating the research projects conducted by the university and coordinating the activities and decisions taken at the Research Grants Committee of the university among relevant parties. CRKD is also responsible for the production of university publications such as SUSL journal, Sabaragamuwa Vishva Vidyalaya Shasthreeya Sangrahalaya, Sabaragamuwa University Newsletter and symposium proceedings. It also organizes symposia and conferences to discuss research findings and exchange knowledge among local and International scientific community. Extension and public awareness unit of CRKD is responsible for organizing extension and public awareness programmes to disseminate knowledge to the community. It is also responsible for co-ordinating international collaborative activities of the SUSL, promoting SUSL staff to build links with international organizations and universities and to network international research and other service programmes conducted by different faculties of the University and by staff members.

Agribusiness Research and Development Centre (ABRDC) intends to undertake comprehensive research and consultancy assignments in agribusiness management and allied disciplines. These include feasibility studies, business plans, baseline surveys, market research, and socio-economic surveys. It adopts a multidisciplinary approach to examine issues in agribusiness management drawing expertise from a diverse panel of academics and professionals. Future expansion of this will widen the frontiers of agribusiness studies in the university and serve the outside community as well.

Livestock Research and Extension Center (LERC): This center intends to undertake training, research and extension activities in the field of Livestock Production. Most of farmer training activities and training programmes associated with Schools in the region are conducted under this center. Center organizes more 15 programmes in each year.

Centre for Biodiversity and Environment studies: The Newly established “Centre for Biodiversity and Environment studies”, attached to Faculty of Applied Sciences caters to the need for research in natural resources. However, minimum infrastructure facilities in the Centre highlight the need of further improvements.

Centre for Computer Studies (CCS): Currently this centre provides academic support services to some Faculties to manage network services and undertake computer maintenance activities. However, with the establishment of IT faculty, the

academic activities of the centre will be taken over. Hence, the futuristic approach should focus more on system development and IT maintenance for the university.

Staff Development Centre (SDC):

The Staff Development Centre (SDC) of Sabaragamuwa University of Sri Lanka was established as a central unit to conduct training programmes to develop skills and knowledge of all categories of staff members in the university. The SDC is always aiming to enhance the knowledge and skills of the communities in the university system in Sri Lanka to obtain an efficient and effective service from the university staff in a friendly environment in general and to contribute to the national development in specific. One of the major activities conducted through the SDC is organizing programs on developing teaching skills of lecturers essential in producing marketable undergraduates. Annually SDC conducts the Induction Programme for the academic staff and train the academics with novel teaching methodologies, IT base teaching tools, student counselling etc. Apart from the training programmes for the academic staff, the SDC conducts programmes for the administrative staff development, general staff development, health and safety, and health awareness programme. The Centre has a team of expert resource persons involved in conducting the activities and programmes. They are academic and administrative staff of SUSL and also experts of other institutions and organisations. The Staff Development Centre is well-equipped with modern state-of-the-art teaching tools and communication tools where an audio visual unit and a video conferencing unit are facilitating the programs to be conducted effectively and efficiently.

Centre for Gender Equity and Equality

Sabaragamuwa University of Sri Lanka (SUSL) is committed to the promotion of Gender Equity and Equality (GEE) and women's empowerment where all students, academic, administrative and support staff, female and male, enjoy equal opportunities, human rights, and free from all forms of discrimination and harassment. As such, members of the University community have the responsibility of ensuring gender inequity and Sexual and Gender Based Violence (SGBV). There shall be a GEE Cell of SUSL reporting to the Vice-Chancellor with the following roles: Provide training on gender equity and equality (including social intersections) for the establishment of a core team of gender experts. To conduct research, review policies and contribute policy inputs in the university level. To do the curricular reforms to inculcate the concepts and practices of GEE. To prevent and respond to SGBV by developing relevant skills. Identify ways and means of preventing SGBV in the university and empowering staff and students to prevent and respond to SGBV by developing relevant skills. Enhance its capacity to facilitate and monitor the implementation of the GEE Policy at the institutional level. Inquire complaints of

sexual and gender-based violence and propose to university councils for disciplinary actions to offenders and facilities to victims.

Department of Physical Education

The Department of Physical Education has been established to facilitate sports activities among students. There are modern facilities available within the University, for students to engage in about 21 different sports. The Department consists of qualified trainers to train students. The students of Sabaragamuwa University of Sri Lanka brought honours nationally and internationally in the field of University Sports

1.4.3. Other Physical Infrastructure

Administrative Complex: Even though facilities for education has been improved in SUSL, relative development was not evident in the physical infrastructure of Administration Branches (i.e. Examination Division, General Administration, Student Affairs, Establishment, Finance Branch, General Maintenance and Stores) which presently operates with minimum space, which limits the physical potential of the development of SUSL. Therefore, the physical facilities for administration should be developed.

Hostels for Students: As the University is in a low density area, considering the difficulties in finding the residential facilities for undergraduates by themselves, all the students whose permanent residencies are more than 20 km away from the University are provided hostel facilities by the University. So, about 95.2% of the undergraduates are received the University provided hostel facilities.

The University has provided accommodation in its own three hostel complexes (12 units) only for about 2692 students out of 3896 residing students. All the other students have been provided with accommodation in rented houses (33 houses) in the vicinity with bare minimum facilities. The University spends more than 12 million per annum for rented houses to accommodate the students.

Water Supply: One of the challenges faced when implementing the development plans of SUSL is limited water supply. As per the recent data, the required daily water consumption exceeds 500,000 liters, out of which, around 350,000 liters are supplied by Hirikatuoya and 150,000 liters are supplied by ground water wells. However, the extended dry periods can reduce the supply of water from Hirikatuoya to less than 30% of its capacity. Resultant severe water shortage is partly solved by bringing water from sources elsewhere (i.e. Kalupahana area), which are also thinning out in dry periods. As a result, during peak dry seasons, SUSL spends a considerable amount of additional money for supplying required amount of water, yet measures are insufficient. Therefore, even for its present capacity, SUSL needs a reliable water

supply and purification scheme. Future expansions of SUSL should therefore be in parallel with the expansion of the water supply. The new water project is started in year 2017 with the financial support of World Bank.

Housing for Staff: There are 38 family quarters and 179 bachelor quarters are allocated for the academic, administrative and non-academic staff members of a grand total of 245. The constructions of the new housing project is undergoing at the Non-perial land of the university. Presently these facilities are not sufficient, especially for the academic staff. Being a residential university, more accommodation facilities need to be constructed for future expansions as well.

Canteens: All the student canteens are functioning under the guidance and supervisions of Academic and Students' Affairs Division. All the cooking equipments and furniture are provided to the canteens by the University. Canteen keepers have been totally released from the paying charges of water and electricity. In addition to these relief subsidy is paid for the gas based on the student ratio.

Medical Centre: The Medical Centre of SUSL is generally used as a preliminary treatment point and patients are transferred to a main hospital when the need arises. The need for upgrading the medical centre for a medical complex with resident facilities is essential.

Sports Facilities: Sports facilities (a small gymnasium, a swimming pool, basketball and tennis courts, and some indoor sports facilities for student hostels) are currently available to cater to the sport needs of the university. These facilities are not sufficient for the current student numbers let alone the planned expansion of future intake of the students and the staff. Being the only university in Sri Lanka to offer “Sports Sciences and Management, Physical Education” degrees, expanded sports facilities such as a playground suitable for track and field events, a gymnasium with sufficient capacity and equipments to accommodate the present and future needs are urgently needed. In line with these requirements, the first stage of the university playground is under construction, but the development process still needs to be continued.

Pre-school and daycare centre: One of the unique social services offered by SUSL to the university staff and the wider community is its Pre-school and Daycare centre. At its present location donated to the university by external sources, this service-oriented unit accommodates about 90 students. However, most of its physical resources are over used and needs to be replaced. Further, the Day-care Centre has to be expanded from its current state, to accommodate about 25 children from the families of the university staff.

Power Supply: The Ceylon Electricity Board (CEB) has provided a separate power exchange for the University. However the University experiences frequent power failures and therefore alternative sources of power supply are needed.

Motor Vehicles: Presently, SUSL operates with a vehicle fleet consisting of the following and needs replacement at the expiry of effective lifetime of each Motor vehicle.

Further, it is a must to expand the fleet with the expansion of other human and physical resources.

Table 1.7 Vehicle Fleet of the University

Vehicle Type	Nos.
Motor Cars	06
Double Cabs	06
Vans, including dual purposes	06
Motor Lorry	02
Motor Coaches	07
Ambulances	01
Tractors	03
Tailors	05
Three Wheelers	04
Water Bowser	03
Gully Bowser	01
Hand Tractors	04
Motor Cycles	04
Total	52

Security Situation: SUSL has an Internal Security System to provide security services to safeguard the assets of the University. In addition, a Police Post of the Sri Lanka Police is also established outside the premises assuring the security of students, staff members and assets. However, the planned expansion of SUSL highlights the need of a modernized security system supported by technological advancements.

Solid waste and sewage disposal: As a residential university, the whole student population of SUSL is provided with hostel facilities in university hostels or rented houses. Night soil accumulated in these hostels is frequently emptied from the septic tank systems. Additionally, loads of solid waste accumulated inside the university has already created hygienic problems as there is no planned way of disposing them. Therefore, proper solid waste and night soil disposal system is a high priority requirement for SUSL. Further, maintaining cleanliness at the university

premises is challenge, and with the developmental activities planned for the future, parallel expansion of such facilities is also required.

Recreational facilities: Main recreational facilities available at SUSL are open air theatre, Agrifac Farm-stay, Gymnasium, Swimming pool and Uni center. Agrifac Farm Stay is a perfect stopover and a charming and peaceful holiday destination for a much needed get-away. Swimming pool was initially built for recreational purposes during the Samanalawewa Project and handed-over to SUSL, hence, its suitability for “sports degree programs conducted by SUSL” is less significant, yet mostly used for such purposes. Recently completed open air theatre holds sufficient facilities to stage drama, musical shows etc.

Museum: Museum at SUSL shows its greater capacity as evidence storing centre of anthropological significance and as at present plays a vital role as an additional attraction for the university. However, improving its capacity will ensure better service to the university and wider community. This should locate in the same new building complex proposed for the Center for Indigenous Studies.

Future prospects The Demand for the higher education of Sri Lanka has remarkably increased. The higher education institutes need to prepare in advance to cater for this increasing demand. The human, capital and infrastructure facilities also need to be enhanced and necessary changes in study programs are also required to cater to the national and international demands.

CHAPTER 2: SUMMARY OF ANALYSIS AND IDENTIFIED PROBLEMS

A SWOT was conducted to identify Strengths, Weaknesses, Opportunities and Threats (SWOT) and to find out the root causes for the existing problems and another Gap analysis aiming how the university intends to shape the productivity of the graduates.

2.1 Summary of SWOT Analysis

2.1.1 Strengths

A Member of the International Association of Universities (IAU)

Sabaragamuwa University of Sri Lanka is a member of the International Association of Universities (IAU). Founded in 1950, under the auspices of UNESCO, the International Association of Universities (IAU) is the leading global association of higher education institutions and organisations from around the world. IAU brings together its Members from more than 120 countries for reflection and action on common priorities. It acts as the voice of higher education to UNESCO and other international higher education organizations, and provides a global forum for leaders of institutions and associations.

“A” Graded Degree Programmes: All the degree programmes of the Faculty of Management Studies and Degree programs in the Faculty of Social Sciences & Languages have been evaluated by the Quality Assurance Council of the UGC and awarded “A” grades.

Large Extent of Land: A large extent of land owned by the university is one of the main strengths of SUSL. It has a total extent of about 253 acres. Presently only a fraction of the available land area is utilized, leaving a large expansion potential for future development.

Rich Natural Environment and Socio-Culture: There is a rich natural environment and socio-culture in the area, a conducive teaching and learning environment. On one hand, the university is surrounded by a range of mountains extending from Horton Plains, while one of its borders is the Samanalawewa reservoir. The Main campus is also in close proximity to the anthropologically important sites such as Batadomba Lena, Batathota Lena, Kuragal, Bellanbedipelassa and biodiversity sites such as Sinharaja forest reserve, Horton Plains, Peak Wilderness Sanctuary (Sri Pada forest Reserve), Udawalawa National Park, and Yala National Park. Thus, the location provides a better study sources for most of the programs such as natural resources, anthropology, agriculture, tourism and surveying. This will therefore ensure the maximum use of the planned infrastructure developments for the said areas of studies.

Infrastructure: Buildings and other infrastructure received from the Samanalawewa Project are high value assets that enabled the University to develop at a comparatively low cost. Recently established faculty complexes and other supportive infrastructure facilities further enhance the teaching-learning process.

Human Resource: Compared to other young universities, SUSL has a number of postgraduate qualified and relatively young academic staff who has a very good potential for development. SUSL has satisfactory staff both administrative and non-academic staff.

Information Technology: SUSL has developed with modern IT facilities and work inline with the government’s initiative to promote IT education for all university students. All the academic programs are equipped with IT courses and each faculty has a computer centre, which is connected to a network system with extensive Internet facilities; the student: computer ratio is currently 3:1. These facilities will facilitate future developments in the IT sector of the university.

Library: SUSL has a developed library with more than 150,000 books and other education facilities. It has access to e-books and e-journals, an asset for both students and academic staff.

Medium of Instruction: English is the medium of instruction for all degree programs, which results in shaping the students of all disciplines to the trends in the current job market.

Unique Courses Conducted: SUSL has several unique courses leading to specialized degree programs: Surveying Science, Sports Sciences and Management, Physical Education, Eco-Business Management, Indigenous studies, Ayurvedic Hospital Management and Tourism & Hospitality Management. These courses attract more students and cater to the current job market due to their uniqueness.

Industry Oriented Updated Courses: Most courses offered by SUSL are directed and developed towards the needs of the industry and the government sector. Further, continuous improvements of these courses are carried out taking into consideration the changes and needs of the relevant sectors, rendering these courses offer up-to-date knowledge, experiences and skills to students. This process of adapting to the changing needs of the relevant sectors is enhanced by the “Industrial Training” program conducted by most of the Faculties during which students are exposed to and trained in relevant specialized industries both in private and government institutions.

Centre for Open and Distance Learning (CODL): CODL of SUSL caters to the needs of the area by offering modern courses, both as external degrees and certificates/diplomas. The CODL’s effort to improve the English knowledge of the students in this area is highly reputed. Further, extended services of CODL in areas of IT education, Pre-school education, Business management, Agri-business management, Landscape Horticulture contribute to developing strong links between the outside community and SUSL.

Well established administrative system and its smooth operations.

Strong relationship among academic, administrative, students, and non-academic staff members and it assists to work collaboratively in common tasks

Study Programmes incorporate vocational, professional and semi-professional course modules

Availability of state of art ICT support systems (e.g. LMS, Koha library system)

MOUs with foreign Universities/ Institutes for exchange programmes and academic collaborations

High employability of the graduates in every disciplines

2.1.2 Weaknesses

As against the strengths listed above, SUSL is saddled with several weaknesses, of which some are common to all universities in the country but some are specific to SUSL. The identified weaknesses are given below.

Dearth of experienced staff: The development of higher qualifications in SUSL staff both in academic and non-teaching staff is relatively slow. Hence, as at present, SUSL faces a dearth of experienced staff.

Less research output: Due to the insufficient research facilities and sub-optimal level of research culture in SUSL, the research output both in quality and quantity is low.

Inadequate hostel facilities: Although students are provided with hostel facilities, most of the hostels are rented houses which have minimum facilities.

Inadequate infrastructure facilities: SUSL's competitiveness in producing quality graduates to national and international demands is restrained, due to its limited infrastructure development. SUSL even to date operates in the former Samanalawewa expatriate village which is not meant for a university.

Low ranking among Sri Lankan Universities: SUSL is ranked as an average university in Sri Lanka, the 10th best conventional university as of February 2019. Therefore, SUSL is not qualified for special funding from the government to be able to be a world-class university.

Comparatively less self fund generating activities

Less marketing and image building activities

Lack of proper sustainable waste management and disposable system

Non availability of well defined mechanism to absorb foreign students

2.1.3 Opportunities

However, SUSL has a lot of opportunities mainly due to its location advantage and with the courses already available. Main opportunities identified are given below.

Contributing to the concept of "Knowledge Hub in Asia": SUSL has the opportunity to develop its physical and human resource by accommodating a futuristic approach in line with the government's initiative of becoming the knowledge hub in Asia.

Demand for Engineering and related degree programme: There are only few Engineering courses in the University System in Sri Lanka and there is a high demand for such courses. Therefore, SUSL will have a greater opportunity with regard to the establishment of a Faculty of Engineering or related discipline targeting recent development in the adjoining districts.

Environmental, Anthropological and Archeological Research: Since located close proximity to the rich biodiversity locations such as Horton Plains, Sinharaja rainforest, Udawalawa National Park, SUSL has got an edge over developing several educational and research fields where attention of foreign universities and research institutions would be very high. This will further strengthen this opportunity and will help SUSL to develop as unique centers of “Environmental Education & Research” and “Anthropological & Archeological Research”.

Potential for Research and Skill Development: SUSL is located in the heart of “GemLand” of the country. Also, it is in close proximity to the centers of tea and rubber plantations, the backbone of the Sri Lankan economy. The climate of the area is suitable for the development of agriculture too. Therefore, the potential for development of knowledge and skills in these fields is high.

Attraction of Foreign Students: Since the university offers more unique course like surveying science, tourism, sport science, eco-business, food science etc. there is an increased opportunity attract foreign students from neighbouring and non-neighbouring countries.

Expansion of Post-graduate Courses: There is no places to get the post-graduate qualifications out of the urban cities therefore the SUSL can capitalize the demand though offering such courses.

Expansion of ODL Courses: The SUSL can start the short courses, certificates, Diploma and other courses targeting students from the neighbouring regions since there is no opportunities in the region to get the educational experiences.

2.1.4 Threats

Major Threats encountered by SUSL are summarized below.

Emerging of Non-state Universities: High Competition since the emerging of private higher education institutions. Also, the UGC gives loans for the students those who want to complete their higher education in non-state universities.

Development of negative attitudes about the graduates of state universities among the stakeholders.

Political involvement for the appointment of non-academic staff members

Tuition mentality of the incoming students

Shortage of Water: A Major threat for the future development of SUSL is the shortage of water. Even though excess water is available during the rainy season, all water sources in the area get dried up during the dry season resulting a severe shortage of water.

Location at an area with poorly developed facilities: As SUSL is situated far from developed cities, basic facilities in the area are inadequate especially concerning education, health and other facilities including water. Therefore, the university is at a disadvantage for recruiting and retaining qualified human resource.

2.2 Thrust Areas of Development

Based on the findings of SWOT analysis, SUSL has identified following thrust areas for future development.

Agribusiness Management: A timely important discipline, much different from the traditional agriculture. In contrast, the Agribusiness Management emphasizes on the management aspect of agriculture and focuses more on the management of agricultural output from the farm gate to the consumer. The Entrepreneurship development module will undoubtedly enhance knowledge in creating and sustaining new ventures to improve the living standards of farmers.

Animal Biotechnology and Genomic Resource Management: Sri Lanka is having a rich heritage of animal genetic resources including indigenous animal species as well as farm and wild animal species. These genetic resources such as disease resistant genes, high yielding traits, higher tolerant for ambient temperature, stress-resistant genes are considered as very important in the future of livestock industry as well and wildlife resource management. Protecting valuable but vulnerable genes from nature would have huge economic value. Horton planes, Udawalawa, and Sinharaja forests are considered as rich & densely packed with much of the indigenous flora and fauna be an added importance for the concept as their close proximity of the University.

Natural Resource Science: Based on resources endowed by the nature, SUSL is placed in an advantageous position to establish both undergraduate and postgraduate courses in Natural Resource Sciences. These include Forestry, Wildlife, Mineralogy and Gemology. The University will be in a position, in the near future, to upgrade the proposed Department of Natural Resource Sciences into a Faculty and conduct Postgraduate Courses as well.

Centre for Indigenous Community Studies presently offers three postgraduate programs, yet operates with minimum infrastructure facilities. With the planned development ahead, the center should be established in a separate building with lecture theatre facilities and its other resources need to be improved. The name of the Center should be changed as „Center for Indigenous Studies” in order to broaden the scope of the post graduate degrees offered by the center.

Tourism, Hospitality Management and Eco-Business Management: The Tourism Management Degree which is a pioneering effort by the University is another

thrust area for future development. With the proposed establishment of a Mini Hotel and introduction of facilities for the establishment of this thrust area has the potential to offer variety of courses on Hospitality Management. It is suggested to upgrade the existing Dept. of Tourism Management to the faculty or schools status.

Technology & IT Education: The technology and IT education at SUSL could initially commence Undergraduate Degree Courses in IT Management and after a few years of operation it could be extended to conduct Postgraduate degrees.

Faculty of Medicine: As identified under opportunities, SUSL has established the Faculty of Medicine in Ratnapurab and the Ratnapura General Hospital is upgraded as a teaching hospital.

Physical Education & Sport Sciences and Management: There is a high demand for degree programs in the fields of physical education and sports management locally and internationally. As the only university offering such courses, SUSL has a unique opportunity to develop and sustain this area of study.

Surveying Sciences: The faculty of Geomatics is the only faculty in Sri Lanka to conduct degree programs in surveying sciences. These programs could be further blended with Engineering Science and Land Management. In fact, opportunities are available for the Faculty to establish another Degree Course in Geographical Information Systems.

Centre for Open and Distance Learning (CODL): SUSL has already started offering several high demand Courses and Degree Programs. There are several unique courses being offered externally too. SUSL could use the facilities of the Education sector available in main cities to develop an infrastructure network to carry out these programs. Accordingly, SUSL can further expand this Unit and establish it as the Institute for External Degree Programs and Extension Services of SUSL. Under this unit, community based activities could be further developed to be a community Learning centre.

Postgraduate Education: There is a vast demand for postgraduate courses in the area to unavailability of such opportunities in Sabaragamuwa and Uva Provinces, and also the unique degree programs offered by SUSL. Hence, offering such courses the University will not only attract graduates from SUSL and other universities, but also provide opportunities for the graduates in and around this area to pursue postgraduate education, for which they now travel to Colombo or further.

Integrated community development: In par with the government initiatives to improve the socio-economic status of the rural poor, mainstream universities such as SUSL which are involved and embedded with national development programs should undertake national development projects. One good example is the university

involvement in “Rathnapura District Integrated Development Plan”. As an integral component of this, the university has started a “Cattle Breeding Unit” and successfully developing it with the government funds, providing quality calves for the rural poor as an effort in promoting small-scale livestock farming in the area. Such projects of national and regional importance should be of high priority in expanding the community service of the university. The SUSL has proposed ‘University Township Development Project’ to uplift the present infrastructure, economic, socio-cultural and environmental states of the university and surrounding areas.

Concluding Remarks

Sabaragamuwa University of Sri Lanka, in an attempt of addressing its identified problems above, has developed goals, objectives, strategies and actions in line with the vision and the mission of the university. These attempts target several root causes, even though not addressing them all, and would be of paramount importance to improve the employability of its graduates, to improve the status of the university in global and Sri Lankan rankings, to improve its academic excellence and to cater the requirements of the industry and the society, both in national and international arena.

3. STRAETEGIC DIRECTION OF THE SUSL

VISION

To be an internationally acclaimed centre of excellence in higher learning and research

MISSION

To be a centre in the forefront of generation, advancement and dissemination of knowledge while promoting learning, research and training to produce competent human resources possessing knowledge, skills and attitudes to contribute towards sustainable development.

GOALS

1. To achieve excellence in quality of teaching and learning
2. Enhance the image of the university by enriching research culture
3. To Improve Physical, Infra, Super Structures and Human Capital
4. To enhance the social responsibility and harmony for sustainable development
5. To strengthen the governance and administrative systems for effective service delivery

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

Actions

- Strengthen the existing curriculum development committees in the faculties
- Adopt a participatory approach in academic program design and development and periodic review of existing programs
- Adopt SLQF and SBSs as reference points in developing curricula
- Involve external stakeholder and get feedback at key stages of programme planning, design and development and review
- Set up a monitoring system to ensure effective implementation of activities relevant to the academic programmes
- Strengthen Outcome Based Education and Student Centered Learning (OBE - SCL)
- Strengthen alumna associations at the faculty level to facilitate the quality improvement of academic programs
- Facilitate socio emotional skill development in the curriculum development process (To inbuild socio emotional skills in the curriculum)

Objective 1.2 To develop conducive environment for teaching and learning

Strategy 1.2.1 Adopt different pedagogiesto Strengthen teaching and learning

Actions

- Improving access to ICT resources
- Set up a mechanism to implement and monitor innovative pedagogy and appropriate technology into teaching learning processes
- Strengthen teaching-learning methodologies
- Adapting diverse learning strategies as a way of maximizing student active engagement with the programme.
- Develop a mechanism to ensure effective functioning of academic programme

Strategy 1.2.2 strengthen student support services

Actions

- Develop a mechanism to continuously monitor student support services
- Develop a mechanism to handle students' complaints and grievances
- Organize sports, aesthetic programs, social events and recreational activities incorporating with the curricular
- Conduct student satisfaction survey periodically

Objective 1.3 To increase the access to higher education

Strategy 1.3.1 Strengthen and Develop new academic programmes

Actions

- Introduce nationally and internationally relevant undergraduate programs/Departments/Faculties
- Introduce and strengthen postgraduate and higher research degree programs
- Strengthen and expand CODL programs and provide more opportunities for external students
- Develop a mechanism to receive the expected/planned students intake/number on time without having vacancies
- Develop strategies/mechanism to have "0" level dropout rate

Objective 1.4 To increase opportunities for practical exposure in relevant industries

Strategy 1.4.1 Widen the scope of industrial exposure

Actions

- Establish/Upgrade industrial training centers at faculty level
- Expose students to world of work through industry linkages
- Strengthen the University Industry Business Linkage
- Establish the Faculty Business Linkage Cell/Business Incubators

Strategy 1.4.2 Strengthen career planning and mentoring programmes

Actions

- Upgrade the career guidance unit with physical and human resources to create conducive environment for career guidance
- Develop a mechanism to conduct mentoring and counseling programs on regular basis
- Strengthen student interaction with alumnus and encourage alumnus to assist students in their professional development.
- Introduce/Strengthen Industrial Cells at faculty level
- Establishing Counselling Units at Faculty Levels

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

Actions

- Formulation of a research grant policy
- Ensure the allocation of 10% of capital budget for research grants
- Improve the competencies of academic staff to obtain the competitive research grants
- Establish faculty level research funds

Strategy 2.1.2: Improve the infrastructure facilities for research

Actions

- Establish faculty level research units
- Increase purchasing of equipment, software required for research
- Provide access to journal and e-resources

Objective 2.2: To encourage collaborative research

Strategy 2.2.1: Facilitate collaborative research

Actions

- Formulation of policies and procedures for collaborative research involving academics, students and industry
- Signing MOU/MOA with industry and foreign universities

Objective 2.3: To widen the research outcome disseminating channels

Strategy 2.3.1: Organizing research symposia

Actions

- Organize student research forums to disseminate findings
- Conduct annual research symposium by all Faculties
- Conduct university international symposium

Strategy 2.3.2: Publication of research journals

Action

- Ensure the publication of university journals bi-annual
- Introduce Faculty 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
Action

- Develop policies and procedures for awarding and rewarding researchers at faculty level
- Develop policies and procedures for awarding and rewarding researchers at University level
- Recognize and reward national and international outstanding research works and publications of the university community

Objective 2.5: To enhance the university image

Strategy 2.5.1: Conducting image building campaign of the university

Actions

- Establishment of an image building unit to design and implement the image building programmes, activities and products
- Implementing a well-organized event for 25th celebration of the SUSL in 2021
- Conducting a systematic event for the celebration of university day
- Conducting awareness programmes for the stakeholders about the all degree programmes conduct by the university

Goal 3: To Improve Physical, Infra, Super Structures and Human Capital

Objective 3.1 To d

velop Physical, Infra and super structures facilities

Strategy 3.1.1 Accelerate approved construction projects

Actions

- Construction of the Buiding Complex of Faculty of Medicine
- Construction of the Buiding Complex of Faculty of Technology
- Construction of the Building Complex of Main Library
- Construction of Cafeteria of '**Walawa**' girls' hostel
- Construction of the Buiding Complex of Faculty Applied Sciences Stage II (Phase 1)
- Construction of Housing project at **Nonpareil**
- Initiate the Buiding Complex of Faculty of Agricultural Sciences phase I (Stage I)
- Initiate the Buiding Complex of Faculty of Social Sciences & Languages phase II (Stage I)
- Initiate the Buiding Complex of Faculty of Management Studies Phase II (Stage I)

Strategy 3.1.2 Accelerate the initiation of physical, Infra and super structures projects

Actions

- Initiate the waste and waste water management project
- Initiate the Administrative Building Complex project
- Initiate Building Complex of the Faculty of Graduate Studies
- Initiate the Student Centre project
- Initiate the Solar power project
- Expand the capacity of the University medical center with Emergency Treatment Unit (ETU)
- Expand the capacity of the ICT centre
- Initiate the construction of hostels
- Initiate construction/improvement of University Road network
- Initiate the Gymnasium and Sport Complex
- Initiate the Mini Hotel/Teaching Hotel for the tourism and Hospitality Management degree programmes
- Initiate the building complex of the Centre for Continuous and Distance Learning

Strategy 3.1.3 Renovate the existing building

Actions

- Convert underutilized building into teaching facilities, accommodation and cafeteria
- Rehabilitation and improvements of staff and students' accommodation
- Improve the facilities of new building acquired for the Medical Faculty at Ratnapura
- Rehabilitation of existing roads

Strategy 3.1.4 Introduce a Physical Development Plan for the University

Actions

- Identify future physical development requirements
- Prepare a contour map for University Land
- Prepare a physical development plan considering unique features (Roads, Buildings and other facilities)
- Prepare a master plan for the University Road network
- Prepare a landscape plan for the University
- Develop an University Environment Policy
- Develop University Green Procurement Guidelines Policy
- Introduce energy management policy
- Prepare drawing plans for electricity supply, water supply and network line in the University

Strategy 3.1.5 Enhance the physical facilities to improve the quality of teaching and learning environment

- Develop the physical facilities and resources of the Faculty of Medicine
- Develop the physical facilities and resources of the Faculty of Technology

- Strengthen ICT resources and infrastructure
- Improve the physical facilities of all the other Faculties
- Improve the physical facilities of administration offices
- Improve the physical facilities of student support services (health, sports, cafeterias, hostels and accommodations etc.)

Objective 3.2 Strengthen Human Resources

Strategy 3.2.1: Effective Human Resources Planning

Actions

- Initiate human resource development Policy formulation
- Formalize the job design process

Strategy 3.2.2: Facilitate professional development of staff members

Actions

- Strengthen the SDC activities
- Appreciation of achievements/substantial contribution of staff members
- Encourage academic staff to obtain higher academic qualification (PhD) to improve their academic capacity
- Providing learning and development opportunities for administrative and non-academic staff members to uplift their capacity
- Develop master trainers through sending staff members for the short-term courses (Local and foreign)

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

- Encourage community to earn income providing accommodation, foods and other services
- Facilitate and guide the village community to engage in community based tourism activities

- To encourage and facilitate to start micro and small business enterprises (e.g. Food processing)
- Develop a web portal to promote and market the offerings (Products & Services) of the community

Strategies 4.1.2: To persuade the public and private organizations to invest in the adjacent areas

- Intervene to upgrade the existing Rural Hospital with advanced facilities
- Intervene to upgrade the existing Karagasthalaawa School
- Intervene to open up an entrance to the Horton Plains National Park via Nonpareil
- Encourage private sector in the adjacent areas (Hotels with Banquette facilities, Super Markets, A Grade Banks with foreign currency transactions, food court)

Objective 4.2: To promote harmony among university community and wider community.

Strategy 4.2.1. Develop service delivery mechanism for the wider community

Actions

- Organize interactive programmes and cultural events to promote social cohesion among the university community
- Organize students centered outreach activities
- Broaden extension services to improve the socio-economic status of the wider community
- Strengthen the ongoing activities related to the ‘University – township project’

Strategy 4.2.1. Improving Social wellbeing of the community

- Establish a Counseling centre to overcome the psychological issues of the community
- Promote community engagement in sports and cultural performances
- Conduct awareness campaign on non communicable diseases for the community
- Promote community based agro forests to minimize the wild fire in collaboration with the Dept. of Forest

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

Actions

- Strengthen the Strategic Management Unit
- Appoint a committee to review and monitor the Strategic Management Plan of the university 2019-2023
- Conduct workshops and seminars for the university community to increase awareness and appreciate the importance of the strategic management plan
- Include strategic management as an agenda item for discussion in the statutory bodies
- Strengthen the Organizational Results Framework (ORF) development process
- Align university Procurement Plan with the 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

Actions

- Formulate new policies and bylaws for key areas to deliver services efficiently
- Revisit faculty and university policies and by laws and revise them to suit changing requirements
- Develop a Procedure Manual for all the academic and administrative units

Strategy 5.2.2: Implement a management information system covering operational and administrative functions of the university.

Actions

- Appoint a committee to investigate the areas of MIS to be introduced
- Provide facilities to introduce a MIS
- Formulate a mechanism to conduct post implementation reviews and maintenance.

Proposed new Faculties Departments and Degree Programmes

Faculty of Applied Sciences

1. BSc Honours in Software Engineering

2. Split the Department of Physical Sciences in to three departments

Department of Physical Technology

Department of Chemical Technology

Department of Computer Technology

3. Upgrade the Department of Sports Sciences and Physical Education in to a Faculty:
Faculty of Sport Sciences

Faculty of Geomatics

B.Sc. Honors in Geo-informatics

Faculty of Management Studies

Faculty of Tourism & Hospitality

Department of Eco-Business Management

B.Sc. Honours in Human Resource Management

Faculty of Social Sciences & Language

Splitting the Department of Languages into two named as:

1. Department of Languages and Translation Studies
2. Department of Foreign Languages

Department of English Language Teaching

1. BAHons(Teaching English as a Second Language)

Department of Social Sciences

1. BAHonours (Counselling)
2. BAHonours (Social Works and Community Development)
3. BA Honours (Peace and Conflict Management)

Department of Geography and Environmental Management

1. BAHonours (Earth Science and Environmental Management)

Department of Economics and Statistics

1. BAHonours (Finance and Business Economics)
2. BAHonours (Business Analytics)

Post Graduate Degree

1. Master in Business Economics (MBE)
2. MSc in Business Economics
3. MSc in Applied Statics
4. MA in Development Economics
5. MA in Disaster Management
6. MA in Applied Sociology
7. MA in Sociology
8. MA in International Relations and Public Policy
9. MA in Sinhala
10. MA in Hindi
11. MA in German
12. MA in English and Education
13. MA in English and Administration
14. Post Graduate Diploma in Development Sociology
15. Post Graduate Diploma in Statistics for Social Workers
16. Post Graduate Diploma in Geographical Information System

Faculty of Technology

Department of Information and Communication Technology

Bachelor of Information and Communication Technology (Majors – Networking Technology, Mobile Application Technology)

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