

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 lib 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

Program 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 eight 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 Export Agriculture | B.Sc. Agricultural Science & Management |
| Department of Livestock Production | |
| Department of Agribusiness Management | B.Sc. Food Business Management |
| Faculty of Applied Sciences | |
| Department of Computing and Information Systems | B.Sc. Honors in Computing and Information Systems B.Sc. Honors in Software Engineering |
| Department of Food Science and Technology | B.Sc Honours in Food Science & Technology |
| Department of Natural Resources | Bachelors in Environmental Sciences and Natural Resource Management BSc. Honors in Environmental Sciences and Natural Resource Management |
| Department of Physical Sciences and Technologies | B.Sc. Honors in Chemical Technology B.Sc. Honors in Computer Science and Technology B.Sc. Honors in Applied Physics B.Sc. (Applied Sciences) in Physical Sciences |
| Department of Sport Sciences and Physical Education | B.Sc. Honors in Physical Education B.Sc. Honors in Sport Sciences and Management |

| | |
|--------------------------------------|---|
| | |
| Faculty of Geomatics | |
| Department of 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 |
| Department of 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 Eco-Business 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 Bachelor of Arts Honors in Statistics Bachelor of Arts Honors in Information Communication Technology |

| | |
|--|--|
| Department of English Language Teaching | |
| Department of Geography & Environmental Management | Bachelor of Arts Honors in Geography |
| Department of Languages | Bachelor of Arts Honors in Sinhala Bachelor of Arts Honors in Tamil Bachelor of Arts Honors in English Bachelor of Arts Honors in German Bachelor of Arts Honors in Japanese Bachelor of Arts Honors in Chinese Bachelor of Arts Honors in Hindi Bachelor of Arts Honors in Translation Studies |
| Department of Social Sciences | Bachelor of Arts Honors in Political Science |
| | Bachelor of Arts Honors in Sociology |
| Faculty of Technology | |
| Biosystems Technology | Bachelor of Biosystems Technology Honors degree: BBST(Hons) |
| Engineering Technology | Bachelor of Engineering Technology Honors 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 |
| | Master of Philosophy |

| | |
|---|--|
| | Doctor of Philosophy |
| Faculty of Geomatics | MSc Surveying Sciences |
| | Master of Philosophy |
| | Doctor of Philosophy |
| Faculty of Applied Sciences | Master of Philosophy |
| | Doctor of Philosophy |
| | Master of Information Technology |
| 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) programs are advanced postgraduate degrees undertaken by research only, and lead to advanced academic and theoretical knowledge in a specialist area. Both programs 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 student 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.

Center for Quality Assurance (CQA)

Centre for Quality Assurance (CQA) of Sabaragamuwa University of Sri Lanka was established in complying with the Commission Circular No. 04/2015 as a coordinated body of University Grants Commission's Quality Assurance & Accreditation Council funded by HETC project (<http://www.eugc.ac.lk/qaa/>) and it was established with the name of Internal Quality Assurance Centre (IQAC). Later it was renamed as the Centre for Quality Assurance, in line with the Commission Circular 09/ 2019. CQA is primarily to safeguard academic standards and quality of higher education qualifications and to inform and encourage continuous improvement in the management of the quality of higher education. CQA of Sabaragamuwa University oversees quality assurance for all teaching and learning processes, student support and institutional development. CQA ensures that the Sabaragamuwa University operates in conformity with the Sri Lankan Qualification Framework (SLQF) and academic standards and accreditation set forth by Quality Assurance and Accreditation Council of Sri Lanka. The CQA is headed by a Director, who is guided by the Senate Standing Committee on Quality Assurance (SSC –QA). The SSC –QA is chaired by the Vice-Chancellor of the University, and is constituted as per the guidelines issued by the University Grants Commission in this regard.

Faculty level quality assurance activities are managed by the Faculty Quality Assurance Committees of the Faculty Quality Assurance Cells established as per the QA By-Laws.

Centre for Open and Distance Learning (CODL) of the Sabaragamuwa University of Sri Lanka was established to administer and coordinate all external degree programs, diplomas, certificate courses and extension programs conducted by the faculties, departments, centers, 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 programs, 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 programs of the Centre are designed to promote advanced training and research in indigenous studies. The main objective of the program 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 programs. 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 Vishvavidyala Shasthreeya Sangrahaaya, 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 programs to disseminate knowledge to the community. It is also responsible for coordinating 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 programs 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 programs associated with Schools in the region are conducted under this center. Center organizes more 15 programs in each year.

Centre for Biodiversity and Environment Studies (CSBES): 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 programs 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 Program for the academic staff and train the academics with novel teaching methodologies, IT base teaching tools, student counseling etc. Apart from the training programs for the academic staff, the SDC conducts programs for the administrative staff development, general staff development, health and safety, and health awareness program. The Centre has a

team of expert resource persons involved in conducting the activities and programs. They are academic and administrative staff of SUSL and also experts of other institutions and organizations. 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 (CGEE)

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. It is intended to do the curricular reforms to inculcate the concepts and practices of GEE and 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.

Career Guidance Unit (CGU)

The Career Guidance Unit of Sabaragamuwa University was established in April 1998 on the initiative of the University Grants Commission (UGC), Sri Lanka. The Unit functions directly under the Vice Chancellor. We are located next to the Centre for Indigenous Community Studies.

Our Vision is the Maximum employability of graduates with minimum waiting time period through proper guidance and improve qualities that enable them to achieve a successful future career and the Mission is to Guide and facilitate undergraduates to improve qualities that enable them to be employed soon after graduation and to make sure a successful career development in the future.

University Business Linkage Cell (UBLCL)

The University Business Linkage Cell of Sabaragamuwa University of Sri Lanka was established with reference to the University Grants Commission Circular No.10/2016 from May 2018. The University Business Linkage Cell has taken the responsibility to link the University research and innovation activities with external business stake holders. The cell functions directly under the Vice Chancellor and the senate approved Advisory Board.

Vision

We strive to bridge the gap among Private and State-owned businesses, the academic community, faculties, and undergraduates.

Mission

The University Business Linkage Cell of Sabaragamuwa University of Sri Lanka coordinates and acts as the interface with the industrial sector by facilitation, support, analysis, negotiation, strategy designing, organization, documentation, planning and monitoring of UBL portfolio with the aim to achieve the objectives of UBL Cell.

Objectives

Increasing Enrollment in Priority Disciplines for Economic Development

Improving the Quality of Higher Education

Promoting Research, Development, Innovation and Commercialization

Enhancing community engagement through disseminating knowledge to wider community

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 honors 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 equipment 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 Center 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 a sufficient capacity and equipment 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 Center: One of the unique social services offered by SUSL to the university staff and the wider community is its Pre-school and Daycare center. 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 center 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 remark ably 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 organizations 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 Programs: All the degree programs 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 Samalawewa 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 nonacademic staff.

Information Technology: SUSL has developed with modern IT facilities and work in line 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 center, 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 program: 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 Programs 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 programs and academic collaborations

High employability of the graduates in every discipline

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 program: 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 “Gem Land” 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 neighboring and no-neighboring countries.

Expansions of Post-graduate Courses: There are 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 neighboring regions since there are 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 no state universities.

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

Political involvement for the appointment of nonacademic 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 Ratnapura 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. Further, this strategic management plan has been prepared in line with the Sustainable Development Goals of the United Nation.

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. Facilitate continuous quality improvement of the study programs

Actions

| Action No. | Activity | Unit of Measurement (KPI) | Status of 2019 | 2019 target | 2020 target | 2021 target | 2022 target | 2023 target | Total Budget | Responsible | Remarks |
|------------|---|---|----------------|-------------|-------------|-------------|-------------|-------------|--------------|-------------|---------|
| I | Increase the number of the Quality Assurance Programs | Number of capacity building activities proposed and conducted | | - | | | 77 | | | CQA | |

Strategy 1.1.2 Set up a mechanism to systematically review existing academic programs and develop new programs

Actions

| Action No. | Activity | Unit of Measurement (KPI) | Status of 2019 | 2019 target | 2020 target | 2021 target | 2022 target | 2023 target | Total Budget | Responsible | Remarks |
|-------------------|--|--|-----------------------|--------------------|--------------------|--------------------|--------------------|--------------------|---------------------|--------------------|----------------|
| I | Develop Policies for Curriculum design and revision | Approved Policy Document | 0 | - | - | 1 | | | | CQA | Completed |
| II | Establishment of curriculum committees at the University and Faculty level | 1. Established curriculum committees at the University level 2. Number of Committees established at the faculty level | 0 | 3 | 5 | 7 | √ | | | VC Deans | Completed |

Strategy 1.1.3 Review existing academic programs and develop new programs-in line with SLQF guideline

Actions

| Action No. | Activity | Unit of Measurement (KPI) | Status of 2019 | 2019 target | 2020 target | 2021 target | 2022 target | 2023 target | Total Budget | Responsible | Remarks |
|-------------------|--|--|-----------------------|--------------------|--------------------|--------------------|--------------------|--------------------|---------------------|-----------------------|-------------------------------|
| I | Periodic review of existing programs in line with SLQF guideline and SBS ,OBE and SCL | Number of programs revised (Total Degree Programs 41) | | 30 | 35 | 41 | | | | Deans | Completed |
| II | Design and Develop Academic program adopting SLQF , SBS ,OBE and SCL (Introducing subject benchmarks for Undergraduate Programs) | Number of programs designed and developed | | 30 | 35 | 41 | | | | Deans | |
| III | Integrating GEE policies into the curriculum | Number of awareness workshops conducted | | | | | 8 | | | Deans /DirectorGE EC/ | One workshop per Faculty |
| | | Number of degree programs integrated | | | | | 14 | | | | 2 Degree program each Faculty |

Objective 1.2. To develop conducive environment for teaching and learning
Strategy 1.2.1 Adopt different pedagogies to strengthen teaching and learning
Actions

| Action No. | Activity | Unit of Measurement (KPI) | Status of 2019 | 2019 target | 2020 target | 2021 target | 2022 target | 2023 target | Total Budget | Responsible | Remarks |
|------------|---|---|----------------|-------------|-------------|-------------|-------------|-------------|--------------|--|---|
| I | Develop classrooms with the modern state of arts teaching learning facilities | Number of classrooms developed with the modern state of arts teaching learning facilities | 0 | 5 | 16 | 19 | 38 | 13 | | Deans | 8 FTech nology/ 8-F Gradua te Studies 2/2(F Medici ne) 12 FMS 5 smart classro om establis hed by 2021- FAPS- 3/6 FAGS |
| II | Establishment of State-of-the-art sexual assault and gender based violence victim collaborative examination facility for student teaching of forensic, community, psychological aspects of sexual abuse (Dept of Forensic Medicine | Percentage of the progress | | | | | | 100 % | | Dean/ FOM/ Head Forensic/ Academic staff | Will be Establi shed in the new buildin g comple x-FOM |
| III | Establishment of fully equipped viewing gallery for autopsy teaching and video conferencing facility | Percentage of the progress | | | | | | 100 % | | Dean/ FOM/ Head Forensic/ Academic staff | Will be Establi shed in the new buildin g comple x-FOM |
| IV | Provide Infrastructure facilities for OTL Studio Development and FQAC maintenance | Percentage of the progress | | | | | 100% | | | FOG | |
| V | Develop online platform for teaching and evaluation for all degree programs | Percentage of the Degree programs with online platform for teaching and evaluation | 0 | 20% | 70% | 100% | | - | | Dea ns | Compl eted |
| VI | Adopt outcome based | Number of degree | 17 | 4 | 5 | 13 | 6 | 25 | | | (3/3/5/ |

| | | | | | | | | | | | | | | | | | | | | |
|--|---|--|--|------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| | teaching, learning and evaluation system in degree programs | programs with outcome based teaching, learning and evaluation system | | /14* | | | | | | | | | | | | | | | | 6/7- FGra duate Studi es)/ (MB BS 1- 2019 and Allied Healt h Scien ce Degre e in 2023) *(FSS L-14 Partia lly adapt ed) 7- FMS/ 2 New degre e 2023- FAPS - 2- FAG S |
|--|---|--|--|------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

Strategy 1.2.2 Strengthen student support services & welfare

Actions

| Action No. | Activity | Unit of Measurement (KPI) | Status of 2019 | 2019 target | 2020 target | 2021 target | 2022 target | 2023 target | Total Budget | Responsible | Remarks |
|------------|---|---|----------------|-------------|-------------|-------------|-------------|-------------|--------------|------------------|---------|
| I | Develop policies covering areas of student support services and welfare | Approved Policy document/s on student support | | | | | 1 | | | Director - SWSS/ | |

| | | | | | | | | | | | |
|-------------|--|---|--|--|-----|------|------|------|----------------------|--|--|
| | | services and welfare in line with the UGC circular No 933 of 2010 | | | | | | | | | |
| II | Develop a computer-based Student Management System (SMS) | Percentage of the Completion of Actions relevant to the implementation of SMS | | | 30% | 70% | 90% | 100% | | Director -SWSS/ Director CCS/Mr Newil Rathnay aka | |
| | 1.Online examination process | | | | 30% | 100% | | | | | Completed |
| | 2.Online Student registration | | | | | 100% | | | | | Completed |
| | 3.Issuing Smart Cards | | | | | 30% | 100% | | | | Issuing Smart Cards including library and Labs |
| | 4.Annual/Subject Registration | | | | | 25% | 50% | 100% | | | |
| III | Establishment of Student support services and welfare system to coordinate student support services and student welfare by networking- (SSS &WS) | Completed Organizational Structure (OS) | | | | 1 | | | Director - SWSS | Completed | |
| IV | Establish an advisory board to govern and monitor student support services and student welfare | Established advisory board | | | | 1 | | | Director - SWSS | Completed | |
| V | Establishment of the Student Scholarship Committee for the University | Established Committee | | | | 1 | | | VC | | |
| VI | Establishment of GEE units in Each Faculty | Number of Established Units | | | | 3 | 5 | | Director /GEE, Deans | | |
| VII | Implement an effective mechanism to handle student complaints and grievances | Completed Actions to implement an effective mechanism to handle student complaints and grievances | | | | | 1 | | Deans | | |
| | 1.Developing a university level policy document | | | | | 1 | | | | Completed/ | |
| | 2.Establish Faculty level grievance handling committees | Established Committees | | | 1 | 8 | 2 | | | | |
| | 3. Establish Faculty Scholarship Committees (For Mahapola and Bursary) | Number of Committees established | | | | | 7 | | Deans | | |
| VIII | Facilitate sports, | Number of | | | | | 5 | 6 | Director/ | | |

| | | | | | | | | | | | |
|-----------|--|--|--|---|---|---|----|----|--|--------------|--|
| | aesthetic programs and social events | sports events organized | | | | | | | | PSDC | |
| | | Number of Aesthetic programs organized | | 9 | 3 | 5 | 13 | 12 | | Director AC | |
| | | Number of Social events organized | | 7 | 6 | 4 | 13 | 10 | | Deans | |
| | | / <i>Voices from the Faculty</i> – poetry, short story, poster presentation, short film and [if possible,] a short drama competition to portray the SGBV in University or mass society | | | | | 1 | | | | |
| | | Number of events for differently able students | | | | | 2 | 2 | | | |
| | | / | | | | | | | | | |
| IX | Conduct student satisfaction survey periodically | Preparation of the student satisfaction survey instrument | | | | 1 | | | | Director CQA | |
| | | 2. Conducted student satisfaction survey | | | | 1 | 1 | 1 | | | |

Strategy 1.2.3 Strengthen career development and mentoring programs

Actions

| Action No. | Activity | Unit of Measurement (KPI) | Status of 2019 | 2019 target | 2020 target | 2021 target | 2022 target | 2023 target | Total Budget | Responsible | Remarks |
|------------|--|--|----------------|-------------|-------------|-------------|-------------|-------------|--------------|-----------------------|---|
| I | Develop a career development and mentoring policy | Approved Policy | | | | | 1 | | | Director – CGU | TOR for Director ,CGU/Faculty Coordinator has been approved |
| II | Establish Faculty level Career guidance units | Number of Established Career guidance units | | | 1 | 1 | 9 | | | Deans/ Director – CGU | |
| III | Upgrade the career guidance to create conducive environment for career guidance | Appointed career advisers Faculty level | | | | | 8 | | | Deans | Coordinator for each Faculty has been appointed |
| IV | Strengthen student interaction with alumnus and encourage alumnus to assist students in their professional development | Number of programs organized at the Faculty level by alumnus | 0 | 1 | 1 | 7 | 18 | 10 | | Deans/ Director – CGU | |
| V | Introduce/Strengthen Industrial Cells at Faculty level | Established Cells at the Faculty level | | | | 7 | | | | Deans | Completed |

Objective 1.3. To increase the access to higher education

Strategy 1.3.1 Strength and Develop new academic programs

Actions

| Action No. | Activity | Unit of Measurement (KPI) | Status of 2019 | | | | | Total Budget | Responsible | Remarks |
|------------|--|------------------------------------|----------------|-------------|-------------|-------------|-------------|--------------|-------------|---------|
| | | | 2019 target | 2020 target | 2021 target | 2022 target | 2023 target | | | |
| I | Increase the student intake by introducing nationally and internationally relevant Faculties/Departments/ undergraduate degree programs/ | Number of Student intake increased | 502 | 542 | 1006 | 755 | 765 | | | |
| | Proposed new Faculties | Number of Faculties established | | | | | | | VC-Deans | |
| | 1. Faculty of Applied Sport Sciences | | | | | | √ | | Dean/FAPS | |
| | 2. Faculty of Engineering | | | | | | √ | | | |
| | 3. Faculty of Veterinary Medicine and Livestock Sciences | | | | | | √ | | VC | |
| | 4. Faculty of Computing | | | | | | | √ | Dean/FAPS | |
| | 5. Faculty of Tourism Management (Preparation of the Concept paper) | | | | | | | √ | Dean/FMS | |
| | Departments | Number of Departments established | | | | | | | Deans | |
| | 1. Department of Software Engineering | | | | | | | √ | | FAPS |
| | 2. Department of Data Science | | | | | | | √ | | FAPS |

| | | | | | | | | | | |
|--|---------------------------------------|--|--|--|--|---|---|--|--|------------------------------------|
| 3.Department of Information Technology | | | | | | √ | | | | FSSL |
| 4. Department of EcoBusiness Management | | | | | | | √ | | | FMS |
| 5. Department of Sports Sciences | | | | | | √ | | | | FAPS |
| 6.Department of Physical Education | | | | | | √ | | | | FAPS |
| 7.Department of Sports Management | | | | | | √ | | | | FAPS |
| 8.Department of Veterinary Basic Sciences | | | | | | √ | | | | VC |
| 9.Department of Veterinary Para Clinical Studies | | | | | | √ | | | | VC |
| 10.Department of Veterinary Clinical Studies | | | | | | √ | | | | VC |
| 11.Department of Veterinary Extension and Livestock Production | | | | | | √ | | | | VC |
| 12.Department of Veterinary Education | | | | | | √ | | | | VC |
| 13. Department of Crop Production Technology | | | | | | √ | | | | Proposal has been submitted to UGC |
| 14. Department of Agri-Environmental Resource Management | | | | | | √ | | | | Proposal has been submitted to UGC |
| 15. Department of Medical Education | | | | | | √ | | | | FOM |
| 16.Department of Medical Humanities | | | | | | | √ | | | FOM |
| 17 Department of Computational Technology | | | | | | | √ | | | |
| 18. Department of Industrial Technology | | | | | | | √ | | | |
| Degree Programs | Number of degree programs established | | | | | | | | | Deans |

| | | | | | | | | | | |
|--|--|--|--|--|--|---|---|--|---------------|--|
| 1. BSc Honours in Data Science | | | | | | √ | | | Dean/F APS | |
| 3.BSc Honours in Human Resource Management | | | | | | | √ | | Dean/F MS | |
| 4.Bachler of Computational Technology | | | | | | | √ | | | |
| 5. Bachler of Biosystems Technology in Industrial Process and Analysis | | | | | | √ | | | | |
| 6. BA Honours in Teaching English as a Second Language | | | | | | | √ | | Dean/F SSL | |
| 7.BA Honours in Information Technology | | | | | | | √ | | | |
| 8.BA (General) in Information Technology | | | | | | | √ | | | |
| 9. BA Honours in Economics in Business Analytics | | | | | | | √ | | | |
| 10.BA (General) in Economics | | | | | | | √ | | | |
| 11.BA Honours in Statistics in Business Analytics | | | | | | | √ | | | |
| 12.BA (General) in Statistics | | | | | | | √ | | | |
| 13.BA Honours in Sociology in Social Work Enterprise | | | | | | | √ | | | |
| 14.BA Honours in Political Science in Development Management | | | | | | | √ | | | |
| 15.BA (General) in Political Science | | | | | | | √ | | | |
| 16.BA Honours in Political Science in Global Affairs and Peace Studies | | | | | | | √ | | | |
| 17.BA Honours in | | | | | | | √ | | | |

| | | | | | | | | | | | | |
|-----------|--|---|-----|-----|-----|-----|-----|---|--|-------------------------|--|--|
| | Geography in Spatial Analysis and Planning | | | | | | | | | | | |
| | 18.BA (General) in Japanese | | | | | | | √ | | | | |
| | 19.BA (General) in Chinese | | | | | | | √ | | | | |
| | 20.BA (General) in English | | | | | | | √ | | | | |
| | 21.BA (General) in Tamil | | | | | | | √ | | | | |
| | 22.BA (General) in Hindi | | | | | | | √ | | | | |
| | 23.BA (General) in German | | | | | | | √ | | | | |
| | 24. BA (General) in Sinhala | | | | | | | √ | | | | |
| | 25.Bachelor of Science Honours in Sport and Leisure Management | | | | | | √ | | | Dean/F APS | | |
| | 26.Bachelor of Veterinary Science | | | | | | √ | | | VC | | |
| | 27.Bachelor of Science in Allied Health Science | | | | | | | √ | | Dean/F OM | | |
| | 28. Bachelor of Science in Livestock Production | | | | | | √ | | | | | |
| II | Increase the postgraduate student intake by introducing postgraduate and higher research degree programs | Student intake increased | 100 | 100 | 160 | 210 | 260 | | | Dean/F GS, Deans | | |
| | Proposed new postgraduate programs | Number of postgraduate and higher research degree programs introduced | | | 2 | 2 | | | | Deans | | |
| | 1. MSc in Plantation Crop Production and Management | | | | | | √ | | | Dean/F GS Dean/F AGS | | |
| | 2. MSc in Sustainable Crop Production | | | | | | √ | | | Dean/F GS Dean/F AGS | | |

| | | | | | | | | | | | |
|-----|--|--|--|--|--|---|---|---|--|-------------------------------|--|
| 3. | M.Sc. in Food Safety and Quality Management | | | | | | √ | | | Dean/F GS Dean/F AGS | |
| 4. | MSc in Livestock Production | | | | | | √ | | | Dean/F GS Dean/F AGS | |
| 5. | MSc in Computer Science (2 years) | | | | | | | √ | | Dean/F GS Dean/ FAPS | |
| 6. | MSc in Data Science and AI (2 years) | | | | | | | √ | | Dean/F GS Dean/ FAPS | |
| 7. | MSc in Software Engineering(2years) | | | | | | | √ | | Dean/F GS Dean/ FAPS | |
| 8. | MSc in Environmental Sustainability | | | | | | √ | | | Dean/F GS Dean/F APS | |
| 9. | MSc in Information Technology | | | | | √ | | | | Dean/F GS Dean/F APS | |
| 10. | MA in English and Education | | | | | √ | | | | | |
| 11. | MA in Business Economics | | | | | | √ | | | | |
| 12. | MSc in Business Economics | | | | | | | √ | | Dean/ FGO | |
| 13. | Master in Business Economics | | | | | | | √ | | | |
| 14. | MSc in Applied Statistics | | | | | | | √ | | | |
| 15. | Master of Applied Statistics | | | | | | | √ | | | |
| 16. | MA in Sociology | | | | | | | √ | | | |
| 17. | MA in Applied Sociology | | | | | | | √ | | | |
| 18. | MA in Teaching Chinese as a Foreign Language by Course Work and Research | | | | | | | √ | | | |
| 19. | MA in Teaching English as Second Language by | | | | | | | √ | | | |

| | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|---|--|--|--|--|--|
| | Course Work and Research | | | | | | | | | | | | |
| | 20. MA in Hindi by Course Work and Research | | | | | | | √ | | | | | |
| | 21. MA in Sinhala and Translation by Course Work and Research | | | | | | | √ | | | | | |
| | 22. MA in International relation and Public Policy | | | | | | | √ | | | | | |
| | 23. MSc in Environmental Management and Sustainable Development | | | | | | | √ | | | | | |
| | 24. Postgraduate Diploma in Development Sociology | | | | | | | √ | | | | | |
| | 25. Postgraduate Diploma in Teaching Tamil as a Second Language | | | | | | | √ | | | | | |
| | 26. Postgraduate Diploma in Teaching Chinese as a Foreign Language | | | | | | | √ | | | | | |
| | 27. Postgraduate Diploma in Teaching English as a Second Language | | | | | | | √ | | | | | |
| | 28. Postgraduate Diploma in Teaching German as a Foreign Language | | | | | | | √ | | | | | |
| | 29. Postgraduate Diploma in German for Tourism | | | | | | | √ | | | | | |

| | | | | | | | | | | | |
|---|---|--|--|--|--|---|---|---|--|---------------------------|--|
| | 30. Postgraduate Diploma in Teaching Japanese as a Foreign Language | | | | | | | √ | | | |
| III | Increase the number of students registered annually at CODL expanding CODL programs | Increased Number of students | | | | | | | | Director /CODL | |
| | Proposed new programs | Number of New CODL programs introduced | | | | | | | | Director / CODL | |
| | 1. Bachelor of Information Technology (External) Degree Program | | | | | | √ | | | Dean/F APS | |
| | 2. Bachelor of Business Administration (External) Degree Program | | | | | √ | | | | Dean/F MS Director | |
| | 3. Bachelor of Arts (External) Degree Program | | | | | | √ | | | Dean/F SSL Director /CODL | |
| | 4. Diploma and Higher Diploma courses in Software Engineering, Data Science | | | | | | | √ | | Director /CODL | |
| | 5.Higher Diploma in Physical Education and Sports Coaching | | | | | √ | | | | Director /CODL | |
| | 6. Advanced Certificate in Physical Education and Sports Coaching | | | | | √ | | | | | |
| | 7. Certificate in Traditional Sports and Outdoor Recreation (Angampora) | | | | | √ | | | | | |
| 8. Higher Diploma in Livestock Production | | | | | | √ | | | | | |

Objective 1.4. Widen the University -Industry Linkage

Strategy 1.4.1 To increase the opportunities for practical industrial exposure for students

Actions

| Action No. | Activity | Unit of Measurement (KPI) | Status of 2019 | 2019 target | 2020 target | 2021 target | 2022 target | 2023 target | Total Budget | Responsible | Remarks |
|------------|---|---|----------------|-------------|-------------|-------------|-------------|-------------|--------------|-------------|-----------|
| I | Establish/Upgrade industrial training units/Carrier Guidance Units at the faculty level | Established number of industrial training units at the Faculty levels | | | | 7 | | | | Deans | Completed |
| II | Ensure industrial exposure for students through industry linkages | Percentage of the degrees with industrial training component | | 80% | 90% | 100% | | | | Deans | |

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

| Action No. | Activity | Unit of Measurement (KPI) | Status of 2019 | 2019 target | 2020 target | 2021 target | 2022 target | 2023 target | Total Budget | Responsible | Remarks |
|------------|--|---------------------------|----------------|-------------|-------------|-------------|-------------|-------------|--------------|-------------|--|
| I | Formulation of a research grant policy | Approved Policy document | | | | 1 | | | | RGC | Completed |
| II | Establish Ethics Review Committee/s | Established Committee/s | | | | 2 | | | | VC/Dean-FOM | Established Ethics Review Committee (ERC) and Institutional Animal |

| | | | | | | | | | | | |
|------------|--|--|--|----|----|----|----|---|--|--|--|
| | | | | | | | | | | | Care and Use Committee (IACUC). |
| III | Promote research by providing financial support from the university | Number of research projects funded by the university | | 38 | 36 | 16 | | | | | RGC |
| IV | Improve the competencies of academic staff to obtain the competitive research grants | Number of workshops conducted | | | | 22 | 11 | 9 | | | FRGC/ Deans 3-F Technology 2-FoM 31-FMS 2-FAGS |

Strategy 2.1.2: Improve the infrastructure facilities for research Actions

| Action No. | Activity | Unit of Measurement (KPI) | Status of 2019 | 2019 target | 2020 target | 2021 target | 2022 target | 2023 target | Total Budget | Responsible | Remarks |
|-------------------|---|--|-----------------------|--------------------|--------------------|--------------------|--------------------|--------------------|---------------------|--------------------|--|
| I | Establish faculty level research Committees | Number of units established | | | | 7 | | | | Deans | Completed |
| II | Establish faculty level research Centers | Number of research Centers established | | | | | 5 | 6 | | Deans | 5-FoT 6-Other Faculties |
| III | Provide access to journals and e-resources | Number of accessible journals | | | | 488 | 500 | | | Librarian /Deans | 1. Emerald Insight - 208 journals 2. Oxford University Press.- 272 journals 3. # SUSL subscribe number of 08 journals 4. FOMS- Number of E-books = 37 |
| | | e-resources available | | | | 37 | 50 | | | | |

Objective 2.2: To encourage collaborative research and Innovation

Strategy 2.2.1: Facilitate collaborative research

Actions

| Action No. | Activity | Unit of Measurement (KPI) | Status of 2019 | 2019 target | 2020 target | 2021 target | 2022 target | 2023 target | Total Budget Responsible | Remarks |
|-------------------|--|--|-----------------------|--------------------|--------------------|--------------------|--------------------|--------------------|---------------------------------|---|
| I | Formulation of policies and procedures for collaborative research involving academics, students and industry (the provisions for collaborative research should be included) | Amended Policy and procedures | | | | | √ | | | RGC |
| II | Number of Research Collaboration with public and private institutes | Number of research Collaborations | | | | | 3 | | | RGS |
| III | Signing MOU/MOA/ with foreign universities | Number of MOU/MOA signed with Foreign universities | | 2 | 1 | 6 | 14 | 14 | | VC /Deans 2- F Technology) 2-FoM 4-FMS 2-NIC India /Erasmus+ - FOG/ 5- FAPS 3- FAGS |

Strategy 2.2.2 Strengthen the University Industry Business Linkage

Actions

| Action No. | Activity | Unit of Measurement (KPI) | Status of 2019 | 2019 target | 2020 target | 2021 target | 2022 target | 2023 target | Total Budget | Responsible | |
|------------|---|--|----------------|-------------|-------------|-------------|-------------|-------------|--------------|-------------------------|--|
| I | Develop policies for UBL Cell | Approved Policy Document | | | | 4 | √ | | | Deans/ Director-UBLC | 1.IP policy, NDA,MTA, Copyright Policy(Completed) 2.(One Startup Formation guide in 2022) |
| II | Conduct awareness program among staff students | Number of awareness programs conducted | | 3 | 4 | 4 | 4 | 6 | | Deans/ Director-UBLC | |
| III | Develop the University Industry Business Linkage | 1.Number of signed MOUS and contracts with industry | | | | 10 | | | | Deans/ Director-UBLC | 10MOUs signed |
| | | 2.Licensing Agreements signed with industry | | | | 2 | | | | | 2(LA) Signed |
| IV | Encourage students and staff to obtain Patents/Trade Mark/PCT Application | Number Patents/Trade Mark/PCT Application | | 3 | 8 | 6 | 2 | 3 | | Deans/ Director-UBLC | Filled Patents 14/Two Trademarks/ One PCT |
| V | Establishment of Innovation Lab and Innovation Displaying Outlet/IP Consultation Facility for SMEs in Sabaragamuwa Province | Established Innovation Lab and Innovation Displaying Outlet | | | | | 2 | √ | | Director-UBLC | 1-UBL Cell-1 2. FOAPS-1 |
| VI | Establishment of the Faculty Business Linkage Units/Business Incubators | Number of Business Linkage Cell/Business Incubators established at the Faculty level | | | | | 1 | 3 | | Deans/ Director-UBLC | |
| VII | Establishing Startup / Spin-Off | Formed Startup / Spin-Off (Two) | | | | | 1 | 1 | | | |

Objective 2.3: To widen the research outcome disseminating channels

Strategy 2.3.1: Organizing research symposia

Actions

| Action No. | Activity | Unit of Measurement (KPI) | Status of 2019 | 2019 target | 2020 target | 2021 target | 2022 target | 2023 target | Total Budget | Responsible | Remarks |
|------------|--|--|----------------|-------------|-------------|-------------|-------------|-------------|--------------|-------------|---------|
| | | | | | | | | | | | |
| I | Organize student research forums to disseminate findings | Number of Forums organized at the Faculty level | | 4 | 5 | 6 | 6 | 7 | | Deans | |
| II | Conduct national and international research symposia by Faculties/University | Number of national and international research symposia conducted | | 1 | 1 | 3 | 4 | 5 | | Deans | |

Strategy 2.3.2: Publication of research journals

Actions

| Action No. | Activity | Unit of Measurement (KPI) | Status of 2019 | 2019 target | 2020 target | 2021 target | 2022 target | 2023 target | Total Budget | Responsible | Remarks |
|------------|---|--|----------------|-------------|-------------|-------------|-------------|-------------|--------------|---------------|---------|
| | | | | | | | | | | | |
| I | Ensure the publication of university journals bi-annual | Number of issues published Sinhala Journal | | 1 | 1 | 2 | 2 | 2 | | Director-CRKD | |
| | | English Journal | | 1 | 1 | 2 | 2 | 2 | | | |
| II | Introduce /Publish Faculty journals | Number of journals introduced | 0 | 0 | 1 | 12 | 14 | 18 | | Deans | |
| | | Number of issues published | | | 2 | 13 | 13 | 13 | | | |

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

Actions

| Action No. | Activity | Unit of Measurement (KPI) | Status of 2019 | 2019 target | 2020 target | 2021 target | 2022 target | 2023 target | Total Budget | Responsible | Remarks |
|------------|---|--|----------------|-------------|-------------|-------------|-------------|-------------|--------------|------------------|---------|
| I | Develop policies and procedures for awarding and rewarding researchers at the faculty level | Number of Approved policies and procedures | - | - | - | 2 | 1 | | | Director CRKD | |
| II | Develop policies and procedures for awarding and rewarding researchers at the University level | Approved policies and procedures | | - | - | 1 | | | | Director CRKD | |
| III | Recognize and reward national and international outstanding research works and publications of the university community | Number of national and international outstanding research works and publications recognized and rewarded by the university | | | | | | | | Director CRKD | |
| | Most Cited Researcher of the year | | | | 1 | 1 | 1 | 1 | | CRKD | |
| | Outstanding researcher of the year | | | | 1 | 1 | 1 | 1 | | CRKD | |
| | Development for encouragement for new innovation Highest patent holder of the year | | | | | | 1 | 1 | | CRKD | |

Objective 2.5: To enhance the university image

Strategy 2.5.1: Conducting image building campaign of the university

Actions

| Action No. | Activity | Unit of Measurement (KPI) | Status of 2019 | 2019 target | 2020 target | 2021 target | 2022 target | 2023 target | Total Budget | Responsible | Remarks |
|------------|--|---|----------------|-------------|-------------|-------------|-------------|-------------|--------------|-------------|-------------|
| I | Establishment of an image building unit to design and implement the image building programs, activities and product | 1.Established Image Building unit | | | | √ | | | | VC | Established |
| | | 2.Number of image building programs, activities implemented | | - | - | - | 5 | 5 | | | |
| II | Implementing a well-organized event for 25th celebration of the SUSL in 2021 Conducting a systematic event for the celebration of university day | Event organized | | | | 1 | | | | VC | Completed |
| III | Conducting awareness programs for the stakeholders about the academic programs being conducted by the university | Number of awareness programs organized | | | | | 2 | 4 | | Deans | |

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

Objective 3.1 To develop Physical, Infra, and super structures facilities

Strategy 3.1.1 Accelerate approved construction projects

Actions

| Action No. | Activity | Unit of Measurement (KPI) | Status of 2019 | 2019 target | 2020 target | 2021 target | 2022 target | 2023 target | Total Budget | Responsible | Remarks |
|------------|--|--|----------------|-------------|-------------|-------------|-------------|-------------|--------------|----------------|----------------------------|
| I | Construction of the Building Complex of Faculty of Medicine (Para Clinical and Admin Building) | Percentage of the Completion of the Building Complex | | | 10% | 50% | 100% | | | Dean | |
| | Construction of the Building Complex of Faculty of Medicine (Professorial Unit and Other Buildings) | Percentage of the Completion of the Building Complex | | | | | 50% | 100% | | | |
| II | Construction of the Building Complex of the Faculty of Technology | Percentage of the Completion of the Building Complex | | | | 30% | 60% | 90% | | Dean | |
| III | Construction of the Building Complex of Main Library | Percentage of the Completion of the Building Complex | | 50% | 100% | | | | | Librarian | Has not yet been completed |
| IV | Construction of Cafeteria of 'Walawa' girls' hostel | Percentage of the Completion of the Building complex | | 100% | | | | | | Director - SWS | Completed |
| V | Construction of the Building Complex of Faculty Applied Sciences Stage II (Phase 1) | Percentage of the Completion of the Building Complex | | 10% | 60% | 100% | | | | Dean | |
| VI | Construction of Housing project at <i>Nonpareil</i> | Percentage of the Completion of the Housing Project | | 100% | | | | | | Registrar | Completed |
| VII | Construction of the Building Complex of Faculty of Agricultural | Percentage of the Completion of the Building Complex | | | 10% | 60% | 100% | | | Dean | |

| | | | | | | | | | | | | |
|------|--|---|--|--|--|------|------|------|--|------------|--|--|
| | Sciences Phase I (Stage I) | | | | | | | | | | | |
| VIII | Construction of the waste and waste water management project | Percentage of the progress | | | | 40% | 100% | | | | | |
| IX | Construction of the Solar power project | Percentage of the progress | | | | 20% | 70% | 100% | | VC | | |
| X | Construction/improvement of the University Road network | Percentage of the completion of the project | | | | 50% | 70% | 100% | | VC | | |
| XI | Construction of the Building Complex of the Faculty of Management Studies Phase II (Stage I) | Percentage of the progress | | | | | 10% | 50% | | | | |
| XII | Construction of the Language Resource Center-FSSL | Percentage of the progress | | | | 100% | | | | Dean/FS SL | | |
| XIII | Construction of the Innovation Center and Learning Commons-FAPS | Percentage of the progress | | | | 100% | | | | Dean/FA PS | | |
| | | | | | | | | | | | | |

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

Actions

| Action No. | Activity | Unit of Measurement (KPI) | Status of 2019 | 2019 target | 2020 target | 2021 target | 2022 target | 2023 target | Total Budget | Responsible | Remarks |
|------------|---|---|----------------|-------------|-------------|-------------|-------------|-------------|--------------|-------------|---------|
| I | Initiate the Multipurpose Building Complex project | Percentage of the progress | | | | 30% | 100% | | | Registrar | |
| II | Initiate the Gymnasium/Auditorium and Sport Complex | Percentage of the progress | | | | | 20% | 60% | | Dean - FAS | |
| III | Initiate the Mini Hotel/Teaching Hotel for Tourism and Hospitality Management degree programs | Percentage of the completion of the project | | | | | 20% | 60% | | Dean-FMS | |
| IV | Initiate the Building | Percentage | | | | 50% | 100% | | | | |

| | | | | | | | | | | | | |
|------|---|----------------------------|--|--|--|-----|------|-----|--|--|----------------|--|
| | Complex of Faculty of Social Sciences & Languages Phase II (Stage I) | of the progress | | | | | | | | | | |
| V | Initiate a Fully Pledged Media Center for the University | Percentage of the progress | | | | | 100% | | | | | |
| VI | Establishment of Fully Pledged Arts Center for the University | Percentage of the progress | | | | | 100% | | | | | |
| VII | Establishment of Fully Pledged Child Care Center for the University | Percentage of the progress | | | | | 100% | | | | | |
| VII | Initiation of Obtaining Green Building Certificate New Building Constructions | Percentage of the progress | | | | 20% | 40% | 40% | | | | |
| VIII | Initiation of New Building Complex for CODL from Generated Funds | Percentage of the progress | | | | | 100% | | | | Director /CODL | |

Strategy 3.1.3 Renovate the existing building

Actions

| Action No. | Activity | Unit of Measurement (KPI) | Status of 2019 | 2019 target | 2020 target | 2021 target | 2022 target | 2023 target | Total Budget | Responsible | Remarks |
|------------|--|----------------------------|----------------|-------------|-------------|-------------|-------------|-------------|--------------|-------------|-----------|
| I | Convert underutilized building into teaching facilities, accommodation and cafeteria | Percentage of the progress | | 60% | 100% | | | | | Registrar | Completed |
| II | Rehabilitation of staff and students' accommodation | Percentage of the progress | | 10% | 20% | 30% | 40% | 50% | | Registrar | |
| III | Improve the facilities of new building acquired for the Faculty of | Percentage of the progress | | 75% | 100% | | | | | Dean - FM | Completed |

| | | | | | | | | | | | |
|-----------|--|----------------------------|--|--|--|--|------|--|--|--|--|
| | Medicine at Ratnapura | | | | | | | | | | |
| IV | Renovation of the Prof Dayananada Somasundara Auditorium | Percentage of the progress | | | | | 100% | | | | |
| V | Renovation of the Staff Canteen | Percentage of the progress | | | | | 100% | | | | |

Note: In those initiation, constructions and renovation, special attention will be paid to facilitate differently able staff and students in the university and adopt Green Building concepts.

Strategy 3.1.4 Introduce a Physical Development Plan for the University

Actions

I.

| Action No. | Activity | Unit of Measurement (KPI) | Status of 2019 | 2019 target | 2020 target | 2021 target | 2022 target | 2023 target | Total Budget | Responsible | Remarks |
|-------------|---|--------------------------------|----------------|-------------|-------------|-------------|-------------|-------------|--------------|-------------|---------|
| I | Identify future physical development requirements | The percentage of the progress | | | | 50% | 100% | | | VC-SPU | |
| II | Prepare a contour map for the University Land | The percentage of the progress | | | | 30% | 100% | | | VC-SPU | |
| III | Prepare a physical development plan considering unique features (Roads, Buildings and other facilities) | The percentage of the progress | | | | 30% | 80% | 100% | | VC-SPU | |
| IV | Prepare a master plan for the University Road network | The percentage of the progress | | | | 30% | 100% | | | VC-SPU | |
| V | Prepare a landscape plan for the University | The percentage of the progress | | | | 50% | 100% | | | VC-SPU | |
| VI | Develop a University Environment Policy | The percentage of the progress | | | | 25% | 100% | | | VC-SPU | |
| VII | Develop University Green Procurement Guidelines Policy | The percentage of the progress | | | | 25% | 100% | | | VC-SPU | |
| VIII | Introduce energy management policy | The percentage of the progress | | | | 25% | 100% | | | VC-SPU | |
| IX | Prepare drawing plans for | The percentage of | | | | 25% | 100% | | | VC- | |

Strategy 3.2.2: Facilitate professional development of staff members

Actions

| Action No. | Activity | Unit of Measurement (KPI) | Status of 2019 | 2019 target | 2020 target | 2021 target | 2022 target | 2023 target | Total Budget | Responsible | Remarks |
|------------|--|--|----------------|-------------|-------------|-------------|-------------|-------------|--------------|----------------------------|--|
| I | Increase the number of the SDC programs | Number of the programs conducted | | 10 | 10 | 06 | 10 | 10 | | Director -SDC | Updated Details/ Training of academic staff for problem based learning, role play and other interactive and student centred learning activities |
| II | Appreciation of achievements/substantial contribution of staff members | Number of the staff members appreciated | | 03 | 03 | 06 | 10 | 10 | | Director -SDC | Updated Details |
| III | Encourage academic staff to obtain higher academic qualification (PhD) to improve their academic capacity | Number of the members of the staff enrolled for PhDs | 7 | 12 | 9 | 10 | 14 | 13 | | Deans | |
| IV | Providing learning and development opportunities for administrative and nonacademic staff members to uplift their capacity | Number of opportunities provided | | 4 | 4 | 4 | 6 | 6 | | Registrar Director -SDC | Updated Details |
| V | Develop master trainers through sending staff members | Number of the master trainers | | | | 16 | 12 | 9 | | Deans | Updated Details |

| | | | | | | | | | | | | |
|------------|--|--|--|--|--|--|---|---|--|--|-------------------|----------------------------|
| | for the short-term courses (Local and Foreign) | | | | | | | | | | | |
| VI | 1. Develop a Grievance Handling Mechanism of staff | Developed Grievance Handling Mechanism | | | | | √ | | | | Deans/ CQA | Completed |
| | 2. Conduct a staff climate survey for the university | Number of surveys | | | | | 1 | 1 | | | | |
| | 3. Preparing mechanism and Implementing Exit Interviews | Number of Exit Interviews | | | | | √ | √ | | | Direct or- CQA | |
| | 4. Develop a Counseling Mechanism for staff | Developed Counseling Mechanism for staff | | | | | √ | | | | CQA | |
| VII | Develop an on boarding program for newly recruited staff | Developed on boarding program | | | | | 1 | 1 | | | Director/ SDC | New Action-Updated Details |

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

Strategy 4.1.1: Adapting sustainable entrepreneurial approaches

Actions

| Action No. | Activity | Unit of Measurement (KPI) | Status of 2019 | 2019 target | 2020 target | 2021 target | 2022 target | 2023 target | Total Budget | Responsible | Remarks |
|------------|---|---|----------------|-------------|-------------|-------------|-------------|-------------|--------------|------------------------------|--|
| | | | | | | | | | | | |
| I | Encourage community to earn income providing accommodation, foods and other services | Number of providers involved | | 41 - | 41 - | 39 - | | | | Chairman -TS | 41, 41,39(Hostels)/14/14/14-Food Suppliers |
| II | Facilitate and guide the village community to engage in community based tourism activities | Number of awareness programs | | | | 2 | 8 | 3 | | Dean/FMS/ Chairman -TS | Confirm Dean/FMS/ Prof Aslam Chairman -TS |
| III | Encourage and facilitate to start micro and small business enterprises (e.g. Food processing) | Number of awareness programs | | | | 06 | 10 | 10 | | Chairman -TS | |
| IV | Develop a web portal to promote and market the offerings (Products & Services) of the community | Percentage of the development of the web portal | | | | | 20% | 40% | | Chairman -TS | |
| V | Facilitate to engage recreational activities to the university and the surrounding community | Number of recreational programs | | | | 01 | 02 | 02 | | Dean/FAPS | |

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

Actions

| Action No. | Activity | Unit of Measurement (KPI) | Status of 2019 | 2019 target | 2020 target | 2021 target | 2022 target | 2023 target | Total Budget | Responsible | Remarks |
|-------------------|--|------------------------------------|-----------------------|--------------------|--------------------|--------------------|--------------------|--------------------|---------------------|--------------------|----------------|
| I | Intervene to upgrade the existing Rural Hospital with advanced facilities | Number of activities for upgrading | | | | | 1 | 1 | | VC/Chairman -TS | |
| II | Intervene to upgrade the existing Karagasthalawa School | Number of activities for upgrading | | 2 | 2 | 2 | 2 | 2 | | VC/Chairman -TS | |
| III | Intervene to open up an entrance to the Horton Plains National Park via Nonpareil | Percentage of the progress | | | 20% | 30% | 40% | 50% | | Chairman -TS | |
| IV | Encourage private sector in the adjacent areas (Hotels with Banquette facilities, Super Markets, A Grade Banks with foreign currency transactions, food court) | Percentage of the progress | | | 30% | 40% | 50% | 60% | | Chairman -TS | |

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

| Action No. | Activity | Unit of Measurement (KPI) | Status of 2019 | 2019 target | 2020 target | 2021 target | 2022 target | 2023 target | Total Budget | Responsible | Remarks |
|-------------------|--|--|-----------------------|--------------------|--------------------|--------------------|--------------------|--------------------|---------------------|--|----------------|
| I | Organize interactive programs and cultural events to promote social cohesion | Number of interactive programs and cultural events organized | | 10 | 11 | 17 | 21 | 11 | | Deans/ Director AC/ Student societies /Director CGEE | |
| II | Organize students centered outreach activities | Number of outreach activities organized | | 11 | 10 | 10 | 23 | 18 | | Deans | |
| III | Broaden extension services to improve the socio-economic status of the wider community | Number of extension services provided | | 10 | 10 | 11 | 22 | 16 | | Deans | |
| IV | Sport Clubs for the Community | Number of Sport Clubs | | | | | 4 | 2 | | Dean/FAPS | |
| V | Conduct level test for Junior players in community through the Sport Clubs | Number of level tests | | | | | | | | | |
| VI | Strengthen the ongoing activities related to the 'University – township project' | The percentage of the progress | | 10 % | 20 % | 30% | 50 % | 70 % | | Chairman -TS | |

Strategy 4.2.2. Improving Social wellbeing of the community

Actions

| Action No. | Activity | Unit of Measurement (KPI) | Status of 2019 | 2019 target | 2020 target | 2021 target | 2022 target | 2023 target | Total Budget | Responsible | Remarks |
|------------|--|--|----------------|-------------|-------------|-------------|-------------|-------------|--------------|---|---------|
| I | Establish a Counseling Centre to overcome the psychological issues of the community | The percentage of the progress | | | | | 50% | 100% | | Director-PCC | |
| II | Facilitate community engagement in sports and other recreational activities | Number of programs organized | | 3 | 3 | 3 | 3 | 3 | | Director/AC/PSDC | |
| III | Conduct awareness campaign on communicable and non-communicable diseases for the community | Number of programs organized | | | 1 | | 5 | 7 | | Chairman – TS/Dean/FMS Dean /FM/Medical Center | |
| IV | Promote community based agro forests to minimize the wild fire in collaboration with the Dept. of Forest | Percentage of the progress | | 2 | 2 | 2 | 2 | 2 | | Chairman – TS /Head /Natural Resources, FAS | |
| V | Conduct village level awareness programs on preventing sexual and gender based violence | Number of programs conducted | | | | | 1 | 2 | | Dean/FoM- /Head of dept For. Med. | |
| VI | Conduct seminars to police officers on forensic related issues | Conduct seminars to police officers on forensic related issues | | | | | 1 | 2 | | Dean/Fo M/ Head of Dept Forensic. Medicine | |

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

| Action No. | Activity | Unit of Measurement (KPI) | Status of 2019 | 2019 target | 2020 target | 2021 target | 2022 target | 2023 target | Total Budget | Responsible | Remarks |
|------------|--|---|----------------|-------------|-------------|-------------|-------------|-------------|--------------|--------------|-----------|
| | | | | | | | | | | | |
| I | Establish the Strategic Management Unit | Established unit | | | | √ | | | | VC | Completed |
| II | Appoint a committee to review and monitor the Strategic Management Plan of the university 2019-2023 | Appointed committee | | | | √ | | | | VC | Completed |
| III | Conduct workshops and seminars for the university community to increase awareness and appreciate the importance of the strategic management plan | Number of workshops and seminars organized | | | | 1 | 10 | 10 | | Chairman-SPU | |
| IV | Include Strategic Management Plan as an agenda item for discussion in the statutory bodies | Number bodies with the Strategic Management Plan included as an agenda item | | | | 1 | 12 | | | VC | |
| V | Appointing Strategic Management committees to prepare and monitor at the respective levels | Number of Committees | | | | | 10 | | | Chairman-SPU | |
| VI | Prepare and monitor Faculty/ Departments/Library/Centers /Branches / Units/Cells level Action plans in line with the Strategic Management Plan of the university | 1.Number of plans prepared | | | | | 20 | | | Chairman-SPU | |
| | | 2. Number of plans monitored | | | | | | | | | |

Objective 5.2 To strengthen the policy formulation process in the university

Strategy 5.2.1 Streamline the policy and plan formulation process

Actions

| Action No. | Activity | Unit of Measurement (KPI) | Status of 2019 | 2019 target | 2020 target | 2021 target | 2022 target | 2023 target | Total Budget | Responsible | Remarks |
|------------|--|---|----------------|-------------|-------------|-------------|-------------|-------------|--------------|-------------|--|
| | | | | | | | | | | | |
| I | Formulate new policies and bylaws for key areas to deliver services efficiently | Number of new policies and bylaws developed | | 4 | 4 | 10 | 5 | 5 | | VC/ CQA | |
| II | Revisit faculty and university policies and bylaws and revise them to suit changing requirements | Number of policies and bylaws revised | | | | | 50% | 100% | | VC/ CQA | |
| III | Develop a Procedure Manual for all the academic and administrative units | Approved Procedure Manual | | | | | 1 | | | VC/ Reg | Dr Wahala Ms Waruni Thirana gamage should be appointed |

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

Actions

| Action No. | Activity | Unit of Measurement (KPI) | Status of 2019 | 2019 target | 2020 target | 2021 target | 2022 target | 2023 target | Total Budget | Responsible | Remarks |
|------------|---|--------------------------------|----------------|-------------|-------------|-------------|-------------|-------------|--------------|---|-----------|
| I | Appoint a committee to investigate the areas of MIS to be introduced | Appointed Committee | | | | 1 | | | | VC | Appointed |
| II | Development and installing of an academic management and administration system for the Sabaragamuwa University of Sri Lanka based on the Smart University concept | The percentage of the progress | | | | 20% | 90% | 100% | | VC/ Prof S. Vasanth apriyan Registrar | |
| | Select candidates from the Aptitude Test | | | | | | | | | | |
| | Student Management System | | | | | | | | | | |
| | Student Welfare Management | | | | | | | | | | |
| | Student and Course Management System | | | | | | | | | | |
| | Course and Marks Management System | | | | | | | | | | |
| | Human Resource Management | | | | | 100% | | | | | |
| | General Administration | | | | | | | | | | |
| | Handle Finance Activities | | | | | | | | | | |
| | Monitoring and Auditing | | | | | | | | | | |
| | Handle Research Grants | | | | | | | | | | |
| | Fingerprint based Access Control Integration | | | | | | | | | | |
| | Resource Reservation | | | | | | 100% | | | | |
| | Document Management System | | | | | | 100% | | | | |
| | Medical center | | | | | | | | | | |
| CODL | | | | | | | | | | | |

| | | | | | | | | | | | | |
|------------|---|---------------------------|--|--|--|--|---|--|--|--|---|--|
| III | Formulate a mechanism to conduct post implementation reviews and maintenance of MIS | The established mechanism | | | | | 1 | | | | VC/ Prof S. Vasanth apriyan Registrar | |
|------------|---|---------------------------|--|--|--|--|---|--|--|--|---|--|

Aligning the STRATEGIC MANAGEMNT PLAN 2019-2023 –SUSL with Sustainable Development Goals (SDGs) 2015-2030

The Sustainable Development Goals (SDGs), also known as the Global Goals, were adopted by the United Nations in 2015 as a universal call to action to end poverty, protect the planet, and ensure that by 2030 all people enjoy peace and prosperity.

The 17 SDGs are:

- 1NO POVERTY**
- 2ZERO HUNGER**
- 3GOOD HEALTH AND WELL-BEING**
- 4QUALITY EDUCATION**
- 5GENDER EQUALITY**
- 6CLEAN WATER AND SANITATION**
- 7AFFORDABLE AND CLEAN ENERGY**
- 8DECENT WORK AND ECONOMIC GROWTH**
- 9INDUSTRY, INNOVATION AND INFRASTRUCTURE**
- 10REDUCED INEQUALITIES**
- 11SUSTAINABLE CITIES AND COMMUNITIES**
- 12RESPONSIBLE CONSUMPTION AND PRODUCTION**
- 13CLIMATE ACTION**
- 14LIFE BELOW WATER**
- 15LIFE ON LAND**
- 16PEACE, JUSTICE AND STRONG INSTITUTIONS**
- 17PARTNERSHIPS FOR THE GOALS**

Accordingly, the five goals of the Strategic Management plan 2019-2023,SUSL has been aligned with the Sustainable Development Goals 3,4,5,6,9,10,12,14,15,16.

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