

EASTERN UNIVERSITY, SRI LANKA



STRATEGIC PLAN 2019 TO 2023

VICE CHANCELLOR'S MESSAGE

It is with great pleasure I present the Strategic Plan 2019-2023 of Eastern University, Sri Lanka (EUSL), for which I had given the leadership during the development in the capacity of Director, Strategic Planning and Statistical Unit of EUSL. It has been developed through a well-discussed participatory process as described in page 17 of this document.

The Strategic Plan 2019-2023 has been formulated considering the current trends in the higher education sphere, with particular emphasis on Outcome Based Education (OBE) and Student Centered Learning (SCL), as guided by the Sri Lanka Qualification Framework (SLQF). A unique feature of the Strategic Plan is that the standards of each criterion in the Institutional Review Manual (IRM) and in the Programme Review Manual (PRM) have been referred as guiding benchmarks.

Plans are in place through Goal-2 to reform the research management structure and promote and develop research in two fronts: (i) for socio-economic development of the region and nation, and (ii) for generation of new knowledge of global significance or impact. Promoting a quality research culture is the prime objective, thereby enhancing research productivity, visibility and hence repute.

The university realizes the importance of its responsibility towards the community and environment, and Goal-4 is dedicated towards these values.

The requirements of institutional capacity to address the three smart goals of EUSL are addressed through Goal-3.

I strongly believe that the new Strategic Plan will take EUSL to the next level by 2023, motivated through a collective ownership by all stakeholders. I take this opportunity to express my gratitude to the Council, the Senate, and the university community of EUSL for their valuable contributions in formulating the Strategic Plan 2019-2023.

Professor F. C. Ragel
Vice Chancellor
Eastern University, Sri Lanka

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INTRODUCTION

The Eastern University, Sri Lanka

The Eastern University, Sri Lanka, was established on the 1st of October 1986. The University was preceded by upgrading the Batticaloa University College established on 1st August 1981 which was affiliated to the University of Peradeniya.

In keeping with its motto “PER ARDUA AD SCIENTIAN”: Knowledge through Hard Work. The Eastern University, Sri Lanka delivers its academic activities through its six (6) Faculties with thirty-two (32) Academic Departments, a Campus, an Institution and several Centres and Units. Many undergraduate and postgraduate study programmes in the fields of Arts, Science, Medicine, Management, Education, Aesthetic Studies, etc. are conducted by the University. In addition, the University also offers several other services, such as library services, career guidance, staff development, and health services.

Student life is enhanced by a plethora of extra-curricular activities offered on campus. The physical education unit supports and offers sportsmen and women the opportunity to exploit and develop their abilities to the fullest. The department of fine Arts is often the arena for spotlighting the traditional and Eastern regions’ dramatic/ musical/ aesthetic talents of our student population.

Today, the Eastern University, Sri Lanka has a multi-cultural, multi-ethnic student population, fostering social harmony, cultural diversity, equal opportunity and unity. It has strong focus on producing competent graduates to serve socio-economic and cultural need of the country. It is also striving to enhance its research capacities with specific emphasis in promoting multidisciplinary research to serve the needs of the region and country while accomplishing its role to promote peace and harmony to the region.

HISTORICAL PERSPECTIVE

The Eastern University, Sri Lanka (EUSL) with Thirty-One years of University Tradition in the Eastern Province, was established on the 01st of October, 1986 by a University Order dated 26th September, 1986 issued under Section 2 of the Universities Act No: 16 of 1978. The University was preceded by the Batticaloa University College established on 01st August, 1981 which was started in the buildings of the Vantharumoolai Madya Maha Vidyalayam. In addition, over 100 acres of land have been added to the original Campus. Student hostels and staff quarters have been constructed on this land and many new buildings are planned. The Batticaloa University College began with two faculties: The Faculty of Science and the Faculty of Agriculture which were affiliated to the University of Peradeniya. Two new faculties viz. the Faculty of Commerce & Management with the Departments of Economics, Commerce and Management, and the Faculty of Cultural Studies with the Departments of Arabic, Islamic Studies and Fine Arts were established in 1988. The Faculty of Cultural Studies was then expanded to include the Department of Languages and the Department of Social Science and renamed the Faculty of Arts & Culture in 1991.

The Trincomalee Campus was originally established as Trincomalee Affiliated University College in April 1993 under ordinance No-01 of 1993 by the Universities Act No.16 of 1978, section 24A at Trincomalee which was affiliated to the Eastern University, Sri Lanka. When the University College system was abolished, Trincomalee Affiliated University College was upgraded as Trincomalee Campus of the Eastern University, Sri Lanka and was established with effect from 15th June 2001 by Gazette notification dated 6th June 2001 with the two Faculties, namely Faculty of Communication and Business Studies & Applied Science.

The Swami Vipulananda College of Music and Dance (SVCMD) was established in 1981 by the Ministry of Regional Affairs and Hindu Culture. Subsequently the SVCMD was ceremonially handed over to the Ministry of

Higher Education by the Ministry of Cultural Affairs on 20th April 2001. It was affiliated to the Eastern University Sri Lanka in 1st January, 2002, and the University Grants Commission permitted the Eastern University, Sri Lanka to enroll Diploma Holders of the Swami Vipulananda College of Music and Dance for a degree programme in the Department of Fine Arts Swami Vipulananda Institute of Aesthetic Studies (SVIAS) was established by the Gazette Notification of the Democratic Socialist Republic of Sri Lanka (No. 1392/22 of 03.06.2005) under the order made by the section 24 B of the University Act. No 16 of 1978.

The Faculty of Health-Care Science was established by Gazette notification on 23rd November, 2004. It was envisaged that it would conduct not only the medical degree programme but also study programmes in for the paramedical sciences, nursing, physiotherapy, pharmacy, radiography and medical laboratory technology. The Faculty of Technology is the 6th faculty in EUSL which was established by Gazette notification on 18th January, 2017 with two departments namely, Bio-system Technology and Multidisciplinary Studies.

The faculties also offer External Degree Programs to provide opportunity for more students to receive university education. The degree programmes offered through Center for External Degree and Extension Courses are Bachelor of Arts, Bachelor of Business Management, Bachelor of Business Administration, Bachelor of Commerce, Bachelor of Economics, Bachelor of Science in Agriculture, Bachelor of Science and Bachelor of Science in Nursing; In Trincomalee Campus: Bachelor of Science in Management and Bachelor of Arts in Communication.

In addition to the thirty-two (32) Academic Departments of the six Faculties, EUSL has established some special centres and units linked to Faculties with expertise drawn from the civil society. These Centres are Career Guidance Unit (CGU), Centre for External Degree and Extension Courses (CEDEC), Centre for Information and Communication Centre (CICT), Staff Development Centre (SDC), Internal Quality Assurance Unit (IQAU), English Language Teaching Unit

(ELTU), Physical Education Unit (PEU), Strategic Planning and Statistical Unit (SPSU), University Business Linkage (UBL) and Gender Equity and Equality Cell (GEE Cell); EUSL is the first amongst the Sri Lankan universities to establish GEE Cell, which was inaugurated on 13th June, 2016.

The Library Network of EUSL consists of the Main Library, which is the hub of the network, and one branch library in the Faculties of Health-care Sciences. In addition to these Main Library and Branch Library, there are two other libraries, which are attached with Institution and Campus. The University has nineteen hostels which provided accommodation for the students in EUSL, Trincomalee campus and SVIAS.

ORGANIZATIONAL STRUCTURE OF THE UNIVERSITY

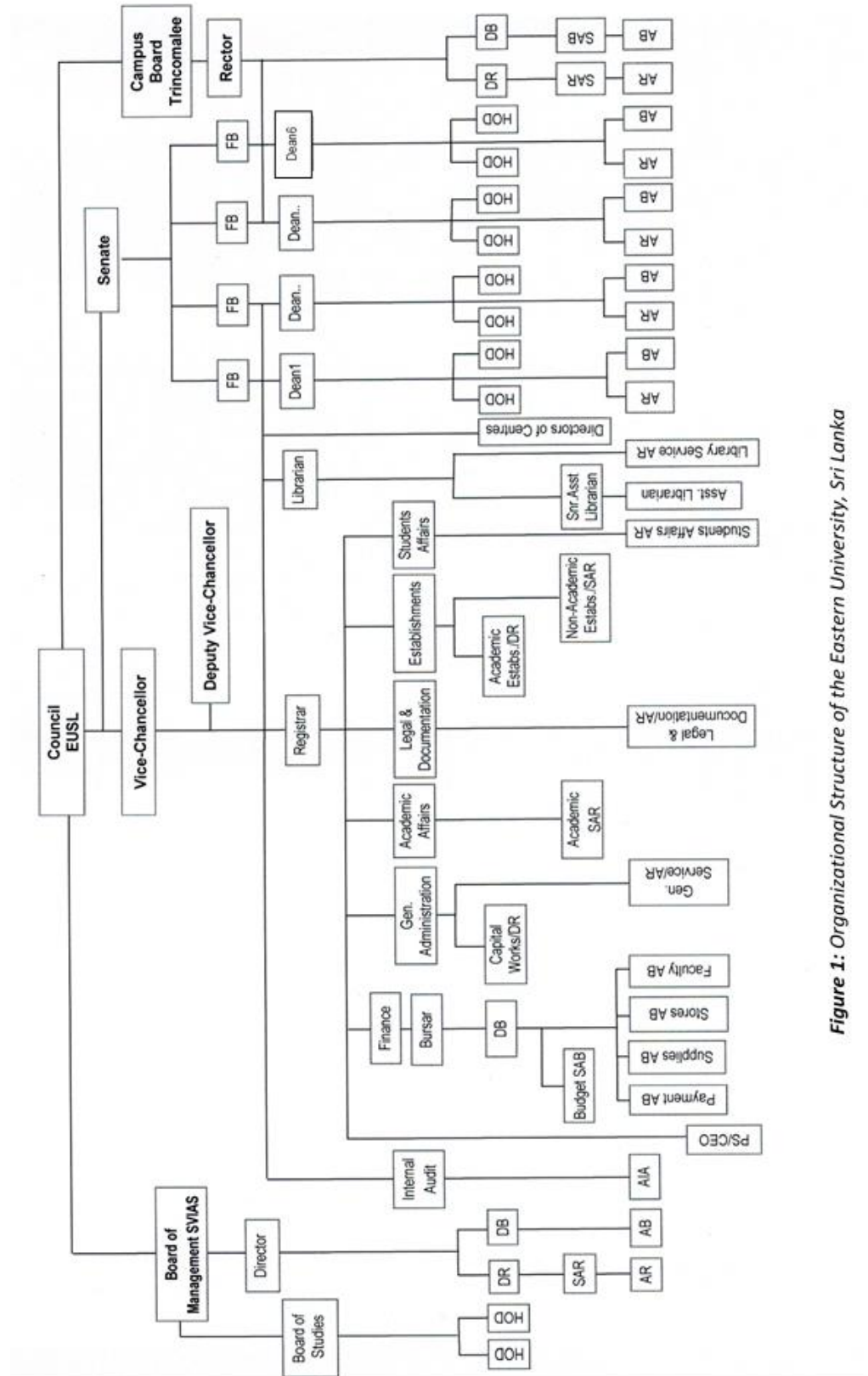


Figure 1: Organizational Structure of the Eastern University, Sri Lanka

THE UNIVERSITY TODAY

The university consists of a campus, an institute and six (6) Faculties with thirty-two (32) Academic Departments.

The ‘Entrance’, which is the icon of the University.



Central Administration

The Central Administration office is located at “Senate House”, Vantharumoolai, Chankalady.

The Vice-Chancellor’s office is also located at the same premises.

Campus -Trincomalee Campus (TC)

Trincomalee Campus of the Eastern University, Sri Lanka which was established with effect from 15th June, 2001 by Gazette notification dated 6th June, 2001 with the two Faculties, namely Faculty of Communication and Business Studies & Applied Science. The Campus is located in a 250-acre land at Konesapuri, 10km north of Trincomalee.

Institute - Swami Vipulananda Institute of Aesthetic Studies (SVIAS)

Swami Vipulananda Institute of Aesthetic Studies (SVIAS) was established by the Gazette Notification of the Democratic Socialist Republic of Sri Lanka (No. 1392/22 of 03.06.2005) under the order made by the section 24 B of the University Act. No 16 of 1978. The Institute is located at Ramakrishnapuram, Nochchimunai along the main New Kalmunai Road leading to Kalmunai, 3km away from the Batticaloa Town.

Faculties

At present, Eastern University, Sri Lanka has six Faculties. They are

Faculty of Agriculture	Faculty of Arts and Culture
Faculty of Commerce and Management	Faculty of Health-care Sciences
Faculty of Science	Faculty of Technology

Faculty of Agriculture

Faculty of Agriculture is one of the oldest faculties in the Eastern University, Sri Lanka. Apart from Bachelor of Science Honours in Agriculture degree programs, the faculty offers study programmes for Diploma, Masters and Doctoral degrees. The faculty has six academic departments as mentioned below,

- Department of Agriculture Biology
- Department of Agriculture Chemistry
- Department of Agriculture Economics
- Department of Agriculture Engineering
- Department of Animal Science
- Department of Crop Science

The Faculty has 30 permanent academic staff members; 01 Senior Professor, 02 Professors, 22 Senior Lecturers and 05 Lecturer or Lecturer Probationary.

Faculty of Arts and Culture

The Faculty of Arts and Culture conducts the Bachelor of Arts (General) degree; Bachelor of Arts Honours degrees in Comparative Religion, Drama & Theatre, Economics, Fine Arts, Geography, Hindu Civilization, History, Philosophy, Political Science, Sociology and Tamil; Bachelors in Education Honors degree programs. In addition, offers study programmes for Diploma, Master's and Doctoral degrees. The faculty has eleven academic departments, two disciplines and one unit.

Department of Arabic
Department of Comparative Religion
Department of Education and Child care
Department of Fine Arts
Department of Geography
Department of Hindu Civilization
Department of History
Department of Islamic Studies
Department of Languages
Department of Social Sciences
Department of Philosophy and Value Studies

Disciplines: Christianity and Economics

Unit: English Language Teaching Unit (ELTU)

The Faculty has 61 members on the academic staff including of 02 Professors, 42 Senior Lecturers and 17 Lecturers or Probationary Lecturers.

Faculty of Commerce and Management

The Faculty of Commerce and Management offers Bachelor of Commerce degree; Bachelor of commerce Honours degrees in Accounting & Finance, Enterprise Development and Business Economics; Bachelor of Business Administration degree; Bachelor of Business Administration Honors degrees in Human Resource Management and Marketing Management; Postgraduate Diploma in Management (PGDM), Master of Business Administration (MBA) and Master of Development Economics (MDE). The faculty has three academic departments.

Department of Commerce
Department of Management
Department of Economics

The Faculty has 24 permanent members in the academic staff comprising 19 Senior Lecturers and 5 Lecturer or Lecturer Probationary.

Faculty of Health-care Sciences

The Faculty of Health-care Sciences offers Bachelor of Medicine and Bachelor of Surgery (MBBS) and Bachelor of Science in Nursing. The Faculty has six academic departments.

Department of Clinical Sciences
Department of Human Biology
Department of Medical Education & Research
Department of Pathophysiology
Department of Primary Healthcare
Department of Supplementary health-sciences

There are 36 members in the permanent academic staff comprising 19 Senior Lecturers and 17 Lecturer or Lecturer Probationary.

Faculty of Science

The Faculty of Science is one of the oldest faculties in Eastern University, Sri Lanka. The faculty offers Bachelor of Science (General) degree; Bachelor of Science Honours degrees in Botany, Chemistry, Computer Science, Mathematics, Physics and Zoology; Mater of Science in Science Education; M. Phil. and Ph.D. Research degrees. The Faculty has five academic departments and one centre.

Department of Botany
Department of Chemistry
Department of Mathematics
Department of Physics
Department of Zoology

Centre: Center for Information and Communication Technology
(CICT)

The teaching staff consists of 39 permanent members with 01 Senior Professor, 02 Professors (Chair), 02 Professors, 23 Senior Lecturers and 11 Lecturer or Lecturer Probationary.

Faculty of Technology

The Faculty of Technology is the youngest faculty in Eastern University, Sri Lanka. This faculty offers Bachelor of Bio System Technology in Agricultural Technology and Entrepreneurship degree and proposals are being prepared for two more-degree programmes, namely “Bachelor of Information and Communication Technology” and “Bachelor of Engineering Technology (Energy & Environment)”. The Faculty has two academic departments at present.

Department of Bio-System Technology

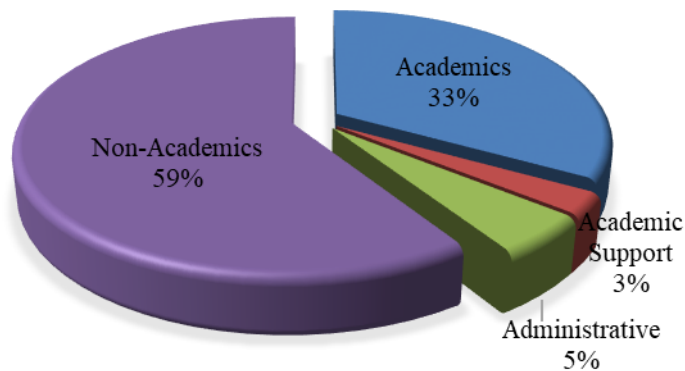
Department of Multidisciplinary Studies

The faculty is still growing and the teaching staff consists of 04 Lecturer Probationary staff members.

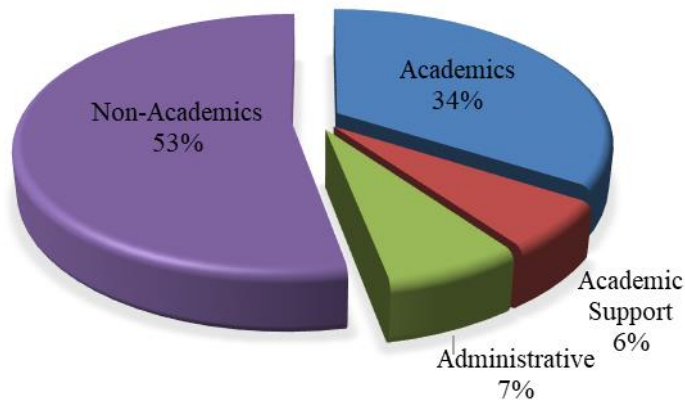
Distribution of Staff

Eastern University, Sri Lanka Main Centre, Trincomalee campus and Swami Vipulananda Institute of Aesthetic Studies have total staffs of 601, 132 and 98 respectively in beginning of the year 2019. The following charts describe their distribution as at the beginning of 2019.

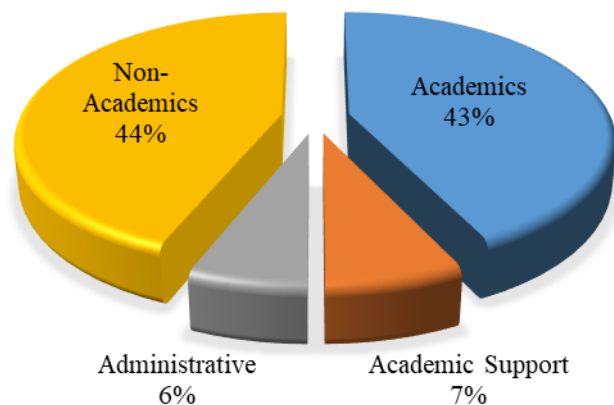
EUSL MAIN CAMPUS



TRINCOMALEE CAMPUS



SVIAS



VISION AND MISSION STATEMENTS OF EASTERN UNIVERSITY, SRI LANKA

VISION

Center of excellence for higher learning in Sri Lanka.

MISSION

To facilitate learning, research and dissemination of knowledge to produce competent graduates, through conducive environment with industry-community collaboration, to serve socio-economic and cultural needs of the country.

GOALS, OBJECTIVES, STRATEGIES AND KEY PERFORMANCE INDICATORS

Goal1: Produce Competent and Employable Graduates					
Objectives		Strategies		Key Performance Indicators (KPIs)	
					Baseline†
1.1	Periodically revise curricula to improve quality and relevance	1.1.1	Incorporating current trends and Practices in the curricula	KPI 1: Level of employer -satisfaction (on competency, attitudes, innovation, etc. of employee)	8/42/28/16/6

		1.1.2	Adopting outcome-based education (OBE) and student-centred learning (SCL) approach.	- (% rating: <i>highly satisfactory/ satisfactory/ above average/average/ poor</i>)	
1.2	Improve teaching, learning and assessment strategies.	1.2.1	Adopting OBE and SCL approaches.	KPI 2: Average waiting time for a productive employment (Employability) - (% employed within month period(< 6/ 6-12/ >12)) KPI 3: Number of study programmes securing a score of 2 and above in relevant standards (by QAAC Review) KPI 4: level of students' satisfaction (on teaching) - (% rating: <i>highly satisfactory/ satisfactory/ above average/average/ poor</i>)	22 / 10 / 68
		1.2.2	Promoting innovative pedagogy and Information Communication Technology (ICT) into teaching and learning practices.		
		1.2.3	Strengthening internal quality assurance mechanisms on study programmes		3 17/60/12/8/3
1.3	Introduce new study programmes based on market demand and future trends.	1.3.1	Adopting the "Quality Assurance Code of Practice- Academic Programme Development" of EUSL	KPI 5: Number of Study programmes with non-traditional, demand-driven subject-combinations	
		1.3.2	Establish new Faculties / Departments.		
		1.3.3	Promoting partnerships with global higher educational institutes.		

1.4	Enhance teaching and learning environment	1.4.1	Improving library access to relevant and current information	KPI 6: Level of satisfaction (of students and teaching staff) on facilities required for academic performance and research - (% rating: <i>highly satisfactory/satisfactory/above average/average/ poor</i>)	8/45/26/15/6
		1.4.2	Improving ICT facilities		
		1.4.3	Strengthening the usage of English as a Second Language		
		1.4.4	Enhancing Career Guidance and Personality Development of Students		
		1.4.5	Ensuring student-friendly administrative, academic and technical support system.		

GOAL 2: Achieve Standards of Excellence in Research, Innovation and Postgraduate Training					
Objectives		Strategies		Key Performance Indicators (KPIs)	
					Baseline†
2.1	Achieve standards of excellence in research	2.1.1	Enhancing infrastructural and policy environment for research	KPI 7: Number of annual publications in journals indexed by Web of Science	14
		2.1.2	Promoting interdisciplinary research for socio-economic development of region and nation.	KPI 8: RG score for EUSL in ResearchGate(<i>based on number of research publications in peer reviewed journals / conference proceedings</i>)	362
		2.1.3	Promoting research for generation of new knowledge of global significance/impact		
		2.1.4	Ensuring quality of research	KPI 9: Number of academics with Google <i>h</i> -index ≥4	11
2.2	Strengthen Research Degree programmes	2.2.1	Establishing Faculty of Graduate Studies	KPI 10: Number of post-graduate studies in the fields of growing demand (<i>No of completed Masters/MPhil/PhD students</i>)	91 / 10 / 02
		2.2.2	Encouraging enrolment of research students.		
		2.2.3	Establishing collaborations for research degrees	KPI 11: Number of on-going research collaborations (<i>local/international</i>)	12
2.3	Enhance industrial interaction and commercialization of research and innovation.	2.3.1	Establishing industry-university partnership.	KPI 12: Number of startups/ commercialization/ patents received by university staff and students per annum.	0 / 0 / 0
		2.3.2	Promoting commercialization of research		

GOAL 3: Enhance Institutional Capacity and Governance					
Objectives		Strategies		Key Performance Indicators (KPIs)	
					Baseline†
3.1	Enhance strength and quality of staff	3.1.1	Adopting human resource policies on staff recruitment, career progression, professional development, etc.	KPI 13: Academic staff with PhD in relevant fields <i>(Number & percentage of total academic staff)</i>	58 (30%)
		3.1.2	Promoting a university culture that values quality, commitment, institutional responsibility, selfless service with social responsibility	KPI 14: Level of Graduation <i>(% of cohort graduation)</i>	69.31%
3.2	Secure, improve and develop infrastructure facilities	3.2.1	Updating Master Plan	KPI 15: Level of availability of required physical infrastructure <i>(hostels, common amenities, access facilities, etc.)</i> - <i>(% of students' rating: highly satisfactory/ satisfactory/ above average/ average/ poor)</i>	8/45/26/15/6
		3.2.2	Constructing infrastructure facilities for New Faculties / Departments		
		3.2.3	Improving and maintaining the existing infrastructure facilities		
3.3	Enhance Governance and Management	3.3.1	Enhancing accountability and transparency	KPI 16: Number of Audit Queries	9 (in 2016)
		3.3.2	Managing resources effectively and efficiently	KPI 17: Percentage of courses in a study programme adopting student centered learning.	
3.4	Maintain an effective Quality Assurance System	3.4.1	Ensuring alignment with national policy on Quality Assurance in Higher Education		

		3.4.2	Enhancing internal quality assurance mechanisms.	KPI 18: Percentage of study programmes releasing results within two months from the final day of examination	
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GOAL 4: Enhance Community Engagement, Consultancy and Outreach					
Objectives		Strategies		Key Performance Indicators (KPIs)	
					Baseline†
4.1	Widen participation and equitable access to higher education	4.1.1	Developing policy framework and operational procedure.	KPI 19: Percentage/number of study opportunities for distance learning - (<i>% out of total qualified applicants</i>)	65%
		4.1.2	Widening the access to external study programmes	KPI 20: Completion rate of distance learning and offcampus courses - (<i>% of completion out of registered</i>)	37%
		4.1.3	Recognizing exceptional skills and facilitate required training		
4.2	Enhance community services and outreach programmes	4.2.1	Developing co- and extra-curricular activities to engage students and staff with the community	KPI 21: Level of engagement in social, cultural and extra-curricular activities (<i>students & staff</i>) - (<i>% rating: highly satisfactory/ satisfactory/above average/ average/ poor</i>)	8/45/26/15/6
		4.2.2	Promoting laboratory services and outreach activities		
4.3	Provide advisory and consultancy services	4.3.1	Promoting appropriate mechanisms and procedures to engage academia to take on consultancies.	KPI 22: Number of events / programmes completed	40

		4.3.2	Providing opportunities to communities for getting consultancy, advisory services and training.	KPI 23: Number of consultancies	
4.4	Promote entrepreneurship and partnership	4.4.1	Strengthening a strong University Business Linkage (UBL) between industry-university-community.	KPI 24: Number of successful businesses/ commercialized indigenous and new practices supported by EUSL	0
		4.4.2	Promoting commercialization linking with industry		

STRATEGIC PLAN OF EUSL

Development of Strategic Plan 2019 to 2023

To accommodate the current trends in the higher education sphere in Sri Lanka, there has been a need for a major revision in the Strategic Plan, and hence it was developed through a series of workshops and meetings with stakeholders using the Sri Lanka Qualification Framework (SLQF), Institutional Review Manual (IRM) and Programme Review Manual (PRM) as guiding benchmarks or standards.

The consultative process were as follows:

Dates	Details of Process
24 th -26 th Mar 2017	Workshop with Council members and Directors of Centres on “Present Status and Future Directions” with respect to SLQF, IRM and PRM.
24 th Jul 2017	Director, Strategy Planning and Statistical Unit (SPSU) prepared an initial draft based on the decisions and recommendations of the workshop incorporating values articulated by SLQF, IRM and PRM, and submitted to Vice Chancellor for feedback and direction to proceed.
7 th , 16 th and 29 th Nov 2017, 6 th and 13 th Dec 2017	Based on the initial draft, series of meetings were held incorporating Focal Points representing faculties and library, and coordinators of Internal Quality Assurance Cells (IQAC) of faculties. At these meetings, Goals, Objectives, Strategies and Strategic Activities for Goal-1 were revised appropriately. These were circulated to Deans & Librarian for feedback.
10 th Jan 2018	The Strategic Activities for each strategy in Goal-2 (together with previous work on Goal-1) were circulated for study among all Deans and Professors, eminent researchers in the faculties and to Focal Points from faculties/library.

25 th May 2018	All were invited for a meeting (except Deans) and discussed and made appropriate amendments.
7 th June 2018	Strategic Activities for each strategy in Goal-3 were circulated to Registrar requesting him to circulate facilitate awareness among the registry, and also circulated it to Deans, Librarian, Director, Staff Development Centre (SDC) and Focal Points from faculties/library.
12 th June 2018	All were invited for a meeting (except Deans) and discussed and made appropriate amendments.
18 th July 2018	Tabled the draft at the Senate and the soft copy circulated to Deans and Directors (on 24 th July 2018) in order to come prepared with feedback at the meeting that will be arranged by Secretary / Senate.
12 th March 2019	Senate approved
23 rd March 2019	Placed to Council and referred for external review and feedback.
27 th July 2019	Council approved

Strategic Plan 2019 to 2023

GOAL 1: ACHIEVE EXCELLENCE IN TEACHING AND LEARNING TO PRODUCE COMPETENT AND EMPLOYABLE GRADUATES

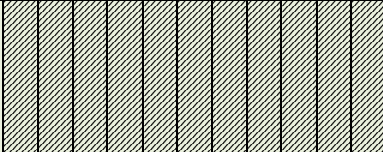
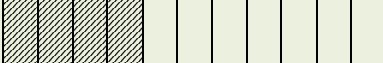
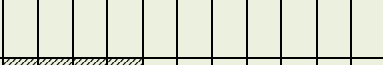






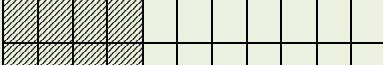
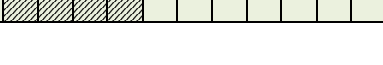

No	Strategic Activities	Persons responsible	2019				2020				2021	2022	2023	Performance indicators and baseline†	Guiding Performance Standards (IRM & PRM)
			Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4					
1.1	Objective: Periodically revise curricula to improve quality and relevance														
1.1.1	Strategy: Incorporating current trends and Practices in the curricula.														
1.1.1.1	Conduct annual market survey for each study programme. (Consultations with external stakeholders such as experts, professional bodies, employers, industry, private sector etc.)	Dean, Chair/Faculty Curriculum												% of SPs conducted* [<40%]	IRM: 2.13, 2.14, 2.3, 2.12; PRM: 3.2, 3.3, 4.1,
1.1.1.2	Adopt Sri Lanka Qualification Framework (SLQF) guidelines. (E.g. credit definition, credit values to courses/modules and the programme, level descriptors and outcomes, etc.)	Dean, Head												% SPs incorporated* [<50%]	IRM: 1.21, 1.17; PRM: 3.5, 3.15, 3.19, 4.2, 4.3, 4.8, 7.2, 7.16, 8.14,
1.1.1.3	Use relevant Subject Benchmark Statement (SBS) as reference points in formulating curricula.	Dean, Head												% of SPs incorporated*	

1.1.1.4	Introduce courses to existing curricula to orient undergraduates for 4th generation technologies. [Physical Megatrends (e.g. Autonomous Vehicles, 3-D Printing, Advance Robotics, New Materials, etc.); Digital Megatrends (e.g. Internet of Things, Block chain, etc.); Biological Megatrends (e.g. Synthetic Biology, Personalized Healthcare, Genome-editing, GM food, Bio-Printing, etc.)].	Dean														% of SPs incorporated* [$<20\%$]	IRM: 2.8; PRM: 3.4,
1.1.1.5	Integrate Socio-emotional skills (affective domain) into the curriculum (e.g. Engage in philanthropic activities, practices like Yoga/meditation, etc.).	Dean, Chair/Faculty Curriculum														% of SPs incorporated*	IRM: 2.10; PRM: 2.11, 2.12, 3.10, 3.11, 3.19, 6.15, 6.17
1.1.1.6	Distinguish foundation/enhancement and supplementary courses from the core of the curriculum and revise accordingly (Such as orientation, English, ICT, career development, ethnic cohesion & social harmony, Yoga & meditation, 4th generation technologies, etc.) with effectively and efficiently.	Dean, Chair/Faculty Curriculum														% of SPs adopted*	
1.1.1.7	All faculties adopt the ICT curricula developed for respective faculties under UDG/HETC.	Dean, Director/CICT														% of faculties adopted* [70%]	
1.1.1.8	Enrich curricula by incorporating various course options. (quasi-professional / professional, interdisciplinary,	Dean, Chair/Faculty Curriculum														% of SPs satisfactorily incorporated [60%]*	

[illegible]

	monitored by Internal Quality Assurance (IQAU), supported by student and peer feedback mechanisms)																		5.11, 5.14, 5.16, 6.11.
1.2.1.2	Adopt a range of independent SCL activities as a supplement to traditional classroom / lab teaching. (Ensure through students' Logbook, portfolio, etc.)	Dean, Head																% of SPs adopted* [$<50\%$]	
1.2.1.3	Integrate assessment methods into teaching-learning strategy, ensuring students' attainment of ILOs. (Adopt assessment blueprinting; develop assessment items based on ILOs)	Dean, Head, Director/IQAU																% of SPs adopted* [$<20\%$]	IRM: 3.7; PRM: 5.3, 5.17, 6.12, 7.1, 7.2, 7.3, 7.4, 7.6, 7.7, 7.8, 7.9, 7.10, 7.11, 7.12, 7.13,
1.2.1.4	Provide and maintain adequate and accessible resources for teaching-learning activities. (User surveys and IQA reviews to assist improvement).	Dean, Head, Director/IQAU																	IRM: 3.4, 4.7, PRM: 6.7, 6.8, 6.9, 8.1,
1.2.2	Strategy: Promoting innovative pedagogy into teaching and learning practices.																		
1.2.2.1	Promote use of LMS	Dean, Head, Director/CICT																% of academics use LMS)* [40%]	IRM: 3.5; 3.6; 3.9; 3.10;

1.2.2.2	Promote use of Google Apps and other independent learning activities	Dean, Head, Academic Counselors												% of academics use Google Apps)* [<20%]	PRM: 5.13, 4.13, 4.14, 5.5, 5.6, 5.7, 5.8, 5.9, 5.13, 5.15, 8.2.
1.2.2.3	Formation of peer study groups among students (consisting of strong and weak students)	Vice Chancellor (VC), Senate												% of academics use* [<20%]	
1.2.3	Strategy: Strengthening internal quality assurance mechanisms on study programme.														
1.2.3.1	Conduct annual internal reviews of programmes/courses (Programme Review Manual-2016 as reference)	IQAU, IQAC, Head												% of SPs reviewed* [0%]	PRM: 1.15, 1.19, 3.14, 3.22, 3.23, 4.15, 4.18, 4.19, 5.12, 6.12, 8.13; IRM: 3.3, 3.7, 3.8;
1.2.3.2	Regular internal monitoring by IQAU on the implementation of OBE and SCL.	Senate, IQAU, Faculty Board												% of SPs being monitored [0%]	
1.2.3.3	Prepare a document of procedures for designing, monitoring and reviewing the assessment methods.	VC, IQAU, Deans												% of SPs adapted*[0%]	
1.3	Objective: Introduce new study programmes based on market demand and future trends.														
1.3.1	Strategy: Adopting the "Quality Assurance Code of Practice- Academic Programme Development" of EUSL														
1.3.1.1	Obtain approval from Senate and Council for the Code of Practice developed for EUSL.	VC, IQAU, Council													

1.3.1.2	Develop new programmes by faculties following the code of practice.	VC, Dean, IQUAU		% proposals adapting the code*	PRM: 3.2, 3.3, 3.4, 3.5, 3.9, 3.15, 3.16, 4.1, 4.2, 4.3, 4.4, 4.5,
1.3.2	Strategy: Establish new Faculties / Departments				
1.3.2.1	Consciousness Based Education (CBE) Unit	VC		% completed [10%]	
1.3.2.2	Faculty of Graduate Studies	VC		% completed	
1.3.2.3	Faculty of Hindu Civilization	Dean / Arts & Culture		% completed [>60%]	
1.3.2.4	Faculty of Marine Technology and Resource Management	Rector/ (TC)		% completed [>60%]	
1.3.2.5	Faculty of Siddha Medicine	Rector/ TC		% completed [>80%]	
1.3.2.6	Faculty of Dairy Science	Dean / Agriculture		% completed [>40%]	
1.3.2.7	Faculty of Tourism and Hospitality	Dean / Commerce & Management		% completed [20%]	
1.3.2.8	Faculty of Law	Dean / Arts & Culture		% completed [40%]	
1.3.2.9	Faculty of Peace Studies			% completed [30%]	
1.3.2.10	Department of Economics and Statistics			% completed [>60%]	
1.3.2.11	Department of Christian Studies			% completed [60%]	

1.3.2.12	Department of Archaeology														% completed [20%]	
1.3.2.13	Department of Political Science and International Relations														% completed [10%]	
1.3.2.14	Department of Psychology and Counselling														% completed [40%]	
1.3.2.15	Department of Engineering Technology	Dean / Technology													% completed [30%]	
1.3.2.16	Department of Information and Communication Technology														% completed [40%]	
1.3.2.17	Department of Computing	Dean / Science													% completed [40%]	
1.3.2.18	Department of Lagoon Studies														% completed [20%]	
1.3.2.19	Department of Accounting and Finance	Dean / Commerce & Management													% completed [20%]	
1.3.2.20	Department of Sustainability Management														% completed [20%]	
1.3.2.21	Department of Tourism and Leisure Management/ TC	Rector/ TC													% completed [60%]	
1.3.2.22	Department of Accounting and Finance/TC														% completed [20%]	
1.3.2.23	Department of Communication Studies/TC														% completed [20%]	
1.3.2.24	Department of English/TC														% completed [30%]	
1.3.3	Strategy: Promoting partnerships with global higher educational institutes.															
1.3.3.1	Utilize the signed MoUs with overseas universities to initiate collaborations on teaching-learning activities (e.g. staff exchange, share e-resources, etc.).	Dean, Head													Number of departments / faculties [2]	IRM: 1.24

1.3.3.2	Sign MOU with potential institutions	VC, Dean															Number of MoUs signed [0]	
1.4	Objective: Enhance teaching-learning environment and student support for progression																	
1.4.1	Strategy: Improving library access to relevant and current information.																	
1.4.1.1	Provide increased access to a well-resourced library by increasing resources and enhanced e-library and networking facility. [satisfaction survey]	Librarian, VC															Highly Satisfactory/ Satisfactory/ Above Average/ Average/ Poor* [20/40/15/15/10]	IRM: 4.10; 4.12; PRM: 2.8, 6.10,
1.4.2	Strategy: Improving ICT facilities and Usage																	
1.4.2.1	Provide students with learning resources such as adequate laboratory facilities and a spacious computer center with local area network and internet. [satisfaction survey]	Director/CICT, Dean/Science, VC															Highly Satisfactory/ Satisfactory/ Above Average/ Average/ Poor* [20/30/20/20/10]	IRM: 1.15; PRM: 2.9,
1.4.2.2	Provide Wi-Fi or LAN system across the university to enable students to use ICT based learning tools including LMS.	Director/CICT,Dea n/Science,VC															% of students using LMS [<50%]	IRM: 3.5,
1.4.2.3	Incorporate use of ICT in management, MIS, communication, research and community engagement.	VC, Council															% of operations ICT based {<30%}	IRM: 1.15, 3.5,
1.4.3	Strategy: Strengthening the usage of English as a Second Language.																	
1.4.3.1	Maintain a well-equipped English language laboratory for student access [satisfaction survey]	Head/ELTU, Dean/Arts & Culture, VC															Highly Satisfactory/ Satisfactory/ Above Average/ Average/ Poor* [20/30/20/20/10]	PRM: 2.10,
1.4.3.2	Provide students with guidance in learning and use of English as a Second Language (ESL) in their academic work																	

1.4.3.3	Conduct an effective programme to prepare students for UTEL examination																% of students sit the exam; % of students pass the exam* []	
1.4.4	Strategy: Enhancing Career Guidance and Personality Development of Students.																	
1.4.4.1	Provide career education, information and guidance, and the development of career management skills along with soft skills.	Director/CGU, Dean															Highly Satisfactory/ Satisfactory/ Above Average/ Average/ Poor* score for each faculty [20/30/20/20/10]	PRM:2.11, 6.16,
1.4.4.2	Integrate career guidance programs into faculty activities and encourage wider staff participation	Dean, CG Coordinator														PRM: 6.16		
1.4.4.3	Encourage/facilitate wider participation of alumni and professionals in career guidance programs for students	Director/CGU, Dean														PRM: 6.24		
1.4.5	Strategy: Enhancing and sustaining Sports and Physical Education.																	
1.4.5.1	Provide ample opportunity and training to students and staff to engage in all sports activities.	Director/ Physical Education Unit (PEU)															% engaged in sports	
1.4.5.2	On the guidance of CBE Unit provide opportunity for Yoga practice.	Director/ PEU & CBE Unit															% practice Yoga/ meditation	
1.4.6	Strategy: Enhancing and sustaining healthcare service																	
1.4.6.1	Maintain a good healthcare service for students and staff.	SAR/ General Services, Medical Officer/ Healthcare Centre															Highly Satisfactory/ Satisfactory/ Above Average/ Average/ Poor* [10/25/20/28/17]	
1.4.6.2	Access to services through Professorial Unit	Dean/ FHCS																
1.4.7	Strategy: Ensuring student-friendly administrative, academic and technical support system.																	

[illegible]

† Baseline values are approximate estimations (not from an internal review from IQAU)

IRM - Institutional Review Manual

PRM – Programme Review Manual

GOAL 2: ACHIEVE STANDARDS OF EXCELLENCE IN RESEARCH, INNOVATION AND POSTGRADUATE TRAINING

No	Strategic Activities	Persons responsible	2019				2020				2021	2022	2023	Performance indicators and baseline†	Guiding Performance Standards (IRM & PRM)
			Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4					
2.1	Objective: Achieve standards of excellence in research and Establish a Quality Research Culture														
2.1.1	Strategy: Enhancing infrastructural and policy environment for research														
2.1.1.1	Formulate and implement a research policy that maximizes the research potential of EUSL research community.	VC, RPC													IRM: 7.4, 7.23, PRM: 8.3
2.1.1.2	Implement a revised "Research Management Structure"(RMS) to deliver enhanced, targeted support and guidance to the EUSL researchers.	Council, Senate												Number of researchers benefited in the year	IRM: 7.4,
2.1.1.3	Map institutional research infrastructure and identify redundancies and deficiencies; develop a mechanism for shared usage of research equipment.	VC, RPC												number of research equipment / facility that is shared [0]	
2.1.1.4	Invest significantly in research capacity development, equipment and infrastructure that could be shared by EUSL researchers (10% of capital allocation)	VC, Council,												% of Capital for R&D [2.75%(2018), 4%(2019)]	IRM: 7.4, 1.10,

2.1.1.5	Identify new funding sources and map to current and emerging research strengths across all disciplines in a process that anticipates and creates opportunities for EUSL researchers.	RMS																Number of grant applications from international research grant agencies	IRM: 7.4, PRM: 8.9,
2.1.1.6	Establish processes that define and place research and innovation priorities at the heart of decision making in relation to resource allocation.	VC, Council, Senate																An agenda item of Research and Innovation as at Council, FC.	IRM: 7.4,
2.1.1.7	Develop collaborations for research cooperation, which is managed in accordance with formally stated policies and procedures of the institution.	VC, RMS																No of publications per year emanating through collaborations [11]	
2.1.1.8	Provide merit-based faculty release time for research.	VC, Council																Number of man hrs. prescribed in time table	
2.1.1.9	Purchase research articles for researcher (20% of expenditure by researcher)	RMS/Library																Number of research Articles purchased per year	
2.1.1.10	Conduct / facilitate social events for presentations and interactions and share research success stories (Conference and informal gathering)	VC, RMS																Number per year	
2.1.2	Strategy: Promoting interdisciplinary research for socio-economic development of region and nation.																		

2.1.2.1	Formulate and implement a research funding scheme to encourage and support research of regional and national significance to maximize impact to the economy, culture and society.	VC, RPC, Senate, Council																Number of projects funded in the financial year [4]	
2.1.2.2	Establish defined thematic research clusters/ programs (trans and multidisciplinary), cognizant of national and regional priorities.	VC, RPC, Senate																Number of thematic research projects funded [1]	
2.1.2.3	Establish strategic alliances with key external public and private organizations, and conduct Honours degree research projects, thereby disseminating the findings for development and quality improvement of community.	VC, RPC, Deans, Heads																Number of research presentations ARS that impact community needs	PRM: 8.4, 8.6, 8.7, 8.8,
2.1.2.4	Introduce incentives and support initiatives that enable our research community to proactively engage with government, professional organizations and community engagement initiatives.	RMS,Senate,Council																Number of rewards / incentives [0]	
2.1.3	Strategy: Promoting research for generation of new knowledge of global significance/impact.																		
2.1.3.1	Formulate and implement a research funding scheme to encourage and support research of high quality (publishable in journals indexed by Web of Science, Scopus, etc.).	VC, RPC, Senate, Council																No of publications in journals indexed by Web of Science & Scopus [14]	IRM: 7.16,
2.1.3.2	Enhance visibility of researchers by portraying high quality research output (e.g. researcher ID, Scopus Author ID).	RPC, IT committee																	

2.1.3.3	Reward scheme for researchers who perform high quality research (output based funding) that be used to further enhance their research.	VC, RPC, Senate, Council													No. of publications rewarded in the year [2]	IRM: 7.6, 7.16,
2.1.3.4	Promote/facilitate research collaborations with International institutions.	VC, Deans													No. of Active collaborations [5]	
2.1.3.5	Attract / facilitate postdoctoral fellowships	RMS, Deans													No. of P.Docs per year [0]	
2.1.3.6	A research award at the Annual Convocation for the best research of global significance.	RPC, Senate													Impact factor of the journal that won the award	PRM: 8.5
2.1.4	Strategy: Ensuring Ethical research practices															
2.1.4.1	Develop quality and ethical guidelines for research at EUSL.	RMS, IQAU, Senate, Council													No. of complaints dealt or misconducts detected by ethical Committee [0]	IRM: 7.15, 7.17, 7.18, 7.19, 7.20, 7.21, 7.22,
2.1.4.2	Implement quality and ethical checks by the Research Management Structure in liaison with IQAU (including data manipulation, falsification, duplicate manuscripts, redundant publication, plagiarism, etc.)															
2.2	Objective: Strengthen Research Degree programmes.															
2.2.1	Strategy: Strengthening Graduate Studies.															
2.2.1.1	Follow up on the submitted proposal to UGC and establish Faculty of Graduate Studies	Council, VC, RMS													No of graduate research students enrolled in FGS	

[illegible]

2.3.1.2	Link development of SMEs with Hons degree research projects.	UBL, Deans, Heads																			Number of Hons degree research projects on SMEs [2]	
2.3.2	Strategy: Promoting commercialization of research																					
2.3.2.1	Develop mechanisms under UBL for business development and incubation.	UBL, RMS																			Number developed [0]	IRM: 7.24,
2.3.2.2	Facilitate start-up company formation and job creation by embedding entrepreneurship as an integral part of undergraduate and postgraduate education.	UBL, FCM, RMS																			Number of Start-ups [0]	

GOAL 3: ENHANCE INSTITUTIONAL CAPACITY AND GOVERNANCE

No	Strategic Activities	Personsrespon sible	2019				2020				2021	2022	2023	Performanceind icators and baseline†	Guiding Performanc e Standards (IRM & PRM)
			Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4					
3.1	Objective: Enhance strength and quality of staff														
3.1.1	Strategy: Adopting human resource policies on staff recruitment, career progression, professional development, etc.														
3.1.1.1	Adopt a clearly specified staff work norms with job descriptions and workload that conforms to the norms agreed to, by the QAAC/UGC.	VC, Registrar, Council												% of categories covered	IRM: 6.1, 6.7, 6.8, 1.18, 1.19, PRM: 2.2,
3.1.1.2	Adopt a well-designed professional development programme through Staff Development Centres addressing the needs of all categories of staff.	SDC												% of staff covered	IRM:6.2, 6.4, 6.5, PRM 2.4,
3.1.1.3	Provide appropriate training and continuous exposure to academics on adopting OBE and SCL in teaching-learning-assessment.	Dean												% of academics trained on OBE & SCL.	PRM: 2.7, IRM: 6.6,
3.1.1.4	Evaluate the performance of staff at regular intervals through annual self-appraisal reports, confidential performance appraisal reports, and communicate / discuss with staff and identify training needs, and thereby improve performance.	SAR / Establishment, Head of Dept.												% of staff rewarded/ commended/ trained based on appraisal reports	IRM: 6.9, 6.10, 6.11, 1.17, 1.20,

3.1.1.5	Adopt the document "Code of Practice on Academic Accountability" and develop internal schemes to recognize and reward committed academics (e.g. revise the scheme for the promotion to Senior Lecturer Grade I, by include values left out in professorial scheme).	VC, Dean, Head.														% of staff maintain work diary	IRM: 1.16, 6.7. PRM: 1.14,
3.1.1.6	Facilitate distinguished external scholars to work with the University	Deans, Heads														Number per year	
3.1.2	Strategy: Promoting a university culture that values quality, commitment, institutional responsibility, selfless service with social responsibility.																
3.1.2.1	Conduct workshops and outbound exposure on Attitude and personality development (through SDC for staff and through CGU for students).	VC, OBE Unit, Dean,														Number per year	IRM: 1.16 PRM: 8.11,
3.1.2.2	Promote selfless service, harmony, social and institutional responsibility through unorthodox approaches such as Yoga, meditation and spirituality.	OBE Unit, Dean,														Number actively engage [<20]	
3.1.2.3	Form and function multi-ethnic, multi-religious committee among students (with few staff to guide) in each faculty to promote ethic and social harmony.	OBE Unit, Dean,														% of faculties adopt[0]	
3.1.2.4	Organize programmes and activities coordinated through institutional mechanisms to promote social harmony and ethnic cohesion.	VC, OBE Unit														Number of activities [3]	

[illegible]

[illegible]

[illegible]

[illegible]

3.2.3.20	Establishment of solar panels as renewable energy	AR/Capital Works-TC																	
3.2.3.21	Landscaping of the Campus	AR/Capital Works-TC																	
3.2.3.22	Construction of Rector bungalow	AR/Capital Works-TC																	
3.2.3.23	Construction of Electronics and Physics Lab with sufficient resource	AR/Capital Works-TC																	
3.2.3.24	Construction of Language Lab	AR/Capital Works-TC																	
3.3	Objective: Enhance Governance and Management																		
3.3.1	Strategy: Enhancing accountability and transparency.																		
3.3.1.1	Prepare annual Action Plans of faculties/Centers/units based on the Strategic Plan 2019-2023 and review bi-annually and make required updates to the Strategic Plan annually incorporating changes in the educational sphere nationally and globally.	SPSU, VC, Council.																	IRM: 1.2, 1.3, 1.16, 1.21, 1.23, 1.26,
3.3.1.2	Govern and manage the institution in accordance to annual Action Plan assigning responsibilities in participatory, systematic, and through integrated planning, aligning with the Corporate/Strategic plan, and in compliance with government/UGC regulations.	VC, Dean, Registrar, Council																Audit Report	IRM: 1.1, 1.4, 1.5, 1.7, 1.8, 1.9, 1.11, 1.12, 1.17, 1.18, 1.20,

3.3.1.3	Governance and management based on principles of transparency, fairness /equality and accountability that are monitored through internal and external auditing systems.	VC, Dean, Registrar, Council																Satisfaction survey on adherence to rules and regulations; use of participatory approach; equality; information availability	IRM: 1.11, 1.12, 1.19, 1.25, 1.27,
3.3.1.4	A Senate Sub-committee in liaison with IQAU and QMEU, monitor the progress of academic activities and report bi-annually the success/ shortcomings/ failures to Senate and Council.	VC, Senate																Review Rating by the committee on academic activities [grades]	IRM: 1.6, 8.13,
3.3.1.5	A subcommittee incorporating Director/IQAU and Internal Auditor monitor the adoption of the Management Guide (Part I & II)-2015 and report bi-annually to Audit Committee shortcomings/failures.	VC, Registrar, Council																Number of shortcomings/failures reported []	IRM: 1.6, 1.18,
3.3.1.6	Maintain an effective, efficient and secured MIS and incorporate use of ICT for governance and management.	VC, Council																% of automations [<10%]	IRM: 1.13, 1.14, 1.15, PRM: 1.11,
3.3.1.7	Ensure the internal control and quality through the internal auditing process	Internal Audit Unit																Comprehensive annual Audit Plan	
3.3.2	Strategy: Managing resources effectively and efficiently.																		
3.3.2.1	Improve efficiency of financial management, and strengthen procedures for optimal and effective use of resources.	Bursar, Registrar, Council																Audit Reports	IRM: 1.8, 1.9, 1.11,

3.3.2.2	Prioritize resource allocation for teaching-learning and research and ensure explicitly linked to activities identified in the annual plan/ Action Plan of the respective year.	VC, Bursar,Deans,Cou ncil												% of capital spent on infrastructure for research and learning environment	IRM: 1.7, 1.12,
3.4	Objective: Maintain an effective Quality Assurance System														
3.4.1	Strategy: Ensuring alignment with national policy on QA in HE														
3.4.1.1	Enhance the internal system of quality assurance, as prescribed by the UGC-QAC, and put in place an effective internal operational procedure for QA system at EUSL (complete the activities in Performance Score Card by QAC)	Director/IQAU, Council												% Score []	IRM: 1.22, 10.1, 10.5,
3.4.1.2	Approve and implement the comprehensive guidelines for planning & developing new undergraduate degree programmes (http://www.esn.ac.lk/index.php/2016-07-08-07-38-58/other/quality-assurance-code-of-practice.html).	VC, Senate												% new programmes adopted [<10%]	
3.4.2	Strategy: Enhancing internal quality assurance mechanisms.														
3.4.2.1	Develop and implement formal mechanisms for well designed, regular monitoring (quality of inputs, processes) and periodical review (outputs/ outcomes) of study programmes.	Director/IQAU, Senate												% study programmes adopt [0%]	IRM 10.2, 10.3, 10.4, 10.6. PRM: 1.15, 1.19,

GOAL 4: ENHANCE COMMUNITY ENGAGEMENT, CONSULTANCY AND OUTREACH

No	Strategic Activities	Persons responsible	2019				2020				2021	2022	2023	Performance indicators and baseline†	Guiding Performance Standards (IRM & PRM)
			Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4					
4.1	Objective: Widen participation and equitable access to higher education.														
4.1.1	Strategy: Developing policy framework and operational procedure.														
4.1.1.1	Develop a community service policy with a clear link to the goals and objectives of the strategic plan, and procedures for their implementation, monitoring and improvement.	VC,Council												N/A	IRM 8.1,
4.1.1.2	Develop guidelines to diversify and sustain the sources of income, undertaken by offering fee-levying programmes/courses for external students, consultancy and advisory services, commercializing research and innovations, laboratory services etc.	VC, Council												Annual income []	IRM 1.10; PRM 8.9,
4.1.1.3	Develop clearly defined manual of procedures for each income generating activities, which includes budgeting, fee-structures and rates, financial disbursement procedures, dispute resolution and termination of contracts.	VC, Dean												Number of programmes following the manual []	

4.1.1.4	Each Faculty/department/centre/unit possess plans to illustrate specific academic abilities of staff are made use of for community service, demonstrating a proactive approach.	Dean, Head														Number of consultancies []	IRM 8.2,
4.1.1.5	Ensure that the co-curricular activities of the institution engage students, staff, administrators and faculty with the community and are supported by institution's resources physical, financial and human.	Senate, Dean														% of Study programmes adopted [<20%]	IRM 8.2, IRM 8.3; PRM 8.11,
4.1.1.6	Create Extension Units to build linkages and outreach to end users (farm and industry) and actively promote research, consultancy and extension services.	Dean, Head														Number of services provided per year	
4.1.2	Strategy: Widening the access to external study programmes																
4.1.2.1	Align programmes offered through CEDEC with related policy framework and guidelines issued by the UGC on Distance Education.	Director / CEDEC															IRM 9.1, 9.2, 9.3, 9.4, 9.10, 9.11, 9.12,
4.1.2.2	Develop and conduct courses through Open and Distance Learning (ODL) mode, and use ICT to mediate learning (e.g. video tapes, audio tapes, CDs, online sources).	Director / CEDEC, Dean, Head														% of course units via ODL [50%]	IRM 9.5, 9.6, 9.7, 9.8; PRM 8.1,
4.1.2.3	Develop interactive and comprehensive course materials with clearly defined ILOs make them accessible to learners enabling them to achieve the desired outcomes.	Director / CEDEC, Dean, Head															

4.1.2.4	Provide adequate and appropriate learning resources (library, computer and internet facilities, English language laboratories etc.) and instructional materials for ODL.	Director / CEDEC, Dean, Head																Adequacy satisfaction (feedback rating)	
4.1.2.5	Franchise with external institutes to widen the operations of the distance learning enterprise service by clearly defining the areas of responsibility.	Director / CEDEC, Dean,																% of programmes franchised [0%]	IRM 9.9, 9.13,
4.1.2.6	Provide orientation and training of faculty in ODL pedagogy to those who will teach using distance learning methods and evaluate faculty effectiveness for teaching learning.	Director / CEDEC, Dean,																% of staff extensively using ODL / LMS [<40%]	PRM 8.2,
4.1.3	Strategy: Recognizing exceptional skills and facilitate required training																		
4.1.3.1	Develop non-traditional methods of learning-teaching to enhance unique skills facilitating access to tertiary education.	Senate, Extramural Division																Number benefited	
4.1.3.2	Accreditation of rare traditional /regional skills with support for further enhancement.	Senate																	
4.2	Objective: Enhance community services and outreach programmes.																		
4.2.1	Strategy: Developing co- and extra- curricular activities to engage students and staff with the community																		
4.2.1.1	Develop courses with clearly defined ILOs for work-based or industry-placement learning as part of the programme of study in collaboration with industry/business/state sector institutions.	Dean, Head																% of such course units having Course Specification []	
4.2.1.2	Develop and sustain regular outreach activities through religious / welfare associations in the university.	OBE Unit																Number of activities per year	

4.2.2	Strategy: Promoting laboratory services and outreach activities																
4.2.2.1	Extend fee levying laboratory testing services to the public (e.g. farmers).	Dean, Head														Number of services rendered per year []	
4.3	Objective: Provide advisory and consultancy services.																
4.3.1	Strategy: Promoting appropriate mechanisms and procedures to engage academia to take on consultancies.																
4.3.1.1	Create awareness among academic staff about the advisory and consultancy services in teaching, research and professional services that can be provided by the university to the Community	SDC, UBL														Number of consultancies []	
4.3.1.2	Develop policies and practices to encourage, recognize and reward extension and consultancy services.	UBL															
4.3.2	Strategy: Providing opportunities to communities for receiving consultancy, advisory services and training.																
4.3.2.1	Creating an awareness in the public/private sector about the advisory and consultancy capabilities in teaching, research and professional services that can be provided by the university	UBL														Number of consultancies []	
4.3.2.2	UNICON																
4.4	Objective: Promote entrepreneurship and partnership.																
4.4.1	Strategy: Strengthening a strong University Business Linkage (UBL) between industry-university-community.																
4.4.1.1	Competency based Economies through Formation of Enterprises (CEFE)	FCM														Number of linkages	
4.4.1.2	CENSAM	FOS															
4.4.2	Strategy: Promoting commercialization linking with industry.																
4.4.2.1	Establish business centres/incubators to link with industry and assist in commercialization	UBL														Number	PRM 8.4, 8.5,

Appendix I

IRM: Institutional Review Manual	
Criterion 1- Governance and Management	
IRM:1.1	The organizational structure, governance and management system are in compliance with respective Acts, relevant Ordinances and their amendments, Establishment Codes, rules and regulations issued by the relevant Ministries/Authorities or Articles of Association where relevant.
IRM:1.2	The University/HEIs Strategic Plan is in alignment with the National Higher Education Policy Framework and Action plans of institutes/ faculties/centres/units are in line with University/HEIs strategic plan.
IRM:1.3	Vision and mission statements are clear and articulate publicly the University/HEI's commitments reflecting national, regional and international trends.
IRM:1.4	1.4 Governance and administrative structures enable the University/HEI to fulfill its mission, goals, aims/ objectives and facilitate effective leadership through policy development and processes for accountability.
IRM:1.5	University/HEI engages in participatory, systematic, and integrated planning with all relevant stakeholders in alignment with the Corporate/Strategic plan, assigning responsibilities to them and communicated to all concerned.
IRM:1.6	Mechanisms and approved procedures are in place to ensure implementation and monitoring of all institutional policies and strategies, and actions plans.
IRM:1.7	Resource allocation is explicitly and transparently linked to activities identified in the annual plans of the respective years.
IRM:1.8	The University/HEI has an effective system for the procurement, management and maintenance of equipment and facilities.
IRM:1.9	The University's/HEI's financial procedures comply with the requirements of national/University/ HEI financial regulations and guidelines.
IRM:1.10	The University/HEI has well defined policies and procedures for seeking and receiving funds from external sources and fund disbursement.
IRM:1.11	Governance and management based on principles of transparency and participation are monitored through internal and external auditing systems.
IRM:1.12	There is a strong commitment by the University/HEI leadership to reflect upon performance, output/outcomes rather than processes and inputs.
IRM:1.13	The University/HEI has put in place an information system (MIS) which is complete and current.
IRM:1.14	The University/HEI incorporates use of ICT in management, communication, teaching and learning, research and community engagement.
IRM:1.15	All staff and students have access to efficient and reliable networked computing facilities including access to university-wide information service and are trained to use them.
IRM:1.16	The University/HEI has policies that are enforced on academic honesty and integrity, conflict of interest and ethics.
IRM:1.17	The University/HEI recruits adequate, appropriately qualified and experienced staff through transparent mechanisms, take efforts to retain them and upgrade their skills periodically to achieve performance targets.
IRM:1.18	The roles, responsibilities, obligations and rights of staff are clearly defined, documented and communicated to all concerned and reviewed regularly.
IRM:1.19	The University/HEI has well defined work norms for all categories of staff and adherence to the work norms ensured.
IRM:1.20	The University/HEI has an effective staff performance appraisal and management system for all categories of staff
IRM:1.21	The University/HEI has a clear policy on the use of Subject Benchmark Statements (SBS), Sri Lanka Qualifications Framework (SLQF), Codes of Practice and credit transfer mechanisms.
IRM:1.22	The University/HEI has a stated policy and framework for quality assurance (QA) effectively communicated to all internal constituencies.

IRM:1.23	The University/HEI has a policy which promotes and rewards innovation in curriculum development, teaching and learning, research and community engagement, and allocates resources accordingly.
IRM:1.24	The University/HEI has an explicit policy and a framework on internationalization that includes international student recruitment, staff/student exchange, alliances with off-shore University/HEIs, student support services and cross border delivery.
IRM:1.25	The University/HEI has transparent, fair, effective, and expeditious disciplinary procedures and grievance redress mechanisms for staff and students, which are communicated to all concerned and implemented.
IRM:1.26	The University/HEI supports and promotes parity of esteem of both face-to face and distance modes of delivery where programmes are offered through ODL.
IRM:1.27	The University/HEI administers relevant welfare schemes for all constituents of the University/HEI.
IRM:1.28	The University/HEI has a comprehensive policy and has strategies and action plans drawn up in line with the UGC prescribed policy and strategies to promote GEE and deter SGBV.
IRM:1.29	The University/HEI has put into practice a comprehensive policy and has strategies and action plans drawn up in line with the UGC Circular 919 to curb ragging and any other form of intimidation and harassment of students.
Criterion 2 – Curriculum and Programme Development	
IRM:2.1	The University/HEI systematically and consistently maintains conformity of academic programmes with its mission and goals; approval of course design and development by the academic authority; regular monitoring and review of programmes.
IRM:2.2	The University/HEI communicates to all concerned the policies and principles on which programmes are designed and developed, and the regulations by which programmes are assessed by the academic authority.
IRM:2.3	In programme design and approval the University/HEI makes use of reference points such as SLQF, SBS & Codes of Practice, employment market signals; and expertise from outside including industry and employers.
IRM:2.4	Effectiveness of programmes are regularly monitored at least annually by all relevant stakeholders to ensure appropriate actions are taken to remedy any identified shortcomings.
IRM:2.5	Curricula of all academic programmes of the University/HEI are constructively aligned with Institutional and discipline-specific graduate profile.
IRM:2.6	For each study programme there is a comprehensive document of ‘programme specification’ which specifies programme outcomes, course objectives/ILOs specified in consistence with graduate profile, SLQF and SBS, course contents, teaching and learning methods, assessment methods and recommended readings.
IRM:2.7	Programme and course specifications are publicly available.
IRM:2.8	Curriculum and content are up-to date with recent development in pedagogy, subject/discipline specific advances, and changes in professional standards.
IRM:2.9	Content, teaching learning strategies and assessment are carefully structured to facilitate the achievement of learning outcomes and programmes are assessed on the basis of the students’ attainment of learning outcomes.
IRM:2.10	The University/HEI offers supplementary courses such as vocational, professional, interdisciplinary & multidisciplinary to enrich the general curricula.
IRM:2.11	The University/HEI adopts measures to protect the academic interest of students registered for/accepted for admission to a programme when a programme is discontinued or suspended.
IRM:2.12	All programmes are outcome based and reflected through indicators such as retention rates, time taken for completion of a programme, graduation rates at first attempt, employer satisfaction, admission rates to advanced degree programmes, participation rates in fellowships, internships, societal impacts, etc.
IRM:2.13	The University/ HEI has in place a mechanism for annual tracer studies on graduate employment.
IRM:2.14	Effectiveness of programmes are regularly monitored at least annually by all relevant stakeholders to ensure appropriate actions are taken to remedy any identified shortcomings.
IRM:2.15	The programmes are periodically reviewed (5-year cycle) for continuing validity, synchronizing with EQA and relevance of programmes offered.

Criterion 3 – Teaching and Learning	
IRM:3.1	The University/HEI adopts a teaching and learning plan which includes modes of delivery, student support, resource allocation, individual responsibilities, implementation arrangements, and approaches to continuous enhancement of quality.
IRM:3.2	The University/HEI adopts the policy of student-centred teaching and learning process to ensure that students actively engage in and interact with all prescribed study material, peers and teachers.
IRM:3.3	The University/HEI evaluates and continuously improves its learning provision and regularly benchmarks learning outcomes to ensure consistency.
IRM:3.4	The University/HEI ensures availability and equitable access for students and staff to required teaching and learning resources with opportunity to develop skills to use them effectively.
IRM:3.5	The University/HEI ensures that the teachers adopt innovative pedagogy and ICT-based learning tools including LMS into teaching learning practices.
IRM:3.6	The University/HEI provides opportunities for students to form peer study groups to promote development of necessary skills.
IRM:3.7	The University/HEI ensures that all study programmes and courses integrate assessment methods to teaching learning strategy.
IRM:3.8	The University/HEI has regular peer and student review of teaching, providing feedback to the teacher for self-improvement.
IRM:3.9	The University/HEI recognizes the value of creative and innovative approaches in teaching and rewards those who excel in them.
IRM:3.10	The academic staff enrich the content of the discipline and teaching and learning strategy with recent advances in research and published literature.
Criterion 4 – Learning Resources, Student Support and Progression	
IRM:4.1	The University/HEI has an efficient administration that responds promptly to all student enquiries on admissions, programmes, examinations, fees, dues, graduation and scholarships etc. with accurate and complete answers.
IRM:4.2	The University/HEI has arrangements for registration, induction and orientation of new students and ensure that these arrangements promote effective integration of new entrants to the student community.
IRM:4.3	The University/HEI securely maintains updates and ensures confidentiality of permanent records of all currently enrolled learners.
IRM:4.4	The University/HEI ensures accessibility of relevant information through the MIS, LMS, Handbooks, Prospectus and Websites to all registered students.
IRM:4.5	The University/HEI provides accurate and updated information to prospective students on programmes, avenues for financial support, academic calendar, examination system, etc. through print media or the Website.
IRM:4.6	The University/HEI has built into the design of all study programmes and courses, a student support system that promotes teacher - student and student- student interaction.
IRM:4.7	The University/HEI ensures that adequate, appropriate and accessible resources are provided and maintained for the support of teaching and learning activities, with user surveys to assist in monitoring and improvement.
IRM:4.8	Information, adequate resources and student-centred services are provided to support the social and personal development of all students.
IRM:4.9	The University/HEI provides appropriate delivery strategies, academic support services and guidance to meet the needs of differently-abled students.
IRM:4.10	The University/HEI library and its branches use ICT-led tools to facilitate the students to access and use information effectively for academic success, research and lifelong learning.
IRM:4.11	The University/HEI has put in place the policies, practices, systems and opportunities that facilitate students' progression from one stage of a programme to another and for qualifying for an award.
IRM:4.12	The University/HEI provides and maintains adequate learner support resources including counselling, ELTU, computer facilities, library, career guidance, field areas and service centres; residential facilities; welfare services; health and medical facilities; facilities for sports and recreation and cultural and aesthetic activities .

IRM:4.13	The University/HEI monitors retention, progression, completion/graduation rates, employment rates and per student cost in relation to national targets and remedial measures taken where necessary.
IRM:4.14	The University/HEI has a means of determining students' satisfaction after the completion of their programme of study and use the feedback for remedial action.
Criterion 5 – Student Assessment and Awards	
IRM:5.1	The University/HEI has effective procedures for designing, approving, monitoring and reviewing the assessment strategies for programmes and awards; implementing policies and procedures rigorously through appropriate assessment practices to ensure that the academic standards of the awards are maintained.
IRM:5.2	The University/HEI reviews and amends assessment regulations periodically as appropriate, to assure itself that the regulations remain fit for purpose.
IRM:5.3	Students are assessed using published criteria, regulations, and procedures which are communicated to all students and staff at the time of enrollment/recruitment and applied consistently.
IRM:5.4	The University/HEI ensures that staff involved in assessments of students are competent to undertake their roles and responsibilities and have no conflicts of interest.
IRM:5.5	Assessment strategy is aligned to the relevant qualification descriptors of the SLQF, the objectives/ILOs, teaching and learning strategies.
IRM:5.6	The University/HEI regulates the weightage relating to different components of assessments with respect to ILOs, based on a clear policy stated in the programme/course specifications.
IRM:5.7	The University/HEI ensures that the volume, timing and nature of assessment tasks enable effective measurement of students' attainment of ILOs.
IRM:5.8	The University/HEI ensures that assessments diagnostic/ summative/formative are conducted with rigour, honesty transparency and fairness and with due regard to security and integrity.
IRM:5.9	Students are provided with appropriate and timely feedback to enable them to monitor their progress and promote learning.
IRM:5.10	University/HEI has explicit policies and regulations governing the nomination and appointment of both internal and external examiners.
IRM:5.11	The University/HEI involves external examiners or an independent second examiner or conference marking in examinations as part of quality control and assurance of academic standards.
IRM:5.12	The University/HEI ensures that assessment decisions are documented accurately and systematically and that the decisions of relevant assessment panels and examination boards are communicated to students as early as possible.
IRM:5.13	Examination results are communicated without undue delay.
IRM:5.14	Disciplinary procedures for handling malpractices such as copying and plagiarism are in place, and strictly enforced.
IRM:5.15	University/HEI has in place a policy, mechanism and procedures for recognition of prior learning/qualifications, inter-faculty and inter institutional credit transfer and made available to prospective applicants.
Criterion 6 - Strength and Quality of Staff	
IRM:6.1	The University/HEI has a comprehensive human resource (HR) policy on recruitment, retention, performance appraisal, career development, promotion, leave, grievance, rewards, occupational health and safety.
IRM:6.2	The University/HEI has sufficient number of teaching staff who are suitably qualified, adequately trained in pedagogy, and experienced for their particular teaching responsibilities, research and outreach activities.
IRM:6.3	The University/HEI has ensured that all faculties/ institutes/centres/units have adequate and qualified academic and non-academic cadre as per the approved faculty/department staff: student ratio.
IRM:6.4	Newly recruited academic staff are guided in their career development by the professors/senior academics and supported by the department/faculty and the University/HEI.
IRM:6.5	The University/HEI has an adequately resourced Staff Development Centre (SDC) which conducts induction programmes for new staff and regular Continuous Professional

	Development (CPD) programmes for all categories of staff, and assessment of regular application of new skills by trained staff.
IRM:6.6	Staff are encouraged and trained on outcome-based education and student centred learning.
IRM:6.7	The University/HEI ensures that allocation of workload to staff is transparent and fair.
IRM:6.8	The University/HEI ensures that responsibilities and job descriptions of all categories of staff are clearly specified and made known to each member at the time of appointment.
IRM:6.9	Performance of staff is appraised regularly against work norms, and due recognition, incentives and rewards are given for outstanding performance in teaching, research and community engagement.
IRM:6.10	Underperformance revealed by performance appraisal is adequately addressed and remedial action taken.
IRM:6.11	Staff feedback is regularly obtained through diverse means and concerns are addressed adequately.
Criterion 7 –Postgraduate studies, Research, Innovation and Commercialization	
IRM:7.1	The University/HEI recognizes post graduate training, research innovation, scholarship, and commercialization as core functions as reflected in the Strategic Plan and organizational structure.
IRM:7.2	The University/HEI has established By-laws and Regulations, subject-specific guidelines (where relevant) for postgraduate degrees readily available to students, staff, and examiners.
IRM:7.3	The University/HEI has clear procedures for selection, admission, enrollment, and induction of postgraduate students.
IRM:7.4	The University/HEI ensures a conducive academic, social and research environment that inculcates scholarship, critical inquiry, innovation, and commercialization where relevant.
IRM:7.5	The University/HEI has in place effective arrangements to maintain academic standards and enhance the quality of postgraduate programmes aligned with SLQF.
IRM:7.6	The University/HEI promotes a research culture and research excellence within the University/HEI through offering incentives and rewards to those who excel in research and innovations and dissemination.
IRM:7.7	University/HEI provides access to training programmes to the postgraduate academic staff and research students to develop a range of skills and knowledge.
IRM:7.8	The University/HEI ensures an appropriate policy for postgraduate supervision with guidelines to supervisors and students.
IRM:7.9	University/HEI appoints supervisors with appropriate skills and subject knowledge, and sufficient time to support and encourage research students and to monitor their progress effectively.
IRM:7.10	The University/HEI has in place clearly defined guidelines on the role, responsibilities and conduct of postgraduate research supervisors, and ensures their compliance.
IRM:7.11	The University/HEI demonstrates that its PG programme has a balance of taught courses and independent research component with appropriate weightage in alignment with SLQF.
IRM:7.12	Post graduate assessment procedures are documented in By-laws and complementary guidelines and effectively communicated to all students, relevant staff, examiners and supervisors.
IRM:7.13	University/HEI has in place transparent mechanisms to monitor and review progress of postgraduate programmes annually.
IRM:7.14	University/HEI has a clearly defined mechanism for monitoring the progress of research students including formative assessments where relevant.
IRM:7.15	The University/HEI has clearly formulated policies and procedures on data recording and maintenance and confidentiality of records.
IRM:7.16	The University/HEI promotes and facilitates dissemination and publication of research in accredited/refereed journals and apply for patents where relevant.
IRM:7.17	The University/HEI has clear policies on criteria for authorship of research output, and publications of papers, innovation, patents and Intellectual Property Rights (IPR).
IRM:7.18	The University/HEI ensures that postgraduate students adhere to ethical guidelines, intellectual property rights and authorship criteria.
IRM:7.19	The University/HEI has clearly formulated policies regarding potential conflicts of interest

	communicated to research students and staff.
IRM:7.20	The University/HEI has a stated Code of conduct and ethical practices in research implemented through an ethical review committee.
IRM:7.21	The University/HEI has policies and procedures which are enforced to deal with research misconduct such as plagiarism, deception, fabrication or falsification of results.
IRM:7.22	The University/HEI has fair, transparent, robust and consistently applied complaints and appeals procedures appropriate to all categories of postgraduate research students.
IRM:7.23	The University/HEI has a policy on collaboration/partnerships with local, national, regional and international organizations to share knowledge, expertise, human resources, services and research with criteria for monitoring and evaluation.
IRM:7.24	The University/HEI facilitates interaction with industry and wider society providing new avenues for applied research (such as research incubators).
IRM:7.25	The University/HEI has policies, Institutional arrangements and procedures for research/ innovation and commercialization.
Criterion 8 – Community Engagement, Consultancy and Outreach	
IRM:8.1	The University/HEI has a policy and strategy to foster and promote consultancy and extension services to build linkages with industry and community.
IRM:8.2	The University/HEI has appropriate mechanisms and adequate resources to facilitate and encourage staff and students to engage in community services, consultancy services and outreach activities for the benefit of the wider community and such programmes are widely publicized.
IRM:8.3	The University/HEI monitors community perceptions of its activities and adopts appropriate strategies to improve the understanding and enhancement of its reputation.
IRM:8.4	The University/HEI collaborates with external partners such as industry/business/state sector institutions for work-based or industry-placement learning as part of the programme of study with clearly defined ILOs.
IRM:8.5	The University/HEI ensures that the staff involved in teaching of work-based or industry placement assignments are appropriately qualified and competent to fulfill their role.
IRM:8.6	Where appropriate professional courses have access to service facilities as required, through which faculties could provide a professional service to the public.
Criterion 9 – Distance Education	
IRM:9.1	The University/HEI in alignment with national policy and in consistence with its mission, operates a mechanism through open and distance learning (ODL), for those unable to enter a conventional system but aspire for higher/ tertiary education.
IRM:9.2	The University/HEI offers ODL programmes through a Centre for Open and Distance Learning (CODL) in alignment with the policy framework and guidelines issued by the UGC.
IRM:9.3	The University/HEI ensures that students enrolled satisfy the requirements for admission as stipulated by the UGC.
IRM:9.4	The University/HEI has policies addressing number to be admitted for each EDP, time for course development, sharing of instructional responsibilities among the staff, and effective teaching using ODL methods.
IRM:9.5	The University/HEI ensures sufficient facilities, equipment, and financial resources to support Distance Education.
IRM:9.6	The University/HEI provides adequate services to enable the learners to achieve their educational outcomes through Distance Education.
IRM:9.7	The University/HEI offers learner support and provides students access to learning resources such as library, LMS equivalent to those available for on- campus students either within the University/HEI or external to it.
IRM:9.8	The University/HEI has identified measurable and achievable student performance outcomes so that ODL courses and programmes within the same discipline are aligned to SLQF, and comparable in respect of quality with internal programmes.
IRM:9.9	The University/HEI supports parity of esteem of both face-to-face and distance modes. Certification of qualifications and awards makes no distinction between modes of study.
IRM:9.10	The University/HEI has clear policies on ownership of learning materials and protection of copyrights.

IRM:9.11	The CODL operates an IQA system as a part of the University/ HEI - IQA system and takes responsibility of internalizing good practices outlined in the EDP - QA Manual (2014).
IRM:9.12	The degree awarding University/HEI has policies and practices in place to ensure the quality of any external training University/HEIs.
IRM:9.13	Policies, procedures and systems are in place for offshore academic programmes, to ensure sustenance of the institution, assurance of academic quality, and selection of partners, operational efficiencies, financial success and strategic relevance.
Criterion 10 – Quality Assurance	
IRM:10.1	University/HEI adopts quality assurance (QA) policy and strategy in alignment with the national policy on QA in Higher Education.
IRM:10.2	Quality assurance processes involve all sections of the University/HEI effectively integrated into the normal planning and administrative processes.
IRM:10.3	The stated policy and associated procedures for assurance of quality and standards are communicated to all stakeholders and implemented through internal quality assurance (IQA) mechanisms.
IRM:10.4	The University/HEI promotes internalization of best practices in its various units as a move towards quality culture through the (IQA) system.
IRM:10.5	The University/HEI has an established and effective internal quality assurance system with internal quality assurance unit (IQAU) at the centre and internal quality assurance cells (IQAC) at the faculty level.
IRM:10.6	The University programmes/ courses/awards are reviewed regularly against identified performance targets by the IQAU and IQAC and reported at the Senate and Councils, and improvement plans are implemented by the faculties/ departments.
IRM:10.7	Recommendations/comments made by previous external quality assurance (EQA) reports are adequately addressed by IQAU and IQAC, Faculty Boards, Senate and Council and monitored by the IQAU.

Appendix II

PRM: Progress Review Manual	
Criterion 1- Programme Management	
PRM: 1.1	The Faculty/Institute organizational structure is adequate for effective management and execution of its core functions.
PRM:1.2	The Faculty/Institute Action Plan is up to date and aligned with the University's/HEI's Strategic Plan; demonstrates readiness to adopt new trends in higher education; is implemented as planned and monitored regularly. University's /HEI's Corporate/Strategic Plan; Faculty Action Plan and Annual Plans; minutes of Action Plan Implementation and Monitoring Committee; list of new initiatives promoted through the Action Plan
PRM:1.3	The Faculty/Institute adopts management procedures that are in compliance with national and institutional Standard Operational Procedures (SOPs), and they are documented and widely circulated.
PRM:1.4	The Faculty/Institute adopts a participatory approach in its governance and management and accommodates student representation on faculty committees and student welfare committees.
PRM:1.5	The Faculty/Institute adheres to the annual academic calendar that enables the students to complete the programme and graduate at the stipulated time.
PRM:1.6	The Faculty/ Institute makes available a Handbook to all incoming students; it provides general information on the history and current status of the Faculty/Institute, brief descriptions of study programme (s) offered, learning resources, student support services, disciplinary procedures, welfare measures, the rights and responsibilities of students, and grievance redress mechanisms.
PRM:1.7	The Faculty/ Institute makes available a Study Programme Prospectus to all incoming students; it provides information on the curricula of the study programme(s) and courses offered, options available to exit at different levels, optional courses and electives offered, examination procedures and grading mechanism, graduating requirements, examination

	bylaws, etc.
PRM:1.8	The Faculty/Institute Website is up to date with current information and provides links to all publications such as handbooks/prospectus, special notices, announcements, etc.
PRM:1.9	Faculty/Institute offers an induction/orientation programme for all new students to facilitate students' transition from 'school' to 'university' environment.
PRM:1.10	The Faculty/Institute securely maintains, updates and ensures confidentiality of permanent records of all students, accessible only to authorized personnel with provision for secure backups of all files.
PRM:1.11	The Faculty/Institute uses an ICT platform and applications for all its key functions and maintains an updated data base which is linked to the university Management Information System (MIS).
PRM:1.12	The Faculty/Institute issues a copy of the Code of Conduct/ Student Charter prescribed by the University to each and every incoming student; it is communicated to all students and students' adherence to the prescribed code of conduct is closely monitored and promoted.
PRM:1.13	The Faculty/Institute implements duty lists, work norms and Codes of Conduct for all categories of staff, communicates those to all and monitors regularly.
PRM:1.14	The Faculty/Institute implements the performance appraisal system prescribed by the University/HEI; performance of staff is enhanced through training and rewarding high performers.
PRM:1.15	The Faculty/Institute has established an Internal Quality Assurance Cell (IQAC) with well-defined functions and operational procedures; it works in liaison with the Internal Quality Assurance Unit (IQUA) of the University/HEI and implements internal quality enhancement system.
PRM:1.16	The Faculty/Institute has established a Curriculum Development Committee (CDC) or alternative mechanisms for monitoring, reviewing and updating the curriculum.
PRM:1.17	The Faculty/Institute takes into consideration the SLQF and SBS as reference points and Outcome- based Education and Student Centered Learning (OBE-SCL) approach in academic development and planning and education provision.
PRM:1.18	The Faculty/Institute adopts a clear policy and procedure on programme approval and implementation and programme discontinuation to ensure that students enrolled into the programme will complete their education without any disruption.
PRM:1.19	The Faculty/Institute monitors the implementation of the curriculum and the quality of education provision through multiple measures, the findings of which are used for continuous improvement of learning provision.
PRM:1.20	The Faculty/Institute has established collaborative partnerships with national and foreign universities/HEIs/ organizations for academic and research cooperation.
PRM:1.21	Faculty/Institute operates academic mentoring, student counselling and welfare mechanisms and procedures and ensures that the personnel responsible for the tasks are adequately trained to fulfill their roles.
PRM:1.22	Faculty/Institute assures that all its students have access to health care services, cultural and aesthetic activities; recreational and sports facilities.
PRM:1.23	Faculty/Institute implements measures to ensure the safety and security of students.
PRM:1.24	The Faculty/Institute adopts and practices University/HEI approved by-laws pertaining to examinations, examination offences, student discipline, and student unions; the adopted bylaws are made widely available to both staff and students.
PRM:1.25	The Faculty/Institute offers special support and assistance for students with special needs or differently-abled students.
PRM:1.26	The Faculty/Institute practices measures to ensure gender equity and equality (GEE) and deter any form of sexual and gender-based violence (SGBV) amongst all categories of staff and students.
PRM:1.27	The Faculty/Institute practices the policy of zero-tolerance to ragging; it adopts strategies and implement preventive and deterrent measures through coordinated efforts of all stakeholders to prevent ragging and any other form of harassment and intimidation.
Criterion 2 – Human and Physical Resources	
PRM:2.1	The staff of the Faculty/ Institute, in terms of the number, qualifications and competencies is adequate for designing, development and delivery of academic programmes, research and

	outreach.
PRM:2.2	The Faculty/Institute takes timely measures to ensure that its human resources profile is compatible with its needs and comparable with national and international norms.
PRM:2.3	The Faculty/Institute adopts and practices the policy requiring the new staff to undergo an induction programme offered by the University/HEI as soon as they are recruited; ensures that the induction training programme provides an awareness of their defined roles and duties, and imparts minimum knowledge and competencies required to perform the assigned tasks.
PRM:2.4	The Faculty/Institute ensures that the capacity of all staff is continuously upgraded and enhanced through provision of in-service, continuing professional development (CPD) programmes; impact of CPD programmes are monitored, and remedial action taken as and when required.
PRM:2.5	The Faculty ensures the availability of adequate and well maintained infrastructure facilities for administration, teaching and learning.
PRM:2.6	The Faculty/Institute that offers professional or honours study programmes, has put in place the required specialized training facilities such as clinical training facilities, engineering workshops, science laboratories, field training stations, etc.
PRM:2.7	The staff is provided with required training in outcome based education & student centered learning approach (OBE-SCL) and the staff is provided with teaching & training facilities to implement OBE-SCL.
PRM:2.8	The Faculty/ Institute has ensured student access to a well-resourced library facility; it is networked and holds up to date print and electronic forms of titles, coupled with other facilities such as reprography, internet, inter-library loan etc., and provides a user-friendly service.
PRM:2.9	The Faculty/Institute ensures the availability ICT facilities and technical assistance to provide adequate opportunities for students to acquire ICT skills.
PRM:2.10	The Faculty ensures the students are provided with guidance in learning and use of English as a Second Language (ESL) in their academic work through a well-resourced English Language Teaching Unit (ELTU) or English Language Training Cell (ELTC).
PRM:2.11	The Faculty/Institute ensures the students are provided with adequate training on 'soft skills'/'life skills'; it is addressed through the core curriculum as well as through tailor-made programmes offered by the Career Guidance Unit (CGU) of the University.
PRM:2.12	The Faculty/Institute encourages students to engage in multicultural programmes to promote harmony and cohesion among students of diverse ethnic and cultural backgrounds.
Criterion 3 - Programme Design and Development	
PRM:3.1	Programme is developed collaboratively in a participatory manner through a curriculum development committee or equivalent body of the Faculty.
PRM:3.2	The Faculty /Institute ensures external stakeholder participation at key stages of programme planning, design and development and review.
PRM:3.3	Programme design process incorporates the feedback from employer/ professional satisfaction survey.
PRM:3.4	Programme conforms to the mission, goals and objectives of the institution; national needs; and reflect global trends and current knowledge and practice.
PRM:3.5	Programme design complies with the Sri Lanka Qualification Framework (SLQF), and is guided by other reference points such as Subject Benchmark Statements (SBS), and requirements of relevant professional bodies.
PRM:3.6	Programme design and development procedures include specific details relating to entry and exit pathways including fallback options; Intended Learning Outcomes (ILOs); qualification levels criteria, and qualification type descriptors; teaching, learning and assessment processes to enable achievement of ILOs that are congruent with the programme mission and goals; alignment with external reference points such as SLQF, and SBS.
PRM:3.7	Faculty/Institute uses graduate profile as the foundation for developing learning outcomes at the levels of programme, course/modules.
PRM:3.8	ILOs of study programmes are realistic, deliverable and feasible to achieve.
PRM:3.9	The Faculty adopts an Outcome Based Education (OBE) where programme outcomes are clearly aligned with the course/module outcomes; and the teaching and learning activities and assessment strategy are aligned with the learning outcomes of each course (constructive

	alignment).
PRM:3.10	The programme design accommodates supplementary courses such as vocational, professional, semiprofessional, inter-disciplinary & multidisciplinary to broaden the outlook and enrich the generic skills of students.
PRM:3.11	Issues of gender, cultural and social diversity, equity, social justice, ethical values and sustainability are integrated into the curriculum, where relevant.
PRM:3.12	Programme is logically structured and consists of a coherent set of courses/modules while allowing flexibility in students' choices of courses /modules.
PRM:3.13	Curriculum promotes progression so that the demands on the student in intellectual challenge, skills, knowledge, conceptualization and learning autonomy increases.
PRM:3.14	The study programme has clearly defined appropriate measurable process indicators and outcome based performance indicators which are used to monitor the implementation and evaluation of the programme.
PRM:3.15	The academic standards of the programme with respect to its awards and qualifications are appropriate to the level and nature of the award and are aligned with the SBS (where available) and SLQF.
PRM:3.16	Faculty ensures that programme approval decision is taken after full consideration of design principles, academic standards, and appropriateness of the learning opportunities available, monitoring and review arrangements and content of the programme specification.
PRM:3.17	The principles to be considered when programmes are designed and developed (balance of the programme; award and titles; resources available to support the programme) are documented and communicated to all concerned in the programme design.
PRM:3.18	The Faculty/Institute ensures that appropriate ILOs are clearly identified for work based placement/Industrial Training/ Internship and informs students of their specific responsibilities relating to the above.
PRM:3.19	Programme design and development integrates appropriate learning strategies for the development of self-directed learning, collaborative learning, creative and critical thinking, lifelong learning, interpersonal communication and teamwork into the courses.
PRM:3.20	The Faculty's /Institute's IQAC adopts internal monitoring strategies and effective processes to evaluate, review, and improve the Programme design and development, and approval processes.
PRM:3.21	Programmes are monitored routinely (in an agreed cycle) to ensure that programmes remain current and valid in the light of developing knowledge in the discipline, and practice in its application.
PRM:3.22	Faculty/Institute uses the outcomes of programme monitoring and review to foster ongoing design and development of the curriculum.
PRM:3.23	The Faculty/Institute annually collects and records information about students' destination after graduation and uses it for continuous improvement of the programme.
PRM:3.24	The effectiveness of the provision for students with disabilities is evaluated and opportunities for enhancement identified.
Criterion 4 - Course/ Module Design and Development	
PRM:4.1	Course design and development is by a course team with the involvement of internal and external subject experts, and each member is made aware of his/her respective roles and responsibilities.
PRM:4.2	The courses are designed to meet the programme objectives and outcomes and reflect knowledge and current developments in the relevant field of study/ subject areas.
PRM:4.3	The courses are designed in compliance with SLQF credit definition and is guided by other reference points such as SBS where available, and requirements of statutory or regulatory bodies.
PRM:4.4	University approved standard formats/templates/ guidelines for course/module design and development are used and complied with during the design and development phases.
PRM:4.5	Each course is designed in a manner that contents, learning activities and assessment tasks are systematically aligned with the course outcomes which in turn are aligned with the programme outcomes (constructive alignment).
PRM:4.6	Course design and development takes into account student-centred teaching strategies enabling the students to be actively engaged in their own learning.

PRM:4.7	The courses have a clear course specification that provides a concise description of the ILOs, contents, teaching learning and assessment strategies and learning resources, made accessible to all students.
PRM:4.8	Course design specifies the credit value, the workload (notional learning hours) as per SLQF, broken down into different types of learning such as direct contact hours, self-learning time, assignments, assessments, laboratory studies, field studies, clinical work, industrial training etc.
PRM:4.9	Course design and development integrates appropriate learning strategies for the development of self-directed learning, collaborative learning, creative and critical thinking, life-long learning, interpersonal communication and teamwork.
PRM:4.10	Course design and development takes into account the needs of differently abled students by employing teaching and learning strategies which make the delivery of the course as inclusive as possible.
PRM:4.11	With respect to credit weight and volume of learning, courses are scheduled and offered in a manner that allows the students to complete them within the intended period of time.
PRM:4.12	Course content has adequate breadth, depth, rigour and balance and the teaching programme can be successfully completed within the planned time.
PRM:4.13	Course design, development and delivery incorporates appropriate media and technology.
PRM:4.14	The staff involved in instructional design and development have been trained for such purposes and undergo regular training.
PRM:4.15	Appropriate and adequate resources for course design, approval, monitoring and review processes are made available by the Faculty/Institute.
PRM:4.16	Course approval decisions are taken after full consideration of design principles, academic standards, and appropriateness of the learning opportunities available, monitoring and review arrangements and content of the course specification.
PRM:4.17	Relevant staff are made aware of the criteria against which the course proposals/specifications are assessed in the course approval process.
PRM:4.18	The Faculty's/Institute's IQAC adopts internal monitoring strategies and effective processes to evaluate, review, and improve the course design and development, and course approval processes.
PRM:4.19	Courses/modules are evaluated at the end of each course/module with regard to its content, appropriateness and effectiveness of teaching, achievement of learning outcomes and feedback used for further improvement of the course.
Criterion 5 – Teaching and Learning	
PRM:5.1	Teaching and learning strategies are based on the Faculty's/Institute's mission, and curriculum requirements.
PRM:5.2	The Faculty/Institute provides course specifications and timetables before the commencement of the course.
PRM:5.3	Teaching learning strategies, assessments and learning outcomes are closely aligned (constructive alignment).
PRM:5.4	Teaching learning strategies offered are also appropriate and accessible to differently abled students if the programme caters for such students.
PRM:5.5	The Faculty/Institute encourages blended learning (mixture of diverse delivery methods) as a way of maximizing student engagement with the programme/courses.
PRM:5.6	Teachers integrate into their teaching, appropriate research and scholarly activities of their own/others' and current knowledge in the public domain.
PRM:5.7	Teachers engage students in self-directed learning, collaborative learning, relevant contexts, use of technology as an instructional aid while being flexible with regard to individual needs and differences.
PRM:5.8	Teachers encourage students to contribute to scholarship, creative work, and discovery of knowledge to relate theory and practice appropriate to their programmes and the institutional mission.
PRM:5.9	Teaching learning strategies include providing opportunities for students to work in study groups to promote collaborative learning.
PRM:5.10	Teachers engage students in research as part of the teaching and learning strategy and

	encourage / support the students to publish their research giving due credit to the student.
PRM:5.11	Teaching learning strategies ensure that they are not gender discriminative and abusive.
PRM:5.12	Teaching and learning activities are monitored routinely for their appropriateness and effectiveness.
PRM:5.13	The teachers adopt innovative pedagogy and appropriate technology into teaching learning processes and monitor progress in the use of technology.
PRM:5.14	Teachers adopt both teacher directed and student-centred teaching-learning methodologies as specified in the course specifications.
PRM:5.15	Teaching learning strategies promote the use of appropriate facilities, amenities and activities to engage in active/deep learning, academic development and personal wellbeing.
PRM:5.16	The teachers use appropriate tools to obtain regular feedback on the effectiveness and quality of teaching from students, and peers through a coordinated mechanism for improvement of teaching learning.
PRM:5.17	The teachers use the information gained from assessment of student learning to improve teaching-learning.
PRM:5.18	Allocation of work for staff is fair and transparent, and equitable as far as possible.
PRM:5.19	The Faculty/Institute uses a defined set of indicators of excellence in teaching to evaluate performance of teachers, identify champions of teaching excellence, and promote adoption of excellent practices.
Criterion 6 –Learning Environment, Student Support and Progression	
PRM:6.1	The Faculty adopts a student friendly administrative, academic and technical support system that ensures a conducive and caring environment, and greater interaction among students and staff.
PRM:6.2	The Faculty/Institute identifies learning support needs for its educational programmes and methods of delivery and provides effective learning environment through appropriate services and training programmes.
PRM:6.3	The Faculty/Institute offers all incoming students an induction programme regarding the rules and regulations of the institution, student-centred learning, outcome based education and technology based learning.
PRM:6.4	The Faculty guides the students to comply with the Code of conduct for students (Student Charter), discharge their rights and responsibilities and utilize services available in a prudent manner.
PRM:6.5	The Faculty/Institute guides the students to optimally use the available student support services and empower learners to take personal control of their own development (self-directed learning).
PRM:6.6	The Faculty/Institute monitors/ evaluates student support services and use the information as a basis for improvement.
PRM:6.7	The Faculty/Institute provides ongoing training for users (students and staff) of common learning resources such as library, ICT, and language laboratories.
PRM:6.8	The Faculty/Institute which offers professional/science based programmes, provides ongoing training for users (students and staff) of specialized learning resources such as clinical facilities, science based laboratories, engineering workshops etc.
PRM:6.9	The Faculty/Institute has appropriate infrastructure, delivery strategies, academic support services and guidance to meet the needs of differently abled students.
PRM:6.10	The Faculty/Institute's library and its branches use ICT-led tools to facilitate the students to access and use information effectively for academic success, lifelong learning and gainful employment.
PRM:6.11	The teachers in partnership with library and information resources personnel ensure that the use of library and information resources are integrated into the learning process.
PRM:6.12	The Faculty/Institute maintains up-to-date records on student progress throughout a programme of study and provide prompt and constructive feedback about their performance.
PRM:6.13	The Faculty/Institute promotes active academic/social interaction between the faculty and students.
PRM:6.14	The Faculty/Institute recognizes and facilitates academic interaction between the peer helpers/ mentors/ senior guides and students.

PRM:6.15	Co-curricular activities such as sports and aesthetic programmes conform to the mission of the Faculty, and contribute to social and cultural dimensions of the educational experience.
PRM:6.16	Students are equipped with career management skills along with soft skills empowering them to make informed career choices through the CGU.
PRM:6.17	Learning experience is enhanced through opportunities such as industrial placement/ internships/ work based placements.
PRM:6.18	The Faculty/Institute has internalized the policies on gender equity and equality and ensures that there is no direct or indirect sex discrimination/ harassment.
PRM:6.19	The Faculty/Institute regularly and systematically gathers relevant information about the satisfaction of students with the teaching programmes/ courses offered and support services and the information is used in improvement.
PRM:6.20	The Faculty/Institute is proactive in counselling the students to facilitate their progression from one level of a programme to another and for qualifying for an award and employment/advanced study.
PRM:6.21	The Faculty/ Institute facilitates the students who do not complete the programme successfully to settle with the fall back options available.
PRM:6.22	The Faculty/Institute regularly monitors retention, progression, completion/ graduation rates, employment rates and per student cost in relation to national targets where available, and remedial measures taken where necessary.
PRM:6.23	Faculty/institute promptly deals with students' complaints and grievances, and deliver timely responses.
PRM:6.24	The Faculty networks with alumnus and encourage alumnus to assist students in preparing for their professional future.
Criterion 7 – Student Assessment and Awards	
PRM:7.1	Assessment strategy of student learning is considered as an integral part of programme design, with a clear relation between assessment tasks and the programme outcomes.
PRM:7.2	Assessment strategy is aligned to specified qualification/level descriptors of the SLQF and SBS and requirements of professional bodies.
PRM:7.3	The Faculty/Institute has procedures for designing, approving, monitoring and reviewing the assessment strategies for programmes (incorporating all aspects of training including industrial training, clinical training etc.) and awards.
PRM:7.4	The Faculty/Institute reviews and amends assessment strategies and regulations periodically as appropriate and remains fit for purpose.
PRM:7.5	The Faculty/Institute ensures the weightage relating to different components of assessments are specified in the programme/course specifications.
PRM:7.6	The Faculty/Institute adopts policies and regulations governing the appointment of both internal and external examiners and provides them with clear ToRs.
PRM:7.7	Faculty/Institute ensures that the reports from external examiners are considered by the examination board in finalizing the results.
PRM:7.8	Students are assessed using published criteria, regulations, and procedures that are adhered to by the staff and communicated to students at the time of enrollment / recruitment.
PRM:7.9	The Faculty/Institute ensures that staff involved in assessing the students are competent to undertake their roles and responsibilities and have no conflict of interest.
PRM:7.10	Appropriate arrangements/adjustments/ facilities are made available by the Faculty/Institute regarding examination requirements for students with disabilities wherever relevant.
PRM:7.11	Students are provided with regular, appropriate and timely feedback on formative assessments to promote effective learning and support the academic development of students.
PRM:7.12	The Faculty/Institute adopts well defined marking scheme, various forms of internal second marking (open marking, blind marking) and procedures for recording and verifying marks etc., to ensure transparency, fairness and consistency.
PRM:7.13	Graduation requirements are ensured in the degree certification process and the transcript accurately reflects the stages of progression and student attainments.
PRM:7.14	A complete transcript indicating the courses followed, grades obtained and the aggregate GPA/grades, and class (where appropriate) is made available to all students at graduation.
PRM:7.15	Examination results are documented accurately and communicated to students within the

	stipulated time.
PRM:7.16	The Faculty ensures that the degree awarded and the name of the degree complies with the guidelines (qualification descriptor), credit requirements and competency levels (level descriptor) detailed in the SLQF.
PRM:7.17	The Faculty/Institute ensures the implementation of examination by laws including those on academic misconduct, and strictly enforces them according to the institutional policies and procedures, in a timely manner.
Criterion 8 – Innovative and Healthy Practices	
PRM:8.1	The Faculty/Institute has established and operates ICT based platform (i.e. VLE/ LMS) to facilitate multimode teaching delivery and learning.
PRM:8.2	The Faculty /Institute encourages the staff and students to use OER to supplement teaching and learning.
PRM:8.3	The Faculty/Institute recognizes complementarity between academic training, research and development (R&D), innovations, and industry engagement as core duties of academics.
PRM:8.4	The Faculty/Institute has established coordinating and facilitating mechanisms for fostering research and innovation and promoting community and industry engagement.
PRM:8.5	The Faculty/Institute implements reward system to encourage academics for achieving excellence in research and outreach activities.
PRM:8.6	The study programme contains an undergraduate research project as a part of the teaching and learning strategy and encourages students to disseminate the findings.
PRM:8.7	The study programme contains an ‘industrial’ attachment/training as a part of the teaching and learning strategy; it is operationalized through formal partnerships with ‘industrial’ establishments/organizations.
PRM:8.8	The Faculty/Institute has established and operationalized strong links with various international, national, governmental and non-governmental agencies and industries, and uses such linkages to build the reputation of the institution and expose students to the ‘world of work’ and to promote staff and student exchange.
PRM:8.9	The Faculty/Institute has diversified its sources of income to complement the grants received through Government by engaging in income-generating activities.
PRM:8.10	The Faculty/Institute practices a credit-transfer policy in conformity with institutional policies that allows its students to transfer credits to another Faculty/ Institute or submit credits earned from another Institute to the Faculty concerned.
PRM:8.11	The Faculty/Institute promotes students and staff engagement in a wide variety of co-curricular activities such as social, cultural and aesthetic pursuits, community and industry related activities, etc., and such pursuits are well supported with physical, financial and human resources.
PRM:8.12	Faculty/Institute encourages student participation at regional/national level competitions (such as IQ, innovation, sports, general knowledge, etc.) and rewards outstanding performers.
PRM:8.13	The academic standards of the study programme is assured through regular revision of curriculum, close monitoring of its implementation and use of external examiners for moderation and second marking.
PRM:8.14	The Faculty/Institute implements a mechanism for the students who do not complete the programme successfully to exit at a lower level with a diploma or certificate, depending on level of attainment (fallback option).