Self-Evaluation Report
Bachelor of Science Study Programme

Faculty of Science
University of Jaffna

June 2020

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Contents

List of Abbreviations/Acronyms

ACM	Association for Computing Machinery
ADE	Assistant Director of Education
AHEAD	Accelerating Higher Education Expansion and Development
AMCEHA	Advanced Materials for Clean Energy and Health Applications
AR	Assistant Registrar
BoS	Board of Survey
CD	Curriculum Development
CDRMC	Curriculum Development, Review, and Monitoring Committee
CEC	Curriculum Evaluation Committee
CGEE	Centre for Gender Equity and Equality
CGU	Career Guidance Unit
CPD	Continuous Professional Development
CQA	Centre for Quality Assurance
CU	Computer Unit
DP	Deputy Proctor
DR	Deputy Registrar
DELT	Department of English Language Teaching
ECE	End-of-Course Examination
EOI	Expression of Interest
ESR	Exit Survey Report
FB	Feedback
FBC	Faculty Building Committee
FC	Finance Committee
FCGC	Faculty Career Guidance Cell
FoS	Faculty of Science
FOSEMS	Faculty of Science Student Evaluation & Monitoring System

GP	Graduate Profile
GPA	Grade Point Average
GPV	Grade Point Value
HEI	Higher Education Institution
HETC	Higher Education for Twenty First Century
HoD	Head of Department
HR	Human Resources
HRD	Human Resource Development
ICA	In-course Assessment
ICT	Information & Communication Technology
IEEE	Institute of Electrical and Electronic Engineers
ILO	Intended Learning Outcome
IQAC	Internal Quality Assurance Cell
IRQUE	Improving Relevance and Quality of Undergraduate Education
IT	Information Technology
JSA	Jaffna Science Association
JUICe	Jaffna University International research Conference
LMS	Learning Management System
MIS	Management Information System
MOU	Memorandum of Understanding
MSMEs	Micro, Small, and Medium Enterprises
NAITA	National Apprentice and Industrial Training Authority
NB	Noticeboard
NORPART	Norwegian Partnership Programme for Global Academic Cooperation
NRC	National Research Council
NSF	National Science Foundation

OBE	Outcome-Based Education
OER	Open Educational Resources
PC	Procurement Committee
PER	Peer Evaluation Report
PEU	Physical Education Unit
PG	Postgraduate
PGIM	Postgraduate Institute of Management
PHI	Public Health Inspector
PIC	Person In-Charge
PMC	Project Monitoring Committee
PPT	PowerPoint
PR	Programme Review
QA	Quality Assurance
QAC	Quality Assurance Council, UGC
QIG	Quality and Innovation Grant
R&D	Research and Development
RPT	Research Project Topics
SAMS	Student Attendance Management System
SBS	Subject Benchmark Statements
SCC	Student Counselling Committee
SCL	Student-Centred Learning
SDC	Staff Development Centre
SER	Self-Evaluation Report
SFB	Science Faculty Board
SFRC	Science Faculty Research Committee
SGBV	Sexual and Gender-Based Violence
SHB	Student Handbook

SIDA	Swedish International Development Cooperation Agency
SIP	Staff Induction Programme
SL-SWCS	Sri Lanka Students Workshop on Computer Science
SLQF	Sri Lanka Qualifications Framework
SLUG	Sri Lankan University Games
SMP	Strategic Management Plan
SMPC	Strategic Management Planning Committee
SOP	Standard Operational Procedures
SPMC	Strategic Plan Monitoring Committee
SPMS	Student Progress Management System
SSC	Senior Student Counsellor
SSU	Science Students' Union
TO	Technical Officer
TOR	Terms of Reference
UBL	University Business Linkage
UG	Undergraduate
UGC	University Grants Commission
UHC	University Health Centre
UMO	University Medical Officer
UNICEF	United Nations International Children's Emergency Fund
UoJ	University of Jaffna
URG	University Research Grant
URL	Uniform Resource Locator
VIRC	Vingnanam International Research Conference
WB	World Bank
WeBe	Well-Being

Section 1. Introduction to the Study Programme

1.1 Overview of the University of Jaffna

With the view of fulfilling long standing aspirations of the Northern region, the Jaffna Campus of the then University of Sri Lanka was founded on October 6, 1974. At the inception, the Jaffna campus had two faculties, namely Science and Humanities. Eminent Professors from the then University of Sri Lanka (Colombo and Peradeniya Campuses) joined the newly established Jaffna Campus and dedicated themselves to lay a solid foundation for the organization of the relevant academic entities by providing academic leadership. Due to its excellent growth, acceptance and national recognition, Jaffna campus was upgraded as an autonomous national University within five years of its inception and was named as "**University of Jaffna**" in January 1979, with the provisions of the University Act No. 16 of 1978. At present, the University is one of the largest Universities in the country catering more than 11,000 students in thirteen faculties.

The UoJ is committed to the search for truth in diverse fields of subjects, as has been emphasized in its motto "மெய்ப்பொருள் காண்பதறிவு" (Discernment is Wisdom). The vision of the University is "***To be a leading centre of excellence in teaching, learning, research and scholarship".*** The mission of the University is "***To produce intellectually and professionally competent capable graduates to meet the emerging challenges of the national and international community with special emphasis on the social, economic, and cultural needs of Northern Sri Lanka".***

1.2 Overview of the Faculty of Science

The FoS was set up in October 1974 at Vaddukoddai in the premises taken over from the undergraduates' section of the Jaffna College. The first batch of 103 students were admitted to the FoS on October 25, 1974 to follow the degree programmes offered in Mathematics and Statistics. Subsequently, degree programmes were expanded to other Physical and Biological Science disciplines. The annual intake of students to the FoS had steadily increased over the years and the current student population is around 1000, of which about 75% are pursuing BSc degree programme. The FoS is enjoying enrolment of students from all parts of the island representing all ethnic groups which adds greater multicultural environment to the Faculty.

The vision of the Faculty is "***To be a recognized centre of science learning in Sri Lanka***". The mission of the Faculty is "***To produce competent graduates who excel in learning and research in basic sciences and who could contribute to the development of the nation***".

The FoS aspires to achieve its mission by setting out clear objectives as follows:

- To attain an internationally recognizable level of teaching and research;
- To disseminate science knowledge and popularize science;
- To improve the quality of science education;
- To provide services directed towards the environmental, social and technological needs of the region;
- To be a/the regional research centre in science, developing indigenous scientific methods using local resources; and
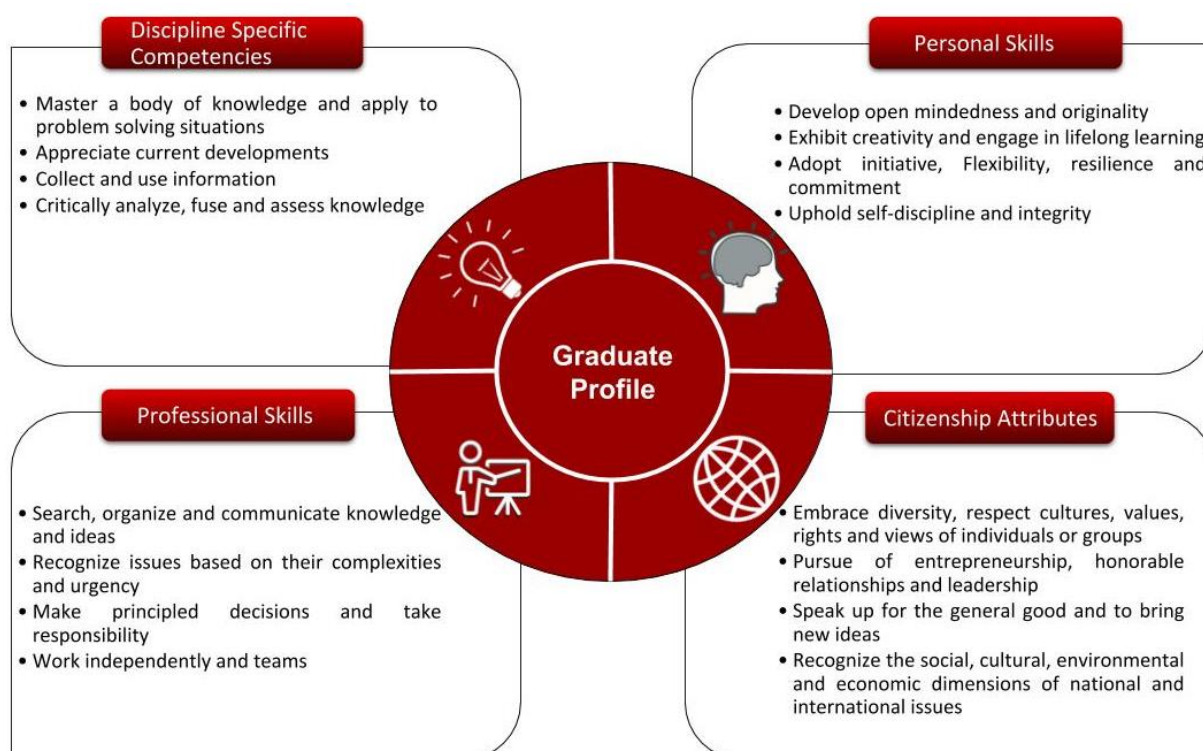- To improve the economic and social conditions of the local population.

1.3 Graduate Profile and Expected Programme Outcomes of the BSc Degree Programme

1.3.1 Graduate Profile

The FoS aims to instil in its graduates the competencies in academic disciplines, personal and professional skills and citizenship attributes through its teaching, learning and research activities and enhancement of the advisory and support services, and cultural, social, and sports related extracurricular activities.

The FoS is dedicated to develop the learning and teaching environment with the current developments in science education and research so that the graduates shall meet the desire of the trends of global science community. Ultimately, the BSc degree holder from the UoJ shall be a scholar with versatile skills to cater the needs of local communities and become a professional and global citizen.

The graduates from the FoS of UoJ possess the following attributes:

Discipline Specific Competencies
- Master a body of knowledge and apply to problem solving situations
- Appreciate current developments
- Collect and use information
- Critically analyze, fuse and assess knowledge

Personal Skills
- Develop open mindedness and originality
- Exhibit creativity and engage in lifelong learning
- Adopt initiative, Flexibility, resilience and commitment
- Uphold self-discipline and integrity

Professional Skills
- Search, organize and communicate knowledge and ideas
- Recognize issues based on their complexities and urgency
- Make principled decisions and take responsibility
- Work independently and teams

Citizenship Attributes
- Embrace diversity, respect cultures, values, rights and views of individuals or groups
- Pursue of entrepreneurship, honorable relationships and leadership
- Speak up for the general good and to bring new ideas
- Recognize the social, cultural, environmental and economic dimensions of national and international issues

Graduate Profile

1.3.2 Expected Programme Outcomes

The expected programme outcomes represent what a graduate is expected to know and/or be able to do after completing the study programme. The expected outcomes of the BSc degree programme are,

1. an in-depth theoretical and practical knowledge in the subjects learnt;
2. ability to be a life-long learner and update the knowledge base to match the global demand;
3. ability to apply the knowledge effectively in dissemination, identification of problems, and finding appropriate solutions;
4. good citizenship and leadership qualities with responsibility; and,
5. sound inter-personal communication skills to disseminate knowledge to specialists and wider society.

All these programme outcomes are achieved by adopting relevant teaching, learning, and assessment strategies in the study programme.

1.4 Contributing Departments

The BSc degree programme is offered by all the seven departments in the FoS, namely

- Botany
- Chemistry
- Computer Science
- Fisheries
- Physics
- Mathematics and Statistics
- Zoology

Further, a few departments from the Faculty of Arts and Faculty of Management Studies & Commerce also contribute to the study programme.

The BSc degree programme (commonly referred to as BSc General Degree programme) is offered in two streams, Physical Science and Biological Science, and it is of three-year duration. At the completion of the second year of the study programme, students may apply and get selected to follow a BSc Honours degree programme based on their performance and available places.

1.5 Student Enrolment

Student enrolment at the FoS has been steadily increasing over the past five years. Among the enrolled students, gender-wise distribution shows gender balance (Table 1.1) and ethnicity-wise distribution shows the presence of all three ethnic groups, Sinhalese (54%), Tamils (37%) and Muslims (9%) (Table 1.2).

Table 1.1: No. of enrolled students in the last five academic years

Academic Year	Enrolled No.	Male	Female
2013/2014	222	114	108
2014/2015	299	158	141
2015/2016	296	140	156
2016/2017	339	179	160
2017/2018	332	136	196
Total	**1488**	**727**	**761**
Percentage		**49%**	**51%**

Table 1.2: Ethnicity-wise breakdown of enrolled students in the last five academic years

Academic Year	No. of enrolled students		
	Tamil	Sinhalese	Muslim
2013/2014	110	98	14
2014/2015	119	159	21
2015/2016	99	174	23
2016/2017	111	190	38
2017/2018	115	184	33
Total	**554**	**805**	**129**
Percentage	**37%**	**54%**	**9%**

The present student population pursuing BSc degree programme at the FoS is 879, of which majority offer physical science stream and the rest offer biological science stream (Table 1.3). Further, students registered for MPhil/PhD degrees are carrying out research studies under the supervision of the FoS staff.

Table 1.3: Present Student Population at each Level of the Study Programme

Level	Physical Science	Biological Science	Total
1G	261	106	367
2G	241	98	339
3G	140	33	173
Total	**642**	**237**	**879**
%	**73**	**27**	**100**

1.6 Staff Profile of the Faculty of Science

FoS receives the services of 95 academic staff, 59 academic-support staff and 80 non-academic staff (Appendix A). More than 90% of the permanent academic staff possess postgraduate qualifications, of which nearly two-thirds are PhD holders.

1.7 Learning Resource System

1.7.1 Library

The main library, known as '*Vithiananthan Library*' (named after Prof. S. Vithiananthan, the first Vice Chancellor of UoJ), is situated in the main campus of the UoJ at Thirunelvely and renders its services to three faculties including FoS. The library membership is open to all registered students and staff of UoJ. Presently, the library consists of 270,000 accessioned information resources in all fields of knowledge, and 1,400 titles of scholarly journals and general magazines. In addition,

electronic resources consisting of online full-text databases and audio-visual resources can be accessed at the e-Resource laboratory available in the main library. Further, access to research repository and digital library is also available. Library provides services, such as reference and lending, inter-library loan, document delivery and email alert.

1.7.2 Computer Unit

The CU, located in the Vithiananthan Library, provides IT services to the whole University. CU staff conduct computer literacy courses for new entrants admitted to all the faculties and study units. CU possesses around 200 computers in five laboratories with good internet connectivity, out of which four laboratories are used for teaching various IT related courses for academic departments in the University and one laboratory is reserved for students' self-learning activities. CU also takes care of the computer networking facilities of the University and the maintenance of various servers.

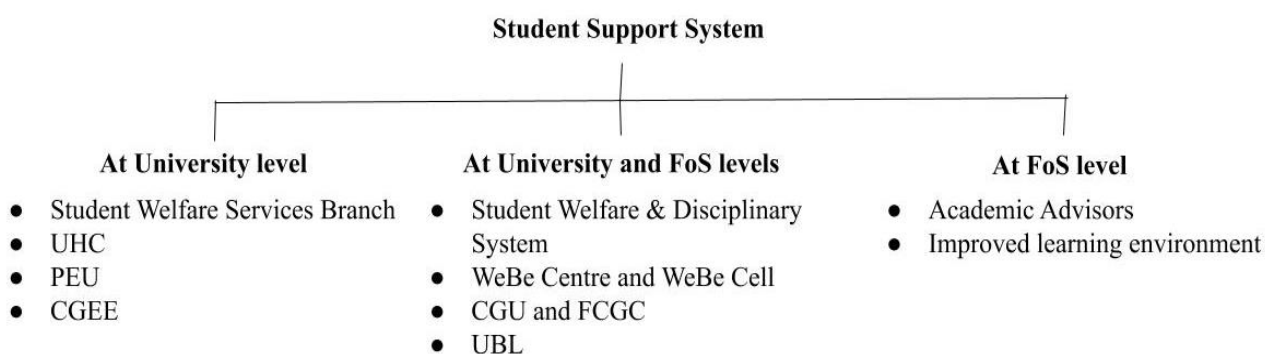### 1.7.3 Learning Management System

The FoS has been practicing LMS for more than ten years. The usage of LMS has increased during the COVID-19 pandemic situation. It is used as one of the tools to facilitate blended learning/e-learning.

1.7.4 Department of English Language Teaching

The FoS, with the assistance of the DELT of UoJ, offers English Language courses to all first and second year students to improve their speaking, writing and reading skills in English language. Obtaining a pass grade in the English language course is compulsory for the award of BSc degree.

1.8 Student Support System and Management

The student support services are managed through processes at University and FoS levels separately and also by joint actions to support student welfare and academic progression.

Student Support System

At University level	At University and FoS levels	At FoS level
• Student Welfare Services Branch	• Student Welfare & Disciplinary System	• Academic Advisors
• UHC	• WeBe Centre and WeBe Cell	• Improved learning environment
• PEU	• CGU and FCGC	
• CGEE	• UBL	

1.8.1 Student Welfare Services Branch

This branch is responsible for providing hostel accommodation and refectory facilities to internal students of the University, regulating financial assistance to the students, coordinating the student healthcare, sports and recreational facilities and counselling and disciplinary matters in liaison with the respective service centres/units, and overseeing all activities of student bodies.

Hostels are administered by full-time sub-wardens; part-time academic wardens are appointed to help in the administration. Owing to the limited capacity in the hostels, only the new entrants and final year students are assured of hostel accommodation.

Food and other essential items are provided to the students and staff through the refectory service at fair price. Canteens are available in the main campus and hostels. The Students' Complex, located in the main campus, is a common amenity for students and staff. It provides facilities to hold discussions, perform recreational activities, and celebrate cultural and social events.

1.8.2 University Health Centre

The UHC, located in the main campus, provides health care services, both western and Siddha medicine, to the University community. The Health Centre attends to the health problems of students and staff of the University throughout the year. A 24-hours emergency ambulance service is also available.

1.8.3 Physical Education Unit

The PEU along with a sports complex and playground, situated near the main campus, provides opportunities for students and staff for indoor and outdoor sports and recreational activities. It organizes, coordinates and administers competitive sports activities, such as Inter-Faculty and Inter-University Games throughout the year.

1.8.4 Centre for Gender Equity & Equality

The CGEE, located in the main campus, creates awareness on GEE among the University community by conducting workshops and training programmes and providing platform on a regular basis for discussions on SGBV and its prevention. Also, it handles complaints related to SGBV within the University community by instituting a consistent and fair grievance redressing mechanism based on the by-laws relating to SGBV and upholding zero tolerance to SGBV.

1.8.5 Student Welfare & Disciplinary System

This well-coordinated and effective system ensures better services in student support, welfare and counselling and streamlines the student disciplinary matters. At Faculty level, student counsellors operate under the guidance of the Dean and work in liaison with the SSC to guide students in their

transition from school to University environment, and assist them in overcoming learning, financial and emotional difficulties, and help to make their University life rewarding, pleasant and memorable. DP of the Faculty acts under the guidance of the Dean and works with the Proctor on matters of student discipline.

1.8.6 Well-Being Centre and Well-Being Cell

The WeBe Centre provides psychosocial and psychiatric support and counselling and treatment to students and staff of the UoJ. The WeBe Cell of FoS functions in liaison with the WeBe Centre and carries out relaxation programmes.

1.8.7 Career Guidance Unit and Faculty Career Guidance Cell

The CGU, along with the FCGC, cultivates transferable, personal and inter-personal skills of students for their career development and ensures flow of information on graduate career opportunities and employers' expectations.

1.8.8 University Business Linkage

The recently established UBL and UBL-Faculty Cell create tangible and intangible values to boost the economic activities of MSMEs in the region through mentoring, knowledge sharing, new and novel approaches, innovations, and technology transfer.

1.8.9 Academic Advisors

The Academic Advisors, appointed by the SFB for each discipline, provide academic guidance to students.

1.8.10 Improved Learning Environment

A students' WiFi Access-point has been constructed in the space between Mathematics and Physics buildings under the World Bank funded HETC/QIG project in order to facilitate the students for collaborative learning and group studies in a friendly environment, building social network and exchanging information.

1.9 SWOT Analysis

STRENGTHS	WEAKNESSES
• A collection of sound core courses is offered. • Evaluation process of core courses is good. • Marked answer scripts of ICAs are returned to the students enabling them to evaluate their progress. • The study programme has good track record. • The study programme is universal in its nature. • Many alumni of the study programme are willing to extend academic/industrial assistance. • Student population preserves multi-ethnicity. • Gender balance among students is preserved. • All departments had solid foundation as the pioneering staff were of excellent academic track record and experience. • Many departments have good infrastructure facilities. • Majority of the academic staff are enthusiastic PhD holders with foreign exposure. • Teamwork is observed among the academic staff. • Staff members have been continuously	• Low English language competency of new entrants. • Lack of motivation among students towards English language training courses. • Limited interaction of academics with industries. • Lack of dedication in building up personality. • Lack of student engagement in improving interpersonal skills. • Lack of interest for independent learning among students. • Disruption of normal learning activities due to long period of ragging activities. • Lack of leadership skills among graduates. • Lack of industrial exposure in the study programme. • Graduates are not readily employable. • Delay in releasing examination results. • Weak professional counselling system. • Weak academic mentoring system. • Poor trilingual ability among staff. • Lack of residential facilities due to which all the local students are day scholars and reporting for early morning lectures late. • Lack of infrastructure facilities in certain departments. • Delay in procurement process. • Lack of transport facilities for field visits.

awarded research grants and travel grants.	• Lack of recreational facilities.
• Staff members serve in national level committees.	• Presence of year-long ragging causes delay in settling down of new entrants.

OPPORTUNITIES	**THREATS**
• Science graduates have better job opportunities due to high demand for science teachers.	• Global trend of growing demand for professional graduates rather than graduates with pure science degrees.
• Science graduates will have newer job opportunities as the demand for science graduates in the industry is also increasing.	• Students with good performance in the G.C.E. (A/L) examination prefer to offer professional courses.
• Jaffna has re-established links with the rest of the world which has opened doors for our graduates.	• Arrival of foreign Universities and their affiliated colleges in Sri Lanka is a threat to both prospective students and staff members.
• The present conducive environment encourages student, staff exchange programmes.	• Inadequate fund allocation for higher education in Sri Lanka.
• New economic development activities occurring in the region creates employment opportunities to our graduates.	• Geographical location of the University from the capital minimizes opportunities.
• Many staff members are able to find opportunities for international collaboration.	• Consolidated fund for the University is not adequate for expansion.
• Favourable scholarship opportunities for junior staff.	• Financial assistance in the form of teaching assistantship to pursue postgraduate studies is shrinking internationally.
• Many academics are actively participating in international and national level conferences, which encourage them to engage in scholarly discussions and provide them opportunity for networking.	• Interruptions of academic activities due to COVID-19 pandemic.

1.10 Major Changes Initiated / Implemented since the last Review

All the departments except the Department of Fisheries of the FoS underwent Subject Review during 2005-2009. Please see https://www.eugc.ac.lk/qac/sr-judgment-report.html to peruse the reports. All the recommendations given in the subject review reports were carefully considered at the Faculty and Department levels and continuous efforts have been made to implement the recommendations in order to enhance the quality of the degree programmes. The details of actions taken with regard to implementation of the recommendations are given in Appendix B.

Section 2. Process of Preparing the SER

The preparation of SER for PR was initiated by the Dean of FoS, by appointing various task forces with the coordination of the IQAC of FoS. Academics, non-academic staff and students of the FoS were entrusted with various tasks and to provide information according to the PR manual guidelines. The SER writing team consisting of 38 members with eight PICs (Table 2.1) was constituted by the SFB at its 167th and 171st meetings. The PICs were assigned to furnish the relevant SER details / evidences correspond to eight criteria of the PR manual.

At the initial stage, the FoS facilitated the task force of the SER writing team to collect available data, analyse evidences and synthesize the draft write-up within a stipulated time period. Regular meetings were convened by the Coordinator of the IQAC, Dr. T. Manoranjan, to discuss and carry out various tasks in order to comprehend and furnish various sections of the SER. During this period, each activity was planned, monitored, and the respective PICs were requested to present the progress at the IQAC meetings. Presentations, discussions and workshops were organized to create awareness among the staff members and students of the FoS.

Eight members of the SER writing team participated in the workshop conducted by the QAC of UGC at the PGIM Auditorium, Colombo on November 26, 2019. In the workshop, the participated team members were guided with ideas and useful inputs to improve and refine the draft SER. The trained team conducted an informative workshop to all SER writing team members on January 07, 2020.

After preparing the write-up for each criterion, the respective PIC circulated the write-up *via* e-mail to all staff members and obtained feedback. Subsequently, the draft SER was prepared by the SER writing team and then the final report was compiled. Continuous discussions with the Dean of the FoS, IQAC Coordinator, Heads of all Departments, all academic and academic-support staff members, non-academic staff members, and students were held for strengthening the write-up process. The latest version of the SER was circulated among the faculty staff, and discussed at the 176th meeting of the SFB. The finalised version of the SER was submitted to the QAC of UGC on June 30, 2020 after incorporating the comments of the staff..

Table 2.1:   PICs and Members of the SER Writing Team

Criterion	PIC	Team Members
Programme Management and Compilation of SER	Dr. T. Manoranjan	Prof. S. Srisatkunarajah Prof. P. Ravirajan Prof. (Mrs.) S. Kuganathan Prof. (Mrs.) M. Senthilnanthanan Mrs. K. Niranjan Dr. T. Mathanaranjan Dr. N. Ramaruban
Human and Physical Resources	Dr. (Mrs.) A. Sivaruban	Mrs. N. Ravimannan Mrs. B. Muraleetharan
Programme Design and Development	Dr. K. Gajapathy Mr. S. Suthakar	Dr. A. Thevakaran Dr. S. Arumairajan
Course/Module Design and Development	Dr. (Mrs.) S. Yohi	Dr. T. Pathmathas Dr. (Mrs.) J. Prabagar Dr. (Ms.) N. Krishnapillai
Teaching and Learning	Dr. K. Thabotharan Mr. S. Arthiyan	Dr. (Ms.) S. Ubenthiran Mrs. T. Jeyaseelan Ms. J. Samantha Tharani
Learning Environment, Student Support and Progression	Dr. G. Sashikesh	Dr. (Mrs.) G. Rajkumar Dr. (Mrs.) T.W. Shanthakumar Dr. R. Prasanthan Dr. M. Siyamalan Mr. N. Ragavan
Student Assessment and Awards	Prof. K. Velauthamurty	Dr. R. Srikaran Dr. A. Vengadaramana Mr. M. Khokulan
Innovative and Healthy Practices	Dr. P. Iyngaran	Mr. A.C. Thavaranjit Dr. (Mrs.) B. Mayurathan Ms. S. Kokila

Section 3. Compliance with the Criteria and Standards

Criterion 1 – Programme Management

No.	Claim of the Degree of Internalization of Best Practices and Level of Achievement of Standards	Documentary Evidence to Support the Claim	Code No. of the Document
1.1	FoS was established in 1974 and has an efficient organizational structure to implement core functions effectively. There are many sub-committees of the faculty that help to coordinate academic and administrative activities.	University Act	FoS/G/1.1/1
		University organogram	FoS/G/1.1/2
		Minutes: SFRC	FoS/G/1.1/3
		TOR: SMPC	FoS/G/1.1/4
		TOR: CDRMC	FoS/G/1.1/5
		TOR: SCC	FoS/G/1.1/6
		TOR: UBL-faculty cell	FoS/G/1.1/7
		TOR: FCGC	FoS/G/1.1/8
1.2	FoS has an action plan in line with the University's SMP which is updated regularly. IQAC develops an action plan annually and the progress is discussed at IQAC meetings and reported to the SFB for implementation and monitoring.	SMP	FoS/G/1.2/1
		FoS action plan	FoS/G/1.2/2
		Faculty SMP	FoS/G/1.2/3
		Minutes: IQAC	FoS/G/1.2/4
		Minutes: SFB	FoS/G/1.2/5
1.3	FoS adopts and follows the administrative and financial regulations of the University and the UGC.	University Calendar	FoS/G/1.3/1
		University Management Guide	FoS/G/1.3/2
		Annual Internal Audit Report	FoS/G/1.3/3
		Annual External Audit Report	FoS/G/1.3/4

		Financial Management Guide	FoS/G/1.3/5
		Minutes: FC, PC	FoS/G/1.3/6
1.4	Participatory approach in governance and management of the faculty is ensured by way of • student representation in SFB meetings, • departmental societies and SSU with student office bearers, and • student representations in the meetings of CGEE and WeBe Centre.	Minutes: SFB	FoS/G/1.4/1
		SSU appointment	FoS/G/1.4/2
		Communications with SSU	FoS/G/1.4/3
		Stakeholder feedback	FoS/G/1.4/4
1.5	Academic calendar is prepared in consultation with the HoDs, recommendation of the SFB and approval of the Senate well in advance.	Senate approved calendar of dates	FoS/G/1.5/1
		Convocation Handbook	FoS/G/1.5/2
		Examination timetable	FoS/G/1.5/3
		Minutes: HoDs' meetings	FoS/G/1.5/4
1.6	FoS distributes SHB and student charter to new entrants at the orientation programme.	SHB	FoS/G/1.6/1
		Faculty website http://www.sci.jfn.ac.lk	FoS/G/1.6/2
		Student disciplinary by-laws and UGC circular/s	FoS/G/1.6/3
		Student charter	FoS/G/1.6/4
		Anti-ragging guide	FoS/G/1.6/5

		Link to ragging complaint portal of UGC http://www.jfn.ac.lk/index.php/University-grants-commissions-ragging-	FoS/G/1.6/6
1.7	Websites of each department contains all relevant information regarding the study programme. Awareness programme about the curriculum is conducted during the orientation programme.	SHB	FoS/G/1.7/1
		Links to the available courses in the Department Websites	FoS/G/1.7/2
		Examination by-laws	FoS/G/1.7/3
		Examination timetable	FoS/G/1.7/4
		Schedule of orientation programme	FoS/G/1.7/5
		Manual of Procedure for Conduct of University Examinations by UGC	FoS/G/1.7/6
1.8	FoS Website provides information on departments, academic activities, and links to all publications such as SHB, special notices and announcements.	Faculty website and links http://www.sci.jfn.ac.lk/	FoS/G/1.8/1
1.9	Regular orientation programme is conducted by the faculty to all new entrants and all necessary information is provided.	Invitation and agenda of orientation programme	FoS/G/1.9/1
		Minutes: FC, Council	FoS/G/1.9/2
		SHB	FoS/G/1.9/3
1.10	Examination Branch maintains records of the results and awards of each student. All academic records of students are maintained at the departments. Admissions Branch maintains personal file of each student.	Attendance: Pre-examination board meetings	FoS/G/1.10/1
		Detailed Marks sheets of ICA and ECE	FoS/G/1.10/2
		Personal file of a student	FoS/G/1.10/3
1.11		Department websites/e-repository	FoS/G/1.11/1

	Staff profile, publications and other related information are periodically updated in the relevant departmental websites/e-repository. FoS maintains a student progress monitoring system which provides the current GPA of students. Library maintains an online cataloguing system. The faculty communicates with staff and students electronically through e-mail, Zoom and WhatsApp.	FOSEMS	FoS/G/1.11/2
		LMS links	FoS/G/1.11/3
		Online cataloguing system of library	FoS/G/1.11/4
		E-mail, Zoom and WhatsApp communication regarding meetings	FoS/G/1.11/5
1.12	Student charter and Code of conduct of the University are adopted by the faculty and communicated to all students during the orientation programme. Students' adherence to the prescribed code of conduct is closely monitored and promoted by student counsellors, DPs and other relevant staff. Examination offences are investigated by examination offences committee.	Student charter; Code of conduct for students	FoS/G/1.12/1
		Orientation programme schedule	FoS/G/1.12/2
		Records of complaints, Investigation reports and disciplinary action taken	FoS/G/1.12/3
		Examination offence mechanism	FoS/G/1.12/4
1.13	FoS issues work norms, duty list and Code of conduct to all categories of staff.	Academic Accountability policy	FoS/G/1.13/1
		Codes of Conduct of different categories of staff	FoS/G/1.13/2
		Duty list for Non–academics	FoS/G/1.13/3
		Staff increment forms	FoS/G/1.13/4
1.14	Annual increment and promotion are considered as a form of appraisal; formal performance appraisal system has been initiated.	Guidelines and formats of performance appraisal system	FoS/G/1.14/1

		List of CPD programmes conducted by SDC: Attendance sheets/ participation certificates.	FoS/G/1.14/2
	FoS staff attends the CPD programmes organised by SDC.		
		Minutes: Senate, Council	FoS/G/1.14/3
1.15	FoS has an IQAC with well-defined functions and operational procedures. IQAC follows the CQA by-laws, SLQF, UGC Circulars. IQAC is an agenda item in the SFB Meetings. IQAC in the faculty is well established and functions efficiently.	IQAC documents: UGC Circulars	FoS/G/1.15/1
		By-laws and operational procedures manual of CQA/IQAC	FoS/G/1.15/2
		Minutes: IQAC meeting and quarterly reports	FoS/G/1.15/3
		Minutes: SFB, Senate, Council	FoS/G/1.15/4
		IQAC Website	FoS/G/1.15/5
1.16	FoS has a CDRMC with SOP and TOR.	Composition and TOR of the CDRMC	FoS/G/1.16/1
		Minutes: CDRMC, SFB	FoS/G/1.16/2
		Stakeholder feedbacks	FoS/G/1.16/3
		Graduate exit survey	FoS/G/1.16/4
1.17	FoS CDRMC is responsible for developing new programme and revising and monitoring the existing degree programme.	Minutes: IQAC	FoS/G/1.17/1
		Reports on the curriculum revision process	FoS/G/1.17/2
		Stakeholder feedback	FoS/G/1.17/3
		HETC/QIG study report	FoS/G/1.17/4
		Minutes: CDRMC	FoS/G/1.17/5
		Minutes: SFB	FoS/G/1.17/6

1.18	FoS has a clear policy and practice on programme design, approval and implementation without discontinuation. Any modifications in programme are implemented for the new batch to ensure that students enrolled into the programme will complete their education without any disruption.	Minutes: SFB and Senate	FoS/G/1.18/1
		SHB	FoS/G/1.18/2
		Structure and syllabi	FoS/G/1.18/3
1.19	FoS revises the study programmes time to time based on the feedback surveys.	Student feedback	FoS/G/1.19/1
		Graduate satisfaction surveys at exit points	FoS/G/1.19/2
		Employer feedback surveys	FoS/G/1.19/3
		Structure and syllabi	FoS/G/1.19/4
1.20	FoS has established collaborative partnerships with several national and foreign Universities/HEIs/ organizations for academic and research cooperation. The agreements and MOUs have been signed by the University with those institutions.	Nationally and internationally funded research projects	FoS/G/1.20/1
		MOUs /Agreements	FoS/G/1.20/2
		Minutes: SFB and Senate	FoS/G/1.20.3
1.21	Academic counsellors are appointed to provide academic guidance to the students. Student counsellors, WeBe, GEE coordinators are taking care of harmony among students. Scholarships and bursaries are provided to the needy students through student welfare branch.	Institutional mechanism academic mentoring, counselling and welfare	FoS/G/1.21/1
		TOR: Academic and student counsellors	FoS/G/1.21/2
		Training for academic mentors, and student counsellors	FoS/G/1.21/3
		List of students receiving Scholarships and bursaries	FoS/G/1.21/4
		List of names academic and student Counsellors, WeBe coordinator	FoS/G/1.21/5
1.22	FoS facilitate religious and cultural events, student get-together, science week, etc. through SSU.	Invitation for Interfaculty sports event	FoS/G/1.22/1
		SFB minutes and invitation for Science week	FoS/G/1.22/2

	Physical Education Unit possesses sports and recreation facilities and activities are coordinated by SSU annually at faculty and University level.	Sports and recreational facilities at Physical Education Unit	FoS/G/1.22/3
	University Health Centre provides medical services for all the students.	Student registration at Health Centre	FoS/G/1.22.4
1.23	FoS has taken steps to ensure a safe environment to the students for their learning activity.	ID cards	FoS/G/1.23/1
		Student disciplinary by-law	FoS/G/1.23/2
	Presence of security guards at all time in hostel premises is ensured.	CGEE policy, by-laws relating to SGBV	FoS/G/1.23/3
		University policy on Prevention of Ragging	FoS/G/1.23/4
1.24	FoS distributes student handbook and student charter to all new entrants during the orientation programme, and are available in the faculty website.	Examination by-laws and regulations	FoS/G/1.24/1
		By-laws: SGBV	FoS/G/1.24/2
		Record of inquiries conducted on examination offences and SGBV	FoS/G/1.24/3
	FoS adopts the UGC circulars on student and staff discipline.	UGC circulars on student discipline	FoS/G/1.24/4
		University policy on Prevention of Ragging	FoS/G/1.24/5
		SHB	FoS/G/1.24/6
		Student disciplinary by-law	FoS/G/1.24/7
1.25	Wheelchair access is provided at the entrance of all departments.	Photos	FoS/G/1.25/1
	On request, additional time is given during examinations to students with temporary/permanent deformities.	Minutes: SFB and Senate	FoS/G/1.25/2
1.26	FoS ensures CGEE and deters any form of SGBV amongst all categories of staff and students.	CGEE policy and by-law relating to SGBV	FoS/G/1.26/1
		Orientation program schedule	FoS/G/1.26/2
		Attendance of faculty staff/students at awareness programmes and workshop	FoS/G/1.26/3
	Awareness programs and workshops are conducted by CGEE and SDC for staff and students.	Feedback on workshops	FoS/G/1.26/4
		Action plan and Annual Reports of CGEE	FoS/G/1.26/5
1.27	The faculty has a zero tolerance towards ragging and other forms of harassments towards students/staff.	University policy on Prevention of Ragging	FoS/G/1.27/1
		Student disciplinary by-law	FoS/G/1.27/2

	All the staff are involved in the monitoring and prevention of such incidents in the faculty.	UGC circulars	
		Display of notices against ragging	FoS/G/1.27/3
		Anti-ragging Committee	FoS/G/1.27/4

Summary

The faculty consists of an adequate administrative structure for the implementation of core functions. FoS follows administrative and financial regulations of University and UGC in all activities by maintaining a participatory approach with its stakeholders and adheres to the faculty strategic and action plans. The curriculum is revised and updated to facilitate SCL. The student handbook and curriculum book covers important information on programme management. During the orientation programme, new entrants get information regarding facilities, their roles and responsibilities. Peer evaluation and students' feedback are used to evaluate the learning process. FoS provides a safe and healthy environment to staff and students with adequate support services.

Criterion 2 – Human and Physical Resources

No.	Claim of the Degree of Internalization of Best Practices and Level of Achievement of Standards	Documentary Evidence to Support the Claim	Code No. of the Document
2.1	FoS has clear vision, updated assessment criteria for the recruitment of staff with the adequate competencies for designing, development of the academic programmes, research and outreach.	Faculty Cadre list	FoS/G/2.1/1
		Staff : Student ratio	FoS/G/2.1/2
		Profiles of the staff members of the faculty (Qualifications and field of speciality)	FoS/G/2.1/3
		Minutes: SFB (Curriculum)	FoS/G/2.1/4
		Research and outreach activities	FoS/G/2.1/5
2.2	FoS maintains a HR profile and follows the University by-laws and policy. Vacancies are filled by newspaper and online advertisements with walk-in or regular interviews. The faculty has regulations to adopt national international norms.	HR profile	FoS/G/2.2/1
		Cadre records Vacancy advertisements URL	FoS/G/2.2/2
		University policy and by-law	FoS/G/2.2/3
		QA-Norms, UGC norms	FoS/G/2.2/4
		Minutes: SDC	FoS/G/2.2/5
		Action plan on HRD	FoS/G/2.2/6
2.3	SIP is offered by SDC annually covering the required skills. Regular programmes are conducted by SDC/faculty to update the staff. List of duties are provided in the appointment letters, departmental meetings and roster of duties.	Minutes: Senate and SFB (Marking scheme for recruitment)	.FoS/G/2.3/1
		SDC curriculum management co EOI and staff list and certificates of SDC	FoS/G/2.3/1.2
		Agenda and training manuals of SIP	FoS/G/2.3/3
		Minutes: SFB (Workshops and training for academic staff and non-academic staff)	FoS/G/2.3/4

2.4	FoS has a clear HRD plan continuously upgraded the capacity of all staff through CPD programmes; CPD programmes are monitored through peer reviews and promotions. Remedial actions are taken as and when required.	Documentary evidence for CPD Programmes offered by SDC	FoS/G/2.4/1
		Participation in SDC	FoS/G/2.4/2
		Minutes: SFB minutes (Research grants and awards)	FoS/G/2.4/3
		Performance appraisal	FoS/G/2.4/4
		WeBe Centre: Staff	FoS/G/2.4/5
2.5	FoS has well maintained and inventoried infrastructure facilities such as lecture theatres and laboratories. They are continuously upgraded for teaching and learning.	Blue prints: Departments	FoS/G/2.5/1
		Inventory and utility records	FoS/G/2.5/2
		Summary report of QIG of HETC Projects	FoS/G/2.5/3
		Accepted proposals of AHEAD projects	FoS/G/2.5/4
2.6	FoS has appropriate infrastructure facilities for the study programmes and to meet the professional development. It periodically offers short trainings and field, laboratory based workshops.	Infrastructure facilities	FoS/G/2.6/1
		Outside study facilities	FoS/G/2.6/2
		Staff training programmes	FoS/G/2.6/3
		Exposures to students for the professional development	FoS/G/2.6/4
2.7	FoS practices OBE-SCL and the staffs are provided with required training to implement OBE-SCL.	OBE Workshops and training programmes	FoS/G/2.7/1
		Usage report and feed backs on SCL	FoS/G/2.7/2

2.8	FoS encouraged students to use library through various forms of assessments practices. Library has reprography, internet and provides a user-friendly service.	Reading rooms Minutes: SFB (Course design, course guide)	FoS/G/2.8/1
		Students utility records of library	FoS/G/2.8/2
		Library facilities	FoS/G/2.8/3
2.9	FoS provides a strong platform for the students to acquire ICT facilities through free Wi-Fi availability, technical support with training programmes and fully equipped labs.	Hot Spot – free Wi-Fi access points	FoS/G/2.9/1
		Services of Computer Unit	FoS/G/2.9/1
		LMS training workshops for students and staff	FoS/G/2.9/1
2.10	FoS provides a basic guidance in learning and use English as a Second Language (ESL) through the curriculum with DELT.	SHB	FoS/G/2.10/1
		Staff cadre in DELT	FoS/G/2.10/2
		English language laboratory	FoS/G/2.10/3
2.11	FoS has a graduate profile and provides more emphasis on the core curriculum to address 'soft skills/'life skills'; The CGU of the University also offers opportunities for skill development and career guidance.	University policy - Graduate profile	FoS/G/2.11/1
		Minutes: SFB (Curriculum - Active citizen)	FoS/G/2.11/2
		TOR: Student activities	FoS/G/2.11/3
		Students Union activities	FoS/G/2.11/4
2.12	FoS encourages students to get involved in multicultural programmes to promote harmony and cohesion among students of diverse ethnic and cultural backgrounds.	Minutes: SFB (Social Harmony programmes)	FoS/G/2.12/1
		Activities of students associations	FoS/G/2.12/2
Summary			

FoS recruitment of staff is based on current needs. The faculty ensures that the staff members are updated through induction and regular CPD programmes. There are adequate infrastructure and facilities available to practice effective learning and teaching, research and outreach. They are reviewed and monitored at various levels. Staff and students are provided with user friendly and effective library and ICT facilities. Students are encouraged to learn English and soft skills through various programmes. The faculty ensures cohesion and harmony among students by promoting multicultural activities.

Criterion 3 – Programme Design and Development

No.	Claim of the Degree of Internalization of Best Practices and Level of Achievement of Standards	Documentary Evidence to Support the Claim	Code No. of the Document
3.1	Programme development, revision and monitoring are carried out by the CDRMC with department representations. It is discussed at the meetings of CDRMC followed by SFB. The faculty recommended document is then reviewed by the CEC and approved by the Senate. The participatory approach is ensured at each level.	Programme revision cycle diagram	FoS/G/3.1/1
		SOP and by-law : CDRMC, IQAC	FoS/G/3.1/2
		Senate approved curriculum with list of contributors	FoS/G/3.1/3
		Minutes: Department, CDRMC/Sub-committee, SFB,CEC, Senate	FoS/G/3.1/4
3.2	During programme planning and revision, the feedback from the external stakeholders such as graduates, education department and other relevant institutions is taken. The revised programme is also evaluated by the relevant subject experts.	SOP and by-law: CDRMC, IQAC	FoS/G/3.2/1
		Letters from external members of SFB	FoS/G/3.2/2
		Stakeholder meeting/ review reports and requests	FoS/G/3.2/3
		Summary of feedback from graduates and students (questionnaire-based survey)	FoS/G/3.2/4
		Evaluation Reports from the subject experts	FoS/G/3.2/5
		QAC compliance reports: Computer Science	FoS/G/3.2/6
		Minutes: SFB	FoS/G/3.2/7

3.3	Programme revision is carried out based on the employers' feedback and the graduates' satisfaction survey. The employability of the graduates is analyzed with the exit and tracer survey and is used as a tool for such revisions.	Completed sample feedback	FoS/G/3.3/ 1
		Reports from the employers and other professionals (letter from ADE/Science) and revisions made	FoS/G/3.3/2
		Survey summary	FoS/G/3.3/3
		Feedback from the employers in the report on career fair and revisions made	FoS/G/3.3/4
		Minutes: SFB	FoS/G/3.3/5
3.4	Programme is designed in alignment with the mission and vision of the faculty and reflecting the current national and/or global demand with updated technology and knowledge introduction. The graduate profile is developed based on these aspects. They are checked in the review process of the curriculum.	SHB: mission and vision	FoS/G/3.4/1
		Graduate profile	FoS/G/3.4/2
		Website: Faculty	FoS/G/3.4/3
		Programme specifications	FoS/G/3.4/4
		Need analysis report	FoS/G/3.4/5
		Reviewers' report on these aspects	FoS/G/3.4/6
	Computer science programmes are developed with the international standards; IEEE and ACM.	Computer science programme specifications and reports	FoS/G/3.4/7
	Goal no. 01 of the SMP has an action plan to address the above.	Action plan and SMP	FoS/G/3.4/8

3.5	Programme is in line with the SLQF (Levels 5 with appropriate credits and notional hours) and SBS. These aspects are reviewed during the curriculum review process at multiple levels.	SHB: SLQF level	FoS/G/3.5/1
		SOP and by-law : CDRMC, IQAC	FoS/G/3.5/2
		Senate approved curriculum	FoS/G/3.5/3
		Cover letters from Departments	FoS/G/3.5/4
		Minutes: Department, CDRMC, SFB, CEC, Senate	FoS/G/3.5/5
	Staff are trained for the purpose.	SLQF Workshop report	FoS/G/3.5/6
3.6	Programme consists of the following major criteria set out in SLQF and SBS; • Entry and exit pathway including Fallback options at any level • Criteria for each level qualification • Programme ILOs • Methods of learning and assessment–OBE and SCL. They are clearly informed to the stakeholders in the handbooks, websites and other relevant documents.	SHB	FoS/G/3.6/1
		SFB approved template for the curriculum structure	FoS/G/3.6/2
		Constructive alignment map: Learning outcomes	FoS/G/3.6/3
		Constructive alignment map: Learning and assessment strategies	FoS/G/3.6/4
		Convocation books	FoS/G/3.6/5
		workshops on adoption of SLQF, SBS, OBE-SCL	FoS/G/3.6/6

3.7	FoS has a graduate profile and the curriculum is designed to reflect this profile.	Graduate profile	FoS/G/3.7/1
		Website: Faculty	FoS/G/3.7/2
		Constructive alignment of programme LOs with graduate profile	FoS/G/3.7/3
3.8	Programme consists of learning outcomes which are feasible. This is reflected in the courses which are with testable ILOs. CDRMC, SFB, CEC ensure that the ILOs for each course are realistic and measurable.	Programme LOs	FoS/G/3.8/1
		Constructive alignment: ILOs	FoS/G/3.8/2
		By-law: IQAU	FoS/G/3.8/3
	Feedback obtained at different levels are used to make sure of this aspect.	Feedback on the programme	FoS/G/3.8/4
	There are adequate facilities available in the faculty to deliver these LOs.	Photographs of lecture hall and lab facilities	FoS/G/3.8/5
3.9	FoS has adopted the OBE and SCL methods and advocates for it. Various training programmes are conducted by SDC to ensure that the course outcomes are in line with the programme outcomes.	By-law: IQAC	FoS/G/3.9/1
		Constructive alignment of programme outcomes and course outcomes	FoS/G/3.9/2
		Alignment of Teaching, learning and assessment with course ILOs	FoS/G/3.9/3

		LMS screenshots	FoS/G/3.9/3
		Minutes: SFB	FoS/G/3.9/5
		Training programmes on OBE and SCL conducted by SDC.	FoS/G/3.9/6
	OBE is implemented through various activities such as practical classes, field-based studies, industrial visits, research projects, outreach activities and skill development in learning and assessment.	Reports on outreach and skill development activities, and Industrial visits.	FoS/G/3.9/7
		Links to the department websites for course details.	FoS/G/3.9/8
		Extracts of curriculum on courses having field visits, laboratory work and industrial visits	FoS/G/3.9/9
	Feedback of the learners and assessors are also obtained	Summary of feedback on OBE, SCL and outreach activities	FoS/G/3.9/10
3.10	Following supplementary courses are provided to enrich the generic skills of students:	Time table	FoS/G/3.10/1
		SHB	FoS/G/3.10/2

	Under old structure: Biology for mathematics students, Mathematics for biology students English, Computer skill, Social harmony and Active citizens, Management / finance related courses **Under new structure:** Life skill, Career development, English, Computer skill, Industrial visits.	Senate approved Curriculum	FoS/G/3.10/3
3.11	Following course units are provided to enable students to learn and practice diversity, values and social engagement: Social harmony and Active citizen programme, Organizational Behaviour, Professional Practice, Sri Lanka studies and social harmony, Science and society, Management / finance related courses	SHB	FoS/G/3.11/1
		Course plan and time tables: Social harmony and Active citizen programme; organizational behaviour and professional practice, Sri Lanka studies and social harmony course plan, Science and society	FoS/G/3.11/2
		Photographs	FoS/G/3.11/3
		Student feedback summary of the courses	FoS/G/3.11/4
	In addition to the above courses, programmes are organized by the faculty in association with relevant centres such as SDC, CGEE, WeBe centre in the University addressing the issues of gender-equity, ethical values, counselling.	Invitations and notices of the programmes	FoS/G/3.11/5
		CGEE annual report	FoS/G/3.11/6
		Workshop documents	FoS/G/3.11/7

		Basic Sinhala and Tamil courses are provided to improve cohesion among different communities. Organizational Behavior and Professional Practice courses are offered by the Department of Computer Sciences	Basic Sinhala Tamil course plan and reports	FoS/G/3.11/8
		These aspects are also incorporated in SMP.	SMP	FoS/G/3.11/9
3.12		Courses are structured logically to improve the knowledge base of the students in each level. i.e.; The basic courses are covered in the first two levels and the advanced courses are allocated for the last level.	Constructive alignment of course units in each level with learning domain	FoS/G/3.12/1
		Number of subjects and combinations in the programme each level from which the students are allowed to choose.	SHB–List of course lists and combinations	FoS/G/3.12/2
			Subject combination form	FoS/G/3.12/3
		There are core and elective along with supplementary courses.	Syllabi of the elective, auxiliary and supplementary courses, Time table	FoS/G/3.12/4
3.13		Each level in the curriculum is developed in such a way that the LOs are progressively increased in the level of competency. These are logically arranged by increasing complexity and depth of learning and assessments. The skills are developed through activities built-in such as group and individual presentations; IT based assignments and LMS	Constructive alignment of course units in each level with, learning domain, ILOs, Graduate profile, Learning and assessment	FoS/G/3.13/1
			Structure and syllabi	FoS/G/3.13/2
			Course plans	FoS/G/3.13/3

		usage, field and laboratory based practical sessions, industrial training/visits, report writing and viva examinations.	Student feedback summary	FoS/G/3.13/4
			Examiners' reports	FoS/G/3.13/5
			Student field reports	FoS/G/3.13/6
			LMS link	FoS/G/3.13/7
			Reports: LMS, Google class, Zoom, MS Team	FoS/G/3.13/8
3.14		GPV reflects the achievement at each level. Defined outcomes in each level are examined by a stringent examination process through moderation and second marking.	SHB - outcome descriptors	FoS/G/3.14/1
			Examination results sheet and Graduation rates	FoS/G/3.14/2
			Examination guidelines	FoS/G/3.14/3
			Moderation and second marking reports	FoS/G/3.14/4
		The overall outcome is measured by the measurable indicators such as rate of employment, scholarships and internships. This is done through various surveys and stakeholder discussions.	Exit survey reports	FoS/G/3.14/5
			Employment rates	FoS/G/3.14/6
			Industrial evaluation report	FoS/G/3.14/7
			Stakeholder reports	FoS/G/3.14/8

3.15	In the programme, the awards and qualifications at each level of exit/fallback options are aligned with the framework of SLQF and SBS. This is ensured by the CDRMC, IQAC, CQA and QAC	SHB	FoS/G/3.15/1
		SOP: CDRMC	FoS/G/3.15/2
		Expert/stakeholder review	FoS/G/3.15/3
		CQA policy and by-law	FoS/G/3.15/4
		Compliance reports of QAC	FoS/G/3.15/5
3.16	FoS looks at every aspect of the curriculum, including design, standards, contents, appropriate ILOs, available resources and review process. FoS appointed sub-committee is responsible for programme design/revision, which is recommended by CDRMC, SFB and CEC to the Senate. Approval of the Senate and UGC (if required) is sought afterwards. The comments at each step are considered and amendments are done, if necessary.	SOP and review form of the CDRMC	FoS/G/3.16/1
		Minutes: Departments, CDRMC, SFB, CEC, Senate	FoS/G/3.16/2
		QAC compliance report	FoS/G/3.16/3
3.17	Designed programme is circulated among all stakeholders, both internal and external, and their concerns/comments are addressed. This includes the details of available and needed resources.	SHB	FoS/G/3.17/1
		Website: Faculty	FoS/G/3.17/2
		Feedback report – students, stakeholders	FoS/G/3.17/3
		Minutes: Departments, SFB	FoS/G/3.17/4
	SMP has action plans to improve resources based on need.	SMP	FoS/G/3.17/5

3.18	Industrial liaison cell and/or UBL coordinate the industrial training / internship along with the departments, on request.	TOR and policy: UBL	FoS/G/3.18/1
	Students are informed about their responsibilities at workplace by the industry and/or departments.	MoUs/Agreements	FoS/G/3.18/2
		Students' industrial training reports	FoS/G/3.18/3
		Employers' report	FoS/G/3.18/4
		Syllabi for industrial visits and/or training	FoS/G/3.18/5
		Offer letters provided by the industries	FoS/G/3.18/6
	SMP has action plans to monitor and improve this aspect.	SMP	FoS/G/3.18/7
3.19	Programme is designed to stimulate independent learning and group learning. Several group and/or individual learning assignments are given at each level by many departments. FoS makes sure the above methods are introduced in many courses through assignments, field study, group work and report writing.	SOP and by-law : CDRMC, IQAC	FoS/G/3.19/1
		Syllabi of course units with self-learning opportunities	FoS/G/3.19/2
		Student feedback	FoS/G/3.19/3
		Project report from students	FoS/G/3.19/4
	One week is provided in the calendar of dates for the skill development programmes.	Calendar of dates	FoS/G/3.19/5
		Report on career fair and life skill programme	FoS/G/3.19/6

		Courses on English language and Science communication with required facilities are implemented to develop interpersonal communication skills.	Proposal and photographs for e-labs	FoS/G/3.19/7
			Science communication course plan	FoS/G/3.19/8
3.20		IQAC is established in the faculty as an internal review body that adopts the guidelines developed by the CQA for effective internal monitoring processes. The IQAC is strengthened with adequate human and physical resources for this purpose.	Policy and by-law: CQA	FoS/G/3.20/1
			TOR: IQAC	FoS/G/3.20/2
			SFB memos for the appointment of members to IQAC	FoS/G/3.20/3
			Minutes: IQAC and CQA	FoS/G/3.20/4
			Websites	FoS/G/3.20/5
			IQAC resources – Photographs of physical facilities and appointment letters	FoS/G/3.20/6
3.21		FoS recognizes the need to revise the programme design based on the request of different stakeholders: students, staff, officials from the education department and external members. At times, the faculty is committed to review the programme structure whenever necessary.	SOP and By-law: CDRMC, IQAC	FoS/G/3.21/1
			Minutes: SFB (programme and curriculum revisions)	FoS/G/3.21/2
			Letter from ADE/Science Survey reports	FoS/G/3.21/3
			Senate approved documents	FoS/G/3.21/4
			Grant proposals and reports	FoS/G/3.21/5

3.22	Regular feedback in the form of review/survey is obtained and considered when the revisions are initiated	SOP and By-law: CDRMC, IQAC	FoS/G/3.22/1
		Feedback/review reports	FoS/G/3.22/2
		Minutes: Departments, SFB, Senate	FoS/G/3.22/3
3.23	FoS through the IQAC and Academic & Publication Branch, conducts exit survey during the convocation.	Exit survey summary	FoS/G/3.23/1
		Completed sample exit survey form	FoS/G/3.23/2
	University Alumni Association is established to connect the graduates.	University Alumni Association	FoS/G/3.23/3
	Council approval for the by-law of the faculty alumni association is awaited.	By-law of the Faculty Alumni Association (Minutes: SFB and the Senate)	FoS/G/3.23/4
3.24	FoS addresses the issues of disabled students and staff on the basis of individual requests.	Examination Policy for disabled students.	FoS/G/3.24/1
	Additional time is given during the examination for differently abled students on request.	Minutes: SFB and Senate (students' appeals)	FoS/G/3.24/2
	Ramps are built in the faculty premises and audio visual aids are provided at the classrooms and laboratories	Photographic evidences on facilities provided	FoS/G/3.24/3
		Grant proposals (AHEAD project)	FoS/G/3.24/4
		Blueprints of new buildings	FoS/G/3.24/5

WeBe centre addresses the mental issues of the staff and students.	TOR and reports: WeBe Centre	FoS/G/3.24/6
	Workshops on counselling – flyers, attendance sheets by highlighting the name of the faculty staff	FoS/G/3.24/7
Student counsellors are being trained to look after mental wellbeing of the students. Academic counsellors are appointed at department level to advise the students with stress on academic matters	TOR: Student and Academic Counsellors	FoS/G/3.24/8
Learning materials are uploaded to the LMS especially for the slow learners.	LMS, Google classroom, MS Teams, Zoom screenshots and reports	FoS/G/3.24/9

Summary

Programme is designed through appropriate mechanism with sub-committees appointed at the department and faculty levels. A well-organized participatory approach is maintained through this. The programme has clearly defined ILOs with OBE and SCL approaches are highlighted. This is reflected in the graduate profile of the FoS. The learning domain is increased with the increasing levels. Thus the graduate will be competent enough to synthesize and practice knowledge at highest levels. Regular feedback is obtained from different stake holders. This feedback is incorporated in the programme revision process, wherever applicable. The programme incorporates skill development including socio-emotional and inter personal communication skills. The faculty adopts disable friendly facilities as much as possible.

Criterion 4 – Course/Module design and Development

No.	Claim of the Degree of Internalization of Best Practices and Level of Achievement of Standards	Documentary Evidence to Support the Claim	Code No. of the Document
4.1	FoS has the practice to design and develop the course by a team with the involvement of subject in charge and other senior members in the department and/or external subject experts. The developed curriculum will then be reviewed by CDRMC and then CEC. Each member involved is made aware of the roles and responsibilities.	SOP: CDRMC	FoS/G/4.1/1
		TOR: CDRMC	FoS/G/4.1/2
		Minutes: Department meetings, SFB, Senate	FoS/G/4.1/3
		Consultancies	FoS/G/4.1/4
		Feedback	FoS/G/4.1/5
4.2	Curriculum is designed to match with the programme objectives and outcomes. New and relevant contents are included based on the current development.	Programme specification	FoS/G/4.2/1
		Course specifications	FoS/G/4.2/2
		Structure and Syllabi	FoS/G/4.2/3
		Standing committee reports	FoS/G/4.2/4
		Curriculum mapping	FoS/G/4.2/5
		Graduate profile	FoS/G/4.2/6
		Course layout/Modified courses	FoS/G/4.2/7

4.3	FoS designs the courses in compliance with SLQF credit definition and reflects the reference points such as SBS, requirements of statutory or regulatory bodies.	Course specification	FoS/G/4.3/1
		Structure and syllabi	FoS/G/4.3/2
		Evidence of compliance with SLQF and SBS	FoS/G/4.3/3
		Policy and procedures on course design (TOR)	FoS/G/4.3/4
		Graduate profile	FoS/G/4.3/5
		Curriculum mapping; SLQF Mapping	FoS/G/4.3/6
4.4	The standard template approved by the University of Jaffna is used by the FoS to design and develop the course modules.	SOP: CDRMC	FoS/G/4.4/1
		Senate approved course design templates	FoS/G/4.4/2
		Minutes: SFB, Senate	FoS/G/4.4/3
		Structure and syllabi with the approved template	FoS/G/4.4/4
4.5	FoS design the course contents by considering the contents, learning activities and the assessment tasks that are systematically aligned with the course and programme outcomes.	Graduate profile of the Programme	FoS/G/4.5/1
		Curriculum book	FoS/G/4.5/2
		Curriculum mapping	FoS/G/4.5/3
		Minutes: SFB, Senate	FoS/G/4.5/4

4.6	FoS designs and develops courses based on SCL strategies in order to enable the students actively engaged in self-learning.	SOP: CDRMC	FoS/G/4.6/1
		LMS (Print shots); Google classroom	FoS/G/4.6/2
		Need Analysis (Report)	FoS/G/4.6/3
		Minutes: CDRMC, SFB	FoS/G/4.6/4
		Websites, Photos	FoS/G/4.6/5
		Feedback from students	FoS/G/4.6/6
4.7	Courses provide a concise description of the ILOs, contents, teaching learning and assessment strategies and learning resources, made accessible to all students.	Structure and syllabi	FoS/G/4.7/1
		SHB	FoS/G/4.7/2
		Website: Faculty, Departments	FoS/G/4.7/3
		Senate approved sample form	FoS/G/4.7/4
4.8	Each course has the workload (notional learning hours) as per SLQF, which is broken down into different types of learning such as direct lecture hours, independent learning hours, laboratory studies, field visits, industrial training etc.	Structure and syllabi	FoS/G/4.8/1
		SHB	FoS/G/4.8/2
		Lecture schedule and time table	FoS/G/4.8/3
		Calendar of dates	FoS/G/4.8/4
		Library usage statistics	FoS/G/4.8/5
		Template of course design	FoS/G/4.8/6
		Website: Departments	FoS/G/4.8/7

4.9	Courses/modules have sufficient scope to encourage the development of creative and critical thinking, independent and lifelong learning, communication, interpersonal, and team working skills.	SOP: CDRMC	FoS/G/4.9/1
		Evidence of SDC workshops on course	FoS/G/4.9/2
		Curriculum mapping	FoS/G/4.9/3
		Minutes: SFB, Senate	FoS/G/4.9/4
		Structure and syllabi	FoS/G/4.9/5
		SHB	FoS/G/4.9/6
		Student feedback	FoS/G/4.9/7
		Course evaluation reports	FoS/G/4.9/8
4.10	The needs of differently abled students is considered and included in the teaching and learning strategies and provided facilities which make the delivery of the course as inclusive as possible.	SOP: CDRMC	FoS/G/4.10/1
		Requests from students	FoS/G/4.10/2
		Floor plan of Computer Science building (approval)	FoS/G/4.10/3
		AHEAD Project proposal	FoS/G/4.10/4
		LMS and recorded lectures	FoS/G/4.10/5
		Photograph	FoS/G/4.10/6

4.11	Courses are scheduled by considering respective weight load of the courses. Courses are scheduled and offered in a manner to allow students to complete within the stipulated period.	Structure and syllabi	FoS/G/4.11/1
		Curriculum mapping	FoS/G/4.11/2
		Timetables and ICA Schedule	FoS/G/4.11/3
		Student feedback	FoS/G/4.11/4
		Calendar of dates	FoS/G/4.11/5
4.12	Course contents are appropriately designed with suitable learning contents (as per SLQF), in a manner to complete it within intended period of time.	Course design policy and procedures of the FoS	FoS/G/4.12/1
		Course plans	FoS/G/4.12/2
		Course evaluation reports	FoS/G/4.12/3
		Structure and syllabi	FoS/G/4.12/4
		Class roster and Dropout rate	FoS/G/4.12/5
		Calendar of Dates	FoS/G/4.12/6
4.13	Appropriate media and technology is integrated in the course design, development and delivery	Use of technology in the lesson planning	FoS/G/4.13/1
		Network with Computer unit	FoS/G/4.13/2
		Grant proposals	FoS/G/4.13/3

		Student feedback	FoS/G/4.13/4
		Course evaluation reports	FoS/G/4.13/5
		Curriculum book	FoS/G/4.13/6
		LMS, Zoom, usage reports; Photo evidences	FoS/G/4.13/7
4.14	FoS members are trained to serve in the instructional design and development. FoS staff serves as resource persons for such training as well.	SIP agenda and Schedules (Resource person; Participation)	FoS/G/4.14/1
		Workshops under different Projects	FoS/G/4.14/2
		SDC, CQA workshops	FoS/G/4.14/3
		Resource person; Participants (Attendance sheet)	FoS/G/4.14/4
		Feedback	FoS/G/4.14/5
4.15	FoS ensures the availability of adequate physical and human resources for course design, approval, monitoring and review processes.	Minutes: CDRMC, SFB, Senate	FoS/G/4.15/1
		SOP: CDRMC	FoS/G/4.15/2
		Minutes: IQAC	FoS/G/4.15/3
		Appointment letters (EOI, consultancies)	FoS/G/4.15/4

			Curriculum revising using external funds	FoS/G/4.15/5
			Finance committee memo; Council approval	FoS/G/4.15/6
4.16	The CDRMC approves the course by considering the design principles, academic standards, and appropriateness of the learning opportunities available, monitoring and review arrangements and content of the course specification, and after that it is finally approved by the Senate.		SOP and review report of CDRMC	FoS/G/4.16/1
			Minutes: SFB, CEC, Senate	FoS/G/4.16/2
			QAC reports	FoS/G/4.16/3
4.17	CDRMC has a guideline for course development and review process which has been approved by the FBS in consultation with all members.		Minutes: SFB, CEC, Senate	FoS/G/4.17/1
			SOP: CDRMC	FoS/G/4.17/2
4.18	The CDRMC adopts the QA policy of IQAC/CQA for internal monitoring strategies and effective processes to evaluate, review, and improve the course design and development, and course approval processes. CQA also review the programme revision when it is submitted to the QAC.		CQA Policy and by-laws	FoS/G/4.18/1
			CQA approval page (Computer Science)	FoS/G/4.18/2
			SOP: CDRMC	FoS/G/4.18/3
			Reports (CQA); Annual Report	FoS/G/4.18/4
			Website of CQA	FoS/G/4.18/5
			SFB memos/minutes	FoS/G/4.18/6

4.19	FoS has the practice to evaluate courses/modules 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.	Feedback from students	FoS/G/4.19/1
		Peer observation	FoS/G/4.19/2
		Examination: List of examiners, Time table, and reports	FoS/G/4.19/3

Summary

FoS, has the practice to design and develop the course by the involvement of internal and external subject experts. FoS meets the program objectives and outcomes by revising and adopting the current developments in the relevant field of study/ subject areas. FoS aligns the study programme with SLQF, and the student handbook and curriculum book consists all the expedient information about content of the courses, credit hours, theoretical and practical components of courses, assessments methods and examination procedures. In particular, the needs of differently abled students is considered and included in the teaching and learning strategies, and all the courses are scheduled in a manner to allow students to complete the course within stipulated time. The ILOs of each and every proposed courses are developed to achieve the programme ILOs, which ensure that the programme is coherent and comprehensive.

Criterion 5 – Teaching and Learning

No.	Claim of the Degree of Internalization of Best Practices and Level of Achievement of Standards	Documentary Evidence to Support the Claim	Code No. of the Document
5.1	Teaching and learning methods are developed based on the Faculty's mission, vision and the curriculum requirements.	SMP	FoS/G/5.1/1
		Constructive-alignment: Teaching-learning with GP	FoS/G/5.1/2
		SHB: Vision and Mission	FoS/G/5.1/3
		Programme/course specifications	FoS/G/5.1/4
		Students Handbook	FoS/G/5.1/5
		SOP: CDRMC	FoS/G/5.1/6
5.2	Students are provided with Course specifications during orientation and are available on FoS website.	SHB: Programme/course specifications	FoS/G/5.2/1
		Course-specification: Website	FoS/G/5.2/2
		SHB	FoS/G/5.2/3
		Calendar-of-dates	FoS/G/5.2/4
		Timetables: from notice boards	FoS/G/5.2/5

		Semester lecture timetables are circulated to lecturers before the commencement of the semester, and FoS timetable is posted on the notice boards before the commencement of the semester.	Faculty website link	FoS/G/5.2/6
			Student feedback	FoS/G/5.2/7
5.3		Assessments procedures and learning outcomes are aligned with the study guide for each course and closely monitored.	Constructive-alignment maps: TL-strategies with Programme-ILOs	FoS/G/5.3/1
			Assessment with GP	FoS/G/5.3/2
			Content-ILOs with CD	FoS/G/5.3/3
			Programme/Course specifications	FoS/G/5.3/4
			Student feedback forms	FoS/G/5.3/5
			Peer review reports	FoS/G/5.3/6
			Exam paper moderator's reports	FoS/G/5.3/7
5.4		Disabled access to lecture-halls/ laboratories is provided. The slow learners are provided with reading material and lecture notes/ recordings in LMS	Photos: Disabled-access	FoS/G/5.4/1
			SFB approvals: Extra Examination time	FoS/G/5.4/2
			Extra Laboratory-hours to slow learners	FoS/G/5.4/3
			LMS screenshots	FoS/G/5.4/4

5.5	FoS utilizes blended SCL methods such as presentations, team based learning, group work, field visits, case studies and library based seminars;	Course specifications	FoS/G/5.5/1
		Types of learning/assessment resources	FoS/G/5.5/2
		Field trip reports/presentations	FoS/G/5.5/3
		Group project reports/diaries/ presentations	FoS/G/5.5/4
		Industrial visit/training reports/diaries	FoS/G/5.5/5
		Student feedback	FoS/G/5.5/6
5.6	Lecturers in FoS integrate appropriate research and scholarly activities and use latest textbooks and online resources in teaching.	Course-specifications (recommended-readings)	FoS/G/5.6/1
		LMS Course-pages	FoS/G/5.6/2
		Student-feedback	FoS/G/5.6/3
		Library records of updated textbooks	FoS/G/5.6/4
		Research and scholarly work of staff	FoS/G/5.6/5
5.7	FoS facilitates self-directed learning and practices collaborative learning. FoS uses technology as an instructional tool.	Course specifications	FoS/G/5.7/1
		Student feedback	FoS/G/5.7/2
		Course evaluation reports	FoS/G/5.7/3

		LMS	FoS/G/5.7/4
		Evidence: Collaborative learning environment (hotspot)	FoS/G/5.7/5
5.8	FoS encourages students to publish their creative and scholarly works. FoS conducts different activities (E.g. class debates, projects, field excursions, library based seminars) aiming scholarly development and creativity. Problem based research work is a part of practical training.	Students' research publications	FoS/G/5.8/1
		Student societies and their publications	FoS/G/5.8/2
		Awards: Students winning research projects	FoS/G/5.8/3
		Other creative activities by students/student societies	FoS/G/5.8/4
		Students' group-project weekly-diaries	FoS/G/5.8/5
5.9	Teaching learning strategies of certain courses include group projects/presentations and final examinations include a portion of marks for collaborative activities.	Course specification	FoS/G/5.9/1
		List of group projects	FoS/G/5.9/2
		Group project diaries/presentations	FoS/G/5.9/3
		Group project mark sheets	FoS/G/5.9/4
		Availability of Hotspot	FoS/G/5.9/5
5.10	Few departments encourage students to involve in group research projects and publish the research with due credit to the students.	Proceedings of VIRC/Student symposia	FoS/G/5.10/1
		URL: Papers with student contributions	FoS/G/5.10/2

		FoS/individual department organizes undergraduate research symposia to publish students' research findings in front of scholars.	Publication list of collaborative research between staff and students	FoS/G/5.10/3
			Students awards: in competitions	FoS/G/5.10/4
5.11	Teaching-learning strategies adopted by FoS are not gender biased. FoS has endorsed and incorporated the bylaws of the GEEC.		GEEC policy	FoS/G/5.11/1
			Evidence of implementing the policy	FoS/G/5.11/2
			Student-staff feedback on CGEE activities	FoS/G/5.11/3
5.12	FoS implements mechanisms to monitor teaching-learning activities via: (a) Students' feedback (b) Peer evaluation reports		Student's feedback	FoS/G/5.12/1
			Peer evaluation reports	FoS/G/5.12/2
			Student satisfaction survey reports	FoS/G/5.12/3
			Course specifications implementation on LMS records	FoS/G/5.12/4
			Lecture attendance sheets	FoS/G/5.12/5
5.13	FoS adopts effective and novel teaching practices supported by appropriate technologies.		Programme/course specifications	FoS/G/5.13/1
			Evidence of academic staff using technology in teaching	FoS/G/5.13/2
			Evidence of staff using innovative practices in teaching	FoS/G/5.13/3
			LMS activity reports	FoS/G/5.13/4
			Lecturers PPTs	FoS/G/5.13/5

		Spontaneous quizzes	FoS/G/5.13/6
		Records on other online learning	FoS/G/5.13/7
5.14	FoS incorporates both teacher directed and student-centred teaching-learning via curriculum revisions which facilitates more practical teaching and learning.	Course specifications	FoS/G/5.14/1
		Minutes: CDRMC	FoS/G/5.14/2
		Peer evaluation reports	FoS/G/5.14/3
		Student feedback	FoS/G/5.14/4
		Workshop: SCL and OBE workshop	FoS/G/5.14/5
5.15	FoS has significantly gained infrastructure to support a healthy teaching and learning environment which facilitates better strategies for active/deep learning.	Evidence of departmental library facilities to encourage active learning	FoS/G/5.15/1
		WiFi-access: study-areas	FoS/G/5.15/2
		Inventory for modern equipment/study materials procured under grants (IRQUE,SIDA,HETC,AHEAD,NSF,NRC, URG)	FoS/G/5.15/3
		Student satisfaction survey reports	FoS/G/5.15/4
		Cultural and recreational activities conducted by FoS	FoS/G/5.15/5

5.16	At the end of the course, effectiveness and quality of teaching is judged by student by completing the teacher evaluation	SFB approved feedback and peer-evaluation forms	FoS/G/5.16/1
		Student feedback	FoS/G/5.16/2
		Bylaws: IQAC for assessment of teachers	FoS/G/5.16/3
		Minutes: IQAC	FoS/G/5.16/4
		Evidence of using results of feedback for improvement.	FoS/G/5.16/5
5.17	Students' feedback regarding lecturer evaluation is analysed for the betterment of learning process.	Programme/course specification	FoS/G/5.17/1
		Course evaluation reports	FoS/G/5.17/2
		Student performance statistics and reports	FoS/G/5.17/3
		External examiners reports	FoS/G/5.17/4
		Student-feedback	FoS/G/5.17/5
		Peer-evaluation	FoS/G/5.17/6
5.18	HoDs and subject coordinators prepare subject allocation fairly and transparently according to standard work norm.	Work norms and workload of staff	FoS/G/5.18/1
		Minutes: Department meetings	FoS/G/5.18/2
		Department teaching timetables	FoS/G/5.18/3

5.19	IQAC/CQA has proposed an award for teaching excellence with set of indicators. The feedback from peers and students are obtained with the SFB approved forms prepared by the IQAC.	Proposal of CQA with indicators for evaluating teachers	FoS/G/5.19/1
		SFB minutes discussing the templates	FoS/G/5.19/2

Summary

Teaching-Learning strategies of FoS are based on well-founded mission, vision and the graduate profile. FoS promotes SCL-OBE teaching learning practices by adopting novel strategies. FoS website provides descriptive information regarding the courses offered including the description of the courses. Teaching duties for staff are assigned on a balanced and fair manner, and lecture/practical time-table is prepared and made available before the commencement of each semester. Courses are delivered in diverse ways to make students engaged in self and collaborative learning. Curriculum of FoS contains group projects and industrial training to close in the gap between theory and practice and to facilitate team work. Students engage in a research project guided by the staff and are encouraged to publish their findings. Student societies conduct various activities to bring out creative and innovative talents of students. Quality teaching is ensured by FoS with a set of quality indicators stipulated by the IQAC and CQA.

Criterion 6 – Learning Environment Student Support and Progression

No.	Claim of the Degree of Internalization of Best Practices and Level of Achievement of Standards	Documentary Evidence to Support the Claim	Code No. of the Document
6.1	FoS ensures a student-friendly conducive and caring environment providing opportunities to solve their problems	Minutes: SFB	FoS/G/6.1/1
		Website, Photos: Faculty, Departments	FoS/G/6.1/2
		SHB	FoS/G/6.1/3
		Science week events	FoS/G/6.1/4
		Religious and Cultural celebration	FoS/G/6.1/5
	FoS accommodates student supportive services	Reports, Request or Offer letters for IT (Wi-Fi), Counselling, Library, Welfare, Career guidance services, Health centre services	FoS/G/6.1/6
	FoS provides counselling services via appointing academic and Student councillors and wellbeing centre for students' issues	Minutes: SFB	FoS/G/6.1/7
		University calendar (TOR, By-laws)	
6.2	FoS identifies learning support requirements of students by getting students feedback during the monthly meetings.	Minutes: SFB, Senate	FoS/G/6.2/1
		Need analysis for learner support during COVID-19	FoS/G/6.2/2
		Smart device distribution	FoS/G/6.2/3
	FoS provides effective learning environment through LMS, google class, zoom and WIFI facilities for their independent learning	LMS Link	FoS/G/6.2/4
		Summary of student feedback	FoS/G/6.2/5
		Inventory book	FoS/G/6.2/6
		Minutes: SFB	FoS/G/6.2/7

		FoS organizes training programmes, workshops and exhibitions	Minutes: SFB, Department & Faculty website, Flyers, Invitation, letters, Certificates, Attendance sheet, Photos	FoS/G/6.2/8
		Some laboratory and Lecture Hall are renovated through competitive national and international grants	AHEAD, NORPART and HETC project report Photos	FoS/G/6.2/9
			Inventory, BoS records	FoS/G/6.2/10
6.3		FoS organizes an orientation programme for newly enrolled students annually	SHB	FoS/G/6.3/1
			Orientation Programme	FoS/G/6.3/2
			Faculty website	FoS/G/6.3/3
			SDC programme plan: SCL-OBE	FoS/G/6.3/4
6.4		University of Jaffna provides student charter to all incoming students during enrolment and declaration from the students including	Student Charter	FoS/G/6.4/1
			SHB	FoS/G/6.4/2
			Orientation Programme	FoS/G/6.4/3
			Student declaration form	FoS/G/6.4/4
		Prohibition of ragging and other forms of violence in educational institutions.	Inquiry report and senate decision	FoS/G/6.4/5
			Photos	FoS/G/6.4/6
			Student declaration on Non-ragging	FoS/G/6.4/7
			Portal for online complains	FoS/G/6.4/8
			University calendar which adopts relevant UGC circular	FoS/G/6.4/9

		FoS guides the students to comply with the above through the workshop	Workshop and research conducted by CGEE/UGC-UNICEF	FoS/G/6.4/10
6.5		FoS guides students to use available student support services	Agenda for the Orientation Programme, SHB	FoS/G/6.5/1
			IT (Wi-Fi), counselling, We-Be, Library, Welfare, Career guidance services, Health centre services	FoS/G/6.5/2
		FoS academic counsellors guide the students on and empower students	Minutes: SFB	FoS/G/6.5/3
			University Calendar, TOR for counselling	FoS/G/6.5/4
		Student support services through the societies in the FoS/Department	Group activity of Student Societies	FoS/G/6.5/5
		Departments adopt SCL approaches for self-directed learning	Practical handbook	FoS/G/6.5/6
			Structure and syllabi	FoS/G/6.5/7
			Summary of Student feedback	FoS/G/6.5/8
			Peer evaluation report	FoS/G/6.5/9
		Empower learners to take personal control of their own development	Reports on Field, clinical and Industrial visit/ Poster/Seminar presentation	FoS/G/6.5/10
6.6		FoS evaluates the student support services based on students complains	Minutes: SFB	FoS/G/6.6/1
			HETC, AHEAD project report – Open study hall (Hotspot), Laboratory and lecture halls	FoS/G/6.6/2

6.7	SDC organize workshops and training programs for using learning resources such as ICT, data analysis, academic writing, career development, soft skills development etc.	Attendance of staff and students, Training completion report	FoS/G/6.7/1
		Annual plan: SDC	FoS/G/6.7/2
		Feedback from participants	FoS/G/6.7/3
	LMS workshops	HETC and AHEAD	FoS/G/6.7/4
	Language laboratory	AHEAD proposal, DELT lab	FoS/G/6.7/5
6.8	Certain departments offer industrial training/ visits as a part of the curriculum.	Industrial training/ visit- letter	FoS/G/6.8/1
		Students handbook and curriculum	FoS/G/6.8/2
		Student training agreements and diaries, Photos	FoS/G/6.8/3
		Evaluation/Industrial report	FoS/G/6.8/4
	Students are taken for field excursions to enhance practical knowledge	Curriculum	FoS/G/6.8/5
		Approval or Permission letter from high authority	FoS/G/6.8/6
		Minutes: SFB	FoS/G/6.8/7
		Field visit report and student register	FoS/G/6.8/8
	Staff training programme	SDC: Annual training plan, agenda, attendance	FoS/G/6.8/9
		LMS training under HETC and AHEAD projects	FoS/G/6.8/10
	Students participated in professional programs	Minutes: SFB	FoS/G/6.8/11
		Website: Department, Photos	FoS/G/6.8/12

		Certificate courses are conducted for staff & students	Minutes: SFB	FoS/G/6.8/13
			Participation and Appreciation certificates	FoS/G/6.8/14
			Training completion report	FoS/G/6.8/15
6.9	Departments provide wheelchair access for the disabled students		Photos, Building plan and accessibility	FoS/G/6.9/1
			SMP	FoS/G/6.9/2
			Minutes: SFB, Senate	FoS/G/6.9/3
	FoS has established wellbeing and counselling centre to assist students who are in need of counselling		Appointment letter for the coordinator of the wellbeing centre and student counsellors and counselling officer	FoS/G/6.9/4
			Student record	FoS/G/6.9/5
6.10	Library system is computerized and it facilitates book searching, e-Databases, e-Journals, e-Abstracts.		Library website	FoS/G/6.10/1
			Library committee minutes	FoS/G/6.10/2
			Inter-library loan documents	FoS/G/6.10/3
			Library usage Report	FoS/G/6.10/4
6.11	Students are motivated to use the library with an extensive database and online facilities		Curriculum	FoS/G/6.11/1
			Orientation programme	FoS/G/6.11/2
			Procurement books and journals	FoS/G/6.11/3
			Workshop regarding plagiarism	FoS/G/6.11/4
			Library Usage reports	FoS/G/6.11/5
			Library website	FoS/G/6.11/6

6.12	Departments maintain up-to-date records on student progress, including ICA, Presentation and ECE. FoS has a student management system which provides the progress report of individual students.	Records of Exam results	FoS/G/6.12/1
		Practical Assessment records, on spot exams schedules Practical Record Book	FoS/G/6.12/2
		Student feedback on LMS, and in written form	FoS/G/6.12/3
		FOSEMS	FoS/G/6.12/4
6.13	Academic interaction between staff and students	Student Charter	FoS/G/6.13/1
		Minutes: SFB	FoS/G/6.13/2
		VIRC proceeding book	FoS/G/6.13/3
		VINGNANAM Journal book	FoS/G/6.13/4
	Social interaction between faculty academics and students	Students Society Magazine	FoS/G/6.13/5
		Programme Agendas	FoS/G/6.13/6
		Photos and awards or certificates for the participants	FoS/G/6.13/7
		Field visit report and Photos	FoS/G/6.13/8
		Science week activities	FoS/G/6.13/9
		Sports activities	FoS/G/6.13/10
		Multi religious and cultural event	FoS/G/6.13/11
6.14	FoS facilitates academic interaction between staff and students	Records of the mentoring program	FoS/G/6.14/1
		Undergraduate research symposium	FoS/G/6.14/2
		Industrial /Field visit report	FoS/G/6.14/3

		Reports to SFB	FoS/G/6.14/4
6.15	Students and staff of the FoS organized/participated the sports cultural programme	SMP (co-curricular activities)	FoS/G/6.15/1
		Science week activities	FoS/G/6.15/2
		Ocean Day Celebration	FoS/G/6.15/3
		Social interaction: (Fresher's welcome event, going down, annual get-togethers	FoS/G/6.15/4
		Multi religious and cultural event	FoS/G/6.15/5
	Students and staff of the faculty release magazines or articles	Magazines	FoS/G/6.15/6
6.16	Mandatory/supplementary courses have been designed to improve students' career management, communication skills	SHB, Curriculum Senate and faculty approval	FoS/G/6.16/1
	FoS organizes the Industrial training, Industrial visit and field visit through the curriculum	Industrial training placement, Report, Schedule, Permission and request letters	FoS/G/6.16/2
	FoS and CGU conduct activities to enhance students' soft skills.	CGU workshop, TOR, Action Plan and Report	FoS/G/6.16/3
6.17	FoS conducts the Industrial Training/visits and guides students for future career opportunities	SHB	FoS/G/6.17/1
		Department meeting minutes	FoS/G/6.17/2
		Industrial placement offer letter	FoS/G/6.17/3
		Industrial visits/training report	FoS/G/6.17/4
6.18	FoS abides by the Policy Framework for GEE and bylaws relating to SGBV	Policy on CGEE	FoS/G/6.18/1
		By-laws: SGBV	FoS/G/6.18/2
		SMP and Action Plan of CGEE	FoS/G/6.18/3

		Progress and annual reports of CGEE	FoS/G/6.18/4	
		Website: CGEE		
	Relevant policies and bylaws are disseminated	Website: CGEE	FoS/G/6.18/5	
		Orientation Programme	FoS/G/6.18/6	
	GEEC has organised workshop and training on Prevention of SGBV	Annual program report and Websites: Website: CGEE	FoS/G/6.18/7	
6.19	Students' feedback and comments of the courses and support services is obtained and it is returned to staff and considered in appropriate manner.	Minutes: SFB	FoS/G/6.19/1	
		Summary of the Student feedback	FoS/G/6.19/2	
6.20	Student counsellors and Academic counsellors are proactive in counselling to facilitate students' progression	Student counsellors and academic counsellors appointment letters	FoS/G/6.20/1	
	There are supervisors and mentors for each group projects and individual projects to guide the students to facilitate their progression	Structure and Syllabi	FoS/G/6.20/2	
		Student progress reports, presentations, thesis	FoS/G/6.20/3	
	Selection of appropriate field of specialization for research and future career/profession	Career guidance workshop, career fair	FoS/G/6.20/6	
		Orientation Programme: Department presentation	FoS/G/6.20/7	
	Encouraging students for qualifying for higher studies and employment	Results of Examinations	FoS/G/6.20/8	
		Awards, gold medal list and Prizes	FoS/G/6.20/9	

		Postgraduate scholarship, Studentship and internships offer letters, Employment Details	FoS/G/6.20/10
6.21	FoS provides grace period to the students who do not complete the program within the expected number of attempts. Fall back options are also available to the students who do not complete the program successfully.	Faculty policy in the Students handbook	FoS/G/6.21/1
		Minutes: SFB, Senate	FoS/G/6.21/2
		Convocation booklet	FoS/G/6.21/3
6.22	Departments and faculty monitor retention, progression, graduation rates of students and conducts surveys about the employability rate	FOSEMS / maintenance of the marks for managing progression	FoS/G/6.22/1
		Convocation booklet for record of graduates	FoS/G/6.22/2
		Graduate survey reports	FoS/G/6.22/3
		Tracer survey	FoS/G/6.22/4
		Survey of employment reports (AHEAD)	FoS/G/6.22/5
		Postgraduate scholarship/ fellowship/ Internship	FoS/G/6.22/6
6.23	FoS deals with and responds promptly to students' complaints and grievances.	Students disciplinary bylaws by adopting the UGC relevant circulars	FoS/G/6.23/1
		Minutes: SFB	FoS/G/6.23/2
		Student charter	FoS/G/6.23/3
		Students' appeals or complaints and responses: Ragging and gender violence-	FoS/G/6.23/4

			appointment of investigation committee and their responses. Decision letters	
			Senate Minutes: Decision letters for student complains	FoS/G/6.23/5
6.24	FoS maintains healthy relationships with alumina		Department's alumni website	FoS/G/6.24/1
			Speakers, GPU card, financial aid	FoS/G/6.24/2
			exam paper moderation	FoS/G/6.24/3
			Invited talks by Alumina member talks	FoS/G/6.24/4

Summary

FoS ensures a student-friendly conducive and caring environment to provide opportunities to solve students' problems. The FoS collects students' feedback regarding the learning support and act accordingly. FoS along with the Senior Student Counsellor, Welfare office and Librarian organize an orientation program for newly enrolled students to make them aware of the code of conduct, examination rules and regulations and the available student supportive services in the FoS/Department. Handbooks with necessary information are distributed to the newcomers. More importantly, the FoS, IQAC, SDC and CGU organize workshops and training programs for students and staff to instruct about ICT, data analysis, LMS, academic writing, career development, soft skill development, and new resources in the library. FoS also arranges practical Training, field excursions, professional programs of using statistical software, counselling etc. Furthermore, FoS provides student support services such as hostel facilities, wellbeing Centre, UBL, scholarships, and facilities for sports and encourages various cultural and aesthetic activities. The FoS also promotes industrial exposure to students.

Criterion 7: Student Assessment and Awards

No.	Claim of the Degree of Internalization of Best Practices and Level of Achievement of Standards	Documentary Evidence to Support the Claim	Code No. of the Document
7.1	FoS has clear assessment method which is incorporated as an integral part of programme design with a clear relationship between assessment tasks and the programme outcomes.	SHB	FoS/G/7.1/1
		Website: Department, Faculty	FoS/G/7.1/2
		Calendar of dates	FoS/G/7.1/3
		By-laws; examination rules and regulations	FoS/G/7.1/4
7.2	Assessment strategies of the courses are aligned to Level six descriptors of SLQF and SBS. The FoS conducts different modes of assessment such as; Written examinations, Laboratory/Field Practical Examinations, Group assessments, Spot tests/Industrial training	SLQF mapping	FoS/G/7.2/1
		SBS mapping	FoS/G/7.2/2
		SHB	FoS/G/7.2/3
		Website: Department	FoS/G/7.2/4
		Exit survey reports	FoS/G/7.2/5
7.3	FoS has procedures for designing, approving, monitoring and reviewing the assessment strategies for programmes and awards.	SHB	FoS/G/7.3/1
		Minutes: Department, CDRMC, SFB, Endowment committee and Senate	FoS/G/7.3/2

7.4	FoS reviews and amends relevant assessment strategies and regulations whenever needed in consultation with department staff and coordinators and the amendments remain fit for the purpose.	Minutes: Department, CDRMC, SFB, Endowment committee and Senate	FoS/G/7.4/1
		SHB	FoS/G/7.4/2
		External examiners' report	FoS/G/7.4/3
7.5	FoS ensures the weightage relating to different components of assessments are specified for each course unit in the study programme.	SHB, Orientation Programme	FoS/G/7.5/1
		Website: Departments, Faculty	FoS/G/7.5/2
7.6	FoS adopts regulations governing the appointment of both internal and external examiners.	By-laws of examinations Appointment of both internal and external examiners	FoS/G/7.6/1
		Minutes: SFB and Senate	FoS/G/7.6/2
7.7	Reports obtained from the external examiners are considered when finalizing the results.	By-laws of examinations Records of external examiners' report	FoS/G/7.7/1
		Amended mark sheets/ marked answer scripts	FoS/G/7.7/2
7.8	Students are assessed using published criteria, regulations and procedures that are adhered to by the staff and are communicated to students at the time of enrolment.	SHB	FoS/G/7.8/1
		Orientation Programme Schedule	FoS/G/7.8/2
		Website: Departments, Faculty	FoS/G/7.8/3

		University Calendar	FoS/G/7.8/4
		Student admission card	FoS/G/7.8/5
7.9	FoS ensures that the staff involved in assessing the students is competent to undertake their roles and responsibilities and have no conflict of interest.	Attendance :SDC training programmes and annual action plan	FoS/G/7.9/1
		Examinations By-laws	FoS/G/7.9/2
		Guidelines for examiners – UoJ	FoS/G/7.9/3
7.10	On request, additional time is given during the examinations to the students with disabilities.	Minutes: SFB, Senate	FoS/G/7.10/1
7.11	Students are given regular, timely feedback on their performance on formative assessments to promote effective learning and support the academic development of students.	Examinations By-laws	FoS/G/7.11/1
		ICA: Displays	FoS/G/7.11/2
		Marked tutorial assignments	FoS/G/7.11/3
		Student feedback	FoS/G/7.11/4
7.12	FoS adopts well defined marking scheme, various forms of second marking (internal or external). It ensures transparency, fairness and consistency by having separate marking scheme for each examination sent for moderation along with the question paper.	Student feedback	FoS/G/7.12/1
		Model answers with marking scheme	FoS/G/7.12/2
		Moderator's report	FoS/G/7.12/3
		Examinations: By-Law	FoS/G/7.12/4

		Second markers' report	FoS/G/7.12/5
		Sample answer scripts	FoS/G/7.12/6
		Sample mark sheets	FoS/G/7.12/7
7.13	Graduation requirements of the study programme are ensured in the degree certification process and the transcript accurately reflects the stage of progression and student attainment.	SHB	FoS/G/7.13/1
		Senate list: Graduands	FoS/G/7.13/2
		Examination by laws	FoS/G/7.13/3
		Sample degree certificate	FoS/G/7.13/4
		Sample transcript	FoS/G/7.13/5
7.14	An academic transcript indicating the courses followed, raw marks, grades, overall GPA and the class obtained by the student is issued on request.	Sample transcript	FoS/G/7.14/1
		Letters of students receiving transcripts	FoS/G/7.14/2
		Examination by laws	FoS/G/7.14/3
7.15	Examination results are documented accurately and communicated to students immediately after the FoS Examination Board meeting.	Guidelines: examiners	FoS/G/7.15/1
		Faculty Examination Board meetings	FoS/G/7.15/2
		Display of results	FoS/G/7.15/3
		Examination Board meetings	FoS/G/7.15/4
		Minutes: Senate	FoS/G/7.15/5
7.16		Extract of SLQF, SLQF mapping	FoS/G/7.16/1

		FoS ensures that the degree awarded and the name of the degree complies with the SLQF.	SHB	FoS/G/7.16/2
			SDC programmes Attendance	FoS/G/7.16/3
7.17	FoS ensures the implementation of examination by laws including those on academic misconduct and enforces them according to the University policy and procedures in a timely manner		Examination: By-laws	FoS/G/7.17/1
			Exam guidelines: supervisors and Invigilators	FoS/G/7.17/2
			Strict implementation of examination by-laws	FoS/G/7.17/3
			SDC programmes Attendance	FoS/G/7.17/4
			Student Charter	FoS/G/7.17/5
			Student disciplinary by-laws	FoS/G/7.17/6

Summary

FoS adopts a clear assessment strategy in line with the learning outcomes. An approved guidelines and an effective assessment system covering both ICA and ECE is formulated to assess the achievement of ILOs. Different and effective assessment modes are used for all the course modules. In designing assessment strategies, due consideration is given to SLQF and SBS. Assessment methods, regulations, and procedure of the assessment strategies have been designed and approved to each courses and informed to the students at the time of enrolment and also communicated to staff at the recruitment time through the SDC. FoS reviews assessment methods time to time and makes amendments in assessment regulations to ensure the quality. The University Examination By-laws ensure that the fairness, transparency, confidentiality and integrity of the assessments and also to academic misconduct.

Criterion 8 – Innovative and Healthy Practices

No.	Claim of the Degree of Internalization of Best Practices and Level of Achievement of Standards	Documentary Evidence to Support the Claim	Code No. of the Document
8.1	FoS possesses a well-established LMS to facilitate multimode teaching and learning. Academic members in the faculty practice LMS and other online based learning platforms such as google class room, Zoom and MS Team for learning, teaching and assessment. Lecturers personally maintain their social media platforms to communicate with students.	LMS link and screenshots	FoS/G/8.1/1
		Reports: LMS, Zoom, Google class room, MS Team	FoS/G/8.1/2
		Curriculum of specific course unit	FoS/G/8.1/3
		Students feedback	FoS/G/8.1/4
		WhatsApp/Telegram/Viber groups	FoS/G/8.1/5
		Minutes: SFB	FoS/G/8.1/6
8.2	Staff shares OER materials and e-learning website links to supplement teaching and learning. Staff participated/served as a resource person on training academics in OER.	Attendance sheets and flyer of SDC	FoS/G/8.2/1
		References of some students' dissertations.	FoS/G/8.2/2
		Digital Library (e.g. IEEE explore)	FoS/G/8.2/3
		Research –repository	FoS/G/8.2/4
		LMS & Google classroom screen shots	FoS/G/8.2/5

		Project reports of students	FoS/G/8.2/6
		Available software in the Computer Laboratories E.g., Pytorch, Weka, Wireshark, R	FoS/G/8.2/7
8.3	FoS academics engage in research by obtaining grants from national and international funding agencies. FoS academics filed and published national and international patents. Students are engaged in group project in the Department of Computer Science. Individual students are encouraged to do research and publish with the staff research competitions	University Calendar	FoS/G/8.3/1
		Grant awarding letters	FoS/G/8.3/2
		Patents	FoS/G/8.3/3
		Student - Staff joint publications	FoS/G/8.3/4
		Students' projects	FoS/G/8.3/5
		Record book and report	FoS/G/8.3/6
		Photographs	FoS/G/8.3/7
8.4	Academics are encouraged by providing URG to do their research. FoS established FRC to facilitate R&D activities and conducts research conferences in alternative years. UBL cell is established to encourage innovation and to promote communities and industries engagement. Staff conduct R&D projects at national level with industrial engagement.	List of faculty academics won University research grants Grant awarding Letters	FoS/G/8.4/1
		Minutes: SFB, Senate	FoS/G/8.4/2
		Minutes: SFRC	FoS/G/8.4/3
		Conference Proceedings	FoS/G/8.4/4

		FoS encourages community based activities and the R&D and outreach activities are appreciated at the SFB	TOR of UBL cell	FoS/G/8.4/5
			Minutes: SFB	FoS/G/8.4/6
			Some academics are in the Jury of Sri Lanka Inventors commission.	FoS/G/8.4/7
			Evaluated and advised in the innovative invention of school students, which were organised by Jaffna Science Association.	FoS/G/8.4/8
			Faculty organized Science education for bright future (exhibition) for school students.	FoS/G/8.4/9
			Proceedings	FoS/G/8.4/10
			Collaborative research agreements	FoS/G/8.4/11
			Certificates	FoS/G/8.4/12
8.5		Staff who excel in research and out-reach activities are appreciated at the SFB. Departments publish the achievements in Newsletters and websites	List of faculty members who received research grants Minutes: SFB (appreciations)	FoS/G/8.5/1
			Websites: Departments	FoS/G/8.5/2
8.6		Individual students do research and publish with the staff on voluntary basis.	Publications with students	FoS/G/8.6/1

8.7	Study programme incorporates industrial training and industrial visits a part of the teaching and learning strategy through a formal partnership with industrial establishments. FoS organizes life skills programme and career fair every year	List of students participated in industrial training/ visits	FoS/G/8.7/1
		Training offer letters sent by industries	FoS/G/8.7/2
		Reports submitted by students	FoS/G/8.7/3
		Photographs of Industrial Visit	FoS/G/8.7/4
		SHB	FoS/G/8.7/5
		TOR: UBL	FoS/G/8.7/6
		Minutes: SFB, Senate	FoS/G/8.7/7
		Leaflets	FoS/G/8.7/8
		FC approval	FoS/G/8.7/9
		Attendance sheet of students	FoS/G/8.7/10
8.8	FoS has developed links with international, national, governmental and non-governmental agencies by signing MoUs and by research collaborations. FoS has also developed industrial linkage through faculty UBL cell and career fair.	Signed MoUs	FoS/G//8.8/1
		Proof for research collaborations	FoS/G//8.8/2
		Research conferences.	FoS/G//8.8/3
		Minutes: SFB, Senate	FoS/G//8.8/4
		Request letters sent by the Faculty	FoS/G//8.8/5

	Some academics are committee members and consultants in the international, national, governmental and non-governmental agencies and industries.	TOR: UBL	FoS/G//8.8/6
			Appointment and appreciation letters	FoS/G//8.8/7
8.9	FoS initiates and proposes self-finance programmes by diversifying it sources of income to complement the grants received through Government. Most of the laboratories in the faculty were developed through the individual national and international grants obtained by the staff	List of postgraduate students involving research with academic staff in the department's lab.	FoS/G/8.9/1
		Developing curriculum on M.Sc. in Science Education Minutes: SFB, Senate	FoS/G/8.9/2
		Approved Proposal (M.Sc. in Clean Energy Technology)	FoS/G/8.9/3
		Certificate course in molecular biology lab techniques	FoS/G/8.9/4
8.10	Although the University and FoS practice transfer of credits/grades within the institution and with other institutions on request, at present the University does not have a credit transfer policy. Faculty follows a modularised credit-based system. Hence, transfer the credits to any other credit-based systems, such as European Credit Transfer and Accumulation System, is possible. FoS has taken measures to develop a policy on credit transfer.	Documents related to credit transfer	FoS/G/8.10/1
		Credit transfer policy document (Draft)	FoS/G/8.10/2

8.11	Students and staff are encouraged by faculty to involve in the co-curricular activities such as science week, musical programme, festivals, religious activities and community works. The students from first year do group social action projects as a part of the Active citizens programme	Approval letters and invitations	FoS/G/8.11/1
		Approval letters from Senior Treasurer	FoS/G/8.11/2
		Minutes: SFB, Senate	FoS/G/8.11/3
		Active citizen programmes: Reports and photographs	FoS/G/8.11/4
		http://www.csc.jfn.ac.lk/index.php/seminar/ http://www.zoo.jfn.ac.lk/index.php/outreach-activities-by-mr-arthiyan/ http://www.zoo.jfn.ac.lk/index.php/agriculture-exhibition-2019/ http://www.zoo.jfn.ac.lk/index.php/blood-donation-camp/	FoS/G/8.11/5
		Student Union Seminars	FoS/G/8.11/6
		Newsletters	FoS/G/8.11/7
		Appreciation Letters from JSA and other organisations	FoS/G/8.11/8
8.12	Students participated in competitions and achieved excellent results.	Certificates: competitions	FoS/G/8.12/1

8.13	Curriculum revisions are done with the collaboration of external experts FoS practices moderation and second marking with national/international external expertise	Minutes: CDRMC, SFB, Senate	FoS/G/8.13/1
		Comments from external experts	FoS/G/8.13/2
		External examiners report	FoS/G/8.13/3
		Minutes: SFB, Senate	FoS/G/8.13/4
		SHB	FoS/G/8.13/5
		Examiners list and Comments	FoS/G/8.13/6
		Examination Manual	FoS/G/8.13/7
8.14	If a student exits the degree programme in the first year, he/she can get Diploma in Science If a student exits the degree programme in the second year, he/she can get Higher Diploma in Science	Minutes: SFB, Senate	FoS/G/8.14/1
		Structure and syllabi	FoS/G/8.14/2
		Convocation book	FoS/G/8.14/3

Summary

FoS practices innovative learning strategies like LMS and OER usage. FoS cultivates good research and innovation culture and promotes academics and students who are involved. Student research is promoted by introducing research as part of the curriculum. Staff are committed to collaborate with national and international institutions. FoS also generates fund through PG programmes. FoS promotes outreach and co-curricular activities by giving the participant with adequate facilities. The examination process involves multiple level of cross checking with international standards and the students have fall-back options at each levels of study programme.

Section 4. Summary

Since its inception in 1974, the FoS has been committed to provide quality education to the undergraduates. The quality is assured in all aspects of the study programme, including administration, recruitment of staff, teaching-learning process and infrastructure development, which is evident by the growing status of the Faculty in terms of student enrolment, staff profile and human and physical resources.

The FoS possesses an adequate administrative structure to administer its core functions by adhering to the relevant acts, policies and by-laws. It has visionary strategic management operationalized through a clear action plan. All planning involves stakeholders' participation with a properly designed review system. All relevant information is disseminated appropriately among the stakeholders. The SHB covers important information about the study programme and is given to all new entrants. The orientation of students is carried out with planned activities. The Faculty provides a safe and healthy environment to staff and students by adhering to safety standards and providing adequate facilities and support.

The FoS recruits staff to achieve the vision of creating skilful graduates. The staff are adequately trained through induction and capacity building programmes and provided with adequate guidance and facilities to update themselves as per the need of global demand. CPD programmes are organized at the Faculty and University levels for staff. The staff are committed to apply OBE-SCL tools. The individual departments possess a number of printed books in addition to the large collection of learning resources in the main library of UoJ. FoS allows students to learn communication and socio-emotional skills through various programmes, some of which are inbuilt in the curriculum.

The CDRMC of FoS, together with individual departments, is responsible for designing, reviewing and improving the curriculum through participatory approach. The study programme has clearly defined ILOs with OBE-SCL approaches which are reflected in the graduate profile. The learning domain progressively increases with increasing levels of study, such that the students shall become competent enough to synthesize and practice knowledge at the highest level.

The course objectives are satisfied by adopting the current developments in the relevant field of study along with the national and international standards. Each course has a set of measurable and clearly defined ILOs based on the demand. Needs of differently-abled students are given due consideration

when developing the teaching-learning strategies, and each course is scheduled in a manner to allow students to complete it within a stipulated period.

Teaching-learning strategies reflect the programme ILOs and the graduate profile and are regularly updated. The ILOs are aligned constructively with the graduate profile, vision, and mission of the Faculty which in turn contributes to achieve the vision and mission of the University. The students are given appropriate information to make learning more learner-friendly. They are allowed to learn, regardless of their abilities, in different ways using the library resources and LMS. Collaborative learning is facilitated by various group activities. Students' physical and mental well-being are looked after satisfactorily.

The FoS ensures a student-friendly conducive and caring environment within its premises and the facilities are managed and reviewed by a feedback system. Students are adequately informed about how to get assistance whenever and wherever needed. CQA/IQAC, SDC, and CGU/FCGC organize workshops and training programmes for students and staff. Facilities for practical training, field excursions and professional programmes are ensured. Student support services are provided at the Faculty and University levels and cultural and aesthetic activities are encouraged.

The study programme ensures assessment strategies are in line with the ILOs. Approved guidelines and an effective assessment system covering both formative and summative assessments are practiced giving due consideration to SLQF and SBS. Procedures of the assessment strategies are designed and approved for each course unit and informed to the students at the time of enrolment and also communicated to staff at the time of recruitment. The assessment methods are reviewed regularly by student and staff feedback and improved appropriately. The University examination by-laws ensure fairness, transparency, confidentiality and integrity in the assessments.

The FoS encourages staff to practice innovative teaching-learning and assessment methods. The University possesses a well-developed LMS and OER and promotes self-learning among students. The students are encouraged to learn the industrial trends. UBL maintains strong links with prominent institutions to promote innovations. A few self-financed courses are provided to generate funds. Students and staff are engaged in many co-curricular activities.

Overall, the FoS possesses a suitable educational environment and produces competent graduates who are capable of meeting the stakeholders' expectations, and contributing to the regional and national developments to overcome the challenges of the twenty first century.

Designation-wise Distribution of Academic and Academic-support Staff of FoS

Academic Discipline	Academic Staff						Academic-support Staff	
	Senior Professor/ Professor	Associate Professor	Senior Lecturer	Lecturer	Lecturer (Prob.)	Temp. Asst. Lecturer	Demons-trator	Tutor/ Instructor/ RA
Botany	-	02	08	-	01	02	07	-
Chemistry	02	01	09	-	-	02	10	02
Computer Science	-	-	07	01	02	02		07
Fisheries	01	-	01	-	03	04	05	-
Mathematics & Statistics	01	01	13	01	03	03	08	-
Physics	01	-	05	02	-	04	09	-
Zoology	02	-	07	-	03	01	09	02
Total	**07**	**04**	**50**	**04**	**12**	**18**	**48**	**11**
	95[#]						**59**	

[#] Out of 95 academic staff, no. of permanent academic staff is 77

Highest Academic Qualification Statistics of Permanent Academic Staff of FoS

Academic Discipline	PhD	MPhil	MSc	BSc	Total
Botany	07	03	01	-	11
Chemistry	11	01	-	-	12
Computer Science	06	01	02	01	10
Fisheries	01	01	02	01	5
Mathematics and Statistics	09	05	03	02	19
Physics	06	-	02	-	8
Zoology	06	04	01	01	12
Total	**45**	**15**	**12**	**05**	**77**
Percentage	**58%**	**19%**	**16%**	**7%**	**100 %**

Gender Statistics of Permanent Academic Staff of FoS

Academic Discipline	Male	Female
Botany	5	6
Chemistry	8	4
Computer Science	8	2
Fisheries	2	3
Mathematics and Statistics	16	3
Physics	7	1
Zoology	5	7
Total	**51**	**26**
Percentage	**66%**	**34%**

Designation-wise Distribution of Non-academic Staff of FoS

Department/ Dean's Office	Technical Officer	Management Assistant	Laboratory Attendant	Works aid
Botany	5	1	5	3
Chemistry	5	1	9	2
Computer Science	1	2	1	1
Fisheries	2	1	2	1
Mathematics and Statistics	1	1	1	0
Physics	5	1	6	1
Zoology	4	1	5	4
Dean's Office*	0	3	0	3
Total	**23**	**11**	**29**	**15**

* Dean's Office consists of an AR and a Scientific Assistant posts.

Recommendations of Subject Review Teams and Actions taken by the respective Departments

Department of Botany	
Recommendations	**Actions**
1. Lack of senior staff and professor (need to be filled immediately. If in the case of difficulties fill through the creation of a sabbatical position, on contract basis or through invitation of an expatriate academic)	Currently, all the vacancies (senior lecturer) have been filled. Prof. Kantharajah from Australia conducted lectures and a workshop for BSc Honours degree students voluntarily.
2. Only one staff with PhD. So, offer opportunities for PhD programmes especially at overseas Universities	Many of the academic staff members have now obtained PhD from local and overseas Universities.
3. Any funds for other study programmes (Physical Science) need to be shared by the Biological Science including Botany.	Under the IRQUE project, lecture halls and toilets were renovated.
4. TOs need to be better utilized for maintenance and upkeep of the laboratory equipment	Now, the laboratories have been maintained by TOs.
5. Teacher-centred teaching needs to be replaced by modern techniques and Department should orient itself for SCL methodologies.	Modern teaching methods are being used in lectures and practical classes.
6. Harmony among the non-academic staff needs to be restored through the mediation of Head of the Department and Dean of the FoS.	Social harmony among non-academic staff is looked after.
7. Available facilities need to be informed to students at the onset of their academic career (in the orientation programme)	During the orientation of new entrants, the available facilities are introduced to students when they visit the Department.
8. Student counselling measures should be taken	Student Counsellors are available in the Department and students can discuss their problems with them.
9. Methods need to be devised to identify the learning and other skills of students	Skills (listening, speaking and writing) of students are assessed by asking questions during lectures and by requesting to deliver a presentation or to write a short report on a given topic / field visit.
10. Lack of opportunities to develop IT skills need to be rectified	Currently, a common open study area with internet connection is available.

Recommendations	Actions
11. Poor English language skills of students need to be addressed by offering more practical English courses to students	The offered English language course includes all components (reading, writing, speaking, and listening) and regular attendance of students to the English classes is ensured.
12. Contacts with industry and other stakeholders need to be rectified in order to remove the barrier for future employment prospects of students	Provision of industrial training for students is not available in the BSc Honours curriculum. A 6-month industrial training is inbuilt in the BSc Honours (Applied Science) curriculum.
13. Recommended to introduce industrial training component in the special degree curriculum.	
14. Loss of interest among students to follow Botany as a major subject needs to be looked into and to study the root cause for this trend and take timely action to address it	Now, the no. of students offering Botany as one of their main subjects has increased.
15. As the involvement of students in extra-curricular activities was found to be at a very low level due to overload with academic activities, Department should bring this situation to the notice of the SFB and devise unified efforts to rectify the situation	Sufficient time has been allocated in the Calendar of Dates (Science week) to get the student involvement in extra-curricular activities.
16. Recommended to utilize the services of senior TOs for maintenance of laboratories and equipment.	TOs have been assigned for maintenance of laboratories and equipment. The TO in charge of the laboratory trains the laboratory staff on how to maintain the laboratory and makes arrangements for the practical classes.
17. Local or overseas short term training is essential for TOs and other laboratory staff on maintenance of laboratory and collection of plant specimens.	Previously, a TO trained in U.K. was available. At present, providing overseas training for TOs is not possible. However, some have been trained locally.
Department of Computer Science	
Recommendations	**Actions**
1. New developments in field have to be included in the curriculum in order to reflect in the transcript	Cryptography, machine learning, digital image processing, bioinformatics is included in the curriculum since 2010. Revision in 2014 provided an intensive Industrial Training and the credit amount for Research project has been increased. Revision in 2018

		incorporated the course to learn about Emerging Trends in Computer Science along with having industrial visits during their second year of study programme.
2.	Introduce IT and business-related computing course units with higher industrial demand	As a highlight of the revision a four to six months Industrial training to be obtained from computing companies was incorporated as a core unit in the curriculum
3.	Combine theory and practical components of a course module together	Have difficulties having their recommended set up within the limited laboratory space and time
4.	Encourage students to interact freely with lecturers	DCS along with the Computer Society (CompSoc) and IEEE Student Branch of the University of Jaffna organises and conducts various events. In addition, students visit IT related Industries in Colombo and other areas for two to three days. Final year students celebrate birthday parties in the CompSoc Park with DCS staff. These opportunities enable students to interact freely with lecturers.
5.	Scheduling lectures for different course modules in parallel with practical where ever possible	The Time Table scheduled by the Dean's Office since 2010 incorporates lectures for different course modules in parallel with practical sessions wherever possible
6.	Introduce more group work and presentations which may help to develop soft skills of students	Revision in 2014 incorporated two group projects and a research seminar in to the curriculum through which number of presentations are increased to develop soft skills of students
7.	Provide course description (course content, ILOs, assessment criteria and recommended texts) at the beginning of the course module	Course descriptions (Content, ILOs, and Evaluation methods) are given in the class at the beginning of course modules by respective lecturers. They are also available in the Dept. Website. For some modules they are included in the LMS too.
8.	Make it compulsory to pass the level 4 project to complete the special degree programme	The credit amount for the individual Research Project was uplifted from four to six.

9. Develop an information system to maintain detailed student performance, information on employment of graduates, time taken for first employment and first salary.	Student information management system has been developed to maintain records on student progression during the undergraduate career. Student activities and achievements are recorded on the Dept. website.
10. Get student feedback on the contents, quality of teaching and the areas for improvement.	Teaching-learning practice is monitored through feedback from the students.
11. Offer postgraduate programme with the staff after completing their postgraduate studies or in collaboration with other local and international Universities or utilization of established networks (SIDA-SAREC-IT programme) to conduct research leading to postgraduate degrees.	Senior academics of the DCS have supervised about twenty postgraduate students since 2012 and all of those students are conferred with MSc/MPhil/PhD degrees. In addition, DCS has commenced to draft curriculum in order to commence an M.Sc. programme in Computer Science with effect from 2022.
12. Recommended to carry out peer observation of all teachers both in laboratory classes and lectures and giving feedback to them.	Peer observation of lecturers by senior academic staff from other Departments is being practiced.
13. To provide opportunities to participate in extracurricular activities, offering more training in skill development and to reactivate the association of Comp. Science students (CompSoc.)	DCS has reactivated the computer Society (CompSoc) and has established the IEEE student branch of the University of Jaffna and students are encouraged to utilize these opportunities to participate in co-curricular activities.
14. Encourage authorities to establish counselling Centre, to appoint academic advisor for the Department and student counsellors for FoS including lady student counsellors, also to carry out mentoring programmes for weak students.	Dr. (Mrs.) B. Mayurathan (Senior Lecturer in Computer Science) has been appointed as an Academic Counsellor for the Department by the Board of the Faculty of Science and is functioning since 2017. Mr. S. Suthakar has been functioning as a member of the Science Faculty Career Guidance Cell since 2017.
Department of Chemistry	
Recommendations	**Actions**
1. No time interval between two consecutive lectures in the time table (at least 5 minutes. Gap was recommended)	Currently, it is being practiced.

	Recommendations	Actions
2.	Probationary staff should be encouraged to pursue postgraduate studies in different areas of Chemistry	Almost all staff are PhD holders of local and overseas Universities with specialization in different areas of Chemistry.
3.	Safety measures in the laboratories are not satisfactory. Strongly recommended to install fume cupboards, fire extinguishers and to provide safety goggles, gloves and nose masks during practical sessions.	Fume cupboards had been installed under the WB funded IRQUE project and all other safety measures have been taken care of.
4.	Recommended to train a technician in glass blowing and to establish a unit with necessary equipment	Department is exploring the ways and means to train a TO on glass blowing. A Staff Technical Officer received training on operation and maintenance of a few laboratory equipment at the University of Oxford, UK under the IRQUE project.
5.	Recommended to allocate funds to purchase laboratory equipment specially for physical and analytical chemistry	Various equipment for electroanalytical studies have been purchased utilizing WB and ADB funds and research grants won by the department staff.
6.	Students are not given any opportunity to interact with industry.	Industrial visits have been arranged at Level 3G of the study programme. A 6-month industrial training is inbuilt in the BSc Honours (Applied Science) curriculum
7.	Strongly recommended to improve IT facilities (including internet) in the Department	Currently, IT facilities with internet connection are available in the lecture halls, laboratories and personal rooms of staff. Establishment of a computer laboratory in the Department under the WB funded AHEAD project is in progress.
8.	Recommended to invite qualified senior staff from other Universities to deliver lectures and give the students better opportunity of interacting with them.	Qualified staff from other Universities are being invited to deliver guest lectures.
Department of Mathematics and Statistics		
Recommendations		**Actions**
1.	Develop research activities using the junior and the temporary staff and establish a good research and postgraduate study environment	Visiting Fellows and members of the Department present their current research works in the Department seminars. Junior Staff and Temporary staff undertake joint

		research with Senior staff and publish their work in the conference proceedings and Journals.
2.	Research collaboration with other Universities local and abroad	Prof. K. Thirulogasanthar, Dept. of Computer Science and Software Engineering, Concordia University, Canada has research collaboration with some academics of the Department
3.	To increase the credit value of research component for Mathematics from 2 to 3.	Under the new curriculum, Dept. introduced project component for 6 credits for all honours programmes.
4.	Should introduce mathematics and statistics laboratories in levels 1 & 2	Currently all the Applied Statistics courses taught in levels 1, 2 & 3 have at least 10 hours of laboratory sessions.
5.	Pure Mathematics being compulsory for statistics special restricts the students for statistics special.	At present most of the Honours course units demands for a number of course units of Pure Mathematics as prerequisites.
6.	Adequate numbers of copies of recommended text books should be available in the library.	Currently around 500 books are available in the Department library. Moreover, action has been taken to acquire the recommended books.
7.	Programme should be developed to improve the quality of teaching of junior staff and the lecturer in charge of course should monitor the quality of teaching	Currently, the Department consists of one Professor, one Associate Professor and eight Senior lecturers in the Mathematics discipline and five Senior lecturers in Statistics discipline
8.	Formal peer evaluation process is recommended to be started at the earliest	It is being practiced
9.	As a complement to the student feedback the Department can have a formal meeting with a group of students from each subject (two staff members who are not teachers for the subject can discuss the matters with the students).\	Continuous dialog with student representatives are held on various occasions demands for such matters.
10.	Department should be provided with proper printing facilities other than that in the FoS.	Proper printing facilities are being provided.

Department of Physics	
Recommendations	**Actions**
1. Reviewers are happy to see that Department is seriously trying to get the student feedback with regarding the teaching programmes. We recommend implementation of the proposed teacher and the course evaluation process soon.	Getting student feedback and peer-evaluations are being practiced presently for all the courses taught in the Department.
2. Students have to sit for too many examinations and this may prevent them taking part in cultural, social activities and in sports. As such, it is recommended to look into the possibility of reducing "in course" examinations or at least make them less formal.	The in-course examinations are now less formal and reduced to two examinations per semester per course.
3. Reviewers believe that the "critical mass" of qualified staff needed to commence research degrees are now available at the Physics Department and therefore it is recommended to consider initiating such programmes. It is also recommended that necessary funds should be provided for this purpose and the library should be upgraded.	Three research laboratories have been developed namely; Clean Energy Research Laboratory (CERL), Laboratory for Energy Conversion and Storage (LECS) and Material Science Laboratory (MSL) with funding (total of more than 250 million LKR) from several sources, such as NORPART, AHEAD, Ministry of Science and Technology, TWAS, NRC, and NSF. At present, there are 9 MPhil students working in the Department and 3 MSc students will soon start their research work. Postgraduate students at the CERL laboratory are working on split-site MPhil degree programmes under a Norwegian funded collaborative project. A new MSc programme in Clean Energy Technologies has been initiated; curriculum has been approved by the UGC and the first batch of students have been recruited to commence the programme in the near future.
4. It was noted that almost all academic staff members are trained in Solid State Physics or in allied fields. This may even have some	Presently, a few academic staff have been trained in the fields other than Solid State Physics and allied fields. Now, PhD

effect of the quality of the teaching programme. Therefore, it is recommended to provide postgraduate training for probationary lecturers in other areas of Physics.	holders trained in Medical Physics, Computational Physics, Electronics, and so on are available in the Department.
5. To further improve teaching and learning process it is recommended that better computer facilities be provided.	Computer facilities are being upgraded time to time to accommodate the needs of staff and students.

Department of Zoology	
Recommendations	**Actions**
1. ILOs of each course unit are not identified	ILOs for each course unit, method of delivery and recommended texts have been identified and in cooperated in the revised curriculum.
2. Methods of delivery and recommended texts are not indicated in the curriculum	
3. Students, Alumni, potential employers and experts in the relevant fields are not consulted in revising the curricula	When the curriculum was revised under the WB funded HETC project in 2012, all relevant stakeholders were consulted.
4. The lectures are conducted in a less interactive manner, and there is less opportunities to develop self-learning activities, less weightage to practical marks, more emphasis on practical drawing and non-availability of handbook to students.	Two training workshops on '*Introducing SCL*' were conducted for Department staff and students with the assistance of Department of Education, University of Colombo. ICAs, such as tutorial based written examination, library assignment, take home assignment, presentation, oral examination, quiz, poster presentation, have been introduced. All course units possess inbuilt practical component.
5. Lack of data on the graduate profile	Now, graduate profile of the BSc Honours degree programmes is available in the FoS website
6. Feedback was not obtained on course contents, syllabus and practical components of the courses	Now, all aspects are covered in the student feedback form and students' feedback is obtained for all course units.
7. No evidence of communication of action taken in response to the feedback provided by the students on the teaching learning process	A system has been developed to monitor the actions taken in response to students' feedback.

8. Lack of taught postgraduate programmes handled by the Department and lack of research facilities	Many staff serve as lecturers and research supervisors in taught postgraduate programmes offered by the Faculty of Graduate Studies. MPhil degree has been awarded to 3 postgraduate students supervised by the department staff within last 3 years. Currently, 6 MPhil/PhD students are being supervised by the department staff. Staff have won competitive research grants at national (NSF, NRC, URG) and international (IUCN, UNDP) levels.
9. Lack of regular mechanism for peer observation of senior teachers	It is being practiced now.
10. Too much emphasis on dissection skills and drawing skills, not assessing the oral communication skills, no consultation of the employers regarding the skills they expect from graduates.	Number of dissections are reduced; instead video clips demonstrating the same are introduced. ICAs, such as presentation, oral examination, quiz and poster presentation, are introduced. When the curriculum was revised under the WB funded HETC project in 2012, all relevant stakeholders, including potential employers, were consulted.
11. Unavailability of an organized counselling unit and only one student counsellor for the entire faculty.	Academic Advisors for each discipline and adequate number of Student Counsellors are available now.