

# **INSTITUTIONAL REVIEW REPORT**

# **OPEN UNIVERSITY OF**

# **SRI LANKA**



**14<sup>th</sup> to 18<sup>th</sup> May 2013**

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## CONTENTS

	<b>Page</b>
Executive Summary	I-II
1. A Brief Introduction to the University and its Review Context	1
2. The Review Team's View of the University's Self-Evaluation	2
3. An Overview of the University's Approach to Quality Assurance	2
4. Findings on the Eight Aspects of Institutional Review	4
4.1 University Goals and Corporate Planning	4
4.2 Financial Resources and Management	6
4.3 Research	7
4.4 Quality Management and Administration	10
4.5 Quality Assurance	12
4.6 Learning Resources and Student Support	13
4.7 University/ Industry/Community/Other Extension Activities	17
5. Status of Performance on the Recommendations made in the Institutional Review Report in 2004	19
6. Overall Judgement Level of Confidence in the University's Quality Assurance	21
7. Commendations and Recommendations	21
8. Annexes	26

## **EXECUTIVE SUMMARY**

The Open University of Sri Lanka (OUSL) has strived to adopt measures to ensure quality of its programmes and, in certain circumstances, sought assistance from international organizations involved in on Open and Distance Learning (ODL), such as Commonwealth of Learning to help upgrade the quality. The quality aspects have also been given due attention in the University's Corporate Plan. All departments of study have undergone programme and subject reviews conducted by the Quality Assurance and Accreditation Council of the UGC/Ministry of Higher Education before the Institutional Review.

However, there are serious constraints to improve and maintain its quality due to various structural constraints, which is traced back to the inadequacy of its ordinance, as indicated also by the previous review team in 2004. Some of the important recommendations are either not addressed or partly addressed during the last 9 years. This review team is also of the view that institutional structure of the OUSL should be restructured to suit the mandate and the mission of the OUSL by taking into account of the fact that the OUSL is unique and different from conventional state universities in Sri Lanka in offering its services. The OUSL requires a new comprehensive Ordinance prescribing the structure, powers, duties and functions of its various Centres/Units and Officers.

There are no adverse comments on financial matters of the OUSL. There is lack of skilled staff and organizational arrangements in the financial division to suit the structure and mission of the OUSL. The OUSL recognizes the fact that there have been problems in the cash flow which has significantly hindered smooth functioning of the OUSL. The fee structure of the OUSL study programmes is unrealistic and the average fees levied compared to the cost is low. As an income generating institution, the OUSL is not provided with much needed financial freedom to discharge its functions to maximize financial efficiency due to lack of required provisions in the Ordinance.

Regional centers are being extremely under resourced and under-facilitated. There is many unfilled vacancies both at the main campus and at regional centres, some kept vacant for more than 10 years. Though the expansion of the regional centers has been recognized, the University has not identified a strategy to create an appropriate and efficient academic and administrative leadership in regional centers connected to the main structures of the university.

A substantial portion of printed lesson materials are updated and improved with the enhancement of facilities, especially at Printing Unit and the Centre for Educational Technology and Media (CETMe) through the ADB-DEPM project. The review team also noted that LMS Moodle induction programmes have been conducted to facilitate course delivery online, though the pace of change has been slow, underscoring the need for more training programmes for staff and students. While there was no overt criticism of the quality of lessons, students have articulated their concerns that some of the content was outdated and that adequate attention has not been given to update through revision of courses or provision of supplementary materials on new knowledge. It is likely that the heavy work load of the academic staff, extending from academic counselling at registration to teaching and assessment has limited the time available for frequent

review of courses. It is necessary that this issue should receive early attention if the quality of teaching and research is not to be jeopardised.

One of the most important resources available at the OUSL is the National Online Distance Education Service (NODES) established under the Ministry of Higher Education. Twenty of its twenty six access centres are within the OUSL Regional and Study Centres with video conferencing facilities for conduct of interactive teaching and learning. Regrettably this facility is underutilized, partly because the OUSL has no control over NODES.

OUSL learning resources have been enhanced by the support provided to students and staff by its fully automated, quality library. The Centre for Educational Technology and Media (CETMe) which is a centre of excellence with an Academic section for ODL research and a production section with Digital Hi definition Television Studio in Sri Lanka is widely used by external agencies. The IT support system is not adequate to meet the demands of staff and students.

There is active involvement of Academics in research, in spite of constraints such as heavy work load etc., as evident from the large number of research publications over the years. They are conducting collaborative research among the University Departments and Faculties and other Institutions and publishing proceedings at well organised Annual Academic Sessions for dissemination of research findings. The OUSL has increased funds available for research over the years and also provides travel grants and research awards, in addition to providing well equipped research laboratories and state of the art CETME centre for ODL research.

As in other universities, the Mahapola scholarships and university bursaries provide financial support for those who qualify for such assistance. Medical Centre on the Campus provides health facilities during five days of the week and is closed during the weekend when the most number of students are on the campus. If it is possible to change the working days of the Medical Centre to five days inclusive of the weekend the purpose in having such a centre could be achieved. Extracurricular activities are encouraged in addition to sports. The role of special Student Counsellors and Career Guidance programme appears to receive low priority and recognition.

The OUSL maintains close collaborative links with private and public sectors, universities, industries etc. There was evidence that OUSL also offers numerous short courses in a wide range of areas for the benefit of the public. The pre-school is open to those outside the university and is in great demand as it was established as a model Pre-school.

The Review Team is of the opinion that the OUSL can be given an overall judgment of “confidence” on its quality assurance arrangements, in spite of the short coming revealed in the report.

## **1. BRIEF INTRODUCTION TO THE UNIVERSITY AND ITS REVIEW CONTEXT**

The Government of Sri Lanka established the Open University of Sri Lanka (OUSL) in 1980 under Section 23(1) and Section 18 of the Universities Act No. 16 of 1978 and the OUSL Ordinance No.3 of 1980 to facilitate life-long learning and the right of every citizen to improve their life-chances through access to higher education. Amendments were effected through the OUSL Ordinances No.1 of 1983 and No.12 of 1996. The University incorporated within its system the External Services Agency (ESA) and the Sri Lanka Institute of Distance Education (SLIDE).

The OUSL is unique within the national university system because it is the only University which utilizes the Distance Mode for the delivery of its services. The University is committed to providing access to students in all parts of the country disregarding their employment status or previous level of formal education attainment. Therefore, OUSL structures its academic programmes, 60 in all, with over 1400 courses to enable students who lack educational qualification to progress academically from Foundation and Certificate to Masters and Ph.D level with lateral entry and lateral exit. The OUSL typically relies on a range of options such as print, audio, video, laboratory sessions, face-to-face discussions, computer and internet to deliver its programmes to students without prejudice to time or space.

The OUSL is the only state university in which the students bear partial responsibility for financing their education. The total number of student of the OUSL, registered at four faculties, namely, Education, Engineering Technology, Natural Sciences and Humanities and Social Sciences, is about 35647 by December 2012. Approximately 80 per cent of them are employed. Students are served through a network of 6 regional, 19 study and 6 teaching centres. However, all centres are not equally active. Staff includes 282 academic staff, 154 academic support staff, 49 administrative and 513 other staff in the permanent capacity. The Government provides capital funds and 70% of the recurrent expenditure, which covers only the personal emolument of permanent staff. The rest, i.e. 30% of the recurrent expenditure has to be met by the income generated by the university.

The network of centers of the OUSL dispersed throughout the country has brought education literally closer to the students' homes. This regional network has compelled the University to enter into collaborative partnerships with conventional universities and obtain support from professionals outside the central campus for teaching and evaluation. Due to the heterogeneous nature of its student clientele, the University is called upon to provide a wide array of student support services to enable them to complete the programmes they enroll in successfully.

The organizational structure of the OUSL, as at present, is similar to that of conventional universities, except the presence of few service divisions. The post of the Chancellor is honorary while the Vice Chancellor is the principal executive officer. The Deputy Vice Chancellor, recruited after the recommendation of the first institutional review, is responsible for student's discipline and management of hostels. The Registrar is responsible for the custody of the records and the property of the University and its general administration. The other Officers of the

University are the Deans of Faculties, the Director of Centre for Educational Technology and Media (CETMe), Director of Regional Educational Services, the Librarian and the Bursar.

The OUSL went through the first Institutional review in 2004. The second Institutional Review was conducted by the Review Team, consisting of following members, from 14-19<sup>th</sup> May 2013.

**Members of the Review Team**

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The Self-Evaluation Report (SER) prepared by the University was made available to the Team prior to their visit to the University for the review by the Quality Assurance and Accreditation(QAA) Council. In addition, the copies of first Intuitional Review report and its recommendations were also made to the Team by the QAA Council enabling the review team to assess the progress made by the OUSL since 2004. The Team held meetings (Annex 1) with the persons/groups listed in Annex II and is of the opinion that opportunities were given to all those who were willing to meet and express their opinion. The OUSL has made documents, listed in Annex III, available to the Team, in addition to complying with various requests for additional information requested by individual members of review team.

The Review Team wishes to commend the OUSL for corporation and support extended by all the stakeholders of the University during the review visit.

**2. THE REVIEW TEAM'S VIEW OF THE UNIVERSITY SELF-EVALUATION**

The Self Evaluation Report (SER) has complied with the format given in the Quality Assurance handbook for the Sri Lankan Universities and provided adequate information for the review. The achievements as well as constraints under each section of the review report were given. One of the positive aspects of the SER is the comments on progress made by the OUSL with regards to the recommendations made during the first Institutional Review in 2004.

**3. AN OVERVIEW OF THE UNIVERSITY'S APPROACH TO QUALITY ASSURANCE**

The OUSL in the delivery of its educational programmes overwhelmingly depends on Open and Distance Learning (ODL) methodologies. It has unique features of ODL which other conventional universities usually do not possess. The question is does the OUSL as an institution provide facilities and support to manage and implement the ODL and other delivery methods with a view to enhancing the quality and relevance of its study programmes.

At the apex, as is the case with other universities of Sri Lanka, the Council of the OUSL is responsible and accountable for overall administrative and management quality of all its operations. Three major mechanisms are in place to ensure and guide the quality of University's

academic and administrative activities. First, University is required to prepare its Annual Report which is approved by the Council and scrutinized by the Auditor General. Second, the matters mentioned in the Annual Report are further discussed at the Committee on Public Enterprises (COPE), a sub-committee of the Parliament of Sri Lanka. Third, the university budget outlays and achievements are discussed at the UGC and the Treasury for the determination of expenditure planning. These three mechanisms in effect determine the University's approach to quality assurance in all its activities.

As far as University's approach to quality assurance (QA) is concerned it has incorporated the concept of QA into its management structure as is indicated in the Corporate Plan. **The University Corporate Plan 2011-2015** in its Mission Statement emphasized that it is committed" *to enhance access to high quality, affordable and relevant education through Open and Distance Education and ensure life-long learning opportunities ....*". Also, in its mission, three out of seven goals are directly related to quality management.

**Goal 1:** Be the lead institution in Asia providing high quality and relevant education through open and distance learning.

**Goal 3:** Ensure quality and timeliness in the provision of open and distance teaching and learner support services.

**Goal 5:** Enhance institutional capacity to achieve efficiency and effectiveness in all operations.

In turn, appropriate strategies have been drawn up to achieve the stipulated goals. The University Senate, the highest academic body of the University in its Agenda has included quality assurance as an item to be discussed. In 2006, a **Quality Assurance Framework** specifically relevant to OUSL was developed with the assistance of Commonwealth of Learning. An **Internal Quality Assurance Unit** (IQAU)has been formed at the University level to oversee, plan, implement and monitor the QA activities conducted by the university. The IQAU is represented at Faculty level by **Faculty Quality Assurance Cells**. Quality Assurance is a Faculty Agenda item too.

In 2010, a report based on the **Commonwealth of Learning Review and Implementation Model (COL-RIM)** was made available to the OUSL to make a self-assessment of its quality assurance situation. Subsequently, with the objective of addressing the issues highlighted by the COL-RIM the IQAU developed an action plan and strategies.

All departments of study have undergone programme and subject reviews conducted by the QAA Council of the UGC/Ministry of Higher Education. However, institutional arrangements have to be made to maintain quality at regional centres. The academic leadership is hardly available in the regional centres.

## **4. FINDINGS ON THE EIGHT ASPECTS OF INSTITUTIONAL REVIEW**

### **4.1. University Goals and Corporate Planning**

The OUSL is a unique higher education institute constituted by the Universities Act to be distinct from other state universities in terms of the mandate, as well as financial and administrative authority though the OUSL's academic status is similar to other state Universities in Sri Lanka. However, in the SER, it is stated that the OUSL has the same legal status which requires some analysis. The clause 21 of the Universities Act prescribes the procedure for establishing a University by the Minister by "a University Order" and the clause 23 of the Universities Act prescribes the procedure for establishing an OUSL by "an OUSL Order". While the powers, duties and functions of a University are specifically prescribed in the Act itself, the clause 23 (2) of the Act states that the "structure, powers, duties and functions of an OUSL shall be prescribed by Ordinance". This clause which precludes that the structure, powers, duties and functions of a University prescribed in the Universities Act do not necessarily apply to the OUSL. The Ordinance of the OUSL should enshrine provisions prescribing the structure, powers, duties and functions of the OUSL along with the powers, duties and functions of various branches and officers of the OUSL (Refer to table 1). The mandate of the OUSL enshrined in the clause 23(1)(a) of the Universities Act is distinct from that of the other state Universities in Sri Lanka.

Table 1: Extracts from the Part IV of the Universities Act of 1978 and Its Subsequent Amendments

21.	The Minister may, in consultation with the Commission, by an Order (hereinafter referred to as a "University Order")-	<i>Establishment of a University</i>
a.	establish a University, which shall be a body corporate with perpetual succession and a common seal, <b>for the purpose of providing, promoting and developing higher education in all such branches of learning as shall be specified in such Order;</b>	
b.	assign a name and style to such University;	
c.	specify the location or site which shall be the seat of such University;	
d.	assign a Faculty or Faculties to such University; and	
e.	specify the Departments of Study comprising such Faculty or Faculties.	
23.	(1 ) The Minister may, in consultation with the Commission, by an Order (hereinafter referred to as an "OUSL Order")	<i>Establishment of an</i>

	a.	establish an OUSL, which shall be a body corporate with perpetual succession and a common seal <b>for the purpose of providing higher educational facilities to those who are not students of any of the institutions referred to in sections 21, 22, 24 and 25;</b>	
	b.	assign a name and style to such OUSL; and	
	c.	specify the location or site which shall be the seat of such OUSL.	
(2 )	<b>The structure, powers, duties and functions of an OUSL shall be prescribed by Ordinance.</b>		

Notes: The Clauses 22, 24, and 25 prescribe the procedure for establishing a Campus by “a Campus Order”, a University College by “a University College Order”, and an Institute or Center for Higher Learning by an “Institute for Higher Learning Order”.

Source: [www.ugc.lk](http://www.ugc.lk)

The sub-clause 23 (2) of the Universities Act precludes that the Article V of the Universities Act which prescribes that the “powers, duties and functions of a University” does not necessarily apply to the OUSL. The sub-clause 23 (2) of the Universities Act prescribes that the “structure (s), powers, duties and functions of an OUSL shall be prescribed by Ordinance”. However, rather than adhering to this the OUSL has attempted to follow the structure, powers, duties and functions of the state Universities in Sri Lanka. The failure to identify and describe required powers, duties and functions of OUSL in the ordinance has deprived the OUSL to perform its mandated tasks which led to various financial, administrative and academic inefficiencies. The structure identified in the Ordinance following the structure of a conventional University is not seemingly appropriate for OUSL to achieve its vision and mission.

In order to prepare the Corporate Plan of 2011-2015, Faculty level committees and a Senate committee have been appointed. The University has obtained the services of an outside expert and a senior academic in the field of management to provide expertise in developing the plan. The Faculty level Corporate Planning committees have had representations from all academic departments, and the Senate Corporate Planning committee has comprised the Vice Chancellor, Deans of Faculties, Registrar, Bursar and representatives from each Faculty. The minutes of the Faculty Corporate Planning committees and Senate Corporate Planning committees indicate that a series of meetings have been held to finalize the Corporate Plan in consultation with relevant stakeholders.

A comprehensive SWOT analysis has been done for identifying the actions required to achieve the mission of the OUSL which has recognized lifelong learning and ODL as its central focus in its vision and mission statements. The University has prepared a comprehensive corporate plan for 2011-2015 which states its mission under 7 goals covering most aspects. The incremental targets are set out in the objectives under each goal. The means of achieving these objectives have been identified under strategies. Required actions have also been identified. The modernization of curriculum has been recognized to improve the quality and relevance of undergraduate and postgraduate study programmes. In order to improve the delivery of courses, actions have been identified to make use of online delivery methods. The university appears to aim to embark on dual delivery of courses termed as blended mode. Measures have been identified to modernize the assessment methods. Subject benchmarking and accreditation have also been recognized in the actions proposed in the corporate plan. Accreditation of some study

programmes has also been done. Actions have also been identified to publicise the OUSL degrees and programmes by using various novel methods. The University has also recognized actions to improve the research culture in the university while certain institutional arrangements are in place to facilitate research. For delivering the OUSL study programmes through ODL method, required resources and facilities should be in place. The Review Team observed that there is an uneven distribution of resources between Nawala center and regional centers. Regional centers are being extremely under resourced and under-facilitated. Specific actions have not been identified in the Corporate Plan to strengthen the regional centers of course delivery. Though the expansion of the regional centers has been recognized, the University has not identified a strategy to create an appropriate and efficient academic and administrative leadership in regional centers connected to the main structures of the university. The corporate plan does not include specific actions to address the issues related to the financial and administrative efficiency. Even though the 2004 QAA review has recommended extensive restructuring of the financial and administrative structure of the University, the 2011-2015 Corporate Plan does not include provisions to that effect. The OUSL requires a major restructuring facilitated by a comprehensive new Ordinance in order to eliminate existing financial and administrative inefficiencies.

#### **4.2. Financial Resources and Management**

Management of financial assets is extremely important for the OUSL as it offers programmes on fee-levying basis. The structure of the financial administration of the OUSL has been established following a structure of a conventional University. A finance committee has been established as a standing committee of the Council to govern the financial matters of the OUSL. There appears to be a very little support and inputs from the financial division for policy making, planning, and implementation of the programmes of the OUSL. There is seemingly a general lack of skilled staff and required organizational arrangements in the financial division to suit the structure and mission of the OUSL. As an income generating institution, the OUSL is not provided with much needed financial freedom to discharge its functions to maximize financial efficiency due to lack of required provisions in the ordinance.

Even though the OUSL has been given the freedom to offer high quality study programmes on competitively acceptable fee structure, the OUSL has substantially relied on the financial allocations of the government. Nearly 70% of the OUSL expenditure is financed by the Treasury. The OUSL generates only 30% of its expenditure by student fees, sales of OUSL course materials, interest incomes, hiring of OUSL facilities and various services provided to national and regional institutes. The fee structure of the OUSL study programmes is unrealistic and the average fees levied on study programmes compared to the cost is low. The possibility for raising revenue is not clearly known as there is no programme based budgeting or costing. The general perception of the stakeholders of the OUSL is that it should serve the poorest segment of the population by creating avenues for them to advance in the ladders of higher education. However, if OUSL could adopt an appropriate pricing formula for its study programmes by charging fees equivalent to average costs, and giving special treatment for students from the poorest segments, financial position of the OUSL can be significantly be improved. The 2011-2015 Corporate Plan has identified “Enhancing institutional capacity for resource generation to ensure financial sustainability” as one of the goals. Actions have also been identified. However, actions proposed and taken thus far appear to have failed to advance towards achieving this goal as there is no

clear policy for raising the generated revenue from various different sources. Though attracting foreign students is possible and desirable for some study programmes including nursing, engineering, and natural sciences, the current efforts and arrangements have not resulted in successful outcomes. Intake of foreign students for fulltime study programmes will immensely contribute to the financial health of the OUSL.

The OUSL uses its revenue obtained from the treasury and generated income to allocate between capital and recurrent expenditures. It appears that there is very little allocation of capital from the annual budget. The allocation of funds among various different requirements appears to have not been followed by a standard voting formula. Therefore, the rationale for allocating funds for various different projects cannot be judged. Also, certain resource requirements such as capital requirements of the regional centers and library have not been clearly identified. Total funds are not allocated between capital and recurrent expenditure based on standard votes. The existing information makes it difficult to make a judgment as to which are the capital items and which are the recurrent items. Allocation of funds for regional centers by the Annual Budget is negligible, and does not meet the minimum requirements. It appears that the OUSL needs to inquire into the possibility of using a different formula for financial allocations for various different divisions and activities.

Annual reports and accounts have been submitted for relevant bodies including the auditor general. It is also indicated that the auditor general report does not have any adverse comments on financial matters of the OUSL. The management of the OUSL is required to report to parliament as the OUSL is also obtaining public funds in addition to earned income. Being an institution offering all academic programmes in fee-levy basis, accurate monthly financial reports are required for the Council to take appropriate decisions. Divisions responsible for delivery of study programmes should be resourced and financially empowered. The review team is of the view that financial reporting frequency and the quality were not up to the acceptable level. It is also clear that there is a very poor monitoring mechanism of expenditures of the OUSL related to study programmes against budget, which has created avenues for financial inefficiencies and mismanagement.

Being an institution that should highly rely on self-generated funds for its operations, management of cash flow is central in undertaking the mission of the OUSL. It is difficult to detect the level of efficiency of cash flow management due to lack of information. The OUSL is seemingly maintaining the balance between expenditure and revenue by curtailing the much required funds for various activities of the organization which are required to offer high quality study programmes in an efficient manner. The self-evaluation report of the OUSL itself recognizes the fact that there have been problems in the cash flow which has significantly hindered smooth functioning of the OUSL. It is also stated that the FR and AR procedures applicable to conventional universities have been applied to OUSL which has resulted in creating a number of constraints and rigidities for smooth management of study programmes. The OUSL can be given the right to have different FR and AR procedures which may be prescribed in the Ordinance. The OUSL has adopted a policy of increasing the number of students and number of study programmes in order to maintain a positive cash flow. However, this policy appears to have compromised the quality of delivery of study programmes due to the limitations of both human and physical resources.

### **4.3 Research**

In spite of many constraints, brought to the notice of the review team by the academic staff of OUSL, the review team is of the view that academic research at OUSL stands at a satisfactory level. Researchers of OUSL have been winners of a substantial number of Presidential Awards for Research, the excellence scientist award of CVCD for the most outstanding Researcher in Physical Sciences in 2013, some international awards, patents etc.

As in all conventional Universities, research is recognized at OUSL as an important component for academic development and institutional recognition. This is further strengthened through the emphasis on the importance of research in the mission statement of the OUSL. Two major goals incorporated into the Corporate Plan of the OUSL 2006-2010, clearly are indicative of the priority the OUSL wishes to give for academic research. The objectives within the goals also are indicative of the degree of relevance given for staff research for their academic career progress, such as for confirmation and promotion. The Norms for teachers at the OUSL regarding research & professional and scholarly activities are incorporated under Part B of a document. There is a recommended procedure for annual evaluation of the academic staff where staff research had been given due prominence. Additionally the staff is expected to present to the University an annual self-evaluation report which includes sections on research and creative work and other professional and scholarly activities. A section on constraints experienced by the teachers especially on research is included in the SER providing an opportunity to forward their problems to the authorities.

At the OUSL, in contrast to conventional Universities, research acquires a two-fold status viz. Discipline based research and ODL research. ODL research is an indispensable tool for the improvement of the ODL system. The findings of ODL research when related to teaching and learning could be incorporated into course materials during revision. That such a practice has regularly occurred could not be established. Furthermore, with reference to ODL research, the review team could not observe sufficient evidences on the pathways adopted for ODL research. Facilities for ODL research are adequately available at OUSL e.g. at the state of the art media centre –CETME. This needs to be addressed when updating of printed course materials is discussed. CETME is known to conduct regular workshops on ODL research. Participation of academics (both permanent & visiting) should be stressed. In spite of many constraints, the review team could clearly recognize the work commitment of the academic staff including for research, which needs to be commended.

A standing committee has been appointed by the OUSL Senate to formulate proposals to direct University research towards national development which identified 60 national research priority areas. However as most academics are inclined towards their own areas of research, researchers have not strictly adhered to the set priority areas.

There is a strict monitoring programme of post-graduate research through the University Research Committee. The members of the Faculty Research Committees are members of this and sufficient documental evidence was available on the monitoring programme. The Faculty research committees are responsible for the monitoring of the progress of the post graduate students through reports submitted at every six months and the progress is subsequently reported

to the University Research Committee. Each Faculty additionally holds research seminars for a constructive discussion on the progress of research.

The ADB-DEMP funds allocated during the project period from 2003 to 2009 has been a major boost for the enhancement of infrastructure necessary for research as well as for post-graduate qualifications of the staff.

As a boost for research collaboration with foreign universities, travel allowances are awarded and for publications in reputed journals, OUSL has made research awards for the researchers. This is viewed as a special facility especially for young researchers. These research awards carry a certificate and prize money which is formally presented to the recipients at the OUSL Annual Academic Sessions. OUSL has allocated a reasonable sum of money as research allowance to each faculty in contrast to the practice at conventional universities. The review team observed that since the introduction of the research allowance scheme, there had been a considerable improvement in quality and number of research publications. The budgeted allocation for academic research for the 4 faculties increased from Rs: 1.5 million in 2008 to 15 million in 2012. This is to be further increased in 2013. The actual utilization of funds for research also increased from 11.6% in 2008 to 69.4 % in 2013. This was observed as a very favorable development for OUSL research. The difficulties in timely procurement are the major factor for the underutilization of funds. This needs to be addressed by both the administrators and the researchers themselves. Additionally the young academics expressed happiness over conduction of workshops on research methodologies conducted by the Staff Development Centre. .A short course on research methodology in social science is conducted by the Faculty of Humanities and Social Sciences.

The dissemination of research findings is at a very satisfactory level. The Annual research Sessions, now jointly organized by the 4 Faculties provides an ideal forum for publication and presentation of research findings. The proceedings in the form of extended abstracts are published in the form of a bound volume. The publications indicated evidence for research of good quality and also that there is good inter departmental, inter faculty and inter university collaboration in research. The research areas included agriculture, computer science, education, engineering, health sciences, language studies, legal studies, management studies, pure and applied sciences and social studies, earth sciences and inter-disciplinary studies indicating an encapsulation of a diversity of research papers presented at the sessions and that extended abstracts from wide areas of research have been incorporated into this publication. The 2013 volume contained a total of nearly 70 extended abstracts, and 14 research abstracts were from the Faculty of Natural Sciences. Publication of the research papers as a good bound volume is a good motivation especially for young researchers and post graduate students. Furthermore the OUSL annual reports document both ODL and discipline based research studies of the OUSL researchers. Additionally the review team observed other well documented publications for research at OUSL. It can be stated that the published research publications of the academic staff indicated considerable inter-departmental, inter-Faculty and inter-University collaborations in research which is a very favorable development for research at OUSL and that OUSL researchers are utilizing the opportunities.

It is however important that research programmes are monitored to ensure that acceptable standards are maintained. An analysis of the compilation of ODL research over the years given to the Team indicates that of the 276 article or papers presented at Conferences over the years only 52 (18%) have been published in peer reviewed Journals or books. We were informed that the OUSL Journal that publishes work on ODL cannot be published annually. Only 25 (9%) of these research papers have been published in the OUSL Journal. It appears that much of the research papers remain unpublished through lack of motivation or not reaching expected standards for publication.

The review team had the opportunity to meet some post graduate students from all 4 Faculties. Most post-graduate students are employed and visit OUSL during weekends. They expressed satisfaction at the available facilities, though difficulties of regular meeting of supervisors, especially external supervisors, were expressed. The Faculty of natural Sciences that has a number of ongoing research projects of post graduate students has well equipped spacious research laboratories. The Dept. Of Mechanical Engineering which the review team could visit during the limited time available, has also a state of the art laboratory in addition to the conventional laboratories. This is a great asset the department holds. With reference to outside organizational support for student research, it was observed that number of projects was funded by private institutions such as Link Natural Products and research institutes like Institute of Fundamental Studies. Some research grants are available from National Science Foundation, MARGA Institute and the National Research Council. Well formalized guidelines for students undertaking research programmes for the award of Master degrees and Ph.D. degrees are available. The undergraduate degree courses at the Faculty of Natural Sciences also include a 3 months research component as partial fulfillment for the award of the B.Sc. degree. The Faculty of Natural Sciences has a total of 18 post graduate students at present. The review team expresses satisfaction at the degree and quality of student research at the OUSL.

The OUSL library provides adequate facilities for research students. Special research areas at the library for both staff and students have been demarcated in the library. Research theses of the OUSL are stored in a separate area for easy reference as well bound volumes. The documented research theses have been published in par with University research and Higher Degree regulations and format and are of very good quality. The library has developed a web based research data base and researchers can upload their publications into the web site. New acquisitions are documented every month in the form of a catalogue and made available to the staff and research students. This is a very valuable service from the OUSL library. The library hand book also provides all information regarding library usage.

#### **4.4. Quality Management and Administration**

The OUSL Ordinance prescribes the Senate and Faculty Boards for the purpose of academic governance. The composition of the Senate of the OUSL has been modified in the ordinance to incorporate directors of important divisions. There are also several standing committees and ad hoc committees linked to these boards which appear to meet regularly and record minutes which are confirmed in the respective boards. The structure created for academic governance appears to be feasible and efficient.

General administration is quite similar to a conventional university though not clearly prescribed in the Ordinance. It is required to link the general administration and various services units. Meetings with academic nonacademic and officers amply made it clear that the AR and FR applicable to other state universities cannot necessarily be used for the OUSL as its nature, structure, duties and functions as well as delivery modes are different. The flexibility is required in AR and FR for OUSL. It was also highlighted that the higher education authorities does not appreciate the unique nature of OUSL and, as a result failed to provide necessary support for the smooth functioning of the OUSL. The administrative structures of regional centers are very poor and it needs to be administratively, financially and academically empowered by making changes to the relevant laws, rules and regulations.

There appears to be a comprehensive institutional and procedural arrangement to manage quality in the OUSL. An IQAU has been established. In order to manage quality the OUSL has adopted various practices. This include preparing and adhering to an Activity Diary, Council Approved Procedural Manual to guide the administration of academic programmes, study programmes bylaws which are available for all study programmes, course plans, approved curricular, Senate and Faculty Board meetings, Regional Education Center board meetings, Educational Technology board meetings, and online course management system. The administrative mechanism available for quality management is adequate and efficient.

The OUSL has established regional centers for the purpose of delivery of its study programmes. The OUSL has created an institutional mechanism for governing the affairs of the regional centers through internal arrangements. The structure of the Board of Regional Centers is prescribed in the Ordinance including a Director of Regional Services as the person in charge. The structure also implies that there shall be Assistant Directors to take charge of regional centers. However, the Ordinances have not prescribed the governance structure of the regional centers including powers, duties, and functions of the Director(s) of regional services. Procedure for appointing Directors to Regional Centers is also not clear in the Ordinance. Director/RES has been made a member of the Senate by the Ordinance, who might also be made a member of the Council. Director/RES has also been identified as an Officer of the OUSL. Though regional centers are crucial for the delivery of OUSL study programmes, the current structure does not provide a strong and efficient system for the institute to execute its functions. Regional Centers caters to a large number of students in different study programmes ranging from around 4000 to 16000. Regional centers are also poorly resourced. There is no proper academic and administrative leadership. If there were academic leadership appointed from among the academic staff on term basis as of the Head of the Department of study to these positions of Directors, a feasible and efficient structure can be created for proper governance. However, the OUSL has attempted to appoint permanent Directors from the non academic officer grade which is not seemingly an appropriate arrangement.

The University has also established an IT division manned by a director. However, IT Center has not been integrated into the ordinance prescribing the structure, powers, duties and functions of the center. The procedure for appointing the Director to the IT center has not been spelt out in the ordinance. Since the IT/ICT is crucial for the delivery of the OUSL study programmes, a proper governance structure linked to the OUSL main administrative structure has to be explored. The administrative, financial and academic relationship between IT/ICT division and

other divisions are not clearly prescribed. It appears that existing IT/ICT infrastructure does not meet the requirements of the OUSL. Almost all stakeholders of the OUSL are of the opinion that the existing IT/ICT facilities are not sufficient to satisfy even the minimum requirements. Even the existing IT/ICT facilities are highly compartmentalized and fragmented as a result of not having a proper institutional arrangement founded on the law prescribed in the Ordinance. A modern IT facility in the name of NODES is available in the OUSL premises. However, it was understood that this facility belongs to the Ministry of Higher Education and the OUSL has to hire these facilities. It might be highly desirable that the ownership and control of these facilities are given to the OUSL so that it can make use of these facilities to provide an excellent service to its clientele/customers.

The operational division of the OUSL is a very crucial component of the ODL delivery. An institutional arrangement has been created to undertake the operational matters which include delivery of courses, conducting examinations and production and distribution of learning materials etc. A Director has also been appointed. However, the operations division requires the leadership of a person of a higher rank compared to Deans of Faculties. The limitations of the operational division were also highlighted in the previous institutional review and a recruitment of a person in a similar rank to a Deputy Vice Chancellor was recommended. However, this has not happened. A Deputy Vice Chancellor has been appointed, but the responsibility of managing the operational division was not assigned to the DVC. The ordinance has not been amended to create a feasible structure for the operational division with academic and administrative leadership prescribing the powers, duties and functions of the division. It is also not explicitly clear how the operational division is linked to academic and other divisions of the OUSL.

The OUSL currently practices mainly the Open and Distance mode for almost all its degree programmes. Printed materials are delivered to the students and some face to face meetings and sessions are arranged. There appears to be issues related to quality of the study programme especially in engineering, natural sciences and agriculture as these disciplines require greater degree of teacher student face to face interactions as applications and practical appear to be central to degree programmes. As pointed out by students, the standard and quality of knowledge and skills acquired by them during the study programme becomes important when they compete with the graduates of other state universities who follow similar degree programmes. Therefore, it is important to look at this aspect and the authorities of the OUSL need to review the quality of support services they offer such as laboratory and face to face teaching classes, both at the main campus and regional centres.

#### **4.5 Quality Assurance**

The OUSL makes a special effort to maintain quality of its educational services and the necessary institutional arrangements are in place to assure quality. Learning resources, especially study material, are of high quality except in few cases. The library provides a good collection of study material ranging from print material to electronic media.

The OUSL possesses a well-qualified and talented staff to deliver its educational services. All appointments, confirmation and promotions are made in accordance with the scheme of recruitment as prescribed by the University Act and Ordinances and Rules made by the UGC.

All departments of study have undergone programme and subject reviews. Follow-up activities have been undertaken by the IQAU in response to the recommendations made by the respective quality assurance review panels. IQAU meets in every two months. Curriculum and Programme Development Committee has been meeting regularly.

Although institutional arrangements to ensure quality are in place, in practice there are considerable obstacles that affect the quality of the programmes delivered. A major factor that retards the achievement of quality is the heavy work load of the teachers. The nature of the work performed by OUSL teachers is different from that of teachers in the conventional universities and it has been elaborated in their work norms. As teachers say, in addition to the preparation of course material, they are involved in administrative work, such as registration of students for various courses etc. The situation in the regional and study centres is much worse than that in the central campus. It was the opinion of many teachers that quality of the programmes has been compromised for numbers. There is a mismatch between quality and quantity. Student numbers are increasing without a commensurate increase in resources.

Although, the open and distance learning methodologies depend heavily on on-line delivery system, it is not functioning well. Again, the situation at regional and study centres is far from satisfactory.

The quality of the programme delivery at Day Schools has been adversely affected by the lack of facilities. Some teachers, especially of the visiting staff pointed out that essential equipment like multimedia is not available when needed.

It was revealed that the report of the last institutional review conducted in 2004 was not available for most of the staff. If that report was freely available many of the shortcomings related to quality assurance at that time could have been timely addressed.

#### **4.6. Learning Resources and Student Support**

##### **Learning Resources**

The OUSL has faced greater challenges than ‘conventional’ universities in providing adequate and timely learning resources in view of the fact that its distance mode of teaching-learning has to be effective in reaching students residing in different parts of the country. From its inception it has distributed print based, learner centered, self-instructional materials and adopted the complementary mechanism of Day Schools to provide opportunities for student- teacher interaction and clarification of unclear concepts and issues. The Faculties of Natural Sciences and Engineering Technology conduct compulsory laboratory and workshop sessions for acquisition of practical skills. Audio and visual materials have been used as learning materials. These programmes continue to be undertaken successfully over the years.

With the introduction of new technologies in teaching and learning, the shift to online courses was initiated and significant progress is noted in moving away from dependence on print materials. LMS Moodle induction programmes have been conducted to facilitate change as seen in the ‘Learning to learn at distance’ programme of the Faculty of Engineering Technology and the ‘Path to Learning’ of the Faculty of Natural Sciences. Infrastructure facilities in IT as well as

laboratory and workshop facilities have improved considerably as a result of the assistance provided under the ADB funded Distance Education Modernisation Programme(DEMP).

Nevertheless the pace of change has been reported to be slow, underscoring the need for more training programmes for staff and students. It is also evident from the COL RIM report in 2010 and the uncertainties that surfaced from some student and staff responses during this review that there is a continuing preference for printed materials. This cannot necessarily or entirely be attributed to a negative attitude as there are concerns regarding inequitable access to facilities for online learning in the context of the wide socio-economic cum regional disparities in the country in access to new technologies. More support needs, therefore, to be provided to aspiring students in disadvantaged locations to prevent perpetuation of social exclusion.

A positive feature noted is the collaboration by faculties with agencies in the public and private sectors to conduct courses which extend the horizons of students. The links of the Social Studies Department with the Commonwealth Youth Programme and the Ministry of Youth Affairs and Skills Development, the Faculty of Education with the Commonwealth of Learning, and the Faculties of Engineering Technology and Natural Sciences with industrial establishments enrich the learning experiences of students.

While there was no overt criticism of the quality of lessons, students interviewed in this review and in recent reviews have articulated their concerns that some of the content was outdated and that adequate attention has not been given to updating through revision of courses or provision of supplementary materials on new knowledge. Examples of specific courses were given. According to the work norms for the academic staff, courses need to be revised every four years. It is likely that the heavy work load of the academic staff, extending from academic counselling at registration to teaching and assessment (underscored by all academics who participated in discussions and by high level administrators), has limited the time available for frequent review of courses. It is necessary that this issue should receive early attention through increased cadre or reorganisation of duties if the quality of teaching and research is not to be jeopardised. An additional concern that was surfaced by engineering technology students in discussions was the question of equivalence in qualifications with conventional universities.

In the context of the spread of students country wide, a useful and relevant strategy adopted has been to decentralise activities in the provision of learning resources by establishing Centres in different locations-six Regional Centres, nineteen Study Centres and six Teaching Centres. These Centres replicate at least some of the services provided at the Central Campus such as provision of information materials, registration of students, distribution of course material, providing facilities for viewing and listening to videos and audio materials, conducting Day Schools and examinations. They therefore obviate the need to travel to Colombo, and consequently facilitate the access of potential students from many districts to opportunities for higher education.

Nevertheless, these Centres, were seen to be hampered in their functions by lack of adequate human and physical resources. The centres that are relatively well equipped with libraries, laboratories and temporary residential facilities are the Regional Centres in Colombo, Kandy, and Matara. Most centres are reported to lack qualified staff and to employ temporary staff, and are

even managed by junior personnel. Academic staff of science faculties from the main campus has had to extend their services to regional centres. These centres are, however, an adjunct of OUSL in promoting equity in the distribution of learning resources. The task of improving the quality of infrastructure and human resources, academic and administrative, is an issue that needs to be addressed.

Another teaching-learning resource which OUSL has access to currently is the National Online Distance Education Service (NODES) established under the Ministry of Higher Education. Twenty of its twenty six access centres are within the OUSL Regional and Study Centres. They provide access to facilities for online learning to students registered in any programme and are equipped with communication facilities-Internet, email, and scanning, printing, fax and photo copying services. Of crucial importance to OUSL is that they provide video conferencing facilities for conduct of interactive teaching and learning. They offer a rich learning resource to the main Campus and Centres but regrettably are under utilised. It was reported that OUSL has been requested to incorporate the NODES in their programme.

OUSL learning resources have been enhanced by the support provided to students and staff by its fully automated, quality library. In addition to conventional facilities and services, the OUSL library has been developed to meet the needs of those engaged in distance learning. It offers free Internet access, viewing and listening for audio-visual materials, a virtual resource centre, digital library, online Public Access electronic databases, and online services and digital resources through its interactive website. Students can engage in group discussion within the library as well as access facilities from outside the library. However both the library staff and students stressed the need for better air conditioning facilities and limitations of space, as only 200 students can be accommodated while around 400 students are reported to seek its services during weekends. The Library administration also identified limited human and financial resources as barriers to meeting student needs.

In online learning a primary need is effective IT infrastructure. OUSL has two resources. The first is the Centre for Educational Technology and Media (CETMe) which is a centre of excellence with an Academic section for ODL research and a Production section which has state of art equipment for quality audio and video programmes and documentaries. It is an important resource for teaching and learning. It is also stated to be the first Digital Hi definition Television Studio in Sri Lanka and is widely used by external agencies and institution for telecasting programmes thereby enabling generating its own income.

However, the second IT support system, the network services of the university and its centres, handled by the IT technical staff faces problems. There was dissatisfaction among the staff with regard to lack of cadre positions over the years, need for specialised training to upgrade skills, and absence of a plan to develop a unit with adequate infrastructure and capacity. Students expressed concerns regarding IT equipment and facilities.

#### **Student support**

In meeting the needs of students distanced physically from the main Campus, support is provided through induction programmes, advisory services, two way communication and feedback, information channels such as the OUSL Information Management System (OMIS), the

MyOUSL portal and information provided at Regional, Study and Teaching Centres. Course materials are distributed at the Main Campus or at these Centres. Academic Counselling by the Faculty staff on selection of courses at the registration stage is seen to be a strong feature of the system. Some faculties are reported to organize pre-registration seminars. Students are free to consult academic staff at any time by email, telephone or in person, and the Faculty of Natural Sciences has formally appointed personal tutors for new entrants to the Science degree programme.

In contrast to this process of counselling by members of the academic staff, the role of special Student Counsellors appears to receive low priority and recognition according to the perceptions of these counsellors. Only one claimed to have received training, they had no specific allocation of space that would ensure privacy for those who sought their assistance, they claimed to receive little support from the academic staff and they felt that their services were not appreciated. These perceptions indicate that there is perhaps a dichotomy between academic counselling and personal counselling resulting in this situation, and the need for an organized holistic system of counselling encompassing the Regional Education Services, for students of different ages, varying needs and perhaps vulnerable environments.

The same flaws were noted in the Career Guidance programme. The Unit is headed by an Acting Director who does not hold a cadre post and who operates with a single assistant. The Acting Director is active and has carried out training programmes and organised workshops in soft skills (generic skills) required by employers with the assistance of resource persons from outside the university. Materials such as posters and videos have been produced to facilitate access to employment. These products appear to have been used chiefly by the ADB funded Education for a Knowledge Society Project. The Acting Director uses her personal contacts in industries to ascertain information regarding vacancies and sends bio data of students to these contacts. She also maintains a data base in human resources. It appeared that there was no formally structured or organized Career Guidance Programme for university students and that this informality limited the utilisation of its services and reduced the effectiveness of ongoing activities.

Temporary residential facilities are provided in two dormitories for 140 men and women students in the main campus in Colombo and for 40 each in Kandy and Matara Regional Centres. These hostels are intended to facilitate the participation of students in laboratory programmes, examinations and even day schools and the use of these facilities is therefore limited to five days at a time. Basic facilities are provided including a study room and food can be obtained from canteens. While this provision may not meet the needs of all students, they are a boon for students from distant homes in the context of exorbitant rates for accommodation in the city and large towns.

As in other universities, the Mahapola scholarships and university bursaries provide financial support for those who qualify for such assistance. A limited number of OUSL bursaries are awarded only from the second year and are limited to those who show commitment and progress in their studies. A substantial number of students are employed. Banking facilities are available at the OUSL Branch of the People's Bank located at the Colombo Regional Centre.

Health related services are provided by the Medical Centre on the Campus. A doctor, pharmacist, nurse, public health inspector (PHI), attendant and a labourer meet the needs of students and staff. Prescriptions are given to students and prescriptions and medicine to members of the staff and their families. A major problem is that the staff work four and a half hours a day during five days of the week and the Centre is closed during the weekend when the most number of students are on the campus so that few students benefit from its services. If it is possible to change the working days of the Medical Centre staff to five days inclusive of the weekend the purpose in having such a centre could be achieved. The staff also claimed that funds were inadequate to meet needs as the grant of Rs. 15,000 a year has not been increased since 1998. In the absence of a health insurance scheme a medical centre offering free basic services becomes a priority.

An innovative step taken by the OUSL was to establish a Pre-school and Day Care facility on the main campus. In this respect the university has been well ahead of public and private institutions in assisting students and staff to combine family and study/work responsibilities. The Day Care Centre is exclusively for staff and students of the University. The pre-school is open to those outside the university and is in great demand as it was established as a Model Pre-school. It is used by the students of the Early Childhood Education Programme of the Faculty of Education for their practical training. After the school sessions end around noon, the children of university students and staff are taken to the Day Care facility next door to have their meals, and to rest and play till the arrival of parents. The Pre-school is well equipped, its staff is qualified and is former students of the Faculty of Education, and children belong to the three to four age group. It was suggested by the staff that there is potential to expand the school to meet demand.

Extracurricular/co-curricular activities are encouraged in addition to sports. Societies have been formed also under the guidance of the academic staff such as Bot-soc, Zoo-Net, Computer Science Society, Bucky ball society which organise talks and workshops to develop generic or soft skills and positive attitudes.

Each Faculty has a Student Union represented in the University Student Union. Two student representatives are members of Faculty Boards.

#### **4.7. University/Industry/Community/Other Extension Services**

Contrary to the conventional Universities, OUSL is structurally complex and diverse. Its present student population amounts to nearly 35647 comprising of a very diverse community of students. The majority consisted of employed students who could devote time for studies mainly during the weekends. Considering the large numbers of study programmes available at the OUSL, the university necessarily has to involve a wide variety of resource personnel apart from its permanent staff, as programme planners, course authors, editors, visiting lecturers, examination moderators and examiners. This resource bank is available at other National Universities, Private and Public Organisations and at the Industry.

The OUSL as a diverse organization with highly diverse functions could thus function only through close collaborative links that are established between OUSL and private and public sectors, universities, industries etc. The review team, on meeting a small group of external lecturers could identify a diverse cross section of the resource personnel utilized by the OUSL

and were impressed by the high caliber of the personnel in their respective disciplines. Recognizing the relevance of linkages with outside organisations, OUSL for the purpose of achieving efficiency and effectiveness in all operations has incorporated the statement “Ensure resource sharing through linkages with industry and other sectors” in the objectives 5.3 of goal 5 of the current corporate plan.

Most Faculties, e.g. the Faculties of Engineering, work with professional scientific bodies in Sri Lanka and also with other national universities in close collaboration for the purpose of accreditation and also to draw necessary resource personnel. For example, the Institute of Engineers in Sri Lanka (IESL) which is the highest accreditation body has given recognition to the B.Tech degree programme of OUSL. The Council of Legal Education collaborates with the Dept. of Legal Studies. The research projects are funded also by agencies such as National Science Foundation etc. The Faculty Boards have as elected members, representatives from national universities, professional bodies and industries which is an important practice for strengthening academic linkages. The council members also include an emeritus professor, representatives from the Higher Education Ministry, industries and Banks. All such appointments help linkages.

OUSL has launched a number of study programmes and projects that are of community benefits at large. e.g. the Commonwealth of Learning in Canada collaborating with OUSL has introduced a course in micro finance for poverty eradication in joint collaboration with the Central Bank of Sri Lanka. Another noteworthy project is the promotion of mobile learning among rural women of a farming community in collaboration with Mobitel. The OUSL has signed a MOU with the Commonwealth Youth Programme (CYP) to conduct a CYP diploma in youth development work and a CYP advanced certificate course in Youth Development work. These are programmes that bring direct benefits to the rural folk. A programme is being conducted in collaboration with the Commonwealth of Learning, on capacity building of teacher education in the integration of ICT and OER into teacher education programmes. OUSL has also entered into a MOU with the Drama & Theater School of the Tower Hall Theatre Foundation to facilitate fine arts in Sri Lanka. One of the most popular study programmes of community benefits is the Diploma Programme in Nursing. Monash University of Australia collaborates with OUSL in Nursing & Health Sciences. Hemas Hospitals Ltd. assists in the professional Development of Nursing Personnel. A very important facility developed under the ADB grant is the National Online Distance Education Service (NODES), a very fine facility that could allow video conferencing with regional and study centres, to enable the OUSL to bring such community programmes directly into the villages. Unfortunately this facility is highly underutilized. Further examples of courses of high relevance to the community are the Certificate courses in pre-school education, post graduate diploma in special needs education, short courses on teaching children with learning disabilities, certificate in Entrepreneurship and small business management, B.Sc. and Diploma in Nursing, certificate in wild life conservation and management, certificate in applied electronics etc.. As one of the most outstanding OUSL degree programmes, the degree course LLB is recognized as this course is recognised to offer academic training in law to those who cannot access formal academic studies in law. A wide range of courses are also offered by the Department of English for English knowledge enhancement and acquiring academic qualifications in English. There was evidence that OUSL also offers numerous short courses in a wide range of areas for the benefit of the public.

OUSL has developed well-managed publicity and promotion methodologies over its history of 34 years. In addition to the traditional methodologies for publicity which are still practiced, OUSL also has developed a modern publicity campaign through the use of electronic media. Evidences for regular awareness programmes conducted to its stake holders e.g. A.L. students, nurses, etc. were available. An important role in this aspect is also played by the OUSL regional centers. Promotional material such as brochures, flyers, leaflets, posters and hand books are distributed among the public who visit OUSL for information, through an information counter at the entrance to OUSL. A leaflet produced by the OUSL library titled “open minds” provides information on reader services. It was evident to the review team that most publicity leaflets and brochures of the OUSL had been done very attractively in a highly professional manner. The OUSL has rightly employed graduates from the Faculty of Fine Arts of the University of Kelaniya to entrust them with this. The leaflet titled: “Welcome to a new chapter in your life” is very attractively designed giving a quick guide to courses conducted by the Faculties. Each Faculty produces its guide books for their specific programmes providing the public with the information needed for selection of their interested study programmes. Most brochures and publicity materials have the highly professional outlook.

The media centre of CETME provides multitude of services to the academic staff as well as to the community. It conducts workshops for training and research, especially on the preparation of course materials which are now widely used not only by OUSL students but by the general student population in the country. Training is also provided by the CETMe for development of audio visual materials, which once again is a very important area for an efficient ODL system at OUSL. While serving as the centrefor editorial functions, visual art creations, on line deals such as web designing and reviewing of online courses, photo mementos of all OUSL activities, the digital Hi Definition Television Studio of CETME , with its state of the art equipment , quality and efficiency offers its studio and staff facilities to bring publicity to OUSL ongoing study programmes, private and public institutions for recording, production of video documentary, video editing etc.. Thus it is not only a valuable income generator of the OUSl but is also the publicity arm of the OUSL. Additionally, the programmes such as exhibitions, open days and other programmes are key events in the publicity drive of the OUSL. MOUs with Rupavahini Corporation, Dharmavahini Foundation assist the continuation and expansion of Educational TV channels. AnMoU is been proposed with TV Derana to facilitate OUSL publicity drive.

OUSL thus has efficient links to the country and to the world as evident from its large numbers of students enrolled, high demand and competition for certain courses etc. The OUSL should stand out among the other educational institutions of Sri Lanka as a unique ODL institution in Sri Lanka providing a service unmatched by other educational institutions in this country.

## **5. STATUS OF PERFORMANCE ON THE RECOMMENDATIONS MADE IN THE INSTITUTIONAL REVIEW REPORT IN 2004**

It is to be noted that the OUSL was given recommendations by the 1st review team in 2004 as indicated in the Institutional Review Report of OUSL. The judgment of the implementation of those findings by the review team during this review mission is given below. Therefore, some of

the un-fulfilled recommendations, given in 2004, are still valid and repeated in this report as well under recommendations.

### **STATUS OF PERFORMANCE ON THE RECOMMENDATIONS GIVEN BY THE REVIEW PANEL (1<sup>ST</sup> CYCLE) IN 2004: OPEN UNIVERSITY OF SRI LANKA**

<b>Recommendation</b>	<b>Status of Addressing</b>
• More financial and administrative authority should be granted to the OUSL enabling it to deliver the services expected more effectively.	Not addressed
• A major structural change is in order, for the future growth of the OUSL. RES, Operational Division and Information Technology Division should be re-organized and managed by an authority higher than a Dean (ideally a Deputy Vice Chancellor) who should get instructions directly from the Vice Chancellor and is able to demand services from the Deans and Heads of Departments. Required human as well as physical resources should also be provided.	Partly addressed
• Administrative and financial divisions, which are structured similar to the conventional Universities at present, should be re-organized in keeping with the diverse requirements for the smooth functioning of the OUSL and its network of Regional/Study Centres.	Partly addressed
• Initiatives taken to develop activity-based costing should be pursued in order to improve the response time in the development and delivery of demand-driven courses and, to support the Departments willing to take challenges.	Not addressed
• The ETD, Printing Press and the Sales Centre should be combined as a single unit and upgraded, with required human and physical resources. This unit should be managed as a self-sustaining unit with adequate administrative and financial autonomy.	Partly addressed
• The Consultancy and External Resources Centre (CERC) should be properly institutionalised and strengthened, similar to those at the Universities of Moratuwa and Peradeniya, so that it could help strengthen University-Industry linkages and generate much needed income for the University.	Not addressed
• Urgent steps should be taken to prepare and adhere to a proper academic calendar, including the holding of examination and releasing of results.	Addressed
• The updating of course materials should be pursued as a priority activity.	Partly addressed

<b>Recommendation</b>	<b>Status of Addressing</b>
• Training of staff (both academic and academic support) should be pursued, on subject matter and in areas relevant to distance mode delivery.	Addressed
• A long-term solution should be found to the grievances of the academic support staff (Teaching Assistants and Engineering Assistants) and the Directors/Co-ordinators of the Regional/Study centres.	Partly addressed
• Steps should be taken to fill the vacancies, especially of the academic staff, and to provide the required infrastructure facilities such as lecture rooms, laboratory facilities, computers, transport etc.	Addressed
• Resources of the regional/study centre should be improved. Steps should be taken to decentralize activities rather than to bring them to the main campus at Nawala.	Partly addressed
• The possibility of providing improved and wider community services through the network of regional/study centres should be explored considering the relative advantage the OUSL has, in its access to a heterogeneous clientele of learners compared to conventional universities and other private educational institutions in Sri Lanka.	Addressed

## **6. OVERALL JUDGMENT LEVEL OF CONFIDENCE IN THE UNIVERSITY'S QUALITY ASSURANCE**

The Review Team is of the opinion that the OUSL can be given an overall judgment of “confidence” on its quality assurance arrangements in the areas of a) University goals and corporate planning, b) Financial resource and management, c) Research, d) Quality management and administration, e) Quality assurance, f) Learning resources and student support, and g) University/Industry/Community and other extension services, in spite of the short comings revealed in the report.

## **7. COMMENDATIONS AND RECOMMENDATIONS**

### ***The OUSL is commended for;***

1. adopting necessary measures to ensure quality of its programmes and seeking assistance from international organizations involved in ODL, such as Commonwealth of Learning, to upgrade and maintain the quality. The quality aspects have also been given due attention in the University's Corporate Plan.
2. recognising the importance of organizational restructuring of the OUSL by the senior management, as a result of existing inefficiencies of the financial and general administration.
3. commitment of academic and administrative staff in providing more than 60 degrees,

diploma and certificate courses to stakeholders including adults of all corners of the country in spite of administrative and financial constraints of OUSL.

4. decentralising programmes through centres located in different parts of the country. Although the path has not been smooth due to lack of resources, some degree of equity in access to higher education has been achieved.
5. active involvement of Academics in research, in spite of constraints such as heavy work load etc., as evident from the large number of research publications over the years.
6. conducting collaborative research among the University Departments and Faculties and other Institutions, publishing proceedings of well organised Annual Academic Sessions for dissemination of research findings, making funds available for research, travel grants, research awards to motivating and assisting researchers by providing well equipped research laboratories, state of the art CETME centre for ODL research and services provided by the library.
7. providing well-organized publicity through mass media, leaflets, posters, brochures, hand books, exhibitions, open days etc.
8. making arrangements to accredit study programmes through professional bodies which provides recognition and enhances job opportunities.
9. acquisition of linkages to public, private institutions and Industries enhance career opportunities.
10. developing laboratory facilities and various centres through foreign funded projects.
11. responding to the advent of new information and communication technologies and making progress in moving to online learning from an almost total dependence on printed materials without disruption in the educational programme. The services rendered by the Centre for Education Technology and Media (CETMe) in this respect are commendable.
12. Offering programmes that are examples of ‘best practices’ including the organisation of the Main Library and the quality of its services, the Centre for Educational Technology and Media (CETMe) which is a unique institution in the education sector, the collaboration of faculties with critical agencies outside the university in developing courses that prevents insularity within an ‘ivory tower’, and promotes a holistic perspective of the social, economic and educational needs in the country.

### **Recommendations**

1. Organizational structure of the OUSL should be restructured to suit the mandate and the mission of the OUSL by taking into account of the fact that the OUSL is unique and different from conventional state universities in Sri Lanka in offering its services. The OUSL requires a new comprehensive Ordinance prescribing the structure, powers, duties and functions of the OUSL, its various branches and officers. Composition of all governing boards and committees related to administration, finance, operations, and quality control should be reconstituted by incorporating all required officers of the OUSL study programmes. Such reconstitutions should be prescribed in the Ordinance.
2. Financial and administrative systems which are now quite similar to that of a conventional state University should be restructured to suit the mandate, the mission and the needs of the

OUSL. The financial arrangements should include, a standard voting system for allocating funds, adopt programme/activity based costing, appropriate pricing formula for OUSL study programmes, appropriate fee structure for courses, etc. The OUSL should practice a comprehensive cash flow management system and a mandatory financial reporting system at least on quarterly basis. Provisions should be made to improve the financial and administrative freedom in the OUSL unlike the conventional state universities.

3. Regional centers should be empowered by creating an academic, administrative and financial leadership and governing structure linked to the main bodies of the University. A term-based appointment system can be adopted for appointing this Director to various centers and units rather than making permanent appointments from among non-academic staff to those positions.
4. Operational management of the OUSL should be brought under an officer higher than a Dean so that this proposed academic officer should be able to coordinate the delivery of academic programmes of all faculties. The vertical and horizontal lines of authority should clearly be established between operational division and various academic/non-academic divisions. The link between services divisions and academic divisions should be established.
5. A formal arrangement should be made by making adjustments to work week of the OUSL to make academic staff available in the University premises during Saturdays and Sundays as most students appear to come for face to face meetings on Saturdays and Sundays. This is applicable to the Medical Centre as well.
6. It is important to relieve academic staff from their administrative work, such as student registration which is an extra burden on them and needs to be handled by a separate division. Academic staff members recruited from the conventional Universities needs training in ODL methodologies and ODL research.
7. The research methodology component in staff development and in course materials should be strengthened
8. It is useful to monitor the quality of the research outputs of staff and students by organising regular presentation sessions for critical appraisal.
9. The OUSL should take necessary action to fill vacancies both at the main campus and at regional centres.
10. Continuous updating of lesson materials is a very important and a demanding task in ODL. Therefore, it is recommended to provide course modules on line (additionally to print material) to enable regular revision and also incorporation of ODL research findings into course modules.
11. Explore the possibility of using Tele-Conferencing facilities available at NODES Centres. Develop a plan to improve the quality of the infrastructure and staffing in Regional Centres and the incorporation of NODES if feasible.
12. Re-organise the (i) IT network services (ii) the Student Counselling programme and (iii) the Career Guidance Unit, by establishing formal structures for operation, providing adequate qualified staff and space, and integrating them in the university system, to enable them to function effectively.

13. Unlike in the case of previous Institutional review report, this review report should be circulated among the members of the Council and the Senate so that they could take actions towards addressing the shortcomings. A recommendations made by COL-RIM is endorsed in this review, too. That is to ‘Implement a framework to manage quality feedback mechanisms’ at the OUSL.

## **8. ANNEXES**

### **Annex 1. AGENDA OF THE REVIEW VISIT.**

**INSTITUTIONAL REVIEW, OPEN UNIVERSITY OF SRI LANKA, 14<sup>th</sup> - 18<sup>th</sup> May 2013**

#### **Day 1 (14.05.13)**

**Coordinator – Deputy Registrar**

<b>Time</b>	<b>Activity</b>
9.00 – 10.00	Review Team's private meeting
10.00 – 10.30	Meeting with Vice-Chancellor & Deputy Vice Chancellor
10.30 – 11.00	Presentation by Vice-Chancellor ( Members of the Senior management to be present)
11.00 – 12.00	Meeting with Vice-Chancellor & Deputy Vice Chancellor and Senior Management team
12.00 – 13.00	Lunch
13.00 – 14.30	Meeting with Registrar, Bursar, & DR(Academic), Admin Heads of the following divisions - student affairs, general administration, establishment, examinations, faculties, press, works engineer, engineers in faculties
14.30 – 15.00	Meeting with the members of the Internal Quality Assurance Unit
15.00 – 15.30	Meeting with some council members
15.30 – 16.30	Meeting of Review Team & document viewing

#### **Day 2 (15. 05.13 )**

**Coordinator – Staff member from Deputy registrar's office**

<b>Time</b>	<b>Activity</b>
9.00 – 10.00	Meeting with heads of academic departments
10.00 – 11.00	Meeting with All directors namely Operations, IT, CETMe,RES, SDC, Publi info, carrier guidance and Director PGIE
11.00 – 12.00	Meeting with some non-academic staff (clericals & others)
12.00 – 13.00	Lunch
13.00 – 14.00	Meeting with Librarian, and library staff
14.00 – 15.00	Meeting with Acting Director RES all heads of regional centers and study centers
15.00 – 16.00	Meeting with Academic Staff including all professors
16.00 - 17.00	Meeting with Postgraduate students
17.00 - 17.30	Meeting of Review Team & document viewing

**Day 3 (16.05.13)****Coordinator - Director CRC (Colombo)****Coordinator – Acting Director RES (Kandy) – plan of visit to Kandy sent to Prof. Colin Peiris.**

Time	Activity
09.00 – 10.00	Faculty, IT division, CETMe Technical Staffs
10.00 – 11.00	Meeting with chief student counselor, faculty student counselors and warden
11.00 – 12.00	Meeting with Staffs CETMe& View facilities in CETMe
12.00 – 13.00	Lunch
13.00 - 15.00	Visit to IT Lab in CRC , Science and Engineering labs
15.00 – 16.00	Meeting with Higher degrees and research committee
16.00 – 17.00	Meeting of Review Team & document viewing

**Day 4 (17. 05.13)****Coordinators - Chief student counselor and CRC director**

Time	Activity
9.00 – 10.00	Meeting with some under graduate students
10.00- 12.00	Visit to preschool, Medical center, Press and dispatch center,TRF, SDC, PGIE,
12.00 – 13.00	Lunch
13.00- 15.00	Visit to Carrier guidance unit, Public information, application sales center, NAC.
15.00 – 17.00	Meeting of Review Team
17.00 – 18.30	Wrap up Meeting with Vice-Chancellor & Senior management
18.30 – 19.30	Farewell Dinner

**Day 5 (18. 05. 2013)****Coordinator – Deputy Registrar**

Time	Activity
09.00 – 10.00	Meeting with Visiting Staff
10.00 – 11.00	Open meeting
11.00 – 12.30	Meeting of the Review Team & document reviewing
12.30 – 13.30	Lunch

## **Annex 2. ATTENDENCE**

### **Meeting with Vice-Chancellor, Deputy Vice-Chancellor & Deans**

**Date– 14<sup>th</sup> May 2013                  Time – 10.00 am - 12.00 noon**

No	Name	Designation
1	Dr. Vijitha Nanayakkara	Vice-Chancellor
2	Dr. J Liyanagama	Deputy Vice-Chancellor
3	Mr. T Thanaraj	Rep/Actg. Dean/ Fac.Edu
4	Dr. SS Iqbal	Dean/ Natural Science
5	Prof. SA Ariadrai	Dean/ Engineering Technology
6	Mr. PKJ de Mel	Actg. Director/RES
7	Ms. WLV Jayasena	Registrar
8	Mr. AR Kahawatta	Bursar
9	Dr. J Watthavidanage	Director/CETMe

**Meeting with Registrar, Bursar & Deputy Registrar (Academic, Admin Heads of the following Divisions – Student Affairs, General Administration, Establishment, Examinations, Faculties, Press, Work Engineer, and Engineers in Faculties.**

**Date– 14<sup>th</sup> May 2013                  Time – 13.00 pm - 14.30 pm**

No	Name	Designation
1	Ms. WLV Jayasena	Registrar
2	Mr. SH Uwaisulkarni	Deputy Registrar
3	Ms. GS Amarathunga	SAR/General Admin
4	Mr. ND Kuruppuarachchi	SAR / Student Affairs
5	Mr. T.Prabaharan	SAR / Establishment
6	Ms. K Suresh	SAR / Examination
7	Ms. KPD Dilrukshi	AR / Education
8	Ms. SMDB Jayawardena	SAR / Non Academic -Establishment
9	Mrs. WMAANN Padeniya	AR / HSS
10	Ms. CY Munasinghe	AR / Natural Sciences
11	Mr. DSD Kasun	AR / Eng. Technology
12	Mr. Jayantha Gunasekara	Electronic Engineer
13	Mr. N Cedric	IT Works manager
14	Mr. NPM Rajaguru	Senior Staff Technical Affairs
15	Mr. AUB Rajaguru	Chief Technical Affairs
16	Mr. AR Kahawatta	Bursar

### **Meeting with the members of the Internal Quality Assurance Unit**

**Date– 14<sup>th</sup> May 2013**

**Time – 14.30 pm - 15.00 pm**

No	Name	Designation
1	Ms. WLV Jayasena	Registrar
2	Prof. HTR Jayasooriya	Chairperson / IQAU
3	Ms. NS Senanayake	Rep/Fac. of Engineering
4	Dr. SS Iqbal	Dean/ Natural Sciences
5	Prof. SA Ariadrai	Dean/ Engineering Technology
6	Mr. BG Jayanetti	QA / Secretary
7	Ms. WLV Jayasena	Registrar
8	Mr. PKJ de Mel	Actg. Director / RES
9	Mr. AR Kahawatta	Bursar
10	Dr. VV Medawattegedara	Rep / HSS
11	Prof. LK Senaratne	Rep/Natural Sciences

### **Meeting with Council Members**

**Date– 14<sup>th</sup> May 2013**

**Time – 15.00 pm - 15.30 pm**

No	Name	Designation
1	Ms. Jayani C. Pinnawala	Council Member
2	Mrs. KG Badra Gunawardane	Council Member
3	Dr. NC Kumarasinghe	Council Member
4	Dr. Chandana Perera	Council Member

### **Meeting with Heads of academic Departments**

**Date– 15<sup>th</sup> May 2013**

**Time – 09.00 am - 10.00 am**

No	Name	Designation
1	S Thrikawala	Head Agricultural Eng./Senior Lecturer
2	BD Witharana	Head / Maths & Philosophy Eng.
3	WR de Mel	Head/ Mechanical Eng.
4	KAC Udayakumar	Head/Electrical & Computer Eng.
5	E Perera	Head / Textile Engineering
6	MRM Haniffa	Head/Chemistry
7	TK Weerasinghe	Head/Environmental Studies Unit
8	B S de Silva	Head/Health Sciences
9	SAD Senanayake	Head/Mgt Studies
10	TM Pallewatte	Head/Civil Eng.
11	Y Kathiragamathamby	Head/Legal Studies
12	DE Devendra	Head/Language Studies
13	Anoma Ariyarathne	Head/Early Childhood & Primary Edu.
14	R Gunathilake	Head/Secondary & Tertiary Edu.

<b>15</b>	TDTL Dhanapala	Head/Special Needs Edu.
<b>16</b>	VPS Perera	Head/Physics
<b>17</b>	SR Weerakon	Head/Botany
<b>18</b>	Shantha Abeysinghe	Head/Social Studies
<b>19</b>	WCW Nawarathne	Head/Maths & Com.Science
<b>20</b>	N Edirisinghe	Head/Zoology

#### Meeting with Faculties, IT Division, CETMe Technical Staffs

**Date– 15<sup>th</sup> May 2013**                           **Time – 10.00 am - 11.00 am**

<b>No</b>	<b>Name</b>	<b>Designation</b>
<b>1</b>	A Ekanayake	Director / CG
<b>2</b>	HGDSumanadasa	Director / ST
<b>3</b>	KH Jayawardene	Director / Operations
<b>4</b>	CN Herath	Director / SDC
<b>5</b>	PKJ de Mel	Actg. Director / RES

#### Meeting with Non Academic Staff

**Date– 15<sup>th</sup> May 2013**                           **Time – 11.00 am - 12.00 noon**

<b>No</b>	<b>Name</b>	<b>Designation</b>
<b>1</b>	KPIW Karunanayake	Data Entry Operator
<b>2</b>	NGD de Silva	Computer Application Assistant
<b>3</b>	KKI de Silva	Clerk
<b>4</b>	GCG Wickramasinghe	Computer Application Assistant
<b>5</b>	REID Rajakaruna	Staff Assistant(Clerical)
<b>6</b>	PH Sunil	Senior Staff Assistant
<b>7</b>	SASP Samarasinghe	Staff Assistant(Clerical)
<b>8</b>	TDAM Wijayarathne	Computer Application Assistant
<b>9</b>	Sunil Kumarasinghe	Senior Staff Assistant
<b>10</b>	GW Hemalal	Staff Technical Officer
<b>11</b>	R Malkanthi	Senior Staff Assistant
<b>12</b>	S Premila	Clerk/DEO
<b>13</b>	Nilmini Siriwardana	Senior Staff Assistant
<b>14</b>	P Lakshman	Laborer
<b>15</b>	Thushari Rathnasinghe	DEO
<b>16</b>	WADCP Perera	Senior Staff Assistant
<b>17</b>	RAA Deepthi	SA Stenographer
<b>18</b>	HHS Jayakanthi	Staff Assistant
<b>19</b>	BD Rathnasiri	Staff Assistant
<b>20</b>	MPS Mendis	Senior Staff Assistant
<b>21</b>	SBR Priyadarshani	Senior Staff Assistant
<b>22</b>	DAL Perera	Staff Assistant

<b>23</b>	AAY Abeysinghe	CAA
<b>24</b>	LP Perera	Staff Assistant
<b>25</b>	HHN Rashika	Clerk
<b>26</b>	JM Gamage	DEO

### **Meeting with Librarian & Library Staff**

**Date– 15<sup>th</sup> May 2013**

**Time – 13.00 pm - 14.00 pm**

No	Name	Designation
<b>1</b>	W Senevirathne	Librarian
<b>2</b>	R Amarasekara	Deputy Librarian
<b>3</b>	Anusha Wijayarathne	Sr. Assistant Librarian
<b>4</b>	AHK Balasooriya	Sr. Assistant Librarian
<b>5</b>	R Suneetha	Senior Staff Assistant
<b>6</b>	HKIP Abeysinghe	Computer Application Assistant
<b>7</b>	WMWPS Kumari	Library Assistant
<b>8</b>	HGPSC Dilhani	Library Assistant
<b>9</b>	TU Rajapakse	Library Assistant
<b>10</b>	TS Nanayakkara	Library Assistant
<b>11</b>	RDWMAK Kumari	Library Assistant
<b>12</b>	ASS Amaratunga	Senior Staff Assistant/LS
<b>13</b>	EAHSK Alwis	Library Assistant
<b>14</b>	AHGP Wasantha	Laborer
<b>15</b>	PP Nishantha	Library Assistant
<b>16</b>	K Wipula	Laborer
<b>17</b>	MNH Chandrasiri	Office Attendant
<b>18</b>	LHVL Priyadarshana	Laborer
<b>19</b>	MD Chandrasiri	Book Binder
<b>20</b>	HHR Saman Priyantha	Book Binder

### **Meeting with Acting Director RES, All Heads of Regional Centers & Study Centers**

**Date– 15<sup>th</sup> May 2013**

**Time – 02.30 pm - 03.00 pm**

No	Name	Designation
<b>1</b>	PKJ de Mel	Actg. Director / RES
<b>2</b>	BC Gunarathne	Actg. Assistant Director
<b>3</b>	TGM Kariyawasam	Regional Officer
<b>4</b>	K Rasath de Silva	Actg. Regional Officer
<b>5</b>	MAJR Madurasinghe	Regional Officer
<b>6</b>	Roshan Perera	Assistant Director CRC
<b>7</b>	S Doluweera	OIC / Central Dispatch
<b>8</b>	Binara Angammana	Actg. Head/ARC
<b>9</b>	Asanka Sampath	OIC Ambalanthota S.C.

**Meeting with Academic Staff including all Professors**

<b>Date– 15<sup>th</sup> May 2013</b>		<b>Time – 15.00 pm - 16.30 pm</b>
<b>No</b>	<b>Name</b>	<b>Designation</b>
<b>1</b>	T. Jayasooriya	Professor
<b>2</b>	Rohan Fernando	Senior Lecturer
<b>3</b>	LK. Senaratna	Professor/Botany
<b>4</b>	G. Ranawaka	Professor in Zoology
<b>5</b>	Shanthi de Silva	Professor in Agri. Eng.
<b>6</b>	B. Aruggoda	Senior Lecturer
<b>7</b>	KSD. Perera	Senior Professor
<b>8</b>	G. Bandarage	Senior Lecturer
<b>9</b>	JCN. Rajendra	Professor in Physics
<b>10</b>	Harini Amarasinghe	Senior Lecturer
<b>11</b>	Manikya Kodithuwakku	Lecturer (Prob.)
<b>12</b>	P. Abeysooriya	Senior Lecturer
<b>13</b>	KRM de Silva	Senior Lecturer
<b>14</b>	VV. Medawattegedara	Senior Lecturer
<b>15</b>	J. Pullenayagam	Lecturer (Prob.)
<b>16</b>	K. Warnapala	Senior Lecturer
<b>17</b>	INJ. Bogamuwa	Senior Lecturer
<b>18</b>	S. Wijesinghe	Lecturer
<b>19</b>	Lal Medawattegedara	Lecturer
<b>20</b>	Cameena Gunaratne	Professor
<b>21</b>	KASM. Fernando	Lecturer
<b>22</b>	SN. Dissanayake	Lecturer
<b>23</b>	MAP. De Silva	Senior Lecturer
<b>24</b>	R. Ratnayaka	Senior Lecturer
<b>25</b>	YAGS. Yapa	Lecturer (Prob.)
<b>26</b>	CPS. Pathirana	Lecturer (Prob.)
<b>27</b>	BGH. Anuruddika	Lecturer (Prob.)
<b>28</b>	MNC. Fernando	Lecturer (Prob.)
<b>29</b>	S. Karunanayake	Lecturer
<b>30</b>	KMI. Nishantha	Lecturer (Prob.)
<b>31</b>	KH. Jayawardana	Senior Lecturer
<b>32</b>	LPS. Gamini	Senior Lecturer
<b>33</b>	CD. Jayasinghe	Lecturer
<b>34</b>	N. Kilakarawasam	Senior Lecturer
<b>35</b>	AL. Irugalbandara	Senior Lecturer
<b>36</b>	NMRK. Nawarathna	Lecturer (Prob.)
<b>37</b>	PLNR. Rajapaksha	Lecturer (Prob..)
<b>38</b>	GD. Kelamge	Professor
<b>39</b>	AV. Pramuditha Madhaviee	Senior Lecturer

<b>40</b>	SN. Jayasinghe	Lecturer
<b>41</b>	C. Hewapathirana	Senior Lecturer
<b>42</b>	SMW. Munasinghe	Senior Lecturer
<b>43</b>	S. Kugamoorthy	Senior Lecturer
<b>44</b>	KAC. Alwis	Senior Lecturer
<b>45</b>	KP. Nishantha	Senior Lecturer
<b>46</b>	AS. Chandrabose	Senior Lecturer
<b>47</b>	SJMPU. Senaratne	Senior Lecturer
<b>48</b>	JADFM. Jayatillake	Lecturer
<b>49</b>	JG. Nandasena	Lecturer (Prob.)
<b>50</b>	Dr. Theodore Fernando	Senior Lecturer
<b>51</b>	WPM. Fernando	Lecturer

## **Meeting with Faculties, IT Division, CETMe Technical Staffs**

Date- 16<sup>th</sup> May 2013

**Time – 09.00 am - 10.00 am**

No	Name	Designation
1	Dasun K Lokuhetti	Assistant Network Manager, IT Division
2	WMALR Walallawita	Computer Programmer, IT Division
3	Suneth Edirisinghe	Technical Officer, IT Division
4	LDV Leelananda	Technical Officer, CETMe
5	AUB Rajaguru	Chief Technical Officer
6	NPM Rajaguru	Senior Staff Technical Officer
7	KCK Deraniyagala	Technical Officer
8	DK Bogahapitiya	Staff Technical Officer
9	EDN Kithsiri	Staff Technical Officer(Chemistry)
10	BPGDS Weerasooriya	Technical Officer(Textile & Apparel Technology)
11	KDC Silva	Technical Officer(Zoology)
12	WL Fernando	Technical Officer(Botany)
13	ALS Swarnalatha	Staff Technical Officer(Physics)
14	GW Hemalal	Staff Technical Officer(Physics)
15	PAW Perera	Staff Technical Officer(Chemistry)
16	PT Pussewälage	Technical Officer(Mech.Eng.)
17	SSB Weerasekara	Trainee Technical Officer(Civil.Eng.))
18	S Manivannan	Technical Officer(Elec.Eng.)
19	HMJPK Hitinayake	Technical Officer
20	P Samarasekara	Technical Officer
21	ED Liyanaarachchi	Technical Officer

## **Meeting with Chief Student Counselors, Faculty Student Counselors & Warden**

**Date– 16<sup>th</sup> May 2013**

**Time – 10.00 am - 11.00 am**

No	Name	Designation
1	KAJM Kuruppuarachchi	Chief Student Counselor
2	DAR Dolage	Warden/ Faculty Chief Student Counselor
3	Ruminda Wimalasiri	Senior Lecturer/ Student Counselor(Eng. Technology)
4	CPS pathirana	Student Counselor(Eng.Maths)
5	LSA Perera	Student Counselor(FET)
6	Prasad Senadeera	Student Counselor/ Senior Lecturer in Botany
7	SS Zarookdeen	Senior Lecturer in Education/ Student Counselor
8	SN Morais	Senior Lecturer
9	AVP Madhavi	Student Counselor
10	CJ Basnayake	Faculty Student Counselor
11	SJMPU Senevirathne	Student Counselor

## **Meeting with Staff CETMe**

**Date– 16<sup>th</sup> May 2013**

**Time – 11.00 am - 12.00 noon**

No	Name	Designation
1	MP de Silva	
2	NK Dangalle	
3	S Jayaweera	
4	J Wattawidanager	
5	Gayathri Jayathilake	

## **Meeting with Higher Degrees and Research Committee**

**Date– 16<sup>th</sup> May 2013**

**Time – 15.00 pm - 16.00 pm**

No	Name	Designation
1	GWAR Fernando	Senior Lecturer
2	Jayantha Wattawidanager	Senior Lecturer
3	CD Lekamge	Professor
4	Dr. SS Iqbal	Dean/ Natural Science
5	Prof. SA Ariadurai	Dean/ Engineering Technology
6	R Gonsalkorala	Actg. Dean / Education
7	Asoka Silva	Faculty Research Coordinator(HSS)
8	Mahim Mendis	Dean/HSS
9	CN Herath	Faculty of Eng. Technology

### **Meeting with Undergraduate students**

**Date– 17<sup>th</sup> May 2013**

**Time – 9.00 a.m - 10.00 a.m**

No	Name	Designation
27	A total of 27 students participated	Students from all four faculties participated

### **Meeting with Vice-Chancellor and Senior Management**

**Date– 17<sup>th</sup> May 2013**

**Time – 17.00 p.m - 18.00 p.m**

No	Name	Designation
1	Dr. Vijitha Nanayakkara	Vice-Chancellor
2	Dr. J Liyanagama	Deputy Vice-Chancellor
3	Mr. L.R.Gonsalkorala	Actg. Dean/ Fac.Edu
4	Dr. SS Iqbal	Dean/ Natural Science
5	Prof. SA Ariadrai	Dean/ Engineering Technology
6	Dr. Mahim Mendis	Dean/ Humanities and Social Sciences
8	Mr. PKJ de Mel	Actg. Director/RES
9	Ms. WLV Jayasena	Registrar
10	Dr Wasantha Senevirathne	Librarian
11	Dr. J Watthavidanage	Director/CETMe

### **Annex 3. LIST OF SUPPORTING DOCUMENTS**

<b>Section</b>	<b>Description</b>
1 University Goals and Corporate Planning	University Act No. 16 of 1978 OUSL Ordinance No 3 , 1980 OUSL Ordinance No 1 , 1987 OUSL Ordinance No 1 , 1990 Student handbooks, Student Guide books, Brochures, Leaflets Course material Senate approved Procedural Manual Schedules of Academic Activities/Activity diary Appointment letters of DVC and , Directors SDC and Career Guidance Unit Ordinance for PGIE CETMe approved document Promotional leaflet of CETMe Minutes of CERC – income generating programmes (CETMe) Inventory list for Press (ADB) Minutes of CERC – income generating activities (Press) Library handbook Library website <a href="http://www.lib.ou.ac.lk">www.lib.ou.ac.lk</a> ODL QA Framework Review reports for the study programmes - MA and B.Sc Degree Programmes – MA and BSc Degree Programme COL-RIM verification report and actions plans

<b>Section</b>	<b>Description</b>
1 University Goals and Corporate Planning	Proposed plan for RES Advertisements for new programmes Brochures/Leaflets of new programmes Documents related to Eligibility restriction and programme duration restrictions Inventory list of ADB equipment , Inventory list for Computers Expansion of RES buildings OMIS – documents List of trained staff - local (short term) Foreign (short and long term) Foreign (long term) Annual Academic sessions proceedings
	List of International Workshops and conferences
	Corporate Plan 2011-2016
	Corporate plans (2001-2005, 2006-2010)
	Corporate plans (2006-2010)
	Appointment letter of the external consultant (Corporate Plan)
	Corporate Plan formulating committees and Faculty committee minutes
	Documents for monitoring action plans of the Corporate Plan – Departmental/Faculty Boards/Senate/Council minutes

<b>Section</b>	<b>Description</b>
2 Financial Resources and Management	Annual budget report, minutes of the finance committee Approved Memos – or minutes of the finance committee
3 Research	Senate approved document on research areas  Requirement of Compulsory research projects (syllabus)  Minutes of the 269 <sup>th</sup> Senate Meeting Workshop conducted by the UNESCO/COL Chair  Catalogue of ODL Research Tracer Study (2010, 2011, 2012) Tracer Study (2012) List of Industrial links Minutes of University and Faculty Research Committees Award criteria for higher studies Minutes of the Probationary study leave committee for monitoring of postgraduate students Patent List of students involved in research (discipline-based) List of publications (discipline-based)

<b>Section</b>	<b>Description</b>
3 Research	List of Inter-disciplinary, inter-faculty and inter-university research studies Minutes of the IQAU. Science research committee minutes Science/Engineering research committee minutes Higher Degree Research Committee – Travel Grants Guidelines for attending conferences and training programmes Minutes of the faculty committee for approval of research allowance SDC Training schedules CTHE schedules Publications by research teams Research Awards Scheme List of OUSL Research awardees from 2003 ERU, JET, OUSL, VISTAS Proceedings of Annual Academic Sessions List of research studies (annual reports) Research seminars for monitoring research studies Incorporation of Student feedback
4 Quality Management and Administration	Schedules for Academic Activities (Operational plan) By laws for new programmes Senate approved mechanisms (Print, along with QA checklist and online) Bridging the gap House style Templates (print and online) – CD-ROM Standard form for booking CRC lecture rooms  OMIS for online registration Council Approval document for the Hatton National Bank for issuing credit cards Council Minutes Senate Minutes Work Norms for teachers Increment forms Administrative and non-academic grades Academic schedules for all the staff -SDC List of activities conducted by the CGU Senate Minutes for Postgraduate Research Fund Inventory list (ADB) Minutes of committee meetings of the Operations, Library, RES, CETMe, Finance, IT

<b>Section</b>	<b>Description</b>
5 Quality Assurance	<p>Corporate Plan (2011-2016)</p> <p>UGC Qualifications framework</p> <p>Rules and Regulations of OUSL Programmes</p> <p>General By law No 1.</p> <p>Rules and regulations of programmes having credit transfers (B.Sc Nursing, BA in drama and theatre)</p> <p>Minutes of CPD, By Laws, Senate, Council.</p> <p>Copies of paper advertisements</p> <p>OUSL Webpage <a href="http://www.ou.ac.lk">www.ou.ac.lk</a></p> <p>Student handbooks, Student Guide books, Brochures, Leaflets</p> <p>Common Application Form</p> <p>Samples of relevant Memos from the Faculty committees</p> <p>Memos for new programmes</p> <p>Needs Assessments reports</p> <p>Memos for Programme revisions during 2004-2012</p> <p>Advisory Board meeting minutes from science and education</p> <p>Senate approved mechanism for print and online courses</p> <p>Bridging the Gap</p> <p>House Style</p> <p>Student feedback forms</p> <p>Self-evaluation reports</p>
5 Quality Assurance	<p>Reviewer's reports</p> <p>QA Toolkit</p> <p>Action plans for recommendations of the UGC-QAAC with the recommendations that were implemented</p> <p>HETC project proposal (Department of Social Sciences)</p> <p>Faculty Review to improve student performance (B.Sc, PGDE, MA)</p> <p>CA-Assignment from faculties</p> <p>Senate approved Procedural Manual</p> <p>Appointment of external supervisors at the RES</p> <p>Details of Workshops for External Examiners</p> <p>Memos for Appointing examiner, supervisors and invigilators</p> <p>Senate approved Procedural Manual</p> <p>Rules and regulations for postgraduate research students</p> <p>List of Staff Orientation workshops</p> <p>OUSL CTHE programme</p> <p>Syllabus and the online course</p> <p>Work Norms for teachers</p> <p>Details of Workshop for Visiting Academics</p> <p>Minutes of the Probationary Study Leave Meetings regarding conferences/workshops</p> <p>Schemes for awards</p>

<b>Section</b>	<b>Description</b>
5 Quality Assurance	<p>Council, Senate, Faculty Boards minutes</p> <p>Notes of Departments show the communication path (in one theme)</p> <p>Student handbooks, Student Guide books, Brochures, Leaflets</p> <p>Screen Capture of ALLOU mails</p> <p>Screen Capture of MyOUSL</p> <p>Information related SMS</p> <p>Communication action plan (IQAU)</p> <p>Minutes of Canteen, Temporary Residential Committees, Faculty Boards to show students representation</p> <p>OUSL Year Planner; Diary</p>
6 Learner Support	<p>Course material and supplementary online components</p> <p>Orientation documents for students from faculties</p> <p>Learning to Learn at distance and Path to learning documents</p> <p>Expansion of laboratories</p> <p>Feedback from students</p> <p>Information sheet on Virtual class and OUMoodle</p> <p>Corporate Plan, 2011-16</p> <p>University, Faculty and departmental web pages</p> <p>SMS information</p> <p>Library catalogue</p> <p>Library website <a href="http://www.lib.ou.ac.lk">www.lib.ou.ac.lk</a></p>
6 Learner Support	<p>Student handbooks, Student Guide books, Brochures, Leaflets</p> <p>Minutes of the meeting with student representatives</p> <p>COL-RIM verification report (2010)</p> <p>Booking form for temporary residential facility</p> <p>Minutes of Bursary committee meetings</p> <p>List of awardees (Buckyball, Zoonet and BotSoc) )</p> <p>Senate and Council approved document on Dean list awarded</p> <p>Documents related to NACs</p> <p>Minutes of RES Board meetings</p> <p>List of activities conducted by the CGU.</p> <p>Proposal submitted to HETC Project by the Faculty of Engineering Technology</p> <p>Placement letters for science students</p>

<b>Section</b>	<b>Description</b>
7 University/ Industry/ Community/ Other Extension Activities	<p>Corporate Plan (2011-2016)</p> <p>Representation of elected members in the Faculty Boards</p> <p>Course Team approach</p> <p>Induction session for course writers and visiting staff</p> <p>Brochures, leaflets and posters</p> <p>University, faculty and departmental web pages – <a href="http://www.ou.ac.lk">www.ou.ac.lk</a></p> <p>Promotions for 30<sup>th</sup> anniversary celebrations</p> <p>Feature Articles, Advertisements</p> <p>TV programmes</p>
7 University/ Industry/ Community/ Other Extension Activities	<p>Linkages with private and public sectors, industries and with international organizations (MOU)</p> <p>Need assessment Reports</p> <p>Faculty Approvals for MSc in Entomology and Applied Parasitology,</p> <p>LLM in Criminal Justice</p> <p>B.Ed (Special Needs)</p> <p>Advertisements Faculty Approvals for MSc in Entomology and Applied Parasitology</p> <p>LLM in Criminal Justice</p> <p>B.Ed (Special Needs)</p> <p>MOU with SLASSCOM</p> <p>Minutes of the planning meetings of BSE</p> <p>Brochure-Tourism Operations and Management</p> <p>Online course on Tourism Operations and Management</p> <p>Diploma in Nursing – MOU with Hemas Pvt. Ltd.</p>
	<p>Advertisements – certificate courses</p> <p>Approval from UGC for Tower Hall Theater Foundation</p> <p>MOU with Tower Hall Theater Foundation</p> <p>MOU with Athabasca University, MOU with COL for CEMCA, MA Teaching for English, MA in Teacher Education, Diploma in Youth Development work. Any MOUs for developing study programmes</p> <p>UGC Approval for establishment of the PGIE</p>
	<p>MOU with DEMP for two online courses (Teacher Educator as an Educational Technologist, Medial courses)</p>

<b>Section</b>	<b>Description</b>
7 University/ Industry/	MOU with Monash University for the Professional Development Programme for Doctors
Community/ Other Extension Activities	<p>Lists of short courses  Handouts for short courses  Accreditation documents – B.Tec and LLB</p> <p>Advertisements related to short courses in Sinhala, Tamil and Korean  National Policy Framework for youth</p> <p>MOU with COL for Micro Credit, L3F and Mobile learning</p> <p>OUSL Construction work – Evidence</p>