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 பீடம்
 Faculty of Fisheries and Marine Sciences & Technology

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 Your No. }

29/06/2020

Prof. Nilanthi De Silva

Director

Quality Assurance Council, University Grants Commission

Professor Sujeewa Amarasekera
 (MBBS,MD,DCH(Col),DCH(Sydney)
 Vice-Chancellor
 University of Ruhuna
 Matara
 Sri Lanka

Through: Vice Chancellor/ University of Ruhuna

Recommended & forwarded
[Signature]
 29/6/2020

Dear Madam,

Submission of Self-Evaluation Report for the Programme review of Bachelor of Science Honours in Fisheries and Marine Sciences Degree

I am honour to send you the duly completed SER prepared by the writing committee of the Faculty of Fisheries and Marine Sciences & Technology, University of Ruhuna for the Programme review process of Bachelor of Science Honours in Fisheries and Marine Sciences Degree in year 2020. The SER attached herewith is a collective effort of the Faculty staff and received the guidance from Quality Assurance Cell of the Faculty and the Center for Quality Assurance in University of Ruhuna to complete the task.

Please be kind enough to accept the SER for initiating the programme review process.

Thanking you

Sincerely

H. B. Asanthi
 Dr. H. B. Asanthi

Dr. H. B. Asanthi
 Dean
 Faculty of Fisheries and Marine
 Sciences & Technology
 University of Ruhuna
 Matara, Sri Lanka.

Dean/ Faculty of Fisheries and Marine Sciences & Technology

Cc: Director, CQA/UoR



Programme Review

Self-Evaluation Report

on

Bachelor of Science Honours in Fisheries and Marine Sciences Degree Programme

**Faculty of Fisheries and Marine Sciences & Technology
University of Ruhuna
Sri Lanka
June 2020**

Programme Review

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University of Ruhuna

Sri Lanka

June 2020

Acknowledgment

This report is a harvest of outstanding teamwork and support extended by the staff of the Faculty of Fisheries and Marine Sciences & Technology, University of Ruhuna, to the SER Writing Team. As SER Writing Team, we wish to acknowledge Senior Prof. Sujeewa Amarasena, Vice Chancellor of University of Ruhuna, for his leadership and guidance offered to the Faculty throughout this process. Dr. HB Asanthi, Dean, Fisheries and Marine Sciences & Technology, was the captain of the ship who took us through the rough seas towards the island of success. Constructive criticisms made by Prof. TPD Gamage as the Advisor, SER Writing Team and Prof KKAS Yapa from the Faculty of Science, Dr MK Wanniarachchige from the Faculty of Management and Finance, and Dr GPTS Hemakumara from the Faculty of Humanities and Social Science as the Internal Panel of Reviewers, helped us to shape up the final draft. We should express our heart-felt gratitude to Prof. NSBM Atapattu the Director, Centre of Quality Assurance, University of Ruhuna, and Dr UAD Jayasinghe, Chairperson, Internal Quality Assurance Cell of the Faculty for their supervision and the assistance provided throughout the process. Our thank also goes to all the Heads of the Departments, members of the academic staff who served as evidence collectors, and the Senior Assistant Registrar and non-academic staff for their constant support in this tiresome work. Finally, SER writing team is grateful for all the staff and students of FMST who worked collaboratively for the common goal of successful programme review.

SER Writing Team
Fisheries and Marine Sciences Degree Programme
Faculty of Fisheries and Marine Sciences & Technology
University of Ruhuna

Contents

Acknowledgment	2
List of Tables	4
Abbreviations and Acronyms	5
Section 1: Introduction to the Fisheries and Marine Sciences Degree Programme	7
1.1 Overview.....	7
1.2 Graduate Profile and Intended Learning Outcomes of the Study Programme.....	8
1.3 Departments Contributing to the Programme	10
1.4 Number of Students Enrolled and Their Choices of Subject Combinations.....	11
1.5 Numbers and Profile of the Academic, Academic Support and Non-Academic Staff	12
1.6 Learning Resource System.....	13
1.6.1 Library Facilities	13
1.6.2 Department of English Language Teaching (DELT).....	13
1.6.3 Laboratory Facilities	14
1.6.4 Computer Facilities	16
1.7 Student Support System and Management	16
1.8 SWOT Analysis on the Study Programme	17
Section 2. Process of preparing the SER.....	19
2.1. Appointment of SER writing team.....	19
2.2. Responsibilities shared.....	20
2.3. Familiarization of the programme review manual and the review process.....	20
2.4. Activity schedules of the working teams and methods of collection of information.....	21
2.5. Compilation into a draft SER.....	24
2.6. Forum to discuss the draft report	24
2.7. Finalizing the report and submission	24
Section 3. Compliance with Criteria and Standards.....	25
3.1 Criterion 1: Programme Management.....	26
3.2 Criterion 2: Human and Physical Resources.....	43
3.3. Criterion 3: Programme Design and Development	53
3.4. Criterion 4: Course/Module Design and Development.....	68
3.5. Criterion 5: Teaching and Learning	79
3.6. Criteria 6: Learning Environment, Student Support and Progression.....	90
3.7. Criterion 7: Student Assessment and Awards.....	104
3.8. Criterion 8: Innovative and Healthy Practices	115
Section 4: Summary	128
Annex I	131
Annex II.....	132

List of Tables

Table 1. 1 Departmental contribution at each study level	10
Table 1. 2 Subject choices of current students.....	11
Table 1. 3 Department-wise cadre profile (Available vacancies are given in the parenthesis).	12
Table 1. 4 Number of books students can borrow at each study level.....	13
Table 1. 5 English courses to be followed at each study level	14
Table 1. 6 Lab facilities available at each Department.....	14
Table 1. 7 Different mechanisms in place to support students	16
Table 1. 8 Summary of the SWOT analysis	17
Table 2. 1 SER Writing Committee.....	19
Table 2. 2 Chapter-wise contribution of each member of the SER Writing Team.....	20
Table 2. 3 Team of evidence collectors	21
Table 2. 4 Timeline of the PR process	22

Abbreviations and Acronyms

CCD	Coast Conservation Department
CDC	Curriculum Development Committee
CCPDHE	Certificate Course for Professional Development in Higher Education
CGU	Career Guidance Unit
DELT	Department of English Language Teaching
DR	Deputy Registrar
DVC	Deputy Vice Chancellor
FAO	Food and Agriculture Organization
FAQ	Department of Fisheries and Aquaculture
FAQs	Frequently Asked Questions
FB	Faculty Board
FDN	Foundation Course Module
FMS	Fisheries and Marine Sciences
FMST	Faculty of Fisheries and Marine Sciences & Technology
HB	Handbook
HoD	Head of the Department
ICT	Information and Communication Technology
ILOs	Intended Learning Outcomes
IQAC/ FQAC	Internal Quality Assurance Cell/ Faculty Quality Assurance Cell
IQUA/ CQA	Internal Quality Assurance Unit/ Centre for Quality Assurance
IR	Institutional Review
LIM	Department of Limnology and Water Technology
LMS	Learning Management System
MEPA	Marine Environment Protection Authority
MIS	Management Information System
NAITA	National Apprentice and Industrial Training Authority
NAQDA	National Aquaculture Development Authority
NARA	National Aquatic Resources Research and Development Agency

Self-Evaluation Report (SER)

OBE	Outcome-Based Education
OCG	Department of Oceanography and Marine Geology
PR	Programme Review
PADI	Professional Association of Diving Instructors
RUMIS	Ruhuna University - Management Information System
SBS	Subject Benchmark Statement
SCL	Student-Centred Learning
SDC	Staff Development Centre
SER	Self-Evaluation Report
SGBV	Sexual and Gender-Based Violence
SLAFAR	Sri Lanka Association for Fisheries and Aquatic Resources
SLCARP	Sri Lanka Council for Agricultural Research Policy
SLQF	Sri Lanka Qualification Framework
SLUG	Sri Lanka University Games
SOP	Standard Operational Procedure
TEC	Technical Evaluation Committee
TOR	Terms of Reference
TTC	Technology Transfer Cell
UGC	University Grants Commission
UoR	University of Ruhuna

Section 1: Introduction to the Fisheries and Marine Sciences Degree Programme

1.1 Overview

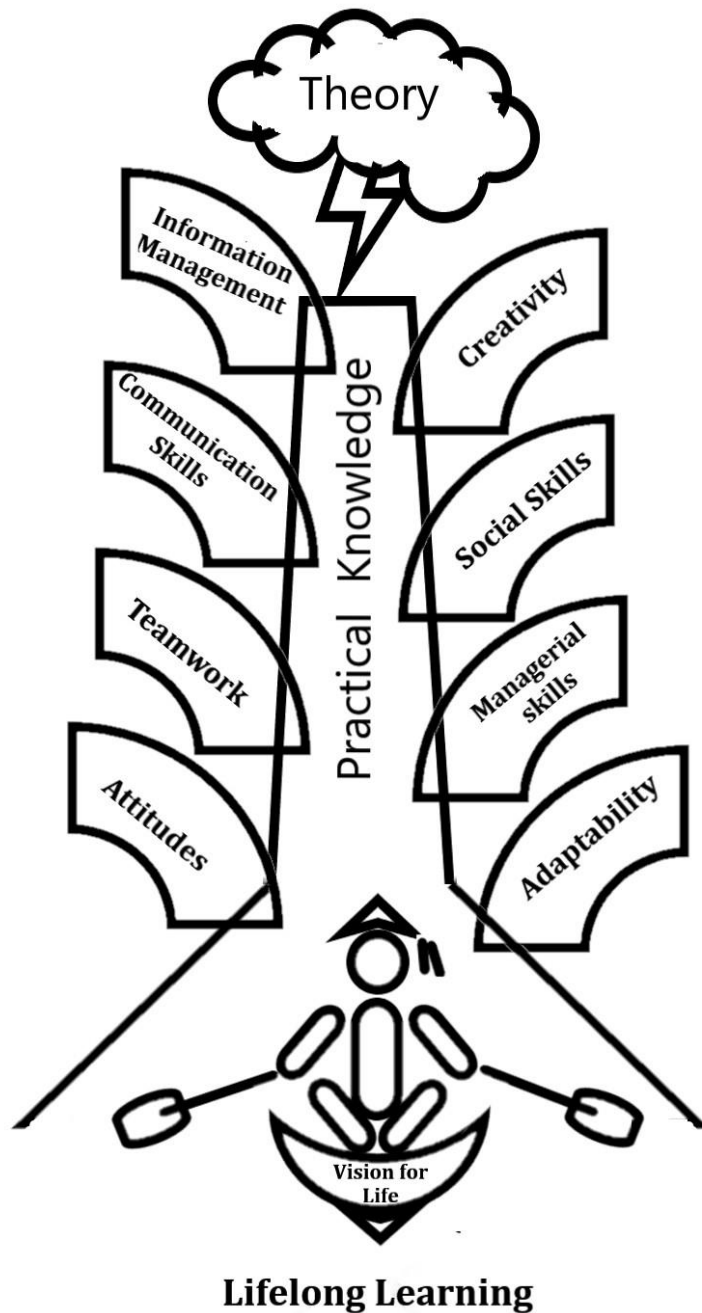
The Faculty of Fisheries and Marine Sciences & Technology (FMST) at University of Ruhuna is the only one of its kind within the whole university system of Sri Lanka administered through the University Grants Commission. Opening of FMST was gazetted in October, 2005, and the ceremonial inauguration was held on 8th November 2006, followed by the intake of the first batch of students on 9th November 2006. Since the inception, FMST comprised of three Departments, i.e, Fisheries & Aquaculture (FAQ), Limnology (later became Limnology & Water Technology) (LIM), and Oceanography & Marine Geology (OCG). At the beginning, all three departments were housed at the Faculty of Science in the space reserved for the former Department of Fisheries Biology.

The Faculty offers Bachelor of Science Honours in Fisheries and Marine Sciences (FMS), a four-year degree which complies with Level 6 of Sri Lanka Qualification Framework (SLQF), since its inception. FMST acquired its own land by year 2010, and initiated the building project for administrative block in 2012. Until the project was completed in year 2015, degree Programme was conducted in a limited space within the Faculty of Science. Building facilities of FMST was further improved with the addition of the department complex opened in 2017.

Before producing the first batch of FMS graduates, the Faculty held a stakeholder workshop in 2010 with the participation of subject experts from other universities and research and development institutes of the country, and also with the students of the first batch who were in their final year, in a view of further improving the FMS curriculum and to explore other possible developments. As a result, an improved FMS curriculum and, another degree Programme named Bachelor of Science Honours in Marine and Freshwater Sciences were introduced by year 2017. Since the new degree Programme is still at its 3rd year of operation at the moment, the scope of this SER is to assess only the FMS degree programme, which produced graduates from year 2011 onwards.

1.2 Graduate Profile and Intended Learning Outcomes of the Study Programme

Following the SLQF, the Faculty has adopted a graduate profile with 12 attributes as depicted by the diagram below.



Programme learning outcomes of FMS degree are as follows,

Producing graduates who have

- i. sound knowledge on freshwater, estuarine and marine living and non-living resources
- ii. a thorough knowledge and comprehensive understanding on chemical, physical, biological and geological processes of the aquatic systems
- iii. the ability for monitoring, assessing and controlling water quality of culture systems
- iv. the ability for monitoring, assessing and controlling waste generated at aquaculture systems
- v. the ability for monitoring and assessing of inland and marine fishery resources for their sustainable utilization
- vi. the ability to manage aquaculture / fishery-based food quality through effective post-harvest management practices
- vii. comprehensive understanding on modern aquaculture systems and feasibility of synchronizing indigenous knowledge with modern sciences and technology
- viii. the ability to predict global climate and environmental changes on fisheries and aquaculture and learn how to cope up.
- ix. the ability to generate new knowledge on fisheries and aquaculture management through scientific research driven by concepts of originality
- x. hands-on experience in modern scientific methodologies and equipment as well as experience in the field and industrial working environment
- xi. the ability to complete the task in a teamwork as well as to take leadership in the team when necessary to reach their goal
- xii. the ability to provide guidance for establishing best practices within industries and the general public for sustainable utilization and management of aquatic living resources
- xiii. the ability to develop creativity and problem-solving attitude and effectively communicate innovative ideas through networking and social skills
- xiv. the ability to develop good attitudes and professionalism with life-long learning skills to become a responsible citizen

1.3 Departments Contributing to the Programme

Of three departments, FAQ conducts the courses related to all fields in Fisheries and Aquaculture, such as fish biology, ecology, population dynamics, feeding and nutrition, culture of fin-fish and shell-fish relevant to ornamental and food fish industry, aquaculture water management, community-based fisheries management, value addition to fish and fishery products and post-harvest technology. Students are provided with opportunities to get the hands-on experience in the field, national research stations, and at aquaculture and fishery related industries.

LIM offers courses in the fields of limnology, aquatic chemistry, aquatic ecology, aquatic biology, aquatic pollution & toxicology, water management, treatment and purification, hydrology and environmental analysis of inland waters, hydraulics, irrigation and groundwater exploration. In parallel to those subjects, the Department conducts chemistry courses essential for a BSc degree, throughout the programme.

OCG offers courses in the fields of ocean physics, ocean chemistry, ocean biology, ocean geology, tectonics and ocean basins, geospatial analysis, remote sensing, coral ecology, hydrography and navigation, law of the sea, and snorkeling and lifesaving skills. Students are provided with practical experience with field courses at sea, and sea-bound research expeditions.

All three departments contribute to FMS degree programme, and the semester-wise contribution in credits at each study level is given in the table below.

Table 1. 1 Departmental contribution at each study level

Dept	Level 1		Level 2		Level 3		Level 4		Total credits
	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	
FAQ	5	5	4	3	17	15	7	10	66
LIM	7	6	8	6	7	5	7	10	56
OCG	2	6	5	11	8	5	8	10	55

1.4 Number of Students Enrolled and Their Choices of Subject Combinations

Number of students currently registered for the degree programmes at FMST is as per the table below. During first two years of study, all students have to follow courses offered by all three departments.

Table 1. 2 Subject choices of current students

	FAQ		LIM	OCG	Total no. of students
	Fisheries	Aquaculture			
Level 1	64				64
Level 2	80				80
Level 3	6	24	17	16	63
Level 4	2	10	3	7	22
					229

1.5 Numbers and Profile of the Academic, Academic Support and Non-Academic Staff

Table 1. 3 Department-wise cadre profile (Available vacancies are given in the parenthesis).

Job Category	Dean's Office	FAQ	LIM	OCG	
<u>Academic Staff</u>					
Emeritus Professor		1			
Chair Professor		(1)	1	(1)	
Senior Professor					
Professor		1	1		
Associate Professor					
Senior Lecturer Gr. I		1		1	
Senior Lecturer Gr. II	1	2	3	3	
Lecturer		2		2	
Lecturer (Prob.)		5	2 (2)	2 (1)	
<i>Total permanent academic</i>	1	11 (1)	7 (2)	8 (2)	
Temporary Lecturer		2	4		
Temporary. Demonstrator	1	8	8	7	
<u>Academic Support Staff</u>					
Aquaculturist		1 (1)			
Research Assistant			1	1	
System. Analyst	1				
Computer Instructor	(1)				
<u>Non-academic staff</u>					
Senior Assistant Registrar	1				
Technical Officer	1	1 (2)	1 (2)	1 (2)	
Computer Application Assistant	3	1	(1)	1	
Laboratory Assistant	(1)	3	3	3	
Office Assistant	3	1	1	1	
Driver	2 (1)				
Total staff	13 (3)	28 (4)	25 (5)	22 (4)	88 (16)

1.6 Learning Resource System

1.6.1 Library Facilities

Being situated within the main campus, FMST students have access to the facilities provided by the main library. Main Library is open from 8.00 am to 6.00 pm throughout the week except on Sundays and Public Holidays, and students can borrow books to take outside the Library as follows,

Table 1. 4 Number of books students can borrow at each study level

Study Level	Allowed no. of items		
	Lending books	Reference books	Electronic media
Level 1	3	1	1
Level 2	4	2	1
Level 3	5	2	1
Level 4	6	2	1
Postgraduate	3	1	0

The Library staff conduct a Course Unit on Information Literacy and Library Skills (FDN 3122), which is compulsory for Level III students.

1.6.2 Department of English Language Teaching (DELT)

DELT functions under the Faculty of Humanities and Social Sciences, while serving to all faculties of the University to develop English language skills of undergraduates. DELT offers English courses for FMST students during first three study levels, as foundation courses (FDN) as follows.

Table 1. 5 English courses to be followed at each study level

Study Level	Course code	Course name	Credit value/ duration
Orientation period		Orientation English Programme	Everyday 8.00 am – 12.00 pm
Level 1	FDN1111	Preliminary English - I	1
	FDN1211	Preliminary English - II	1
Level 2	FDN2111	Intermediate English -I	1
	FDN2211	Intermediate English -II	1
Level 3	FDN3111	Advanced English - I	1
	FDN3211	Advanced English –II	1

1.6.3 Laboratory Facilities

With two new building complexes FMST possesses sufficient lab space as follows. However, some of the lab space has not been furnished yet due to lack of funding, and will be completed gradually.

Table 1. 6 Lab facilities available at each Department

Dept	Laboratory	Seating/ Working capacity	Remarks
FAQ	Elementary lab	60	Functioning
	Wet lab	40	Functioning
	Advanced lab I	20	Functioning
	Advanced lab II	20	Functioning
	General lab I	50	Functioning
	General lab II	30	Functioning
	Research lab I – Molecular Biology	10	Functioning
	Research lab II – Histology	10	Functioning
	Research lab III – Pathology & Parasitology	10	Functioning
	Research lab IV – Fish Post Harvest Technology	10	Functioning

Self-Evaluation Report (SER)

	Research lab V - Microbiology	10	Functioning
	Research lab VI – Fish Feed & Nutrition	10	Functioning
LIM	Wet lab	40	Functioning
	Toxicology lab	20	Functioning
	Postgrad lab	20	Not furnished
	Limnology lab	60	Functioning
	Research Lab	30	Functioning
	Microbiology lab	20	Not furnished
	Instrument lab	20	Not furnished
	Molecular biology lab	20	Not furnished
	Chemistry lab I	40	Functioning
	Chemistry lab II	40	Not furnished
	Advance research lab	10	Functioning
OCG	Basic Biology Lab	100	Functioning
	Mineralogy Lab	30	Functioning
	Diving Unit	N/A	Functioning
	Wet Lab	40	Functioning
	Special students Lab	30	Functioning
	Biological Oceanography lab	30	Functioning
	Chemical Oceanography lab	30	Functioning
	Physical Oceanography lab	30	Functioning
	Marine Geology Research Lab	18	Functioning
	Geology research lab	30	Functioning
	Advance research lab	10	Functioning

1.6.4 Computer Facilities

FMST possesses a common computer pool with 50 desktop computers. In addition, all three departments have reserved places for mini computer labs with seating capacity for 20 students in each. OCG has already established its mini computer lab while the other two departments have initiated the procurement process for purchasing computers and furniture.

1.7 Student Support System and Management

Following student support mechanisms are in function at FMST.

Table 1. 7 Different mechanisms in place to support students

Mechanism	Remarks
Website	With necessary information and Frequently Asked Questions
Student HB	Provides necessary information at the inception of the programme
New student orientation programme	Provides necessary guidance at the inception of the programme
Student counselling	Network with Deputy Senior Student Counsellor and other appointed male and female Student Counsellors, and students
Mentoring service	Each student is assigned to an Academic Staff member to develop Mentor-Mentee relationship
Student portfolio	all student activities are recorded, and endorsed and further advised by the Mentor
Management information system	Important notices, course registration, exam registration, exam results and all information are posted and managed on MIS
Learning Management System	Teaching and learning support are provided through LMS
Student Request Committee	Student requests are discussed and supported at the Committee
FBrepresentation of students	Student Representatives submit student requests to be discussed at FB
Help desk	Student can get support at Dean's Office
Suggestion Box	Anonymous requests can be placed to be discussed at relevant committees

1.8 SWOT Analysis on the Study Programme

Strengths, Weaknesses, Opportunities and Threats on FMS Programme can be summarized as follows,

Table 1. 8 Summary of the SWOT analysis

Strengths	Weaknesses
<ul style="list-style-type: none"> • One and only degree Programme in state university system of Sri Lanka in its kind • Four-year Programme at SLQF 6 • New buildings and sufficient space • Access to common facilities available at main campus • Qualified staff members • More practical experience • Field and lab research skills • Own research vessel for marine studies/ research • Proximity to sea • Support of SL Navy – providing the service, protection and maintenance of research vessel is free of charge • Industrial training as a part of the programme • Life-saving skills for those interested • More attention to Students due to small class size 	<ul style="list-style-type: none"> • Limited funding for equipment and furniture • Lack of specialized senior academic staff for some subjects • Lack of skillful Technical staff • Lack of authority to fill Non-academic staff vacancies • Higher per student cost for running the Programme • Lack of own aqua farming facilities • Limited land availability around the faculty for future expansion • Lower flexibility for students in selecting Optional courses • Higher cost for field research and practical work

Self-Evaluation Report (SER)

<ul style="list-style-type: none"> • Multicultural environment • International collaborations for postgraduate opportunities just after the graduation 	
<p>Opportunities</p>	<p>Threats</p>
<ul style="list-style-type: none"> • Uniqueness of the location to conduct the degree programme • International job opportunities • International postgraduate opportunities • New policies from government to develop blue economy • Social concern towards sustainability in the environment related businesses • Increased private sector involvement in aquatic resource management • Southern development and township programme • Healthy competition from emerging similar kind degree programmes at other institutes 	<ul style="list-style-type: none"> • Extra maintenance cost for equipment and infrastructure due to sea breeze • Lack of understanding of management and political authorities regarding extra cost involved with marine research • Fund and human resource allocation are based on student number • Delayed University entrance after A/L • Cultural attitude of general public towards fisheries related work • Negative attitude of youth and their parents towards government university education system • Ragging and influence of external political parties on government university education system

Section 2. Process of preparing the SER

Evidence collection for PR was started well before with the close supervision of IQAC of the Faculty when UGC announced its decision to hold PR for Science-based faculties by the letter dated 2019-03-19. Accordingly, FMST informed UGC by a letter dated 2019-07-12, its willingness to conduct a PR. It was expected that, having an idea about the potential evidence would facilitate SER writing process. After monitoring the evidence collection process, IQAC requested FB at its 122nd meeting on 21st August 2019 to appoint SER writing committee.

2.1. Appointment of SER writing team

After several discussions, and considering each nominee's views and comments, following panel was finalized as the SER writing committee at the 126th FB held on 12th February 2020.

Table 2. 1 SER Writing Committee

Name	Department
Prof. RA Maithreepala (Chairperson)	Limnology & Water Technology
Prof. TPD Gamage (Advisor)	Limnology & Water Technology
Dr HB Asanthi (Dean/ FMST)	Limnology & Water Technology
Dr UAD Jayasinghe (Chair/ IQAC)	Limnology & Water Technology
Prof. KHMA Deepananda (Deputy Senior Student Counsellor)	Fisheries & Aquaculture
Dr U Premarathne	Oceanography & Marine Geology

2.2. Responsibilities shared

Responsibilities were shared among the SER writing team members as follows.

Table 2. 2 Chapter-wise contribution of each member of the SER Writing Team

Section/ Criterion	Responsible member for Writing
Section 1	Dr UAD Jayasinghe
Section 2	Prof. RA Maithreepala Dr UAD Jayasinghe
Section 3	
Criterion 1	Dr UAD Jayasinghe
Criterion 2	Prof. RA Maithreepala
Criterion 3	Prof. KHMA Deepananda
Criterion 4	Prof. KHMA Deepananda
Criterion 5	Prof. RA Maithreepala
Criterion 6	Dr U Premarathne
Criterion 7	Dr HB Asanthi
Criterion 8	Dr HB Asanthi
Section 4	Dr HB Asanthi Dr UAD Jayasinghe

2.3. Familiarization of the programme review manual and the review process

The academics of the Faculty were made familiar with the PR Manual at first, through the IQAC. Nevertheless, most of the academics attended the workshop on programme review manual and the review process, which was held on 2018-3-27, and for which Prof. Deepthi C. Bandara, then Director, Quality Assurance and Accreditation Council, served as the Resource Person. Key persons involved in SER Writing and evidence collecting participated in the workshop on SER Writing organized by the Quality Assurance Council, UGC on 2019-11-26

in Colombo. As the adviser of SER Writing Committee, Prof. T.P.D. Gamage conducted a workshop on PR process for all academic staff of the Faculty on 11th March 2020. In between, Dr UAD Jayasinghe, Chair/ IQAC held several meetings with Evidence Collecting Team to clarify related matters. And, the issues raised were discussed at the FB meetings in which quality assurance activities is a permanent agenda item.

2.4. Activity schedules of the working teams and methods of collection of information

To support the task of SER Writing Committee, a separate team was appointed in advance as evidence collectors at the 113th meeting of FB held on 2018-10-10 as in Table 2.3. Composition of the team changed with the time when appointees took leave for various purposes. A complete list of supportive non-academic staff members is given in Annex I.

Table 2. 3 Team of evidence collectors

Criteria of Section three	Academic Staff responsible for evidence collecting	Department	Supportive non-academic staff
01	Dr UGAMKSS Atapaththu	LIM	Mrs. KGCA Bandarathileke (SAR/ FMST)
	Ms. DNA Arachchi		
02	Ms. RDN Wijesinghe	FAQ	Mrs. WAL Madushika (Programmer cum System Analyst)
	Mr WS Weerakkody		
	Ms. RG Sanuja		
03	Dr SS Herath	FAQ	Mrs. K Palliyaguruge
	Mr. UPG Pathirana	OCG	
04	Ms.RGA Iroshanie	OCG	Mrs. RGL Roshani
05	Dr RMGN Thilakarathna	OCG	Mr. WG Viraj Nilanka
06	Dr. HLK Sanjaya	LIM	Mrs. KGM Sujeewani
	Ms. HMEG Heenkenda		
	Mr. HSA Hettiarachchi		
07	Ms. EGYKC Bandara	FAQ	Mr. LB Chandralal
	Ms. JMSN Rathnapala		
08	Ms. PAKN Dissanayake	FAQ	Mr. AN Balasinghe
		OCG	

Self-Evaluation Report (SER)

Throughout the timeline following activities were performed.

Table 2. 4 Timeline of the PR process

Date	Activity	Chair/ Coordinator/ Resource Person
2018-3-27	Workshop on programme review manual and the review process	Prof. Deepthi C. Bandara
2018-10-10	Appointing a team at the FB for collecting evidences	Dr HB Asanthi, Dean/FMST
2019-11-26	Workshop on SER Writing	Quality Assurance Council, UGC
2020-01-08	An Awareness Session on PR Process and SLQF	Dr U. Mampitiya
2020-02-12	Appointing SER writing committee at the Faculty Board	Dr HB Asanthi, Dean/FMST
2020-02-13	Awareness on PR process for students	Dr HB Asanthi, Dean/FMST Dr UAD Jayasinghe, Chair/ IQAC Prof. KHMA Deepananda/ Deputy Senior Student Counsellor
2020-02-28	Preliminary Discussion on preparation of SER	Dr UAD Jayasinghe, Chair/ IQAC
2020-03-11	Workshop on PR process	Prof. T.P.D. Gamage, Advisor/ SER Writing Committee
2020-03-12	Discussion on documentary evidence	Prof. RA Maithreepala, Chair/ SER Writing committee Dr UAD Jayasinghe, Chair/ IQAC
Lockdown period due to Covid-	SWOT analysis	Dr UAD Jayasinghe, Chair/ IQAC

Self-Evaluation Report (SER)

19 outbreak	Finalizing the list of evidence via Zoom meetings	Dr HB Asanthi, Dean/FMST
	Compiling and editing of chapters prepared by SER writing committee via Zoom meetings	Prof. RA Maithreepala, Chairperson-SER, Dr UAD Jayasinghe, Chair/ IQAC Prof. KHMA Deepananda/ Deputy Senior Student Counsellor
	Final formatting of the Draft SER	Dr UAD Jayasinghe, Chair/ IQAC Prof. KHMA Deepananda/ Deputy Senior Student Counsellor
2020-05-27	Instructions to non-academic staff on preparation for PR	Dr HB Asanthi, Dean/FMST Prof. RA Maithreepala, Chairperson-SER Prof. KHMA Deepananda, Head/ FAQ Prof. PMCS De Silva, Head/ OCG Dr UAD Jayasinghe, Head/ LIM Ms. KGCA Bandarathilaka, SAR/ FMST
2020-06-26	Finalizing SER incorporating Internal Reviewers' comments	Dr HB Asanthi, Dean/FMST Prof. RA Maithreepala, Chairperson-SER Dr UAD Jayasinghe, Chair/ IQAC Prof. KHMA Deepananda/ Deputy Senior Student Counsellor

2.5. Compilation into a draft SER

Compilation was mainly done via 30 Zoom meetings (see Annex II) each approximately of 3-hour duration, during the Lockdown period due to Covid-19 outbreak. With the collaboration of the Dean/ FMST, SER Writing Committee and IQAC, the draft SER was finalized following the standard format given in the PR manual. Upon completion, each chapter was forwarded to relevant members of Evidence Collection Team to make necessary adjustments to their collections.

2.6. Forum to discuss the draft report

Initial draft of SER was forwarded to the FB to be discussed among all faculty members and commented. After addressing those comments, the draft SER was opened for views of the Internal Panel of Reviewers viz. Prof KKAS Yapa, Dr. MK Wanniarachchige and Dr. GPTS Hemakumara appointed by the Senate. It was helpful for the SER Writing Committee to have the opinions of experienced senior academics outside the faculty for further shaping up of the report.

2.7. Finalizing the report and submission

Upon addressing the comments of Internal Reviewers, the SER was finalized and made ready for submission to UGC for desk evaluation within the stipulated time. Despite the social and logistic barriers in the midst of a pandemic situation, with all those team efforts, the Faculty could make all necessary arrangements to be prepared for PR within year 2020.

Section 3. Compliance with Criteria and Standards

Following is the claims made by the Faculty in relation to BScHons in Fisheries and Marine Sciences Degree Programme against the levels of internalization of best practices and achievements of standards prescribed in the PR manual. Claims are presented in tabular form with reference to supportive documentary evidence as depicted by corresponding codes in order to facilitate the task of external PR team. Eight PR criteria has been structured in eight sub-sections.

3.1 Criterion 1: Programme Management

No.	Standard	Claim of the degree of internalization of Best Practices and level of achievement of Standards	Documentary Evidence to Support the Claim	Code No. of the Document
1.1	The Faculty/Institute organizational structure is adequate for effective management and execution of its core functions.	FMST implements its core functions through its well-established organizational structure, and by following by-laws and protocols approved by the University Council. Core functions are discussed, evaluated and monitored at pre scheduled monthly FB meetings. In addition, matters are discussed at regular HoD meetings, Department Meetings and other standing and ad-hoc committees appointed by the FB. Decisions taken at the higher committees such as Senate, Finance and Management Committees are effectively delivered to the Faculty membership at the FB and HoD meeting.	<ul style="list-style-type: none"> • Programme by-law • Organogram • Annual meeting schedules • HoD meeting minutes • FB attendance • FB minutes • Department Meeting Minutes • List of committees with ToRs • Standing Committee meeting Minutes • Ad-hoc Committee meeting Minutes 	<ul style="list-style-type: none"> • 1.1.1 • 1.1.2 • 1.1.3 • 1.1.4 • 1.1.5 • 1.1.6 • 1.1.7 • 1.1.8 • 1.1.9 • 1.1.10
1.2	The Faculty/Institute Action Plan is up to date and aligned with the University's/HEI's Strategic Plan; demonstrates	FMST takes part in University Strategic plan preparation, and prepares its annual action plan in part with the University plan. For example, FMST introduced a new degree Programme in 2017, and	<ul style="list-style-type: none"> • University Strategic Plan • Faculty Action Plan • Evidence on introduction of new degree programmes 	<ul style="list-style-type: none"> • 1.2.1 • 1.2.2 • 1.2.3

Self-Evaluation Report (SER)

	readiness to adopt new trends in higher education; is implemented as planned and monitored regularly.	increased the student intake. Faculty is planning to introduce another in 2023 in line with strategic plan. Faculty action plan is frequently discussed and monitored at the FB meetings.	<ul style="list-style-type: none"> • Evidence on increase of the student intake • FB minutes with discussions on action plan 	<ul style="list-style-type: none"> • 1.2.4 • 1.2.5
1.3	The Faculty/Institute adopts management procedures that are in compliance with national and institutional Standard Operational Procedures (SOPs), and they are documented and widely circulated.	FMST follows national and institutional SOPs in all management activities. Annual Procurement plan is discussed at HoD meetings, and forwarded via an online platform for necessary action. Procurement procedure is in line with national and institutional regulations. Internal and external auditing is in function. Annual fixed asset verification is being conducted.	<ul style="list-style-type: none"> • SOP procedure File • Annual Budget Allocations • Procurement plans • HoD meetings with procurement plan discussions • Appointing TECs • TEC decisions • Stock verification reports • Audit reports/ queries and responses 	<ul style="list-style-type: none"> • 1.3.1 • 1.3.2 • 1.3.3 • 1.3.4 • 1.3.5 • 1.3.6 • 1.3.7 • 1.3.8
1.4	The Faculty/Institute adopts a participatory approach in its governance and management and accommodates student representation on faculty	Two student representatives participate in the FB to discuss student matters except examination matters. Two external members take part in FB decision making contributing outsider view inputs. In addition student representation is mandatory in forums discussing student welfare issues such as	<ul style="list-style-type: none"> • FB attendance • Sample FB minutes with requests of student representatives • Canteen Committee meetings/ Minutes 	<ul style="list-style-type: none"> • 1.4.1 • 1.4.2 • 1.4.3

Self-Evaluation Report (SER)

	committees and student welfare committees.	Canteen Committee. To welcome anonymous comments, a Suggestion Box has been placed in a common space.	<ul style="list-style-type: none"> • Annual meeting schedule with students • Student request committee • Student feedback on timetable preparation • Student Suggestion Box 	<ul style="list-style-type: none"> • 1.4.4 • 1.4.5 • 1.4.6 • 1.4.7
1.5	The Faculty/Institute adheres to the annual academic calendar that enables the students to complete the programme and graduate at the stipulated time.	Academic calendar is prepared in consultation with FB with student participation. It is made available to all parties at the beginning of the academic year. Students usually have graduated within the stipulated period, unless there were situation beyond the control of the Faculty. In such occasions, suitable adjustments are made after discussing with students.	<ul style="list-style-type: none"> • Academic Calendars • Graduate enrollment records and graduation dates • FB Minutes showing adjustments 	<ul style="list-style-type: none"> • 1.5.1 • 1.5.2 • 1.5.3
1.6	The Faculty/ Institute makes available a Handbook to all incoming students; it provides general information on the history and current status of the Faculty/Institute, brief	The Student HB is distributed among new students at the ceremonial inauguration of the programme. HB contains all necessary information, and the detailed curriculum is on the web. A separate booklet containing disciplinary procedures are also distributed. Relevant information is further	<ul style="list-style-type: none"> • Student HB • Faculty website with detailed course contents • Student charter/ code of conduct 	<ul style="list-style-type: none"> • 1.6.1 • 1.6.2 • 1.6.3

Self-Evaluation Report (SER)

	descriptions of study programme (s) offered, learning resources, student support services, disciplinary procedures, welfare measures, the rights and responsibilities of students, and grievance redress mechanisms.	explained by experts during the orientation programme.	<ul style="list-style-type: none"> • Orientation Programme schedule • Rules and regulations applicable for hostels • Disciplinary committee appointment 	<ul style="list-style-type: none"> • 1.6.4 • 1.6.5 • 1.6.6
1.7	The Faculty/ Institute makes available a Study Programme Prospectus to all incoming students; it provides information on the curricula of the study programme(s) and courses offered, options available to exit at different levels, optional courses and electives offered, examination procedures and grading mechanism, graduating requirements, examination bylaws, etc.	The Student HB provides course structure and examination procedures and by-laws. Detailed curriculum including course contents and evaluation methods has been uploaded to the MIS.	<ul style="list-style-type: none"> • Student HB • Faculty MIS 	<ul style="list-style-type: none"> • 1.7.1 • 1.7.2

Self-Evaluation Report (SER)

1.8	The Faculty/Institute Website is up to date with current information and provides links to all publications such as handbooks/prospectus, special notices, announcements, etc.	FB appointed Website Development Committee takes the responsibility of maintaining and regular upgrading of Faculty website. Their function is discussed at the FB and IQAC.	<ul style="list-style-type: none"> • Website Development Committee appointment and TOR • Faculty Website and links • FB minutes discussing Website matters • IQAC minutes discussing Website matters 	<ul style="list-style-type: none"> • 1.8.1 • 1.8.2 • 1.8.3 • 1.8.4
1.9	Faculty/Institute offers an induction/orientation programme for all new students to facilitate students' transition from 'school' to 'university' environment.	All new students have to follow an Orientation Programme once they entered to the Faculty. This Programme introduces all aspects of the university system and helps them to gain additional knowledge and soft skills as well.	<ul style="list-style-type: none"> • Orientation Programme schedules • Active citizen Programme • Profile of resource persons • Invitations for resource persons • Student feedback 	<ul style="list-style-type: none"> • 1.9.1 • 1.9.2 • 1.9.3 • 1.9.4 • 1.9.5
1.10	The Faculty/Institute securely maintains updates and ensures confidentiality of permanent records of all students, accessible	Students' personnel files are maintained ensuring confidentiality in main campus and relevant information has been uploaded to MIS. Access for	<ul style="list-style-type: none"> • Example of a student personnel file • SAR duty list • Screen shots of MIS entries 	<ul style="list-style-type: none"> • 1.10.1 • 1.10.2 • 1.10.3

Self-Evaluation Report (SER)

	only to authorized personnel with provision for secure backups of all files.	that information is reserved only for competent authority.	<ul style="list-style-type: none"> • MIS access levels • Sample backup files 	<ul style="list-style-type: none"> • 1.10.4 • 1.10.5
1. 11	The Faculty/Institute uses an ICT platform and applications for all its key functions and maintains an updated data base which is linked to the university Information system (MIS)	FMST use e-mail system supported by G-mail for all staff. Faculty webpage have links to e-mail, MIS and LMS. Student registration for course units, attendance and eligibility for examinations and Result sheets are handled through MIS. Faculty MIS is linked to the RUMIS. LMS is being used for Teaching and Learning activities. Recently, students were also provided official email addresses on Ms365 platform. Academic accountability model is in digital format to assess academic workload.	<ul style="list-style-type: none"> • Faculty website • G-mail based email platform • MIS registration for course units and attendance • Eligibility for examinations through MIS • MIS generated Result sheets • Link to the RUMIS • LMS pages • Sample student email lists • Academic accountability and workload model 	<ul style="list-style-type: none"> • 1.11.1 • 1.11.2 • 1.11.3 • 1.11.4 • 1.11.5 • 1.11.6 • 1.11.7 • 1.11.8 • 1.11.9
1.12	The Faculty/Institute issues a copy of the Code of Conduct/ Student Charter prescribed by the University to each and every	The Student HB explains the Code of Conduct and examination criteria. A separate booklet on Code of Conduct is also provided. DVC, Proctor and Deputy Proctor of the Faculty explain the Code of	<ul style="list-style-type: none"> • Student HB • Code of Conduct booklet • Orientation Programme schedule 	<ul style="list-style-type: none"> • 1.12.1 • 1.12.2 • 1.12.3

Self-Evaluation Report (SER)

	incoming student; it is communicated to all students and students' adherence to the prescribed code of conduct is closely monitored and promoted.	Conduct during the Orientation Programme. Students sign and agree to comply with by-laws. Student conduct is closely monitored when necessary using CCTV cameras as well, in the Faculty premises in particular.	<ul style="list-style-type: none"> • Student declarations • CCTV camera system 	<ul style="list-style-type: none"> • 1.12.4 • 1.12.5
1.13	The Faculty/Institute implements duty lists, work norms and Codes of Conduct for all categories of staff, communicates those to all and monitors regularly.	Every staff recruited is given an appointment letter mentioning main duties. University/ FB appointed positions are given appointment letters describing duties and responsibilities. Academic accountability is monitored by HoD, Dean and VC, via an online platform. Annual salary increments are based on performance in assigned duties.	<ul style="list-style-type: none"> • Sample copies of Appointment letters • TORs of committees • Academic Accountability Model • Lecture allocations • FB minutes on course coordinator appointments • FB minutes of evaluators appointments • Examination Duty Lists • Annual salary increment forms • Advising letters 	<ul style="list-style-type: none"> • 1.13.1 • 1.13.2 • 1.13.3 • 1.13.4 • 1.13.5 • 1.13.6 • 1.13.7 • 1.13.8 • 1.13.9
1.14	The Faculty/Institute implements the performance appraisal	Prescribed evaluation forms are used in annual salary increment recommendations. Outstanding	<ul style="list-style-type: none"> • Sample increment forms 	<ul style="list-style-type: none"> • 1.14.1 • 1.14.2

Self-Evaluation Report (SER)

	<p>system prescribed by the University/HEI; performance of staff is enhanced through training and rewarding high performers.</p>	<p>academic achievements are awarded annually at Vice Chancellors Award Ceremony. Outstanding contributions, dedicated services are commended at Senate and FB, and published in the University Newsletter. Non-academics are praised via letters, and opportunities for training programmes are given.</p>	<ul style="list-style-type: none"> • VC Award criteria and recipient list • Senate minutes on commendations • FB minutes on commendations • Sample UoR Newsletters highlighting achievements • Financial Assistance to attend Conferences • Staff appraisal letters • Staff trainings/ workshops 	<ul style="list-style-type: none"> • 1.14.3 • 1.14.4 • 1.14.5 • 1.14.6 • 1.14.7 • 1.14.8
1.15	<p>The Faculty/Institute has established an Internal Quality Assurance Cell (IQAC) with well-defined functions and operational procedures; it works in liaison with the Internal Quality Assurance Unit (IQAU) of the University/HEI and</p>	<p>The faculty established its IQAC along with the start of IQAU of the University. IQAC gathers to discuss QA related matters usually once a month, and Minutes of the IQAC is forwarded to the IQAU meetings, in which Chairperson/ IQAC is a member. IQAU Minutes are discussed at Senate. IQAC activities are a permanent agenda item of the FB.</p>	<ul style="list-style-type: none"> • FB minutes appointing IQAC chair and members • IQAC Bylaws • IQAC meeting minutes • IQAU meeting minutes • Senate minutes with QA related matters 	<ul style="list-style-type: none"> • 1.15.1 • 1.15.2 • 1.15.3 • 1.15.4 • 1.15.5

Self-Evaluation Report (SER)

	implements internal quality enhancement system.			
1.16	The Faculty/Institute has established a Curriculum Development Committee (CDC) or alternative mechanisms for monitoring, reviewing and updating the curriculum.	CDC has been established. Curriculum was revised and a new Programme was introduced in 2017. Adjustments are made with continuous monitoring at Department and FB level. Curriculum mapping for current Programme has already been made.	<ul style="list-style-type: none"> • FB Minutes appointing CDC • TOR of CDC • FB minutes discussing curriculum revisions • Senate minutes discussing curriculum revisions • Feedback of stake holders • Reports of tracer studies • Curriculum map 	<ul style="list-style-type: none"> • 1.16.1 • 1.16.2 • 1.16.3 • 1.16.4 • 1.16.5 • 1.16.6 • 1.16.7
1.17	The Faculty/Institute takes into consideration the SLQF and SBS as reference points and Outcome- based Education and Student-Centred Learning (OBE-SCL) approach in academic development and planning and education provision.	Faculty has taken SLQF as a reference point when designing degree programme. OBE-SCL has been implemented and the Staff is regularly trained on OBE-SCL. SBS is not available yet to this new programme. Experts for SBS preparation workshops to be organized by UGC, were nominated through IQAC.	<ul style="list-style-type: none"> • FB Minutes on adopting SLQF and OBE-SCL • Graduate Profile • Training workshops on SLQF and OBE-SCL • Detailed curriculum with ILOs 	<ul style="list-style-type: none"> • 1.17.1 • 1.17.2 • 1.17.3 • 1.17.4 • 1.17.5

Self-Evaluation Report (SER)

			<ul style="list-style-type: none"> • CCPDHE schedules and participants • Curriculum map • Introduction of credit values for Industrial Training. • IQAC minutes 	<ul style="list-style-type: none"> • 1.17.6 • 1.17.7 • 1.17.8
1.18	The Faculty/Institute adopts a clear policy and procedure on programme approval and implementation and programme discontinuation to ensure that students enrolled into the programme will complete their education without any disruption. .	FMST adopt UGC approved policies and procedures in Programme approval and implementation. No discontinuation has occurred so far except changes through curriculum revisions. In such occasions, separate exams are held for failing students until they complete their degree.	<ul style="list-style-type: none"> • FB minutes on Programme approval • Senate Minutes on Programme approval • Exam schedules for old and new curriculum • Example repeat papers • Grandaunt lists with proper batch and repeat students 	<ul style="list-style-type: none"> • 1.18.1 • 1.18.2 • 1.18.3 • 1.18.4 • 1.18.5
1.19	The Faculty/Institute monitors the implementation of the curriculum and the quality of education provision through multiple measures, the findings of which are used for continuous	Appointments of course coordinators, teaching panels and evaluators are proposed by each department for FB recommendation and approval by the Senate. Lectures are assigned before the start of the Semester. External experts are hired as visiting lecturers and exam paper setters/	<ul style="list-style-type: none"> • FB minutes on course coordinator appointments • FB Minutes on examiners appointments • Appointment of external exam paper moderators 	<ul style="list-style-type: none"> • 1.19.1 • 1.19.2 • 1.19.3

Self-Evaluation Report (SER)

	improvement of learning provision.	moderators. Hands on experience in each subject area is given in-situ. Peer evaluation of teaching and Course and teacher evaluation by the students is in practice.	<ul style="list-style-type: none"> • Appointment of external experts as visiting lecturers • Department meeting minutes on lecture allocation • Field visit schedules/ requests/ permissions • Student attendance monitoring through MIS • Peer evaluation feedback • Student feedback • Tracer Studies • Log books of Industrial training with outside Supervisors' endorsements 	<ul style="list-style-type: none"> • 1.19.4 • 1.19.5 • 1.19.6 • 1.19.7 • 1.19.8 • 1.19.9 • 1.19.10 • 1.19.11
1.20	The Faculty/Institute has established collaborative partnerships with national and foreign universities/HEIs/ organizations for academic and research cooperation.	MOUs have been signed with foreign universities and Sri Lankan institutes. Collaborative research work is being carried out. Industrial training is compulsory for final year students. Resources are shared with other departments/ institutes.	<ul style="list-style-type: none"> • A list of MOUs • Information on foreign grants and collaborations • Collaborative research publications • Industrial training places • Postgraduate training places 	<ul style="list-style-type: none"> • 1.20.1 • 1.20.2 • 1.20.3 • 1.20.4 • 1.20.5

Self-Evaluation Report (SER)

			<ul style="list-style-type: none"> Evidence on Resource sharing 	<ul style="list-style-type: none"> 1.20.6
1.21	<p>Faculty/Institute operates academic mentoring, student counseling and welfare mechanisms and procedures and ensures that the personnel responsible for the tasks are adequately trained to fulfill their roles.</p>	<p>A Deputy Senior Student Counselor and a group of Student counselors (both male and female) have been appointed with assigned TORs.</p> <p>A mentoring system has been introduced.</p> <p>Regular training programmes are conducted to educate staff on student counseling and related aspects. Student Request Committee has been appointed to consider grievances, and those matters are regularly discussed at the FB. A Canteen Committee is there to discuss related issues. A number of scholarship programmes offer financial assistance to needy students</p>	<ul style="list-style-type: none"> FB minutes of appointing student counselors, Deputy Senior Student Counselor, and Mentors Appointment letters with TOR Allocation of mentees Mentee list linked to MIS CCPDHE and other Training on counselling and mentoring Student Request Committee meetings Canteen Committee Canteen contract agreements Transportation and accommodation facilities for field visits Bursary and Mahapola scholarship details 	<ul style="list-style-type: none"> 1.21.1 1.21.2 1.21.3 1.21.4 1.21.5 1.21.6 1.21.7 1.21.8 1.21.9 1.21.10

Self-Evaluation Report (SER)

			<ul style="list-style-type: none"> • Sisudiriya scholarship programme 	<ul style="list-style-type: none"> • 1.21.11
1.22	Faculty/Institute assures that all its students have access to health care services, cultural and aesthetic activities; recreational and sports facilities.	Students are provided with free medication through main campus medical facilities. An ambulance is in place to send emergency health cases to Matara hospital. Whole Faculty engage in cleaning programmes to eradicate dengue. Have access to main campus facilities for a range of recreational/aesthetic activities. A number of competitions for aesthetic skills such as drama, dancing, singing and instrument playing, and literature are conducted annually. Members for Sport Advisory Board and coordinators for different sports have been appointed. Have access to main campus playground and gymnasium. Students involve in annual university sport events, and other national cultural festivals.	<ul style="list-style-type: none"> • Medical centre facilities • PHI reports on canteen • Dengue cleaning campaign • Cultural activities • National festival events • Annual competitions • Appointment of Members for Sport Advisory Board and coordinators for different sports • Sport Club of FMST • Appointment of coordinators for extracurricular activities • Student achievements in events • UoR Newsletter highlights on student events 	<ul style="list-style-type: none"> • 1.22.1 • 1.22.2 • 1.22.3 • 1.22.4 • 1.22.5 • 1.22.6 • 1.22.7 • 1.22.8 • 1.22.9 • 1.22.10 • 1.22.11

Self-Evaluation Report (SER)

1.23	Faculty/Institute implements measures to ensure the safety and security of students.	24-hour security service is available there with security posts inside the Faculty buildings. CCTV camera surveillance system is in function. First aid boxes are available in all Departments and units. Laboratory safety instruction manuals are available in all labs. Fire extinguishers are in place at designated locations in the buildings. Gas leak alarming system is in function. Safety wears are given to students during lab and field works.	<ul style="list-style-type: none"> • Security officers' rosters • security posts inside the Faculty buildings • CCTV camera surveillance system • First aid boxes • Laboratory safety instruction sheets and safety manual • Fire extinguisher posts • Gas leak alarming system • Usage of lab cloaks, masks and Safety goggles • Eye washers in the labs • Usage of lifeguard jackets in the field 	<ul style="list-style-type: none"> • 1.23.1 • 1.23.2 • 1.23.3 • 1.23.4 • 1.23.5 • 1.23.6 • 1.23.7 • 1.23.8 • 1.23.9 • 1.23.10
1.24	The Faculty/Institute adopts and practices University/HEI approved by-laws pertaining to examinations examination offences, student discipline, and student unions; the adopted by-	The Faculty adopts the approved by-laws pertaining to the conduct of examination, examination offences and student discipline. Adopted by-laws are made available through Student HB, Exam Manual, Internal Circulars etc. Examiners, and supervisors are appointed by the	<ul style="list-style-type: none"> • Programme by-law • Students HB • Booklet on code of conduct • Examination manual • FB minutes of examiner appointments 	<ul style="list-style-type: none"> • 1.24.1 • 1.24.2 • 1.24.3 • 1.24.4 • 1.24.5

Self-Evaluation Report (SER)

	laws are made widely available to both staff and students	FB and approved by the Senate. Deputy Proctor has been appointed to conduct enquiries and support University to take disciplinary action. Student Union is appointed based on the bylaw and activities of student unions are monitored through the Senior Treasurer, an academic appointed by the FB.	<ul style="list-style-type: none"> • Evidence on exam work handling by DR/Exam • Results Board attendance list • Result Verification board records • Senate minutes on result verification • Examination offense file • Exam Supervisors' reports • Appointment of Deputy Proctor and Disciplinary Committee • Example enquiry reports • Appointment of Senior Treasurers 	<ul style="list-style-type: none"> • 1.24.6 • 1.24.7 • 1.24.8 • 1.24.9 • 1.24.10 • 1.24.11 • 1.24.12 • 1.24.13 • 1.24.14
1.25	The Faculty/Institute offers special support and assistance for students with special needs or differently-abled students.	Faculty adopts Government directives ensuring facilities for differently able students and has ensured access to building through elevators and wheel chair paths. Faculty make special arrangements when necessary upon requests made by needy students.	<ul style="list-style-type: none"> • Elevators and wheel chair paths • Service agreement to maintain Elevators • Requests from students with special needs 	<ul style="list-style-type: none"> • 1.25.1 • 1.25.2 • 1.25.3

Self-Evaluation Report (SER)

			<ul style="list-style-type: none"> • FB minutes addressing requests. • Student request committee minutes 	<ul style="list-style-type: none"> • 1.25.4 • 1.25.5
1.26	The Faculty/Institute practices measures to ensure gender equity and equality (GEE) and deter any form of sexual and gender-based violence (SGBV) amongst all categories of staff and students	No GEE or SGBV cases has been reported. When appointing student counsellors both males and females are appointed to overcome issues. Staff members have been trained on GEE and SGBV. Female representation in student union and societies has been increased. A fair percentage of higher academic administrative positions are being held by females.	<ul style="list-style-type: none"> • Appointment of student counsellors • Evidence of training on SGBV for academics • Staff list with male female ratios • Female representation in student union and societies 	<ul style="list-style-type: none"> • 1.26.1 • 1.26.2 • 1.26.3 • 1.26.4
1.27	The Faculty/Institute practices the policy of zero-tolerance to ragging; it adopts strategies and implement preventive and deterrent measures through coordinated efforts of all stakeholders to prevent ragging	The Faculty has a policy of zero tolerance to ragging and applies mechanisms for preventing ragging. All Faculty members including the Deputy Proctor, the Deputy Senior Student Counselor and the Student Counselors are responsible for preventing ragging and any other form of harassment and intimidation. Since	<ul style="list-style-type: none"> • Students HB • Booklet on code of conduct • Orientation Programme schedule • FB minutes on regulating student activities • TOR of Deputy Proctor, Deputy Senior Student 	<ul style="list-style-type: none"> • 1.27.1 • 1.27.2 • 1.27.3 • 1.27.4 • 1.27.5

Self-Evaluation Report (SER)

	and any other form of harassment and intimidation.	inception, no severe cases on ragging has been reported from FMST.	Counselor and the Student Counselors <ul style="list-style-type: none"> • CCPDHE topics on controlling ragging • Reported cases on harassment 	<ul style="list-style-type: none"> • 1.27.6 • 1.27.7
<p>Summary: FMST complies with the directives issued by University Grant Commission and University of Ruhuna as depicted in pertinent acts, circulars, by-laws, strategic plan, annual action plans, academic calendar etc. through an effective organizational structure. Faculty Board and other statutory and ad-hoc committees guarantee a participatory management approach in all activities at the Faculty level ensuring the democracy and transparency. Student participation plays a key role in management aspects, and ICT tools facilitate the management process.</p>				

3.2 Criterion 2: Human and Physical Resources

No.	Standard	Claim of the degree of internalization of Best Practices and level of achievement of Standards	Documentary Evidence to Support the Claim	Code No. of the Document
2.1	The staff of the Faculty/ Institute, in terms of the number, qualifications and competencies is adequate for designing, development and delivery of academic programmes, research and outreach.	The curriculum designing and development of the academic programme, delivery, research and outreach activities are carried out by the qualified competent staff of the faculty.	<ul style="list-style-type: none"> • Faculty cadre book • Student HB • HR profile with specialties • Faculty website indicates Google scholar/research gate accounts/CVs • FMST requests for HR • A list of academics' professional memberships • Other professional qualifications (PADI etc.) • Academics' research publications, books etc. • Visiting academics for other HEIs 	<ul style="list-style-type: none"> • 2.1.1 • 2.1.2 • 2.1.3 • 2.1.4 • 2.1.5 • 2.1.6 • 2.1.7 • 2.1.8 • 2.1.9

Self-Evaluation Report (SER)

			<ul style="list-style-type: none"> • Outreach activities conducted by academic staff • National services of Academics • CVs of admin officers • Tabulated qualifications/ experience of Academic support staff/ technical officers 	<ul style="list-style-type: none"> • 2.1.10 • 2.1.11 • 2.1.12 • 2.1.13
2.2.	The Faculty/Institute takes timely measures to ensure that its human resources profile is compatible with its needs and comparable with national and international norms.	<p>The Faculty has followed national and international norms and taken measures to assure that the number and the qualifications of staff is satisfactorily comparable by allowing them to have,</p> <ul style="list-style-type: none"> - Postgraduate qualifications - Research Grants - Scientific Communications - Training (CCPDHE) 	<ul style="list-style-type: none"> • New Cadre requests/ responses • CVs of recent recruits • Google scholar/Research gate accounts/CVs on faculty website • New vacancy advertisements • FB minutes discussing specialties of new recruits • Short listing of applicants • Appointment letters highlighting mandatory training of CCPDHE • Collaborative programmes with postgraduate opportunities • Awards of International airfare grants 	<ul style="list-style-type: none"> • 2.2.1 • 2.2.2 • 2.2.3 • 2.2.4 • 2.2.5 • 2.2.6 • 2.2.7 • 2.2.8 • 2.2.9

Self-Evaluation Report (SER)

			<ul style="list-style-type: none"> • Running chart for transport to attend conferences • Payment vouchers on reimbursement of conference registration fees • SDC Trainings provided for academics • Trainings given to technical and other non-academic staff 	<ul style="list-style-type: none"> • 2.2.10 • 2.2.11 • 2.2.12 • 2.2.13
2.3	The Faculty/Institute adopts and practices the policy requiring the new staff to undergo an induction programme offered by the University/HEI as soon as they are recruited; ensures that the induction training programme provides an awareness of their defined roles and duties, and imparts minimum knowledge and	The University has taken measures to professionally train newly recruited staff members through CCPDHE programme conducted by the SDC. The Faculty facilitates this Programme financially and release newly recruited staff from normal duties of the faculty.	<ul style="list-style-type: none"> • Manual of the CCPDHE • Annual CCPDHE programmes • Feedback forms for CCPDHE modules • Portfolio submissions • CCPDHE Certificates • Fund allocation from FMST budget for SDC 	<ul style="list-style-type: none"> • 2.3.1 • 2.3.2 • 2.3.3 • 2.3.4 • 2.3.5 • 2.3.6

Self-Evaluation Report (SER)

	competencies required to perform the assigned tasks.			
2.4	The Faculty/Institute ensures that the capacity of all staff is continuously upgraded and enhanced through provision of in-service, continuing professional development (CPD) programmes; impact of CPD programmes are monitored, and remedial action taken as and when required.	The Faculty provides opportunities for staff to be exposed to international and local workshops/ conferences to update their knowledge and professional developments. In addition, SDC and IQAU arrange various training programmes for staff, and the Faculty facilitates the attendance of members to those programmes.	<ul style="list-style-type: none"> • Programmes conducted by the SDC • Programmes conducted by the IQAU • National/ international Internships/ trainings/ marine cruises • Trainings received by technical and other staff • IQAU minutes on trainings received by admin staff • Annual reports on international programmes attended by academics 	<ul style="list-style-type: none"> • 2.4.1 • 2.4.2 • 2.4.3 • 2.4.4 • 2.4.5 • 2.4.6
2.5	The Faculty ensures the availability of adequate and well-maintained infrastructure facilities for administration, teaching and learning.	The Faculty ensures required infrastructure facilities for smooth functioning, which includes 15,000 square meters of floor area comprised of lecture theaters, elementary and advanced laboratories, aquaria, office spaces, auditorium, museum etc.	<ul style="list-style-type: none"> • Infrastructure facilities on floor plan • Description of available lecture halls • A report on laboratories • Department inventories • Master procurement plan 	<ul style="list-style-type: none"> • 2.5.1 • 2.5.2 • 2.5.3 • 2.5.4 • 2.5.5

Self-Evaluation Report (SER)

			<ul style="list-style-type: none"> • Two advanced laboratories • Computer pool space • Lecture hall allocation, Practical allocation, computer pool allocation on time tables • Use of museum by students • Use of Aquaria by students • Use of Research vessel for field work, research • Reservation detail for Auditorium • FMST-owned vehicles usage summary • Deans office and other office space arrangement 	<ul style="list-style-type: none"> • 2.5.6 • 2.5.7 • 2.5.8 • 2.5.9 • 2.5.10 • 2.5.11 • 2.5.12 • 2.5.13 • 2.5.14
2.6	The Faculty/Institute that offers professional or honours study programmes, has put in place the required specialized training facilities such as clinical training facilities, engineering	FMST offers SLQF Level 6 degree, and for facilitating research component of the degree, research laboratories have been developed. Where necessary, sharing of outside resources are sought. Further to that, field visits and workshops are organized by the respective departments to give students an exposure in the	<ul style="list-style-type: none"> • Usage records of high-end equipment • Use of Aquaria by students • Annual field visit plans • Use of Research vessel for field work and research • Appointing external supervisors 	<ul style="list-style-type: none"> • 2.6.1 • 2.6.2 • 2.6.3 • 2.6.4 • 2.6.5

Self-Evaluation Report (SER)

	workshops, science laboratories, field training stations, etc.	relevant field. Industrial Training is an integral part of the programme, and many outside institutes and industries facilitate/accommodate students for training.	<ul style="list-style-type: none"> • Resource sharing/ outsourcing requests and permissions • Allocation of students for industrial training • Log books of industrial training • Sample copy of academic transcript 	<ul style="list-style-type: none"> • 2.6.6 • 2.6.7 • 2.6.8 • 2.6.9
2.7	The staff is provided with required training in outcome-based education & student-centred learning approach (OBE-SCL) and the staff is provided with teaching & training facilities to implement OBE-SCL.	The Faculty facilitates OBE- SCL through workshops and CCPDHE programmes.	<ul style="list-style-type: none"> • CCPDHE programme • List of participants for Workshops on OBE and SCL • Workshop conducted for academics on the use of LMS • LMS individual accounts 	<ul style="list-style-type: none"> • 2.7.1 • 2.7.2 • 2.7.3 • 2.7.4
2.8	The Faculty/ Institute has ensured student access to a well-resourced library facility; it is networked and	FMST has access to library resources provided by the main library of the university. The main library is fully functional online, and has been classified as a high grade library.	<ul style="list-style-type: none"> • Main Library UoR on web site • Faculty website links to the library • Online access system of the library • Feedback on tracer study 	<ul style="list-style-type: none"> • 2.8.1 • 2.8.2 • 2.8.3 • 2.8.4

Self-Evaluation Report (SER)

	holds up to date print and electronic forms of titles, coupled with other facilities such as reprography, internet, inter-library loan etc., and provides a user-friendly service.		<ul style="list-style-type: none"> • Introduction at Orientation programme • Student HB • Appointment of Library course coordinator • Appointment of FMST library committee • Student representative in the Library committee 	<ul style="list-style-type: none"> • 2.8.5 • 2.8.6 • 2.8.7 • 2.8.8 • 2.8.9
2.9	The Faculty/Institute ensures the availability ICT facilities and technical assistance to provide adequate opportunities for students to acquire ICT skills.	The Faculty has its own central computer pool which comprises of 50 computers maintained by a Programmer cum System Analyst and a Technical Officer under the direction of the Dean. In addition, 3 minicomputer pools are being developed by the Departments.	<ul style="list-style-type: none"> • Facilities in Computer pool • HR profile of staff • Visiting appointments for ICT courses • Curriculum of ICT courses • Student feedback for ICT courses • Time table • Examination time table 	<ul style="list-style-type: none"> • 2.9.1 • 2.9.2 • 2.9.3 • 2.9.4 • 2.9.5 • 2.9.6 • 2.9.7
2.10	The Faculty ensures the students are provided with guidance in learning and use	FMST conducts degree programmes in English medium. In addition, English Language courses at Level I, II and III are compulsory. Apart	<ul style="list-style-type: none"> • By-laws and examination criteria • Sample copy of academic transcript 	<ul style="list-style-type: none"> • 2.10.1 • 2.10.2

Self-Evaluation Report (SER)

	of English as a Second Language (ESL) in their academic work through a well-resourced English Language Teaching Unit (ELTU) or English Language Training Cell (ELTC).	from that intensive English Language Course is a part of the orientation programme, which is conducted with the support of DELT.	<ul style="list-style-type: none"> • Appointment of academic staff member from DELT • FB minutes appointing English Coordinator /appointment letters • Students feedback • Academic time table • Exam time tables • Orientation Programme 	<ul style="list-style-type: none"> • 2.10.3 • 2.10.4 • 2.10.5 • 2.10.6 • 2.10.7 • 2.10.8
2. 11	The Faculty/Institute ensures the students are provided with adequate training on ‘soft skills’/’life skills’; it is addressed through the core curriculum as well as through tailor-made programmes offered by the Career Guidance Unit (CGU) of the University.	FMST is committed to the development of soft skills in undergraduates, therefore, activities to develop such skills have been incorporated to the core curriculum. Soft Skill Society is a registered student society at FMST. University level and Faculty level activities give them a wide array of opportunities to improve soft skills. And their skills are evaluated and awarded.	<ul style="list-style-type: none"> • Detailed curriculum highlighting courses with soft skill development activities • Orientation Programme schedules • A file on Soft Skill Society • Active Citizen programme • A report on student societies and annual activities • FB minutes appointing coordinators for competitions • FB minutes of appointing CGU coordinator 	<ul style="list-style-type: none"> • 2.11.1 • 2.11.2 • 2.11.3 • 2.11.4 • 2.11.5 • 2.11.6 • 2.11.7

Self-Evaluation Report (SER)

			<ul style="list-style-type: none"> • FB minutes on CGU/ Soft Skill activities • Dean's and VC award criteria • Dean's award selection file • Dean's awards at inauguration ceremony of new batch • VC awards lists • FB minutes congratulating winners • Time allocation for soft skill activities 	<ul style="list-style-type: none"> • 2.11.8 • 2.11.9 • 2.11.10 • 2.11.11 • 2.11.12 • 2.11.13 • 2.11.14
2.12	The Faculty/Institute encourages students to engage in multicultural programmes to promote harmony and cohesion among students of diverse ethnic and cultural backgrounds.	Since FMS degree programme is unique, and conducted in English, students from different parts of the country attend representing different ethnic groups. FMST has taken the leadership in organizing multicultural events at the university attended by students and staff of the Faculty and University.	<ul style="list-style-type: none"> • Students lists showing multi-ethnic background • Annual Vesak celebration/ Hindu Thaipongal activities appeared on UoR news letter • Invitation cards for ceremonial activities • FB minutes on related announcements 	<ul style="list-style-type: none"> • 2.12.1 • 2.12.2 • 2.12.3 • 2.12.4

Self-Evaluation Report (SER)

Summary:

Human resource profile of the Faculty is compatible with the requirements of the degree programme. Further to that newly recruited staff members are encouraged to improve their professional skills through various programmes such as CCPDHE. Faculty assists them to find postgraduate opportunities relevant to the specialties needed for the Faculty. HR profile of the administrative and technical staff is also appropriate and resilient. Important infrastructure amenities are in operation under an experienced work force.

3.3. Criterion 3: Programme Design and Development

No	Standards	Claim of the degree of internalization of Best Practices and level of achievement of Standards	Documentary Evidence to Support the Claim	Code No. of the Document
3.1	Programme is developed collaboratively in a participatory manner through a curriculum development committee or equivalent body of the Faculty	Programme has been initially developed by a committee appointed by the FB. Further revisions were made by an Academic board, and later a CDC was appointed.	<ul style="list-style-type: none"> • FB minutes on appointments • Appointing Letters with TOR • Curriculum Mapping Committee • FB minutes on revisions • Senate minutes on revisions 	<ul style="list-style-type: none"> • 3.1.1 • 3.1.2 • 3.1.3 • 3.1.4 • 3.1.5
3.2	The Faculty /Institute ensure external stakeholder participation at key stages of programme planning, design and development and review.	Faculty has obtained external subject experts' view for programme planning, design and development at a stakeholders' consultation workshop. Revised programme was further commented by the council approved external subject experts/reviewers.	<ul style="list-style-type: none"> • Invitation letters for stakeholders • Attendance list of the stakeholder workshop • Council Minutes • Invitations to external subject experts/ reviewers • Reviewers' comments and actions taken 	<ul style="list-style-type: none"> • 3.2.1 • 3.2.2 • 3.2.3 • 3.2.4 • 3.2.5

Self-Evaluation Report (SER)

3.3	Programme design process incorporates the feedback from employer/ professional satisfaction survey	The stakeholder consultation workshop included employees and professionals. Information gathered from that Workshop was used to revise the curriculum. Annually, information is collected from Tracer Studies at which graduates responded as professional employees. Employer Satisfactory Surveys are conducted for future considerations.	<ul style="list-style-type: none"> • Invitation letters for stakeholders • Attendance list of the stakeholder workshop • Stakeholders' comments • Senate minutes on revisions • FB minutes on revisions • Tracer study reports • Employer/ professional reports 	<ul style="list-style-type: none"> • 3.3.1 • 3.3.2 • 3.3.3 • 3.3.4 • 3.3.5 • 3.3.6 • 3.3.7
3.4	Programme conforms to the mission, goals and objectives of the institution; national needs; and reflect global trends and current knowledge and practice.	Programme has been designed and revised in par with the University and Faculty Vision and Mission, as well as the Cooperate plan of the University. Programme ILOs are in consistent with National policies and global trends.	<ul style="list-style-type: none"> • Vision & Mission of the University and FMST • Course structure with ILOs • Cooperate plans of the University • Research priorities of SL Govt. (SLCARP) • Vision and mission of other relevant national institutes (NARA, NAQDA, CCD, MEPA) • Global trends highlighted by FAO 	<ul style="list-style-type: none"> • 3.4.1 • 3.4.2 • 3.4.3 • 3.4.4 • 3.4.5 • 3.4.6

Self-Evaluation Report (SER)

			<ul style="list-style-type: none"> • Tracer study reports showing relevant employability • Graduates' employability details 	<ul style="list-style-type: none"> • 3.4.7 • 3.4.8
3.5	<p>Programme design complies with the Sri Lanka Qualification Framework (SLQF), and is guided by other reference points such as Subject Benchmark Statements (SBS), and requirements of relevant professional bodies.</p>	<p>The programme offered by the Faculty is compatible with SLQF. This area is being monitored by the IQAC. Subject Benchmark Statements (SBS) are yet to be prepared for FMS programme. Requirements of relevant professional bodies, national policies, global trends and other QA documents are guideline documents of the CDC as stated in 3.4.</p>	<ul style="list-style-type: none"> • FB minutes on SLQF compliance • IQAC minutes on SLQF compliance • FB minutes on curriculum mapping • Curriculum Map • Students' HB showing SLQF compliance • Faculty nominations for SBS preparation/ revision • Science Standing committee minutes on SBS 	<ul style="list-style-type: none"> • 3.5.1 • 3.5.2 • 3.5.3 • 3.5.4 • 3.5.5 • 3.5.6 • 3.5.7
3.6	<p>Programme design and development procedures include specific details relating to entry and exit pathways including fallback options; Intended Learning Outcomes (ILOs);</p>	<p>Requirements for Entry points, and graduation are specified. ILOs, and aligned course content, assessment methods, and the recommended references for each module have been included in detailed curriculum. Degree</p>	<ul style="list-style-type: none"> • UGC HB showing Entry points • Students' HB showing graduation requirements • Programme By-law • Detailed curriculum 	<ul style="list-style-type: none"> • 3.6.1 • 3.6.2 • 3.6.3 • 3.6.4

Self-Evaluation Report (SER)

	<p>qualification levels criteria, and qualification type descriptors; teaching, learning and assessment processes to enable achievement of ILOs that are congruent with the programme mission and goals; alignment with external reference points such as SLQF, and SBS.</p>	<p>programme is aligned with the external reference points such as SLQF and other UGC guidelines.</p>	<ul style="list-style-type: none"> • Sample Exam papers aligned with ILOs • Lecture records on MIS/record books • Graduate Profile • Curriculum Map 	<ul style="list-style-type: none"> • 3.6.5 • 3.6.6 • 3.6.7 • 3.6.8
3.7	<p>Faculty/Institute uses graduate profile as the foundation for developing learning outcomes at the levels of programme, course/modules.</p>	<p>Graduate profile has been developed in accordance with the SLQF attributes and, curriculum has been mapped accordingly. Course modules have been developed to disseminate basic knowledge to professional skills progressively from semester 1 to 8, achieving all the attributes of the graduate profile.</p>	<ul style="list-style-type: none"> • IQAC minutes discussing the Graduate profile • Graduate profile in Students' HB • Curriculum Map 	<ul style="list-style-type: none"> • 3.7.1 • 3.7.2 • 3.7.3
3.8	<p>ILOs of study programmes are realistic, deliverable and feasible to achieve.</p>	<p>The ILOs of the programme are realistic, deliverable and feasible that has been proven by the employability of the graduates. Various teaching, learning and</p>	<ul style="list-style-type: none"> • Detailed curriculum with ILOs • Tracer study results • Graduate employability records 	<ul style="list-style-type: none"> • 3.8.1 • 3.8.2 • 3.8.3

Self-Evaluation Report (SER)

		inbuilt assessment methods are used to achieve the ILOs.	<ul style="list-style-type: none"> • Student achievement shown by list of graduands • Graduates' achievements in higher education • Graduates' achievements in research • Alumni feedback/ documentary 	<ul style="list-style-type: none"> • 3.8.4 • 3.8.5 • 3.8.6 • 3.8.7
3.9	The Faculty adopts an Outcome Based Education (OBE) where programme outcomes are clearly aligned with the course/module outcomes; and the teaching and learning activities and assessment strategy are aligned with the learning outcomes of each course (constructive alignment).	Programme outcomes are clearly aligned with course/module outcomes. Faculty adopts the OBE-SCL programme so that teaching learning activities & assessment strategies of each course is in accordance with programme ILOs.	<ul style="list-style-type: none"> • Detailed curriculum with ILOs • Curriculum mapping document • Sample exam papers • Field-based practical sessions, showing industry inputs to programme • Sample practical reports • Sample student presentations • Industrial training logbook • Presentation evaluation forms • Thesis evaluation forms 	<ul style="list-style-type: none"> • 3.9.1 • 3.9.2 • 3.9.3 • 3.9.4 • 3.9.5 • 3.9.6 • 3.9.7 • 3.9.8 • 3.9.9
3.10	The programme design accommodates supplementary courses such as vocational,	Programme design well accommodates a range of optional courses offered by three Departments of the Faculty. Contribution	<ul style="list-style-type: none"> • Students' HB showing Course structure 	<ul style="list-style-type: none"> • 3.10.1

Self-Evaluation Report (SER)

	professional, semi-professional, inter-disciplinary & multi-disciplinary to broaden the outlook and enrich the generic skills of students.	of resource persons from other Faculties / Units/ Library are also involved. Programme includes the courses that broaden the outlook and enrich the generic skills of the students.	<ul style="list-style-type: none"> • Sample academic transcript • Orientation programme containing generic skill training • Field visit permission letters • Industrial training placements • Industrial training logbook • Sample copies of Theses • Appointment of External supervisors • Visiting Lecturer/ Examiner appointments • Programmes organized by the CGU 	<ul style="list-style-type: none"> • 3.10.2 • 3.10.3 • 3.10.4 • 3.10.5 • 3.10.6 • 3.10.7 • 3.10.8 • 3.10.9
3.11	Issues of gender, cultural and social diversity, equity, social justice, ethical values and sustainability are integrated into the curriculum, where relevant.	Faculty consists of higher diversity of ethnic groups, therefore, ensures equity for all ethnic/cultural/religious groups by conducting teaching-learning activities in English medium. Faculty permits multicultural/religious activities, and facilitate those activities.	<ul style="list-style-type: none"> • Student composition of the Faculty • Practical and field work groups • Appointments of coordinators to cultural centre • Students' annual activity calendar • Orientation programme • Detailed curriculum showing course unit on Research Ethics 	<ul style="list-style-type: none"> • 3.11.1 • 3.11.2 • 3.11.3 • 3.11.4 • 3.11.5 • 3.11.6

Self-Evaluation Report (SER)

			<ul style="list-style-type: none"> • Invitations for cultural events • Senate/ FB minutes showing Student awardees from different ethnic backgrounds • Permission letters for cultural events 	<ul style="list-style-type: none"> • 3.11.7 • 3.11.8 • 3.11.9
3.12	Programme is logically structured and consists of a coherent set of courses/modules while allowing flexibility in students' choices of courses /modules	Programme is logically structured, so that fundamental courses are in first four semesters, and advanced/applied courses in last four semesters. Presence of Compulsory, Optional, and Non-Degree courses in programme facilitate the flexibility to students in selecting courses, and one of four specialty streams.	<ul style="list-style-type: none"> • Students' HB showing Course structure • Course Unit registration form • Examination criteria • Application for selecting specialization area • FB minutes with number of students in each specialty • Application for student research proposals • Students requests/selection for industrial training 	<ul style="list-style-type: none"> • 3.12.1 • 3.12.2 • 3.12.3 • 3.12.4 • 3.12.5 • 3.12.6 • 3.12.7
3.13	Curriculum promotes progression so that the demands on the student in intellectual	Programme is logically structured following KSAM (Knowledge, Skills, Attitudes and Mindset) model, so that	<ul style="list-style-type: none"> • Students' HB showing Course structure • Detailed curriculum 	<ul style="list-style-type: none"> • 3.13.1 • 3.13.2

Self-Evaluation Report (SER)

	challenge, skills, knowledge, conceptualization and learning autonomy increases.	fundamental courses are in first four semesters, and advanced/applied courses are in last four semesters. Further, courses that strengthen the mathematics, library skills, English and chemistry courses have been included in parallel with progression of other courses. In addition, seminars and guest lecturers are organized. Final semester includes independent and lifelong learning courses.	<ul style="list-style-type: none"> • Sample exam papers • Research proposal submission form • Sample theses • Presentation evaluation form • Thesis evaluation form • Industrial training logbook • Student publications • Visitors' log book • Guest lecture events 	<ul style="list-style-type: none"> • 3.13.3 • 3.13.4 • 3.13.5 • 3.13.6 • 3.13.7 • 3.13.8 • 3.13.9 • 3.13.10 • 3.13.11
3.14	The study programme has clearly defined appropriate measurable process indicators and outcome-based performance indicators which are used to monitor the implementation and evaluation of the programme.	<p>Faculty uses number of students enrolled for the programme, and graduation output as measurable process indicators.</p> <p>To monitor the implementation and evaluation of the programme student achievements and endeavors are used.</p>	<ul style="list-style-type: none"> • Statistics for yearly enrolments • Convocation books • Yearly graduation rate • Tracer study report • Fellowships/ Scholarships received by graduates • FB minutes on announcements of achievements • Awards for research/presentations 	<ul style="list-style-type: none"> • 3.14.1 • 3.14.2 • 3.14.3 • 3.14.4 • 3.14.5 • 3.14.6 • 3.14.7

Self-Evaluation Report (SER)

			<ul style="list-style-type: none"> • Industrial training logbooks with appreciations • UoR Newsletter highlighting achievements • Senate minutes on achievements 	<ul style="list-style-type: none"> • 3.14.8 • 3.14.9 • 3.14.10
3.15	The academic standards of the programme with respect to its awards and qualifications are appropriate to the level and nature of the award and are aligned with the SBS (where available) and SLQF.	Degree programme is in line with the level 6 of SLQF. Faculty IQAC monitors and aligns the programme with SLQF guidelines. SBS are not available for this programme yet. Expert nominations have been forwarded to UGC for SBS preparation.	<ul style="list-style-type: none"> • Graduate Profile • Students' HB indicating SLQF level 6 compliance • UGC HB for students • Curriculum Map • Sample thesis copy • FB minutes discussing SLQF and SBS matters • IQAC minutes discussing SLQF and SBS matters 	<ul style="list-style-type: none"> • 3.15.1 • 3.15.2 • 3.15.3 • 3.15.4 • 3.15.5 • 3.15.6 • 3.15.7
3.16	Faculty ensures that programme approval decision is taken after full consideration of design principles, academic standards, and appropriateness of the learning opportunities available,	Curriculum of the degree programme prepared by CDC was discussed and recommended by the FB and approved by the Senate and the UGC. The whole process considered design principles,	<ul style="list-style-type: none"> • Approved curriculum with the list of contributors • Attendance at stakeholders' meeting • Stakeholders' comments • External Reviewers' comments 	<ul style="list-style-type: none"> • 3.16.1 • 3.16.2 • 3.16.3 • 3.16.4

Self-Evaluation Report (SER)

	monitoring and review arrangements and content of the programme specification	academic standards, and stakeholders' inputs and feedback throughout.	<ul style="list-style-type: none"> • FB minutes on curriculum development • Senate approval • UGC approval 	<ul style="list-style-type: none"> • 3.16.5 • 3.16.6 • 3.16.7
3.17	The principles to be considered when programmes are designed and developed (balance of the programme; award and titles; resources available to support the programme) are documented and communicated to all concerned in the programme design.	Programme was initiated with a need analysis with inputs from stakeholders as well. Further revisions were considered necessary, and relevant stakeholders were empowered through a brainstorming session by the key personnel involved in the revision process. Award and titles were in par with the approved standards of a four-year special degree. All the academics including probationary Lecturers and students were well aware about the revision process. Relevant authorities were informed about all the developments.	<ul style="list-style-type: none"> • Programme concept paper • Gazette notification • Public notice in newspapers • Senate minutes on revision requirements • Stakeholder Invitations • Agenda of the stakeholder meeting • Presentations made by HoD at the meeting • Stakeholder inputs • Annual report of UoR on curriculum revision • QAC/UGC letter on funding • UGC Handbook • FB minutes • Students' HB 	<ul style="list-style-type: none"> • 3.17.1 • 3.17.2 • 3.17.3 • 3.17.4 • 3.17.5 • 3.17.6 • 3.17.7 • 3.17.8 • 3.17.9 • 3.17.10 • 3.17.11 • 3.17.12 • 3.17.13

Self-Evaluation Report (SER)

			<ul style="list-style-type: none"> • Sample Academic Transcript • Letters to UGC 	<ul style="list-style-type: none"> • 3.17.14 • 3.17.15
3.18	The Faculty/Institute ensures that appropriate ILOs are clearly identified for work based placement/Industrial Training/ Internship and informs students of their specific responsibilities relating to the above.	Industrial training component is an integral part of the Degree programme, and ILOs are clearly identified for the internship component. Students were aware of the responsibilities expected through the Industrial Training, and the weight given for this component in the programme.	<ul style="list-style-type: none"> • Students' HB with Course structure • Detailed curriculum with ILOs • Sample Academic transcript • Industrial training agreements • Student logbooks and guidelines • Industrial placement letters • Comments by training supervisors • Records on NAITA involvement • Evaluation related documents • FB minutes • IQAC evaluation • Senate minutes on introducing a credit value 	<ul style="list-style-type: none"> • 3.18.1 • 3.18.2 • 3.18.3 • 3.18.4 • 3.18.5 • 3.18.6 • 3.18.7 • 3.18.8 • 3.18.9 • 3.18.10 • 3.18.11 • 3.18.12
3.19	Programme design and development integrates appropriate learning strategies for the development of self-directed learning, collaborative	FMS is a field and practical oriented Programme allowing students to develop self-directed and collaborative learning, creative and critical thinking, interpersonal communication, teamwork,	<ul style="list-style-type: none"> • Course structure • Detailed curriculum • Curriculum map 	<ul style="list-style-type: none"> • 3.19.1 • 3.19.2 • 3.19.3

Self-Evaluation Report (SER)

	learning, creative and critical thinking, lifelong learning, interpersonal communication and teamwork into the courses.	and lifelong learning. The LMS also facilitates the self-learning activities through various ways.	<ul style="list-style-type: none"> • Assignments based on creative work • Group assignments • Social surveys conducted by students • Student presentations • Thesis preparation guidelines • Sample exam papers • Research proposals • Sample theses copies • Industrial training logbook • LMS usage records • Employers' feedbacks • Tracer study results • Documentary video of alumni 	<ul style="list-style-type: none"> • 3.19.4 • 3.19.5 • 3.19.6 • 3.19.7 • 3.19.8 • 3.19.9 • 3.19.10 • 3.19.11 • 3.19.11 • 3.19.12 • 3.19.13 • 3.19.14 • 3.19.15
3.20	The Faculty's /Institute's IQAC adopts internal monitoring strategies and effective processes to evaluate, review, and improve the Programme	IQAC adopts internal monitoring strategies and effective process to evaluate and improve the programme design, development and approval process. In this context, IQAC contributed to develop graduate profile,	<ul style="list-style-type: none"> • IQAC minutes • FB minutes with QA activities • Students HB showing Graduate profile • Academic accountability model 	<ul style="list-style-type: none"> • 3.20.1 • 3.20.2 • 3.20.3 • 3.20.4

Self-Evaluation Report (SER)

	design and development, and approval processes.	university exam manual, HB guidelines, and students' evaluation and feedback process etc.	<ul style="list-style-type: none"> • Exam manual • Revision of evaluation forms • Revision of Academic transcript • Adaptation of SLQF guidelines 	<ul style="list-style-type: none"> • 3.20.5 • 3.20.6 • 3.20.7 • 3.20.8
3.21	Programmes are monitored routinely (in an agreed cycle) to ensure that programmes remain current and valid in the light of developing knowledge in the discipline, and practice in its application.	CDC routinely checks for improvements in the programme. External members of the FB give constructive comments on the topic. Incorporating comments from academics and of the faculty is a best practice being followed.	<ul style="list-style-type: none"> • CDC meetings • FB minutes with participation of External members • Feedback from alumni • Documentary video of alumni • Revised curriculum sent for senate approval • FB minutes showing revisions • Senate minutes showing revisions • Reviewers' comments 	<ul style="list-style-type: none"> • 3.21.1 • 3.21.2 • 3.21.3 • 3.21.4 • 3.21.5 • 3.21.6 • 3.21.7 • 3.21.8
3.22	Faculty/Institute uses the outcomes of programme monitoring and review to foster ongoing design and development of the curriculum.	University annually conducts a Graduate tracer study, and outcome with regards to the programme is thoroughly discussed in the FB. As a result of programme monitoring and review, current programme was revised, and along with,	<ul style="list-style-type: none"> • Tracer study results • Documentary video of alumni • Students' satisfactory survey • IQAC minutes • UGC student HB 	<ul style="list-style-type: none"> • 3.22.1 • 3.22.2 • 3.22.3 • 3.22.4 • 3.22.5

Self-Evaluation Report (SER)

		a new Programme was introduced in 2017, and another is due in 2023.	<ul style="list-style-type: none"> • Council minutes on new programme • Proposed new programmes 	<ul style="list-style-type: none"> • 3.22.6 • 3.22.7
3.23	The Faculty/Institute annually collects and records information about students' destination after graduation and uses it for continuous improvement of the programme.	Tracer study is being conducted annually, and discussed at FB. Comments/ suggestions & recommendations on FMST graduates made by Employers / higher education providers are being considered.	<ul style="list-style-type: none"> • Tracer study reports • Database on postgraduate achievements • Graduate employment records • Faculty alumni database • FB minutes on graduates' achievements 	<ul style="list-style-type: none"> • 3.23.1 • 3.23.2 • 3.23.3 • 3.23.4 • 3.23.5
3.24	The effectiveness of the provision for students with disabilities is evaluated and opportunities for enhancement identified.	When designing new Faculty and Department building complexes special attention was paid to the international standards for the access by the disabled. Despite that, programme conducted by the Faculty is not meant for physically disabled students as of the contents includes swimming, diving, marine excursions, field visits etc. Faculty evaluates the provisions for students with	<ul style="list-style-type: none"> • Floor plan of the Faculty & Department building complex • Evidence for facilities • Student requests • Minutes of Student requests board • FB minutes on student requests • Actions taken for student requests 	<ul style="list-style-type: none"> • 3.24.1 • 3.24.2 • 3.24.3 • 3.24.4 • 3.24.5 • 3.24.6

Self-Evaluation Report (SER)

		temporary disabilities whenever necessary.		
Summary: Programme has been developed in a participatory manner with collaborations of internal and external stakeholders, and subject experts. Programme is in par with the Vision and Mission of the Faculty, as well as the Cooperate plan of the University. Programme ILOs are in consistent with National policies and global trends.				

3.4. Criterion 4: Course/Module Design and Development

No	Standards	Claim of the degree of internalization of Best Practices and level of achievement of Standards	Documentary Evidence to Support the Claim	Code No. of the Document
4.1	Course design and development is by a course team with the involvement of internal and external subject experts and each member is made aware of his/her respective roles and responsibilities.	Course designing team consists of subject experts representing all Departments, eventually formed into a CDC appointed by FB. CDC adopts a participatory approach inclusive of academic staff, alumni and external stakeholders at the key stages of the design, development and approval of courses.	<ul style="list-style-type: none"> • Course team shown in curriculum revision proposal • FB minutes on CDC appointments • TOR of CDC • CDC meetings • FB minutes on course design/ revisions • Agenda of the stakeholder meeting • Presentations made by CDC members • List of participants (experts) • Annual reports of UoR • Communications with External Reviewers 	<ul style="list-style-type: none"> • 4.1.1 • 4.1.2 • 4.1.3 • 4.1.4 • 4.1.5 • 4.1.6 • 4.1.7 • 4.1.8 • 4.1.9 • 4.1.10

Self-Evaluation Report (SER)

			<ul style="list-style-type: none"> • Senate minutes on revisions 	<ul style="list-style-type: none"> • 4.1.11
4.2	The courses are designed to meet the programme objectives and outcomes and reflect knowledge and current developments in the relevant field of study/ subject areas.	Course structure is completely designed, in line with the programme objectives. And, the content in the programme is organized into modules with the ILOs aligned with the programme ILOs.	<ul style="list-style-type: none"> • Programme objective in initial proposal • National policy documents/ Global trends • Detailed curriculum with ILOs • Students' HB showing Course structure • Curriculum map 	<ul style="list-style-type: none"> • 4.2.1 • 4.2.2 • 4.2.3 • 4.2.4 • 4.2.5
4.3	The courses are designed in compliance with SLQF credit definition and is guided by other reference points such as SBS where available, and requirements of statutory or regulatory bodies.	Course module design is in alignment with the SLQF level 6 and ensures the expectations of the relevant reference points given by QAC/ UGC.	<ul style="list-style-type: none"> • UGC Students' HB • Students' HB showing Course structure • Graduate Profile • Curriculum map • Sample Thesis copy • Sample Academic Transcript • FB minutes showing SLQF adaptations • IQAC minutes showing SLQF adaptations 	<ul style="list-style-type: none"> • 4.3.1 • 4.3.2 • 4.3.3 • 4.3.4 • 4.3.5 • 4.3.6 • 4.3.7 • 4.3.8

Self-Evaluation Report (SER)

			<ul style="list-style-type: none"> Students' HB showing revised credit values 	<ul style="list-style-type: none"> 4.3.9
4.4	University approved standards formats/templates/guidelines for course/module designed development are used and complied with during the design and development phases.	Guidelines, formats and standard templates of QAC/ UGC were used at different stages of curriculum revision process for effective and efficient course development.	<ul style="list-style-type: none"> Detailed curriculum in Standard template Curriculum map FB minutes on revisions Senate minutes on course development Relevant Council minutes 	<ul style="list-style-type: none"> 4.4.1 4.4.2 4.4.3 4.4.4 4.4.5
4.5	Each course is designed in a manner that contents, learning activities and assessment tasks are systematically aligned with the course outcomes which in turn are align with programme outcomes (constructive alignment).	Course modules were sequenced to provide gradual progress as per the KSAM model ensuring that students will achieve the attributes stipulated in the graduate profile at the time of graduation. In doing so, course ILOs were mapped against Programme ILOs to ensure that programme is coherent and comprehensive.	<ul style="list-style-type: none"> Students' HB with Detailed curriculum Graduate profile Curriculum map Sample Lesson Plans Sample Exam papers Sample Students' assignments/ reports/ presentations Sample Thesis copies 	<ul style="list-style-type: none"> 4.5.1 4.5.2 4.5.3 4.5.3 4.5.4 4.5.5 4.5.6

Self-Evaluation Report (SER)

4.6	Course design and development takes into account student-centred teaching strategies enabling the students to be actively engaged in their own learning.	Course modules have been designed to ensure the SCL through individual or group discussions, presentations, field works, laboratory practical assignments, data analysis, and report and thesis writing.	<ul style="list-style-type: none"> • Students' HB with Detailed curriculum • Exam time table • Sample exam papers • Student presentations • Field reports • Case studies • Sample Thesis copies • Group assignments 	<ul style="list-style-type: none"> • 4.6.1 • 4.6.2 • 4.6.3 • 4.6.4 • 4.6.5 • 4.6.6 • 4.6.7 • 4.6.8
4.7	The courses have a clear course specification that provides a concise description of the ILOs, content, teaching learning and assessment strategies and learning resources, made accessible to all students.	Detailed curriculum provides the concise description of ILOs, course contents, learning resources, teaching learning and assessment strategies, and detailed curriculum that is made available through orientation programme and MIS/ LMS of the Faculty	<ul style="list-style-type: none"> • Detailed curriculum with ILOs • Faculty MIS/ LMS links to Detailed curriculum • Detailed orientation programme • Presentations by HoDs at orientation programme 	<ul style="list-style-type: none"> • 4.7.1 • 4.7.2 • 4.7.3 • 4.7.4
4.8	Course design specifies the credit value, the work load as per SLQF, broken down into different types of learning such as direct contact hours, self-learning time,	Each course of the programme specifies the credit value, the workload as per SLQF, broken down into different types of learning activities.	<ul style="list-style-type: none"> • Detailed curriculum showing work load and credit values • Programme Time table • Exam time table 	<ul style="list-style-type: none"> • 4.8.1 • 4.8.2 • 4.8.3

Self-Evaluation Report (SER)

	assignments, assessments, laboratory studies, field studies, clinical work, industrial training etc.		<ul style="list-style-type: none"> • Sample Essay & Seminar papers • Sample theses • Sample Industrial training logbooks • Sample detailed marksheets • Theses and presentation Evaluation forms with breakdown of marks 	<ul style="list-style-type: none"> • 4.8.4 • 4.8.5 • 4.8.6 • 4.8.7
4.9	Course design and development integrates appropriate learning strategies for the development of self-directed learning, collaborative learning, creative and critical thinking, life-long learning, interpersonal communication and teamwork.	Course designed aimed at disseminating basic knowledge, applied knowledge and self-directed learning through interpersonal communication, group and individual assignments/projects. As a result, FMS graduate is equipped with critical thinking and life-long learning	<ul style="list-style-type: none"> • Graduate profile • Curriculum map • Students' HB showing Course structure • Sample Group assignments • Sample theses and publications • Field practical list approved by VC • Field practical permission request letters • Field practical permission letters • Requests for collaborations 	<ul style="list-style-type: none"> • 4.9.1 • 4.9.2 • 4.9.3 • 4.9.4 • 4.9.5 • 4.9.6 • 4.9.7 • 4.9.8 • 4.9.9

Self-Evaluation Report (SER)

			<ul style="list-style-type: none"> • Industrial training logbook with supervisors' report • Employer Reports 	<ul style="list-style-type: none"> • 4.9.10 • 4.9.11
4.10	Course design and development takes into account the needs of differently able students by employing teaching and learning strategies which make the delivery of the course as inclusive as possible.	Some courses have been designed as optional courses, providing a chance for differently able students to opt out from such modules. Further, such students are allowed to select specializing area/subject, considering their ability to continue the programme. Although, such students have not applied for the programme so far. Faculty provide assistance in teaching, learning, assessment and other arrangements for students who have accidentally become disabled after enrolment. This includes grace attempts as well.	<ul style="list-style-type: none"> • UGC handbook showing specializations • Students' HB showing optional courses • Application for specialization Selection for specialization • Student Request letters • Student Request Committee minutes • FB minutes discussing Student Requests • Decisions taken/ Concessions given • By-law showing provisions 	<ul style="list-style-type: none"> • 4.10.1 • 4.10.2 • 4.10.3 • 4.10.4 • 4.10.5 • 4.10.6 • 4.10.7 • 4.10.8
4.11	With respect to credit weight and volume of learning, courses are scheduled and offered in a manner	Total credits (120) of the programme has been divided into 08 semesters, enabling students to take credits required per	<ul style="list-style-type: none"> • Students' HB showing course structure • Curriculum map 	<ul style="list-style-type: none"> • 4.11.1 • 4.11.2

Self-Evaluation Report (SER)

	that allows the students to complete them within the intended period of time.	semester. Course modules on basic knowledge are offered within first four semesters, enabling students to gain more specific, applied knowledge in increasing volume from 5th to 8th semester. Whole programme is completed within four years as per the SLQF Level 6.	<ul style="list-style-type: none"> • Academic calendars • Exam time table • Exam papers with different time allocations • Sample academic transcripts showing programme commencement and graduation dates 	<ul style="list-style-type: none"> • 4.11.3 • 4.11.4 • 4.11.5 • 4.11.6
4. 12	Course content has adequate breadth, depth, rigor and balance and teaching programme can be successfully completed within the planned time.	Course content was developed and being conducted by qualified academics of the Faculty, and, has been designed with adequate breadth, depth, rigor in par with the national and international needs. Faculty adhere to Academic Calendar for completing the teaching activities within the planned time.	<ul style="list-style-type: none"> • By-law showing the planned time • Curriculum map • Profiles of the academics • Visiting lecturer appointments • Dean’s message in Students’ HB Lecture allocations • Academic Accountability and Workload Model • Academic time tables • Academic Calendars 	<ul style="list-style-type: none"> • 4.12.1 • 4.12.2 • 4.12.3 • 4.12.4 • 4.12.5 • 4.12.6 • 4.12.7 • 4.12.8

Self-Evaluation Report (SER)

4.13	Course design, development and delivery incorporate appropriate media and technology.	In Course design and development, ICT-based knowledge dissemination was ensured. Computer pool, Classrooms and lecture theatres are fully equipped with multimedia audio visual systems, internet and licensed software. In addition, on-line education through LMS and Zoom conferencing is active.	<ul style="list-style-type: none"> • Detailed curriculum • Graduate Profile • Software licenses • Facilities in Computer pool and usage • Classrooms and lecture theatres with multimedia facilities • Department/Faculty inventory • LMS usage • Zoom interface and usage • Student feedback 	<ul style="list-style-type: none"> • 4.13.1 • 4.13.2 • 4.13.3 • 4.13.4 • 4.13.5 • 4.13.6 • 4.13.7 • 4.13.8
4.14	The staff involved in instructional design and development has been trained for such purposes and undergoes regular training.	Academic staff involved in instructional design and development is fully qualified for the purpose through regular trainings by attending national and international workshops, seminars, and conferences. In addition, all new recruits have to undergo CCPDHE training which ensures achieving those skills.	<ul style="list-style-type: none"> • Academic Staff profiles • Certificates on special trainings • CCPDHE course structure and Certificates • Relevant Workshops • Profiles of academic support staff, and Technical officers 	<ul style="list-style-type: none"> • 4.14.1 • 4.14.2 • 4.14.3 • 4.14.4 • 4.14.5

Self-Evaluation Report (SER)

4.15	Appropriate and adequate resources for course design, approval, monitoring and review processes are made available by the Faculty.	Faculty has sufficient physical resources for facilitating course design, including laboratories, marine and freshwater aquaria, diving unit, vehicles and research vessel, etc. From the inception of the Faculty, Academic board, and CDC had been appointed to support course development. Later on, Curriculum mapping committee and IQAC were established in supporting the whole process.	<ul style="list-style-type: none"> • Inventory for physical resources • Annual procurement plan • Finance Committee meetings • Faculty annual budget allocations • HoD meeting minutes • Appointment of CDC • Curriculum mapping committee • FB minutes • IQAC minutes • Special budget requests • Faculty members trained as Reviewers 	<ul style="list-style-type: none"> • 4.15.1 • 4.15.2 • 4.15.3 • 4.15.4 • 4.15.5 • 4.15.6 • 4.15.7 • 4.15.8 • 4.15.9 • 4.15.10 • 4.15.11
4.16	Course approval decisions are taken after full consideration of design principles, academic standards, and appropriateness of the learning opportunities available, monitoring and review arrangements and content of the course specification.	Courses developed by CDC with the consultation of external stakeholders, following design principles, academic standards, and appropriateness of the learning opportunities available, have been reviewed by external experts and approved through the proper channel i.e. Senate, Council and QAC of UGC.	<ul style="list-style-type: none"> • CDC minutes • Agenda and evidence for stakeholder meeting • Stakeholders' comments • External Reviewers' comments • FB minutes considering Reviewers' comments 	<ul style="list-style-type: none"> • 4.16.1 • 4.16.2 • 4.16.3 • 4.16.4 • 4.16.5

Self-Evaluation Report (SER)

			<ul style="list-style-type: none"> • IQAC minutes • Senate minutes • Council minutes • Standing Committee minutes • UGC approvals 	<ul style="list-style-type: none"> • 4.16.6 • 4.16.7 • 4.16.8 • 4.16.9 • 4.16.10
4.17	Relevant staff is made aware of the criteria against which the course proposals/specifications are assessed in the course approval process.	Relevant staff of the Faculty are made aware through CDC, IQAC and FB, and workshops.	<ul style="list-style-type: none"> • TOR of the CDC • CDC minutes • IQAC minutes • FB minutes • Nomination for Trainings • Workshops attendance 	<ul style="list-style-type: none"> • 4.17.1 • 4.17.2 • 4.17.3 • 4.17.4 • 4.17.5 • 4.17.6
4.18	The Faculty's/Institute's IQAC adopts internal monitoring strategies and effective processes to evaluate, review, and improve the course design and development, and course approval processes.	According to the QA by-law of the UoR, programme evaluation is coordinated through IQAU and there is a well-established internal mechanism for monitoring and improvements of the designed courses, through IQAC.	<ul style="list-style-type: none"> • QA By-Law • FB minutes appointing IQAC • IQAC minutes • FB minutes discussing QA activities • IQAC office 	<ul style="list-style-type: none"> • 4.18.1 • 4.18.2 • 4.18.3 • 4.18.4 • 4.18.5
4.19	Courses/modules are evaluated at the end of each course/module	Appropriateness and effectiveness of teaching, achievement of learning	<ul style="list-style-type: none"> • Detailed curriculum • Sample exam papers 	<ul style="list-style-type: none"> • 4.19.1 • 4.19.2

Self-Evaluation Report (SER)

	<p>with regard to its content, appropriateness and effectiveness of teaching, achievement of learning outcomes and feedback used for further improvement of the course.</p>	<p>outcomes of the course modules are evaluated using diverse evaluation methods. Exam papers are moderated by external examiners, and evaluations are further confirmed by second marking examiners. Students feedback and peer evaluations are used to further improvement of the course modules.</p>	<ul style="list-style-type: none"> • Sample presentations • Sample theses/ reports • Theses/ presentation evaluation forms • Appointment of examiners • Sample external moderations • Sample mark sheets • Student feedback forms • Peer review forms • Feedback evaluations 	<ul style="list-style-type: none"> • 4.19.3 • 4.19.4 • 4.19.5 • 4.19.6 • 4.19.7 • 4.19.8 • 4.19.9 • 4.19.10 • 4.19.11
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Summery:

CDC, appointed by FB is responsible for the curriculum development process to be carried out by in-cooperating internal and external subject experts' comments. Academic staff members who involved in designing & developing curriculum is trained by the Faculty through training programmes, and IQAC & SDC of the University. Courses modules comply with the SLQF level descriptors (Level 6) and credit definition and, the ILOs of course modules are mapped against programme ILOs, developed based on Faculty vision and mission.

3.5. Criterion 5: Teaching and Learning

No	Standard	Claim of the degree of internalization of Best Practices and level of achievement of Standards	Documentary Evidence to Support the Claim	Code No. of the Document
5.1	Teaching and learning strategies are based on the Faculty's/Institute's mission, and curriculum requirements.	<p>Faculty was established with a vision to cater the country's need in the field of fisheries and aquatic resources.</p> <p>The curriculum was essentially developed to meet the Faculty's mission. Teaching and learning strategies were formulated in par with the curriculum.</p>	<ul style="list-style-type: none"> • Faculty vision and mission statements • University cooperate Plan • Faculty action plan • Student HB with Graduate Profile • Detailed curriculum • FB Minutes introducing different strategies 	<ul style="list-style-type: none"> • 5.1.1 • 5.1.2 • 5.1.3 • 5.1.4 • 5.1.5 • 5.1.6
5.2	The Faculty/Institute provides course specifications and timetables before the commencement of the course.	Course specification is provided before the commencement of the degree programme. Before each semester, students get further information online and through	<ul style="list-style-type: none"> • Orientation programme • Students' HB • List of Students received HB during Orientation 	<ul style="list-style-type: none"> • 5.2.1 • 5.2.2 • 5.2.3

Self-Evaluation Report (SER)

		printed format. In addition, course specifications are provided at the first session of each course unit.	<ul style="list-style-type: none"> • Course specifications appeared in MIS/ LMS • Academic time tables appeared on noticeboard and website • Sample lecture notes instructing course specifications 	<ul style="list-style-type: none"> • 5.2.4 • 5.2.5 • 5.2.6
5.3	Teaching learning strategies, assessments and learning outcomes are closely aligned (constructive alignment).	Curriculum has been mapped based on the Graduate Profile and SLQF standards. Accordingly, teaching/ learning strategies, assessments and learning outcomes are closely aligned.	<ul style="list-style-type: none"> • Graduate Profile • Curriculum Map • Sample evaluation forms • Sample exam papers • Peer review reports • external examiners/ moderators' reports • Examination time table 	<ul style="list-style-type: none"> • 5.3.1 • 5.3.2 • 5.3.3 • 5.3.4 • 5.3.5 • 5.3.6 • 5.3.7
5.4	Teaching learning strategies offered are also appropriate and accessible to differently able students if the programme caters for such students.	Programme does not cater for such students, even though provisions have been made for selecting appropriate courses out of a range of optional courses, if a student finds difficulty in following a	<ul style="list-style-type: none"> • Course structure showing optional courses • Student Request letters • Student Request Committee minutes 	<ul style="list-style-type: none"> • 5.4.1 • 5.4.2 • 5.4.3

Self-Evaluation Report (SER)

		particular course unit. Assistance is provided in teaching, learning, assessment and other arrangements for students who have accidentally become disabled after enrolment.	<ul style="list-style-type: none"> • FB minutes discussing Student Requests 	<ul style="list-style-type: none"> • 5.4.4
5.5	The Faculty/Institute encourages blended learning (mixture of diverse delivery methods) as a way of maximizing student engagement with the programme/courses.	SCL is highly favored in the programme offering a mixture of diverse delivery methods through laboratory work, field excursions, group works including presentations, case studies and self-learning.	<ul style="list-style-type: none"> • Detailed Curriculum • Sample guide books • Sample video documentaries • Swimming/ diving instructions • Sample practical handouts • Sample lab reports • Sample field reports • Sample presentations • Sample case studies • Sample theses • Assignments submitted online 	<ul style="list-style-type: none"> • 5.5.1 • 5.5.2 • 5.5.3 • 5.5.4 • 5.5.5 • 5.5.6 • 5.5.7 • 5.5.8 • 5.5.9 • 5.5.10 • 5.5.11
5.6	Teachers integrate into their teaching, appropriate research and scholarly activities of their own/others' and current	Academic staff is active in research and innovation work, and the outcome is being incorporated into teaching/ learning activities.	<ul style="list-style-type: none"> • Sample publications of Academic staff and teaching materials developed on them. 	<ul style="list-style-type: none"> • 5.6.1

Self-Evaluation Report (SER)

	knowledge in the public domain.	Current knowledge in the public domain is also included into teaching.	<ul style="list-style-type: none"> • Sample exam papers based on publications of Academic staff • Essay/ Seminar course module 	<ul style="list-style-type: none"> • 5.6.2 • 5.6.3
5.7	Teachers engage students in self-directed learning, collaborative learning, relevant contexts, use of technology as an instructional aid while being flexible with regard to individual needs and differences.	Self-learning and collaborative learning are always encouraged. ICT facilities are used as an instructional aid, however, students have the flexibility to respond to the given instructions based on the facilities they have.	<ul style="list-style-type: none"> • Sample practical handouts • Assignment instructions • Thesis guidelines • Sample field reports • Sample presentations • Sample case studies • Sample group assignments • Sample theses • Student usage of LMS • Zoom lectures • Usage of different software for the same assignment • Different modes of submissions for the same instruction 	<ul style="list-style-type: none"> • 5.7.1 • 5.7.2 • 5.7.3 • 5.7.4 • 5.7.5 • 5.7.6 • 5.7.7 • 5.7.8 • 5.7.9 • 5.7.10 • 5.7.11 • 5.7.12
5.8	Teachers encourage students to contribute to scholarship, creative work, and discovery of knowledge to relate theory and	Students are encouraged to relate what they have learnt for scholarly and creative work during the programme. Many student societies	<ul style="list-style-type: none"> • Orientation Programme encouraging creativity • Detailed curriculum 	<ul style="list-style-type: none"> • 5.8.1 • 5.8.2

Self-Evaluation Report (SER)

	practice appropriate to their programmes and the institutional mission.	have been formed to develop their creative and soft skills. Final year research is usually converted into publications, patents, innovations or future developments.	<ul style="list-style-type: none"> • Courses encouraging creativity and discovery of knowledge • Models and exhibits prepared by students as group activities • List of Student Societies • Activities of Student Societies • Students' Documentaries published in social media • Research Publications • Patents • FB minutes highlighting students' creativity • UoR News Letter • Student portfolio • VC awards criteria and awardees • Deans awards criteria and awardees • Research extensions towards postgraduate 	<ul style="list-style-type: none"> • 5.8.3 • 5.8.4 • 5.8.5 • 5.8.6 • 5.8.7 • 5.8.8 • 5.8.9 • 5.8.10 • 5.8.11 • 5.8.12 • 5.8.13 • 5.8.14 • 5.8.15
5.9	Teaching learning strategies include providing opportunities	Different teaching/ learning strategies in theory classes, such as	<ul style="list-style-type: none"> • Group activities in theory classes • Group activities in practical classes 	<ul style="list-style-type: none"> • 5.9.1 • 5.9.2

Self-Evaluation Report (SER)

	for students to work in study groups to promote collaborative learning.	group discussions, debates etc. encourage collaborative learning. Most of the practical and field work provide the same opportunities via group work.	<ul style="list-style-type: none"> • Group activities in the field • List of student groups assigned for practical classes • Sample group assignments/ reports • Sample group presentations • Models and exhibits prepared by students as group activities 	<ul style="list-style-type: none"> • 5.9.3 • 5.9.4 • 5.9.5 • 5.9.6 • 5.9.7
5.10	Teachers engage students in research as part of the teaching and learning strategy and encourage / support the students to publish their research giving due credit to the student.	<p>Student engagement in research is an inherent part of many courses offered under the programme. In addition, as a partial requirement of the honours degree, students have to conduct an independent research under supervision in the 8th semester of the programme.</p> <p>Recently, Faculty took initiative to promote student innovation, under which even a place was reserved for their experiments. In all activities, students are given due credit.</p>	<ul style="list-style-type: none"> • Sample case studies/ assignments • Sample theses • Student-staff joint publications • FB minutes showing student appreciations • Criteria for VC's/ Dean's awards • Awardee lists • Student innovations/ activities • FB minutes showing encouragement for student innovations 	<ul style="list-style-type: none"> • 5.10.1 • 5.10.2 • 5.10.3 • 5.10.4 • 5.10.5 • 5.10.6 • 5.10.7 • 5.10.8

Self-Evaluation Report (SER)

5.11	Teaching learning strategies ensure that they are not gender discriminative and abusive.	As a policy, Faculty does not tolerate gender discrimination. In teaching learning strategies, academics ensure GEE throughout the degree programme.	<ul style="list-style-type: none"> • Internal circulars on GEE • FB minutes adopting university policies • Office bearers lists of students' societies • Grouping students in teaching/ learning activities • Student groups in exams 	<ul style="list-style-type: none"> • 5.11.1 • 5.11.2 • 5.11.3 • 5.11.4 • 5.11.5
5.12	Teaching and learning activities are monitored routinely for their appropriateness and effectiveness.	Appropriateness and effectiveness are usually assessed by peer evaluation, student feedback and tracer studies. Teaching and learning activities are assessed through Academic workload model annually.	<ul style="list-style-type: none"> • Sample Peer evaluations • Sample student feedback • Student satisfaction survey reports • LMS records • Course coordinator/ Practical in-charge appointments • Tracer study reports • Screenshots and reports of Academic workload model 	<ul style="list-style-type: none"> • 5.12.1 • 5.12.2 • 5.12.3 • 5.12.4 • 5.12.5 • 5.12.6 • 5.12.7

Self-Evaluation Report (SER)

5.13	The teachers adopt innovative pedagogy and appropriate technology into teaching learning processes and monitor progress in the use of technology.	Faculty adopts modern technology, both for facilitating effective teaching and learning processes as well as for monitoring the progress of those processes.	<ul style="list-style-type: none"> • Detailed curriculum • Software usage (Arc-GIS, R, SPSS, Matlab, CPCe, HMS, etc.) in course modules • Usage of high-end equipment • LMS usage for teaching • Zoom usage for teaching • Usage of video documentaries for teaching • Online student feedback 	<ul style="list-style-type: none"> • 5.13.1 • 5.13.2 • 5.13.3 • 5.13.4 • 5.13.5 • 5.13.6 • 5.13.7
5.14	Teachers adopt both teacher directed and student-centred teaching-learning methodologies as specified in the course specifications.	Programme design itself ensures an effective teaching and learning process through both teacher-directed and SCL methodologies.	<ul style="list-style-type: none"> • Detailed curriculum • Student HB • Sample lecture notes • Sample student reports/ case studies/ assignments etc. • Sample exam papers • Sample mark sheets • Student feedback 	<ul style="list-style-type: none"> • 5.14.1 • 5.14.2 • 5.14.3 • 5.14.4 • 5.14.5 • 5.14.6 • 5.14.7

Self-Evaluation Report (SER)

5.15	Teaching learning strategies promote the use of appropriate facilities, amenities and activities to engage in active/deep learning, academic development and personal wellbeing.	Infrastructure facilities and basic Laboratory equipment are available to successfully conduct the programme. Facilities are effectively being utilized in the teaching-learning environment. At each point, personal safety and wellbeing are ensured.	<ul style="list-style-type: none"> • Inventory of infrastructure facilities • Usage of lab equipment • Usage of vehicles • Usage of research vessel • Academic Time table showing space usage • Lab and safety guidelines • Usage of safety wear • Availability of safety measures (fire and gas alarming, eye washers, etc.) 	<ul style="list-style-type: none"> • 5.15.1 • 5.15.2 • 5.15.3 • 5.15.4 • 5.15.5 • 5.15.6 • 5.15.7 • 5.15.8
5.16	The teachers use appropriate tools to obtain regular feedback on the effectiveness and quality of teaching from students, and peers through a coordinated mechanism for improvement of teaching leaning.	Effectiveness and quality of teaching is determined through peer review and students' feedback. Revisions are made accordingly, and monitored and evaluated through IQAC.	<ul style="list-style-type: none"> • Sample peer reviews • Sample Student feedback • Online student feedback • Student satisfaction reports • Minutes of IQAC • Implementation of changes 	<ul style="list-style-type: none"> • 5.16.1 • 5.16.2 • 5.16.3 • 5.16.4 • 5.16.5 • 5.16.6

Self-Evaluation Report (SER)

5.17	The teachers use the information gained from assessment of student learning to improve teaching-learning.	Academics closely monitor the students' performance in assignments, exams and continuous assessments. Information gained from those are used for future adjustments/ improvements of the course.	<ul style="list-style-type: none"> • Current and previous curricula showing improvements • Analysis reports on student feedback • Student performance statistics • Sample external examiners' reports 	<ul style="list-style-type: none"> • 5.17.1 • 5.17.2 • 5.17.3 • 5.17.4
5.18	Allocation of work for staff is fair and transparent, and equitable as far as possible.	Lecture allocations are made after discussing at Department meetings well before the commencement of each semester. Work load for each Academic is decided in a fair and equitable manner following accepted guidelines. Faculty maintains an academic accountability and work load model in an online platform to ensure the transparency.	<ul style="list-style-type: none"> • Lecture allocations • Department meeting minutes • Screen shots of Accountability and Workload Model • Appointment of Examiners • Exam duty list 	<ul style="list-style-type: none"> • 5.18.1 • 5.18.2 • 5.18.3 • 5.18.4 • 5.18.5
5.19	The Faculty/Institute uses a defined set of indicators of excellence in teaching to	Teaching excellence is regularly monitored through peer evaluation	<ul style="list-style-type: none"> • Sample peer evaluation reports • Sample evaluation reports used at interviews 	<ul style="list-style-type: none"> • 5.19.1 • 5.19.2

Self-Evaluation Report (SER)

	<p>evaluate performance of teachers, identify champions of teaching excellence, and promote adoption of excellent practices.</p>	<p>process by following a defined set of indicators. When recruiting new academics, their teaching ability is assessed. It is compulsory for new recruits to complete CCPDHE course in which, teaching and learning practices, and evaluations are trained.</p>	<ul style="list-style-type: none"> • CCPDHE programme schedule • Teacher evaluation forms used in CCPDHE • Sample CCPDHE portfolio 	<ul style="list-style-type: none"> • 5.19.3 • 5.19.4 • 5.19.5
<p>Summary Teaching and learning strategies are based on curriculum and Programme learning outcomes developed in par with the mission of the Faculty and University. BScHons in FMS degree has been properly planned with conducive teaching and learning environment based on OBE-SCL. All the steps of the designing, assigning workload among lecturers, teaching and assessment methods of course modules are conducted through a transparent procedure via Department meetings, FB meetings and Senate. During the degree programme students are encouraged and provided with opportunities to publish research in different communication platforms.</p>				

3.6. Criteria 6: Learning Environment, Student Support and Progression

No.	Standard	Claim of the degree of internalization of Best Practices and level of achievement of Standards	Documentary Evidence to Support the Claim	Code No. of the Document
6.1	The Faculty adopts a student-friendly administrative, academic and technical support system that ensures a conducive and caring environment, and greater interaction among students and staff.	Faculty ensures a conducive and caring environment and greater interaction among the students and the staff through MIS, LMS, and day to day academic and administrative work. Students are aware about this friendly environment from the Orientation Programme as well as throughout the study period via mentoring, help desk, notice boards, and Student HB etc.	<ul style="list-style-type: none"> • Faculty website with FAQs • Screenshots of MIS • Screenshots of LMS • Complaints/ Suggestions box • Help desk • Orientation Programme schedules • Student HB • Sample Notices • Appointment of Mentors with TOR • FB minutes reflecting interactions • Sample Students' feedback forms • Student satisfaction survey reports 	<ul style="list-style-type: none"> • 6.1.1 • 6.1.2 • 6.1.3 • 6.1.4 • 6.1.5 • 6.1.6 • 6.1.7 • 6.1.8 • 6.1.9 • 6.1.10 • 6.1.11 • 6.1.12
6.2	The Faculty/Institute identifies learning support needs for its educational	Continuous need analyses are in practice through student and staff feedback systems. Thereby, effective learning environment through appropriate facilities/ services are	<ul style="list-style-type: none"> • Sample student feedback forms • Student Meeting Minutes • Student participation in ad-hoc committees 	<ul style="list-style-type: none"> • 6.2.1 • 6.2.2 • 6.2.3

Self-Evaluation Report (SER)

	<p>programmes and methods of delivery and provides an effective learning environment through appropriate services and training programmes.</p>	<p>assured. All staff members relevant to the programme are trained accordingly.</p>	<ul style="list-style-type: none"> • Chatting option in LMS • Department meeting minutes • HoD meeting minutes • FB minutes discussing needs • Annual procurement plan • Department inventories • Services/ facilities for learning environment • Professional trainings/ workshops • Coordinators for English/ library/ ICT/ mathematics courses • English language improvement programmes 	<ul style="list-style-type: none"> • 6.2.4 • 6.2.5 • 6.2.6 • 6.2.7 • 6.2.8 • 6.2.9 • 6.2.10 • 6.2.11 • 6.2.12 • 6.2.13
6.3	<p>The Faculty/Institute offers all incoming students an induction programme regarding the rules and regulations of the institution, student-centred learning,</p>	<p>Orientation programme is an inherent part for preparation of new students for university life. It covers all the aspects such as rules and regulations, and teaching and learning strategies etc.</p>	<ul style="list-style-type: none"> • Orientation programme • Activity Plan of CGU • Active citizen programme • Physical education programme • Creative work programme • Distribution of Student HB • Distribution of code of conduct 	<ul style="list-style-type: none"> • 6.3.1 • 6.3.2 • 6.3.3 • 6.3.4 • 6.3.5 • 6.3.6 • 6.3.7

Self-Evaluation Report (SER)

6.4	<p>outcome-based education, and technology-based learning.</p> <p>The Faculty guides the students to comply with the Code of Conduct for students (Student Charter), discharge their rights and responsibilities and utilize services available in a prudent manner.</p>	<p>Code of conduct, rights and responsibilities, and services available are essentially included in Student HB. In addition, a separately prepared Code of Conduct is distributed among the newcomers at the Inaugural Ceremony. It is further explained at the Orientation Programme.</p>	<ul style="list-style-type: none"> • Student HB • Distribution of Student HB • Code of conduct • Distribution of code of conduct • Rules and regulations for hostel • Orientation Programme schedule 	<ul style="list-style-type: none"> • 6.4.1 • 6.4.2 • 6.4.3 • 6.4.4 • 6.4.5 • 6.4.6
6.5	<p>The Faculty/Institute guides the students to optimally use the available student support services and empower learners to take personal control of</p>	<p>Faculty empowers students for self-directed learning through assignments, group work, case studies, presentations, dissertations, etc. by using support services such as library and ICT facilities. The guidance starts from Orientation Programme, then continues through class room instructions, and counseling/ mentoring service.</p>	<ul style="list-style-type: none"> • Sample Group assignments • Sample presentations • Sample reports/ case studies • Research proposals for dissertations • Usage of computer pool • Usage of relevant software • Usage of library 	<ul style="list-style-type: none"> • 6.5.1 • 6.5.2 • 6.5.3 • 6.5.4 • 6.5.5 • 6.5.6 • 6.5.7

Self-Evaluation Report (SER)

	their own development (self- directed learning)		<ul style="list-style-type: none"> • Orientation programme schedule • Activities of Student societies • Minutes/ records of the Staff-Student Meetings 	<ul style="list-style-type: none"> • 6.5.8 • 6.5.9 • 6.5.10
6.6	The Faculty/Institute monitors/evaluates student support services and use the information as a basis for improvement.	The faculty maintains a number of mechanisms to monitor and evaluate the effectiveness of the student support services. Accordingly, relevant improvements are suggested to the FB or the University.	<ul style="list-style-type: none"> • Appointments of support services related coordinators and TOR • Appointments of support services related committees • FB minutes on appointments • FB minutes discussing relevant matters • Minutes of support services related committee meetings • Student Satisfaction Survey Reports • Annual Tracer study reports 	<ul style="list-style-type: none"> • 6.6.1 • 6.6.2 • 6.6.3 • 6.6.4 • 6.6.5 • 6.6.6 • 6.6.7
6.7	The Faculty/Institute provides on-going training for users (students and staff) of common learning resources such as a	Students are trained on common learning resources from the beginning through orientation programme, and further awareness is continued throughout the study period by the Faculty as well as in collaboration with the library, and DELT. Staff acquire necessary	<ul style="list-style-type: none"> • Orientation Programme schedules • UTEL/ UCTIT programme • Course outline showing ICT, library and language courses • ICT Workshops evidence (Students and staff) 	<ul style="list-style-type: none"> • 6.7.1 • 6.7.2 • 6.7.3 • 6.7.4

Self-Evaluation Report (SER)

	library, ICT, and language laboratories.	skills through different training programmes and workshops.	<ul style="list-style-type: none"> • Workshop evidence on library software • CCPDHE Manual • Special training workshops and certificates 	<ul style="list-style-type: none"> • 6.7.5 • 6.7.6 • 6.7.7
6.8	The Faculty/Institute which offers science-based programmes, provides on-going training for users (students and staff) of specialized learning resources such as clinical facilities, science based laboratories, engineering workshops etc.	The students and staff members are provided with necessary training to improve knowledge, professional skills and capacity development. This includes cocurricular trainings such as Industrial training, practical exposure in the field, and hands on experience in handling of advance scientific equipment.	<ul style="list-style-type: none"> • Industrial training log books • SDC training records • Workshops for students • Field Visits for students • Outline of snorkeling and lifesaving course • Diving training for staff • Research cruises • Trainings/ workshops for staff 	<ul style="list-style-type: none"> • 6.8.1 • 6.8.2 • 6.8.3 • 6.8.4 • 6.8.5 • 6.8.6 • 6.8.7 • 6.8.8
6.9	The Faculty/Institute has the appropriate infrastructure, delivery	Faculty and Department building complexes are in line with the international standards for the access by the disabled. Some courses have been	<ul style="list-style-type: none"> • Floor plan of the Faculty & Department building complex • Evidence for facilities 	<ul style="list-style-type: none"> • 6.9.1 • 6.9.2

Self-Evaluation Report (SER)

	strategies, academic support services and guidance to meet the needs of differently abled students.	designed as optional courses, providing a chance for students who have difficulties to opt out from such modules. Further, such students are allowed to select specializing area/subject, considering their ability to continue the programme. Faculty evaluates the provisions for students with temporary disabilities whenever necessary.	<ul style="list-style-type: none"> • Students requests • Minutes of Students' request boards • FB minutes on students' requests • Actions taken for students requests 	<ul style="list-style-type: none"> • 6.9.3 • 6.9.4 • 6.9.5 • 6.9.6
6.10	The Faculty/ Institute's Library and its branches use ICT-led tools to facilitate the students to access and use information effectively for academic success, lifelong learning, and gainful employment.	Faculty uses the main library, which facilitates online services for searching books, reserving, extending loans of books, E-databases, E-journals, E-abstracts, inter-library loan facilities, and E-tools through ISURU library software.	<ul style="list-style-type: none"> • Screenshots of ISURU • Faculty web link to Library • ICT-led tools on Library website • Links to journal databases • Links to plagiarism checker • Tracer Study responses on Library services 	<ul style="list-style-type: none"> • 6.10.1 • 6.10.2 • 6.10.3 • 6.10.4 • 6.10.5 • 6.10.6
6.11	The teachers in partnership with library and information resources personnel	Library and information resources are integrated into the teaching/ learning process in all course units. Each Lecturer/ course coordinator guides and motivates the students	<ul style="list-style-type: none"> • Detailed curriculum referring to information resources • Orientation Programme • Library usage by students 	<ul style="list-style-type: none"> • 6.11.1 • 6.11.2 • 6.11.3

Self-Evaluation Report (SER)

	ensure that the uses of library and information resources are integrated into the learning process.	to use the recommended readings, library resources required for effective learning. Library committee of the faculty ensures close collaboration among Faculty members, students and Library staff.	<ul style="list-style-type: none"> • FB minutes on appointment of Library Committee • FB minutes on appointment of Library course coordinator • Library staff appointed for Faculty • Course materials/ Assignments based on library resources • Minutes of Library Committee 	<ul style="list-style-type: none"> • 6.11.4 • 6.11.5 • 6.11.6 • 6.11.7 • 6.11.8
6.12	The Faculty/Institute maintains up-to-date records on student progress throughout a programme of study and constructive feedback about their performance.	The records of examination results are maintained by the Faculty/ Department, and mentor has the access to observe the results of mentees. Students use a Portfolio to enter their results and other performances to be ratified by the mentor. Overall performance of students is annually evaluated and considered for awards.	<ul style="list-style-type: none"> • Records of Results • Sample screenshots of results in MIS • Sample Portfolio • Course evaluation reports • Criteria for awards • Awardee lists 	<ul style="list-style-type: none"> • 6.12.1 • 6.12.2 • 6.12.3 • 6.12.4 • 6.12.5 • 6.12.6
6.13	The Faculty/Institute promotes active academic/social interaction between the faculty and students.	Academic/social interaction between the faculty and students are showcased in the academic/ student activity calendars. Students are released from curricular activities on each Wednesday afternoon for active	<ul style="list-style-type: none"> • Annual academic calendar • Annual student activity calendar • Time tables • Sample agendas of events • Faculty Day events 	<ul style="list-style-type: none"> • 6.13.1 • 6.13.2 • 6.13.3 • 6.13.4 • 6.13.5

Self-Evaluation Report (SER)

		academic/social interaction.	<ul style="list-style-type: none"> • Activities of student societies. • Sample social survey reports • FB minutes announcing such events • Student satisfaction survey reports • Tracer study reports 	<ul style="list-style-type: none"> • 6.13.6 • 6.13.7 • 6.13.8 • 6.13.9 • 6.13.10
6.14	The Faculty/Institute recognizes and facilitates academic interaction between the peer helpers/ mentors/ senior guides and students.	Faculty ensures academic interaction between the peer helpers/ senior guides and students through various strategies. Such activities are supported through mentoring service of the faculty. FMST Alumni also guide students to shape up their future career.	<ul style="list-style-type: none"> • Requests through student union • Requests through FB representatives • Minutes of the Student society Meetings • Sample group assignments • Counselors' records • Sample portfolio • Staff-Students Meetings Minutes • Student satisfaction survey reports • Evidence for Alumni helps 	<ul style="list-style-type: none"> • 6.14.1 • 6.14.2 • 6.14.3 • 6.14.4 • 6.14.5 • 6.14.6 • 6.14.7 • 6.14.8 • 6.14.9
6.15	Co-curricular activities such as sports and aesthetic programmes conform to the mission of the Faculty and contribute to social and	Faculty ensures student participation in co-curricular activities, which is an inherent attribute of an internationally accredited graduate as reflected by the mission of the Faculty.	<ul style="list-style-type: none"> • Mission of the Faculty • Graduate Profile • Student HB showing opportunities for co-curricular activities 	<ul style="list-style-type: none"> • 6.15.1 • 6.15.2 • 6.15.3

Self-Evaluation Report (SER)

	cultural dimensions of the educational experience.		<ul style="list-style-type: none"> • FB Minutes related to co-curricular activities • Inter-Faculty Dancing and Literature Competition • Action plan of CGU • Faculty Sports Club • Participants to SLUG • Publication of orations • Co-curricular events held • Student achievements 	<ul style="list-style-type: none"> • 6.16.4 • 6.16.5 • 6.16.6 • 6.16.7 • 6.16.8 • 6.16.9 • 6.16.10 • 6.16.11
6.16	Students are equipped with career management skills along with soft skills empowering them to make informed career choices through the CGU.	Career management and soft skills are essential attributes in the graduate profile, therefore, has been integrated into the programme. Faculty coordinator liaises with CGU activities empowering students for their future endeavors.	<ul style="list-style-type: none"> • Graduate profile • Appointment of CGU coordinator • Action plan of CGU • FB Minutes on CGU and Soft skills society events • Soft skills society activities • Active Citizen programme • Orientation Programme schedules 	<ul style="list-style-type: none"> • 6.16.1 • 6.16.2 • 6.16.3 • 6.16.4 • 6.16.5 • 6.16.6 • 6.16.7
6.17	The learning experience is enhanced through opportunities such as	The faculty is in close collaboration with industries, therefore the Industrial training, which is a partial requirement of the degree	<ul style="list-style-type: none"> • Student HB showing programme structure 	<ul style="list-style-type: none"> • 6.17.1

Self-Evaluation Report (SER)

	industrial placement/ internships/ work-based placements.	programme, is well supported. In addition, practical sessions of many field-based course units, and undergraduate research expose students to relevant industries.	<ul style="list-style-type: none"> • Industrial training log Books • Sample academic transcripts • Annual industrial placements • Industrial visits • Research placements • Continuation of the training as employment 	<ul style="list-style-type: none"> • 6.17.2 • 6.17.3 • 6.17.4 • 6.17.5 • 6.17.6 • 6.17.7
6.18	The Faculty/ Institute has internalized the policies on gender equity and equality and ensures that there is no direct or indirect sex discrimination/ harassment.	As a policy, Faculty ensures gender equity and equality for both staff and students. Gender-based discrimination/ harassment has not been reported so far.	<ul style="list-style-type: none"> • Internal circulars on GEE • FB minutes adopting university policies • Questionnaire based survey on “Prevention of sexual and gender-based harassment” • List of office bearers in student societies • Practical and field work groups • Student groups in exams • Orientation programme • Senate/ FB minutes showing Student awardees • Recruitment evaluation forms 	<ul style="list-style-type: none"> • 6.18.1 • 6.18.2 • 6.18.3 • 6.18.4 • 6.18.5 • 6.18.6 • 6.18.7 • 6.18.8 • 6.18.9

Self-Evaluation Report (SER)

6.19	The Faculty/ Institute regularly and systematically gathers relevant information about the satisfaction of students with the teaching programmes/ courses offered and support services and the information is used in improvement.	Effectiveness and quality of teaching is regularly monitored through students' feedback and tracer studies. Appropriate revisions are made accordingly, and monitored and evaluated through IQAC.	<ul style="list-style-type: none"> • Sample Student feedback • Online student feedback • Students Satisfaction Survey Reports • Tracer study reports • FB minutes on feedback results and improvements • Discussions on feedback results • Minutes of IQAC • Implementation of changes 	<ul style="list-style-type: none"> • 6.19.1 • 6.19.2 • 6.19.3 • 6.19.4 • 6.19.5 • 6.19.6 • 6.19.7 • 6.19.8
6.20	The Faculty/Institute is proactive in counseling the students to facilitate their progression from one level of a programme to another and for qualifying for an award and employment/advanced study.	The faculty maintains a formal system of student counselling from the enrollment stage to graduation stage. Even after the graduation, they are guided and supported to be successful in competitive awards and to find advanced studies and appropriate employment.	<ul style="list-style-type: none"> • Student HB showing counselling mechanism • Appointments and TOR of counsellors • Orientation Programme schedules • Evidence on counselling activities • Student satisfactory survey • Sample recommendation letters • Employer survey reports • China Sri Lanka joint postgraduate 	<ul style="list-style-type: none"> • 6.20.1 • 6.20.2 • 6.20.3 • 6.20.4 • 6.20.5 • 6.20.6 • 6.20.7 • 6.20.8

Self-Evaluation Report (SER)

<p>6.21</p>	<p>The Faculty/Institute facilitates the students who do not complete the programme successfully to settle with the fall back options available.</p>	<p>Faculty guides and facilitates students to complete the degree within the stipulated period. Consequently, graduation rate of the Faculty is significantly high. Programme by-law does not provide fall back options, however, formulation of exit points is under discussion.</p>	<p>programme</p> <ul style="list-style-type: none"> • MOUs benefitting graduates • Graduates succeeded in higher studies • Staff trained in counselling • Programme by-law • Student HB showing graduation requirements • Student requests • FB Minutes on concessions • Senate minutes on concessions • Summary graduation rate • Senate memo on exit point • By-law review committee minutes • FB Minutes on by-law review 	<ul style="list-style-type: none"> • 6.20.9 • 6.20.10 • 6.20.11 • 6.21.1 • 6.21.2 • 6.21.3 • 6.21.4 • 6.21.5 • 6.21.6 • 6.21.7 • 6.21.8 • 6.21.9 • 6.22.1 • 6.22.2 • 6.22.3 • 6.22.4
<p>6.22</p>	<p>The Faculty/Institute regularly monitors retention, progression, completion/ graduation rates, employment rates and per student cost in</p>	<p>Faculty ensures a higher retention rate by taking all measures to monitor progression, completion, graduation and, employment rates and taking remedial actions where necessary. Thereby, per student cost is compensated reasonably by producing a skillful and</p>	<ul style="list-style-type: none"> • Annual enrollment rate • Requests for increasing student intake • Student requests for retention • Retention rate of students 	<ul style="list-style-type: none"> • 6.22.1 • 6.22.2 • 6.22.3 • 6.22.4

Self-Evaluation Report (SER)

	relation to national targets where available, and remedial measures taken where necessary.	professional graduate.	<ul style="list-style-type: none"> • Annual graduation rate • Convocation Book • Tracer Study reports • Annual budget reports and relevant comparisons • Graduates succeeded in higher studies • Graduates obtaining scholarships/fellowships/ internships • Employer feedback reports 	<ul style="list-style-type: none"> • 6.22.5 • 6.22.6 • 6.22.7 • 6.22.8 • 6.22.9 • 6.22.10 • 6.22.11
6.23	Faculty/Institute promptly deals with students' complaints and grievances, and deliver timely responses.	Timely responses for students' suggestions, complaints and are given to student representatives of the FB. Deputy Proctor and the Disciplinary Committee conduct enquiries on complaints. In addition, Student Request Board appointed by the FB deals with students' complaints and grievances once the requests are made. Anonymous complaints/ suggestions also can be made through the complaints/ suggestions box placed at the faculty. Faculty members are always open for students to meet	<ul style="list-style-type: none"> • Student representation at FB • FB Minutes responding to grievances • Appointment of Deputy Proctor and the Disciplinary Committee • Appointment of Student Request Board • Student Request Board reports • Senate decisions • Complaints/ suggestions box • Sample emails to academics 	<ul style="list-style-type: none"> • 6.23.1 • 6.23.2 • 6.23.3 • 6.23.4 • 6.23.5 • 6.23.6 • 6.23.7 • 6.23.8

Self-Evaluation Report (SER)

		face to face or via other contact devices, and listen to their grievances.		
6.24	The Faculty networks with alumnus and encourage alumnus to assist students in preparing for their professional future.	Faculty Alumni Association is well functional, and in close contact with the Faculty. Upon request as well as voluntarily alumni extend support for students in preparing for their future endeavors.	<ul style="list-style-type: none"> • FB Minutes on Alumni matters • Constitution of Alumni Association • Faculty weblink for Alumni Association • Faculty requests for alumni support • Evidence on support of alumni 	<ul style="list-style-type: none"> • 6.24.1 • 6.24.2 • 6.24.3 • 6.24.4 • 6.24.5
<p>Summary</p> <p>The Faculty ensures a student-friendly administrative and academic support and the conducive environment through the FOFMSTMIS and LMS, besides the faculty Website. The Faculty gets feedback regarding the learning support needs and methods of delivery, and constantly responds to student complaints. Newly enrolled students are made aware of all necessary academic and administrative information and the facilities available, through the 'Orientation Programme' and the Student HB. Through CGU, the students are provided with co-curricular activities and equipped with career management skills. Besides the up-to-date records on the student progress, the faculty gathers information about the student satisfaction of the study programme and takes actions to rectify situations.</p>				

3.7. Criterion 7: Student Assessment and Awards

No.	Standard	Claim of the degree of internalization of Best Practices and level of achievement of Standards	Documentary Evidence to Support the Claim	Code No. of the Document
7.1	Assessment strategy of student learning is considered as an integral part of programme design, with a clear relation between assessment tasks and the programme outcomes.	Detailed curriculum indicates the assessment strategy of each Course Unit aligned with intended learning outcomes. Curriculum map clearly shows the articulation of assessment tasks in achieving programme outcomes.	<ul style="list-style-type: none"> • Programme Outcomes • Detailed curriculum showing assessment strategies • By-law showing assessment methods • Curriculum map • Sample question papers • Examination time table 	<ul style="list-style-type: none"> • 7.1.1 • 7.1.2 • 7.1.3 • 7.1.4 • 7.1.5 • 7.1.6
7.2	Assessment strategy is aligned to specified qualification/level descriptors of the SLQF and SBS and requirements of professional bodies.	The programme offered by the Faculty is at the SLQF Level 6, and assessment strategies are aligned accordingly. Even though SBS are yet to be formulated, programme is aligned with national policies and requirements of professional bodies.	<ul style="list-style-type: none"> • Student HB showing programme structure • Detail curriculum • Curriculum map • Senate minutes adopting SLQF • IQAC minutes on SLQF compliance 	<ul style="list-style-type: none"> • 7.2.1 • 7.2.2 • 7.2.3 • 7.2.4 • 7.2.5

Self-Evaluation Report (SER)

			<ul style="list-style-type: none"> • Sample exam papers aligned with ILOs • Sample theses • Sample academic transcripts • Discussions on SBS matters • National policy documents/ mandates of professional bodies 	<ul style="list-style-type: none"> • 7.2.6 • 7.2.7 • 7.2.8 • 7.2.9 • 7.2.10
7.3	The Faculty/Institute has procedures for designing, approving, monitoring and reviewing the assessment strategies for programmes (incorporating all aspects of training including industrial training, clinical training etc.) and awards.	CDC incorporate inputs from all academic members in designing and reviewing assessment strategies of the programme, which has been shaped up by the IQAC, FB and IQAU, and approved through proper channels.	<ul style="list-style-type: none"> • CDC appointment and TOR • CDC meeting records • IQAC minutes related to assessment strategies • FB minutes related to assessment strategies • Senate minutes approving assessment strategies • Programme by-law • Examination manual • Industrial training log books • Student HB showing assessment strategies 	<ul style="list-style-type: none"> • 7.3.1 • 7.3.2 • 7.3.3 • 7.3.4 • 7.3.5 • 7.3.6 • 7.3.7 • 7.3.8 • 7.3.9

Self-Evaluation Report (SER)

			<ul style="list-style-type: none"> • Examination attendance sheets indicating Eligibility • Evaluation criteria for the awards 	<ul style="list-style-type: none"> • 7.3.10 • 7.3.11
7.4	The Faculty/Institute reviews and amends assessment strategies and regulations periodically as appropriate and remains fit for purpose.	CDC, by-law review committee and IQAC of the Faculty review and amend assessment strategies and regulations periodically, whenever appropriate.	<ul style="list-style-type: none"> • CDC appointment and TOR • CDC meeting records • By-law committee appointments • Records on review of By-law and examination criteria • Student HB showing examination criteria • FB minutes on amending assessment criteria • IQAC minutes on amending assessment criteria • IQAC minutes on Examination Manual 	<ul style="list-style-type: none"> • 7.4.1 • 7.4.2 • 7.4.3 • 7.4.4 • 7.4.5 • 7.4.6 • 7.4.7 • 7.4.8
7.5	The Faculty/Institute ensures the weightage relating to different	The detailed curriculum describes the weightages allocated to different	<ul style="list-style-type: none"> • Detailed curriculum • Examination manual 	<ul style="list-style-type: none"> • 7.5.1 • 7.5.2

Self-Evaluation Report (SER)

	components of assessments are specified in the programme/course specifications.	aspects of the assessments, and is displayed in the Student HB and MIS.	<ul style="list-style-type: none"> • Programme by-law • Student HB showing assessment weightage 	<ul style="list-style-type: none"> • 7.5.3 • 7.5.4
7.6	The Faculty/Institute adopts policies and regulations governing the appointment of both internal and external examiners and provides them with clear ToRs.	Faculty strictly follow the policies and regulations accepted by the university, which are available in the TOR and examination manual.	<ul style="list-style-type: none"> • C forms for appointing examiners • FB minutes appointing examiners • Senate Minutes approving examiners • Appointment letters with TOR to Internal and External Examiners • Examination manual on appointing examiners • External moderator appointment letters 	<ul style="list-style-type: none"> • 7.6.1 • 7.6.2 • 7.6.3 • 7.6.4 • 7.6.5 • 7.6.6
7.7	Faculty ensures that the reports from external examiners are considered by	Faculty considers external examiners' reports/ evaluation in finalizing the results.	<ul style="list-style-type: none"> • Sample final results sheets • External examiners' marking on papers 	<ul style="list-style-type: none"> • 7.7.1 • 7.7.2

Self-Evaluation Report (SER)

	the examination board in finalizing the results.		<ul style="list-style-type: none"> • External examiners' report • Appointments of External examiners for final year research • External examiners evaluation on theses • Final mark sheets signed by external examiner • External evaluations in industrial training log books 	<ul style="list-style-type: none"> • 7.7.3 • 7.7.4 • 7.7.5 • 7.7.6 • 7.7.7
7.8	Students are assessed using published criteria, regulations, and procedures that are adhered to by the staff and communicated to students at the time of enrollment / recruitment.	Student HB and MIS provide criteria, regulations, and procedures related to assessments. This information is communicated to students at the time of enrollment as well as throughout the programme.	<ul style="list-style-type: none"> • Student HB • Distribution of Student HB at the enrollment • Faculty weblink to HBs • MIS link to detailed curriculum • Orientation Programme schedule • Notices on MIS and noticeboards 	<ul style="list-style-type: none"> • 7.8.1 • 7.8.2 • 7.8.3 • 7.8.4 • 7.8.5 • 7.8.6

Self-Evaluation Report (SER)

7.9	The Faculty/Institute ensures that staff involved in assessing the students are competent to undertake their roles and responsibilities and have no conflict of interest.	Examination matters are handled by the HoD and FB recommended senior academics qualified in the relevant subject. Assessing for awards is necessarily done by a FB/ Senate appointed committees to avoid conflicts of interest.	<ul style="list-style-type: none"> • CCPDHE Programme outline • Certificates for completion of the CCPDHE • Sample appointment letters of academics • Criteria for appointing examiners • Exam manual • C-form for appointing examiners • FB minutes on appointing examiners • Result Verification board records • FB minutes on verification of marks • Committees for student awards • FB minutes on student awards 	<ul style="list-style-type: none"> • 7.9.1 • 7.9.2 • 7.9.3 • 7.9.4 • 7.9.5 • 7.9.6 • 7.9.7 • 7.9.8 • 7.9.9 • 7.9.10 • 7.9.11
7.10	Appropriate arrangements/adjustments/ facilities are made available by	Faculty evaluates the provisions for students with temporary disabilities whenever necessary since permanently	<ul style="list-style-type: none"> • Records of Student Requests Board • FB minutes approving special 	<ul style="list-style-type: none"> • 7.10.1 • 7.10.2

Self-Evaluation Report (SER)

	the Faculty/Institute regarding examination requirements for students with disabilities wherever relevant.	disabled students have not applied for the programme so far. Faculty provides assistance in assessments/ adjustments and other arrangements for students who have accidentally become disabled after enrolment.	arrangements	
7.11	Students are provided with regular, appropriate and timely feedback on formative assessments to promote effective learning and support the academic development of students.	Formative assessment is an integral part of the programme, and students are provided with feedback of such assessments to support the academic development of students.	<ul style="list-style-type: none"> • Detailed curriculum • Programme By-law • Examination manual • Assessment marks on LMS/ Noticeboards • Sample Online assessments records • Feedback sent to students 	<ul style="list-style-type: none"> • 7.11.1 • 7.11.2 • 7.11.3 • 7.11.4 • 7.11.5 • 7.11.6
7.12	The Faculty/Institute adopts well defined marking scheme, various forms of internal second marking (open marking, blind marking) and procedures for	Faculty strictly follows exam regulations in marking summative assessments. During the setting, all the questions along with marking schemes are moderated by external examiners.	<ul style="list-style-type: none"> • Exam manual • Mark verification/scrutinization guidelines • Moderations by external examiners 	<ul style="list-style-type: none"> • 7.12.1 • 7.12.2 • 7.12.3

Self-Evaluation Report (SER)

	<p>recording and verifying marks etc, to ensure transparency, fairness and consistency.</p>	<p>First marking is further verified by second marking, and upon student's request consistency is assured by a mark verification board. Results are further verified at the results board, and records are maintained under DR/ examination.</p>	<ul style="list-style-type: none"> • Sample Marking schemes and questions • FB minutes appointing examiners • Sample Mark sheets • Sample answer scripts with first and second marking • Second Examiner's report • Result verification request forms • Result verification records • FB minutes on verification results • Result board attendance • Evidence on result submission 	<ul style="list-style-type: none"> • 7.12.4 • 7.12.5 • 7.12.6 • 7.12.7 • 7.12.8 • 7.12.9 • 7.12.10 • 7.12.11 • 7.12.12 • 7.12.13
7.13	<p>Graduation requirements are ensured in the degree certification process and the transcript accurately reflects the</p>	<p>Faculty ensures fulfillment of all graduation requirements, and they are reflected in the academic transcript.</p>	<ul style="list-style-type: none"> • Student HB • Programme by-law • Sample individual result sheet with graduation requirements • Sample academic transcripts 	<ul style="list-style-type: none"> • 7.13.1 • 7.13.2 • 7.13.3 • 7.13.4

Self-Evaluation Report (SER)

	stages of progression and student attainments.		<ul style="list-style-type: none"> Detailed certificate given to student 	<ul style="list-style-type: none"> 7.13.5
7.14	A complete transcript indicating the courses followed, grades obtained and the aggregate GPA/grades, and class (where appropriate) is made available to all students at graduation.	Academic transcript issued by the University essentially displays all the courses followed, grades obtained, cumulative GPA and the class awarded along with the effective date of the degree.	<ul style="list-style-type: none"> Sample Academic Transcripts 	<ul style="list-style-type: none"> 7.14.1
7.15	Examination results are documented accurately and communicated to students within the stipulated time.	Examination results are submitted to DR/ examination within the stipulated time in standard format. Submitted results are well documented, and released centrally after the approval of Results Board and the Senate. Approved results are made available for students via noticeboard and MIS.	<ul style="list-style-type: none"> Sample result sheets Calling of Results Board Signature page of Mark Sheet Book Result Board attendance Results displayed on noticeboard and MIS Call for verification of results (feedback) Sample verification request forms 	<ul style="list-style-type: none"> 7.15.1 7.15.2 7.15.3 7.15.4 7.15.5 7.15.6 7.15.7

Self-Evaluation Report (SER)

			<ul style="list-style-type: none"> • FB/ Senate minutes on result verification 	<ul style="list-style-type: none"> • 7.15.8
7.16	The Faculty ensures that the degree awarded and the name of the degree complies with the guidelines (qualification descriptor), credit requirements and competency levels (level descriptor) detailed in the SLQF.	Programme complies with SLQF Level 6, and the naming of the degree has been done accordingly.	<ul style="list-style-type: none"> • Student HB showing SLQF Level and programme structure • UGC hand book showing SLQF Level • IQAC minutes on naming of the degree • FB minutes on naming of the degree • Senate minutes on SLQF matters • Sample academic transcript 	<ul style="list-style-type: none"> • 7.16.1 • 7.16.2 • 7.16.3 • 7.16.4 • 7.16.5 • 7.16.6
7.17	The Faculty/Institute ensures the implementation of examination by laws including those on academic misconduct, and strictly enforces them according to the institutional policies and procedures, in a timely manner.	Faculty strictly adheres to established programme by-law with examination guidelines. Academic/ Examination misconducts are not tolerated, and actions are taken in a timely manner following well established guidelines.	<ul style="list-style-type: none"> • Programme By-law • Student HB showing examination criteria • Exam manual • Code of conduct 	<ul style="list-style-type: none"> • 7.17.1 • 7.17.2 • 7.17.3 • 7.17.4

Self-Evaluation Report (SER)

			<ul style="list-style-type: none"> • Sample reports/ forms on misconduct, provided by Exam Supervisor • FB minutes on misconducts • Records on examination offences • Senate minutes on examination offences/ punishments • Faculty reports on completion of all requirements for awarding degree by individual student 	<ul style="list-style-type: none"> • 7.17.5 • 7.17.6 • 7.17.7 • 7.17.8 • 7.17.9
<p>Summary</p> <p>The study programme complies with the guidelines on qualification descriptors and credit requirements described in the SLQF guideline. Assessment policy is described in the by-law of the programme, and detailed curriculum describes the formative and summative assessment requirements which had been considered at the time of the curriculum designing. All the assessment requirements are communicated to students at the time of enrollment.</p>				

3.8. Criterion 8: Innovative and Healthy Practices

No.	Standards	Claim of the production of internationally accredited graduates through Best Practices and level of achievement of Standards	Documentary Evidence to Support the Claim	Code No. of the Document
8.1	The Faculty/Institute has established and operates ICT-based platform (i.e. VLE/LMS) to facilitate multi-mode teaching delivery and learning.	LMS is well functional as a delivery mode in teaching and learning. Recently, distance education methods were incorporated using Zoom and Ms365 platforms. In addition, Faculty uses more than 20 software packages as delivery platforms in relevant subject areas.	<ul style="list-style-type: none"> • Individual LMS accounts of academics • Sample LMS accounts of students • Screenshots of Zoom lectures • Screenshots of Ms365 lectures • Time Table allocation for Use of Computer pool • FB minutes on rearranging the available facilities in the Computer pool • Records of LMS usage by students • Individual user accounts for different software • Screenshots of software usage • Student feedback on ICT platforms 	<ul style="list-style-type: none"> • 8.1.1 • 8.1.2 • 8.1.3 • 8.1.4 • 8.1.5 • 8.1.6 • 8.1.7 • 8.1.8 • 8.1.9 • 8.1.10

Self-Evaluation Report (SER)

8.2	The Faculty / Institute encourages the staff and students to use OER to supplement teaching and learning.	The academic staff of the faculty use, and students are directed to utilize open resource journals, research articles, videos, open source software packages and other sources during their lectures.	<ul style="list-style-type: none"> • Sample lecture notes • Sample YouTube videos used • Usage of open source software • Maps downloaded from google earth for teaching/examination • Google maps in students' dissertations • Weblinks given to students in lectures • OER uses in student assignments 	<ul style="list-style-type: none"> • 8.2.1 • 8.2.2 • 8.2.3 • 8.2.4 • 8.2.5 • 8.2.6 • 8.2.7
8.3	The Faculty/Institute recognizes complementarity between academic training, research and development (R&D), innovations, and industry engagement as core duties of academics.	Faculty has identified the importance between academic training, research and development, innovations and industry engagement. Student projects are also linked to outside institutes to enhance industry engagement.	<ul style="list-style-type: none"> • FB minutes on academic training • FMST Website showing academic achievements • Senate minutes on national/international recognitions • FB minutes on joint organization of SLAFAR 25th anniversary sessions 	<ul style="list-style-type: none"> • 8.3.1 • 8.3.2 • 8.3.3 • 8.3.4

Self-Evaluation Report (SER)

			<ul style="list-style-type: none"> • Proceedings of SLAFAR 25th anniversary sessions • Proceedings of 15th Academic Sessions of UoR organized by the Faculty • Website of 15th Academic Sessions of UoR • UoR newsletter on achievements • FB minutes on achievements • International research grant recipients • TURIS research grant recipients • Faculty Research grant recipients • Research collaborations • University Annual Reports • Faculty weblinks to Google Scholar accounts • FB minutes on National services • Project reports/appreciation letters/appointment letters on national/ international involvements 	<ul style="list-style-type: none"> • 8.3.5 • 8.3.6 • 8.3.7 • 8.3.8 • 8.3.9 • 8.3.10 • 8.3.11 • 8.3.12 • 8.3.13 • 8.3.14 • 8.3.15 • 8.3.16 • 8.3.17
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Self-Evaluation Report (SER)

8.4	<p>The Faculty/Institute has established coordinating and facilitating mechanisms for fostering research and innovation and promoting community and industry engagement.</p>	<p>Community and industry engagements are integral parts of the programme, fostering research and innovation abilities of students especially through field studies, final year research and industrial training. Further, academic staff involve students into their ongoing national/ international research projects and industrial collaborations. In addition, Faculty has established a Technology Transfer Cell to promote community and industry engagement.</p>	<ul style="list-style-type: none"> • University cooperate plan • Faculty strategic plan • Appointment letters for industry engagement • R&D Committee recommendations • Faculty research grants • National/ international research grants • Joint publications with students • Patents on student research • FB minutes on Ethical Review Committee • Ethical review Committee appointments • TTC appointments/ records • FB minutes on TTC • Workshops conducted for community • Appreciation letters from stakeholders • UoR annual reports 	<ul style="list-style-type: none"> • 8.4.1 • 8.4.2 • 8.4.3 • 8.4.4 • 8.4.5 • 8.4.6 • 8.4.7 • 8.4.8 • 8.4.9 • 8.4.10 • 8.4.11 • 8.4.12 • 8.4.13 • 8.4.14 • 8.4.15
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Self-Evaluation Report (SER)

			<ul style="list-style-type: none"> • Web notices on outreach activities 	<ul style="list-style-type: none"> • 8.4.16
8.5	The Faculty/Institute implements reward system to encourage academics for achieving excellence in research and outreach activities.	<p>Vice Chancellor's Award give due recognition for excellence in research and outreach activities of academics, annually. Faculty Research grants, transport facilities and travel grants, and publication charges are other essential supports. Academics are appreciated at FB and Senate, and highlighted in annual reports and newsletter of UoR.</p>	<ul style="list-style-type: none"> • VC awards guideline • VC awardees • FB minutes on awards/ outreach activities • Senate minutes on awards/ outreach activities • Faculty Research grants • International travel grants • Research committee recommendations • Vehicle running charts/Approved vehicle forms • Payments approved for travel and publication • Annual Reports • UoR newsletter 	<ul style="list-style-type: none"> • 8.5.1 • 8.5.2 • 8.5.3 • 8.5.4 • 8.5.5 • 8.5.6 • 8.5.7 • 8.5.8 • 8.5.9 • 8.5.10 • 8.5.11
8.6	The study programme contains an undergraduate	Undergraduate research project is a compulsory component of the degree	<ul style="list-style-type: none"> • Student HB showing programme structure 	<ul style="list-style-type: none"> • 8.6.1

Self-Evaluation Report (SER)

	<p>research project as a part of the teaching and learning strategy and encourages students to disseminate the findings.</p>	<p>programme. Faculty encourages students to publish their findings at academic fora/ journals. Nevertheless, students disseminate the new knowledge practically at relevant industries.</p>	<ul style="list-style-type: none"> • Programme by-law • Sample academic transcripts • Sample theses • Appointment of supervisors/co-supervisors • Appointment of examiners for thesis evaluation • Guideline for final year research and preparation of thesis • Thesis and presentation evaluation forms • Sample research logbooks • Publications based on theses • Sample Abstracts presented • Industrial applications based on final year research 	<ul style="list-style-type: none"> • 8.6.2 • 8.6.3 • 8.6.4 • 8.6.5 • 8.6.6 • 8.6.7 • 8.6.8 • 8.6.9 • 8.6.10 • 8.6.11 • 8.6.12
8.7	<p>The study programme contains an ‘industrial’ attachment/training as a part of the teaching and learning</p>	<p>Industrial Training module is compulsory for final year students, and, is operationalized through formal partnerships. In addition, many course</p>	<ul style="list-style-type: none"> • Student HB showing course structure • Programme by-law • Sample academic transcripts 	<ul style="list-style-type: none"> • 8.7.1 • 8.7.2 • 8.7.3

Self-Evaluation Report (SER)

	<p>strategy; it is operationalized through formal partnerships with ‘industrial’ establishments/organizations</p>	<p>modules offer practical experience at various industries.</p>	<ul style="list-style-type: none"> • IQAC minutes on credit value for Industrial Training • FB/ Senate minutes on credit value for Industrial Training • Industrial training evaluation of <i>viva-voce</i> • Industrial training log book • List of industrial training placements • Duty list of Management Assistant handling industrial training placements • Field training at different industries • Sample field training reports by students 	<ul style="list-style-type: none"> • 8.7.4 • 8.7.5 • 8.7.6 • 8.7.7 • 8.7.8 • 8.7.9 • 8.7.10 • 8.7.11
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Self-Evaluation Report (SER)

8.8	<p>The Faculty/Institute has established and operationalized strong links with various international, national, governmental and non-governmental agencies and industries, and uses such linkages to build the reputation of the institution and expose students to the ‘world of work’ and to promote staff and student exchange.</p>	<p>The Faculty has signed a number of MoUs with local and foreign institutes which are important for exposing students to the ‘world of work’ and to promote staff and student exchange. Academic staff holding positions at national/ international institutes, and other collaborations with research and industry also bring reputation.</p>	<ul style="list-style-type: none"> • FB minutes on MOUs • Summary of MOUs with Foreign Universities/ Faculties • Activities done under MOUs • Summary on collaborations with local agencies and activities done • Annual gold medals offered to students by international institutes • Facilities received through collaborations • National/ international research projects • Staff/ student exchange • Joint Research publications • Placements of staff at national/ international institutes 	<ul style="list-style-type: none"> • 8.8.1 • 8.8.2 • 8.8.3 • 8.8.4 • 8.8.5 • 8.8.6 • 8.8.7 • 8.8.8 • 8.8.9 • 8.8.10
8.9	<p>The Faculty/Institute has diversified its sources of income to complement the grants received through</p>	<p>Academics involve in many national/ international research projects which bring significant additional capital to the Faculty. As income-generating activities, Faculty</p>	<ul style="list-style-type: none"> • National/ international research projects • Equipment received through research projects 	<ul style="list-style-type: none"> • 8.9.1 • 8.9.2

Self-Evaluation Report (SER)

	Government by engaging in income-generating activities.	operates a Service Laboratory, rents research vessel, auditorium and offers training through diving unit.	<ul style="list-style-type: none"> • HR development through research projects • Service laboratory registration • Establishment of Diving Unit • Income-generation through Service laboratory • Income-generation through research vessel and auditorium • Income used for purchasing laboratory equipment 	<ul style="list-style-type: none"> • 8.9.3 • 8.9.4 • 8.9.5 • 8.9.6 • 8.9.7 • 8.9.8
8.10	The Faculty/Institute practices a credit-transfer policy in conformity with institutional policies that allows its students to transfer credits to another Faculty/ Institute or submit credits earned from another Institute to the Faculty concerned.	Mechanism to transfer credits internationally with the European Credit Transfer System has already been established. At present, Faculty has initiated to implement a joint degree programme with the Faculty of Management and Finance that involves transferring of credits.	<ul style="list-style-type: none"> • International Credit Transfer System • IQAU records on International Credit Transfer System • Senate minutes on International Credit Transfer System • International students received credits • FB minutes on joint degree programme 	<ul style="list-style-type: none"> • 8.10.1 • 8.10.2 • 8.10.3 • 8.10.4 • 8.10.5

Self-Evaluation Report (SER)

			<ul style="list-style-type: none"> • Minutes of the committee developing joint degree programme • Stakeholder meeting on joint degree programme 	<ul style="list-style-type: none"> • 8.10.6 • 8.10.7
8.11	<p>The Faculty/Institute promotes students and staff engagement in a wide variety of co-curricular activities such as social, cultural and aesthetic pursuits, community and industry-related activities, etc., and such pursuits are well supported with physical, financial and human resources.</p>	<p>Faculty supports a wide array of co-curricular activities that improve social, cultural and aesthetic pursuits by students. Faculty has number of subject-relevant student societies that organize diverse activities giving opportunities themselves to tighten community and industry-relations.</p>	<ul style="list-style-type: none"> • FB minutes on appointments of activity coordinators • Fund allocations for co-curricular activities • FB minutes on co-curricular activities • Registration of student societies • FMST media unit/ Facebook account • Evidence on news letter • Student Magazines • Social communications made jointly with industry • Student innovations offered to industries • Education Exhibitions 	<ul style="list-style-type: none"> • 8.11.1 • 8.11.2 • 8.11.3 • 8.11.4 • 8.11.5 • 8.11.6 • 8.11.7 • 8.11.8 • 8.11.9 • 8.11.10

Self-Evaluation Report (SER)

			<ul style="list-style-type: none"> • YouTube documentaries for community awareness • Book donations to schools • Beach cleaning programmes • Invitations related to cultural activities • SLUG logo creation • FB Minutes on winners/ awardees • Winners in IFDLC • Publications of orations • Winners in Vocal and Instrumental Music competition • Winners in Inter Faculty Drama competition 	<ul style="list-style-type: none"> • 8.11.11 • 8.11.12 • 8.11.13 • 8.11.14 • 8.11.15 • 8.11.16 • 8.11.17 • 8.11.18 • 8.11.19 • 8.11.20
8.12	Faculty/Institute encourages student participation at regional/national level competitions (such as IQ, innovation, sports, general	Faculty encourages student participation at regional/national level competitions all the time, and support by appointing academic coordinators where necessary. Student achievements are further considered for	<ul style="list-style-type: none"> • FB minutes on appointments of coordinators • FB minutes on achievements • Annual budget allocations for student activities 	<ul style="list-style-type: none"> • 8.12.1 • 8.12.2 • 8.12.3

Self-Evaluation Report (SER)

	knowledge, etc.) and rewards outstanding performers.	rewarding at Vice Chancellor's and Dean's Awards schemes.	<ul style="list-style-type: none"> • Rewarding Payments for participants • Subsistence for international travel • Certificates for participation • Students participation in innovation competitions • VC/Dean's awards guidelines • List of VC/Dean's awardees • SLUG awardees 	<ul style="list-style-type: none"> • 8.12.4 • 8.12.5 • 8.12.6 • 8.12.7 • 8.12.8 • 8.12.9 • 8.12.10
8.13	The academic standards of the study programme is assured through regular revision of curriculum, close monitoring of its implementation and use of external examiners for moderation and second marking.	Faculty maintains academic standards by regular revisions of curriculum, and monitoring implementations through IQAC. Appointment of external examiners, moderation, and second marking are healthy practices essentially maintained by the Faculty.	<ul style="list-style-type: none"> • CDC appointments • IQAC minutes on revisions • Adaptation of SLQF guidelines in curriculum revision • FB minutes on revisions • Senate minutes on revisions • Stakeholders' meeting on revisions • Curriculum revision documents • FB Appointments of second marking/ external Examiners • FB Appointment of moderators 	<ul style="list-style-type: none"> • 8.13.1 • 8.13.2 • 8.13.4 • 8.13.5 • 8.13.6 • 8.13.7 • 8.13.8 • 8.13.9 • 8.13.10

Self-Evaluation Report (SER)

			<ul style="list-style-type: none"> • Sample moderated papers • Sample mark sheets • Sample answer scripts 	<ul style="list-style-type: none"> • 8.13.11 • 8.13.12 • 8.13.13
8.14	The Faculty/Institute implements a mechanism for the students who do not complete the programme successfully to exit at a lower level with a diploma or certificate, depending on level of attainment (fallback option).	Faculty is in the process of implementing an exit point for the students who are not competent in completing an honours degree.	<ul style="list-style-type: none"> • FB minutes on exit points • Senate approved Exit point proposal • Senate Minutes on exit points • By-law Committee minutes • FB minutes on By-law revisions 	<ul style="list-style-type: none"> • 8.14.1 • 8.14.2 • 8.14.3 • 8.14.4 • 8.14.5
<p>Summary:</p> <p>Faculty reviews the curriculum considering stakeholders comments. Importance of final year research and industrial training components to be sustained via numerous supportive mechanisms, have been identified. Hence, the scholarly achievements of students are recognized at official forums and consider for awarding both undergraduates and academics. Also, faculty has strengthened its collaborations with several local and foreign institutes to enhance its capacity. The students and staff jointly organize a range of cultural, aesthetic, sport and religious functions those have become regular items of the annual activity calendar, and students achievements are highlighted at official forums and considered for awards.</p>				

Section 4: Summary

The establishment Faculty of Fisheries and Marine Sciences & Technology as the first of its kind in the state university system of Sri Lanka, is a historical milestone. The first batch of students enrolled in 2006, graduated in 2011 with 50% of them having classes. It was a strong foundation for the Faculty that by year 2019, nine batches of students have graduated, and joined to serve the nation. Of them, 20% either have completed or are following postgraduate programmes around the world. The best practices, supportive organizational structure and management extended towards that academic excellence of the Faculty is summarized in following paragraphs.

The organizational structure of the Faculty is an effective management and monitoring system which consists of Dean, FB, three Departments and an array of statutory and ad-hoc committees. The well-established student welfare service of the University, student support systems, policies, criteria and guidelines related to student discipline, examinations, SGBV and GEE are facilitating smooth functioning of degree programmes and comforting student life throughout. The FMS degree Programme is conducted by 27 well-qualified academic staff members with the support of 59 other academic supportive, administrative and non-academic staff members working on temporary or permanent basis. SDC conducts mandatory training programmes for newly recruited academic staff, and other ad hoc training programmes to improve their career life. Also, there are mechanisms for providing additional training for non-academic staff. Apart from routine promotions and annual increments, mechanisms are in place to distinguish, appreciate and award outstanding achievements of staff members.

Newly constructed building complex of the Faculty has been well planned in order to allocate space for almost every aspect including laboratories, lecture halls, office rooms, museum, auditorium etc. Some laboratories and spaces are still need to be furnished and arranged for

specified purposes. Other assets such as aquaria, wet-labs, marine research station and research vessel provide more opportunities to get hands-on experience essentially needed for the programme, and add glamour to the Faculty.

The FMS degree programme has been developed with the consultation of expert reviewers and external stakeholders, and being continuously reviewed through CDC following various mechanisms. ILOs of the courses are realistic, achievable and match with the SLQF-based graduate profile, and the national policies and global trends in the subject area. The OBE and SCL are encouraged in the teaching and learning process under each course unit. Courses such as essays/ seminars, dissertation research and industrial training are specifically introduced to promote OBE and SCL. Also, the degree programme focuses on developing competencies in English language, soft skills, ICT, library skills and lifesaving skills. IQAC of the Faculty is continuously involving in curriculum development, monitoring and improving the quality of the programme and the process. Student feedback and peer evaluation are considered to improve the quality of teaching and learning process. Academic accountability and workload model is a good practice for recognizing the efforts of academics, and to distribute the workload among them in an equitable manner.

Academic calendar, semester timetables and examination time tables are prepared by a FB appointed committee, communicating with all relevant parties prior to the commencement of the semester. Faculty follows the examination manual for conducting the examinations by competent staff ensuring the transparency and consistency throughout. Moderation of question papers, second marking, consideration of external evaluators' views where applicable, formal results boards and verification of marks have been internalized into the assessment protocol.

Faculty ensures a student-friendly administrative and academic environment by identifying requirements, acquiring necessary infrastructure and human resources, conducting well-

Self-Evaluation Report (SER)

planned orientation programme, facilitating student counselling service and support services, adopting student code of conduct and disciplinary procedures and monitoring the whole system continuously. Faculty website, MIS, LMS and student hand book provide all valuable tools and sources of information. Learning experience is enriched with a range of co-curricular and extracurricular activities, career guidance programmes and stimulates passion for life-long learning. In terms of cultural, aesthetic, sport and religious aspects, a wide array of functions are jointly organized by the staff and the students annually. Students those who excel in extracurricular activities are recognized and rewarded.

Faculty maintains a strong research culture through numerous mechanisms i.e. by providing faculty research grants, increasing number of publications based on undergraduate research projects, organizing university academic sessions and hosting symposia of external professional bodies, recognizing and rewarding research achievements of both undergraduates and academics, setting of a research committee and research ethics committee, establishing strong collaborations with local and international partners and by providing facilities to attend local and international scientific sessions. By all these healthy practices, Faculty improves the learning environment of students, and the working environment of the staff towards a common goal to be the centre of excellence in Fisheries Science, Marine Science and Water Technology education and research in Sri Lanka.

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Annex I**Non-academic staff at each department supported in PR process**

Name	Position
Dean's Office	
Mrs. KGCA Bandarathileke	Senior Assistant Registrar
Mrs. WAL Madushika	System Analyst
Mr. MS Manamperi	Technical Officer
Mrs. K Palliyaguruge	Management Assistant
Mrs. RGL Roshani	Management Assistant
Mr. WGV Nilanka	Management Assistant
Mr. LB Chandralal	Office Assistant
Mrs. KGM Sujeewani	Office Assistant
Mr. AN Balasinghe	Office Assistant
FAQ	
Mr. WUL Lanerolle	Aquaculturist
Mr. LANT Weerasinghe	Technical Officer
Mr. KGA Nirmal	Management Assistant
Mr. AKJ Kumara	Laboratory Assistant
Mr. PRDS Bandara	Laboratory Assistant
Mr. N Abeysinghe	Laboratory Assistant
Mr. AM Dissanayake	Office Assistant
LIM	
Mr. AL Jayasiri	Technical Officer
Mr. AV Priyantha	Laboratory Assistant
Mr. BM Prasanna	Laboratory Assistant
Mr. R Kumara	Laboratory Assistant
Mr. MD Prasad	Office Assistant
OCG	
Mr. AHR Samantha	Technical Officer
Mrs. MB Kulasinghe	Management Assistant
Mr. KGA Sampath	Laboratory Assistant
Mr. GB Prageeth	Laboratory Assistant
Mr. YKCD Kumara	Laboratory Assistant
Mr. HAI Prasad	Office Assistant

Annex II

Timeline of meetings conducted on Zoom platform to compile SER during Covid-19 lockdown period

Meeting No.	Date	Meeting ID
1	06-Apr-20	762 365 761
2	10-Apr-20	633 435 656
3	12-Apr-20	834 150 367
4	17-Apr-20	694 6588 7758
5	20-Apr-20	647 7811 4678
6	21-Apr-20	655 4297 5425
7	22-Apr-20	629 2355 5071
8	23-Apr-20	698 8108 8055
9	24-Apr-20	620 2503 1319
10	25-Apr-20	692 5844 0122
11	26-Apr-20	643 6252 0587
12	28-Apr-20	643 5726 9547
13	30-Apr-20	638 7234 7971
14	01-May-20	668 9346 1384
15	02-May-20	691 8712 8083
16	03-May-20	651 4231 0853
17	15-May-20	650 3510 0819
18	18-May-20	626 7003 0236
19	19-May-20	688 1497 9291
20	20-May-20	624 6855 2830
21	21-May-20	642 0266 9032
22	22-May-20	659 7656 6983
23	23-May-20	695 2930 1508
24	24-May-20	691 8819 4191
25	25-May-20	699 4607 2833
26	29-May-20	686 5902 8142
27	30-May-20	610 3683 7699
28	31-May-20	682 6823 6534
29	01-Jun-20	630 2094 2651
30	08-Jun-20	610 5129 4536

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