



POSTGRADUATE INSTITUTE OF SCIENCE UNIVERSITY OF PERADENIYA



MPhil/PhD Programme Guide



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POSTGRADUATE INSTITUTE OF SCIENCE

University of Peradeniya, Sri Lanka



MPhil/PhD PROGRAMME GUIDE

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Contents

1. Classification of MPhil and PhD Students	05
2. Programme Structure	06
2.1. Graduate Profile.....	06
2.2. Graduate Attributes.....	07
2.3. Programme Learning Outcomes.....	12
2.4. Process Flowchart.....	14
2.5 MPhil Programme Qualifiers by Board of Study.....	15
2.6 PhD Programme Qualifiers by Board of Study.....	15
3. Course Content Framework for MPhil and PhD Degree Programmes	16
3.1. Introduction	16
3.2. Objectives of the Course Contents.....	17
3.3. Minimum and Maximum Duration for MPhil Programme.....	17
3.4. Core Course Modules (Compulsory – 8 Credits).....	19
3.5. Minimum and Maximum Duration for PhD Program.....	42
3.6. Core Course Modules (Compulsory – 02 Credits).....	45
4. Admission Requirements	54
4.1. Overall Progression Pathways within Sri Lanka Qualifications Framework.....	54
4.2. Admission Requirements for MPhil Degree Programme.....	55
4.3. Admission Requirements for PhD Programme.....	55
5. Application Procedure	58
6. Processing of Applications	59
7. Registration Process and Related Matters	60
7.1. Date of Registration.....	60
7.2. Continuation of Registration.....	60
7.3. Concurrent Registration.....	60
7.4. Withdrawal from a Programme.....	60
7.5. Readmission.....	60
7.6. Amendments to Registration.....	61
7.7. Postponement of Registration.....	61
7.8. Cancellation of Registration.....	61
7.9. Leave of Absence from the Programme.....	61
7.10. Registration for Examinations.....	62
8. Requirements for the Completion of Degree	62

8.1. Research Proposal.....	62
8.2.Course Work.....	62
8.2.1. Course Work Requirements.....	62
8.3.Research Work.....	63
8.3.1. Research Work Requirements.....	63
8.3.2. Research Work and Supervisors.....	63
8.3.3. Guidelines on Conduct of Research.....	64
8.3.3.1.Half-yearly Progress Review of Research Work.....	64
8.3.3.2.Initial Submission of Thesis.....	64
8.3.3.3.Thesis Defense.....	65
8.3.3.4.Final Submission of the Thesis.....	66
8.3.4. Publication Requirement.....	66
8.3.5. Resolving Conflicts.....	67
9. <u>Evaluation of MPhil/PhD Degree Programmes</u>	67
9.1. Research Proposal Evaluation.....	67
9.2.Course Work Evaluation.....	68
9.3. Research Work Evaluation.....	69
9.3.1. Progress Review Seminar.....	69
9.3.2. Thesis Evaluation.....	70
9.3.3. Thesis Defense Examination.....	71
10. <u>Upgrade from a Lower SQLF Level to a Higher SLQF Level</u>	72
10.1 Transfer from MSc to MPhil.....	72
10.2 Transfer from MPhil to PhD.....	72
11. PhD Qualifier Review.....	73
11.1 Timing of the Qualifier Review.....	73
11.2 Minimum and Maximum Duration for PhD Programme.....	74
11.3 Components of the Qualifier Review.....	74
11.4 Composition of the Qualifier Review Panel.....	75
11.5 Evaluation Criteria.....	75
11.6 Outcomes of the Review.....	75
12. <u>Requirements for the Award of the MPhil/PhD Degree</u>	76
12.1. Award of the MPhil Degree.....	76
12.2. Award of the PhD Degree.....	76
13. <u>Criteria for the Effective Date of the MPhil/PhD Degree</u>	76
14. <u>Release of MPhil/PhD Results</u>	78
15. <u>Transcripts and Academic Dress</u>	78
15.1. Transcripts.....	78
15.2. Academic Dress.....	79

16. <u>Regulations for Conducting Examinations</u>	79
16.1. General Rules for Course Work Examinations (in-person)	79
16.1.1. Entering and Leaving the Examination Hall.....	79
16.1.2. Proof of Identity of the Candidate.....	80
16.1.3. Authorized Materials.....	81
16.1.4. Unauthorized Materials.....	81
16.1.5. Discipline at the Examination Centre.....	81
16.2. Guidelines for Remote/Online Examinations	83
16.2.1. Guidelines for Supervisors.....	83
16.2.2. Guidelines for Students.....	84
16.3. Examination Offences	86
16.3.1. Copying.....	86
16.3.2. Cheating.....	87
16.3.3. Disorderly conduct at the examination.....	87
16.3.4. Impersonation.....	87
16.3.5. Unauthorized assistance.....	87
16.3.6. Scientific misconduct.....	88
16.3.7. Any other offence.....	88
16.4. The procedure of reporting and Inquiry of Examination Offence/ Offences	88
16.4.1. The procedure of reporting offence/offences.....	88
16.4.2 Procedure of an Inquiry of Examination Offences Reported.....	89
16.5. Punishment for Examination Offences	89
16.5.1. Possession of unauthorized materials.....	89
16.5.2. Copying.....	90
16.5.3. Cheating.....	90
16.5.4. Removing examination stationery and other material provided for the examination.....	90
16.5.5. Disorderly conduct in examination.....	90
16.5.6. Impersonation.....	90
16.5.7. Violation of Examination Rules.....	91
16.5.8. Unauthorized Assistance.....	91
16.5.9. Scientific Misconduct.....	91
16.5.10. Aiding and abetting in the commission of any of the above examination offences.....	91
16.5.11. Common regulations.....	92
16.6. Imposing Punishment/s and Appealing against Punishments	92
16.7. Definitions and Interpretations	93
16.8. Monitoring the Examinations Process	97
16.9. Related Acts, Policies, Rules, Regulations and Key Circulars	97
Annexures	98

MPhil/ PhD PROGRAMME GUIDE

The PGIS offers postgraduate research study programmes leading to the Degrees of Master of Philosophy (MPhil) at SLQF level 11, and Doctor of Philosophy (PhD) at SLQF level 12, which involve research in selected areas of study. A candidate may register for an MPhil/PhD study programme in a chosen field of study with the approval of the relevant Board of Study.

1. Classification of MPhil and PhD Students

A student registering for a MPhil/PhD study programme in the PGIS shall be required to pursue his/her studies at a University, research institute, or any other recognized institution under the guidance of a supervisor/s appointed by the PGIS.

Full-time and part-time students

A **full-time student** shall be a person duly registered for an MPhil/PhD study programme and engaged in research and related activities at least during the regular working hours of the week. According to SLQF guidelines, a full-time research student should spend 3000 notional hours¹ per year for research and related activities. Therefore, those employed are required to obtain leave of absence from their workplaces to be eligible for registration under this category. Those who are unable to fulfill the above requirement are advised to register as part-time students.

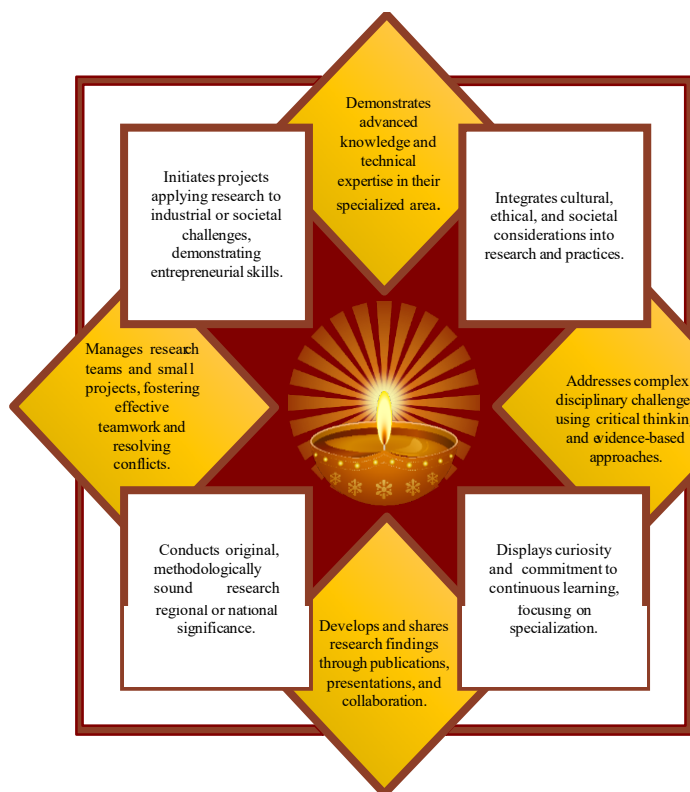
A **part-time student** shall be a person duly registered for an MPhil/PhD degree programme who spends **at least 1500 notional hours per year on research and related activities.**

¹ Notional learning hours include direct contact hours with teachers and trainers, time spent in self learning, preparation for assignments, carrying out assignments and assessments.

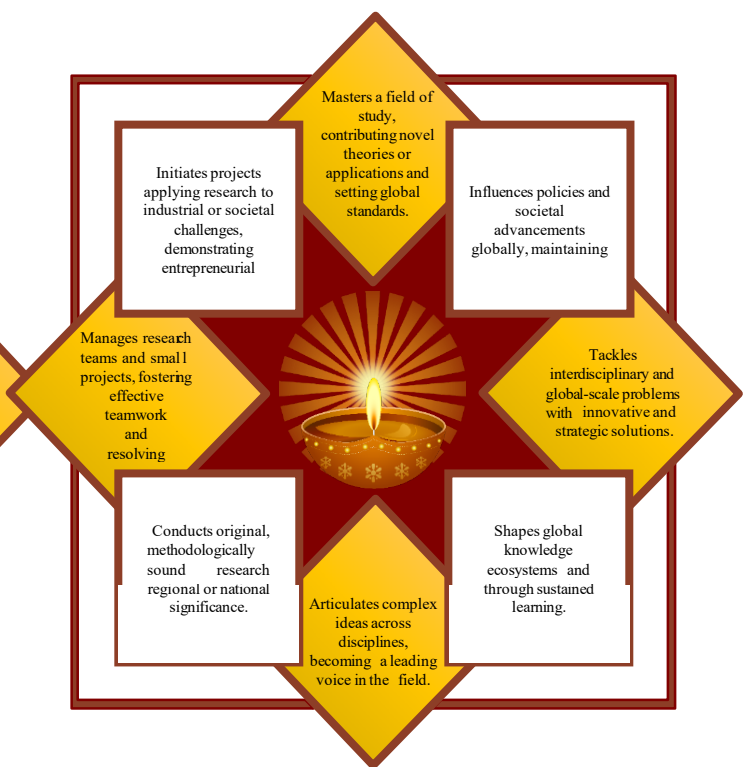
2. Programme Structure

2.1. Graduate profile

Graduate Profile for MPhil (SLQF Level 11)



Graduate Profile for PhD (SLQF Level 12)



Postgraduate institute of science (PGIS) graduate is symbolized by the oil lamp and the qualities of a graduate through its radiant flame, illuminating knowledge, perseverance, and enlightenment in their journey of education.

- **Illumination:** Just like an oil lamp casts light in darkness, a graduate enlightens others with their acquired knowledge and expertise.
- **Rays:** The rays of the oil lamp represent the graduate's ability to shine and spread their knowledge and skills to others, through their work, communication, and leadership.
- **Endurance:** Similar to how an oil lamp burns steadily, a graduate demonstrates resilience, determination, and the ability to persevere through challenges.
- **Light:** The light of the oil lamp represents the graduate's impact on the world, through their contributions, innovations, and positive influence on others.
- **Guidance:** Just as an oil lamp provides guidance in the dark, a graduate serves as a beacon of inspiration, guiding and mentoring others in their pursuit of success.

The Yellow boxes represent the bright and positive attitude of the graduate, while the white boxes represent their ethical and moral values. Together, these features make the graduate a well-rounded and responsible professional, who contributes to society and makes a positive impact on the world.

Maroon color box around to represent the affiliation of the graduate with the mother university (University of Peradeniya), which is the institution that has recognized and supported the postgraduate institute where the graduate has completed their advanced studies. The use of maroon color signifies the strong connection and appreciation that the graduate has for the mother university, and acknowledges the pivotal role that the university has played in enabling their academic and professional growth.

2.2. Graduate Attributes

Graduate attributes are designed in-line with the Sri Lanka Qualifications Framework (SLQF).

Graduate Profile Attributes for MPhil (SLQF Level 11)

MPhil graduates exhibit the following attributes, building upon SLQF Level 10 competencies to achieve advanced proficiency in research, problem-solving, and leadership:

1. Proficient Expertise and Entrepreneurial Vision:

- a) Demonstrates advanced theoretical and practical knowledge in their respective fields, contributing innovative insights and advancements.
- b) Possesses the technical and methodological expertise necessary for pioneering research.
- c) Identifies and develops innovative solutions that create value in academic, industrial, or societal contexts.

2. Advanced Researcher and Adaptable Problem Solver:

- a) Designs and executes significant research projects using robust methodologies, making
- b) Meaningful contributions to their discipline.
- c) Excels in analyzing, synthesizing, and presenting complex information.
- d) Demonstrates adaptability and resilience in navigating evolving research environments and challenges.

3. Effective Communicator and Knowledge Sharer:

- a) Clearly conveys complex ideas to academic and non-academic audiences.

- b) Produces high-quality publications and delivers impactful presentations.
- c) Engages in mentorship and technological empowerment by sharing knowledge and fostering collaboration.

4. Lifelong Learner and Sustainability Advocate:

- a) Engages in self-directed learning and stays updated with field developments.
- b) Reflects on and refines practices for continuous professional growth.
- c) Integrates sustainable practices into research and decision-making processes.

5. Leader and Global Collaborator:

- a) Leads small research teams and fosters a collaborative environment.
- b) Develops networking skills and establishes early international research connections.
- c) Actively engages in global and cross-disciplinary collaborations.

6. Ethically Responsible and Socially Engaged Individual:

- a) Upholds high ethical standards in research and professional conduct.
- b) Actively contributes to societal well-being through responsible research practices and community involvement.

7. Policy and Industry Engagement:

- a) Begins applying research findings to address societal, industrial, or policy challenges.
- b) Engages with industries and policymakers to translate research into practice.

8. Holistic and Strategic Problem Solver:

- a) Addresses complex problems with critical, evidence-based thinking to develop practical solutions.
- b) Makes strategic decisions that align with long-term sustainable goals.

Alignment of MPhil Program Learning Outcomes (PLOs) with Graduate Profile Attributes

Program Learning Outcome (PLO)	Aligned MPhil Graduate Profile Attribute(s)	Justification / Explanation
1. Enhance research and methodology skills by critically analyzing specialized research literature and applying advanced concepts.	1 & 2	Demonstrates methodological and theoretical mastery essential for advanced-level research.
2. Efficiently apply practical skills to solve complex research problems with innovation and creativity.	1 & 8	Applies advanced technical knowledge and innovation to develop impactful solutions.

3. Publish and communicate research findings effectively to diverse academic and non-academic audiences.	3	Highlights the ability to disseminate research widely and effectively.
4. Demonstrate leadership and collaborative skills in team-based research and professional contexts.	5	Emphasizes leadership and teamwork in both academic and interdisciplinary settings.
5. Conduct scientific hypothesis testing with self-direction, originality, and rigor.	2 & 6	Demonstrates autonomous, ethical, and rigorous research practice.
6. Guide and supervise research activities with effective decision-making and ethical responsibility.	5 & 6	Reflects growing responsibility in mentoring and ethical leadership roles.
7. Excel in transferable skills and information literacy, including research data management and digital tool utilization.	1 & 4	Demonstrates skills in digital and information literacy necessary for modern research.
8. Adapt to changing environments with strategic judgment, positive attitudes, and a strong sense of social responsibility.	2 & 6	Shows resilience, adaptability, and ethical engagement with research in dynamic contexts.
9. Set long-term goals balancing personal growth and societal contributions.	4 & 8	Reflects integration of personal development with sustainable, strategic objectives.
10. Pursue continuous professional development through independent and lifelong learning.	4	Supports growth mindset and proactive professional enhancement through self-directed learning.

PhD Graduate Profile Attributes (SLQF Level 12)

PhD graduates exemplify the highest level of academic and research expertise, surpassing MPhil expectations to lead global initiatives and make significant field advancements:

1. Research Leadership and Entrepreneurial Innovation:

- a) Leads groundbreaking interdisciplinary research projects with global impact.
- b) Pioneers innovative solutions, shaping global research trends.
- c) Demonstrates entrepreneurial vision by identifying opportunities for research commercialization and societal impact.

2. Global Networking and Strategic Influence:

- a) Establishes and sustains extensive international research collaborations.
- b) Influences global research agendas and contributes to scientific policy development.
- c) Leads initiatives that align research outputs with sustainable and strategic goals.

3. Academic and Strategic Leadership:

- a) Leads academic departments, directs research funding priorities, and formulates national/global research strategies.
- b) Provides policy advice to governments, NGOs, and industries based on research insights.

4. Mentorship and Educational Impact:

- a) Mentors emerging researchers and junior faculty, nurturing future scholars.
- b) Designs and enhances academic curricula at national and international levels.
- c) Promotes technological empowerment and knowledge sharing.

5. Effective and Visionary Communicator:

- a) Engages diverse audiences with clarity, enhancing public understanding of complex scientific issues.
- b) Produces landmark publications and delivers influential keynote speeches globally.

6. Holistic and Sustainable Problem Solver:

- a) Applies critical and creative thinking to address multifaceted, real-world challenges.
- b) Makes evidence-based decisions with societal and environmental considerations.

7. Ethical and Socially Responsible Leader:

- a) Exemplifies ethical behavior and integrity in all research and professional activities.
- b) Actively engages in civic responsibilities and promotes social justice through research initiatives.

8. Policy, Industry, and Societal Impact:

- a) Translates theoretical research into practical, actionable solutions with tangible societal benefits.
- b) Collaborates with industries to drive innovation and foster economic growth.

Alignment of PhD Programme Learning Outcomes (PLOs) with Graduate Profile Attributes

PhD Programme Learning Outcome (PLO)	Aligned PhD Graduate Profile Attribute(s)	Justification / Explanation
1. Contribute original research to their field, demonstrating critical reading, analytical skills, and mastery of specialized knowledge through proficient use of research techniques.	1 & 6	Reflects independent, high-level research generation and solution-oriented scholarship.

2. Effectively disseminate research findings to diverse academic and non-academic audiences via high-quality publications and presentations.	5 & 8	Demonstrates high-impact communication and influence on broader communities and policy.
3. Exhibit responsibility and leadership in academic, professional, and research settings.	4 & 7	Aligns with guiding others, shaping research environments, and modeling ethical conduct.
4. Conceive, design, and execute complex research projects, making informed judgments and offering creative insights into challenging problems.	1 & 6	Demonstrates strategic and creative research design at the global frontier.
5. Supervise and guide original research autonomously, demonstrating initiative and academic rigor.	4	Reflects core mentoring and curriculum development capacity at national/international levels.
6. Demonstrate proficiency in transferable skills and information literacy, including data management and analysis.	6	Ensures graduates can use data and digital tools effectively in multidisciplinary contexts.
7. Lead research teams and foster social and professional engagement, promoting collaboration and interdisciplinary research.	2 & 4	Builds and sustains collaborative research networks and team leadership globally.
8. Adapt strategically to changing environments, exhibiting positive attitudes and a strong commitment to social responsibility.	7	Demonstrates ethical adaptability in complex, real-world and dynamic environments.
9. Set long-term personal and societal goals, aligned with scholarly and ethical values.	3 & 7	Reflects strategic academic foresight and commitment to ethical responsibility.
10. Pursue continuous professional development through independent and collaborative learning to solve emerging problems innovatively.	1 & 12	Embodies lifelong learning, collaborative inquiry, and innovative problem-solving.

2.3. Programme Learning Outcomes

The PGIS has adopted SLQF to set out the programme learning outcomes.

MPhil Programme Learning Outcomes Mapped Against SLQF Competencies

S.No	Programme Learning Outcomes	SLQF Competencies
1	Enhance research and methodology skills by critically analyzing specialized research.	1, 2
2	Efficiently apply practical skills in problem-solving with creativity.	2, 5
3	Publish and communicate findings effectively to diverse audiences.	3, 4
4	Demonstrate leadership and teamwork skills in professional and academic contexts.	4, 5
5	Conduct scientific hypothesis testing with self-direction and originality.	1, 2
6	Guide and supervise research and make effective decisions.	4, 6
7	Excel in transferable skills and information literacy for data management and digital tools.	6, 7
8	Adapt to changing environments with strategic judgment, positive attitudes, and social responsibility.	9, 10
9	Set long-term goals in personal and societal contexts.	8, 9,11,12
10	Pursue continuous professional development through independent learning.	6, 9, 11,12
1. Subject / Theoretical Knowledge, 2. Practical Knowledge and Application, 3. Communication, 4. Teamwork and Leadership, 5. Creativity and Problem Solving, 6. Managerial and Entrepreneurship, 7. Information Usage and Management, 8. Networking and Social Skills, 9. Adaptability and Flexibility, 10. Attitudes, Values and Professionalism, 11. Vision for Life, 12. Updating Self / Lifelong Learning		

PhD Programme Learning Outcomes Mapped Against SLQF Competencies

S. No.	Programme Learning Outcomes	SLQF Competencies
1	Contribute original research with critical reading, analytical skills, and mastery of specialized knowledge.	1, 2
2	Effectively disseminate research findings through publications and presentations.	3, 7
3	Exhibit responsibility and leadership in professional and academic settings.	4, 10
4	Conceive, design, and execute complex research projects with informed judgment and creativity.	2, 5
5	Supervise and guide original research with autonomy and initiative.	4, 6
6	Demonstrate proficiency in transferable skills, information literacy, and data management.	6, 7
7	Lead teams, promote social and professional engagement, and foster collaborative research.	4, 7
8	Strategically adapt to changing environments demonstrating positive attitudes and social responsibility.	9, 10
9	Set long-term goals aligned with personal growth and societal impact.	8, 9, 11,12
10	Pursue continuous professional development through independent and collective learning for innovative problem solving.	6, 9,11,12
<p>1. Subject / Theoretical Knowledge, 2. Practical Knowledge and Application, 3. Communication, 4. Teamwork and Leadership, 5. Creativity and Problem Solving, 6. Managerial and Entrepreneurship, 7. Information Usage and Management, 8. Networking and Social Skills, 9. Adaptability and Flexibility, 10. Attitudes, Values and Professionalism, 11. Vision for Life, 12. Updating Self/ Lifelong Learning</p>		

2.4. Process Flowchart

The process flowchart for the completion of degrees is illustrated in **Figure 1**. Please refer Sections 7 and 8 for details.

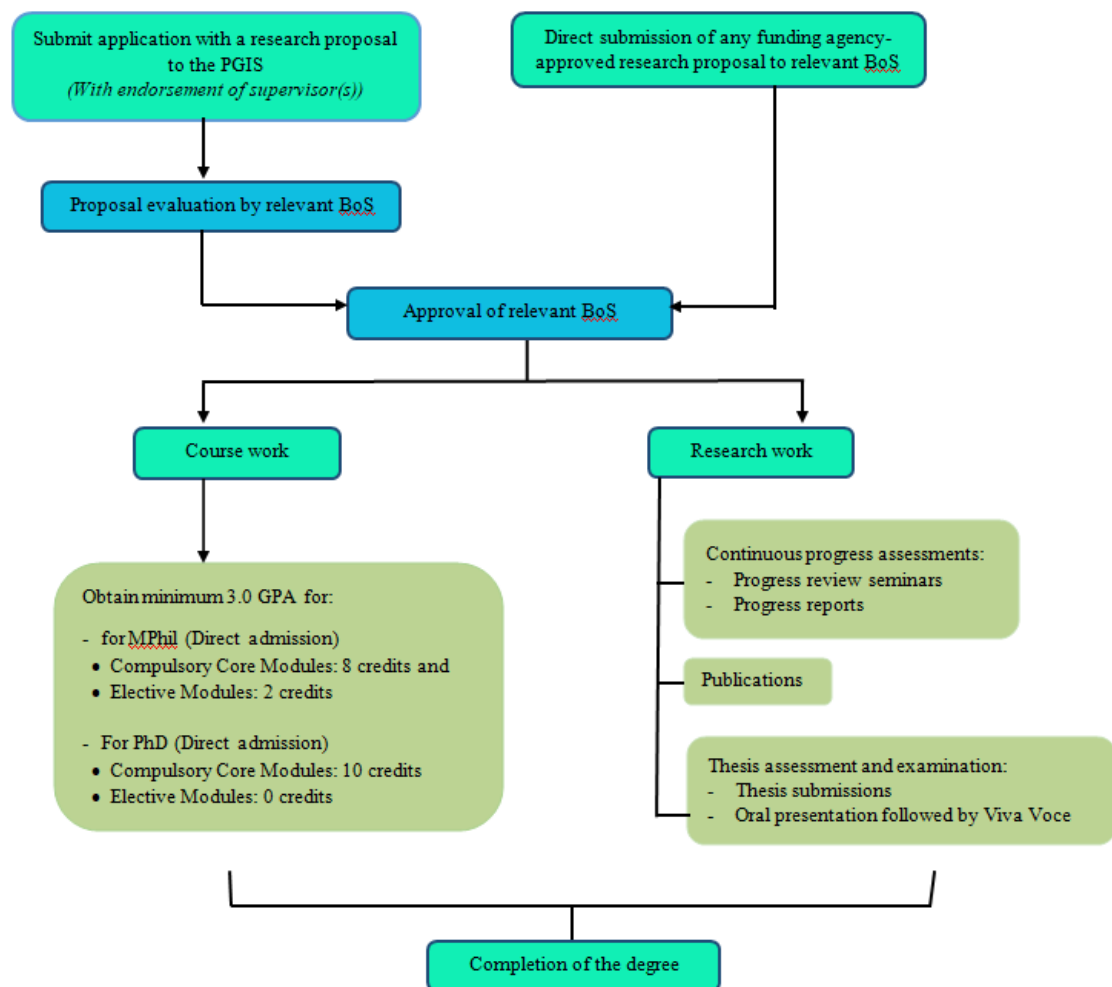


Figure 1: Process flowchart for the completion of degrees

In compliance with the SLQF requirements for higher education, MPhil and PhD, the degrees offered by the PGIS have the following credit requirements for full-time registrants.

Degree	SLQF Level	Credit Requirement
MPhil	SLQF L11	60 Credits (Research) + 10 Credits (Course work requirement)
PhD	SLQF L12	90 Credits (Research) + 10 Credits (Course work requirement)

2.5 MPhil Degree Programme Qualifiers by Board of Study

MPhil Degree Programme Qualifiers by Board of Study			
	Board of Study / Department	Offered Degree Programme (Qualification Title)	Approved Abbreviation
1	Board of Study in Biochemistry and Molecular Biology	MPhil in Biochemistry and Molecular Biology	MPhil in BioChem & MB
2	Board of Study in Biomedical Science	MPhil in Biomedical Biology	MPhil in Biomed Bio
3	Board of Study in Chemical Sciences	MPhil in Chemical Science	MPhil in Chem Sci
4	Board of Study in Earth Sciences	MPhil in Earth Science	MPhil in Earth Sci
5	Board of Study in Environmental Science	MPhil in Environmental Science	MPhil in Envi Sci
6	Board of Study in Mathematics	MPhil in Mathematics	MPhil in Maths
7	Board of Study in Physics	MPhil in Physics	MPhil in Physics
8	Board of Study in Plant Sciences	MPhil in Plant Science	MPhil in Plant Sci
9	Board of Study in Science Education	MPhil in Science Education	MPhil in Sci Edu
10	Board of Study in Statistics and Computer Science	MPhil in Statistics and Computer Science	MPhil in Stats & CS
11	Board of Study in Zoological Sciences	MPhil in Zoological Science	MPhil in Zool Sci

2.6 PhD Degree Programme Qualifiers by Board of Study

PhD Degree Programme Qualifiers by Board of Study			
	Board of Study / Department	Offered Degree Programme (Qualification Title)	Approved Abbreviation
1	Board of Study in Biochemistry and Molecular Biology	PhD in Biochemistry and Molecular Biology	PhD in BioChem & MB
2	Board of Study in Biomedical Science	PhD in Biomedical Biology	PhD in Biomed Bio

3	Board of Study in Chemical Sciences	PhD in Chemical Science	PhD in Chem Sci
4	Board of Study in Earth Sciences	PhD in Earth Science	PhD in Earth Sci
5	Board of Study in Environmental Science	PhD in Environmental Science	PhD in Envi Sci
6	Board of Study in Mathematics	PhD in Mathematics	PhD in Maths
7	Board of Study in Physics	PhD in Physics	PhD in Physics
8	Board of Study in Plant Sciences	PhD in Plant Science	PhD in Plant Sci
9	Board of Study in Science Education	PhD in Science Education	PhD in Sci Edu
10	Board of Study in Statistics and Computer Science	PhD in Statistics and Computer Science	PhD in Stats & CS
11	Board of Study in Zoological Sciences	PhD in Zoological Science	PhD in Zool Sci

3. Course Content Framework for MPhil and PhD Degree Programmes

3.1. Introduction

The MPhil and PhD programmes at the Postgraduate Institute of Science (PGIS), University of Peradeniya, are structured in accordance with the guidelines of the Sri Lanka Qualifications Framework (SLQF), ensuring academic rigour, relevance, and alignment with national and global standards of postgraduate education. These programmes are designed to cultivate advanced research capabilities, critical thinking, scholarly communication, ethical responsibility, and leadership competencies in their respective disciplines.

This document outlines the course contents of the MPhil (SLQF Level 11) and PhD (SLQF Level 12) programmes formulated in alignment with the **Programme Learning Outcomes (PLOs)** and **Graduate Profile Attributes** stipulated under the SLQF. It serves as a strategic framework for curriculum design, facilitating the development of graduates capable of contributing to knowledge advancement, policy development, industry innovation, and sustainable societal transformation.

3.2. Objectives of the Course Contents

1. Align with SLQF Standards:

To ensure that the curriculum adheres to the academic standards, outcome expectations, and competency levels specified in the SLQF for MPhil and PhD programmes.

2. Operationalize Programme Learning Outcomes (PLOs):

To translate the defined PLOs into a structured and coherent set of courses and research activities that systematically build knowledge, skills, and attitudes.

3. Integrate Graduate Attributes:

To incorporate the graduate profile attributes.

4. Foster Research Excellence and Innovation:

To enable students to engage in independent, original, and impactful research that addresses complex scientific, societal, and industrial problems.

5. Promote Lifelong and Transformative Learning:

To encourage self-directed learning, critical reflection, and the pursuit of continuous professional development.

6. Ensure Relevance and Responsiveness:

To produce individual that respond to evolving disciplinary trends, national priorities, global challenges, and stakeholder needs.

7. Support Graduate Employability and Societal Contribution:

To enhance students with transferable skills, entrepreneurial thinking, and collaborative capabilities for success in academia, industry, and the public sector.

3.3. Minimum and Maximum Duration for MPhil Programme

A. Full-Time Registration

Pathway	Entry Requirements	Min. Duration	Max. Duration
I. Direct Registration Direct Registration (SLQF Level 6 or equivalent)	BSc Honours Degree or equivalent (SLQF Level 6, GPA \geq 3.0). ; if GPA < 3.0, the candidate is required to pass a qualifying examination	2 years total	4 years
II. Master's Degree (SLQF Level 9 → New Application)	Completed Master's Degree at SLQF 9 in a relevant field	2 years total	
III Master's Degree (SLQF Level 10 → New Application)	Completed Master's at SLQF 10 in relevant field	1.5 years total	

IV. Upgrade from MSc (SLQF Level 10) → MPhil	Full-time MSc candidate may apply for an upgrade after the mid-year progress review.	1 .5 years total (w.e.f. date of Mid Review Progress Presentation)	
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B. Part-Time Registration

Pathway	Minimum Duration	Maximum Duration
I. Direct Registration (BSc Honours Degree or equivalent (SLQF Level 6, GPA ≥ 3.0); <i>if GPA < 3.0, the candidate is required to pass a qualifying examination</i>)	3 years total	6 years
II. Masters (SLQF Level 9) → MPhil (New Application)	3 years total	
III. Masters (SLQF Level 10) → MPhil (New Application)	3 years total	
IV. Transferred from MSc (SLQF Level 10) → MPhil (No part-time MSc and a student may request an upgrade at the mid-year progress review)	2.5 years total (w.e.f. date of Mid Review Progress Presentation)	

C. Total Credits: 70

Component	Category / Sub-component	Credits	Notional Hours	Remarks / Description
I. Course work Requirement	Total Coursework	10	500	Coursework requirement to be fulfilled separately for the MPhil programme.
	a) Compulsory Core Modules	8	400	Student must follow 8 credits worth of courses.
	b) Elective Modules	2	100	As recommended and arranged by the respective Board of Study.
II. Research Component	Research, Seminars, Supervision, and Thesis Work	60	6000	Includes research work, seminars, supervision meetings, independent study, thesis writing, conferences, and publication efforts.

Total Programme Requirement	Coursework + Research	70	6500	(6000 + 500 notional hours).
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3.4 Core Course Modules (Compulsory – 8 Credits)

- (1) MPC 1201 Advanced Research Methodology, Research Ethics and Proposal Development (2 credits)
- (2) MPC 1202 Scientific Communication and Knowledge Dissemination (2 credits)
- (3) MPC 1203 Entrepreneurship, Innovation and Policy Engagement (2 credits)
- (4) MPC 1204 Leadership, Teamwork, and Collaboration in Research (2 credits)

Programme Content:

- (1). MPC 1201 Advanced Research Methodology, Research Ethics and Proposal Development (2 credits)

ILOs Mapped Against SLQF Competencies

S. No.	Intended Learning Outcomes	SLQF Competencies
1	Formulate clear and researchable problems and hypotheses based on a critical review of existing literature and relevant theoretical frameworks.	1, 5, 10,12
2	Design appropriate qualitative and quantitative research methodologies to investigate complex scientific and societal questions.	1, 2, 5
3	Apply relevant sampling strategies and data collection techniques (including field and laboratory methods) suitable for advanced research in their discipline.	2, 7
4	Critically evaluate and select research tools and analytical methods for generating and interpreting data.	1, 2, 5
5	Demonstrate awareness of and apply ethical principles in the planning, conduct, and reporting of research, ensuring academic integrity and social responsibility.	4, 9, 10
6	Develop a coherent and feasible research proposal, integrating sound methodology and ethical considerations aligned with disciplinary standards.	1, 2, 6, 10, 11, 12
7	Critically evaluate the role of social justice, equity, and inclusion in scientific research and knowledge production.	1, 8, 10

8	Demonstrate ethical responsibility and environmental stewardship in planning and conducting research.	5, 8, 9, 10
9	Integrate sustainability principles and community engagement strategies into research design and implementation.	2, 7, 8, 9, 10
1. Subject / Theoretical Knowledge, 2. Practical Knowledge and Application, 3. Communication, 4. Teamwork and Leadership, 5. Creativity and Problem Solving, 6. Managerial and Entrepreneurship, 7. Information Usage and Management, 8. Networking and Social Skills, 9. Adaptability and Flexibility, 10. Attitudes, Values and Professionalism, 11. Vision for Life, 12. Updating Self/ Lifelong Learning		

Semester I					
Course Unit/Module/Other Code:	MPC 1201				
Course Unit/Module/Other Name:	Advanced Research Methodology, Research Ethics and Proposal Development				
Credit Value:	02				
Core/Optional	Core				
Hourly Breakdown	Theory	Practical	Research	Others	Independent Learning
	60 Notional Hrs.				40 Notional Hrs.

Course Aim/Intended Learning Outcomes:

On successful completion of this course, students will be able to:

- a) Formulate clear and researchable problems and hypotheses based on a critical review of existing literature and relevant theoretical frameworks. *(Supports Graduate Profile Attributes 1 & 2)*
- b) Design appropriate qualitative and quantitative research methodologies to investigate complex scientific and societal questions. *(Supports Graduate Profile Attributes 1 & 2)*
- c) Apply relevant sampling strategies and data collection techniques (including field and laboratory methods) suitable for advanced research in their discipline. *(Supports Graduate Profile Attributes 1 & 2)*
- d) Critically evaluate and select research tools and analytical methods for generating and interpreting data. *(Supports Graduate Profile Attributes 2)*
- e) Demonstrate awareness of and apply ethical principles in the planning, conduct, and reporting of research, ensuring academic integrity and social responsibility. *(Supports Graduate Profile Attribute 6)*
- f) Develop a coherent and feasible research proposal, integrating sound methodology and ethical considerations aligned with disciplinary standards. *(Supports Graduate Profile Attributes 1, 2 & 6)*
- g) Critically evaluate the role of social justice, equity, and inclusion in scientific research and

knowledge production. *(Supports Attributes 6, 8)*

- h) Demonstrate ethical responsibility and environmental stewardship in planning and conducting research. *(Supports Attributes 7, 8)*

Course Content: (Main Subjects, Topics, Units, Modules, Sub topics)

1. Introduction to Research

Topics / Units

- Definition and scope of research
- The research process and workflow
- Types and purposes of research
- Characteristics of scientific inquiry

2. Formulating Research Components

Topics / Units

- Identification of research problems
- Development of research objectives
- Formulation and testing of hypotheses
- Research questions and variables

3. Literature Review and Scholarly Frameworks

Topics / Units

- Purpose and importance of a literature review
- Searching and sourcing scientific literature
- Synthesizing academic content
- Theoretical and conceptual frameworks
- Identifying research gaps

4. Research Designs

Modules

- Qualitative research designs
 - a) Phenomenology, ethnography, grounded theory
 - b) Sampling, coding, thematic analysis
- Quantitative research designs
 - a) Experimental, descriptive, correlational studies
 - b) Measurement, surveys, numerical analysis
- Mixed-method approaches
 - a) Convergent, exploratory, explanatory designs
 - b) Integration and triangulation

5. Sampling Techniques and Sample Size

Topics / Units

- Probability sampling
 - a) Random, stratified, systematic, cluster
- Non-probability sampling
 - a) Convenience, purposive, snowball, quota
- Determination of sample size
- Representativeness and generalizability

6. Data Collection Methods

Modules

- Survey-based data collection
- Interviews (structured, semi-structured, unstructured)
- Fieldwork methods
- Laboratory methods and instrumentation
- Observation techniques
- Data recording protocols

7. Research Quality and Limitations

Topics / Units

- Validity (internal, external, construct)
- Reliability and reproducibility
- Measurement errors
- Limitations and delimitations

8. Research Ethics and Academic Integrity

Modules / Sub-topics

- Ethical principles in research
- Plagiarism, fabrication, falsification
- Consent and confidentiality
- Academic integrity and responsible conduct
- Justice, beneficence, non-maleficence

9. Data Analysis Planning

Topics / Units

- Qualitative analysis strategies
 - a) Thematic, content, discourse analysis
- Quantitative analysis strategies
 - a) Statistical testing and interpretation
- Selecting appropriate tools and software
- Aligning analysis with research questions

10. Scientific Proposal Development

Topics / Units

- Structure and components of a research proposal:
 - a) Title, background, rationale
 - b) Objectives, methodology, timeline
 - c) Budget, ethical clearance
- Writing style and logical flow
- Proposal review and revision

11. Equity, Diversity, and Inclusion (EDI) in Research

Topics / Units

- Concepts of fairness and representation
- Inclusive sampling considerations
- Bias reduction and reflexivity
- Cultural sensitivity in knowledge production

12. Social Responsibility in Research

Modules

- Impact-oriented research design
- Stakeholder engagement
- Researcher positionality
- Sustainability and ethical stewardship

13. International Ethical Frameworks

Topics / Units

- Belmont Report principles
- UNESCO Declaration on Bioethics & Human Rights
- Institutional codes of conduct
- Global guidelines for human subject research
- Compliance and PGIS Ethical Review Committee

Teaching /Learning Methods:

1. Teaching and learning for this course are based on an integrated, learner-centred approach designed to develop advanced research competencies, academic integrity, and proposal-writing skills. The following methods will be adopted:
2. Lectures and Interactive Discussions
 - a. Introduce fundamental and advanced concepts of research design, methodology, and ethical considerations.
 - b. Facilitate active participation and questioning.
3. Workshops / Hands-On Training
 - a. Practical application of:
 - i. Research design formulation
 - ii. Sampling methods
 - iii. Experimental design
 - iv. Data handling and statistical techniques
 - b. Development of research proposals using real-world scenarios.
4. Seminars and Critical Reading Sessions
 - a. Review and critique scientific publications.
 - b. Develop critical thinking, evaluation ability, and academic writing style.
5. Case Studies on Research Ethics
 - a. Exposure to ethical dilemmas, misconduct cases, and regulatory frameworks.
 - b. Enhances awareness of responsible conduct and compliance requirements.
6. Student Presentations
 - a. Oral presentations of literature reviews, methodologies, and preliminary proposal ideas.
 - b. Opportunities to engage in peer feedback.
7. Independent Learning
 - a. Self-directed study of primary literature, scholarly databases, and ethics guidelines.
 - b. Builds autonomy and research maturity.
8. Consultation and Academic Mentoring
One-on-one guidance from supervisors and course instructors on proposal refinement

and research integrity.

9. Use of PGIS-LMS
Access to course material, recommended readings, assignment submissions, and discussion forums.

Assessment Strategy:

1. Assessment for this course is continuous and outcome-based, designed to evaluate both theoretical understanding and practical application.
2. **Written Assignments (20% – 30%)**
 - a. Critical literature reviews
 - b. Research methodology essays
 - c. Ethical compliance reflections
3. **Case Study Analysis (10% – 20%)**
 - a. Evaluation of ethical misconduct scenarios
 - b. Identification of integrity principles and preventive measures
4. **Research Proposal Development (30% – 40%)**
 - a. Assessment of:
 - i. Problem identification
 - ii. Literature synthesis
 - iii. Methodological feasibility
 - iv. Ethical considerations
 - v. Research significance and objectives
5. **Oral Presentation / Proposal Defense (20% – 30%)**
 - a. Evaluation of:
 - i. Clarity of research plan
 - ii. Justification of methodology
 - iii. Understanding of ethical issues
 - iv. Ability to respond to reviewer comments
6. **Continuous Participation and Engagement (10%)**
 - a. Contribution to seminars
 - b. Peer review
 - c. Engagement with LMS activities

Continuous(summative) Assessment 60%	Final Formative) Assessment 40%				
Details: quizzes %, mid-term %, end course unit %, end term/year % ,other % (specify) %%	Theory (%) ...40%...	Practical (%) 	Thesis (%) 	Viva (%) 	Other (%)

.....%					
(Under Assessment Strategy)					

Any other details of Assessments:

Assessment Criteria

Student performance will be judged based on:

- a) Demonstrated understanding of research paradigms and designs
- b) Ability to formulate researchable questions and objectives
- c) Quality, accuracy, and appropriateness of chosen methodology
- d) Depth of literature evaluation and synthesis
- e) Compliance with research ethics and integrity guidelines (ERC approval requirements)
- f) Academic writing standards and referencing
- g) Quality of oral defence and scientific communication

Recommended Reading – Mandatory and Optional

(Books, E Books, Journals, Magazines, Web Based teaching material and sites):

Mandatory Reading:

1. Beauchamp, T. L., & Childress, J. F. (2019). *Principles of biomedical ethics* (8th ed.). Oxford University Press.
2. Booth, W. C., Colomb, G. G., & Williams, J. M. (2016). *The craft of research* (4th ed.). University of Chicago Press.
3. Council for International Organizations of Medical Sciences. (2016). *International ethical guidelines for health-related research involving humans* (4th ed.). CIOMS.
4. Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
5. National Academy of Sciences. (2009). *On being a scientist: A guide to responsible conduct in research* (3rd ed.). National Academies Press.
6. National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research. (1979). *The Belmont Report: Ethical principles and guidelines for the protection of human subjects of research*.
7. United Nations Educational, Scientific and Cultural Organization. (2005). *Universal Declaration on Bioethics and Human Rights*. UNESCO.
8. Shamoo, A. E., & Resnik, D. B. (2015). *Responsible conduct of research* (3rd ed.). Oxford University Press.

Optional Reading:

1. Field, A. (2018). *Discovering statistics using IBM SPSS statistics* (5th ed.). SAGE Publications.
2. Harding, S. (2015). *Objectivity and diversity: Another logic of scientific research*. University of Chicago Press.
3. Israel, B. A., Eng, E., Schulz, A. J., & Parker, E. A. (2018). *Methods in community-based participatory research for health* (2nd ed.). Jossey-Bass.
4. Kvale, S., & Brinkmann, S. (2015). *InterViews: Learning the craft of qualitative research*

interviewing (3rd ed.). SAGE Publications.

5. Leedy, P. D., & Ormrod, J. E. (2020). *Practical research: Planning and design* (12th ed.). Pearson.
6. Lohr, S. L. (2021). *Sampling: Design and analysis* (2nd ed.). Chapman & Hall/CRC.
7. Miles, M. B., Huberman, A. M., & Saldaña, J. (2020). *Qualitative data analysis: A methods sourcebook* (4th ed.). SAGE Publications.
8. Punch, K. F. (2016). *Developing effective research proposals* (3rd ed.). SAGE Publications.
9. Wong, P. T. P. (2014). *How to write a research proposal and thesis: A manual for students and researchers*. Self-published.

(2).MPC 1202 Scientific Communication and Knowledge Dissemination (2 credits)

ILOs Mapped Against SLQF Competencies

S. No.	Intended Learning Outcomes	SLQF Competencies
1	Produce clear, coherent, and well-structured academic documents, including journal articles, theses, and technical reports.	1, 3, 5
2	Design and deliver effective oral, poster, and digital presentations tailored to academic and professional audiences.	3, 5, 7
3	Communicate complex scientific ideas clearly and appropriately to non-academic audiences using accessible language and formats.	3, 5, 9, 10
4	Apply modern digital tools and platforms for effective dissemination of scientific knowledge.	3, 7,10,11,12
<p>1.Subject / Theoretical Knowledge, 2. Practical Knowledge and Application, 3. Communication, 4. Teamwork and Leadership, 5. Creativity and Problem Solving, 6. Managerial and Entrepreneurship, 7. Information Usage and Management, 8. Networking and Social Skills, 9. Adaptability and Flexibility, 10. Attitudes, Values and Professionalism, 11. Vision for Life, 12. Updating Self / Lifelong Learning</p>		

Semester I	
Course Unit/Module/Other Code:	MPC 1202
Course Unit/Module/Other Name:	Scientific Communication and Knowledge Dissemination
Credit Value:	02
Core/Optional	Core

Hourly Breakdown	Theory	Practical	Research	Others	Independent Learning
	60 Notional Hrs.				40 Notional Hrs.

Course Aim/Intended Learning Outcomes:

On successful completion of this course, students will be able to:

- a) Produce clear, coherent, and well-structured academic documents, including journal articles, theses, and technical reports. *(Supports Attributes 3, 5)*
- b) Design and deliver effective oral, poster, and digital presentations tailored to academic and professional audiences. *(Supports Attributes 3, 5, 7)*
- c) Communicate complex scientific ideas clearly and appropriately to non-academic audiences using accessible language and formats. *(Supports Attributes 3, 5)*
- d) Apply modern digital tools and platforms for effective dissemination of scientific knowledge. *(Supports Attributes 3, 7)*

Course Content: (Main Subjects, Topics, Units, Modules, Sub topics)

1. Principles of Scientific and Academic Writing

Topics / Units

- Purpose and characteristics of scholarly writing
- Clarity, coherence, and logical flow
- Academic tone and style conventions
- Avoiding bias, ambiguity, and redundancy

2. Structuring Scholarly Documents

Modules

- Journal articles
 - a) IMRaD structure (Introduction, Methods, Results, Discussion)
 - b) Abstracts, keywords, supplementary content
- Theses and dissertations
 - a) Chapters, literature review, methodology, appendices
- Technical reports
 - a) Executive summaries, data presentation, recommendations
- Grant proposals
 - a) Objectives, work packages, milestones, budgets, impact pathways

3. Oral and Poster Presentation Design

Topics / Units

- Audience engagement techniques
- Slide design, layout, and visual clarity
- Poster formatting and layout
- Presentation delivery skills (timing, voice, body language)
- Handling questions and discussions

4. Scientific Communication through Digital Media

Modules

- Short-form research videos
- Podcasts and audio dissemination
- Science communication blogs
- Social media outreach strategies
- Intellectual property considerations in digital platforms

5. Communicating with Non-Expert Audiences

Topics / Units

- Translating complex concepts into simple language
- Avoiding jargon and over-technicality
- Framing research relevance and societal value
- Community outreach and science literacy

6. Visual Communication Tools

Modules / Sub-topics

- Infographics and data visualization principles
- Figures, tables, and graphical abstracts
- Selecting appropriate digital platforms (e.g., Canva, MindtheGraph)
- Accessible visual design for diverse audiences

7. Ethics in Scientific Communication and Authorship

Topics / Units

- Authorship criteria and contribution transparency
- Avoiding plagiarism, duplication, and salami publication
- Copyright, open access, and fair use
- Responsible dissemination of sensitive findings

8. Navigating the Peer-Review and Publication Process

Modules

- Selecting appropriate journals
- Manuscript submission workflows
- Understanding peer-review feedback
- Responding to reviewers and revision strategies
- Managing rejections and resubmissions

9. Communicating Research Impact

Topics / Units

- Policy-oriented communication frameworks
- Industry engagement and knowledge transfer
- Research commercialization pathways

- Societal impact: education, environment, sustainability
- Measuring impact (citations, altimetric, media reach)

Teaching /Learning Methods:

Teaching and learning for this course are structured to develop students' ability to communicate scientific research effectively to academic, professional, and public audiences. The following methods will be employed:

1. Lectures and Interactive Discussions
 - a. Introduce foundational principles of scientific writing, communication models, academic dissemination channels, and publication standards.
 - b. Students engage in dialogue on best-practice communication strategies.
2. Workshops / Hands-On Training
 - a. Practical exercises in:
 - i. Technical writing and formatting
 - ii. Thesis structuring
 - iii. Abstract writing
 - iv. Preparing posters, reports, and research summaries
 - v. Reference management tools (e.g., Mendeley/Zotero)
3. Seminars and Oral Presentations
 - a. Students present research concepts, results, or literature reviews.
 - b. Focus on clarity, structure, body language, and audience engagement.
4. Peer Review Sessions
 - a. Students evaluate each other's drafts and presentations.
 - b. Strengthens critical appraisal and constructive feedback skills.
5. Scientific Writing Clinics
 - a. Guided practice in academic style, grammar, data visualisation, and figure/table construction.
6. Critical Reading Exercises
 - a. Analysis of high-impact scientific publications to understand:
 - i. Structure
 - ii. Argumentation
 - iii. Flow
 - iv. Citation practices
7. Communication for Non-Specialist Audiences
 - a. Training to simplify complex concepts for policymakers, media outlets, or the general public.
8. Use of PGIS-LMS
 - a. Submission of assignments, peer critiques, and access to writing guides and exemplars.
9. Supervisor Consultation
 - a. Personalised feedback on research abstracts, posters, manuscripts, and conference presentations.

Assessment Strategy:

Assessment is continuous, skill-focused, and aligned with course learning outcomes:

1. **Scientific Writing Assignment (25% – 30%)**
 - a. Students develop a structured manuscript section (introduction, methodology, results, or discussion) based on their research.
 - b. Evaluated for clarity, logic, academic tone, and referencing accuracy.
2. **Poster Presentation (15% – 20%)**
 - a. Assesses visual design, communication efficiency, and interactive defense.
 - b. Encourages concise scientific storytelling.
3. **Oral Presentation / Seminar (20% – 25%)**
 - a. Students present research findings or proposals.
 - b. Evaluated on delivery, organisation, engagement, and questioning ability.
4. **Peer Review Report (10% – 15%)**
 - a. Students critique peers’ writing or presentation.
 - b. Focus on constructive, evidence-based feedback.
5. **Communication for General Audiences (10% – 15%)**
 - a. Short news article/policy brief/science outreach piece.
 - b. Demonstrates ability to simplify complex scientific information appropriately.
6. **Continuous Participation and Engagement (10%)**
 - a. Contribution to discussions, writing clinics, and feedback activities.

Continuous(summative) Assessment 60%	Final Formative) Assessment 40%				
Details: quizzes %, mid-term %, end course unit %, end term/year % ,other % (specify) %%% (Under Assessment Strategy)	Theory (%) ...40%...	Practical (%) 	Thesis (%) 	Viva (%) 	Other (%)

Any other details of Assessments:

Assessment Criteria

Assessment will consider:

- Clarity, structure, and flow of communication
- Ability to tailor content to different audiences
- Accuracy and interpretation of scientific data
- Compliance with editorial conventions and ethics

- Effective use of figures, tables, and infographics
- Correct citation and avoidance of plagiarism

Recommended Reading – Mandatory and Optional

Mandatory Reading

Alley, M. (2018). *The craft of scientific presentations: Critical steps to succeed and critical errors to avoid* (2nd ed.). Springer.

Day, R. A., & Gastel, B. (2016). *How to write and publish a scientific paper* (8th ed.). Cambridge University Press.

Gastel, B., & Day, R. A. (2022). *How to write and publish a scientific paper* (9th ed.). Cambridge University Press.

Shamoo, A. E., & Resnik, D. B. (2015). *Responsible conduct of research* (3rd ed.). Oxford University Press.

Optional Reading

Baram-Tsabari, A., & Osborne, J. (2015). *Science communication: A practical guide for scientists*. Yale University Press.

Illingworth, S. (2020). *Communicating science: A global perspective*. Royal Society of Chemistry.

Montgomery, S. L. (2003). *The Chicago guide to communicating science*. University of Chicago Press.

Peat, J., Elliott, E., Baur, L., & Keena, V. (2002). *Scientific writing: Easy when you know how*. BMJ Books.

(3).MPC 1203 Entrepreneurship, Innovation and Policy Engagement (2 credits)

ILOs Mapped Against SLQF Competencies

S. No.	Intended Learning Outcomes	SLQF Competencies
1	Explain the structure and dynamics of innovation ecosystems and identify opportunities for research commercialization.	1, 6, 8
2	Demonstrate strategies for effective engagement with industry and policy sectors to translate research into practice.	4, 6, 8,9
3	Develop competitive proposals for applied research funding, addressing industrial and policy-relevant challenges.	2, 6, 7
4	Integrate entrepreneurial thinking and innovation principles into research planning and collaboration.	1, 5, 6, 8,10,11,12

1.Subject / Theoretical Knowledge, 2.Practical Knowledge and Application, 3. Communication, 4.Teamwork and Leadership, 5. Creativity and Problem Solving, 6.Managerial and Entrepreneurship, 7.Information Usage and Management, 8.Networking and Social Skills, 9.Adaptability and Flexibility, 10.Attitudes, Values and Professionalism,

11.Vision for Life, 12.Updating Self / Lifelong Learning

Semester II					
Course Unit/Module/Other Code:	MPC 1203				
Course Unit/Module/Other Name:	Entrepreneurship, Innovation and Policy Engagement				
Credit Value:	02				
Core/Optional	Core				
Hourly Breakdown	Theory	Practical	Research	Others	Independent Learning
	60 Notional Hrs.				40 Notional Hrs.
<p>Course Aim/Intended Learning Outcomes:</p> <p>On successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> Explain the structure and dynamics of innovation ecosystems and identify opportunities for research commercialization. <i>(Supports Attributes 1, 8)</i> Demonstrate strategies for effective engagement with industry and policy sectors to translate research into practice. <i>(Supports Attributes 1, 7, 8)</i> Develop competitive proposals for applied research funding, addressing industrial and policy-relevant challenges. <i>(Supports Attributes 1, 7)</i> Integrate entrepreneurial thinking and innovation principles into research planning and collaboration. <i>(Supports Attributes 1, 8)</i> 					
<p>Course Content: (Main Subjects, Topics, Units, Modules, Sub topics)</p> <p>1. Foundations of Entrepreneurship and Innovation in Research</p> <p>Topics / Units</p> <ul style="list-style-type: none"> Definition, scope, and evolution of research-driven innovation Characteristics of research entrepreneurs Innovation vs. invention Role of research institutions in innovation culture <p>2. Innovation Ecosystems</p> <p>Modules / Sub-topics</p> <ul style="list-style-type: none"> Key actors: universities, startups, incubators, accelerators, government agencies Enablers: funding bodies, regulatory frameworks, infrastructure Supporting institutions: technology transfer offices, science parks National and international ecosystem models <p>3. Research Commercialization Pathways</p> <p>Topics / Units</p> <ul style="list-style-type: none"> Translational research approaches Prototype development and validation 					

- Licensing and spin-off/spin-out models
- Market readiness assessments
- Commercialization roadmaps

4. Intellectual Property (IP) and Technology Transfer

Modules / Sub-topics

- Patents, copyrights, trademarks, trade secrets
- Prior art searches and patent databases
- Licensing agreements and royalties
- University technology transfer mechanisms
- Startup creation and incubation processes

5. Science-Policy Interfaces and Policy Frameworks

Topics / Units

- Role of scientific evidence in policymaking
- Regulatory processes and compliance
- National innovation and R&D policies
- Stakeholder mapping in policy design

6. Engagement Strategies with Government and Industry

Modules

- Building public-private research partnerships
- Industrial consultancy and advisory services
- Collaborative R&D agreements
- Knowledge translation and innovation brokerage
- Communication channels and negotiation skills

7. Design Thinking and Innovation Models

Topics / Units

- Empathy-based problem framing
- Prototype-test-iterate cycles
- Innovation models (e.g., Stage-Gate, Lean, TRIZ)
- Human-centered design in research contexts
- Ideation tools and creativity techniques

8. Applied Research Funding Schemes

Modules / Sub-topics

- National, regional, and international grant schemes
- Funding structures and mechanisms
- Eligibility requirements and competitive criteria
- Evaluating calls for proposals
- Compliance and reporting obligations

9. Grant and Policy-Oriented Proposal Writing

Topics / Units

- Identifying societal challenges and policy gaps
- Structuring policy-relevant proposals
- Logical frameworks, theory of change, and impact pathways
- Budgeting, justification, and risk management
- Communicating value propositions to funders

10. Responsible Innovation and Research Impact Assessment

Modules / Sub-topics

- Responsible Research and Innovation (RRI) principles
- Ethical, legal, and social implications (ELSI)
- Equity, sustainability, and inclusivity considerations
- Socio-economic impact measurement tools
- Environmental and cultural impact analyses

Teaching / Learning Methods:

Teaching and learning in this course are structured to develop entrepreneurial thinking, innovation capabilities, and the ability to engage with evidence-based policy processes relevant to scientific disciplines. The following approaches will be adopted:

1. Lectures and Interactive Discussions
 - a. Introduce key concepts in entrepreneurship, innovation cycles, research commercialisation, technology transfer, and policy frameworks.
 - b. Encourage reflective dialogue and critical analysis.
2. Case Studies (Local and International)
 - a. Examination of successful and failed entrepreneurial ventures.
 - b. Analysis of science-driven innovation and policy interventions in Sri Lanka and globally.
3. Workshops and Hands-On Skill Development
 - a. Practical training on:
 - i. Opportunity recognition
 - ii. Intellectual property (IP) basics
 - iii. Business model design (e.g., Lean Canvas)
 - iv. Market analysis
 - v. Stakeholder mapping
4. Seminars and Expert Talks
 - a. Guest sessions by industry leaders, innovation managers, policymakers, and technology transfer officers.
 - b. Enhances real-world perspectives.
5. Group Discussions / Peer Learning
 - a. Collaborative problem-solving tasks related to innovation challenges.

- b. Promotes teamwork, negotiation, and leadership skills.
- 6. Problem-Based Learning Activities
 - a. Students address current national or regional issues through innovation-driven solutions.
- 7. Policy Review Exercises
 - a. Critical reading of policies and regulatory frameworks related to:
 - i. Science
 - ii. Technology
 - iii. Environment
 - iv. Health
 - v. Energy and sustainability
- 8. Independent Study
 - a. Review of innovation strategies, national R&D policies, entrepreneurship ecosystems, and relevant literature.
- 9. Use of PGIS-LMS
 - a. Access to supplementary readings, multimedia resources, submission of assignments, and discussion forums.

Assessment Strategy:

Assessment emphasizes applied knowledge, critical thinking, and professional communication, aligned with Level 11 SLQF descriptors.

1. **Innovation Proposal / Concept Note (25% – 30%)**
 - a. Students design a viable innovation or product based on their research area.
 - b. Evaluated on feasibility, novelty, market relevance, and sustainability.
2. **Policy Brief / Analysis Report (20% – 25%)**
 - a. A structured document analysing a current national policy challenge.
 - b. Includes recommendations backed by data and research evidence.
3. **Business Model Presentation (20% – 25%)**
 - a. Oral presentation supported by a business model framework (e.g., Lean Canvas).
 - b. Evaluates clarity, strategic thinking, and response to questions.
4. **Case Study Evaluation (10% – 15%)**
 - a. Written critique of real entrepreneurial and innovation cases.
5. **Continuous Participation and Engagement (10%)**
 - a. Contribution to discussions, workshops, and peer review activities.

Continuous(summative) Assessment 60.....%	Final Formative) Assessment 40.....%				
Details: quizzes %, mid-term %, end course unit %, end term/year %, other % (specify)	Theory (%)	Practical (%)	Thesis (%)	Viva (%)	Other (%)

..... %%	...40...
.....%					
<i>(Under Assessment Strategy)</i>					
<p>Any other details of Assessments:</p> <p>Assessment Criteria</p> <p>Assessment will consider:</p> <ul style="list-style-type: none"> a) Ability to identify opportunities for research-based innovation b) Strategic planning and commercialisation potential c) Understanding of regulatory, policy, and ethical implications d) Analytical ability in evaluating innovation ecosystems e) Communication clarity (written and oral) f) Evidence-based argumentation and stakeholder awareness g) Ability to apply theoretical models to real problems <p>Recommended Reading – Mandatory and Optional</p> <p>Mandatory Reading</p> <p>Adner, R. (2012). <i>The wide lens: What successful innovators see that others miss</i>. Penguin.</p> <p>Byers, T. H., Dorf, R. C., & Nelson, A. J. (2019). <i>Technology ventures: From idea to enterprise</i> (5th ed.). McGraw-Hill Education.</p> <p>Cairney, P. (2016). <i>The politics of evidence-based policy making</i>. Palgrave Macmillan.</p> <p>Owen, R., Bessant, J., & Heintz, M. (Eds.). (2013). <i>Responsible innovation: Managing the responsible emergence of science and innovation in society</i>. Wiley.</p> <p>Optional Reading</p> <p>Blank, S., & Dorf, B. (2020). <i>The startup owner’s manual: The step-by-step guide for building a great company</i>. K&S Ranch.</p> <p>Brown, T. (2009). <i>Change by design: How design thinking creates new alternatives for business and society</i>. Harvard Business Press.</p> <p>Chesbrough, H. (2003). <i>Open innovation: The new imperative for creating and profiting from technology</i>. Harvard Business Press.</p> <p>Jolly, V. K. (1997). <i>Commercializing new technologies: Getting from mind to market</i>. Harvard Business School Press.</p> <p>Stokes, D., & Wilson, N. (2017). <i>Small business management and entrepreneurship</i> (7th ed.). Cengage Learning.</p>					

(4).MPC 1204 Leadership, Teamwork, and Collaboration in Research (2 credits)

ILOs Mapped Against SLQF Competencies

S. No.	Intended Learning Outcomes	SLQF Competencies
1	Demonstrate effective leadership, supervision, and	2, 4, 5, 10

	mentoring skills in small research teams.	
2	Apply strategic decision-making and problem-solving approaches in managing research projects and team dynamics.	2, 4, 5, 6
3	Foster interdisciplinary and international collaborations through effective communication and partnership-building.	3, 4, 8, 9
4	Evaluate roles and responsibilities within a team to ensure equitable and productive research outcomes.	4, 10,11, 12
1.Subject / Theoretical Knowledge, 2.Practical Knowledge and Application, 3. Communication, 4.Teamwork and Leadership, 5.Creativity and Problem Solving, 6. Managerial and Entrepreneurship, 7. Information Usage and Management, 8. Networking and Social Skills, 9. Adaptability and Flexibility, 10. Attitudes, Values and Professionalism, 11. Vision for Life, 12. Updating Self / Lifelong Learning		

Semester II					
Course Unit/Module/Other Code:	MPC 1204				
Course Unit/Module/Other Name:	Leadership, Teamwork, and Collaboration in Research				
Credit Value:	02				
Core/Optional	Core				
Hourly Breakdown	Theory	Practical	Research	Others	Independent Learning
	60 Notional Hrs.				40 Notional Hrs.
Course Aim/Intended Learning Outcomes:					
On successful completion of this course, students will be able to:					
a) Demonstrate effective leadership, supervision, and mentoring skills in small research teams. (<i>Supports Attributes 4, 5</i>)					
b) Apply strategic decision-making and problem-solving approaches in managing research projects and team dynamics. (<i>Supports Attributes 4, 5</i>)					
c) Foster interdisciplinary and international collaborations through effective communication and partnership-building. (<i>Supports Attributes 4, 5</i>)					
d) Evaluate roles and responsibilities within a team to ensure equitable and productive research outcomes. (<i>Supports Attributes 4</i>)					
Course Content: (Main Subjects, Topics, Units, Modules, Sub topics)					
1. Foundations of Leadership in Research					
Topics / Units					

- Leadership theories and models in academic settings
- Characteristics of effective research leaders
- Leadership styles (transformational, adaptive, situational)
- Leadership vs. management in research environments

2. Mentoring, Supervision, and Delegation

Modules / Sub-topics

- Mentoring responsibilities and expectations
- Supervisory approaches for postgraduate researchers
- Delegation frameworks and task allocation
- Performance monitoring and feedback strategies
- Coaching and talent development in research teams

3. Team Roles, Dynamics, and Conflict Resolution

Topics / Units

- Team composition and functional roles
- Group dynamics models (e.g., Tuckman, Belbin)
- Sources of academic conflict
- Conflict resolution and negotiation techniques
- Fostering trust and cohesion in teams

4. Strategic Thinking and Decision-Making

Modules

- Strategy formulation in collaborative research
- Risk analysis and mitigation in research planning
- Decision-making tools (SWOT, PESTLE, cost-benefit)
- Prioritization and resource optimization
- Leadership under uncertainty

5. Communication Techniques for Leadership and Team Management

Topics / Units

- Effective research communication strategies
- Active listening and constructive dialogue
- Facilitation of research group meetings
- Managing difficult conversations
- Feedback frameworks and reporting lines

6. Interdisciplinary and International Collaboration

Modules / Sub-topics

- Challenges and opportunities across disciplines
- Cultural intelligence and cross-cultural teamwork
- Global research collaboration platforms
- Interdisciplinary proposal development

- Managing distributed research teams

7. Ethics and Equity in Teamwork

Topics / Units

- Fairness, transparency, and inclusivity
- Bias recognition and mitigation
- Responsible authorship and credit allocation
- Power dynamics and harassment prevention
- Equity, Diversity & Inclusion (EDI) principles

8. Building and Managing Research Partnerships

Modules

- Stakeholder identification and mapping
- University-industry-government collaboration models
- Memoranda of Understanding (MoUs) and agreements
- Partnership sustainability and governance
- Funding integration and reporting systems

9. Case Studies in Research Leadership and Collaboration

Topics / Units

- Exemplary leadership in large-scale research projects
- Lessons learned from interdisciplinary consortia
- Failures and conflict case analysis
- Best practices from international research networks
- Innovation in collaborative leadership models

Teaching /Learning Methods:

Teaching and learning in this course are designed to enhance students' leadership capacity, collaborative competencies, and ability to work effectively in research teams. The following approaches will be adopted:

1. Lectures and Interactive Discussions
 - a. Introduce core principles of leadership, team dynamics, conflict resolution, research collaboration models, and responsible conduct in team-based research.
 - b. Encourage dialogue and reflective engagement.
2. Workshops and Experiential Learning Activities
 - a. Hands-on training on:
 - i. Leadership styles
 - ii. Project planning
 - iii. Delegation and coordination
 - iv. Time and resource management
 - b. Strengthens practical managerial skills in research environments.
3. Group Projects / Collaborative Tasks
 - a. Students work in small teams to solve research-related problems or complete learning

- tasks.
- b. Promotes cooperative learning, accountability, and shared decision-making.
- 4. Case Studies
 - a. Analysis of real-world research collaborations (local and international).
 - b. Focus on challenges such as authorship disputes, data ownership, supervision conflicts, and multi-institutional coordination.
- 5. Role-Play and Simulation Exercises
 - a. Scenarios involving:
 - i. Team conflict
 - ii. Ethical dilemmas
 - iii. Research group leadership and communication
 - b. Builds emotional intelligence and negotiation skills.
- 6. Reflective Practice Sessions
 - a. Students reflect on their leadership strengths, teamwork experiences, and communication patterns.
 - b. Promotes self-awareness and continuous improvement.
- 7. Seminars and Guest Lectures
 - a. Delivered by research leaders, senior academics, and industry collaborators.
 - b. Provide insights into leadership in multidisciplinary and intercultural settings.
- 8. Peer Learning and Feedback Forums
 - a. Students evaluate group dynamics, provide constructive comments, and learn through observation.
- 9. Use of PGIS-LMS
 - a. Access to supplementary readings, workshop materials, discussion boards, and self-assessment tools.

Assessment Strategy:

Assessment is continuous and competency-based, focusing on knowledge, behaviour, and practical application.

1. **Group Project and Report (25% – 30%)**
 - a. Evaluation of collaboration processes, leadership distribution, communication effectiveness, and deliverables.
2. **Individual Reflective Essay (20% – 25%)**
 - a. Students analyse their leadership style, teamwork behaviour, challenges encountered, and strategies for improvement.
3. **Oral Presentation (20% – 25%)**
 - a. Assessment of communication skills, coordination, and group representation of outcomes.
4. **Peer Assessment (10% – 15%)**
 - a. Evaluation of contribution, cooperation, reliability, and respect within the team setting.
5. **Case Study Analysis (10% – 15%)**
 - a. Critical examination of complex collaboration scenarios; demonstration of conflict management and ethical reasoning.

6. Participation and Engagement (10%)					
a. Active involvement in workshops, discussions, feedback sessions, and online activities.					
Continuous(summative) Assessment60.....%	Final Formative) Assessment40.....%				
Details: quizzes %, mid-term %, end course unit %, end term/year % ,other % (specify) %%% (Under Assessment Strategy)	Theory (%) ...40...	Practical (%)	Thesis (%)	Viva (%)	Other (%)
<p>Any other details of Assessments:</p> <p>Assessment Criteria</p> <p>Assessment will consider:</p> <ul style="list-style-type: none"> • Ability to demonstrate leadership behaviours and initiative • Effectiveness in collaborative research activities • Competence in conflict resolution and ethical decision-making • Communication clarity and responsiveness • Contribution to group goals and shared outcomes • Ability to self-assess and integrate feedback • Professional conduct in team settings <p>Recommended Reading – Mandatory and Optional</p> <p>Mandatory Reading</p> <p>Bozeman, B., & Boardman, C. (2014). <i>Research Collaboration and Team Science: A State-of-the-Art Review and Agenda</i>. Springer.</p> <p>Day, D. V., & Antonakis, J. (Eds.). (2021). <i>The Nature of Leadership</i> (3rd ed.). SAGE Publications.</p> <p>West, M. A. (2012). <i>Effective Teamwork: Practical Lessons from Organizational Research</i> (3rd ed.). BPS Blackwell.</p> <p>Optional Reading</p> <p>Clampitt, P. G. (2020). <i>Communicating for Managerial Effectiveness</i> (6th ed.). SAGE Publications.</p> <p>Goleman, D. (2013). <i>The New Leaders: Transforming the Art of Leadership into the Science of Results</i>. Little, Brown.</p> <p>Gray, B. (2008). <i>Enhancing Transdisciplinary Research through Collaborative Leadership</i>. <i>American Journal of Preventive Medicine</i>.</p>					

b) Elective Modules (2 Credits); To be selected from relevant MSc courses offered by the respective Boards of Study, aligned with the research specialization.

(Supports development of specialized expertise and holistic problem-solving — Attributes 1, 2, 4, 8)

c) MPhil Research – 60 Credits

- a) Independent research under supervision leading to a MPhil Thesis
- b) Emphasis on critical thinking, data handling, and synthesis
- c) Submission of Progress Reports for Evaluation – Full-Time (6 Months) / Part-Time (9 Months)
- d) Mid-term and final seminar presentations
- e) External evaluation of the Thesis and viva voce
- f) Publication and Dissemination Requirements:
 - i. At least one peer-reviewed publication (Students must provide DOI or acceptance letter during thesis submission)
 - ii. Two conference presentations (national/international)
 - iii. One optional article in *PGIS Magazine*

3.5 Minimum and Maximum Duration for PhD Programme

Full-Time Registration

Pathway	Entry Requirements	Minimum Duration	Upgrade Conditions	Minimum PhD Research Duration	Maximum Duration
I. Direct Registration (BSc Honours Degree or equivalent (SLQF Level 6, GPA \geq 3.0).	Bachelor's Honors or equivalent Degree (SLQF 6) with GPA \geq 3.0	3 years from date of PhD registration	-	Minimum of 2 years (Post-Qualifier)	6 years
II. Masters (SLQF Level 9) → MPhil (Initial Registration) → PhD	Completed Master's Degree (SLQF 9) in a relevant field	3 years from date of initial registration for MPhil	Upgrade possible after 1 year of MPhil research; must upgrade within 1.5 years	Minimum of 2 years PhD research after upgrade	
III. MSc (SLQF Level	Completed MSc Degree	3 years from date of	-	Minimum of 2 years	

10) → PhD	(SLQF 10) in a relevant field	commencement of SLQF10			
IV. Upgrade from MSc (SLQF Level 10)	Full-time MSc candidate may request an upgrade to PhD after the mid-year progress review.	3 years from date of initial registration for MPhil	Eligible for upgrade after 1 year; must upgrade within 1.5 years	Minimum of 2 years from date of upgrade application	
V. Upgrade from MPhil (SLQF Level 11)	Full-time MPhil candidate may request an upgrade to PhD after the mid-year progress review.	3 years from date of initial registration for MPhil	Eligible for upgrade after 1 year; must upgrade within 1.5 years	Minimum of 2 years from date of upgrade application	

Part-Time Registration

Pathway	Minimum Duration	Upgrade Conditions	Minimum PhD Research Duration	Maximum Duration
I. Direct Registration (BSc Honours Degree or equivalent (SLQF Level 6, GPA ≥ 3.0).	4.5 years from date of PhD registration	-	Minimum of 3.5 years (Post-Qualifier)	9 years
II. Masters (SLQF Level 9) → MPhil (Initial Registration/ New application) → PhD	4.5 years from date of initial registration for MPhil	Upgrade possible after 1.5 years of MPhil research; must upgrade within 2 years	Minimum of 3.5 years PhD research after upgrade	
III. MSc (SLQF Level 10) → PhD	4.5 years from date of commencement of SLQF10	-	Minimum of 3.5 years PhD research after upgrade	

D. Total Credits: 100

Component	Category / Sub-component	Course Code & Title	Credits	Notional Hours	Remarks/ Description
I. Coursework Requirement	Total Coursework		10	500	8 credits from M.Phil. core modules + 2 credits specific to PhD
	a) Compulsory Core Modules for PhD	PPC 1201 Strategic Research Planning and Global Proposal Writing	2	200	Core module specific to the PhD programme.
	b) Compulsory Core Modules for MPhil	MPC 1201 Advanced Research Methodology, Research Ethics and Proposal Development	2	200	Common module for MPhil and PhD students.
		MPC 1202 Scientific Communication and Knowledge Dissemination	2	200	Focuses on effective dissemination of research findings.
		MPC 1203	2	200	Develops understanding

		Entrepreneurship, Innovation and Policy Engagement			of innovation and policy interfaces.
		MPC 1204 Leadership, Teamwork, and Collaboration in Research	2	200	Builds leadership and collaborative research skills.
II. Research Component	Research, Seminars, Supervision, and Thesis Work	—	90	9000	Includes research, seminars, supervision meetings, independent study, thesis writing, conferences, and publications
Total Programme Requirement	Coursework + Research		100	9500	(9000 for Research + 500 for Coursework).

Note:

- a) 1 Research Credit = 100 Notional Hours
- b) The total notional hours for the PhD programme are 9500.
- c) Coursework provides essential research, communication, and leadership skills, while the research component focuses on independent scholarly inquiry and contribution to knowledge.

3.6 Core Course Modules (Compulsory – 02 Credits)

PPC 1201 Strategic Research Planning and Global Proposal Writing (2 credits)

ILOs Mapped Against SLQF Competencies

S. No.	Intended Learning Outcomes	SLQF Competencies
1	Demonstrate leadership in conceptualizing strategic, high-impact research projects in line with global and interdisciplinary priorities.	1, 2, 5, 6, 8
2	Develop structured and persuasive research proposals that meet the standards and expectations of international funding agencies.	1, 2, 3, 6, 8
3	Incorporate interdisciplinary approaches and policy-relevant frameworks into research planning and proposal development.	1, 5, 8, 10
4	Communicate research vision, methodology, and significance clearly and effectively to academic, professional, and policy audiences.	3, 8, 10,11,12
1.Subject / Theoretical Knowledge, 2.Practical Knowledge and Application, 3.Communication, 4.Teamwork and Leadership, 5.Creativity and Problem Solving, 6.Managerial and Entrepreneurship, 7. Information Usage and Management, 8. Networking and Social Skills, 9. Adaptability and Flexibility, 10. Attitudes, Values and Professionalism, 11.Vision for Life, 12.Updating Self / Lifelong Learning		

Semester II					
Course Unit/Module/Other Code:	PPC 1201				
Course Unit/Module/Other Name:	Strategic Research Planning and Global Proposal Writing				
Credit Value:	02				
Core/Optional	Core				
Hourly Breakdown	Theory	Practical	Research	Others	Independent Learning
	60 Notional Hrs.				40 Notional Hrs.
Course Aim/Intended Learning Outcomes:					
On successful completion of this course, students will be able to:					
a) Demonstrate leadership in conceptualizing strategic, high-impact research projects in line with global and interdisciplinary priorities.(Supports Attributes 1, 2, 8)					

- b) Develop structured and persuasive research proposals that meet the standards and expectations of international funding agencies. *(Supports Attributes 1, 2, 3, 8)*
- c) Incorporate interdisciplinary approaches and policy-relevant frameworks into research planning and proposal development. *(Supports Attributes 1, 2, 8)*
- d) Communicate research vision, methodology, and significance clearly and effectively to academic, professional, and policy audiences. *(Supports Attributes 1, 3, 8)*

Course Content: (Main Subjects, Topics, Units, Modules, Sub topics)

1. Strategic Research Leadership and Project Ideation

Topics / Units

- a) Characteristics of strategic research leadership
- b) Vision setting and long-term research planning
- c) Identifying emerging research trends and gaps
- d) Ideation tools and conceptualization techniques
- e) Prioritizing high-impact research themes

2. Aligning Research with Global Agendas

Modules / Sub-topics

- a) United Nations Sustainable Development Goals (SDGs)
- b) National research and innovation strategies
- c) Horizon Europe programme priorities
- d) NIH and NSF funding directions
- e) Global Grand Challenges
- f) Aligning proposals with socio-economic development needs

3. Identifying and Interpreting Funding Calls

Topics / Units

- a) Types of funding schemes: basic, applied, translational
- b) Eligibility criteria and institutional requirements
- c) Reviewer evaluation matrices and scoring systems
- d) Sectoral and thematic focus areas
- e) Success factors and risk analysis in competitive funding

4. Research Proposal Structure

Modules / Sub-topics

- a) Rationale and background context
- b) Problem definition and justification
- c) Research objectives and hypotheses
- d) Methodology and experimental design
- e) Work plan and timeline (Gantt, PERT, milestones)
- f) Risk assessment and mitigation
- g) Budget preparation, justification, and cost categories
- h) Expected outcomes and deliverables

5. Interdisciplinary Integration and Theory-to-Practice Transitions

Topics / Units

- a) Bridging theoretical and applied research
- b) Cross-disciplinary conceptual frameworks
- c) Integrative methodologies and hybrid models
- d) Translational knowledge pathways
- e) Collaborative disciplinary boundaries

6. Science-Policy Linkages

Modules / Sub-topics

- a) Evidence-based policymaking
- b) Policy-oriented research frameworks
- c) Regulatory landscapes and compliance
- d) Policy briefs and advisory mechanisms
- e) Science diplomacy and advocacy

7. Crafting Problem Statements and Impact Narratives

Topics / Units

- a) Defining central research problems
- b) Societal challenge framing
- c) Value proposition and novelty claims
- d) Pathways to impact (academic, industrial, societal)
- e) Long-term sustainability and scalability considerations

8. Stakeholder Engagement and Co-Creation

Modules / Sub-topics

- a) Identifying stakeholders (community, industry, government)
- b) Co-creation workshops and user-driven innovation
- c) Participatory research methodologies
- d) Knowledge translation and uptake strategies
- e) Ethical considerations in stakeholder collaboration

9. Peer Review and Iterative Proposal Refinement

Topics / Units

- a) Peer-review procedures and evaluation criteria
- b) Constructive critique and revision strategies
- c) Mock review panels and roleplay exercises
- d) Version control and documentation management
- e) Final polishing and submission readiness checks

Teaching / Learning Methods:

Teaching and learning in this course are structured to develop entrepreneurial thinking, innovation capabilities, and the ability to engage with evidence-based policy processes relevant to scientific

disciplines. The following approaches will be adopted:

10. Lectures and Interactive Discussions
 - a. Introduce key concepts in entrepreneurship, innovation cycles, research commercialisation, technology transfer, and policy frameworks.
 - b. Encourage reflective dialogue and critical analysis.
11. Case Studies (Local and International)
 - a. Examination of successful and failed entrepreneurial ventures.
 - b. Analysis of science-driven innovation and policy interventions in Sri Lanka and globally.
12. Workshops and Hands-On Skill Development
 - a. Practical training on:
 - i. Opportunity recognition
 - ii. Intellectual property (IP) basics
 - iii. Business model design (e.g., Lean Canvas)
 - iv. Market analysis
 - v. Stakeholder mapping
13. Seminars and Expert Talks
 - a. Guest sessions by industry leaders, innovation managers, policymakers, and technology transfer officers.
 - b. Enhances real-world perspectives.
14. Group Discussions / Peer Learning
 - a. Collaborative problem-solving tasks related to innovation challenges.
 - b. Promotes teamwork, negotiation, and leadership skills.
15. Problem-Based Learning Activities
 - a. Students address current national or regional issues through innovation-driven solutions.
16. Policy Review Exercises
 - a. Critical reading of policies and regulatory frameworks related to:
 - i. Science
 - ii. Technology
 - iii. Environment
 - iv. Health
 - v. Energy and sustainability
17. Independent Study
 - a. Review of innovation strategies, national R&D policies, entrepreneurship ecosystems, and relevant literature.
18. Use of PGIS-LMS
 - a. Access to supplementary readings, multimedia resources, submission of assignments, and discussion forums.

Assessment Strategy:

Assessment emphasizes applied knowledge, critical thinking, and professional communication, aligned with Level 11 SLQF descriptors.

6. **Innovation Proposal / Concept Note (25% – 30%)**

<ul style="list-style-type: none"> a. Students design a viable innovation or product based on their research area. b. Evaluated on feasibility, novelty, market relevance, and sustainability. <p>7. Policy Brief / Analysis Report (20% – 25%)</p> <ul style="list-style-type: none"> a. A structured document analysing a current national policy challenge. b. Includes recommendations backed by data and research evidence. <p>8. Business Model Presentation (20% – 25%)</p> <ul style="list-style-type: none"> a. Oral presentation supported by a business model framework (e.g., Lean Canvas). b. Evaluates clarity, strategic thinking, and response to questions. <p>9. Case Study Evaluation (10% – 15%)</p> <ul style="list-style-type: none"> a. Written critique of real entrepreneurial and innovation cases. <p>10. Continuous Participation and Engagement (10%)</p> <ul style="list-style-type: none"> a. Contribution to discussions, workshops, and peer review activities. 					
Continuous(sum mative) Assessment 60.....%	Final Formative) Assessment 40.....%				
Details: quizzes %, mid-term %, end course unit %, end term/year % ,other % (specify) %%% (Under Assessment Strategy)	Theory (%) 40.....	Practical (%) 	Thesis (%) 	Viva (%) 	Other (%)
<p>Any other details of Assessments:</p> <p>Assessment Criteria</p> <p>Assessment will consider:</p> <ul style="list-style-type: none"> a) Ability to identify opportunities for research-based innovation b) Strategic planning and commercialisation potential c) Understanding of regulatory, policy, and ethical implications d) Analytical ability in evaluating innovation ecosystems e) Communication clarity (written and oral) f) Evidence-based argumentation and stakeholder awareness g) Ability to apply theoretical models to real problems 					

Recommended Reading – Mandatory and Optional

Mandatory Reading

Beveridge, W. I. B. (1957). *The Art of Scientific Investigation*. Heinemann.

European Commission. (2021). *Horizon Europe Proposal Template: Guide for Applicants*.

European Commission. (2021). *Horizon Europe Strategic Plan 2021–2024*. Publications Office of the European Union.

Gosling, D., & Noordam, J. (2020). *How to Write a Competitive Research Proposal: A Guide for Humanities and Social Science Researchers*. SAGE Publications.

OECD. (2019). *Enhancing Research Excellence through Strategic Research Leadership*. OECD Publishing.

Trochim, W. M., Donnelly, J. P., & Arora, K. (2016). *Research Methods: The Essential Knowledge Base*. Cengage Learning.

Optional Reading

Cairney, P. (2016). *The Politics of Evidence-Based Policy Making*. Palgrave Macmillan.

Repko, A. F., Szostak, R., & Buchberger, M. P. (2020). *Introduction to Interdisciplinary Studies* (3rd ed.). SAGE Publications.

b) PhD Research– 90 Credits

- a) Original, publishable research leading to a PhD dissertation
- b) Submission of Progress Reports for Evaluation – Full-Time (6 Months) / Part-Time (9 Months)
- c) Mid-term and final seminar presentations
- d) External review and oral defense with external examiners
- e) Publication and Dissemination Requirements:
 - i. Minimum of two peer-reviewed journal publications (Students must provide DOI or acceptance letter during thesis submission)
 - ii. Presentations at national/international conferences
 - iii. One article in *PGIS Magazine* (popular science)

(Supports: All 8 PhD-level attributes; especially 1, 3, 4, 7, 8)

1. Formative and summative examinations in the program

Assessment of student performance consists of both formative and summative components:

Formative Assessment

Designed to support learning and provide continuous feedback:

- a) Seminar presentations
- b) Proposal development milestones

- c) Supervisor progress reports
- d) Reflective research logs
- e) Participation in scholarly discussions/workshops
- f) Draft thesis chapters
- g) Feedback from progress review committees

Formative assessments do not directly contribute to the final GPA but are mandatory to demonstrate satisfactory academic progression.

Summative Assessment

Conducted at defined milestones and contributes to the final award:

- a) Evaluation of taught coursework modules
- b) Comprehensive progress review (oral + written)
- c) Research proposal defence/viva
- d) Mid-term progress evaluation
- e) Final thesis examination
- f) Final viva voce/defence

2. Scheme of Grading (Grades/Grade Points/ Marks ranges)

Coursework Modules (Taught Components)

(Aligned with common Sri Lankan postgraduate regulations)

Grade Marks Range (%) Grade Point

A+	85–100	4.0
A	75–84	4.0
A-	70–74	3.7
B+	65–69	3.3
B	60–64	3.0
B-	55–59	2.7
C+	50–54	2.3
C	45–49	2.0
F	0–44	0.0

A minimum grade of C (or equivalent) must be obtained in all coursework modules.

3. The GPA is calculated using the weighted average of grade points for all credit-bearing taught modules:

$$\text{GPA} = \frac{\sum(\text{Grade Point} \times \text{Course Credits})}{\sum \text{Credits}}$$

The research component is normally evaluated separately on merit and does not alter the GPA, unless specifically stated in programme by-laws.

4. Contribution by Each Semester to Final GPA / Final Numeric Mark

For coursework-bearing semesters:

- **Semester I and II coursework** = 100% of GPA calculation
- Research semesters (normally) **do not** contribute to GPA
- Progress review outcomes may be recorded as **Satisfactory / Unsatisfactory**

5. Contribution by in-plant training etc. to final GPA

Not Applicable.

6. Any other methods used for Grading with details: (In Medical Faculties no GPA)

Not Applicable.

7. Repeat or Second examinations

Students may repeat failed modules under the following conditions:

- Maximum of **two** attempts unless Senate approves otherwise
- The highest achievable grade for a repeated examination may be capped at **C**
- Repeat examinations must be completed within the maximum permissible time-frame of the degree

Failure to complete required repeats may result in:

- discontinuation
- withdrawal or
- extension with penalty

(PGIS Handbook 2025; Manual of Examination -PGIS 2025)

8. Requirements for award of the degree

Eligibility criteria include:

- Successful completion of **10 credits** of compulsory coursework
- Satisfactory research progress reports annually
- Minimum required GPA (≥ 2.7 recommended for postgraduate standards)
- Acceptance of the thesis by internal and external examiners
- Completion of mandatory seminars/workshops
- Compliance with research ethics guidelines
- Evidence of conference presentation and/or publication (where required)

Non-compliance with ethical/regulatory policies may result in termination.

9. Requirements for award of classes

Not Applicable

10. Requirements for award of distinctions

Distinction may be awarded if:

- The thesis is of **exceptional quality**
- External examiner recommends **Distinction / Excellence**
- Candidate performs **outstandingly** at viva voce
- No component was failed or repeated

Publications in indexed journals (e.g., WoS/Scopus) may be considered supplementary evidence.

4. Admission Requirements

4.1. Overall Progression pathways within the Sri Lanka Qualifications Framework (SLQF)

Possible pathways to obtain different qualifications can be illustrated as below (Figure 2). The vertical progression among the levels is straightforward and it can be achieved by completing minimum stipulated requirements for each level. In addition, lateral progression among certain levels is also possible if the candidate fulfils the minimum requirements for admission to the desired level. Possible lateral progression routes are listed under Section 3.2 and Section 3.3 below.

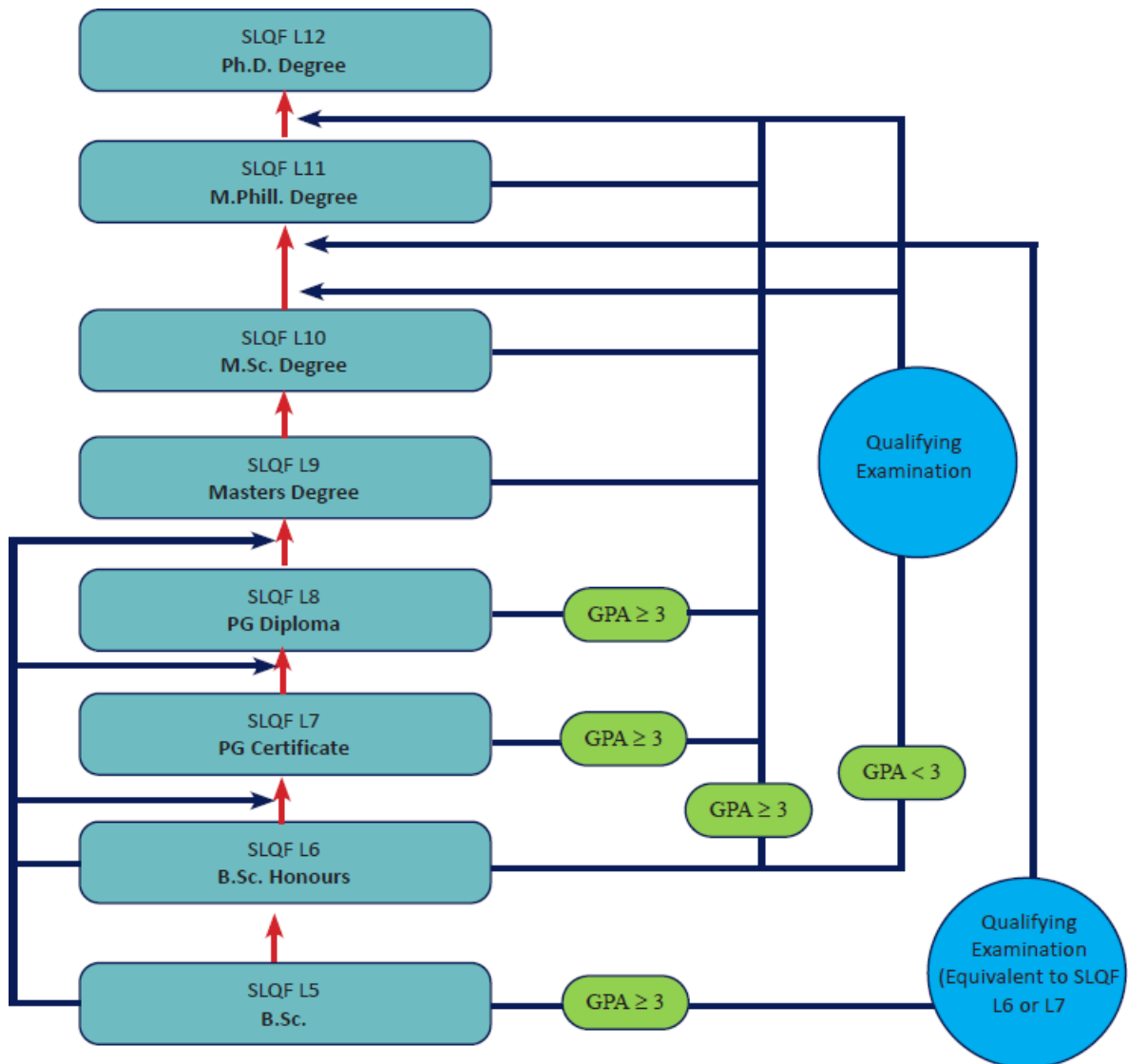


Figure 2: Progression pathways within Sri Lanka qualifications framework (SLQF)

4.2. Admission Requirements for MPhil Degree Programme

- A. The applicant should possess at least one of the following qualifications in the relevant subject areas:
- i. PG certificate (SLQF L7), PG diploma (SLQF L8), Masters Degree (SLQF L9), or MSc degree (SLQF L10) from a University/institution recognized by the UGC
or
 - ii. a transfer from a MSc Degree (SLQF L10) programme conducted by the PGIS as stated under Section 10.1
or
 - iii. a B.Sc. Honours Degree or equivalent (SLQF L6) from a University/institution recognized by the UGC with a GPA ≥ 3.0 ; if GPA < 3.0 , the candidate is required to pass a qualifying examination *or*
 - iv. a B.Sc. General Degree or equivalent (SLQF L5) from a University/institution recognized by the UGC, subject to the following additional conditions
 - If GPA ≥ 3.0 , passing a qualifying examination equivalent to SLQF L6 or L7
 - If GPA < 3.0 , completion of 20 credits of postgraduate course work*or*
 - v. any other equivalent qualification acceptable to the PGIS
- and*
- B. Any other requirement/s as stipulated by the relevant Board of Study

4.3. Admission Requirements for PhD Degree Programme

- A. The applicant should possess at least one of the following qualifications in the relevant subject area:
- i. a B.Sc. Honours Degree or equivalent (SLQF L6), PG Certificate (SLQF L7), Diploma (SLQF L8) or Masters Degree (SLQF L9) with a GPA ≥ 3.0 from a University/institution recognized by the UGC, provided that an independent study with a research component has been completed satisfactorily
or
 - ii. an MSc Degree (SLQF L10) or an MPhil Degree (SLQF L11) from a University/institution recognized by the UGC
or
 - iii. a transfer from an MPhil Degree (SLQF L11) Programme conducted by the PGIS as stated under Section 10.2
or

iv. any other equivalent qualification acceptable to the PGIS

and

B. Any other requirement/s as stipulated by the relevant Board of Study

2.4 Nested Qualification

The nested (fall-back / exit) qualification awarded for candidates who are unable to complete the full research degree is determined based on the initial entry SLQF level, progression status, and achieved learning outcomes, as aligned with SLQF guidelines.

a). MPhil Programme

Pathway to MPhil Registration	Entry Requirements	Nested Exit Qualification (Voluntary Early Exit)	Fall-Back Qualification (After Maximum Duration)	Eligibility Conditions / Restrictions	Notes / QA Compliance
I. Direct Registration (SLQF Level 6 or equivalent)	Bachelor's Honors or equivalent Degree (SLQF 6) with GPA \geq 3.0	Postgraduate Diploma in Research Studies (PGDipRS) ((SLQF 8)) may be awarded upon successful completion of: <ul style="list-style-type: none"> • 25 Credits (10 Credits from coursework, satisfactory proposal defense, and 15 Credits from Independent Study) 	PGDipRS (SLQF 8) may be awarded if the maximum MPhil duration lapses (4 years full-time / 6 years part-time) and the candidate has completed: <ul style="list-style-type: none"> • 25 Credits (10 Credits from coursework, satisfactory proposal defense, and 15 Credits from Independent Study) 	Must complete minimum coursework (25 Credits as above) and maintain satisfactory progress reports.	<ul style="list-style-type: none"> • Early exit is optional. • Fall-back award applicable only if the maximum duration is reached without completion (as per UGC Circular 02/2024).
	Bachelor's Honors or equivalent Degree (SLQF 6) with GPA < 3.0, candidate must pass a qualifying examination				
II. Master's Degree (SLQF Level 9 → New Application)	Completed Master's Degree at SLQF 9 in a relevant field	Not Available			
III Transfer from MSc (SLQF Level 10)	Completed Master's at SLQF 10 in relevant field	Not Available			
IV. Upgrade from MSc (SLQF Level 10)	Full-time MSc candidate may apply for an upgrade after the mid-year progress review.	MSc (SLQF 10) may be awarded if candidate opts to exit before MPhil confirmation, upon completion of: <ul style="list-style-type: none"> • 40 Credits (10 Credits 	MSc (SLQF 10) may be awarded if maximum MPhil duration lapses without thesis submission,	Maintain satisfactory progress reports.	

		coursework + 30 Credits research training and Research Report) and Satisfactory Proposal Defense	provided 40 Credits and Satisfactory Proposal Defense are completed.		
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b). PhD Programme

Pathway to PhD Registration	Entry Requirements	Nested Exit Qualification (Voluntary Early Exit)	Fall-Back Qualification (After Maximum Duration)	Eligibility Conditions / Restrictions	Notes / QA Compliance
I. Direct Registration (SLQF Level 6 or equivalent)	Bachelor's Honors or equivalent Degree (SLQF 6) with GPA \geq 3.0	Postgraduate Diploma in Research Studies (PGDipRS) SLQF 8 may be awarded upon successful completion of: • 25 Credits (10 Credits coursework, satisfactory proposal defense, and 15 Credits Independent Study)	PGDipRS (SLQF 8) may be awarded if maximum PhD duration lapses (as per regulations) and the candidate has completed: • 25 Credits (10 Credits coursework, satisfactory proposal defense, and 15 Credits Independent Study)	Must complete minimum coursework (25 Credits as above) and maintain satisfactory progress reports.	<ul style="list-style-type: none"> • Early exit is optional. • Fall-back applies only if maximum duration is reached without completion (per UGC Circular 02/2024).
II. Master's Degree (SLQF Level 9 → MPhil (Initial Registration/ New application) → PhD	Completed Master's Degree (SLQF 9) in a relevant field	Not Available			
III. MSc (SLQF Level 10)	Completed MSc Degree (SLQF 10) in a relevant field	MPhil (SLQF 11) may be awarded if the candidate opts to exit after completing 70 Credits (10 Credits coursework + 60 Credits research and MPhil Thesis) and satisfactory progress reports, but withdraws prior to meeting	MPhil (SLQF 11) may be awarded if the maximum PhD duration lapses without successful thesis submission, provided 70 Credits and satisfactory progress are achieved.	Satisfactory progress reports must be maintained.	Ensures transparent progression and compliance with QA and SLQF requirements for transfer and exit pathways.

		PhD requirements.			
IV. Upgrade from MSc (SLQF Level 10)	Full-time MSc candidate may request an upgrade to PhD after the mid-year progress review.	MSc (SLQF 10) may be awarded if the candidate opts to exit prior to MPhil confirmation, upon completion of: • 40 Credits (10 Credits coursework + 30 Credits research training and Research Report) and satisfactory proposal defense.	MSc (SLQF 10) may be awarded if maximum PhD duration lapses without successful thesis submission, provided the 40 Credits and satisfactory proposal defense are completed.	Part-time MSc candidates are not eligible for upgrade to PhD; satisfactory progress reports must be maintained.	Aligns with QA and progression policies; ensures defined transition and exit routes consistent with SLQF and UGC guidelines.
V. Upgrade from MPhil (SLQF Level 11)	Full-time PhD candidate may request an upgrade to PhD after the mid-year progress review.	MPhil (SLQF 11) may be awarded if the candidate opts to exit after completing 70 Credits (10 Credits coursework + 60 Credits research and MPhil Thesis) and satisfactory progress reports, but withdraws prior to meeting PhD requirements.	MPhil (SLQF 11) may be awarded if the maximum PhD duration lapses without successful thesis submission, provided 70 Credits and satisfactory progress are achieved.	Part-time MPhil candidates are not eligible for upgrade to PhD; Satisfactory progress reports must be maintained.	Ensures transparent progression and compliance with QA and SLQF requirements for transfer and exit pathways.

5. Application procedure

Duly completed applications are entertained from prospective students by the PGIS throughout the year. Every application for enrollment must be made in duplicate on the prescribed forms which can be downloaded from the PGIS website (<http://www.pgis.pdn.ac.lk>). Duly completed application should be forwarded to the Assistant Registrar of the PGIS. The application processing fee should be paid at the time of submission of the application.

Fees

The fees are revised from time to time by the Board of Management of the PGIS. Please see the PGIS website: www.pgis.pdn.ac.lk for updated fees of relevant MPhil/PhD programmes.

Payment methods

- i. Online payment (please visit the PGIS website for payment details)

or

ii. Cash at the Shroff Counter of the PGIS

or

iii. Deposit (local currency) to the PGIS A/C No. 0081041788 at Bank of Ceylon, Peradeniya, using the paying-in-voucher prepared by the Institute for this purpose. You may make the payment at any branch of the Bank of Ceylon. (Please attach a scanned copy of the Bank Slip with the applicant's name)

or

iv. Deposit (foreign currency) to the PGIS A/C No. 2233593 at Bank of Ceylon, Peradeniya, Sri Lanka. If the deposit is made outside Sri Lanka, please use the SWIFT CODE: BCEYLKX (Please attach a scanned copy of the Bank Slip with the applicant's name). The payment details (applicant's full name, ID number, amount deposited, purpose of payment, date of deposit, etc.) should also be sent to the PGIS office.

Payments by other methods are acceptable only if prior arrangements have been made with the Institute. A receipt for payment of the prescribed fee should be annexed to the applications for registration, obtaining a transcript, certificate, etc.

6. Processing of Applications

Only duly completed applications and relevant documents (See guidelines given in the application) will be processed. The applications will be evaluated by the relevant Board of Study. Those that are incomplete or carrying false information shall be rejected. The applicants shall be informed of their acceptance/non-acceptance to the postgraduate programme for which admission was sought. The decision of the PGIS shall be final in the admission to any programme.

7. Registration Process and Related Matters

7.1. Date of Registration

A person who the PGIS has accepted as a postgraduate student shall be required to register within a month to follow the relevant postgraduate programme of study (MPhil/PhD). The effective date of registration would be the date on which the duly completed application was received at the PGIS. A person who registers for an MPhil degree programme, at the first instance, can upgrade the registration to a PhD after a minimum of one year duration (Please refer to section 10.2), on the recommendation of the relevant Board of Study.

7.2. Continuation of Registration

It shall be obligatory for each student to renew the registration every year until the completion of the programme of study.

7.3. Concurrent Registration

A student who is registered for a postgraduate degree programme in the PGIS is not permitted to register concurrently for another degree programme in the PGIS.

7.4. Withdrawal from a Programme

A postgraduate student wishing to withdraw from the programme for which he/she is registered should do so in writing to the Director, PGIS, through the research supervisor(s) and the Chairperson of the relevant Board of Study. The PGIS will refund 90% of the programme fee if the request for withdrawal is submitted within 3 weeks from the date of payment of fees. No refund will be made after this period.

7.5. Readmission

An MPhil/PhD student who fails to maintain his/her registration shall be deemed to have withdrawn from the selected programme of study. If he/she wishes to re-enter the programme, he/she must apply for readmission in accordance with the regulations in force at that time. However, there is no guarantee of readmission. The procedure for readmission shall be the same as for initial registration, including the payment of all prescribed fees. The past time period spent before the withdrawal from the degree programme will not be considered when calculating the duration after the readmission.

7.6. Amendments to Registration

Any amendments to the personal information submitted at initial registration should be informed to the PGIS. A student who wishes to make amendments in the registration, such as courses/subjects, thesis topic/title, supervisor/s and student status, should do so in writing to the Director, PGIS. All changes in registration must receive the approval of the research supervisor(s), the Head of the Institution/Department/Laboratory concerned and the relevant Board of Study.

7.7. Postponement of Registration

A student who desires to postpone his/her registration for a programme should do so in writing to the Director, PGIS giving reasons and the duration of postponement. Each such request shall be considered on its own merit by the relevant Board of Study of the PGIS.

7.8. Cancellation of Registration

Registration may be cancelled by the PGIS on the recommendation of the relevant Board of Study for the following reasons:

- (a) non-fulfilment of the coursework requirement of an MPhil/PhD degree within a maximum period of two years from the date of registration,
- (b) non-payment of prescribed fees within the first six months of each year,
- (c) failure to submit two progress reports successively or make two half-yearly progress review presentations successively, except during the period of thesis writing,
- (d) non-adherence to the rules and regulations of the PGIS
- (e) plagiarism and other forms of misconduct related to the academic teaching
- (f) unsatisfactory academic progress.

7.9. Leave of Absence from the Programme

Leave of absence from the programme will not be granted under normal circumstances. However, leave may be granted under special circumstances on a written request made by the student through his/her supervisor/s. A student on a split or/and sandwich programme may be released for a specified period to continue the programme in an outside collaborating laboratory/institute. However, the student should maintain the continuity of registration by paying the relevant registration fees and any other fees, if any.

7.10. Registration for Examinations

- To apply for course work/thesis examination conducted by the Institute, a registered student is required to make due payments and update the yearly registration.
- A candidate should fulfill the prerequisites required by the respective degree programme/course to register for examinations.
- A candidate registered for coursework examinations and made the respective payment will receive the admission card and the timetable of the coursework examination in advance.
- A student sitting for his/her second or third attempt of coursework examinations must pay the

repeat examination fee when applying for re-examinations.

- A student conducting the second attempt the thesis defense must pay the resubmission fee.

8. Requirements for the Completion of Degrees

8.1. *Research Proposal*

Students applying for registration to MPhil and PhD at the PGIS, must submit an application together with a research proposal to the relevant Board of Study with the endorsement of a supervisor/s for the approval of the Board before commencing the study. MPhil/PhD student shall make 20 min oral presentation (depending on the requirement of the Board of Study) for evaluation by a panel (see Section 8.1 for details). Suppose MPhil/PhD research proposals are already evaluated and accepted by NRC or NSF or any other funding agency, those research proposals can be submitted directly to the Board of Study with relevant documents related to the evaluations to obtain the approval of the Board.

8.2. *Course Work:*

8.2.1 *Course Work Requirements*

MPhil/PhD candidates should meet the following course requirements:

I. Total Coursework Requirement (MPhil):

A total of 10 credits must be completed, including:

- a) Compulsory Core Modules: **8 credits**, and
- b) Elective Modules: **2 credits** as recommended and arranged by the respective Board of Study), to be fulfilled separately for the MPhil programme.

II. Total Coursework Requirement (PhD):

PhD candidates are required to complete **10 credits** of compulsory core modules, which include 8 credits from the MPhil compulsory core modules and **an additional 2 credits** specific to the PhD programme.

The requirements mentioned under I and II above should be completed within a maximum period of two years from the date of registration unless any delays are accepted by the relevant

Board of Study. Those candidates registered under 3.1.A (i) and (ii) may be exempted from some or all the requirements mentioned under I and II above as recommended by the relevant Board of Study. To follow the above- mentioned courses, MPhil/PhD students are required to produce the duly completed ‘Course Work Requirement Form’ (Form 5.7.1.IA – **Annexure I**). The Form 5.7.1.IB (**Annexure II**) should be completed and submitted. Both Forms 5.7.1.IA and 5.7.1.IB are available to download from the PGIS website: www.pgis.pdn.ac.lk

8.3. Research Work:

8.3.1. Research Work Requirements

Student should engage in full-time research for a minimum period of two years for MPhil degree (Section 3.3 in the MPhil/PhD Programme Guide) and three years for PhD degree (Section 3.5 in the MPhil/PhD Programme Guide), or its equivalent on a part-time basis under the guidance of a supervisor/s as recommended by the relevant Board of Study, and submit a thesis based on the research carried out.

8.3.2. Research Work and Supervisors

A postgraduate student would generally be required to work in a laboratory/institution under the guidance of a supervisor/s approved by the relevant Board of Study. At least one of the supervisors should be from the institution where the major part of the research is carried out. The supervisor/s shall guide the student throughout the study, in planning, carrying out research methodology, presenting the work, and writing the thesis.

8.3.3. Guidelines on conduct of research

8.3.3.1. Progress Review of Research Work

Progress Review Seminar

Full-time students are required to present their research progress and future work bi-annually (in June and December), while part-time students are required to do so every nine months (in September and the following June). The supervisor shall guide the student in preparing for the mid-year progress review seminar. This seminar will be evaluated by the same evaluation panel recommended by the Board of Study for assessing the research proposal. (see Section

8.1).

Progress Reports

The student shall forward half-year progress reports to the PGIS through the supervisor/s in the prescribed form at the end of the stipulated period. Supervisor/s shall endorse the progress reports after checking the work reported is in line with the proposal and consistent with the timeline, free of language and typographical errors and follows the PGIS format (http://www.pgis.lk/downloads/students/info_report_thesis_guide_2018.pdf). Students shall submit the progress reports based on the progress review seminar within two weeks from the date of the seminar. The report should be forwarded with the recommendation of supervisor/s to the

Chairperson of the relevant Board of Study, who shall forward the same to the Director/PGIS with his/her recommendation. (see **Annexure III**)

If progress review seminars are not made or progress reports are not submitted in two consecutive occasions, based on the recommendation of the supervisor(s), candidate's registration for the relevant degree will be terminated.

8.3.3.2. Initial Submission of Thesis

Once the research work is completed, three copies of the thesis in temporary binding should be submitted initially through supervisor/s and the Chairperson of the relevant Board of Study to the Director, PGIS. The supervisor/s is/are expected to certify that the thesis is of an acceptable standard as required by the PGIS by signing and forwarding the 'Initial Submission Form' (Form 5.11.1A – **Annexure IV**) downloadable from the PGIS website: www.pgis.pdn.ac.lk. Students may also be required to fill out the 'Check List for MPhil/PhD Students for Acceptance of Spiral-bound Copy of the Thesis to be Sent for Evaluation' (**Annexure V**), which can be downloaded from the PGIS website: www.pgis.pdn.ac.lk. Along with the hard copy, a soft copy (PDF version) of the thesis must also be submitted to the PGIS. The soft copy should be named as "**RegistrationNumber_ThesisInitialCopy**".

The general guidelines for the format of project report/thesis can be downloaded from the PGIS website:

http://www.pgis.lk/downloads/students/info_report_thesis_guide_2018.pdf. Before

forwarding the Thesis to the PGIS, supervisors shall make sure that,

8.3.3.2.1. The thesis is formatted following the PGIS guidelines, well written to the acceptable standard and free of language and typographical errors. The thesis should be certified by the supervisor(s) only when it is suitable for submission. Thesis format can be found at

http://www.pgis.lk/downloads/students/info_report_thesis_guide_2018.pdf

8.3.3.2.2. The student has fulfilled the publication requirement as mentioned in 7.3.4.

8.3.3.3. Thesis Defense

The thesis examiner shall be appointed by the PGIS after getting his/her consent to evaluate both the thesis and thesis defense examination. The PGIS must obtain the consent of examiners to evaluate both thesis and thesis defense examination. MPhil/PhD thesis defense examination shall be arranged by the PGIS, considering a convenient date and time for all members of the Board of Examiners. Thesis defense examinations of MPhil/PhD should not be held in the absence of Thesis examiner/s.

If a student fails the thesis defense examination (viva-voce examination) he/she can repeat it on another date specified by the Board of Examiners. The maximum number of attempts a student is allowed to face the thesis defense examination (viva-voce examination) is two. If a student fails the two attempts, the candidature will be terminated, and the submitted copies of the thesis become the property of the PGIS.

The time duration for the oral presentation at the thesis defense examination shall be 30 min for both MPhil and PhD students.

Upon the receipt of examiners' evaluation reports of a thesis, if the corrections are major, before resubmitting the revised thesis to the PGIS, the supervisor shall ensure that the student has incorporated the comments suggested by the examiners. Before certifying the final hardbound copy of the thesis, the supervisors shall check and certify that the student has incorporated all the corrections/suggestions made by both thesis and oral examiners.

8.3.3.4. Final Submission of the Thesis

Three or more copies of the thesis (one copy to the PGIS, one each for each supervisor and one for the student) in the permanently bound form, prepared according to the PGIS guidelines,

should be submitted through the Supervisor and the Chairman of the relevant Board of Study to the PGIS within the specified period of time as recommended by the panel of examiners for consideration by the Results Board. When the candidate submits the thesis, the supervisor/s is/are expected to certify that corrections, revisions etc., if any, have been properly affected by the candidate by duly signing the 'Final Submission Form' (Form 5.11.3A – **Annexure VI**) downloadable from the PGIS website: www.pgis.pdn.ac.lk. Students are requested to submit a soft copy of the final version of the thesis to the PGIS labeled as '**Registration number_Thesis final copy**'

8.3.4. Publication Requirement

For the award of research degrees by the PGIS, the following publication requirements should be fulfilled.

1) To award the MPhil Degree:

- i. At least one peer-reviewed publication (Students must provide DOI or acceptance letter during thesis submission)
- ii. Two conference presentations (national/international)
- iii. One optional article in *PGIS Magazine*

2) To award the PhD degree:

- i. Minimum of two peer-reviewed journal publications (Students must provide DOI or acceptance letter during thesis submission)
- ii. Presentations at national/international conferences
- iii. One article in *PGIS Magazine* (popular science)

8.3.5. Resolving Conflicts

To confront and resolve a conflict between two parties, the following approach is suggested.

- a) The problem should be reported to the Director/PGIS in writing via a letter or an email.
- b) The Director, in consultation with the Chairperson of the relevant Board of Study and upon the recommendation of the Board of Management should appoint a committee including Director/PGIS to inquire the conflict. The committee should inquire both parties separately; identify the factors contributing to the problem and recommend solutions to overcome the conflict.

- c) A detailed report should be submitted by the appointed committee to the Board of Management giving recommendations on resolving the conflict.

9. Evaluation of MPhil/PhD Degree Programmes

9.1 Research Proposal Evaluation

The composition of the Evaluation Panel of Research Proposal and Progress Review is given below.

Composition of Evaluation Panel of Research Proposal:

1. Chairperson of the relevant Board of Study (Chairperson of the Panel) (where the Chairperson of the Board of Study is a supervisor, the Director or his nominee shall act as Chairperson)
2. Secretary of the relevant Board of Study
3. Two reviewers (the relevant Board of Study shall nominate suitable persons)
4. The supervisor/s shall be present as observer/s

The evaluation panel shall evaluate the written proposal and proposal presentation, and submit their recommendations to the relevant Board of Study. If a proposal is unsatisfactory, the panel may recommend revising and resubmitting the proposal or submission of a new proposal. The Board of Study will approve the MPhil/PhD application based on the recommendation of the panel. However, if the proposal requires ethical approval (human and animal studies), student registration will be granted conditionally until an approval from the PGIS Ethics Committee is submitted to the Board of Study.

If the supervisor/s of a research project is neither a member of the PGIS teaching panel nor a member of a Board of Study/academic staff member of the Faculty of Science, University of Peradeniya a supervisor from the above said categories should be appointed as an internal supervisor to the project.

9.2 Course Work Evaluation

A course unit is evaluated by continuous (in-course) assessments (and/or mid-semester examination) and end-semester examination. Details of the teaching and learning methods, as well as the assessment strategies for each course, are provided in the programme content.

- Continuous assessments, which include assignments, tutorials, quizzes, presentations etc. evaluate students' progress throughout the study (formative evaluation). The teacher of a course will be responsible in giving details of in-course assessments such as type of assessments, deadlines for submission of materials, marks allocation, etc. to the student at the beginning of the course. The teacher will display marks of in-course assessment before students sit the end-semester examination of the course.
- The mid-semester examination is an in-class/online examination in which the instructor has the freedom to select the structure of the examination paper and the duration of time.
- End-semester examinations (summative evaluation) evaluate students' overall subject knowledge, skills, and abilities at the end of the course. The end-semester examination is a comprehensive examination scheduled by the programme coordinator at the end of the semester. Students will be informed of the evaluation scheme by the instructor at the beginning of each course. For all theory and laboratory courses, a minimum of 80% attendance is required to sit the end-semester examination.

The following weightage of marks can be used as a guideline when computing the final marks of the course.

- Continuous assessments (with or without mid-semester examination) – 60%
- End Semester examination (comprehensive examination) - 40%

In the courses with laboratory and/or fieldwork, the method of evaluation can differ from one course to another and shall be evaluated, where applicable, on a continuous assessment basis and/or by end-semester examination.

9.3 Research Work Evaluation

All research students should conduct independent research for a stipulated period given by the degree programme, in addition to the completion of the relevant courses of the degree programme, if there are any. Evaluation panels, Thesis examiners and oral examiners of each research project for the following three components shall be appointed by the relevant Board of Study.

Components	Descriptor	Final Mark	Evaluators
Progress Review Seminar	The extent of research done, in-line with the proposal and consistent with the timeline, up-to-date knowledge, presentation style	10%	Evaluation Panel
Thesis	Up-to-date knowledge, well-structured, coherence, formatting and language impeccable, appropriate methodology, referencing is correct and consistent, scientific output	60%	Thesis Examiners
Thesis Defense Examination (Oral presentation followed by Viva Voce)	Scientific quality, organization, subject knowledge, presentation skills, time management, scientific output	30%	Thesis examiners and Oral examiner

9.3.1. Progress Review Seminar

Each student is required to submit half-year progress reports to the PGIS with the endorsement of the supervisor/s which will be evaluated and approved by the Board of Study.

9.3.2. Thesis Evaluation

The assessment of the research project/ thesis shall consist of two thesis examiners recommended by the relevant Board of Study for evaluation. The thesis shall be evaluated by two examiners at least one of whom shall be an examiner external to the place where the research work was carried out. In the case of PhD theses, it is strongly recommended that at least one foreign examiner be appointed. Each examiner will evaluate the temporarily-bound thesis or the softcopy as per the request of the examiner, and send the evaluation report to the PGIS. The evaluation report will include the final recommendation on the thesis. The thesis examiners evaluate the suitability, adequacy and consistency of information, arguments and results, innovations and contribution to the literature, and practical relevance of conclusions and recommendations presented in the thesis/dissertation. The thesis examiners will examine the thesis comprehensively and submit a detailed report with their recommendations to the Institute.

- a. After evaluation of the thesis, if the two thesis examiners recommend that the thesis is “accepted as it is” or “accepted with minor corrections”, an oral examination shall be

scheduled and convened by the PGIS.

- b. If at least one of the thesis examiners recommends that “the thesis is accepted with major corrections”, the oral examination will be held only after the revised thesis is recommended as “accepted as it is” or “accepted with minor corrections” by the two thesis examiners. The revised thesis should be resubmitted for evaluation within a specific time period (six months for MPhil and PhD) within the period of registration of the degree programme.
- c. If one of the two thesis examiners recommends that “the thesis is not accepted”, the revised thesis will be sent to a third thesis examiner recommended by the Board of Study, for evaluation. Above procedures a, b, c can be followed by considering the two closely similar recommendations given by two examiners out of the three thesis examiners.
- d. If the two thesis examiners recommend that “the thesis is not accepted”, a thesis review seminar will be held, and the following recommendation/s will be provided by the examination panel.

The examination panel consists of the Chairperson of the BoS, Secretary of the BoS, two thesis examiners and an oral examiner.

- 1) Make the necessary correction to the thesis and resubmit the thesis for evaluation within a specific time period (one year for MPhil and PhD) within the period of registration of the degree programme, or
- 2) Propose a downgrade the degree to a possible lower degree (provided that the student has completed the requirement for the possible lower degree)

The oral examination will be held only after the revised thesis is recommended as “accepted as it is” or “accepted with minor corrections” by the two thesis examiners.

If major revisions of the thesis are recommended, three copies of the revised thesis should be submitted using ‘Resubmission Form’ (Form 5.11.1B – **Annexure VII**) downloadable from the PGIS website: www.pgis.pdn.ac.lk. The supervisor/s is/are expected to certify that all the corrections/revisions have been made to the revised thesis as required by the examiners.

9.3.3. Thesis Defense Examination

If the thesis is accepted without revisions or with minor revisions as in (a) or (b) above, the oral examination followed by Viva-Voce will be conducted by a Panel of Examiners

appointed by the relevant Board of Study. If major revisions are recommended as in (c) above, the oral examination will be held after the revised thesis is evaluated and recommended by the examiners as acceptable without further revision or acceptable with minor revisions.

Composition of Panel of Examiners for MPhil (SLQF-L11) and PhD (SLQF-L12):

1. Chairperson and Secretary of the relevant Board of Study

(If the Chairperson of the Board of Study is a supervisor, the Director or his nominee shall be the Chairperson)

2. Three examiners (two thesis examiners and an oral examiner)

(If the thesis examiner/s is/are not available, the relevant Board of Study shall nominate suitable person/s)

3. The Supervisor/s shall be present as observer/s

The oral examination of a thesis/dissertation shall be held soon after the completion of the research report evaluation as mentioned in 8.3.2. The viva-voce Examination Board will evaluate theoretical knowledge, analytical thinking, adequacy of information, creativity and innovations in the research, suitability and practical relevance of conclusions and recommendations, and communication and presentation skills of the student.

The panel of examiners will submit a report (and an evaluation sheet assigning marks) on the suitability of the candidate for the award of the degree. The supervisor will hand over the thesis back to the candidate for suggested revisions, if any, with necessary instructions and a copy of the examiners' report. If the oral examination is not defended satisfactorily, the candidate is allowed only one more attempt to repeat the oral examination.

If the candidate fails the oral examination twice, the degree cannot be awarded, but may be considered for a possible downgrade and award a lower degree.

On the basis of the UGC circular 11/2020 provision has been granted for online assessment via virtual platform. The students are strictly monitored on impersonation, plagiarism and cheating in online assessments.

The MPhil/PhD Thesis Defense examination should be evaluated by both Thesis and Oral examiners independently. The final mark should be derived as an average of all the marks awarded by all the examiners (Thesis and oral). The Board of Examiners decides the award of Degree.

10. Upgrade from a Lower SLQF Level to a Higher SLQF Level

Students who are interested in upgrading their degree status from the lower level of SLQF to a higher level should follow the guidelines and fulfill the requirements given below.

10.1. Transfer from MSc to MPhil

A student registered for a MSc (SLQF-L9) who has achieved a final GPA greater than 3.00 for coursework and has shown excellent progress in his/her research project in the SLQF-L10, may apply through the supervisor, for an upgrade to SLQF-L11. However, the request should be made within 4 months after the mid-year progress review seminar in SLQF-L10.

10.2. Transfer from MPhil to PhD

A student registered for a MPhil (SLQF-L11) should have completed at least one year of research on full-time basis (or two years of research on part-time basis) in the MPhil programme to apply for an upgrade to a PhD degree programme (SLQF Level 12), which requires a total of 3 years of research worth of 90 credits (9000 notional hours). The request should be made within 4 months after the annual progress review seminar in the second year of SLQF-L11. The written research proposal including MPhil work already completed, remaining MPhil work to be completed, a new research proposal for the PhD and the time schedule will be evaluated by three experts in the relevant discipline recommended by the relevant Board of Study and the oral examination will be evaluated by the following Panel of examiners.

- The Chairperson of the relevant Board of Study (If the Chairperson is a supervisor, the Director shall nominate a suitable person.),
- The Chairperson of another Board of Study recommended by the Coordinating Committee
- Three experts in the relevant discipline recommended by the relevant Board of Study.

Note: Supervisors of the student may be present at the oral examination as observers. The recommendation of the evaluation panel shall then be forwarded to the Coordinating Committee through the relevant Board of Study. The upgrade will then be made by the Board of management upon the recommendation of the Coordinating Committee. Rules and Regulations Pertaining to the Upgrade of Degree Status is given in the PGIS website. A student may apply for such a transfer after completion of at least one year of the MPhil programme, by

submitting the completed application for upgrade (Form 5.10A – **Annexure VIII**).

11. PhD Qualifier Review

A PhD Qualifier Review is mandatory for:

- a) Candidates registered for the PhD programme on a conditional basis with a **BSc Honours Degree or equivalent (SLQF Level 6, GPA \geq 3.0)**.
- b) Candidates with an **MSc (SLQF Level 10)** initially placed in a conditional PhD pathway.

11.1 Timing of the Qualifier Review

- a) The Qualifier Review shall take place **after one year and before 1.5 years** from the **date of conditional registration**.
- b) The schedule must be approved by the **Board of Study** on the recommendation of the **Coordinating Committee**.

11.2 Components of the Qualifier Review

The PhD Qualifier Review comprises the following components:

a) Submission of a Qualifier Report: The candidate must submit a detailed report (approximately 15–25 pages) including.

- I. Title
- II. Background and rationale of the research
- III. Objectives and research questions/hypotheses
- IV. Literature review
- V. Preliminary methodology
- VI. Results and publications, if any
- VII. Timeline and work plan for the remaining duration
- VIII. Ethical considerations (if applicable)

b) Oral Presentation

- I. The candidate must deliver a **30-minute oral presentation** summarizing the above components before a Qualifier Review Panel.
- II. The presentation will be followed by a **Q&A session**.

11.4 Composition of the Qualifier Review Panel

- a) Two Reviewers with relevant expertise (appointed by the Board of Study)
- b) A representative from the Board of Study (Chairperson)
- c) Supervisor(s)

11.4 Evaluation Criteria

The candidate will be assessed on:

- a) Clarity and feasibility of research objectives
- b) Understanding of the relevant literature
- c) Appropriateness of the methodology
- d) Communication skills during the presentation
- e) Potential for successful completion of the PhD

11.5 Outcomes of the Review

The PhD Qualifier Review Panel may recommend one of the following outcomes:

1. Confirmation of PhD Registration

The candidate may continue unconditionally in the PhD programme based on satisfactory performance.

2. Conditional Continuation

The candidate may continue in the PhD programme subject to fulfilling specified conditions (e.g., additional coursework, revision of the research plan, research/title change, supervisor change, registration status change (Full-time to part-time or vice versa)]

3. Nested Qualification-PhD Programme

I. Direct Registration (SLQF Level 6 or Equivalent)

a. Entry Requirement:

Bachelor's Honors Degree (SLQF 6) or equivalent with GPA \geq 3.0.

b. Voluntary Early Exit Qualification:

Postgraduate Diploma in Research Studies (PGDipRS – SLQF 8) may be awarded upon:

Completion of 25 Credits:

- 10 Credits coursework
- Satisfactory proposal defense
- 15 Credits Independent Study

c. **Fall-Back Qualification (After Maximum Duration):**

PGDipRS (SLQF 8) may be awarded if the candidate reaches the maximum PhD duration without completing the degree, provided the same 25 Credits and satisfactory performance are achieved.

d. **Eligibility / Restrictions:**

Must complete the minimum 25 Credits and maintain satisfactory progress reports.

e. **Notes / QA Compliance:**

- Early exit is **optional**.
- Fall-back applies **only after the maximum duration** as per UGC Circular 02/2024.

II. MSc (SLQF Level 10) Entry

a. **Entry Requirement:**

Completed MSc Degree (SLQF 10) in a relevant field.

b. **Voluntary Early Exit Qualification:**

MPhil (SLQF 11) may be awarded if the candidate voluntarily exits after:

Completing 70 Credits:

- 10 Credits coursework
- 60 Credits research + MPhil thesis

Maintaining satisfactory progress reports.

c. **Fall-Back Qualification (After Maximum Duration):**

MPhil (SLQF 11) may be awarded if the maximum duration lapses without PhD completion, provided the 70 Credits and satisfactory progress are achieved.

d. **Eligibility / Restrictions:**

Satisfactory progress reports must be maintained throughout the study period.

e. **Notes / QA Compliance:**

Ensures transparent progression and full compliance with SLQF and QA requirements for transfer and exit pathways.

III. Upgrade from MSc (SLQF Level 10)

a. **Entry Requirement:**

Full-time MSc candidate may apply for an upgrade to PhD after the mid-year progress review.

b. **Voluntary Early Exit Qualification:**

MSc (SLQF 10) may be awarded if the candidate exits prior to MPhil confirmation, upon completion of:

40 Credits:

- 10 Credits coursework
- 30 Credits research training and Research Report

Satisfactory proposal defense.

c. **Fall-Back Qualification (After Maximum Duration):**

MSc (SLQF 10) may be awarded if maximum PhD duration lapses, provided the above 40 Credits and satisfactory proposal defense are completed.

d. **Eligibility / Restrictions:**

Only **full-time MSc** candidates are eligible for upgrade.

Satisfactory progress reports must be maintained.

e. **Notes / QA Compliance:**

Aligns with QA and progression policies.

Ensures clearly defined transition and exit routes consistent with SLQF and UGC guidelines.

4. **Termination of Registration**

In cases of unsatisfactory performance, and where neither PhD nor MPhil registration is deemed appropriate, the panel may recommend termination of the candidate's registration.

5. **Termination of Registration**

In cases of unsatisfactory performance, and where neither PhD nor M.Phil. registration is deemed appropriate, the panel may recommend termination of the candidate's registration.

(Guidelines for PhD Qualifier Review)

12. Requirement for the Award of the MPhil/PhD Degree

12.1 Award of the MPhil Degree

The MPhil degree is awarded to candidates who have successfully completed the following requirements:

- i. admission requirements as set out in Section 3.1,
- ii. accepted by the PGIS as a candidate for the MPhil programme,
- iii. duly registered and paid fees for the prescribed duration of the programme (see Section 4),
- iv. satisfactorily completed course work and research work requirements (see Sections 7).

12.2 Award of the PhD Degree

The PhD degree is awarded to candidates who have successfully completed the following

requirements:

- i. admission requirements as set out in Section 3.2,
- ii. accepted by the PGIS as a candidate for the PhD programme,
- iii. duly registered and paid fees for the prescribed duration of the programme (see Section 4),
- iv. satisfactorily completed coursework and research work requirements (see Section 7).

13 Criteria for the Effective Date of the MPhil/PhD degree

The effective date of the MPhil/PhD degree shall be determined as given below.

The effective date of the degree should be a date after the expiry of the minimum duration of a given programme. If the panel of examiners determines that both the thesis initially submitted and the oral examination are of acceptable standards, the effective date shall be as follows:

- a) The oral examination held within three months from the date of initial submission of the thesis:
 - i. If the thesis is accepted without corrections and handed over in hard-bound form to the PGIS office within one month after the oral examination, the effective date shall be the date of the oral examination.
 - ii. If the thesis is accepted with minor corrections and submitted in hard-bound form to the PGIS office within one month after the oral examination with all the corrections made by the candidate as required by the panel of examiners and certified by the supervisor(s), the effective date shall be the date of the oral examination.
 - iii. If the thesis is accepted with minor corrections and submitted in hard-bound form to the PGIS office after one month of the oral examination with all the corrections made by the candidate as required by the panel of examiners and certified by the supervisor(s), the effective date shall be the date of the final submission of the thesis.
- b) The oral examination held after three months from the date of initial submission of the thesis due to no fault of the candidate
 - i. If the thesis is accepted without corrections and handed over in hard-bound form to the PGIS office within one month after the oral examination, the effective date shall be the date on which THREE months have elapsed since the initial submission of the thesis.
 - ii. If the thesis is accepted with minor corrections and submitted in hard-bound form to the PGIS office within one month of the oral examination with all the corrections made by the

candidate as required by the panel of examiners and certified by the supervisor(s), the effective date shall be the date on which THREE months have elapsed since the initial submission of the thesis.

- iii. If the thesis is accepted with minor corrections and submitted in hard-bound form to the PGIS office after one month of the oral examination with all the corrections made by the candidate as required by the panel of examiners and certified by the supervisor(s), the effective date shall be the date of the final submission of the thesis.

If the Panel of Examiners determines that the thesis submitted is acceptable with major corrections, then the candidate is required to resubmit the revised thesis to the PGIS with all the corrections made. The effective date shall be determined, after the evaluation of the revised thesis, according to the procedures stipulated in Sections 11 (a) or 11 (b).

If the Panel of Examiners determines that the thesis submitted is of an acceptable standard, but the oral examination is to be repeated due to unsatisfactory defence, then the effective date will be determined by 11 (a) or 11 (b), based on the repeat oral examination.

However, a candidate is allowed only one such attempt to repeat the oral examination for the same qualification (MPhil/PhD degree).

If the oral examination is not of acceptable standard for the PhD degree, even after repeated attempts, but is of acceptable standard for an MPhil degree, the Panel of Examiners may recommend the award of an MPhil degree.

14 Release of the MPhil/PhD Results

The Results Board shall be held to consider the award of the MPhil/PhD degree to the candidate. The Results Board will release the results subject to confirmation by the Board of Management of the PGIS and the Senate of the University of Peradeniya.

Composition of Results Board:

1. Director/PGIS (Chairman)
2. Chairperson of the relevant Board of Study

3. Secretary of the relevant Board of Study

15 Transcripts and Academic Dress

15.1 Transcripts

Certified transcript/s of a student's academic record authenticated by the signatures of the Director and the Deputy Registrar/Assistant Registrar of the PGIS may be sent under confidential cover directly to other institution/s on receipt of a request with the prescribed fee for such a transcript.

15.2 Academic Dress

Academic Dress for the MPhil Degree

The academic dress for the Degree of MPhil shall consist of a gown of University pattern made of black cloth and a garland woven with white and gold coloured cords and terminating with the crest of University of Peradeniya.

Academic Dress for the PhD Degree

The academic dress for the Degree of PhD shall consist of a gown of University pattern made of black cloth with a facing of scarlet and a garland woven with scarlet and gold coloured cords and terminating with the crest of University of Peradeniya.

16 Regulations for Conducting Examinations

Rules pertaining to the Conduct of Examinations – Offences, Concessions and punishments for Examinations conducted for MPhil/ PhD Degrees

16.1 General Rules for coursework examinations (in-person)

16.1.1 Entering and Leaving the Examination Hall

- a. A Candidate shall enter the examination centre/hall only when requested to do so by the

- Supervisor but shall be present at the precincts of the examination centre/hall at least 15 minutes before the commencement of the examination.
- b. A Candidate shall be conversant with and adhere to the instructions regarding examinations as specified by the PGIS Handbook prior to entering the centre. A valid admission card is required to enter the examination centre/hall.
 - c. A Candidate shall adhere to all instructions given by the Supervisor or an Invigilator during the examination.
 - d. A Candidate shall place any unauthorized material at a place or places designated before entering the examination centre/hall and proceed directly to the seat or other place allocated to that Candidate.
 - e. A candidate shall not be admitted to the examination hall after the expiry of half an hour from the commencement of the examination.
 - f. On admission to the examination hall, a candidate is required to occupy the seat allocated to him/her and he/she should not change the seat except on the specific instruction given by the supervisor of the examination.
 - g. A candidate shall not be allowed to leave the hall until half an hour has elapsed from the commencement of the examination or during the last 15 minutes. This clause may not be applicable to in-class tests. A Candidate may not leave his/her seat without the permission of the Supervisor.
 - h. A Candidate may be permitted provisional entry on account of an unforeseen event after the said expiry in clause 1.2.4, if no candidate has left the examination centre (or any other centre where the same assessment is concurrently conducted), at the sole discretion of the Supervisor. No extra time will be allowed for such candidates.

16.1.2. Proof of Identity of the Candidate

- a. A Candidate shall bring into the examination centre, the PGIS Identity Card or Student Record Book bearing one's photograph depicting the present appearance of the Candidate, as proof of identity (renewal of the ID, if needed, should be done by the student).
- b. A valid National Identity Card or Passport may be used as proof of identity in the absence or deficiency of the identification documents in the above paragraph.
- c. If a candidate of an examination loses his/her student identity card/admission card, he/she is required to obtain a duplicate of the student identity card/admission card from the Assistant Registrar/Senior Assistant Registrar/Deputy Registrar of the Institute to produce at the

examination hall.

- d. A Candidate whose true identity is not depicted in the photograph as in 14.1.2 (a) shall in addition produce a recent photograph depicting the present appearance, duly endorsed by the Director, Deputy Registrar, Senior Assistant Registrar/Assistant Registrar of the PGIS.
- e. A Candidate whose name in the identification documents in 14.1.2 (a) differs in any manner with that appearing in the candidature list for the subject, acceptable procedure to be followed, i.e., the candidate shall produce either an affidavit or a certificate to the effect that endorsed by the Assistant Registrar/Senior Assistant Registrar/Deputy Registrar of the PGIS that both names refer to one and the same person.
- f. Attendance of a candidate should be marked with the identification by the Supervisor. No candidate shall be allowed to wear attire preventing proper identification. Candidate must prove his/her identity to be considered as attendance for the examination.

16.1.3. Authorized Materials

- a. A candidate for an examination should bring his/her own pens, ink, mathematical instruments, erasers, pencils or any other equipment or stationery which he/she has been permitted to bring to the examination hall.
- b. Examination stationery such as writing papers/answer books, graph papers, drawing papers, ledger papers, etc., with date and session stamp of the Institute will be supplied at the examination hall. A candidate is not permitted to use papers /answer books given in an earlier session/ date or papers other than those supplied to him/her by the supervisor/invigilators at the time of the examination.
- c. The use of any technical device, such as a calculator or any other instrument, will be permitted only for question papers that contain a rubric to that effect.
- d. Materials such as statistical tables, maps, drawings, etc. will be supplied at the examination for question papers that contain a rubric to that effect.
- e. A candidate should make sure that no sheet of writing paper, answer book, etc. supplied to him/her is torn, crumbled, folded, or otherwise mutilated.

16.1.4. Unauthorized Materials

During answering a question paper:

- a. A candidate is not permitted to possess unauthorized material such as books, articles, notes, signs or formulae, tables, figures, etc. on his/her person. Unauthorized materials should also not found/written on his/her clothes, body, admission card/student record book/student identity card, timetable, smart wrist watches and phones/any other devices such as pens.
- b. All unauthorized items which a candidate has brought to the examination hall with him/her should be kept at a place designated by the supervisor or invigilators before the commencement of the examination.

16.1.5. Discipline at the Examination Centre

- a. A candidate shall disclose any items in one's possession or person if requested by the Supervisor or an invigilator or other person permitted by the Supervisor.
- b. A candidate shall neither seek nor obtain academic help from the Supervisor or Invigilator.
- c. A candidate shall neither lend nor borrow any material from any other candidate.
- d. The candidate shall neither help nor attempt to help another candidate or act negligently so that another candidate has the opportunity to copy
- e. A candidate of an examination is under the authority of the supervisor and is expected to assist the supervisor by following his/her instructions and those of the invigilators during the examination and immediately before and after the examination.
- f. Within the examination hall and its precincts, a candidate is required to behave appropriately; he/she should not cause disturbance or inconvenience to the supervisor or his/her staff or to the other candidates. A candidate is liable to be sent out of the examination hall for improper/disorderly conduct.
- g. A candidate is required to maintain absolute silence when entering or leaving the examination hall, in the examination hall and its precincts. During the examination, reading question papers loudly and oral recitation of any answers during /after the time of writing the answers is strictly forbidden.
- h. A candidate shall enter his/her own Index number on each and every answer script.
- i. A candidate shall hand over all answer scripts, tied as instructed, to the Supervisor or an Invigilator during or at the expiration of the examination.

- j. A candidate shall neither write his/her name nor any identifying mark on the answer script other than the index number unless specifically allowed otherwise. However, this may not be applied in the case of Continuous Assessment.
- k. A candidate shall not submit an answer script, which has been prepared completely or partially by anyone other than the candidate.
- l. A candidate, while entering and leaving the examination centre, shall conduct himself/herself in an orderly manner. A candidate is liable to be excluded from the examination centre for disorderly conduct.

16.2. Guidelines for Remote/Online Examinations

16.2.1. Guidelines for Supervisors

- a. Have a clear understanding on how to start and end the exam, troubleshooting common technical issues, and communicating with technical support if needed.
- b. Ensure that the computer and internet connection meet the technical requirements specified by the online proctoring system.
- c. Keep records of any incidents, interventions, or disruptions during the exam. This documentation may be important for reviewing and addressing any issues that arise.
- d. Have a mechanism in place for handling emergencies or unexpected disruptions, such as power outages or internet failures.
- e. Choose a secure online platform for delivering exams, through LMS by logging in with the official G-Suite email address.
- f. Ensure that students have access to technical support in case they encounter any issues during the exam. Provide information and resources for technical support to students before the exam.
- g. Limit access to the exam to only the enrolled students through secure login credentials.
- h. Provide detailed instructions to students well in advance. Ensure they understand the format of the exam, the duration, and any specific requirements (e.g., writing papers, graph papers, calculators, etc.).
- i. Verify the identity of the students using prescribed methods. This may include checking photo identification, using facial recognition technology, or other methods specified by the testing platform.

- j. Ask students to sign the honor code pledge before starting the exam, affirming their commitment to academic honesty.

I pledge on my honor that during this Examination, I have neither given nor receive any unauthorized assistance and these submitted solutions are my own work.	
Reg. No. :	Name with initials :
Date :	Signature :

- k. Clearly outline the consequences of cheating as stated in the academic integrity policy. Make students aware of the penalties for academic misconduct.
- l. Keep communication channels open with students during the exam, in case they encounter technical problems or need to clarify instructions.
- m. Use data analytics to identify unusual patterns in students' responses, such as unusually fast completion times or identical answers.
- n. Continuously assess and improve your online exam practices based on student feedback and emerging technologies.

16.2.2. Guidelines for Students

These are general guidelines. Specific instructions would be given by the lecturer in charge of the respective course.

- a. Ensure availability of an appropriate place for the exam, stable internet connection, a device for internet access and a facility for scanning the answer script/s (use of scanning software is highly recommended. Ex: Cam Scanner/ PDF scanner).
- b. Make sure to have adequate blank writing sheets, a calculator (if required) and writing materials at your workstation.
- c. Make sure the devices are fully charged throughout the duration of the examination.
- d. Students are required to keep their webcams on and ensure that their microphones are in working condition for the duration of the session. Place the webcam at eye level and ensure that your face is centered in the frame. Avoid extreme angles or positioning that may obstruct your view.
- e. Students may download the question paper before starting the exam. In case of a loss of internet connection during the time of the examination, you can continue writing uninterrupted, with the downloaded question paper in your device.

- f. As soon as there is a loss of internet connection, inform the supervisor/invigilator via an appropriate communication method. Contact numbers of the exam supervisor, invigilators and the lecturer in charge prior to the exam will be provided to you.
- g. If the laptop/phone battery drains rapidly and shuts down during a power outage, make sure to have a backup solution in place. For example, take photos of the exam paper using another phone/ camera, immediately after downloading it, and ensure to keep the backup device with you.
- h. Prior to starting the test, close any other programmes which may have running on the device to maximize its use during the exam.
- i. The student shall not use any prohibited items and is strictly prohibited from copying or referencing any study materials during the examination.
- j. Modes available for delivering the exams.

Mode A - All students should log into the PGIS LMS at least 15 minutes before the time of the examination. The question paper will be uploaded to the LMS 10 minutes before the time of the examination. In case a student does not have access to LMS (e.g. repeat student) mode B will be adopted on request.

Mode B - The exam paper will be sent via email 15 minutes before the exam. Personal email should be kept up-to-date with the Assistant Registrar/PGIS.

- k. If the examination paper cannot be downloaded (from the LMS or email), immediately notify the Supervisor/Invigilator.
- l. Different Boards of Study may use a single mode or a combination of the above two modes to deliver the exams.
- m. The index number should be written on each page and each page of the answer script should be numbered. Include a cover page with the course name, course code, registration number and the number of pages of the answer script. Scan all the pages of the answer script in correct order using relevant software and save as a single pdf file. The lecturer in charge will provide instructions regarding the format of the filename.
- n. Upload the PDF file into LMS/send it to the given email address depending on your mode. In case the PDF cannot be uploaded, alternative methods can be used. For example, email, WhatsApp, Viber etc. Submission should be completed within the allotted time. However, the answer script should be uploaded/emailed when the issues are resolved via the primary

- submission method.
- o. Contact any of the supervisors/invigilators to get help with any issues or questions such as uploading matters, typing mistakes in exam papers etc.
 - p. An additional 30 minutes from the end of the exam will be provided to upload the answer script.
 - q. The handwritten answer script and the softcopy should be stored securely.

16.3 Examination Offenses (Manual of Procedure for Conducting Postgraduate Examinations-PGIS)

16.3.1 Copying

- a. A candidate is not permitted to copy or attempt to copy from any unauthorized material or from the answer books/ scripts of another candidate. The presence of unauthorized material on one's desk or similar location near the candidate during a written examination will be deemed as an attempt to copy.
- b. A Candidate shall neither aid nor abet in committing an examination offence.
- c. If any candidate is found to have copied from another candidate by an examiner at the time of marking the answer scripts, he/she will be treated as having committed the offence of copying at the examination.
- d. A Candidate shall write only on the answer books or other stationery provided for the particular examination unless specifically allowed otherwise.
- e. Candidates shall not write / draw on any other documents in their possession or on their person during the examination. Such actions will be construed as having been written beforehand, with the intention of copying.
- f. A Candidate shall not start writing on the answer books until either implicitly or explicitly permitted.
- g. A Candidate shall stop writing, and stop any other activity related to the examination (such as organizing the answer script, tying, writing index number, writing question numbers etc) once the announcement has been made by the Supervisor to stop work, at the completion of the examination.
- h. A Candidate shall neither remove nor attempt to remove from the examination centre any material supplied (other than a question paper where no restrictions have been placed) or be in possession of examination stationery outside the examination centre.
- i. A Candidate shall use Tables, Charts or any other material provided, with care and return.
- j. A Candidate shall leave behind such material provided, on the desk or give them back to an

authorized person, at or before the conclusion of the examination.

k. A Candidate shall not tear, crumple, fold or otherwise mutilate examination stationery

16.3.2 Cheating

The following acts are considered as cheating at examinations by a candidate:

- 16.3.2.1** Helping another candidate or obtaining help from another candidate or any other person to answer questions during the examination;
- 16.3.2.2** providing opportunity, intentionally/unintentionally, to any other candidate to read anything written by him/her or allowing any other candidate to watch any practical examination performed by him/her;
- 16.3.2.3** inserting, intentionally/unintentionally, on answer books/ scripts an index number /registration number other than his/her own;
- 16.3.2.4** Using any other unfair means or obtaining or rendering improper assistance at the examination.

16.3.3 Disorderly conduct at the examination

A candidate should not cause disturbance or inconvenience to the supervisor or his/her staff or to other candidates in the examination hall or in its precincts.

16.3.4 Impersonation

- 16.3.4.1** Impersonating a candidate at the examination (sitting the examination for another candidate) or allowing somebody to impersonate a candidate(allowing someone to sit the examination for a candidate) are prohibited and considered as serious examination offenses.
- 16.3.4.2** A Candidate shall not be impersonated by any other person at the examination nor shall any Candidate allow him/her to be impersonated by another person. In such a situation, the person who impersonates and the candidate who is impersonated shall be guilty of an offence.

16.3.5 Unauthorized assistance

16.3.5.1 A candidate is not allowed to obtain advice, guidelines, clarification, etc. through any means of communication from any person other than the supervisor and invigilators during the period of the examination.

16.3.5.2 A candidate who aids and abets a candidate/candidates in the conduct of the above examination offenses will also be treated as having committed the same examination offense.

16.3.6 Scientific misconduct

Scientific misconduct can be described as a deviation from the accepted standards of scientific research, study and publication ethics. There can be many forms of scientific misconduct such as

- (1) fabrication - manipulation of data,
- (2) falsification - intentionally producing false data or
- (3) plagiarism - "stealing and publication" of another author's "language, thoughts, ideas, or expressions" and representation of them as one's own original work in proposing, performing, reporting or reviewing research.

Under the current regulations of the PGIS, University of Peradeniya, scientific misconduct such as plagiarism is considered as a serious and punishable examination offence. At the postgraduate level, however, scientific misconduct is a serious offence covering broad areas and issues, including both ethical and legal. Scientific misconduct at the postgraduate level can occur in the following cases:

- (i) in coursework assignments, presentations and project reports, etc.,
- (ii) in thesis research and thesis writing, and
- (iii) in publications and presentations at workshops/seminars and other forums.

16.3.7 Any other offence

This includes any examination offense other than the above reported to the Director of the Institute by the supervisor of the examination

16.4 The procedure of reporting and Inquiry of Examination offence/ offences

16.4.1. The procedure of reporting offence/offences

16.4.1.1. The Supervisor, or an Invigilator on his/her behalf, is empowered to order any Candidate to make a statement in writing on any matter which may arise during the course of the examination, and such statement shall be written and signed by the Candidate. No candidate shall refuse to make and sign such a statement. Such materials shall be sealed by the Supervisor in the presence of the candidate as a witness. If a candidate refuses to do so, a written statement should be submitted regarding the case by all the invigilators, along with the supervisor.

16.4.1.2. A candidate shall not obstruct or interfere with the proper documentation of any detected offence, as determined by the Supervisor.

16.4.1.3. A Candidate shall hand over to the Supervisor any unauthorized material detected by him. The Supervisor will take over such material in the presence of another authorized person as a witness. The Supervisor and the witness will make a record of such material in detail and hold it securely and intact until the examination has been completed. Anything that may prevent a candidate from legitimately completing the examination should not be taken over until the examination has been completed.

16.4.1.4. If circumstances arise which, in the opinion of the supervisor, render the cancellation or postponement of the examination necessary, the supervisor of an examination reserves the right to stop the examination, collect the scripts already written and then report the matter as soon as possible to the Director of the Institute.

16.4.2. Procedure of an Inquiry of Examination Offenses Reported

16.4.2.1. After a preliminary inquiry, the Director/PGIS may submit reports or any other evidence of examination offence/s submitted by supervisors/ examiners to the relevant Examination Disciplinary Committee for further action.

16.4.2.2. An Examination Disciplinary Committee comprises not less than 3 members of whom at least one member is from outside the relevant Board of Study, appointed for each case by the Director as instructed by the Vice-Chancellor to inquire into and make recommendations, including punishments for the examination offence/s referred to.

16.5. *Punishment for Examination Offenses*

If a candidate is found guilty of an examination offense/s by an Examination Disciplinary Committee, the following punishment may be imposed on him/her:

16.5.1. Possession of unauthorized materials:

Candidature of the student for the examinations of that semester shall be cancelled, and he/she shall be prohibited from sitting any examination of the Institute/ University for a period of 1 - 3 semesters.

16.5.2. Copying:

Candidature of the student for the examinations of that semester shall be cancelled and he/she shall be prohibited from sitting any examination of the Institute /University for a period of 1 - 5 semesters.

16.5.3. Cheating:

Candidature of the student for the examinations of that semester shall be cancelled and he/she shall be prohibited from sitting any examination of the Institute/ University for a period of 1 - 9 semesters.

16.5.4. Removing examination stationery and other material provided for the examination:

Candidature of the student for the examinations of that semester shall be cancelled and he/she will be prohibited from sitting any examination of the Institute/ University for a period of 1 - 3 semesters.

16.5.5. Disorderly conduct in examination:

Candidature of the student shall be cancelled from the examination of that semester, and he/she shall be prohibited from sitting any examination of the Institute/ University for a period of 1 - 3 semesters.

16.5.6. Impersonation:

16.5.6.1. Candidature of the student for the examinations of that semester shall be cancelled and he/she shall be prohibited from sitting any examination of the Institute/ University.

16.5.6.2. In the event the impersonator is found to be a student of the University of Peradeniya, he/she shall be prohibited from sitting any examination of the Institute/ University.

16.5.6.3. In the event the impersonator is found to be a graduate of the University of Peradeniya, his/her degree may be withdrawn by the University.

16.5.6.4. Impersonator/s shall also be liable to any punishment under the Penal code/ Criminal Law of Sri Lanka.

16.5.7. Violation of Examination Rules

In all cases of violation of examination rules detected, the supervisor shall take actions and forward his/her report to the Director of the Institute. In a case of disorderly conduct, the supervisor should, in the first instance, warn the candidate. Disorderly conduct is considered grave only if such conduct, in the opinion of the supervisor, is considered to cause disturbances in conducting the examination. In situations where the candidate persists in unruly or disorderly behavior, the supervisor may ask the candidate to leave the examination hall and issue him/her a letter cancelling his/her candidature of the examination. A copy of the said letter should be sent to the Director of the Institute.

16.5.8. Unauthorized Assistance:

Candidature of the student for the examination of that semester shall be cancelled, and he/she shall be prohibited from sitting any examination of the Institute/ University for a period of 1 - 5 semesters.

16.5.9. Scientific misconduct:

The reported scientific misconduct, such as plagiarism, shall be investigated by an Examination Disciplinary Committee and appropriate action will be taken. The punishment to the offence will depend on the severity of the scientific misconduct. Senate of the University even can withdraw the degree from the candidate.

16.5.10. Aiding and abetting in the commission of any of the above examination offences:

The candidate shall be considered as having committed the offense and shall be punished in respect of the offense in accordance with the provisions of the relevant offence.

16.5.11. Common regulations:

- A Candidate who is alleged to have committed an examination offence shall be provisionally permitted to continue until the conclusion of the inquiry into the allegation is made. If convicted of the offence, the punishment will be backdated to the date on which the offence was committed.
- The degree of punishment for a particular offence mentioned above shall be determined by the Senate based on the gravity of the particular offence and to make the punishment an effective one. [example: suspension from examinations during a period when no examinations are held is not deemed to be an effective punishment]
- Punishment for any offence not directly covered in the schedule shall be decided by the Senate in keeping with the above list of punishments.
- The Senate may impose additional punishments or less severe or more severe punishment on any of the examination offences mentioned in the schedule whenever it deems it necessary for specific reasons. Such punishment may include expulsion as a student of the University.
- For minor offences not involving cheating or attempted cheating of any kind, or for minor offences in continuous assessments, the Senate may decide to mitigate punishments given in the schedule, even to a warning or a reprimand.
- The Senate may consider extenuating circumstances and decide that the punishment, in part or in entirety, be suspended, on condition that the candidate does not commit another examination offence within a specified period.
- The Senate would not award any Class or Prize to which the candidate may otherwise have been entitled, even when punishments are mitigated or suspended.
- Cancellation of candidature does not entitle a candidate to First Attempt Status for subjects where cancellation of candidature is effective.

16.6. Imposing Punishment/s and Appealing against Punishments

- a. The punishment recommended by the Examination Disciplinary Committee will be submitted (with the concurrence of the Coordinating Committee-PGIS) to the Board of Management for a decision, and the decision will be forwarded to the Senate for ratification.
- b. On the instructions of the Vice-Chancellor, after the approval of the Senate, the Director of the Institute implements the punishment.
- c. Any student on whom a punishment has been imposed may, within a period of two weeks from the date of communication to him/her of the punishment, appeal against such punishment to the Vice-Chancellor through the Director/PGIS. Appeals regarding the decision on examination offenses may be sent to an Appeals Board, consisting of three members, appointed by the Vice-Chancellor of the University.
- d. The Appeals Committee will have the power to review the decision regarding the punishment imposed and may either affirm, vary as deemed necessary or set aside the decision regarding the punishment.
- e. The Vice Chancellor, if he/she deems that there is a prima facie case for an appeal, shall refer the matter to the Senate for deliberation.
- f. The Senate shall refer the Appeal to the Examination Offences Committee or to any other committee appointed for the purpose of investigating and reporting.
- g. The Examination Offences Committee or the Committee appointed for the purpose shall deliberate on the appeal, together with extenuating circumstances, if any, and inform the findings, together with recommendations for mitigation of punishment, if any, to the Senate.
- h. The Senate shall, after deliberation of the Report, recommend any mitigation or suspension of the punishment to the Vice-Chancellor, who shall act according to the recommendation.

16.7. Definitions and Interpretations

The following definitions and interpretations are given to reduce ambiguities in implementing the regulation. If the regulation is silent on a particular offence, or the interpretation is still not clear, the ruling of the Senate on the matter shall be determined to be final.

Answer script

- a. All answer books, including other stationery on which a Candidate has answered
- b. All calculations and rough work, which may have been attached.

Assessment

Assessment and Examination are synonymous with respect to the rules and regulations in this By-law.

Authorized person

- a. Duly appointed Supervisor and Invigilators
- b. Officer in charge of the conduct of examinations, or other person authorized by the Senate
- c. Chairperson of the Board of Study corresponding to the module being assessed
- d. Examiners and Moderators of the Subjects being assessed.
- e. Hall Attendants shall be permitted to be present at the examination center under the direction of the supervisor

Conditions

Conditions refer to the adherence to the rules and regulations.

Continuous Assessment

The regular evaluation of coursework done during the course, which may or may not include an examination, but where the marks achieved are part and parcel of the overall result. Components of continuous assessment may include in-class tests and evaluations of laboratory work. Project work, studio work, assignments, and industrial visits. Camps and industrial training.

Council

The Council of the University of Peradeniya was constituted according to the Universities Act No.16 of 1978 or its amendments.

Examination

- a. Evaluation of assignments, both in-class and take-home in a particular subject or other continuous assessments.

- b. Oral assessment; written evaluation; practical evaluation; project demonstration; computer-based assessments or other evaluation of knowledge, skills, analytical abilities, competencies, other learning abilities, or combinations thereof
- c. Examination of a single subject, or a group of subjects as applicable.
- d. Examination at year-end, semester-end, or term-end.
- e. Examination held in a particular subject or part thereof on a particular date and time slot of the day.
- f. Evaluation of practical work, studio work, project work, industrial visits, camps, training and other similar work.
- g. Any other form of evaluation not specifically described in sections (a) to (f).

Examination Center

An examination hall, designated classroom, laboratory or other designated place where the examination is held or scheduled to be held.

Examiner

An academic staff member, duly appointed by the Senate, who evaluates the knowledge, ability or proficiency of students through an examination. In the case of continuous assessment, the evaluation may be delegated by the examiner of the module.

Invigilator

- a. For written examinations, an academic staff member who shall be appointed by the officer in charge of conducting the examinations.
- b. For Continuous Assessments, staff member/s and instructors/s designated by the examiner of the module for that assessment.

Module/ Subject

Course unit in a modular semester examination.

Module Assessment

Comprises of both the continuous assessment component and the end-of-semester examination.

Open book assessments/examinations

Assessments/ examinations declared as “open book” where authorized learning material is permitted to be brought into the examination center.

Plagiarism

- a. Plagiarism is the reproduction of someone else’s work as one’s own, either partially or in whole, including material and ideas, whether it in published form or otherwise.
- b. Submission of work done jointly as one’s own work (unless it is a group assignment), although students may discuss take-home assignments amongst themselves before making the individual submission.

Registrar means the Registrar, or any other officer authorized to act on behalf of the Registrar of the University of Peradeniya.

Semester includes both the teaching period and the examination period of the semester.

Senate means the Senate of the University of Peradeniya constituted according to the Universities Act No. 16 of 1978 or its amendments.

Supervisor

- a. For written examinations, a senior academic staff member who shall be appointed by the Director/PGIS.
- b. For Continuous Assessments, the examiner of the module or other staff member designated by him.

Unauthorized material

- a. Learning material of any kind (including books, notes, diagrams), which are not authorized, whether directly relevant to the particular examination or not, taken to an examination center.
- b. Bags (other than containers for carrying writing instruments), file cover or other containers, which are not authorized, taken to an examination centre.
- c. Programmable calculators, computers, and other computing or storage devices, which are not authorized, are taken to an examination center, other than those explicitly permitted.
- d. Writing or sketches on one’s person or personal belongings when participating in an evaluation at an examination centre.
- e. Cellular phones or other communication devices, taken to an examination center (other

than those handed over to the Supervisor/Invigilator, before the commencement of the exam). In the case of continuous assessment components, exceptions may be specified by the examiner.

- f. Other items (other than wallets and keys which may be left on the floor under the desk) as may be declared as unauthorized by the Senate.
- g. Other items as may be declared as unauthorized for the subject under assessment by Chairperson of the Board of Study or the duly appointed examiner of the subject.
- h. Food or drink (other than drinking water) unless prior permission has been obtained on account of a medical condition.

16.8 Monitoring the Examinations process

Monitoring of the examination process shall be done by the Senior Assistant Registrar /Assistant Registrar of the PGIS under the guidance of the Director PGIS.

16.9. Related Acts, Policies, Rules, Regulations and Key Circulars

- a. Universities Act
- b. SLQF
- c. UGC circulars on assessment/re-corrections/credit policies
- d. Policy on Assessment and Award of Qualifications, University of Peradeniya (UoP-P-005)
- e. Examination rules and regulations of the University of Peradeniya
- f. Policy on Curriculum Planning, Development and Revision, University of Peradeniya (UoP-P- 009)
- g. Policy on Teaching and Learning, University of Peradeniya (UoP-P-015)
- h. Guidelines for conducting examinations, University of Peradeniya
- i. Right to Information Act, No. 12 of 2017
- j. Guidelines for PhD Qualifier Review-PGIS
- k. Manual of Procedure for Conducting Postgraduate Examinations-PGIS
- l. any related policies/Rules and regulations of the PGIS

ANNEXURES

- Annexure I** **MPhil/PhD Course Work Requirement form (Form 5.7.1.IA)**
http://www.pgis.lk/downloads/students/mphil_phd-coursework_req_form.pdf
- Annexure II** **Completion of MPhil/PhD Course Work Requirement – Certification (Form 5.7.1.IB)**
http://www.pgis.lk/downloads/students/mphil_phd-course_work_comp_req_cer.pdf
- Annexure III** **Progress report of postgraduate students (MPhil & PhD)**
http://www.pgis.lk/downloads/students/mphil_phd-progress_report.pdf
- Annexure IV** **MPhil/PhD - Initial Submission of the Thesis (Form 5.11.1A)**
http://www.pgis.lk/downloads/students/mphil_phd-proj_rep_init_sub.pdf
- Annexure V** **Check List for MPhil/PhD Students for Acceptance of Spiral-bound Copy of the Thesis**
http://www.pgis.lk/downloads/students/mphil_phd-check_list.pdf
- Annexure VI** **Final Submission of the MPhil/PhD Thesis (Form 5.11.3A)**
http://www.pgis.lk/downloads/students/mphil_phd-proj_rep_final_sub.pdf
- Annexure VII** **Re-submission of the MPhil/PhD Thesis (Form 5.11.1B)**
http://www.pgis.lk/downloads/students/mphil_phd-proj_rep_final_sub_after_major_corrections.pdf
- Annexure VIII** **Application for Upgrading Degree Status: MPhil to PhD (Form 5.10A)**
http://www.pgis.lk/downloads/students/app_mphil_to_phd.pdf
- Annexure IX** **Format of the MPhil/PhD Research Project Proposal**
https://www.pgis.lk/downloads/students/mphil_phd_research_proposal_format.pdf