

SUBJECT REVIEW REPORT

DEPARTMENT OF ECONOMICS



***FACULTY OF ARTS
UNIVERSITY OF JAFFNA***

18th to 20th May 2009

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1. SUBJECT REVIEW PROCESS

Subject review is a process designed to evaluate the quality of education within a specific subject or discipline of both undergraduate and taught postgraduate programmes, focusing on the student learning experience and on student achievement. However, the responsibility for quality and standards lies within the institution itself, since it alone has the powers to control and to change existing practices. This review on the study programme in Economics of the Jaffna University of Sri Lanka was conducted according to the guidelines given in the Quality Assurance Handbook for Sri Lankan Universities, published by the CVCD and University Grants Commission in July 2002, based on the information contained in the Self Evaluation Report (SER) submitted by the Department of Economics, and observations made by the review team during the site visit.

The Self Evaluation Report (SER) submitted by the Department of Economics consisted of eleven sections, namely: Objectives Learning Outcomes and Details of Programme, Design of the Curriculum Content and Review, Students Staff Facilities, Teaching Learning and Assessment Methods, Admission Quality of Students Student Progress Completion and Prospects of Graduates, Student Feedback, Postgraduate Research and Study Programme, Peer Observation, Skills Development, Academic Guidance and Conclusions. History of the University as well as the Department is not elaborated in the SER. Information pertaining to the history was extracted from the University Website and SERs of some other departments of the University of Jaffna and additional documents furnished by the Head of Department. Information pertaining to other aspects was deduced from the discussions held with staff and students. The quality of education was reviewed with respect to the aims and learning outcomes given in the self evaluation report submitted by the Department.

The review team visited the Department from 17th – 20th May, 2009. The agenda of the three day visit is annexed (Annexure 1). In addition to the SER following sources provide additional information required for the evaluation.

- Meetings held with the Vice Chancellor, Acting Dean, Head of the Department, members of academic staff, non academic staff, librarian, computer systems analyst and undergraduate students.
- Presentation made by the Head /Economics
- Observations of the facilities at the Department, the Faculty and at the University (library, computer unit, lecture rooms etc.).
- Supporting documents made available at the Department.

The review team focused on the following eight aspects of education at the subject level according to the guidelines given in the quality assurance handbook:

1. Curriculum Design, Content and Review
2. Teaching Learning and Assessment methods
3. Quality of Students including Student Progress and Achievements
4. Extent and Use of Student Feedback (Qualitative and Quantitative)
5. Postgraduate Studies
6. Peer Observation
7. Skills Development
8. Academic Guidance and Counseling

Each one of the eight aspects was judged as good / satisfactory / unsatisfactory, noting the strengths, good practices and weaknesses in each. Considering the judgment given to eight aspects, an overall judgment was given as confidence / limited confidence / no confidence.

2. BRIEF HISTORY OF THE UNIVERSITY, FACULTY AND THE DEPARTMENT

The University of Jaffna was established in 1974 as the 6th campus of the university system of Sri Lanka, with the mission of 'Discernment is Knowledge'. During the past 35 years, it has developed into a university consisting of eight faculties and six academic units. The Faculty of Arts of the University of Jaffna is established in 1974. History of the department is in par with the history of the University.

The vision of the Department of Economics is not explicitly stated. Objectives and learning outcomes of the teaching programmes offered by the department are given. According to the SER, *Knowledge and Understanding of Economic Theories and Applications* is the main objective of the degree programme. The SER clearly spells the objectives of the programme as follows.

- Provide undergraduates the basic knowledge on fundamental principles of Economics.
- Promote knowledge on applied aspects of Economic theories.
- Promote knowledge and training on specialisation of World Economy, Sri Lankan Economy, Regional Economy and North and East part of Sri Lankan Economy.
- Promote skills on understanding the applicability.....
- Encourage students who are specialising in Economics (Honors degree) to contribute in academic or research carrier...
- Provide a friendly responsive and supportive departmental environmental...

The Library has a satisfactory collection of books and journals in the field of Economics, and is kept open from 8.00 a.m. to 3.00 p.m. On-line access to journals is not possible yet because the local area network is not functioning. The reading area of the library is considerably sufficient. The Computer unit of the Faculty is equipped with about 30 computers for staff and students, of which 10 computers have internet access. Printing facilities are located at the Dean's office for the use of the staff. The Computer unit of the Faculty is kept open from 8.00 a.m. to 4.00 p.m. during week days. Since the student numbers are small, it is possible for the Faculty to manage with the available number of computers at present to offer computer applications course etc.

It was the objective of this review to evaluate the quality of the study programme of the Department of Economics with respect to the aims stipulated in the Self Evaluation Report and findings of the site visit.

3. AIMS AND LEARNING OUTCOMES

3.1 Aims

The Department of Economics offers a series of courses in the Special Degree programme in Economics and for General Degree in Arts as well.

3.2. Learning Outcomes

Section 1.2 of the SER presents learning outcomes of the degree programmes offered by the Department of Economics of the University of Jaffna. It is further elaborates in the presentation. According to the presentation the learning outcomes of the degree programmes are;

- Gain knowledge in the Theories and Concepts in the various areas of Economics.
- Understand how these Theories and Concepts can be applied efficiently and effectively in organizations for the improvement of productivity, profitability and sustainability.

4. FINDINGS OF THE REVIEW TEAM

4.1. Curriculum Design, Content and Review

Department of Economics offers courses for a Special Degree Programme and a General Degree Programme. Length of the Special and General Degree Programmes is four and three years respectively including the first year. Special degree is organised into eight semesters and the general degree is in six semesters. Medium of instruction in both programmes is Tamil. Apart from course outlines and reading materials no English exposure is given to students.

Distribution of total credits for special degree and general degree is given in the table below.

Table 1: Distribution of Credits for Special Degree and General Degree

Year	Core	Elective	Core from other Departments	Total
1 st Year	12		12	24
2 nd Year	24	9		33
3 rd Year	24	9		33
4 th Year	30			30
Total	90	18	12	120

Source: Department Presentation

Number of credits required for a general degree covers up to the third year. According to that general degree students are required to complete 90 in their three year period. Adding 30 credits in fourth year to this the total credit requirement for a special degree is calculated. This is the accepted norm on number of credits in universities in Sri Lanka. According to the Table 1, special degree students are required to earn 90 credits (out of total 120) from the department. Over 75 percent of credits for special degree should be earned from the core course offered by the department. For general degree students (Economics as the main subject) this percentage is nearly 70 percent.

In relation to the Curriculum Design, Contents and Review the evaluation team has observed several strengths and weaknesses. They are listed below.

Strengths

1. Credit requirements for special and general degrees are in par with the norm.
2. Contents of the curricula are good. In comparison with the economics curricula in most of the other undergraduate programmes in Sri Lanka, the curriculum offered by the Department of Economics at the University of Jaffna is up to Sri Lankan standards.
3. New course units such as Tourism Management, Economics of Knowledge Management are highly appreciable.
4. A course unit on economic environment in North and Eastern provinces is particularly appreciated.

5. After 2001 two curriculum revisions are done; one in 2001 with the introduction of semester system and the other in 2005 when the GPA system was implemented.

Weaknesses

The evaluation team identified several weaknesses of the Curriculum Design, Content and Review.

1. Although two curriculum revisions are done in nine years time from 2001, it is observed that the curriculum revisions are not done in consultation with “other stake holders”. Employers (private/ Public and NGO sectors) and alumni were not consulted. This is not the current practice of curriculum revisions.
2. Curriculum revision committee was appointed in 2001 with the implementation of semester system. This is a faculty-wide committee with one member from the department of Economics. However, staff members reported that this committee is now in idle situation.
3. Almost all the required subjects are included into the curricula. However, it is observed that quantitative subjects are not compulsory. Therefore, students can complete Economics Special Degree without any quantitative base. Evaluation team observed that there are only few students follow these courses. In particular, “gender segregation” was observed in quantitative subjects. There is hardly any female student in quantitative classes. In this context it is also important to note that there is no single student for Project Appraisal course unit offered in the current semester.
4. Software skills are not incorporated into curricula. Most of the students have learnt Office packages. However, statistical software are not taught. Students will not be able to compete in the job market without such skills.

In relation to the curriculum design, content and review, the judgment of the team is ‘SATISFACTORY’.

4.2. Teaching, Learning and Assessment Methods

Teaching, Learning and Assessment methods adopted by the Department of Economics of the University of Jaffna are fairly similar to all the other state universities in Sri Lanka.

Strengths

1. Marking schemes are given to second examiners.
2. Interactive teaching. Almost all the courses are consisted of students’ presentations, take home assignments and group assignments.
3. Lecture guides, reading lists and lecture outlines are provided at the beginning of the course.
4. Multi-media presentations are given and students are trained to do multi-media presentations.
5. Academic guidance mechanism is established to help weaker students. In addition to the student counselors, several academic counselors are appointed to look after academic related problems of students.
6. Department of Economics at the University of Jaffna has very strong academic staff. Except tutors, all the other staff members are with postgraduate qualifications and most of them have foreign exposure.

Weaknesses

1. Despite all the strengths described above the poor learning environment in the university has become the main obstacle for teaching and learning process.
 - Most of the hindrances are beyond the control of the university. Due to security reasons students are not permitted to stay in the university premises after 3.00 p.m. Therefore, seminars and any other extra-curricula activities are hardly done by the staff or by the students.
 - For the same reason, internship trainings and field visits etc. are not possible. Therefore, the teaching and learning process is limited only to classrooms and limited practical exercises which they can do in the university.
 - Evaluation team observed that the Department of Economics is with dearth of physical and non-academic human resources; computers available at the faculty computer centre is not sufficient to give satisfactory IT training for all students, there are only 2 lecture halls for the department of economics, there is only one multi-media projector, there is no office peon for the department. Several departments share the service of one peon.

With respect to Teaching, learning and assessment methods used, the judgment of the team is 'GOOD'.

4.3. Quality of Students including Student Progress and Achievements

As in the case of all other state universities, the Department of Economics of the University of Jaffna has no authority over selecting students. The quality of students admitted to Department of Economics depends on UGC policy.

In general, students from Jaffna, Killinochchi, Mannar and Mulative apply for the placements at University of Jaffna. Cut-off marks for university entrance (for faculty of Art) from those districts can be used as crude measure of the quality of intake to the Faculty of Arts at University of Jaffna.

	Jaffna	Killinochchi	Mannar	Mulative	Galle
2005	1.3695	1.2767	1.1921	1.3071	1.3695
2006	1.3334	1.2329	1.2749	1.3139	1.3334
2007	1.2727	1.2712	1.1995	1.1494	1.2727
2008	1.2890	0.8010	1.2774	0.8513	1.2890

Source: UGC Website

University of Jaffna is mainly catering for the first four districts in Table 2. Therefore, the Z-scores reported in the first four columns indicate the average quality of intakes to the Faculty of Arts at University of Jaffna. The last column reports the Z-scores for Galle district. This is for comparison.

Comparison shows that the students coming from Jaffna district are at least as good as those coming from Galle district. Quality at entry is slightly lower for the other three districts. However, except for year 2008 for all other years they are above the average.

Theses statistics clearly indicate that the quality at entry of the students in University of Jaffna is comparable with other districts.

At present the total student enrolment for special degree in Economics 84. The number in the First year is approximately 45.

Table 3: Number of Students in Department of Economics 2001 to 2008

		2 nd Year		3 rd Year		4 th Year	Total			
Year	1 st Year	Sp.	Gen.	Sp.	Gen.	Sp.	1 st Year	Sp.	Gen.	All
2001	98	62	18	37	21	40	98	139	39	276
2002	45	84	15	60	18	37	45	181	33	259
2003	65	27	5	83	15	59	65	169	20	254
2004	70	54	8	27	5	82	70	163	13	246
2005	52	44	9	54	8	27	52	125	17	194
2006	48	28	7	35	7	44	48	107	14	169
2007	46	28	9	28	7	28	46	84	16	146
2008	62	29	8	28	7	26	62	83	15	160

Table 3 provides number of students in first year, special and general programmes. In 2001 double batch was recruited. Considering the total staff size of the department (7), students-teacher ratio was calculated. It varies 39 in year 2001 to 21 in year 2007.

Strengths

1. Quality of the students at entrance is good. In terms of the Z-scores they are similar to the other students coming from privileged districts like Galle.
2. Students are selected for special degree programme at the end of their first year based on the first year results and on the basis of applications. Students who are willing to join special degree in Economics must ensure that they maintain 2.7 GPA for first year Economics courses and no fail in any other subject. Evaluation team is with the view that this criterion is competitive enough to attract good students into the programme.
3. Students are encouraged with various awards and the best students are recruited as temporary tutors. These practices encourage the students to work hard.
4. Students are fairly good in English and seem to have good foundation in Office Packages.
5. They are very forward. Specially, male students express their views and comments in classroom environment.
6. There is a Students' Economic Association. They conduct seminars (day time) and preparing a magazine for AL students.

Weaknesses

1. As it is already described under 4.2, none of the quantitative subjects are compulsory for special degree students. Therefore, there are many students completing special degree in Economics without any quantitative skills.
2. Discussions with staff and students gave an impression that graduates have to wait longer time period to find their first job after graduation.
3. Same source also reported that dropout and discontinuation of studies are common. This is mainly due to the security conditions in the province. This is particularly evidenced among students coming from Killinochchi and Mulative.

In relation to the quality of students, student progress and achievements the judgment of the team is 'GOOD'.

4.4. Extent and use of Student Feedback

According to the SER, students are given the opportunity to explain their views through their representatives in the faculty board. Currently, no formal questionnaire is used for students' evaluation. Some teachers use formal questionnaires to evaluate their own programme. Current practice seems to be fairly informal. However, the evaluation mechanism and discussion of the evaluation are taking place. The SER highlights the need for more formal approach to conduct students' evaluations. According to the SER, concerns have been expressed to promote quantitative feedback by distributing anonymous questionnaires in the near future.

In relation to the extent and use of student feedback the judgment of the team is 'GOOD'.

4.5. Post Graduate Studies

Currently the Department of Economics of the University of Jaffna offers three postgraduate programmes in Economics; MA in Development Studies, MPhil and PhD. The MA programme was started in 2006. First batch of MA Development Studies is out now. MPhil and PhD programmes are started very recently. So far no completions in those programmes. In addition to these postgraduate programmes, staff members also involve in teaching in postgraduate programmes offered by other departments. Some of those programmes are given below.

1. M.A. in Regional Planning
2. M.A in Public Administration
3. M.A in Population development studies

In addition to the postgraduate programmes, all the senior staff members involve in academic, professional and consultative assignments with local and foreign organizations¹. Evaluation team had the opportunity to meet representatives from all postgraduate programmes and coordinators of these programmes. The existing system has several strengths and weaknesses.

Strengths

1. The University of Jaffna has a separate faculty to deal with postgraduate education programmes. Given that the University of Jaffna does not have sufficient human and physical resources, faculty of postgraduate studies is a good strategy to increase the efficiency of handling postgraduate education programmes.
2. It is observed that most of the dissertations/ theses submitted by postgraduate students are related to the socio-economic problems in the North and Eastern provinces. This is highly appreciable because through this kind of practices, the University of Jaffna can easily explore all economic problems, opportunities and resource availabilities within the province.
3. Selection procedure for postgraduate programmes is highly competitive. Postgraduate coordinators informed the evaluation committee that in the previous academic year, 50 candidates were selected for the MA programme. This selection was done from 200 applicants.

¹ Currently they engage in research and consultancy work with World Bank GTZ, Peoples Bank, ADB, UNDP and TRRO. Almost all the members in the department are members of Jaffna Science Association.

4. The Department of Economics has a small booklet about all the postgraduate programmes available at the department. The course contents are outlined in this booklet. Evaluation team had an opportunity to peruse the document and is with the impression that the coverage of curricula at postgraduate level is standard.
5. All the senior staff involve in research and consultative activities. Some of them are members of national and international academic/professional organizations. This guarantees the practical exposure to the students at both undergraduate and postgraduate levels.

Weaknesses

1. Faculty of Postgraduate Studies is coordinating all postgraduate activities. Although this is a convenient administrative arrangement, it is observed that postgraduate programmes do not generate any direct benefits to undergraduate education. Apart from lecture and coordination fees payable to lecturers and coordinators concerned, all the balance of generated funds go to the university general fund. Departments or the Faculty of Arts do not have any benefit from postgraduate programmes.

In relation to the postgraduate studies the judgment of the team is 'GOOD'.

4.6. Peer Observation

Peer review of teaching at the Department of Economics is very informal. Formal mechanism requires colleagues to visit the classroom and to observe teaching. Peer review at the Department of Economics is limited to department meetings, question paper moderations and second marking of answer scripts. Discussions about curriculum, course outlines etc. are not common and very informal.

Strengths

1. Marking schemes are prepared for second examiners.
2. Academic and administration matters are discussed in department meetings. At least four department meetings are held per semester.

Weaknesses

1. Department meetings are held. But no practice of maintaining records/minutes.
2. Apart from question paper moderation and second examination no formal peer observations.

In relation to the peer observation, the judgment of the team is 'SATISFACTORY'.

4.7. Skills Development

Undergraduates are required to improve three types of skills during their undergraduate career: *subject related skills, soft skills and generic skills*. Strengths and weaknesses observed in skills development are presented below.

Strengths

1. There is a separate unit at university level to improve communication skills (English teaching unit). Spoken, reading, writing and presentation skills in English language are the focus of this unit.
2. Subject related associations are formed. This society organizes guest lectures and is now making arrangements to publish a magazine for AL students.
3. Research methods class and dissertation component improves the research skills.
4. Presentation skills and team works are incorporated into course modules.
5. Usage of library is satisfactory.

Weaknesses

1. *e-learning* facility is not at satisfactory level. System is extremely slow. No on line journals available in the library.
2. No formal mechanism at department level to provide English speaking environment. Apart from course outlines, lecture guides and some references all others are in Tamil language.
3. No formal IT component in curriculum. Students have learnt Office packages and they are good in browsing email and internet. However, they do not have any opportunity to learn subject related software (statistical software).
4. Subject related skills are not given prominence in curriculum. For example, econometrics and statistics are taught only in classroom. It is limited to derivations and manual calculations. None of the skill-related course modules are compulsory. Evaluation team noted that there are no students following Project Appraisal in the current semester.
5. Job market skills cannot be provided due to security reasons in the area.

In relation to the skills development the judgment of the team is 'SATISFACTORY'.

4.8. Academic Guidance and Counseling

Student counseling is done at university level. Faculty and the Department work with the system to give maximum benefit to students.

Strengths

1. Dedicated team of student counselors. A senior student counselor and a group of student counselors from all the faculties.
2. In addition to the student counseling, there is a formal team to look after student problems and to help students.
3. All the student counselors and the committee members are trained in counseling.
4. Academic counseling is provided separately. There are four academic counselors in the university. They are to help students on academic related problems.
5. Faculty handbook is prepared and given a copy of it to each student at the entrance to the university. Information in the handbook is available in both Tamil and English.
6. Orientation programme at the beginning of student career at the university helps fresh students to familiarize with the system.

Weaknesses

7. Given the stressful situation at the university number of student counselors seems to be not sufficient.

With respect to academic guidance and counseling, the judgment of the review team is 'GOOD'.

5. CONCLUSIONS

This report summarises observations by three members of QAA evaluation team in three days visit to the Department of Economics at the University of Jaffna. During this period evaluation team gathered both qualitative and quantitative information required for the evaluation. Main sources of information are the SER, Presentation by Head of department, Meetings with Students², Staff Meetings, Meetings with other Academics and Administration Staff, Documents available at the department and meeting with non academic staff members of the department.

General opinion of the evaluation team is that despite many obstacles the Department of Economics at the University of Jaffna is doing very well. Most of the weaknesses are due to factors beyond the control by the University. The evaluation team anticipated that most of the weaknesses will be over with the peaceful environment.

However, there are several weaknesses that the University and the Department have to address immediately. Some of them require additional resources. However, some weaknesses can be addressed with minor alterations and with no additional resources. For example, aligning curricula with the learning objectives can be done at department meeting. One of the learning objectives of the undergraduate study programmes offered by Department of Economics is to increase understanding of applied side of Economic Theories and Concepts. This requires quantitative skills and knowledge of economic measurements. The evaluation team noted that there are several quantitative courses and contents of most of these courses are standard. However, none of them are compulsory. Only few students follow quantitative courses. The evaluation learnt that there are no students for Project Appraisal course unit in the current semester. In this regard, the opinion of the academic staff of the Department of Economics is that students select easier courses from other departments because they by that they can earn higher marks and secure higher GPA level. According to the staff members, this is an inevitable outcome with the freedom given to students under new system.

Based on the information provided in the SER and observations made during the study visit by the review team as discussed above, the eight aspects were judged as follows:

² The evaluation team had only one opportunity to meet undergraduate students in this visit. All other meetings were cancelled due to the unexpected boycott by all undergraduates after the first day of our visit. However, the meeting we had with students covered many aspects and it was extremely successful.

Aspect Reviewed	Judgment given
Curriculum Design, Content and Review	Satisfactory
Teaching, Learning and Assessment Methods	Good
Quality of Students including Student Progress and Achievements	Good
Extent and Use of Student feedback, Qualitative and Quantitative	Good
Postgraduate Studies	Good
Peer Observation	Satisfactory
Skills Development	Satisfactory
Academic Guidance and Counseling	Good

6. RECOMMENDATIONS

In the context of all above, to improve the academic programme offered by the Department of Economics, the review team recommends the following major modifications, for which the reasons are given in the sections 4.1 – 4.8.

1. The Department of Economics has already introduced a course unit on Economic issues pertaining to North and Eastern provinces. At the same time, MA development studies programme highlighted that almost all the students in this masters programme study about provincial issues. This should be further strengthened and encouraged. Department of Economics of the University of Jaffna should target to become the Centre of Excellence in North and Eastern Economic Affair and Policies.
2. It is advisable to consult “other stakeholders” in the next curricula revision. Where, the “other stakeholders” includes alumni of the Department of Economics, Public, Private and NGO sector representatives, economics departments in other universities in Sri Lanka. This list is only an indicative list. This refers to the minimum requirement. More can be added to this.
3. As it is repeatedly mentioned, a large number of students complete their special degree requirements without any quantitative background. This is identified as a one of the major drawbacks of the present programme. This follows two recommendations. One is that at least selected quantitative techniques courses should make compulsory for special degree students. The other recommendation in this regard is that students should be guided in selecting course units. Instead of allowing students to select course units the department can educate students about the most relevant and useful course units.
4. Statistical software should be incorporated into the curricula. This can easily be done by introducing Econometrics and Statistics application course unit where the software can be taught. In this regard, it is the view of evaluation team that at least SPSS software should be taught. In order to accomplish this recommendation, evaluation team observed that, computer facilities of the department or at least at faculty level must be increased. Until such time the facility is increased department should find an alternative mechanism to work with university computer lab. Perhaps department can give several computer based assignments to students (group assignments would be better) as the alternative arrangement.

5. Evaluation team noted that there is a serious dearth of human and physical resources in the department. Number and quality of academic staff members is good. However, full capacity utilization of the academic staff is highly restricted by the lack of non academic staff and lack of physical resources. At least the faculty should consider allocating one peon and one computer application assistant to the department. Recommendations on physical resources are given in separate bullet point below.
6. Lack of physical resources can easily be addressed within the university. According to the information provided by the staff of the Department of Economics, annual income generated from postgraduate programmes is considerable. However, this income cannot be used for department development under the existing regulations imposed by the university. This can be altered by allocating certain percentage for Faculty or Department Development Fund. Then departments (faculty) can use that allocation for physical resource development such as computers, up grading lecture rooms, multi media facilities etc.
7. Peer evaluations needs to be further improved. Department should immediately start a programme for that. Shared teaching in same course unit, inviting colleagues to observe teaching and regular discussions on teaching are the standard practices in Sri Lankan universities in this context.
8. Currently all the courses are taught only in Tamil. English is limited only for course outlines and textbooks. Discussions with students revealed that students hardly ready English textbooks. Therefore, English speaking environment should be improved.
9. Practices in student counseling is good. Apart from conventional student counseling, the University of Jaffna has also introduced “academic counseling” to assist student in academic related difficulties such as selection of subjects and subject related difficulties. This has to be further strengthened. Under the present conditions, evaluation team learnt that there is large number of students with symptoms of war and displacement related stress conditions. In order to accommodate these problems there is a need to increase the number as well as the skills, quality and dedication of student counselors.

7. ANNEXES

Annex 1. AGENDA FOR THE REVIEW VISIT

Day 1- 18.05.2009

08.30-09.00	Discuss the Agenda for the visit Private Meeting of Review Panel with QAA Council Representatives
09.00-09.30	Observing Department Facilities-I
09.30-10.00	Meeting with Vice Chancellor, Dean/Arts, Chairman Internal QA Unit, Faculty QA Cell and Head of the Department.
10.00-10.30	Tea Break
10.30-11.30	Department presentation on the Self Evaluation Report
11.30-12.30	Discussion with the staff of the Department
12.30-01.30	Lunch Break
01.30-02.30	Meeting with undergraduate students (3 rd Year)
02.30-03.00	Observing Documents
03.00-04.00	Observing other facilities such as Library, Computer Centre etc.
04.00-04.30	Tea Break
04.30-05.00	Brief Meeting of Reviewers

Day 2- 19.05.2009

09.00-09.30	Academic Guidance and Counseling Student Counselors
09.30-10.00	Observing Lectures
10.00-10.30	Tea Break
10.30-11.00	Meeting with Post-graduate students
11.00-11.30	Meeting with supportive and non-academic staff
11.30-12.30	Observing Students Presentation-Final Year Students
12.30-01.30	Lunch Break
01.30-02.15	Observing lecture
02.15-03.15	Meeting with Undergraduate Students (1 st &2 nd Year)
03.15-03.45	Tea Break
03.45-05.00	Reviewers Briefing

Day 3 – 20.05.2009

09.00-09.30	Reviewers Private Discussion
09.30-10.00	Reporting
10.00-10.30	Tea Break
10.30-11.30	Reporting