

# **SUBJECT REVIEW REPORT**

DEPARTMENT OF SOCIOLOGY



**FACULTY OF SOCIAL SCIENCE  
UNIVERSITY OF KELANIYA**

09<sup>th</sup> to 11<sup>th</sup> July 2007

**Review Team :**

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## **1. SUBJECT REVIEW PROCESS**

Subject review assessment of the Department of Sociology (DS), University of Kelaniya was conducted during 9<sup>th</sup> to 11<sup>th</sup> of July 2007 under the guidance of Quality Assurance and Accreditation (QAA) Council of the University Grants Commission, Sri Lanka. According to the guidelines given by the QAA Council, the major objective of the subject review process was to understand the contribution of that particular department in the dissemination of knowledge that is necessary to the production of high quality and employable graduates through the undergraduate and postgraduate programmes offered by the department while fulfilling the national needs of the university education. The review was carried out by a three member Review Team and was based on the Self Evaluation Report (SER) presented by the DS in seeing whether the aims and outcomes lay out by the department have been adequately met looking for ways and means to address possible gaps if any of such is prevailing. This report presents the findings of the Review Team during this three day review visit. (The agenda of the subject review process is given as Annex 1).

The subject review of the DS, University of Kelaniya was of special importance to the QAA Council of Sri Lanka as it marked the 100<sup>th</sup> subject review since the inception of the SR programme in the country in 2005. In order to mark this special occasion, the QAA Council together with the DS had arranged a special but a very simple ceremony for which several prominent authorities in the field participated. Among the participants were Prof. L.L. Rathnayake, the Director of the IRQUE project, Prof. M.J.S.Wijerathna, Vice Chancellor of the University of Kelaniya, Prof. Colin N. Peiris, QA Specialist of the QAA Council, Dr. J.L. Rathnasekera, Monitoring and Evaluation Specialist of the IRQUE Project, Prof. Prema Podimenike, Acting Dean of the Faculty of Social Sciences, University of Kelaniya and the Head and the staff of the DS, University of Kelaniya. Several speeches were made on the importance and remarkable progress of the QA process in Sri Lanka during the short span since its inception. Ms. Dhammika Subashini, Head of the DS spoke of the numerous difficulties they face in conducting undergraduate, postgraduate and external degree programmes with a minimal staff without even having a permanent clerk in the department for two years. However, she was hopeful that the return of the five members who are on study and sabbatical leave would resolve their problems to a large extent.

Following this event, the regular review process began with the presentation made by the Head of the DS, Ms. Dhammika Subashini based on the SER. The Review Team had a lengthy discussion with the head and the staff that enabled the Review Team to get clarifications on many issues appeared in the SER.

The Review Team with the generous support of the staff of the DS was able to observe facilities related to the department including lecture halls, computer units, the library, office facilities and offices of the lecturers (List of the facilities observed is given in Annex 2). Two lectures conducted by two members of the DS, Mr. Sisira Kumara and Ms. K.M.C.G.Kumari and presentations made by 3 students on their field work experiences were observed.

Discussions were held with two groups of students; one with the general degree students of all three years offering Sociology as a subject and the other with the special degree students of third and fourth years. A brief meeting was held with the two trainee clerks. Due to their very short term service in the department, they did not have much information or experiences to talk about. The office assistant who is the only long-term member of supporting staff could not be interviewed due to his very busy schedule.

A large number of documents were pursued by the Review Team (A list is provided as Annex 4). The need expressed by certain department members to meet the Review Team personally

was also entertained by the team providing them that opportunity. A separate meeting was held with the two student counselors in order to identify the process of student guidance and counseling process adopted by the department in supporting their academic work. The meeting with the postgraduate students provided useful insights into the development of existing postgraduate programmes in the department.

On the day three, 11<sup>th</sup> of July 2007, the Review Team presented their findings of the three day review to the head and the staff of the department of Sociology and their feed back also was obtained.

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

The University of Kelaniya originated as the Vidyalankara University of Ceylon which was established as an independent university in 1959, by granting university status to a traditional seat of learning, namely the Vidyalankara Pirivena founded in 1875 as a centre of learning for Buddhist monks. It was one of the two great national centres of traditional higher learning, heralding the first phase of the national movement and national resurgence. The status of the Vidyalankara University was changed to that of a campus in 1972 under the University of Ceylon Act, No. 1 of 1972 which created a single national university. With the implementation of the Universities Act No. 16 of 1978, the Vidyalankara Campus became an autonomous university under the name and style, University of Kelaniya.

The University of Kelaniya consists of six faculties and three institutions. The six faculties are the following:

1. Commerce and Management Studies
2. Humanities
3. Medicine
4. Science
5. Social Sciences and
6. Graduate Studies

Two postgraduate institutes, namely, the Postgraduate Institute of Archaeology, the Postgraduate Institute of Pali and Buddhist Studies, and an Institute dealing with indigenous medicine, i.e. the Gampaha Wickremarachchi Ayurveda Institute, are affiliated to the University of Kelaniya.

The University of Kelaniya has pioneered a number of new developments in higher education in the country. It was one of the first universities to begin teaching science in Sinhala, and also first to restructure the traditional Arts faculty into three separate faculties of Humanities, Social Sciences and Commerce & Management. It also has several unique departments not generally found in the Sri Lankan university system. These include the Departments of Industrial Management and Microbiology in the Faculty of Science; Departments of Linguistics, Fine Arts, Modern Languages and Hindi in the Faculty of Humanities; Mass Communication and Library & Information Sciences in the Faculty of Social Sciences.

Today, the University of Kelaniya is one of the major national universities. The main campus is located about 8 km away from Colombo along the Colombo-Kandy highway, consists about 58 acres. The University of Kelaniya serves over 8000 internal students and affiliated institutes serve about 1000 students. Over 25,000 students are registered for various external degree programmes.

The Department of Sociology (DS) was established as a separate department within the Faculty of Social Sciences in 1991 and is the youngest department in the Faculty of Social Sciences. Sociology has been a subject taught by the Department of Economics since 1978. The need for establishing a separate department was raised due to the substantial increase of the student numbers offering sociology as a subject. The Department of Economics played a vital role in establishing the DS as a separate department under the Faculty of Social Sciences.

Today, Sociology is a subject that is in demand in many ways. In the modern world its theoretical and empirical knowledge is essential to cope with the complex life style of the human being. In this context, theoretical, conceptual, and methodological knowledge of human society is fundamental to the sociological discourse which the department of sociology is attempting to impart to the graduates it produces. During the last sixteen years of activities, the DS has shown a continuous progress in teaching sociology through the development of both quality and quantity of the academic staff. Today, there are eight permanent staff members and three temporary staff members in the department. The DS offers courses for undergraduates in general and special level degree programmes. Two postgraduate degree programmes are also offered by the department; M.S.Sc and M.A. in Sociology. The DS also has contributed to the national level needs in various ways and is seeking new horizons in international arena today.

### **3. AIMS AND LEARNING OUTCOMES**

Sociology explores the changing nature of human action and the organization and structure of society, its major institutions, values and patterns of human association. Sociology allows us to interrogate common-sense assumptions about the social world, to challenge ideas about what is 'natural', and to better understand social relations, values and action. Students choosing sociology will quickly engage with the complexity of society, learning about the social, cultural, economic and political processes that shape human experience and through which humans shape the social world.

#### **3.1. Aims**

The DS has outlined the following aims related to its degree programmes.

- To produce graduates of a high academic quality
- To incorporate the latest research and scholarship into the courses
- To equip students for the world of work
- To enable students to appreciate the value of sociological inquiry and to enjoy studying the discipline
- To empower students by increasing their degree of control over course selection and topics of study

#### **3.2. Learning Outcomes**

The following are the learning outcomes that are targeted to achieve by the DS at the end of their courses.

- To provide students with an understanding of the nature, content and scope of the discipline of sociology
- To arouse students' enthusiasm in the discipline of Sociology through a varied and stimulating educational programmes which also emphasizes the contemporary relevance of sociological understanding to personal and civic experience
- To develop students' communication, comprehension and co-operative skills, together with their capacity for independent, analytic and critical thought
- To help students acquire the skills involved in marshalling, and making balanced judgments about, complex bodies of evidence
- To assist students to discover their abilities, and to develop as independent, mature and responsible individuals

#### **4. FINDINGS OF THE REVIEW TEAM**

Findings of the Review Team are presented here under the 8 categories given in the guidelines for subject reviews.

##### **4.1. Curriculum Design, Content and Review**

The DS offers courses for B.A. General degree and special degree in Sociology as well as M.A./MSSc programmes in Sociology. Course units are designed to cover most central aspects of Sociology. Each course unit includes almost all relevant areas under those aspects. However, certain draw backs were identified with regard to curriculum that may need to address.

The scopes of some course units are too large to be covered within the given time frame, for instance the course unit titled Classical Sociology attempt to cover an unrealistically large number of topics. Course titles need some careful consideration as at times they do not match the content. The course on Contemporary Sociology is one such example.

The topics given in certain course outlines, do not fall under the category of themes or perspectives that come under the purview of that course title but are rather sub fields in Sociology. (E.g. The course unit on Contemporary Sociology)

Order of topics also needs some consideration. The knowledge on certain aspects under the subject in discussion may be necessary to grasp the rest. In such instances the order in which these topics are taught might become significant in maintaining the smooth flow of imparting the knowledge on the subject.

Order of course units in each year also needs some attention. Certain courses can be taught earlier or later. The course unit on Social Problems for example that comes in the fourth year is a unit that provides a broader picture of social issues prevailing in the society which may guide the students in selecting their research topics. The usual practice is to teach such courses in the preliminary years of studying Sociology.

Use of concepts, names of authors, time frames in the course outlines needs some careful consideration. The erroneous use of these may create questions of credibility about the

department among the students. Further, the overlapping and repetition of topics need to be avoided in designing courses.

There is no significant difference or gradual advancement in the course outlines at the postgraduate level from that of the undergraduate level. A clear indication of higher knowledge level imparted during postgraduate studies would increase the validity and reliability of postgraduate courses.

***It is the view of the Review Team that the Curriculum Design, Content and Review can be judged as SATISFACTORY.***

#### **4.2. Teaching, Learning and Assessment Methods**

From the students' point of view, lectures are clear and well prepared. This fact was substantiated by the lectures observed. Lecturers possess good presentation skills and demonstrate the ability to maintain the attention of large numbers of students throughout the lectures.

Nevertheless, teaching methods adopted by the lecturers seem to be rather conventional although the department has access to modern teaching equipments (See Annex 3). The reason given was the inadequacy of the equipments available to be used simultaneously in different lectures. Handouts are given only for postgraduates. Handouts available were more or less similar to lecture notes or direct extracts from books, articles etc., and are not simple layouts of the major points to be discussed in the lecture.

References are generally made to the books written in Sinhala language. Inadequacy of new library material in the field of Sociology does not accommodate the student interest in in-depth reading divert their interest towards a few books available in Sinhala. There are no adequate numbers of copies even of the available books in the library.

A good opportunity for learning is provided in the DS by offering numerous courses for both undergraduate and postgraduate levels. However, learning opportunities are limited and the students have to rely on lectures due to the unavailability of enough library material.

Less emphasis on continuous assessments also inhibit self learning ability of the students that is significantly necessary at the university level. The Continuous Assessments (CAs) in the form of presentations, assignments or mid semester examinations are not common to all course units which use the final examination as the only form of assessment. Even in the occasions where CAs are done, there is no procedure to consider CAs as compulsory in order to pass the course unit thus diminishing its value as an important part of the examination.

Moderating of question papers after they are set and continuing the practice of 2<sup>nd</sup> marking despite the large numbers of students can be considered as good practices followed by the DS. Yet, undue delays in releasing results, not giving continuous assessments back to the students, not giving CA marks or grades to the students within a reasonable time for them to learn their mistakes prior to final examinations are some of the obvious drawbacks.

Problems existing with regard to question papers such as inconsistencies appear in the original paper and the translations, question format, subject matter covered, coverage of the areas through questions and clarity of the questions could seriously hamper transparency and the reliability of the department and need to be addressed in moderation.

It has been observed that the calculation of GPA in the special degree programme adheres to the standard norm of 120 credits at the completion of the programme, however, for the general degree students are supposed to obtain only 24 credits per year which in a three year

programme amounts to 72 credits. This is much below the standard practice of 90 credits needed to award a general degree.

***The Review Team judges the Teaching, Learning and Assessment Methods of the department as SATISFACTORY.***

#### **4.3. Quality of Students including Student Progress and Achievements**

Students seem to be enthusiastic and competitive with regard to academic learning as demonstrated during the discussions with the students and as evidenced by the student achievement presented in the SER for the years 2004 and 2005. In the year 2004 in the special degree program there have been one first class, 07 second classes in the upper division and 18 second classes in the lower division while for the year 2005 this was 03, 15 and 02 respectively.

The student presentations observed confirmed that the students have cultivated good presentation skills over the years and they are taking an attempt to combine the theories they learned with their field findings which showed that their learning has helped to cultivate a sociological insight within them as expected from the learning outcomes.

Some students have participated in national level sociological workshops and conferences. However, significant progress cannot be seen among the students from one year to the other. The examination results indicated that the average students did not progress much over the years. The inability of the lecturers to commit themselves to improve individual student achievements or individual supervision due to their heavy work loads seems to have an impact on the student achievements.

***The Review Team judges the Teaching, Learning and Assessment Methods of the department as SATISFACTORY.***

#### **4.4. Extent of Student Feedback, Qualitative and Quantitative**

The DS has a practice of obtaining student feedback at the end of a course yet due to the inadequacy of teaching staff and the heavy work loads of the teachers this practice has become highly irregular at present.

A form used to obtain the student feedback is available in the DS and sets of forms marked by the students are available with the individual lecturers for scrutiny, yet, there is no system of analyzing the data and utilizing the feedback obtained for changing the existing systems.

The evaluation form basically contains of questions that deal with the clarity and the presentation skills of the lecturers and not on the course content and the depth of knowledge provided. Therefore the students do not get an opportunity to express their concern on latter issues.

***It is the view of the Review Team that the Extent and Use of Student Feedback can be judged as UNSATISFACTORY.***

#### **4.5. Postgraduate Studies**

The DS offers two postgraduate programmes, a one year M.A. course based either only on course work or course work plus a short paper and a two year MSc based on research.

These courses, especially the one year M.A. programme attracts large numbers of students. The admission requirements adopted allows a large variety of student enrolment in

postgraduate programmes. Handouts are usually provided together with the basic readings at the postgraduate level.

Although the DS at present suffers from not having an adequate number of teachers, subject specialists from various fields are drawn into the program providing the opportunity for the students to build relations and interact with a wider circle of academics.

However, it was also noted that the admission procedure involves only a simple interview format which prevents thorough screening of applicants allowing large numbers to get into the programme despite their ability to commit and follow a postgraduate programme. This debilitates the capable students from reaching higher levels of knowledge as teachers are compelled to take the grasping ability of poor quality students into consideration in deciding the level of teaching. A simple qualifying examination procedure may therefore facilitate at least to a certain extent the screening of students prior to admitting into the programme.

Large numbers tend to affect the quality of the students not only due to the inability of testing their ability to follow studies at the postgraduate level but also due to the inability of paying close attention to the students. For many of the courses an end of the year examination is used as the only form of assessment. No assignments are given except for one or two courses thus hampering the research and analytical skills of the students.

The course content of the postgraduate level does not differ much from that of the undergraduate level. The idea here is to facilitate the learning of those who come from different backgrounds. However, maintaining a standard level of a teaching curriculum at the postgraduate level would be of extreme importance to sustain the level of the degree programme and to receive the international credibility to such a programme.

The absence of a research component at the master's level allows the opportunity for the average student to memorize for exams disallowing them from the need for deep learning. This would have detrimental effects on the talented students as it may affect the validity of the degree program as a whole.

Unavailability of current literature in the library related to the subjects involved tends to further jeopardize the achievements of the postgraduate students.

***The Postgraduate Studies of the DS can be judged as SATISFACTORY.***

#### **4.6. Peer Observation**

So far, no formal system of peer evaluation has been adopted by the DS. Absence of adequate numbers of academics in the department at present has overburdened the staff with massive work loads both related to undergraduate and postgraduate teaching. This has compelled the remaining teachers to become restricted to their own routine activities.

In isolated occasions, some of the teachers have attempted to get their teaching evaluated by their colleagues in the department. It would be beneficial for the DS to consider improving on this aspect.

***It is the view of the Review Team that Peer Observation can be judged UNSATISFACTORY.***

#### **4.7. Skills Development**

The DS conducts a field research program where the students engage in field activities for 3-5 days. This kind of training gives the students a good opportunity to develop their skills in research methodology and interact with the members of the community in different environments.

The students are expected to make presentations based on their findings in the field. This facilitates the students to learn to organize their ideas and thoughts related to specific topics and to cultivate their presentation skills.

It is compulsory for the special degree students to write a dissertation in their final year based on a research study. This further helps the students to develop their cognitive abilities and writing skills. Assignments and Class room presentations although not a regular activity help the students to improve their writing and presentation skills.

The DS facilitates and encourages both the students and the teachers to participate in national and international conferences and work shops and/or to present papers. Such practices help the students to learn to interact with other participants and the teachers to develop links with other professionals in the field.

There are two journals currently being published by the DS, i.e. Samaja Sameeksha and Social Wondering. The DS encourages and motivates the students to continue this practice. This gives an opportunity for both the teachers and the students to publish their written work and further helps the students to develop skills in writing and research.

Nevertheless, as at present, there is no specific requirement in the DS to promote IT skills which has become essential to meet the present demands of the world Job market. There is a dire need in the department to include ways to promote IT skills and English proficiency within the curricular of the department.

Majority of the students do not use computers on a regular basis and do not use internet or possess email addresses. Actions to include IT & English within the curriculum and facilities given for the students to develop the skills IT and English would provide massive benefits for them in the outside competitive world.

Even though most of the subject related readings are in English, most of the students seem to become satisfied with the few sources available in the vernacular languages. No steps have been taken to persuade the students to get into the habit of reading in English. This situation has prevented the students from aspiring to acquire deeper knowledge on the issues and themes concerned

***Judgment is SATISFACTORY.***

#### **4.8. Academic Guidance and Counseling**

The academic members of the DS are quite amiable and easily approachable by the students and a close rapport is maintained between the students and the staff. This situation provides an opportunity for the students to informally meet the lecturers to discuss their problems. All the lecturers are involved in day to day academic guidance and counseling in an informal setting.

There are two university student counselors among the members of the department facilitating further involvement in the department in counseling.

The DS has adopted a system of maintaining a confidential personal detail form after the selection of students for the special degree program. This helps the staff to envisage the potential problems that the students may encounter during their course of study and refer to the form to identify the personal background of the student when such a problem occurs.

There is no formal procedure adopted by the DS for academic guidance and counseling. The students need to search for lecturers when they need to meet them since there are no scheduled meeting hours allocated by the lecturers.

Inadequate space in the DS seems to be a constraint for personnel meetings with the students since at least 3 lecturers share a single room.

Certain ad-hoc methods of academic and career guidance have been adopted by the DS. Yet, there are resources already exist in the career guidance centre that could be better utilized for the benefit of the students if the department could establish proper links with the career guidance center especially since the employment level of the students was reported to be low.

No training whatsoever has received by the members of the DS in personal counseling. However, the personnel efforts taken by the staff in helping and supporting the students amidst many difficulties is commendable.

***The Review Team is of the view that the Academic Guidance and Counseling could be judged as SATISFACTORY.***

## 5. CONCLUSIONS

The following overall judgments were assigned to the 8 aspects reviewed in the Department of Sociology of the University of Kelaniya, considering the limitations the department was facing at the time of the review including the inadequate number of the qualified academic staff, lack of physical space and irregularities in secretarial assistance.

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

***The overall judgment is suspended***

## 6. RECOMMENDATIONS

- Review Team stresses the urgency of a complete revision of the department curriculum
- It may be necessary to look into the existing credit limit for general degree and GPA calculating systems in order to synchronize the programme with the nationally accepted standards.
- It would be highly beneficial for the students if the continuous assessment system is reintroduced as a mandatory part of the student assessment process. A variety of assessment methods could be used without overburdening the teachers in the department. The help of the junior staff can be obtained in this regard.
- A formalized system of obtaining student feedback can be adopted for the benefit of the future of the department. It may be necessary to receive feedback on the issues such as course content, factual accuracy, clarity and modes of delivery in order to make the feed back worthwhile for the department and the lecturer concerned.
- Postgraduate programmes may need to be revisited in every aspect to establish a convincing programme.
- Peer observation aspect which is almost totally absent seems possible to be introduced with the use of existing human resources in the DS without much effort. Proper guideline could be adopted in this regard in order to avoid problems.
- Academic guidance and counseling aspects could be strengthened especially addressing the unemployment issue together with the carrier guidance unit.
- Skill development aspect needs to be paid thorough consideration. This may be possible by the providing the opportunity to improve a number of identified skills by including them in the teaching and learning procedures.
- The DS needs to pay attention to proper maintenance of the documents and filing systems. A permanent clerical position may help to sort out the problems the department has faced in this regard amidst their heavy academic work loads.

## **7. ANNEXES**

### **Annex 1. PROGRAMME FOR THE REVIEW VISIT**

#### **Day 1 – 09.07.2007**

- 08.30 – 09.00 Private Meeting of Review Panel with QAA Council Representatives
- 09.00 – 09.30 Discuss the Agenda for the Visit
- 09.30 – 10.30 Meeting(s) with the Vice Chancellor/Chairman, Internal QA Unit/Dean  
Head of the Dept/Head, Faculty QA Cell etc. (*Working Tea*)
- 10.30 – 11.30 Department Presentation on the Self Evaluation Report
- 11.30 – 12.30 Discussion
- 12.30 – 13.30 *Lunch*
- 13.30 – 14.30 Observing Departmental Facilities
- 14.30 – 15.30 Observing Other Facilities (Library, Computer Centre, Farms etc.)
- 15.30 – 16.30 Meeting with Department Academic Staff
- 16.30 – 17.30 Meeting with Undergraduate Students
- 17:30 – 18:30 Brief Meeting of Reviewers

#### **Day 2 – 10.07.2007**

- 09.00 – 09.30 Observing Teaching – Lecture
- 09:30 – 10:00 Observing Teaching – Lecture
- 10.00 – 11.00 Observing Documents (*Working Tea*)
- 11.00 – 12.00 Meeting with Technical Staff and Other Non-Academic Staff
- 12.00 – 12.30 Meeting with Postgraduate Students
- 12:30 – 13:30 *Lunch*
- 13.30 – 14.00 Observing Teaching – Lecture
- 14.00 – 14.30 Observing Teaching – Lecture
- 14.30 – 15.00 Observing Students' Presentations
- 15.00 – 15.30 Observing Teaching – Practical Class
- 15.30 – 16.30 Meeting with Special Degree Students
- 16.30 – 17.00 Meeting of Reviewers

#### **Day 3 – 11.07.2007**

- 09.00 – 09.30 Observing Teaching – Practical Class
- 09.00 – 09.30 Observing Teaching – Practical Class
- 10.00 – 10.30 Meeting Student Counselors/Academic Advisors/Personal Tutors
- 10.30 – 11.00 Reviewers Private Discussion
- 11.00 – 12.00 Meeting with Head and Staff for Reporting
- 12.00 – 13.00 *Lunch*
- 13.00 – 17.00 Report Writing

## **Annex 2. LIST OF FACILITIES OBSERVED**

1. Office of the Department
2. Lecturers Rooms
3. Lecture Halls
4. Computer Units (2)
5. Libraries (Faculty library for the academic staff and the University main library)
6. Department book collections

## **Annex 3. LIST OF AVAILABLE RESOURCES (MATERIAL) IN THE DEPARTMENT**

- Fax Machine /Telephone
- 2 Computers for Secretaries
- 1 Computer for the Head of the department
- 1 Lap top Computer (To be used with the MM Projector)
- 1 Multi media projector
- 1 Duplicating Machine
- 1 Photo Copy Machine
- 1 Digital Camera (To be used for field work)
- 1 DVD Player (To be used for lectures based on film shows)
- 11 Computers and 5 Printers for staff use (A PC for each permanent staff member)
- 1 Conference Table with seating for 12
- Internet facilities for 6 permanent staff
- Adequate stationary available for hand outs and documentation

## **Annex 4. LIST OF DOCUMENTS OBSERVED**

### ***Documents on Curriculum and Teaching***

- Hand Book of the Faculty of Social Sciences
- Student Hand Book of the Department of Sociology
- Hand outs

### ***Documentation on Student Learning, Assessments, Feed Back and Achievements***

- Past Examination Papers (End of Semester)
- Mid Semester Examination Papers
- Answer Scripts
- Assignments
- Tutorials
- Dissertations
- Student evaluation forms

### ***Evidence on Skills Development***

- Departmental Publications
- Documents on Students' participation in Public Seminars
- Outlines of Student Presentations