

# **SUBJECT REVIEW REPORT**

**DEPARTMENT OF  
PUBLIC ADMINISTRATION**



**FACULTY OF MANAGEMENT STUDIES AND  
COMMERCE  
UNIVERSITY OF SRI JAYWARDENEPURA**

21<sup>st</sup> to 23<sup>rd</sup> October 2009

**Review Team :**

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of education within a specific subject or discipline. This review evaluates the quality of education within the specific discipline of Public Management taught by the Department of Public Administration of the Faculty of Management Studies & Commerce, University of Sri Jayewardenepura. The review focused on the Self Evaluation Report (SER) prepared by the Department of Public Administration. Based on the SER, the team evaluated the study program concerning the criteria set by Quality Assurance Council (QAC) of the Ministry of Higher Education.

The SER consisted of eleven sections: i.e., introduction; aims, learning outcomes and program details; students, staff and facilities; curriculum design, content and review; teaching, learning and assessment methods; the quality of students: student progress and achievement; the extent of student feedback: quantitative and qualitative; postgraduate studies; peer observation; skill development; academic guidance and counselling. The quality of education within the discipline was evaluated in the light of the aims and learning outcomes given in the SER submitted.

The review focused on the following eight aspects of education:

1. Curriculum design, content and review
2. Teaching, learning and assessment methods
3. Quality of students, including student progress and achievement
4. Extent and use of student feedback, qualitative and quantitative
5. Postgraduate studies
6. Peer observation
7. Skills development
8. Academic guidance and counselling

The evaluation of the above eight aspects of the program were done by obtaining the information from the following sources:

1. The SER submitted by the Department
2. Meeting with the Dean, Head of the Department, academic members, non-academic members, and undergraduate students
3. Observation of teaching
4. Observation of student presentations
5. Observation of relevant documents (Student's Hand Book, question papers, answer scripts, mark sheets, evaluation sheets etc.)
6. Observation of the Department and other facilities (computer centre, lecture rooms, library etc.)

Each subject review aspect of education was judged by making one of the three standards/levels namely, good, satisfactory and unsatisfactory. For the purpose, strengths, good practices and weaknesses in relation to the each aspect were considered. An overall judgment was made from the three options, i.e., confidence, limited confidence and no confidence by taking into account the status of the judgments given for all the eight aspects of the academic program.



ere 21<sup>st</sup>, 22<sup>nd</sup> and 23<sup>rd</sup> October 2009. The agenda of the

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

Vidyodaya Pirivena was established in 1883 at Maligakanda by the Rev. Hikkaduwe Sri Sumangala Thero. This Pirivena was up graded and University status were given in 1959 and named as Vidyodaya University of Ceylon. Together with this transformation the University was shifted to Gangodawila, Nugegoda. In 1978, it was re- named as the University of Sri Jayewardenepura. Today it is one of the leading national Universities in the country hosting about ten thousand students. The University consists of five faculties, namely Arts, Applied Sciences, Management Studies & Commerce, Medical Sciences and Graduate Studies.

### **The Faculty of Management Studies and Commerce (FMSC)**

Undergraduate degree programmes in Business Administration and Public Administration was first commenced in this University in 1960. In 1972, the faculty of Management Studies and Commerce (FMSC) was established. With the continued improvement, year 2001, marked a turning point in the history of the FMSC. Accordingly, the re-structuring process which was commenced in 1997 led to form ten (10) academic departments. At present, the number has increased to 11 departments and each department offers a unique degree program within its scope. The Department of Public Administration in FMSC conducts the Public Management (Special) Degree Program which was reviewed by the aforementioned review team.

### **Department of Public Administration**

Offering the Degree in Public Administration was commenced in this University from the academic year 1959/60, and taking the needs of further expansion of teaching in this area into account, a separate Department under the name Department of Public Administration was set up in the year 1980.

### **Department Mission**

Consistent with the mission of the University and of the Faculty, the Department of Public Administration seeks:

- i. to prepare managers to meet the needs and challenges particularly of and within public, non-profit, and community organizations.
- ii. to serve the needs of government, the professions, the education and training sectors as well as of the private sector which could all benefit from persons with expertise in the area of public management
- iii. to advance the study of Public Management through scholarly and applied research, publications and related activities.



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## OMES

The main aim of the degree program is to produce graduates with both theoretical and practical knowledge in the sphere of Management specialized in the area of Public Management so that the output of the Department would be more holistic for catering to the needs of the public and the private sectors management.

In addition to the above, the following supplementary aims are expected to be achieved:

- i. Ensure intellectual and friendly environment for both students and staff.
- ii. Create more interaction between the students and the staff by means of lecture participation, tutorial classes, research and other extended activities
- iii. Provide opportunities to students in enhancing their competencies, oral and written communication and leadership skills in order to pursue for their prospective careers
- iv. Promote healthy rapport with other relevant organizations for the sake of mutual benefits.

### 3.2. Learning Outcomes

The learning outcomes of the study programme are as follows:

- i. Understanding basic theories and concepts in Management particularly in Public Management.
- ii. Facilitate managerial skills in order to be a successful Managers/administrators/an entrepreneurs
- iii. Appreciation of Management applications within the context of public and business environment
- iv. Decision making skills necessary to tackle new challenges throughout Studentsø careers
- v. Capability of keeping healthy public relations.
- vi. Good oral and written presentation skills.
- vii. Have the ability to develop student-centered learning

#### **Evolution and the Development of the Degree Program**

This University has commenced offering the Degree in Public Administration since the academic year 1959/1960 (first by the Department of Economics, then, by the Department of Public and Business Administration, and later by the Department of Management Studies). Nevertheless, it received due and independent recognition with the establishment of the Department of Public Administration in 1980. Then, the Department then took over the responsibility for the study program leading to the ***B.Sc. Public Administration (Special) Degree***, which was renamed as the ***B.Sc. Management (Public) Special Degree*** in 1993. Commencing from 2001/2002, the Department has been conducting the ***B.Sc. Public Management (Special) Degree Programme***. The Department is proud to be the only such academic Department offering a degree in Public Management within the national university system.

In 1999, the proposal to restructure the existing seven academic departments as Service Departments was approved by the Senate and the Council. Thus, in 2001, all the academics of the FMSC were regrouped into 10 departments on the basis of their areas of specialization.

Public Administration which had more than 22 permanent subject disciplines such as Mathematics, Accounting, Human Resource Management, Information Technology, Organizational Behaviour, Finance, were transferred to their respective subject disciplines according to their interests. Since then, the Department has been offering only subjects, which are related to the main discipline of Public Management. As a result, the Department became smaller with ten lecturers who were specialized in Public Management.

### **Programme Objectives**

The B.Sc. Public Management (Special) Degree Program has its roots in the B.Sc. Public Administration (Special) Degree, which the Department conducted earlier. That had the distinguishing element of revolving around the principle components of the field of Public Administration, Development Administration, Public Sector Economics, Constitutional and Administrative Law, International Relations, Local Government and Rural Development. An interdisciplinary approach was, however, present through courses in Management including subjects such as Management Process, Human Resource Management, Organizational Behaviour and Strategic Management as well as through a host of other courses in the fields of Accounting and Finance, Economics, Mathematics, Computing and Information Systems. Recent changes have made it possible for students to specialize in some areas so as to be able to enhance their own marketability.

The programme attempts to integrate Management and Administration theories with the realities of policy formulation and implementation, and is structured to provide a foundation that is intensive, wide in scope and multidisciplinary in nature. It is aimed at developing in its students, the knowledge and the managerial skills required for both public and private sectors. Thus, this program is designed to equip students with the skills needed to apply this managerial knowledge to real world decision-making in the capacity of professional managers and administrators in both the public and private sector institutions.

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

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

The Public Administration Degree Programme conducted by the University has a long history of 50 years. Initially, this degree programme was conducted under the Department of Economics in the Faculty of Arts. Accordingly, first, curriculum for the Public Administration degree had been designed in the year 1960. Subsequently, the curriculum has been changed and revised, mainly in 1980, 1993, and in 2000/2001. It is noted that, along with the major changes of the curriculum the name of the degree programme too has been changed.

Thus, there is sufficient evidence to realise that the curriculum review on this subject area has been taking place repeatedly. The currently practised curriculum and syllabi especially for the first and the second years have been developed taking into consideration the views of the all stakeholders such as undergraduates, department staff members, and other academics in the field and employers in the public and the private sectors. This process proves the fact that the Department has adequately taken possible steps to get the required inputs from the various stake holders including industry in the exercise of curriculum development.



field trips and projects are continuously practised ways  
knowledge. However, teaching in most of the time seems  
although the number of students in each class is confined  
to 50 or less especially in 3<sup>rd</sup> and 4<sup>th</sup> years. While numerous ways of teaching methodologies  
are available, it is difficult to say that the Department has used them fully.

There are enormous ways available for the students to acquire knowledge in the discipline.  
The library is sufficiently equipped with more or less in almost all the facilities. Books and  
journals are available in print and electronically.

The entire country is eagerly waiting for good governance and acquiring a high level of social  
welfare indicating that there are enormous opportunities to undergraduates in this discipline,  
but the students are with pessimistic attitude about their own specialization. It seems that  
even lecturers also having this feeling to certain extent not realising the opportunities  
available in both the public and the private sectors. This situation has created a lethargic  
learning environment in the system. This situation therefore, should be rectified as soon as  
possible.

#### Assessment methods

Both continuous assessment and final examination assessments are done regularly through  
assigning 40% and 60% marks respectively for each component. The continuous assessment  
is done through classroom participation, term papers, presentations, and mid term  
examinations. In addition, there are assessments done on practical training undergone by the  
students as a part and parcel of the degree program. The practical training is for 04 months  
and the assessment methods are clearly defined in this aspect.

***In relation to the teaching, learning and assessment methods, the judgment of the team is  
GOOD.***

#### **4.3 Quality of Students, Student Progress and Achievements**

The Programme gets students through a separate window as explained earlier and the  
students so joining the programme are with a "Z score" which is close upon 1.6, and this level  
can be generally considered as a higher level of "Z score" particularly compared with that of  
the students taken by the other universities for the courses in the same discipline.

On the other hand the students are well aware at the time of joining the FMSC of the  
specialization programme they intend to follow. This is an advantage enjoyed by the public  
administration students over the other students in the same faculty because other student go  
for their specialization from the 3<sup>rd</sup> year and may be they are forced to go for that  
specialization against his / her own choice.

The numbers joining the Public Management (Special) Degree Program at a certain time had  
been very low (10 student 2006) and this number has increased gradually to 50 in 2007 and  
2008. This situation is mainly due to the option given to the students to decide what program  
to be followed after completing the basic criteria to enter the university. However, it should  
be appreciated that the students in the Department have faced different challenges  
successfully. Accordingly, the present students in the program are enthusiastic and  
hardworking. As a result they have won gold medals annually and continuously.

figures the students' failure rate at the end of the final  
this rate is close upon 33 1/3%. This situation seems  
discipline.

***In relation to the teaching, learning and assessment methods, the judgment of the team is GOOD.***

#### **4.4 Extent and Use of Student Feedback**

The lecturers have understood the importance of taking students' views for the improvement of academic service to be provided by the Department. According to the present practice, lecturer himself/herself gets feed back from the students for each course he/she conducts. There is a standard questionnaire also developed by the Department in this respect. The lecturers themselves distribute the questionnaire among the students, collect them and get the feed back for themselves. In addition to the feed back obtained through administering a formal questionnaire, the lecturers also get a verbal feedback while the sessions are being conducted. Both these methods of getting feedback have been made possible in the class room because of their small size. The maximum number of undergraduates participated in a session is less than 50. There were documentary evidences also to show that there were good responses with positive remarks from students.

Initiatives taken to assist undergraduates in getting their day to day academic and other problems solved seems popular, attractive and effective. Each lecturer in the Department has allocated two hours a week in their time tables and these time slots are made known to the undergraduates by displaying them on the Department notice boards as well as on the doors of the rooms of the lecturers. The review team found that, this system works in perfect order giving opportunities to develop a long lasting trust between teachers and students. The Student Association of Public administration and the Alumni Association of Public Administration are also much effective in giving ideas and supporting the Department to enhance the quality of its offering.

***In relation to the extent and use of student feedback, qualitative and quantitative, the judgment of the team is GOOD.***

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

Postgraduate studies are mainly handled by the Post-graduate Faculty of the University. A separate postgraduate degree program in Public Administration is not in existence at present. However, the Department has obtained approval for starting such a Postgraduate Degree Programme, and expects to commence it soon. The senior lecturers of the Department have obtained sufficient experience of teaching in postgraduate level by involving in teaching, supervision and examination of a number of well recognized programmes such as follows:

- i. M.Sc. in Management program of the University of Sri Jayewardenepura.
- ii. Masters of Public Administration (MPA) of the Postgraduate Institute of Management (PIM).
- iii. Master of Public Management of the Sri Lanka Institute of Development Administration (SLIDA).
- iv. Master of Business Administration (MBA) of the Rajarata University of Sri Lanka, Mihinthale.

esses strength to launch a successful Master Degree

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

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

There is a strong understanding among the academic members about the importance of having a system of peer observation as a powerful tool for improving the quality of teaching, learning process. Thus, it was observed that the overall attitude of the academic staff members about the peer observation is positive. Group teaching is practised in a small way. It was revealed that, an attempt has been made recently to develop a mechanism for peer observation in the Department. The existing practice with regard to peer observation in the Department is that, one academic member observes the other member's teaching and gives a feed back. A number of academics carry out this procedure for themselves and it has been hardly taken by a forum for discussion. As such, it seems that positive or negative observations made by one member over the other member are seldom brought to the notice of the superiors. Thereby, the lapses and good attributes are seldom discussed openly for necessary improvements and for praising. Generally accepted norm is to praise openly and lapses to discuss privately with the person concerned. Apart from this, moderation of question papers and second marking of answer scripts by senior academics is continuously being done.

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

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

The skills that have identified and developed by the staff in the Department of Public Administration are pertinent to the discipline. The Department implements a number of activities in order to develop the required skills among students. Through class room presentations students get an opportunity to develop their communication and leadership skills. In addition, the students organize seminars, guest lectures, field trips and subject related other academic activities. These events help students to develop their organizing skills and transferable skills. The students also have access to computers and other IT related exercises where students develop their technological skills. The FMSC possesses a number of computer laboratories apart from few personal computers available in the resource centre in the Department of Public Administration. However, the reviewers are of the opinion that a well designed English Language Program should be carried out from the first year for the students to develop further their English communication skills. A close link between the English Language Teaching Unit of the Faculty and the lecturers in the Department is needed to teaching English more effectively. Presently, there is no such link.

***In relation to the skills development, the judgment of the team is GOOD.***

**Academic Counseling**

Academic counseling seems available at the faculty level and there are two types (some are paid an honorarium and others on a voluntary basis) of student counsellors appointed representing each department. It seems that these student counsellors perform a routine job when the students come to them with problems for redress or for some consolation. Academic guidance and counseling seems not regular, and this may affect the undergraduates academically and socially in performing their studies in the university.

Hand books and prospectus have been published and made available to the undergraduates at the commencement of the common programme. There is an orientation programme for one week conducted by the Faculty at the beginning of the two years Common Programme. There are tutorial classes and student contact hours allocated in the time table during which the students are closely monitored both academically and socially while the Common Programmes is in operation.

The total degree programme which is of four years duration is divided into two distinct programmes namely; Common Programme and Specialization Programme. The duration of each programme is 02 years. Undergraduates initially enrol in the Faculty and the Faculty conducts the formal orientation programme for one week as mentioned earlier. The common programme commences thereafter, which is compulsory for all the undergraduates in the Faculty and it runs for a period of two years (four semesters). The responsibility of conducting the common program lies on the Faculty of Management and Commerce. This duration of the Common Programme has been restricted to one year from the year 2009, and almost all the lecturers in the Department endorsed this move. However, undergraduates are satisfied with the Management related courses like, Human Resource Management, Marketing Management, Financial Management, Accounting, Economics and IT related courses taught under the two year Common Program thinking that they are the basic subjects for any Management Degree Programme.

***In relation to the academic guidance and counseling, the judgment of the team is GOOD.***

Based on the observations made during the study visit by the review team, the eight aspects were judged as follows:

Aspect Reviewed	Judgment Given
Curriculum Design, Content and Review	Good
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	Good
Academic Guidance and Counseling	Good

Review Team obtained the views of the staff and the undergraduates on curriculum development. Accordingly, the following strengths and weaknesses were identified.

**Strengths/Good Practices**

1. The curriculum has been designed to cover a wide range of subjects in the field of Public Administration
2. There is a practice of revising curriculum regularly taking into consideration the current trends in the discipline.
3. The relevant parties i.e. the public sector and the industry resource persons and the academics in the field have been consulted. This is a distinct feature in the process of revising the curriculum.
4. The total four year curriculum carries a weight of 120 credits.
5. Four months Practical Training in an institution gives to the undergraduate an exposure to the world of working.
6. Independent Research Report is a mandatory requirement in the final year which, therefore, encourages the undergraduates to obtain new knowledge and experience of the real world problems.
7. The Department is in a capacity to conduct the entire programme with least dependence on external human resources
8. The programme is conducted in English Medium

**Weaknesses**

1. Although the duration of the Common Program conducted by the Faculty has reduced to one year to be implemented from 2009 it has not been revised adequately to be suited to one year.
2. Credit weights assigned for different courses seem irrational.
3. The objective of teaching EMV 2208 Natural Resource Management course in the common program seems not been achieved, as this course has been confined to teaching only forestry.
4. Lack of optional and elective course both in the common and specialization programs was found.

**2. Teaching, Learning and Assessment Methods**

**Strengths/Good Practices**

1. The committed and dedicated behaviour of both lecturers in the Department and the students who specialise Public Management.
2. The exemplary behaviour demonstrated by the past and the present senior lecturers in the Department for juniors to follow as role models.
3. The positive attempts taken by the Department to publish the Journal "Kalamana" in the near future.
4. Students' class room attendance seems satisfactory.
5. Students are facilitated with Field Visits, Guest Lectures, Practical Training and involving in Independent Research.
6. Positive relationship between students and teachers.

connection with Departmental activities, i.e. teaching and general administration.

#### Weaknesses

1. Teaching and learning method is still more on the teacher centred although the number of students in the Special Degree programme is relatively less.
2. Continuous assessment system is inadequate.

### **3. Quality of Students, Students Progress and Achievement**

#### Strengths/Good Practices

1. Since the admission to the academic programme in the Department is less competitive, its programme of study is not overcrowded allowing lecturers to have a close supervision.
2. Positive behaviour of the lecturers, students and the non-academic staff members.
3. Students can apply for both public and private sectors management employment irrespective of their specialisation in Public Administration.
4. Having opportunities for the students to pay their attention to their specialisation from the 1<sup>st</sup> year itself.

#### Weaknesses

1. Preference for less riskier jobs
2. Unacceptable failure rate in the program

### **4. Extent and Use of Student Feedback**

#### Strengths

1. The rapport developed and maintained between undergraduates and lecturers in the Department has paved the way to develop a friendly and a positive academic culture in the Department.
2. The Department is in the lines of re-structuring the total degree program, as a hearing given to the students' requests,
3. The undergraduates do participate in the departmental meetings and their voice is given due consideration.
4. A suggestion box maintained by the Dean of the Faculty and the open door policy practised in the Department

#### Weaknesses

1. A formal and regular method of Performance Evaluation of lecturers as well as of the other staff in the Department is yet to be introduced. This exercise seems a must in the Department

### **5. Postgraduate Studies**

#### Strengths/Good Practices

1. Having fee levying programs conducted by the Department in addition to service rendered for the other similar institutions engaged in Post graduate degrees.
2. The trust developed among the academics in the discipline.
3. The recognition gained from the external agencies both in the Private and the Public Sectors.

open from 0800 hrs to 2000 hrs, and six days a week with

contributions in terms of books and publications made by the

senior staff members in the Department

### Weaknesses

1. A considerable delay (more than 03 months) in releasing results of the students

## **6. Peer Observation**

### Strengths/Good Practices

1. The common favourable acceptance having among all the academic members about the requirement of a peer evaluation system within the department.
2. Having already a peer evaluation procedure practiced in the Department. (In an less formal manner)
3. The cohesive and positive, brotherly behaviour irrespective of the gender, demonstrated by all the academic staff members in the department in all respect of academic activities.

### Weaknesses

1. Having a bigger number of Junior lecturers who are new to the academic field
2. Peer evaluation is not presented to the Departmental meetings.

## **7. Skills Development**

### Strengths/Good Practices

1. The continuous effort taken by the academic staff members in the Department in identifying, improving and developing strategies in relation to skills development in the discipline.
2. The Practical Training, that the undergraduates undergo and the exposure they get about the real working world.
3. The ample opportunities the undergraduates are provided with, to develop skills on IT and computers, report writing, analytical and problem solving skills.
4. Organizing field trips, guest lectures, and other activities like organizing seminars and community related services

### Weaknesses

1. Inadequate space and resources (02 computers) for the Resource Centre.
2. Inadequate books and other research material in the Resource Centre.

## **8. Academic Guidance and Counseling**

### Strengths/Good Practices

1. Having a better qualified senior lecturers in the Department
2. A student counselling programme available in the university
3. Practice of having a committed set of personal tutors not only to help solving problems faced by students in their learning process but also with their day to day personal problems.

(duration of one week) before the common programme in the main course.

ates, at the beginning of the Common Programme, a copy of the Faculty handbook which contains the details of the degree programmes conducted by the Faculty

### Weaknesses

1. Non availability of a well thought out, properly designed academic counselling program either in the Faculty or in the Department for the duration of the entire Programme.
2. The academic counselling during the first two years seems very vital and needed.
3. Lack of formal training for student counsellors

## **6. RECOMMENDATIONS**

The following recommendations are made by the Review Team for further improvement of the programmes being offered by the Department of Public Management. The Review Team felt that they will be useful:

1. Revise the two year common programme to be matched to one year.
2. Reconsider the courses to be included in the one year common program taking the students specialization area into consideration.
3. Make available a number of optional and elective courses in both common and specialization programme.
4. Rearrange the curriculum structure giving emphasis to the sequence of introducing courses with the academic maturity of the students in the programme.
5. Include a well prepared English programme with the assistance of the ELTU which could run in all 08 semesters of the degree programme.
6. Reduce confusion among students by avoiding redundant terminology used in the curriculum structure (e.g.major).
7. A well designed academic counselling programme will be helpful conducting for the undergraduates especially in the first year.
8. Introduce a formal mechanism for peer observation.
9. Make stronger the research culture of the Department by encouraging academics and students to carry out more relevant research in their specialty areas.
10. Departmental Resource Centre should be expanded putting more research related documents and computers.
11. Introduce a career guidance programme for the students.
12. Take steps to show students that they have more job opportunities than other degree holders in the broad discipline of Management.

**Day 01 – Oct.21<sup>st</sup>**

08.30 ó 09.00	Private Meeting of Review Panel with QAA Council Representatives
09.00 ó 09.30	Discuss the agenda for the visit
09.30 ó 10.30	Meeting with the Vice Chancellor/Chairman, Internal QA Unit/Dean/Head of the Dept./Head Faculty QA Cell. etc. (working Tea)
10.30 ó 11.30	Department Presentation on the Self Evaluation Report
11.30 - 12.30	Discussion with the Department
12.30 ó 01.30	Lunch
01.30 ó 03.00	Observing Departmental Facilities
03.00 ó 04.30	Meeting with Department Academic staff (Working Tea)
04.30 ó 05.30	Meeting with undergraduate Students (Final Year)
05.30 ó 06.30	Brief Meeting of Reviewers

**Day 02 – Oct.22<sup>nd</sup>**

09.00 ó 10.00	Presentation on Quality Report
10.00 ó 11.00	Observing Documents (working Tea)
11.00 ó 12.00	Meeting with Technical Staff and other non academic staff
12.00 ó 01.00	Lunch
01.00 ó 03.00	Students Presentation on Skills development Activities
03.00 - 03.15	Tea
03.15 ó 4.00	Meeting with Diploma and Postgraduate Students
04.00 ó 05.00	Meeting of Reviewers

**Day 03 – Oct. 23<sup>rd</sup>**

09.00 ó 10.00	Students' Presentation (Final Years)
10.00 ó 10.30	Tea
10.30 ó 12.00	Meeting with Undergraduates (3rd Year)
12.00 ó 01.00	Lunch
10.30 ó 11.00	Reviewers Private discussion
11.00 ó 12.00	Meeting with Head and staff for Reporting
12.00 - 01.00	Lunch
01.00	Departure of the Review Team

**Annex 2. LIST OF PERSONS VISITED**

- Vice Chancellor of the University of Sri Jayewardenepura
- Dean of the Faculty of Management Studies and Commerce
- Head of the Department of Public Administration
- Academic Staff of the Department of Public Administration
- Non Academic Staff of the Department of Public Administration
- Undergraduate Students of Year 2,3, and 4
- Librarian and Senior Staff Members of the Library

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

- Department staff members' rooms
- Department Premises
- Faculty Lecture halls
- Faculty IT/Computer lab
- University Library
- Resource Centre of the Department

#### **Annex 5. LIST OF DOCUMENTS OBSERVED**

- Faculty hand book
- Student evaluation forms
- Student attendance list
- Lecturer's time tables
- Lecture Materials/ Course Manuals/handouts
- Minutes of the Faculty Board, minutes of the department meetings
- Question Papers, Marks sheets
- Students Dissertations
- Internship Training Record Book