

# **SUBJECT REVIEW REPORT**

**DEPARTMENT OF  
NATURAL RESOURCES**



**FACULTY OF APPLIED SCIENCES  
SABARAGAMUWA UNIVERSITY OF SRI LANKA**

27<sup>th</sup> to 29<sup>th</sup> June 2006

**Review Team :**

Prof. C. S. Weeraratne/Sugarcane Research Institute

Dr. (Ms.) Nirmalie Pallewatta/University of Colombo

Dr. M. Printhan/Eastern University of Sri Lanka

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## **SUBJECT REVIEW REPORT**

**Department:** Natural Resources

**Faculty:** Applied Sciences

**University:** Sabaragamuwa

**Date(s):** 27<sup>th</sup> June to 29<sup>h</sup> June 2006

**Reviewers:** Prof. C.S. Weeraratne, Sugarcane Research Institute  
Dr.(Ms.) Nirmalie Pallewatta-University of Colombo  
Dr. M. Printhan-Eastern University, Sri Lanka

### **1. PURPOSES AND AIMS OF THE SUBJECT REVIEW**

The subject review of the Dept. of natural Resources was undertaken to evaluate the quality of various aspects of the programmes of the Dept. In this exercise the following aspects were examined and graded.

1. Curriculum Design, Content and Review
2. Teaching, Learning and Assessment Methods
3. Quality of Students, Student Progress and Achievements
4. The Extent and Use of Student Feedback
5. Postgraduate Studies
6. Peer Observations
7. Skills Development
8. Academic Guidance and Counseling

### **2. BRIEF HISTORY AND THE CURRENT STATUS OF THE UNIVERSITY AND THE DEPARTMENT**

The Sabaragamuwa University of Sri Lanka was established on 7<sup>th</sup> November 1995 and ceremonially inaugurated on 2<sup>nd</sup> February 1996. The University has five faculties. Agriculture, Social Sciences and Languages, Management and Business Studies and Geometrics faculties are at Belihuloya in Rathnapura District. The Faculty of Applied Sciences at Buttala in Moneragala District. There are around 2000 students in the University and 190 students in the Faculty of Applied Sciences. The mission of this Faculty is to search for and disseminate knowledge in areas of learning that will make a useful contribution to the development of the critical manpower requirements of the nation contribute to the educational, scientific, technological and socio-economic upliftment of communities in the Uva province in particular and in the country in general. The Faculty offers degree programs in, Natural Resources, Food Science and Technology and Physical Sciences through its three departments.

The Department of Natural Resources offers a interdisciplinary Bachelor of Science degree program in Natural Resources. Students are given an option of selecting either a 3-year or a 4-year degree program. The degree program is designed for the students who wish to pursue professional carriers in Environmental protection, Natural Resource Conservation, Management, Research planning, Environmental Advocacy or Ecology. The courses are conducted by an academic staff comprising of expertise excelled in relevant study areas. The degree also paves an excellent path for postgraduate studies.

There is one Professor, three Senior Lecturers, three Probationary Lecturers and one Temporary Lecturer, in the academic staff of the Dept. of Natural Resources. The staff in the department also contributes to the teaching of programs for Food Sciences and Physical Sciences students. The Dept. has three small laboratories viz. Natural Resources, Chemistry and Ecology which cannot accommodate more than 20 in each laboratory. There is one Demonstrator, 2 Technical Officers and no Laboratory Attendant.

The Department has 50 full-time students, 17 in the first year, 15 in the second year and 18 in the third year of whom 11 students will be going to the fourth year. In addition there are 3 postgraduate students.

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

#### **3.1 Aims**

A detail understanding of various aspects of natural resources and their implications are essential to optimize the use of natural resources of the country. The mission of the Dept. of Natural Resources is to train students for careers in disciplines related to effective use of natural resources and their management. In this context, the aims of the degree programme are as follows.

3.1.1 To accept well-motivated students with high academic potential from a variety of backgrounds and to provide them with a degree program which further the contribution of the graduates of Sabaragamuwa University to the benefit of society and country.

3.1.2. To provide the best possible learning experience in an environment of nationally recognized research in accord with university policy. It aims to reflect the research strengths of the department in the design, content and delivery of the program so as to produce graduates with advanced knowledge and understanding of their chosen specialty in the Natural Resources.

3.1.3 To help the students to achieve their full potential and to promote high standards and completion rates by providing a friendly, responsive and supportive environment together with available facilities.

## **3.2 Learning Outcomes**

- 3.2.1 On successful completion of the program a student should have acquired a basic knowledge in a wide array of subjects which have a bearing to the study of Natural Resources.
- 3.2.2 Have critical ability and independence of thought in the chosen area of study; developed the ability to interpret the importance of natural resources of the country and to take appropriate measures to utilize them on a sustainable manner;
- 3.2.3 Be well motivated, have the skills and attitudes appropriate to his or her career aspirations, and be well placed to meet the recruitment needs of employers;
- 3.2.4 Have developed a range of interpersonal and transferable skills;
- 3.2.5 Have developed the technical skills and intellectual framework necessary for the acquisition and analysis of experimental data through laboratory work;
- 3.2.6 Developed the ability to apply their knowledge to design and conduct basic and applied research that will be useful in solving problems related to effective use of natural resources of the country.

## **Chapter 4: Findings of the Review Team**

### **4.1 Curriculum Design, Course Content and Structure of the Program.**

#### **4.1.1 Curriculum Design**

4.1.1a The curriculum of the Department of Natural Resources has been designed with the aim of imparting knowledge and skills to ensure the graduates are well acquainted with their fields of study and that they will be readily available to be employed in their chosen fields.

4.1.1b The B.Sc program in Natural Resources follow a course unit system and a semester system. A student can earn up to 90 or 120 credit points respectively during their three or four year study period. This includes a four month compulsory research component for all the students and specially designed mini projects for those who follow four year degree program.

4.1.1c The B Sc program in Natural Resources (NR) consists of three major tiers of studies. During the first two years, all the students follow a common program. The common program exposes the students to an array of general subjects that are required to establish a strong basis for future studies and a wide theoretical knowledge and an approach to their applications. During the first year Natural Resources related subjects such as Ecology, Soil Sciences, Introduction to Natural Resources. etc. are combined together with many disciplines of Chemistry, Physics, Computer Literacy and Statistics. The second year guides the students through courses that are general but more specifically related to the field of Natural Resources. Among these are courses such as Biodiversity, Environmental Sciences, Environmental Impact assessment, Soil Erosion and Conservation, Forestry, Limnology, Earth Sciences, Aerial Photo Interpretation and

Remote Sensing etc. Courses such as field techniques and analytical techniques in Natural Resources allow the student to master the basic skills of practically applying what they learn. These are accompanied by more aspects of Chemistry, Microbiology, Statistics and Economics which are considered important accessories.

4.1.1d. At the end of the second year after gaining the basic knowledge required to develop a strong core and a conceptual basis, the students are allowed an option to select three or four year degree program. After the second year the course branches in to three major subject streams namely Environmental Sciences, Biodiversity and Earth Sciences. All these areas directly address many global issues pertaining to the utilization of Natural resources, thus the graduates produced directly fit the requirements of the job market that addresses these areas.

4.1.1e The students who opted on three year degree program can select optional subjects out of an assortment of courses for the first semester of the third year based on their preference for the above three streams. They can decide on a research project to be carried out during the second semester in the same stream. The research project would produce a thesis and should be presented before a panel together with a poster presentation. The thesis presentation and the poster are evaluated and marks are given out of fixed percentages. The research component aims to develop the graduate, skills of following the scientific method, independent thinking and designing. It also sharpens the communication ability which is much required by the job market.

4.1.1f The students opted for the four year degree program follow courses, literature review and mini projects during the second semester of the third year and the first semester of the final year. During the last semester they undertake the research project. The department motivates students to be equally distributed among the three streams of studies.

4.1.1g The whole program is designed to be multidisciplinary and interdisciplinary. The hierarchical approach from the initial theoretical and general subjects to more applied and specialized subjects enable students a methodical development of their abilities.

4.1.1h The links formed with industries, universities and research organizations are strengths for development of the degree program and student skills. These organizations collaborate in research, practical, fieldwork and conducting extracurricular activities. Especially during the final year research component, an essential link is formed with an external organization through appointing an external supervisor. This has led to many students being absorbed by the collaborative institutes once they graduate as employees or postgraduate students.

4.1.1i Much attention is paid in developing practical skills of the students through field work. The location of the faculty favors this requirement. In addition to five major fieldtrips conducted throughout, the program is interspersed by numerous field studies especially in the peripheral areas of the faculty. Annual workshops conducted by some staff members of the University of Colombo, University of Peradeniya and the Open

University enable the students to sharpen their skills and also mix with the scientific community.

4.1.1j The teachers have designed a wide ranging curriculum which provides a comprehensive introduction to the area of natural resource management by the final year of studies. There is also emphasis on making the course relevant to Sri Lanka through field excursions, research projects/industrial placements, assignments, topics for student presentations etc. There are research sessions of the university at which students can present their work.

#### **4.1. 2 Curriculum review**

4..1.2a The upgrading and review of the curriculum enhances the diversity of the courses to cater to the national and global needs. It also increases the employability of graduates thus reducing the underemployment. The department has taken several measures to review and upgrade the curriculum. The curriculum is revised by a selected panel once in two years. The duration of the degree program has been lengthened from three to four years to incorporate more subjects and practical components.

4..1 2b Major developments in curriculum review will be launched in near future. This includes the participation of government and private sector stakeholders in curriculum development,

4.1.2d Measures have been taken to enhance industrial and other external exposure through field visits, collaborative mini projects, establishment of a field station within the faculty and many more measures activated through IRQUE -QEF project. A regular monitoring will be carried out in evaluating the practical component an industrial training.

4.1.2e The department encourages and facilitates students to participate to subject related extracurricular activities and also through inviting expertise in the field often for workshops and guest lectures.

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

**4.2.1 Teaching:** Teaching is carried out by a staff of 1 Professor, 3 Senior Lecturers and 3 Probationary Lecturers and one temporary lecturer.. Each academic staff member spends about 10 hours of student contact hours per week.

4.2.1a. All the courses are conducted in the English medium. Each subject covers 30 hours. Some subjects have 30 hours of lectures and 15 hours practical.

4.2.1b Lectures are regarded as the main medium for imparting information, stimulating thinking by students, directing learning, and raising enthusiasm. Lectures are amply supported by laboratory classes and other activities including, field tours, industrial training and attendance at research seminars. During the final year, the students are

encouraged to carry out a research project over a period of one semester which is mostly field based, addressing a natural resource issue in Sri Lanka.

4.2.1c In addition to lectures, the students engage themselves in seminar presentations. Each student has to present short seminars on diverse topics related to Natural Resources. In addition group discussions, team based mini-projects are also conducted. In the third year, field visits to selected companies and other relevant organizations are arranged and the students are assigned to do case studies, team assessments and observational research to upgrade their knowledge.

4.2.1d The university also maintains collaborative programs with a number of reputed government and private agencies and also with other universities to provide students much required exposure. These are expected to contribute to examination answers, designed to develop students' understanding and critical abilities. This prepares students well for the research project. The Faculty also has a separate computer center with internet facilities to enhance the student's skills in computer based learning.

4.2.1 e The efforts of the teachers to improve the quality of their students through a variety of teaching and learning methods and to enable them to obtain knowledge and skills that will allow them to compete with graduates from other national universities is to be commended

## **4.2. 2. Learning Resources**

4.2.2a The Department of NR is located in the Applied Sciences office building. Lectures are conducted in the adjacent lecture halls. Most of the lecture theatres have audiovisual equipment. The first two years' practical classes are conducted in laboratories which are located near by. The final-year projects are carried out in research laboratories of other institutes.

4.2.2b A library with adequate books is available close to the main office. An extensive range of textbooks gives students every opportunity to develop an advanced knowledge of their chosen subjects, a key objective of the degree programs.

4.2.2c Common rooms are provided for students close to the library. A computer center with 45 computers, printers etc. is available for students' use.

## **4.2.3 Intended learning outcomes**

4.2.3a Students undertake basic and general studies during the first two years with more accessory subjects that will enable them to build up a strong foundation. Once the basic skills are established, the hierarchical approach of increasing specificity of subjects becomes more feasible. Students are expected to develop identification, analytical and integrative skills that will prepare them for the final years. A knowledge and understanding of the principals of their areas of study is expected.

4.2.3b During the final years, students are exposed to more applied and advanced subjects that mould them to become the university outputs expected by the job market and the scientific community. A more intense thorough systematic understanding of specific fields, ability to construct and sustain arguments and to be aware of current developments in the field together with ability to manage their own learning through a scholarly view is expected from a four year student.

4.2.3c The whole degree program is designed in such a way that students are initially made aware of the broad perspectives and pathways in the field of natural resources and finally they are encouraged to decide what they want to become for which the Department assists through a predetermined but flexible frame work. The flexible and active learning environment also allows the students to develop the much required interpersonal skills and maturity.

#### **4. 2.4. Assessment Methods**

4.2.4a There is a range of assessments. Assessment procedures value abilities which are explicitly taught such as presentation skills, data-handling, reading and interpretation of scientific papers, and abstract writing, as well as those of answering standard essay type questions under examination conditions. Seminar presentations, projects and the industrial placement are also assessed. Guidelines are given on how to answer questions and the grading criteria are clear as follows.

4.2.4b Marking of examination scripts and project reports appeared fair and consistent. Examination scripts are marked anonymously and there are two examiners. The first marker is the lecturer of the subject and second marker is an external examiner. In evaluating a project report marks are given to factors such as adherence to style and format, consistency, grammar, punctuation, spelling, structure of the report, reference list, annexure, abstract, timely submission and presentation skills.

4.2.4c In the External Supervisors evaluation, marks are given to efficiency and effectiveness of work, communication skills, interpersonal relationship, ability to work independently, time management, leadership quality etc.

### **4. 3: Quality of Students including Student Progress and Achievements**

4.3.1 The quality of students at the entrance level is determined by the national admissions procedure of the University Grants Commission of Sri Lanka and thus not within the control of the faculty. the average Z-score of students that enter the Applied Science Faculty during the last three years is 1.1214. The annual intake is scheduled to be around 30 but the actual number is lesser. After entrance the students follow an Intensive Program in English offered by the ELTU. This program which is not compulsory, is conducted 4 hrs a week

4.3.2 The level of spoken English of third and fourth year students, observed by the reviewers was good. It was more than what was expected from a set of students who were

not living and working in a large, commercially important city of Sri Lanka. The students met by the reviewers were confident, spoke of the positive and negative aspects of their stay at the Buttala campus well and were polite and well mannered. The efforts of the teachers to improve the quality of their students through a variety of teaching and learning methods and to enable them to obtain knowledge and skills that will allow them to compete with graduates from other national universities is to be commended.

4.3.3 Rates of completion are good.

#### **4. 4: Extent and use of Student Feedback**

4.4.1 There exists a student feed back mechanism through a questionnaire (quantitative) distributed among the students by the relevant lecturers. The reviewers had the opportunity to inspect the questionnaires and the majority of students have expressed satisfaction on the quality of the lectures in all aspects. The Head of the Dept, made it clear to the reviewers that the weaknesses pinpointed by the students have been given due consideration in the next semester.

4.4.2 There was no evidence for any mode of student's feedback for Postgraduate degree programmes as well as for the Diplomas. Reviewers are of the opinion that student's feedback to be extended even up to postgraduate degree students to measure and look for their needs and then to compare with undergraduate degree programmes. Reviewers were informed that feedback from employers/prospective employers are also regularly obtained by the department. However, documentary evidence is lacking for any concrete conclusion on it.

4.4.3 The student feedback has been taken "qualitatively", perhaps through a number of formal and informal discussions (e.g. during field visits and laboratories) and student-staff forums (e.g. Natural Resources Nights, Faculty Annual Sessions etc.), by professors and many lecturers. The class rooms are overwhelmingly student centered. But, the reviewers could observe only very minimal student feed back during class sessions observed by the reviewers.

#### **4. 5 Postgraduate Studies**

4.5.1 Department does offer postgraduate degree programs by research at present, although it has been established only in 1996. Facilities for Postgraduate degrees by research are minimal. But, the facilities available now are maintained well. Having observed the facilities available in the Department, the reviewers are of the view that research is possible only in fields where there is less dependency on instruments and the academic staff needs to plan research programs accordingly. Most staff members of the Department are involved in teaching postgraduate courses and supervision of postgraduate research of students. Department has a good academic strength of one senior professor and three senior academics with PhD qualification, out of seven permanent allocated cadres, to steer the postgraduate studies.

4.5.2 Three postgraduate students, both in the first and second year of programmes, are currently following MPhil programme in the Department and reviewers interacted with them. Present postgraduates have completed their first degree from the same Department of Natural Resources and selected through a mode of screening procedures followed by the University. Postgraduates appear to be self confident particularly on their research work and future employability. In general, all postgraduate students are very satisfactory with their on-going programmes) There were a few recommendations that were made by them to enhance the ongoing MPhil programme, such as providing facilities like journals, software packages and laboratory facilities in relation to their studies.

4.5.3 Further, an Extension programme in organic agriculture (Diploma) of six months duration being offered for school leavers in the Monaragala district by the Department. An objective of this course is to integrate the traditional agriculture knowledge with modern technology to enhance agricultural productivity using various resource persons. Presently 22 students have registered and following this Diploma. It has been informed that the Department is planning to offer a “Certificate course on sustainable utilization and management of gems and minerals” through a competent allocated grant of Quality Enhancement Fund, IRQUE project from 2007 onwards. As postgraduate studies and Diploma are fee levied ones, such postgraduate courses could help the department to sustain both financially and administratively .

#### **4.6 Peer Observations:**

There is no formal procedure for peer observations either in the Department or in the Faculty. However, the junior staff of the Department conducts all practical and lecture classes under the purview of a senior academic who is the lecturer responsible for the particular course. Reviewers also noted that the undergraduate examination papers/thesis are being scrutinized by second examiners. Reviewers felt that this could be one way of peer observations too, to improve quality of UG programme.

Faculty of Applied Sciences of Sabaragamuwa University of Sri Lanka has prepared a draft of peer evaluation sheet for the Department. But, still to be practiced by the staff of the department. Further, it is noteworthy that the staff members feel positively towards a peer review process, which they are planning now to implement.

#### **4.7 Student Skills Development:**

4.7.1 The skills development of the students of this department is good. The staff has developed a range of activities/programmes that provide opportunities to students to develop many types of skills by being involved in research projects, activities in outside organizations such as Elephant House, Institute of Fundamental Studies etc. field visits and assignments, student presentations on selected topics.

4.7.2 Those students who were interested in carrying out field studies on biodiversity and other resources of the surrounding area were actively encouraged by the staff. This has resulted in good quality work by the students. There is considerable effort being

expended by the department on giving the student exposure to the outside world of work. There is a good programme on providing training for interviews, skills and techniques in effective communication and personal presentation for employment seekers. The larger private sector organizations such as the Ceylon Tobacco Company active in the area are involved in providing students opportunities to enhance their interview and communication skills. The Head of the department had also provided some opportunities to expose even a few undergraduate students to overseas universities on short term training visits.

#### **4.8 Academic Guidance and Counseling:**

Two staff members of the Faculty function as Student Counselors. They are working under difficult conditions. They do not have a separate office or even a name board announcing their presence. Neither did they have any training in counseling. The number of students who met the counselors was very low, less than five per year. This could be a result of the fact that most of the students may not be aware of the availability of counselors and the absence of a suitable place to meet and talk with them. Both Student Counselors felt that they should be provided training and a permanent place to carry out their duties.

There was no academic guidance of students such as through an academic counselor who would advise them on selection of modules etc. There is also no career guidance unit at the faculty.

### **Chapter 5: Conclusions:**

#### **1. Curriculum Design, content and Review**

##### **Strengths/Good Practices:**

Curriculum of the Dept. of NR covers a wide range of topics and activities such as lectures, practicals, short assignments, research, workshops etc. The links formed with industries, universities and research organizations are strengths for development of the degree program and student skills. Workshops on specific topics are conducted by some staff members of other universities. Much attention is paid in developing practical skills of the students through research, and field work.

**Weaknesses:** The details of the practicals and the number of hours assigned for practicals are not indicated in the Hand Book. Further, in determining the number of credit hours for each course the practical component is not considered.

## **2. Teaching, Learning and Assessment methods**

### **Strengths/Good Practices:**

Lectures are amply supported by laboratory classes and other activities including, field tours, industrial training presenting research seminars on diverse topics, and attendance at research seminars. Training in computers is also given. In addition, group discussions, team based mini-projects are also conducted. In the third year, field visits to selected companies and other appropriate organizations are arranged, and the students are assigned to do case studies, team assessments and observational research to upgrade their knowledge. During the final year, the students are encouraged to carry out a research project over a period of one semester which is mostly fields based, addressing a natural resource issue in Sri Lanka. In addition to lectures, the students engage themselves in seminar presentations.

**Weaknesses:** A considerable part of the teaching is done by visiting lecturers who are available in the Department only during one day of the week. Practicals are not assessed.

## **3. Quality of Students including Student Progress and Achievements:**

**Strengths-** The quality of students improved significantly due to the teaching environment of the department. The students also seemed motivated to improve themselves especially their English language skills. They were confident and able to express themselves well. Almost 100% of the students who have passed out are employed.

## **4. Extent and use of student feedback:**

**Strengths/Good Practices:** Lecturers are evaluated regularly by undergraduate students.

**Weaknesses:** Postgraduate students have neither evaluated their academic programmes nor the teaching staff. Employers feed back also has not been used.

## **5. Postgraduate Studies:**

**Strengths/Good Practices:** As a young institute the staff has taken a positive attitude to conduct postgraduate programmes.

**Weaknesses:** Lack of necessary research equipment and a few number of students

## **6. Peer Observations:**

**Strengths/Good Practices:** Staff has accepted the need for Peer observation and is going ahead with it. Undergraduate examination papers/thesis are being scrutinized by second examiners

**Weaknesses:** There is no formal procedure for peer observations

## 7. Skills Development:

**Strengths/Good Practices:** The staff has developed a range of activities/programmes that provide opportunities to students to develop many types of skills by being involved in research projects, activities in outside

**Weaknesses:** The practical components of the modules need to be improved to enable the students to obtain more skills.

## 8. Academic guidance and counseling:

**Strengths/Good Practices:** There are two student councilors .

**Weaknesses-** There was no office for the counselors and nor were they trained. There was no career guidance unit or an academic counselor who would be able to advice on the selection of courses and modules.

Based on the observations made during the visit by the review team and discussed above, the eight aspects were judged as follows.

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

## 6. Recommendations

1. The Curriculum of the Dept. of Natural Resources need to be revised while incorporating the practical courses and assessments methods. The practical component of the modules should be clearly listed in the curricula and assessed in a formal way. The proportion of marks allocated for practicals should be fixed through consensus at the department level. Assessment methods for practical component should be agreed upon.
2. Filling vacancies of student intake (50% only at present) to the Dept. need to be negotiated with UGC.
3. A carrier guidance unit needs to be established and an academic counselor should be appointed as soon as possible.
4. The student counselors unit should be provided with an office in a suitable location, and the student counselors y should be given training in counseling.
5. All infra structure facilities to be upgraded.

6. Short term training either local or overseas for technician and laboratory staff on maintenance of laboratory and collection of Natural Resources samples need to be provided.
7. Faculty/department should take a firm decision regarding shifting of the faculty to Belihuloya.
8. Some of the facilities that would come to the Faculty of Applied science programs from the IRQUE should be shared by the Natural Resources Department.
9. A concerted effort need to be taken to make the prospective undergraduates aware of the Dept. of Natural Resources.
10. There should be greater improvement in the relationship between the main campus at Belihuloya and the Buttala campus. The main university should support the Buttala campus and its work more through regular visits by the senior management level, administrative support including financial managers and even by maintenance and civil works personnel.

## 7. Annex 1

### AGENDA OF THE SUBJECT REVIEW

*Day prior to the Review on 26-06-2006*

*7.30 p.m. Private meeting of Reviewers at SAB Buttala*

#### **DAY I 27<sup>th</sup> June 2006**

- |                |                   |  |
|----------------|-------------------|--|
| 09.00 -        | 09.30 a.m         | - Welcome Meeting with the Dean and Head of the Department           |
| 09.30 -        | 10.00 a.m         | - Discuss the Agenda of the Review                                   |
| <b>10.00 -</b> | <b>10.30 a.m.</b> | <b>- Tea Break</b>   |
| 10.30-         | 11.10 a.m.        | - Observing the MOCK interviews of the Students                      |
| 11.15 -        | 01.00 a.m.        | - Department Presentation on the Self Evaluation Report & Discussion |
| <b>01.00 -</b> | <b>01.45 p.m.</b> | <b>- Lunch Break</b>   |
| 01.45 -        | 03.45 p.m.        | - Department Presentation on the Self Evaluation Report & Discussion |
| 03.45-         | 04.30 p.m.        | - Meeting with Department Academic Staff                             |
| <b>04.30 -</b> | <b>04.45 p.m.</b> | <b>- Tea Break</b>   |
| 04.45-         | 05.15 p.m.        | - Meeting with Students (1 <sup>st</sup> Year NR)                    |
| 05.15 -        | 06.00 p.m.        | - Meeting with Students (2 <sup>nd</sup> & 3 <sup>rd</sup> Year NR)  |
| 06.00-         | 06.30 p.m.        | - Brief meeting of Reviewers   |

#### **DAY II 28<sup>th</sup> June 2006**

- |              |                   |  |
|--------------|-------------------|--|
| 09.00        | 10.00 a.m.        | - Observe Teaching a Class 1,2                                       |
| 10.00        | 11.00 a.m.        | - Observe Department, Laboratory and Library facilities(Working Tea) |
| 11.00        | 12.00 noon        | - Meeting with Dean, Technical Staff and other Non-Academic Staff    |
| 12.00        | 12.30 p.m.        | - Meeting with Postgraduate Students                                 |
| <b>12.30</b> | <b>01.30 p.m.</b> | <b>- Lunch Break</b>   |
| 01.30        | 03.00 p.m.        | - Observe Teaching Practical Classes 1,2                             |
| 04.30        | 05.00 p.m.        | - Brief meeting of Reviewers   |

#### **DAY III 29<sup>th</sup> June 2006**

- |       |            |  |
|-------|------------|--|
| 08.30 | 09.00 a.m. | - Observation of Computer and Laboratory Facilities    |
| 09.00 | 09.30 a.m. | - Observing Presentations of the Third year Students   |
| 09.30 | 10.00 a.m. | - Academic Guidance and Counseling Core Aspect Meeting |
| 10.00 | 10.30 a.m. | - Observe Documents ( <b>Tea</b> )                     |
| 10.30 | 12.00 a.m. | - Meeting of Reviewers with Head & Staff for Reporting |
| 12.00 | 01.00 p.m. | - Meeting with Head & Staff for Reporting              |
| 01.00 |            | - Lunch and Leaving to Colombo                         |

## **8. Annexe 2**

### **Lists of Persons Met**

Prof. M. Wickramaratna Dean, Faculty of Applied Science  
Prof. M. Rupasingha, Head, Dept. of Natural Resources  
Dr.(Ms) N. Wickramaratna, Head, Dept. of Physical Sciences  
Ms. K.M. Somawathie, Acting Head of the Dept. of Food Science, and Student  
Councillor  
Senior Assistant Librarian,  
Asst. Registrar  
Person in-charge of the Computer Cenetr  
All academic staff members of the Dept.  
All technical staff members of the Dept.  
Undergraduate Student representatives  
Postgraduate Students

## **Annexe 3**

### **List of observed documents**

#### Students

Student Seminar Topics  
Presentations and poster evaluation scheme  
Final year project titles  
Research Projects, Presentations and Evaluations  
Field Trips  
Detailed Syllabi  
Brochure (Natural Resources Programme)  
Dept. Hand Book  
Student Hand Books  
Examinations  
Examination scripts  
Time Tables  
4<sup>th</sup> Year NR –Documents