

# **SUBJECT REVIEW REPORT**

**DEPARTMENT OF  
BUSINESS MANAGEMENT**



***FACULTY OF BUSINESS STUDIES AND  
FINANCE***

**WAYAMBA UNIVERSITY OF SRI LANKA**

20<sup>th</sup> to 22<sup>nd</sup> July 2009

**Review Team :**

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The quality of education within a specific subject or discipline. It is focused on the student learning experience and on student achievement. It is designed to evaluate the quality of both undergraduate and postgraduate programmes. However, the responsibility for quality and standards lies within the institution itself, since it alone has the power to control and to change existing practices.

Review process was conducted according to the guidelines given in the quality assurance handbook for Sri Lankan universities, published by the CVCD and University Grants Commission in July 2002. The Department of Business Management of Wayamba University of Sri Lanka submitted a self evaluation report consisting of introduction; students, staff and facilities; aims, learning outcomes and programme details; staff, students, and facilities; curriculum design, content and review; teaching, learning and assessment methods; student admission, progress and quality of students including students progress and achievements; the extent and use of student feedback; qualitative and quantitative; postgraduate studies; peer observation skills development; and academic guidance and counseling. The quality of education was reviewed according to the aims and learning outcomes given in the self evaluation report.

The following eight aspects of education were reviewed at the subject level:

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

The review team visited the Department from 20<sup>th</sup> ó 22<sup>nd</sup> July, 2009. The agenda of the three day visit is attached (see annex 1).

The evaluation of eight aspects was based on:

- É Meetings held with the Vice Chancellor, Dean, Head of Department, academic staff, Librarian of the main library, one senior student counselor and four student counselors of the Faculty, Director of the Career Guidance Unit of the University, Head of English Teaching & Language Unit (ELTU), Acting Director of Physical Education, instructors of the computer units of the Faculty and the University, undergraduates representing the first three years, 10 postgraduate students, medical doctor, and the supportive staff member of the Department.
- É Observation of physical facilities of the Department, computer centers of the faculty, main computer center of the university, class rooms, main library, and facilities available at the Physical Health Education and health centre.
- É Observation of teaching classes of undergraduates and studentsøpresentations.
- É Reviewing available documents at the Department.

ged as good / satisfactory / unsatisfactory based on  
nesses in each. Considering the judgment of the eight  
en as confidence / limited confidence / no confidence.

## 2. BRIEF HISTORY OF THE UNIVERSITY AND THE DEPARTMENT

The Wayamba University of Sri Lanka was established as a Campus attached to the Rajarata University of Sri Lanka (RUSL) on the recommendation of a Committee appointed by then the Minister of Education and Higher Education on 22nd December, 1994. On the recommendation of the above Committee, nine Affiliated University Colleges spread out in various provinces of the country were merged to form two National Universities, the Rajarata and Sabaragamuwa Universities of Sri Lanka on 07th November 1996.

The Affiliated University College of the North Western province which consisted of two academic sections namely; Home Science & Nutrition and the Agriculture, originally affiliated to the Universities of Kelaniya and Peradeniya respectively, were merged to form the Wayamba Campus and established in terms of the provision of the Sections 18 and 47 (1) of the University Act No. 16 of 1978 and Campus Board Ordinance No 3 of 1995. As provided in the Act referred to above, two Faculties were set up to form the Wayamba Campus namely, the Faculty of Agricultural Sciences and the Faculty of Applied Sciences.

The Faculty of Agricultural Sciences constituted the Departments of Plantation Management, Horticultural Sciences and Food Technology and Agricultural Engineering, while the Faculty of Applied Sciences consisted of the Departments of Mathematical Sciences, Industrial Management and Computer Studies, Nutrition and Community Resources Management.

A committee appointed in 1999 made recommendations to upgrade the Wayamba Campus to a fully-fledged University. Based on the recommendations of this committee, the Wayamba University was established on 01<sup>st</sup> October 1999 by upgrading the Wayamba Campus of Rajarata University and adding two new Faculties (i.e. with four Faculties) namely Faculty of Business Studies and Finance, and Faculty of Livestock, Fisheries and Nutrition.

Wayamba University of Sri Lanka is the thirteenth national university in Sri Lanka. The university is located in two separate premises, each consists of two faculties. The Faculty of Agriculture and Plantation Management, and Faculty of Livestock, Fisheries and Nutrition, are located at Makandura Premises of the university while other two faculties, namely, Faculty of Applied Sciences and Faculty of Business studies and finance, have been established in Kuliypitiya premises.

The university is headquartered at Kuliypitiya. The library, well-equipped computer unit and student accommodation facilities that are constantly being updated and upgraded to ensure a sound environment for the students to pursue their studies.

### **University Vision**

“To achieve and be recognized as a centre of excellence in higher education, research and development of technologies whilst training and developing human resources to meet national and global needs”

and knowledgeable graduates who can give the lead in  
through formal educational programmes as well as to  
carry out research and development through outreach programmes in its mandated areas”

### **Faculty of Business Studies and Finance (FBSF)**

The Faculty of Business Studies and Finance (FBSF) of the Wayamba University of Sri Lanka was established with effect from 01<sup>st</sup> October 1999 by the Government Notification in the Extraordinary Gazette No.1093/8 of Tuesday, 17<sup>th</sup> August 1999.

The Faculty is located at Kuliyaipitiya premises of the university and consists of four academic Departments namely, Department of Accountancy and Business Finance, Department of Banking and Finance, Department of Business Management (DBM) and Department of Insurance and Valuation.

The FBSF is committed to pursue excellence in teaching subjects in Business Studies and Finance disciplines, conducting management researches and community services in the region while making all efforts to be the center of excellence for Business Studies and Finance education in Sri Lanka. In line with this objective, faculty manages, to offer degrees in the discipline of Business Studies and Finance.

### **Department of Business Management (DBM)**

Department of Business Management (DBM) started its operation on 13<sup>th</sup> November 2001 for its batch of students with hundred and twenty students. Initially there were one senior lecturer and four probationary lecturers.

Department of Business Management (DBM) offers four year B.Sc. (Special) Degree in Business Management. The objective of B.Sc. (Special) Degree in Business Management is to provide the skills necessary for the development of functional areas of management discipline expected by the world of Business Management.

The programme is designed in a way that produce undergraduates with a sound academic and professional background which necessary for developing productive business organizations as well as management disciplines for such organizations in Sri Lanka or elsewhere in the Globe. It gives a sound background to the undergraduates in Economics, Accounting, Information Technology, Applied statistics, Research methods and Communication skills. The course in Business Management would concentrate on Human Resource Management, Business Decision Making, Marketing Management and Financial Management. Furthermore it would concentrate on Cost Accounting, Strategic Management, Company and Industrial law, International Business Environment, Management Information Systems, Operation Management, Small Business Management and Entrepreneurship, Professional Skills in Management, E-Business and other related disciplines in management.

In addition to the aforementioned undergraduate programme, the department offers two postgraduate programmes namely;

- Post Graduate Diploma in Business Management (PGDBM)
- Degree in Master of Business Administration (MBA)

Since the passionate response by the private and public sectors, the Faculty launched PGDBM and MBA programmes in 2005 with the noble purpose of expansion of indigenous



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able development of Sri Lanka. This programme is  
ted in developing conceptual and analytical skills in  
f the key areas of Business Administration.

At present the department is functioning with the strength of seven (07) permanent academic staff members and one (01) temporary senior academic member. The department has one professor, and three senior lecturers. The department, in its own offers seventeen (17) course units at present under the code òMGTö. Apart from that, academic members of the department contribute to offer several other course units which are offered by the faculty under the code òBSFö (see table 16, Annex 1).

“We are committed for the development of Human Resources Competencies through Management education, Research, and Outreach programmes to meet the challenges in the Business World”.

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

#### **3.1. Aims**

The department of Business Management is committed to enhance undergraduate/postgraduate education in the field of Business Management, creating programmes with skills, capabilities and competencies to meet the real world requirement through interaction with public and private sector organizations. It is also committed pursue the excellence in teaching and learning in Business Management/Administration conducting research and community service while making all efforts to contribute to the vision of the Faculty of Business Studies and Finance.

#### **3.2. Learning Outcome**

To make above objectives reality, the department expects the following learning outcomes to be cultivated in undergraduates;

- An in-depth understanding in management concepts both from a theoretical and practical perspectives
- The modern academic knowledge, skills, abilities and insights into the current practices of management in Business organizations
- Leadership, entrepreneurial skills and skills of communication and presentation
- Range of competencies in understanding of and dealing with management issues in modern organizations
- Firm base for further study on Business Management

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

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

The Department of Business Management (DBM) offers a four-year degree consisting of two-year common programme and two-year specialization programme. The total number of credits assigned is as follows: 68 credits for the Common Programme and 52 credits for the Specialization Programme. Thus, the total number of credits assigned to the 04 year degree

national and international standards of degrees in this

The Common Programme offers 18 courses with the intention of giving general knowledge on the areas of management, economics, quantitative techniques, human resources management, law, accountancy, IT, and marketing for all the students registered in the Faculty of Business Studies and Finance (FBSF).

The undergraduates who successfully complete the common programme during the first four semesters offer 04 specialization areas by four departments in the FBSF. Students are selected to specialization areas based on their preference and the marks obtained in the common programme. The Department of Business Management offers the BSc (Special) degree in business management specialisation stream. Generally, the Department has designed the curricula both in common and in specialization steam by including essential and important courses.

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

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

There are 8 academic members in the department including 1 associate professor, 2 senior lecturers, 1 lecturer, 3 probationary lecturers and 1 temporary lecturer and a peon. Except the professor others do not have foreign training. The professor and the two senior lecturers had obtained their postgraduate qualifications from Sri Lankan universities and non of the members has a PhD level qualification. However, both academic and non-academic staff displayed a high level of commitment. Most of the courses in the common programme are delivered by the members of the department. Certain courses (e.g. OB) are offered by the junior staff though competent senior members are available in the department and therefore students have lost the confidence in higher learning.

For English teaching, a language lab with modern equipments is being used. However, its continuous use has been disturbed by a lack of technician. There are two computer labs each having 45 and 66 computers respectively with internet facilities to train IT related skills. Additionally, the main library has a good collection of about 5000 management related books, a few journals and a reading room for students use. Some lecturers distribute handouts among the undergraduates. The professor printed off certain books that he had written sometimes ago and distributed among students free of charge. In class rooms teaching, some lecturers explain concepts with examples. However, teaching taking place at both common and specialization levels is rather teacher-centred with little or no interaction with students. Case studies, role playing etc are seldom used even at small class room sessions. The team also noted that the lecturers were repeatedly disturbed by physical facilities such as space, power failures and teaching aids. Separate tutorial classes are not being arranged.

Though the programme is conducted in English medium the majority of students are not conversant in English language. However, the lecturers look convenient in English language in transferring knowledge.

The currently adopted performance assessment methods in the department, for the undergraduates are as follows: continuous assessment (CA) and final examination (FE).

...t's performance assessment are assigned 40% and 60%  
A can be used at the discretion of lecturers. The team  
course outlines distributed among students. Examination  
papers are set by the academic staff individually and are scrutinized. Answer scripts are  
doubled marked. However, the team noted that in certain subjects more than 80% marks are  
practically allocated for written answers either at the examination or at mid-term test or both.  
The assignments and their marks are not given to students before the examinations with  
useful comments to improve their learning and this seems unsatisfactory.

A few academics have taken initiatives to present research papers at conferences and  
published text books in management and allied subjects.

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

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

The annual intake of undergraduates for the FBSF in 2008 was 238 and in 2007 it was 134.  
The available data in regard to student admission reveal that there is a gradual increase since  
2004. The range of "Z Score" of the undergraduates coming to the FBSF is in an average of  
1.6. Generally, around 50% of students who follow the common programme selects business  
management specialization stream as their first choice. However, because of the limited  
number of places available in the DBM an average of 35% of those who obtain high GPAs in  
the common programme are admitted to the business management specialization stream.  
Thus, the input quality of the undergraduates seems well above the average. The department  
has been maintained an average of about 70% pass rate with 4 first classes, 12 second uppers  
and 16 second lowers since the introduction of the degree programme in 2001.

The review team noted that a student in the department has secured an award for the best  
academic performance of the degree programme and a few students have won several colours  
for sports activities. As we were told by the head of the department, the employment rate of  
graduates of the department is high in that all most all the students find jobs less than a year  
after their graduation.

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

### **4.4. Extent and use of Student Feedback**

Though there is no formal mechanism to obtain and evaluate student feedback, a few  
lecturers obtain feedback from students about their teaching using self developed  
questionnaires. This seems to have helped the lecturers in the department to improve their  
teaching process. The present practice is to get the feed back from the students by the  
lecturer himself/herself for each course s/he conducts during a semester. Moreover, the team  
was told by some lecturers that they listen to students' problems and grievances in academic  
matters informally. In addition to the formal feedback that they obtain using self developed  
questionnaires, the lecturers also get a verbal feedback while the session is being conducted.  
Both these ways of getting feedback from students have been effective to those who are  
practicing it. However, we noticed that it is being practiced by only very few lecturers in the  
department. Other than this mechanism there is hardly any other mode of operandi to get the

at the performance of the teaching learning process. The about this exercise. Students believe that their basic and they are suppressed with no justifiable reasons. The main grievance is the adoption of inconsistent and ad hoc criteria for changing subjects in between semesters. Other grievances include inadequate number of senior academics, teaching of specialization subjects by junior staff though senior staff is available and non existence of tutorial classes to discuss their problems.

***In relation to the extent and use of student feedback the judgment of the team is SATISFACTORY***

#### 4.5. Postgraduate Studies

The DBM conducts a Postgraduate Diploma in Business Management (PGDBM) leading to a Master of Business Administration (MBA) which was commenced in 2004.

Following table indicates students details

**Students Details of PGDBM and MBA Programme**

Student Intake	PGDBM			MBA		
	No of students registered	No of students completed	Completion rate	No of students registered	No of students completed	Completion rate
<b>Intake 1</b>	88	76	86%	76	24	32%
<b>Intake 2</b>	91	70	77%	70	Candidates involve in thesis	NA
<b>Intake 3</b>	115	74	64%	74	First term (MBA) just started	NA
<b>Intake 4</b>	64	First term just started	NA			

It seems that there is a considerable demand for the postgraduate programmes offered by the department. Generally students are happy with the way that these programmes are being conducted. However, the team noted that there is a gradual increase of incompleteness rate of both the PGDBM and the MBA programmes. This seems unsatisfactory.

The professor and senior lecturers are involved in postgraduate teaching, supervision of students work, and other administrative work of the postgraduate programmes. All the senior lecturers have obtained local Master degrees whereas probationary lecturers have registered for local postgraduate degrees. Some of the lecturers have presented conference papers and published books.

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

Observation has not been established in the department, the team noted that it is being practiced at different levels. For example, department meetings are conducted on regular basis to discuss various issues in academic programmes and moderation of question papers and second marking of answer scripts are done by senior academics.

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

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

The curricula has been designed in a way to incorporate a number of skill components (few of them to mention here are; conversation, computer and IT, presentation, problem identification and problem solving, inter personnel and demonstration). There are 40 computers available in the faculty IT center. Additionally, about 60 computers are available in the university IT center for the use of all the students. Internet facilities are available in both centers though the speed is very slow. In certain situations the department finds difficulties in getting places for practical training for undergraduates.

The ELTU organizes English language and communication courses for undergraduates. The ELTU offers a three month general intensive English course for first year students with a view to improve their language skills. The ELTU also offers two non-credit English language course units in the first and second semesters of the first year and one credit course for business communication in each of the first and second semesters of the second year. The ELTU also offers a language camp for weaker students to improve their language skills.

Two courses have been introduced to develop IT related skills. One year industrial training has been introduced in the fourth year of the academic programme with an intention of improving students' practical knowledge. Those who could not secure a place for industrial training can pursue a dissertation under the guidance of an academic in the department. This helps developed students' analytical, critical, conceptual, and technical skills.

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

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

Academic guidance and counselling seems available at the department and faculty levels. A senior student counsellor and four student counsellors were appointed by the university for the FBFS. They organize orientation programme for new comers and attend students' problems in an ad hoc manner. The programme details and examination by laws are provided to students through student handbooks. The career guidance unit conducts a series of workshops with the assistance of internal and external resource persons. It seems that these student counsellors have little knowledge about counselling services when the students come to them with problems for redressing or for some consultation. Academic guidance and counselling seems rather broader in its context. This seems lacking in the department/ faculty and this may affect the undergraduate academically and socially in performing his/her studies in the university. Discussion with students revealed that the majority of students do not aware of the appointment of student counsellors and the services they provide.

llors do not have legal power to intervene studentsø  
 ening students affairs remains with the senior student  
 iced that these counsellors have not known about their  
 legal status and the ways in which they could redress studentsøproblems.

***In relation to academic guidance and counseling the judgment of the team is UNSATISFACTORY***

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

Aspect	Judgment
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	Satisfactory
Postgraduate Studies	Satisfactory
Peer Observation	Unsatisfactory
Skills Development	Satisfactory
Academic Guidance and Counseling	Unsatisfactory

**5. CONCLUSIONS**

The strengths/ good practices and weakness identified by the Review Team in each of the eight aspects of evaluation of this review are as below.

**1. Quality of Students including Student Progress and Achievements**

**Strengths:**

1. The curriculum structure is designed giving emphasis to basic disciplines of management, accounting, quantitative, IT, and economics streams.
2. Most of the courses in the common programme of the faculty are offered by the members of the DBM.
3. The medium of instructions throughout the degree programme is English.
4. Teaching English Language with the collaboration of the English Language and Teaching Unit (ELTU) is a positive step taken by the department.
5. One academic year has been allocated for Internship Training and Dissertation in the fourth year.

**Weaknesses:**

1. Definition of a credit is not clear and misleading. For example, 120 hours for Business Communication I & II are taught for 2 credits in the first and second semesters of year 2 whereas 15 hours weight for a credit in each subject is given in all other subjects. Moreover, credit weights assigned for certain subjects such as principles of management,

- resources management, business statistics, marketing  
ics etc. are 4 (60 hours) in each subject than that of  
cs etc. (45 hours for 3 credits in each subject) without  
any justification.
2. Allocating more time (04 semesters) for the common programme and thereby inadequate time allocation (04 semesters) for the specialization programme
  3. Inconsistent workload assigned for different semesters.
  4. Sequence of introducing courses at different levels seems irrational
  5. Curricula revision has not been done recently which is a serious drawback.
  6. The present GPA calculation is misleading students in particular. E.g. those students who obtain marks within the range of 0-29 are assigned 1 GP value. (Students Hand Book 2007/2008, p. 14).
  7. The title Industrial training and dissertation is misleading. For example, students do not aware that they could proceed with the dissertation if they are unable to secure places for their industrial training.
  8. The whole programme lacks practical focus though the theoretical aspects in each area are covered to a manageable level.
  9. Practical component included in IT courses are inadequate.
  10. Students do have little opportunities to learn in real world setting.

## 2. Teaching, Learning and Assessment Methods

### Strengths:

1. Having a set of good lecturers in the department with a good command of English language
2. Having lecture rooms with white boards and Multi media projectors.
3. All the senior lecturers have provided computers

### Weaknesses:

1. Poor learning environment preventing the undergraduates making room for creativity.
2. Non existence of a proper mechanism to get the optimum results from the available resources.
3. Poor English knowledge of students.
4. Irregular distribution of handouts.
5. Breakdown of CA is not informed to students well in advance
6. Tutorial classes are not conducted
7. Invisibility of slides used by lecturers for students particularly sitting on back rows.

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

### Strengths:

1. Input quality of undergraduates joining the Faculty with high "Z Score" is good.
2. Having an acceptable demand for the BM Specialization.
3. Having young, energetic and enthusiastic lecturers and having a studious set of undergraduates in the department.
4. Having a fully fledged library and connected e-facilities in computer centres.

### Weaknesses:

1. Inadequate human and physical facilities available for the faculty/department
2. Least hearing given in relation to academic grievances of students.

especially with junior batches of students.

undergraduates towards some teachers.

Automatic data base to continuously evaluate and monitor

student progress.

6. Certain students in the final year could not secure places for industrial training and they do not aware that this gap could be filled by doing a dissertation.
7. The title of MGT 4246-Industrial training and dissertation is misleading students in particular.
8. Absence of a mechanism to evaluate the effectiveness of industrial training.
9. Though the faculty and the university has established three computer centres they are being under utilised. The programmes of IT courses and the manner in which those courses are taught seem inadequate.
10. Teaching to a large group particularly in the common programme with minimum facilities affects student progress and achievements.

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

##### **Strengths:**

1. Having a formally prepared questionnaire by certain lecturers to get the quantitative feedback from the undergraduates.
2. Gradual improvement of the relationship between undergraduates and the lecturers.
3. Students compliance with the requirements stipulated (even at an ad hoc basis) rather than continuously protesting

##### **Weaknesses:**

1. Non existence of an experienced role model with high calibre of research to follow by the young lecturers in the department.
2. Non existence of a cordial relationship between teachers and all undergraduates in all the batches
3. Least interest shown by the undergraduates towards these exercises as their grievances are not adequately heard.
4. Non existence of a formal forum in the department to discuss feedback information obtained from students by the lecturers.

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

##### **Strengths:**

1. Postgraduate programme is conducted by the Department.
2. The trust developed by the postgraduate candidates towards the staff of the Department.
3. Involvement of the professor and the senior academic members in postgraduate work.
4. Both the director and the academic coordinator of the postgraduate programmes are in the Department.

##### **Weakness:**

1. Non-availability of PhD holders in the Department.
2. Lack of research culture within the department
3. Inadequate research grants available for the staff members
4. High incomplete rate of postgraduate programmes.
5. Poor library facilities for postgraduate students

ard studentsø data.

**Strengths:**

1. Moderation of question papers and second marking of answer scripts by senior academic members.
2. Regular department meetings.

**Weakness**

1. Dearth of a formal peer observation system
2. Non existence of a rewarding system for best performers
3. Non availability of team teaching and Co-teaching in the Department
4. Lack of qualified senior staff to observe and guide the junior members.

## **7. Skills Development**

**Strengths:**

1. One year industrial training for final year students.
2. Course units for developing English language and IT related skills.
3. Certain personal and transferable skills are developing through career guidance programmes.

**Weakness:**

1. Inadequate provisions for field trips, guest lectures, and other activities like organizing seminars and community related services.
2. Skill component to be developed within each subject has not been identified
3. Critical thinking, leadership, ability to work independently, and studentsø learning in real world situations are very lacking in the design of curricula.
4. Lack of tailor make language and communication courses for English to fit into the needs of BM students
5. Non existence of subject specific societies to plan, develop, and organize various activities.

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

**Strengths:**

1. Organized orientation programme for new comers.
2. Social harmony among Sinhalese, Tamil and Muslim students
3. Organized workshop programmes for undergraduates

**Weaknesses:**

1. Absence of records indicating the practice of student guidance and counseling.
2. Lack of close coordination between the university senior student counselor and the faculty senior student counselor.
3. Non availability of a well thought, properly designed academic counseling programme in the department and the faculty.
4. Lack of training for the staff on student counseling and guidance.
5. Non availability of a separate room for student counseling

- one-year cycle to incorporate new disciplines which are high in demand and relevant with a consultation of various stakeholders including people from the relevant industries and experts in universities.
2. Establish a curricula review committee at the faculty representing members from each department to ensure high quality degree programmes being designed and offered continuously.
  3. Establish a quality assurance cell at the faculty to ensure high quality of each degree programme being offered by the faculty.
  4. Structure the degree programme relating to Overall Intended Learning Outcomes (ILO) in a way to cultivate knowledge, skills and competencies gradually identifying the sequence of subjects to be offered at each level of the degree programme.
  5. ILOs of the degree programmes must be very clear and should be informed to the students. The course outlines should be improved by including a course description, learning outcomes for each course, comprehensive description of evaluation methods, breakdown of the total time among individual topics, reading list under each topic, and relationship of learning outcome of each course with the overall learning out come of the degree programme.
  6. Design curricular with the emphasis of creating and innovating new solutions by students to real world problems.
  7. Make dissertation compulsory to all the students to develop critical thinking and ability to work independently.
  8. Collaborate with the ELTU in designing curricula for English courses offered by the department and make arrangements to improve English language skills among weaker students.
  9. Offer IT related courses and English language courses write through the degree programme to develop ICT related skills and language and communication skills.
  10. Assign senior lecturers for teaching specialized courses.
  11. Offer teaching methodology course for all the members of the department with a view to learn different teaching methods such as the student-centered learning rather than the present dominantly used teacher-centered method with little or no interaction with students by the majority of lecturers.
  12. Streamline the process of distributing teaching materials to students by confirming to the minimum standards.
  13. Make students aware at the beginning of each course, how and when continuous assessment (CA) is scheduled to be done rather than conducting them on an ad-hoc basis.
  14. CA methods need to be further improved by making them precise and should be related to measure the learning outcome of each course.
  15. Inform students about the progress of their assignments with useful comments before the examination to encourage their learning continuously.
  16. Maintain a student database to get to know the progress made by students during their course of studies and also their employability after the graduation.
  17. Introduce a formal mechanism for peer observation.
  18. Introduce a formal mechanism at the department to handle feedback information obtained from students and discuss with relevant lecturers with a view to improve their weaknesses.

allowing students to involve in more activities such as guest lectures, workshops etc.

adequate number of class rooms for carrying out effective teaching and space for staff office These physical resources requirements should be improved.

21. Create a research culture within the department by encouraging academics to do research in their specialty areas.
22. Provide training on academic counseling for academic counselors in the department.
23. Provide training on alternative approaches to research methodologies
24. Develop strong links between the department academic counselors and senior student counselor of the university with an aim of redressing students unrest.

**Day 01 (Monday, July 20<sup>th</sup>, 2009)**

9.00 ó 9.30	Meeting of the Review Panel with QAA Representatives
9.30 ó 10.30	Presentation of the SE Report
10.30 ó 11.00	Meeting with Academic Staff
11.00 ó 11.30	Observing Departmental Facilities
11.30 ó 12.30	Observing Other Facilities
12.30 ó 1.30	Lunch
1.30 ó 3.30	Observing Documents
3.30 ó 4.00	Meeting with Academic Support Members
4.00 ó 5.00	Meeting with Undergraduates (4 <sup>th</sup> Year Students)
5.00 ó 6.00	Reviewers Meeting

**Day 02 (Tuesday July 21<sup>st</sup>, 2009)**

09.00 ó 09.30	Observing Teaching 3 <sup>rd</sup> Year Students
09.30 ó 10.30	Meeting with 1 <sup>st</sup> year Students
10.30 ó 10.45	Tea
10.45 ó 11.30	Meeting with 2 <sup>nd</sup> year Students
11.30 ó 12.30	Meeting with 3 <sup>rd</sup> year Students
12.30 ó 1.00	Meeting with VC, and Dean
1.00 ó 1.30	Lunch
1.30 ó 2.00	Observing Teaching 1 <sup>st</sup> year
2.00 ó 2.30	Observing Teaching 2 <sup>nd</sup> year
2.30 ó 3.00	Observing Teaching 4 <sup>th</sup> year
3.00 ó 4.00	Meeting with Postgraduate Students
04.00 ó 05.00	Reviewers Meeting

**Day 03 (Wednesday, July 22<sup>nd</sup>, 2009)**

9.00 ó 10.00	Observing Teaching ó Practical Class
10.00 -11.00	Meeting with Student Counselors Director/Career Guidance and Director/ Students Welfare
11.00 ó 12.00	Observing Studentsø Presentation
12.00 ó 12.30	Meeting with Head of Department and All Staff for Reporting
12.30	End of the Programme