

SUBJECT REVIEW REPORT

**DEPARTMENT OF
HUMAN RESOURCE MANAGEMENT**



***FACULTY OF MANAGEMENT AND FINANCE
UNIVERSITY OF COLOMBO***

6th to 8th January 2010

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1. SUBJECT REVIEW PROCESS

Subject review evaluates the quality of education within a specific subject or discipline. This review evaluates the quality of education within the specific discipline of Human Resources Management being offered by the Department of Human Resource Management of Faculty of Management & Finance, University of Colombo. The review focused on the report prepared by the Department of Human Resources Management. Based on the report, the team evaluated the study program concerning the criteria set out by the Quality Assurance Council (QAC) of the Ministry of Higher Education.

The self-evaluation report consisted of ten sections, i.e., introduction; Students, staff and facilities, Curriculum design content and review, teaching, learning and assessment methods, Quality of students, student progress and achievement; The extent of student feedback, Postgraduate studies; Peer observation; Skills 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 course outlines prepared for each course/subject.

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 self-evaluation report 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 relevant documents (Course Outlines, question papers, answer scripts, mark sheets, evaluation sheets etc.)
5. Observation of the Department and other facilities (computer centre, lecture rooms, Main Library, Canteen, Career guidance Unit 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.

The dates the review team visited were 06th, 07th and 08th January, 2010. The agenda of the subject review is annexed.

2. BRIEF HISTORY OF THE UNIVERSITY, FACULTY AND DEPARTMENT

University of Colombo - A Brief History

The history of higher education in Sri Lanka is closely linked to the history of the University of Colombo. In 1870 the Ceylon Medical College (from which the present Medical Faculty has developed) was established. In 1921, University College was established for higher education in Arts and Science. University College, then affiliated to the University of London, was housed in College House, which is the central administrative building of the University today. The University of Colombo became an autonomous university in 1978. This is a legacy of higher education all undergraduates entering the University of Colombo would be proud of.

Over the last several decades, the University of Colombo has expanded substantially in terms of academic programmes, student enrolment and facilities. It is one of the largest Universities in the country with seven faculties and several affiliated institutes and centres of learning. Owing to its location in the metropolitan centre, the University of Colombo has the advantage of being at the hub of cultural, economic and socio-political activity in the country. It offers students opportunities for using libraries, research centres, professional associations, theatres, art galleries, cinema halls etc. Students can make use of these facilities for their own academic and personal enrichment.

Vision

Inspired by historic links to the first University College of the country and inherited intellectual traditions, the University of Colombo strives to be a world class institution promoting human development through synergizing knowledge, education, research, and creativity, and entrepreneurship whilst upholding democratic values in a plural society.

Mission

To be the benchmark setting seat of higher learning and scholarship with an uncompromising commitment and dedication to providing society with human capital of high ethical standards, a proven sense of social responsibility, innovative, independent, and analytical in thinking and capable in becoming partners of socio-economic, cultural and environmental development.

Faculty of Management and Finance

Established in May 1994, the Faculty of Management & Finance remains as the youngest faculty of the University of Colombo. Historical development of this faculty dates back to 1979 when the Department of Commerce and Management Studies of the University of Colombo was set up. As a department which operated under the Faculty of Arts, the Department of Commerce and Management Studies grew rapidly in 1980s and thereby became the department which accommodated the highest number of undergraduates in the Faculty of Arts. In line with the increasing student population and the rapidly growing needs of Sri Lankan business community, the necessity for establishing a new faculty for this particular field of study began to be felt in late 1980s. The issue was discussed and debated among university authorities, teachers, students and other stakeholders of the University of Colombo for several years.

As an initial step of expediting the process of establishing the new faculty, two academic departments, namely the Department of Commerce and the Department of Management Studies, were formed in 1993 under the purview of the Faculty of Arts. Finally, this long-lived dream of all interested parties materialized in May 1994 with the inauguration of the

Faculty of Management and Finance. During the past twelve years undergraduate population of the faculty grew rapidly.

In 2006, the total number of undergraduates registered in the faculty exceeded 1,500. The Faculty of Management & Finance is committed to pursue excellence in research, teaching, community services and university-industry cooperation and collaboration, whilst making all efforts to be the center of excellence for management and finance education in Sri Lanka. Living up to this commitment of national and international significance, the Faculty of Management & Finance embarked on planning for a major re-structuring programme in late 1990s. The basic thrust of this strategic initiative was to incorporate disciplinary rigor, business practicality and skill development into the curriculum, thus exploring the avenues for forging mutually beneficial and collaborative links between the Faculty and the industry.

In its historical evolution, the Faculty of Management & Finance reached yet another juncture in May 2007. Putting the re-structuring plan into practice, two academic departments which were in existence for many years were abolished and six new academic departments were established, instead: i) Department of Accounting; ii) Department of Business Economics; iii) Department of Commerce and Finance (re-named later as the Department of Finance); iv) Department of Human Resources Management; v) Department of Management and Organization Studies and vi) Department of Marketing.

This intra-faculty institutional development has provided its undergraduates with the opportunity and resources for specializing in different fields of study including Accounting, Business Economics, Finance, Human Resources Management and Marketing. Alternatively, undergraduates can opt to read for a degree programme which draws upon knowledge from all these specializations/disciplines and aims at covering a broader perspective of business administration.

Mission

To be the most prominent and leading faculty in Sri Lanka for high quality academic and executive programmes, research and consultancy in management and business studies within a creative and collaborative environment towards developing managerial competencies for betterment of the society.

Department of Human Resources Management (HRM)

The Department of HRM was established in May 2007 under the re-structuring plan of the faculty. From the date of establishment, the department is making its all efforts to train undergraduates to fulfill need of the HRM field of the country by providing theoretical as well as practical knowledge to them. Currently, the department is providing its services to the faculty by conducting three core modules for the first and second year students while providing Twenty Eight (28) major compulsory and optional modules for the third and fourth year students (see Table 12).

3. AIMS AND LEARNING OUTCOMES

3.1 Aims and Learning Outcomes

Objective of the curriculum

In response to changes occurring in global and national scenarios with respect to higher education, the faculty introduced a new curriculum to its Bachelor of Business Administration Degree programme in year 2004. The new curriculum aims at bridging the gap between academic-oriented higher education and requirements in the industry. In this way university graduates will be competent in both academic and practical perspectives leading to enhancing employability. In reforming the curriculum the following objectives were specified:

- i. Introducing a single faculty wide degree with different areas of specialisation;
- ii. Replacing the degree offering departments with academically specialised service departments;
- iii. Introducing the course unit system;
- iv. Offering more elective courses towards enhancing the breadth and flexibility in learning and
- v. Exposing students to the industry in order to make them learn practically.

Aims of the Department

- i) To produce overall competent human resources in the field of human resource management
- ii) To provide theoretical and practical knowledge through various means
- iii) To develop mutually beneficial relationships with the industry, both public and private sector
- iv) To provide students with necessary tools used in the field of human resource management to specialize the discipline of Human Resource Management.

4. FINDINGS OF THE REVIEW TEAM

4.1. Curriculum Design, Content and Review

The Bachelor of Business Administration in Human Resource Management Special degree is a four year (08 semesters), fulltime degree program, conducted by the Department of Human Resource Management and its medium of instruction is English. The curriculum design of this program consists of two distinct components namely; Level 1 and Level 2. The duration of each of this level is 02 years (04 semesters). Undergraduates joining the Faculty of FMF have to follow initially the level 1 program (carries 60 credit values), irrespective of their specialization they intend joining at level 2 (carries 60 credit values). In other words, level 1 program is a common program for every undergraduate to follow before they go for their specialization. It is revealed that, emphasis has been given to the following course clusters in designing the level 1 curriculum; Basic disciplinary courses, Environmental learning courses, General skill courses and Management and business skill courses, when designing the Level 1 program,

The existing level 1 program comprises 24 core courses and they are evenly distributed among 04 semesters assigning different credit values subject to a maximum of 03 per course.

These 24 courses prescribed under level 1 program are serviced by 06 departments established under the FMF as follows:

Department of Business Economics 07 (29%) (16 credits) (27%)

Department of Management and Organization Studies 05 (20%) (13 credits) (21%)

Department of Marketing Management 04 (16.66%) (10 credits) (17%)

Department of Finance 03 (12.5%) (08 credits) (13%)

Department of Accounting 03 (12.5%) (08 credits) (13%)

Department of Human Resource Management 02 (8%) (05 credits) (9%)

Minimum 400 undergraduates join the FMF annually and they go for their specialization which is scheduled for the 3rd and 4th years (04 Semesters). There are 08 special degree programs available for the undergraduates and they can choose one of them as their specialization in the level II. The 08 special degree programs are as follows:

Bachelor of Business Administration

Bachelor of Business Administration in Accounting

Bachelor of Business Administration in Business Economics

Bachelor of Business Administration in Finance

Bachelor of Business Administration in Human Resource in Management

Bachelor of Business administration in Marketing

Bachelor of Business Administration in Management and Organization Studies

Bachelor of Business Administration in International Business

Around 60 undergraduates are selected for specialization in Human Resource Management at the end of the 2nd year, on the following criteria.

1. Students choice

2. a minimum of "C" grade earned for the prescribed courses at level 1.

The courses considered for the selection for the HRM specialization are; BEC 1301 Microeconomics (03 credits), HRM 1200 Organizational Behavior (02 credits), MOS 1300 Management Process and Practice(03 credits), and HRM 1300 Human Resource Management (03 credits).

The level II program comprises of 33 courses (subjects) carrying 80 credit values (11 (33%) (30 credits)(37.5%) are core, 06 (18%) (16 credits) (20%) are specialization core, 10 (30%) (22 credits) (27.5%) are specialization optional and 06 (18%) (12 credits) (15%) are optional).and the undergraduates have to successfully complete courses to a total credit value of 60 or more in the level II program to become eligible for the degree.

Out of the 11 core courses mentioned above, 02 (18%) (HRM 2201, 2215), to a value of 04 credits (7%) are conducted by the HRM Department. The other 09 core courses (88%) to a value of 93% credits are conducted by the other six departments in the FMF.

All 06 (18%) Specialization core courses (16 credits) (20%) are conducted by the Department of Human Resources Management.

There are 06 optional courses which carry 12 credit values and out of them the Department of Human Resource Management conducts 01 course (HRM 2200) which carries only 02 credit values. The other 05 optional courses which accounts for another 10 credit values are conducted by the other departments in the FMF.

When considering the entire Program of Bachelor of Business Administration in Human Resource Management the following features could be seen. There are Core, Specialization core, Specialization Optional and Optional courses for the undergraduates to choose from among a variety of courses in completing the degree. This shows the genuine effort taken by the authorities to make the degree program a meaningful one for the undergraduates who undergoes the program. However, a clear definition for these terms i.e. Core, Specialization Core, Specialization Optional and Optional courses seem not available which may lead for confusion among the readers.

When assigning credit values to different courses the significance of the course to the relevant program seem not emphasized. (ACT 2300 Auditing 03 credits, ACT 2303 Taxation 03 credits, but BEC 2200 Managerial Economics 02 credits and HRM 2215 Industrial Training 02 credits) ACT 2300 Auditing and Taxation, ACT 2303 Taxation may be the Core courses introduced for the BBA in Accounting and for BBA in Finance. Taking blindly with no reasonable justification, those courses which have been designed to serve a special purpose of one degree program could dilute the purpose of this particular degree program.

In view of the number of strengths and their impact on the improvement of quality, relevance and weaknesses, our judgment on this aspect is 'SATISFACTORY'.

4.2. Teaching, Learning and Assessment Methods

As stated above the Bachelor of Business Administration HRM degree program consists of two distinct programs, namely; Level I and Level II. The 02 year, Level I program does not come under one department but is a responsibility of all the six departments coming under the FMF. Unfortunately, the review team did not get an opportunity to observe teaching session or discuss with the undergraduates in the level I program as this program does not directly come under the department of HRM. But, the review team was able to collect information about the level I program from the undergraduates who are presently in level II.

In a batch there are around 400 undergraduates joining the FMF and they are to follow level I program in the first and second years. For the purpose of teaching the 400 number undergraduates are divided into 03 or 04 groups to make 100 to 125 undergraduates in a group. Lectures are conducted in English medium and majority undergraduates struggle with the language deficiency and some weaker students leave the program at the very early stage. The English Language Teaching Unit (ELTU) conducts the language courses for the undergraduates and it is mandatory passing English level 03 by an undergraduate to become eligible for the degree at the end of the four years. The ELTU, at the very beginning conducts a placement test for English and makes the undergraduates aware of their level of English proficiency. Depending on their level of English proficiency the undergraduates have the freedom to follow English classes the ELTU conducts and meet the requirement at their leisure to become eligible for the degree they intend earning.

Apart from the language deficiency among the undergraduates, the undergraduates are unhappy about the way the level I program is conducted in the FMF. The undergraduates understand the significance of the level I program as it is planned methodically, but the big numbers in each group and not having enough space and required facilities along with inability to follow lectures in English seem weakened the enthusiasm among undergraduates. The performance shown by the undergraduates in the level I program has a significant influence on the final results of the program as the level I program is assigned 60 credits which is 50% credit values of the entire degree program.

There is hardly any course manual provided to the undergraduates in their level I program. Level I undergraduates have become no one's baby and there is hardly any formal mechanism to air their grievances.

There are eight lecturers attached to the Department of Human Resource Management and among them six are senior academics. Two are holding PhDs and other three are reading for PhD. one Lecturer is reading for MPhil. There are few Lecturers on visiting basis as well, in

the department and they are with required academic and industrial experience and exposure. They seem real assets to the department. In addition, the undergraduates in this department have access to get the services of lecturers attached to the other five departments in the FMF by choosing courses offered by those departments.

It is evidenced that the undergraduates are very much happy about the teaching and the academic and non academic staff of the department. The main reason for the undergraduates to select HRM specialization in level II is the qualified academic staff available in the department and their dedication and commitment towards the program.

There are 60 undergraduates specializing HRM in a batch and out of them around 75% students attend lectures. Majority undergraduates attending lectures are females and majority males seem involved with their employments or are keeping away from lectures. The Review team had the opportunity of observing few teaching sessions at level II program. Undergraduates continuously and actively participated and interacted with the lecturer. Almost all the undergraduates spoke highly about the lecturers and their dedication and commitment.

The main library is equipped with required facilities and the staffs in the library seem helpful to the readers in what ever the way they can. Sufficient numbers of copies of recommended books are available in the library and undergraduates have access electronically to foreign journals and the undergraduates are happy about the service rendered by the library. Unavailability of reading room facilities, and space for other academic activities i.e. discussions, getting ready for presentations etc. seem inadequate in the faculty premises.

Facilities available for computer and IT related courses are minimal, for all 1600 students only 90 computers are available and out of them only around 60 computers are in working condition. The internet facility is available for these computers but it frequently seems slow and inaccessible due to virus attacks and maintenance deficiencies. There are only two instructors attached to the FMF and there is hardly any lecturer to conduct lectures on IT. The computer laboratories, open at 0830 hrs. and close at 1600 hrs. Two instructors are inadequate for the work load to be carried out in a faculty where the student population is around 1600.

The assessment methods adopted by the department seem acceptable. Continuous Assessment and End Semester Examinations are conducted for almost all courses and 30% and 70% marks are allocated respectively, for both these assessment methods.

The assessment methods adopted for both Dissertation and Industrial Training is different from the methods adopted for the other courses. Dissertations are assessed by two examiners and a minimum of 40% marks should be earned by an undergraduate to secure a pass from the dissertation. Industrial Training is a course in the final year, and the undergraduates have the freedom to go for Industrial Training for 03 months. An undergraduate who opt for Industrial Training has to prepare and submit a report to the department concerned on the Industrial Training s/he underwent at the end of the training period and this report will be assessed and marks will be assigned by an examiner in the department. Two credit values are assigned for Industrial Training.

Judgment is 'GOOD' with regard to this aspect.

4.3 Quality of Students including Student Progress and Achievements

The FMF, UoC receives around 400 undergraduates annually through UGC with a comparatively higher "Z score" (1.7 – 2.5) earned at the Advanced Level Examination conducted by the National Evaluation and Examination Department of Sri Lanka. Most of the undergraduates joining the FMF, UoC are the undergraduates who have requested for it as their first choice at the time of making their applications to get admitted to the universities. A number of good reasons are there for this choice:

1. Majority undergraduates after completing their A/L examinations join professional programs conducted by Non State Institutions and these institutions are located in and around the capital city Colombo.
2. Undergraduates joining the FMF, UoC enjoy the convenience of following classes during weekends while reading for the degree in the FMF.
3. On the other hand, the university of Colombo is the oldest University in Sri Lanka and it has earned a good reputation over a period of 100 years.

The other reason may be the convenience in all respect as the university is located in the heart of the city and most of the industries are located in and around Colombo.

However, undergraduates in the HRM specialization program demonstrate a very good enthusiasm to complete the degree with high performance levels. Looking at the final performance at the end of the degree program it seems 33 1/3% undergraduates secure a merit pass (2nd class lower division and above) Number of 1st classes are at a negligible level (.5%) and 2nd class upper divisions are around 20%.

When comparing the performance shown by the students at their A/L examination and the performance demonstrated at the degree level by the same student, it seems, far below than expected. The reasons may be, due to the low performance shown at Level I program as their English knowledge is poor at the time of joining. The other reason may be, the male undergraduates prefer an employment over the degree and they devote less time on studies. The third reason may be the professional examinations they are involved with. Undergraduates prefer sacrificing a lot to earn a professional qualification along with the degree. In this context the degree is given the second priority over the professional qualification.

Judgment is 'GOOD' with regard to this aspect.

4.4. Extent and use of Student Feedback

The lecturers are very much interested in getting the feed back from the students about their teaching performance. This has helped the lecturers in the department for their academic improvement. The present practice is to get the feed back from the students by the lecturer himself for each course they conduct during a semester. There is a questionnaire developed and used in the department in this respect. In addition the lecturers get a verbal feedback while the session is being conducted. There was documentary evidence to show good responses with positive remarks made by the undergraduates in this connection. Field tours and social events are taking place in the department through which the student teacher relationship is strengthened. As the number participating in each lecture is manageable (around 45) getting direct feed back is not a problem for the teacher concerned. However, a

formal student feedback mechanism is important implemented in order to improve the teaching learning process.

Undergraduates do maintain a close rapport with their lecturers in the department as the lecturers are freely available on almost all the days in their rooms with or without prior appointments made. The Head of the department and all the lecturers practice open door policy where the students are encouraged to meet their lecturers and solve their problems with least delay. It was noted that, only the Level II program undergraduates enjoy this facility and the Level I program undergraduates are a little backward in making use of this opportunity. But, some students in the level I program as well are expressing their difficulties to their lecturers at the end of the lecture.

Judgment is 'GOOD' with regard to this aspect.

4.5. Postgraduate Studies

Post graduate studies of the Faculty is organized under one umbrella and known as Post Graduate and Mid Career Development unit. The program Coordinator is a Faculty staff member and he is responsible for the implementation of the programs. In addition to the postgraduate programs conducted by the Postgraduate and Mid Career Development Unit of the FMF the Faculty of Graduate Studies (FGS) of the UoC as well is conducting postgraduate programs. The Senior Staff members in the Department of Human Resource Management are involved with the academic activities in the Post Graduate programs conducted by both these entities. In addition they are also involved with the programs conducted by the Institutes attached to the University. i.e. Institute of Human Resource Advancement. The lecturers attached to the Department of HRM also are heavily involved in acquiring higher degrees in order to get their career path developed while continuously making academic contributions locally and abroad. There was ample evidence to prove the contribution they had made for the academia during the recent past. Their contributions have been very well recognized locally and abroad and it is worthy of reporting here as a point of appreciation.

Judgment for this aspect is 'GOOD'.

4.6 Peer Observation

There is a strong understanding among the academic members about the importance of having a Peer Observation as a powerful tool for improving the quality of teaching. It was observed that the overall attitude of the academic staff members about the peer Observation is positive. Therefore an attempt has been made recently to develop a mechanism for Peer Observation in the department. A formal evaluation sheet has been developed and evaluation has just commenced. Apart from this, moderation of question papers and second marking of answer scripts by a senior academic is continuously being done. Senior staff has keen interest to guide and supervise the junior staff for almost all the academic activities. In respect of the Visiting lecturers, Head of the Dept is keen to observe their academic delivery through an appointed coordinator which is note worthy stating here. Review team was convinced that the teaching materials prepared by the junior staff often subjected to review by senior staff members.

In order to maintain consistency and quality the documentary work, various proposals, progress reports, brochures and even notices are scrutinized by a senior member on the staff before they are sent out from the department.

Judgment is 'SATISFACTORY' with regard to this aspect.

4.7. Skills Development

The curriculum structure pays adequate attention to develop a number of skills among undergraduates by introducing a number of courses into the level I and level II programs. A few courses to mention are as follows: BEC 1100/1101 Basic computer literacy I & II, MOS 1200 Functional English and Basic Academic Writing, MKT 1200 Business communication, MOS 2302 Research Methods, HRM 2210 Team Development, HRM 2500 Dissertation, HRM 2215 Industrial training.

However, it is evident that the undergraduates do have fewer opportunities to demonstrate their skills for a number of reasons. Opportunities to get sharpen the Communication and Computer based skills are confined to Level I program. As the Dissertation, Seminar on Research and the Industrial Training are optional courses some undergraduates are denied of demonstrating their analytical and leadership skills adequately during the level II program.

Undergraduates emphasized repeatedly that they be taught with the help of Case studies, Role plays and with some practical exposure. The undergraduates are happy with the lecturers who bring the practical aspect into the class room when citing examples. The visiting lecturers who are coming from the industry had won the hearts and minds of the undergraduates. The language deficiency has affected considerably the performance of the undergraduates and there are evidence to show the drop outs are there due to this reason. Functional English and Academic writing course unit included in the first semester is a positive attempt taken by the department to popularize English language at the very beginning which makes opportunities for the undergraduates to get familiar with the terminologies. However, Academic Writing part seems too early to introduce at this stage. It may be appropriate at a later stage before the undergraduate goes to level II.

Continuous assessment which has been allocated 30% weightage is also a means of developing skills in students through various types of assignments. Less opportunities for Industrial Training has caused undergraduates to handicap some of the skill development opportunities and they have faced difficulties in performing duties in meeting the expectations of the employers. Remedial actions have been taken to make the Industrial Training mandatory for all the undergraduates with an extended time from 3 months to six months. This proposal will be implemented in the near future. At present, as a temporary measure, the third and the fourth year students are made free for 2 days a week enabling them to find Industrial Training and get an industrial exposure while studying for the degree.

Judgment is 'SATISFACTORY' with regard to this aspect.

4.8 Academic Guidance and Counseling

Orientation program organized by the Faculty focuses on the information to be made available for the students. Hand book is issued to further assist the students in finding necessary information about all four years of studies. It is worthy to note that, a coordinator is appointed for each level of studies to nurture the students towards their goals. After completing level I and at the beginning of level II, the Department of Human Resource Management organizes a meeting for students to provide necessary guidance about the specialization program. This seems a good practice from the point of view of the undergraduates. It was evidenced that course outlines are provided to the students at the very beginning of the lecture series and students are well aware about the evaluation procedure of each course they follow.

Career Guidance unit of University conducts several programs for the students but use of such facilities by the students in the Dept. of Human Resource management seems minimal. However, staffs in the Dept. of Human Resource Management provide their expertise for the undergraduates with no hesitation or any delay when such assistance is requested.

Judgment is '**SATISFACTORY**' for this aspect

Based on the observations made during the visit by the Review Team and as per the facts discussed above the judgments given to those eight aspects under review are as follows:

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

5. CONCLUSIONS

The strengths/ good practices and the weaknesses of each of the eight aspects considered in the subject review process are summarized below.

1. Curriculum Design, Content and Review

Strengths/Good practices

1. Having a wide range of subjects in the field of HRM and related fields in the curriculum
2. The curriculum has been designed to earn 120 credits by a student over a period of 4 years.

3. There is an opportunity to obtain an Industrial Training that gives an exposure to the real world of work. This is a core course.
4. There is an opportunity to do a dissertation which is a Specialization optional course.
5. The programme is conducted in English Medium.

Weaknesses

1. The number of credit values assigned for specialized courses in HRM seem inadequate eg. HRM 2202 Strategic HRM, HRM 2203 Contemporary Issues in HRM, HRM 2204 Compensation Management, HRM 2205 Performance Management, HRM 2206 HR Information Systems, HRM 2207 Personality development, HRM 2208 International Dimensions of HRM, HRM 2100 Seminar on Research, HRM 2215 Industrial Training, HRM 2210 Team Development
2. Exclusion of important courses namely Health and Safety Administration and Performance Evaluation and Management.
3. All courses included in the Level I program are core and non existence of a single elective course at this level

2. Teaching, Learning and Assessment Methods

Strengths/Good practices

1. Teaching learning and assessment methods adopted in achieving learning outcomes.
2. Having a set of qualified and committed academic and non academic staff in the department
3. Facilitating Students with field visits, guest lectures, and Industrial Training.
4. Use of Continuous Assessments and End Semester Examinations to assess student performance
5. Cordial and positive interrelationship maintained between students and teachers
6. Having a system of records management developed and maintained by the current Head of the Department.

Weaknesses

1. Non-availability of course manuals prepared by the academics of the Department, especially for the level I program.
2. Non-availability of textbooks/scholar books/creative literature in the field of HRM.

3. Quality of Students, including Student Progress and Achievement

Strengths/Good practices

1. The admission to the HRM specialization program is relatively competitive.
2. Based on our limited observation during the review period, the attitudes and behavior of undergraduates are generally positive.
3. The degree of employability of the graduates seems at a higher level.
4. There is an increasing trend with regard to English competency towards the end of the program.
5. Opportunities available for the students to earn merit performance at their studies.

Weaknesses

1. Lesser attention paid to the weaker students at level I and non existence of remedial measures taken to minimize drop out rates at the end of the program

2. Non existence of a mechanism to identify the real problems encountered by the undergraduates at level I program

4. Extent and Use of Student Feedback

Strengths/Good practices

1. Having a structured questionnaire method of getting students' feedback about the quality of teaching.
2. Practice of student representatives participating in the Faculty board meetings.
3. Open Door policy practiced by the staff in the department

Weaknesses

1. Non existence of a formal comprehensive scheme to monitor the quality of the teachers.

5. Postgraduate Studies

Strengths/Good practices

1. Academic contributions made by the academic members in the department in several postgraduates programs conducted by the FMF and by the other institutions coming under the university
2. Research culture created and the academic environment prevailing within the department
3. Enthusiasm and commitment among the academic staff members to acquire high credentials in the academia
4. Having internationally recognized, world class figures as lecturers in the department.

Weaknesses

1. Non existence of a HRM postgraduate program for the lecturers to share knowledge and experience
2. Non existence of e-learning facilities for both under and postgraduates which hinders the research culture prevailing in the department.

6. Peer Observation

Strengths/Good practices

1. Having an positive understanding among the academic staff members about formal peer observation system
2. Steps being taken to implement a formal peer observation mechanism in the near future
3. Having a senior level staff in the department to get required guidance for improvement

Weaknesses

1. Not having a Professor in the department for the juniors to follow as a role model

7. Skills Development

Strengths/Good practices

1. Steps being taken to include skills based courses into the curriculum
2. Opportunities being made available for the students to get their skills sharpened through Students activities. i.e. Career Guidance, Industrial Training, Extra Curricular activities
3. Ample opportunities available in the environment as the university being located in the heart of the industrial city.

Weaknesses

1. Unawareness among undergraduates about the opportunities available for them to develop their skills while being in the university E.g. most of the undergraduates are unaware of the Career Guidance Unit and what it does for the students. A very minimal number of undergraduates take part in sports activities.
2. Fewer opportunities made available for the undergraduates to sharpen their analytical and presentation skills through Industrial Training, Research Methodology/Dissertation

8. Academic Guidance and Counseling

Strengths/Good practices

1. Having faculty student counselors appointed by the university
2. Having coordinators appointed for different levels of the degree program to nurture the students
3. After the common program, conducting a special awareness session with the students before commencing the specialization
4. Cordial relationship maintained between lecturers and undergraduates in the level II program

Weaknesses

1. Student Counselors are not provided a separate room to discuss problems of the undergraduates and little authority is assigned to the faculty student counselors in solving problems at their levels
2. Non availability of records maintained by the faculty student counselors for future reference
3. Non existence of a formal training provided for the student counselors
4. Non existence of a Academic guidance program

6. RECOMMENDATIONS

The following recommendations are made by the Review Team for further improvement of the programs being offered by the Department as the Review Team felt they will be useful:

1. Re-consider about the duration of the level I program, it seems more time may be allocated for the undergraduates to concentrate on specialization during level II
2. Reconsider about the courses to be included in the level I program giving serious emphasis to the specialization; the undergraduates are expected to follow in level II
3. Rearrange the curriculum structure giving emphasis to the sequence of introducing courses with the academic maturity of the students in the program
4. Make available a number of optional and elective courses in both common and specialization programs
5. Inter – Faculty courses may be useful introducing
6. Sinhala for Tamil students and Tamil for Sinhala students may be useful introducing with the help of the Cultural Centre in the University
7. Include a well prepared English program with the assistance of the ELTU which could help the weaker students to improve their English knowledge which will in turn help minimizing the dropout rate of the degree programs offered by the FMF
8. Reduce confusion among students by avoiding redundant terminology used in the curriculum structure (e.g. Core, Specialization core, Specialization optional, optional)
9. A well designed academic counselling program will be helpful conducting for the undergraduates especially in the first year
10. Introduce a formal mechanism for peer observation.
11. Make stronger the research culture of the Department by encouraging undergraduates to carry out more relevant research in their specialty areas
12. Introduce a career guidance program for the students with the collaboration of the Career Guidance Unit in the University
13. Make more opportunities for the undergraduates to go for Industrial Training through which student could develop a wide range of skills
14. Appoint a Career guidance coordinator to improve liaisons with the Career Guidance Unit in the university in order to assist undergraduates in a number of ways
15. A user friendly curriculum design may be developed and introduced for easy understanding of the undergraduates in order to gain maximum output by effectively utilizing the time they spent in the university
16. Confidence among students about the services rendered by the Medical centre of the university seems needed improved through better medical care and treatment.

7. ANNEXURES

Annex 1. AGENDA OF THE REVIEW VISIT

Day 01 – 06th Jan

0830 – 0900 Meeting with the Vice Chancellor
0900 – 0930 Welcome meeting with the Dean and the Head of the Departments
0930 – 1000 Discuss and finalizing the Agenda for the review
A1000 – 1030 Meeting with level I Coordinator
1030 - 1100 Tea Break
1100 - 1200 Department Presentation on the Self Evaluation Report and other activities of the Department
1200 - 1300 Lunch
1300 – 1400 Observing Teaching
1400 – 15.00 Observing Teaching
1500 – 1515 Tea
1515 – 1600 Meeting with undergraduate Students (Year III)
1600 – 1630 Brief Meeting of Reviewers

Day 02 – 07th Jan.

0900 – 1000 Meeting with the graduated students
1000 - 1030 Meeting with non academic staff
1030 - 1130 Meeting with Career Guidance Unit
1130 - 1230 Meeting with English Language Teaching Unit
1230 - 1330 Lunch
1330 - 1430 Meeting with the academic staff members
1430 - 1530 Observing facilities (Library/Computer Lab etc.) working Tea
1530 - 1630 Observing Documents
1630 - 1730 Meeting with Visiting Faculty
1730 - 1800 Brief Meeting of the Reviewers

Day 03 – 08th Jan.

0900 – 1000 Observing Teaching
1000 – 1100 Meeting with the final year students
1100 – 1130 Tea
1130 – 1200 Reviewers' Private discussion
1200 – 1300 Meeting with Head and the staff of the department
1300 - 1400 Lunch and departure

Annex 2. LIST OF PERSONS VISITED

- Vice Chancellor of the University of Colombo
- Dean of the Faculty of Management & Finance
- Head of the Department of Human Resources Management
- Academic Staff of the Department of Human Resources Management
- Non Academic Staff of the Department of Human Resources Management
- Undergraduate Students of level II program
- Librarian and Senior Staff Members of the Library
- Director Career Guidance Unit
- Head - ELTU

Annex 3. LIST OF LECTURE SESSIONS OBSERVED

- Teaching at Level III and IV courses

Annex 4. LIST OF FACILITIES OBSERVED

- Department staff member's rooms
- Department Premises
- Faculty Lecture halls
- Faculty IT/Computer laboratories
- University Library

Annex 5. LIST OF DOCUMENTS OBSERVED

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