

# **SUBJECT REVIEW REPORT**

**DEPARTMENT OF MANAGEMENT AND  
ORGANIZATION STUDIES**



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

24<sup>th</sup> to 26<sup>th</sup> February 2010

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## CONTENTS

	Page
1. Subject Review Process	1
2. Brief History of the University, Faculty and the Dept. of Mgt. & Organization Std.	2
3. Aims and Learning Outcomes	3
3.1. Aims	3
3.2. Learning Outcomes	4
4. Findings of the Review Team	5
4.1. Curriculum Design, Content and Review	5
4.2. Teaching, Learning and Assessment Methods	5
4.3. Quality of Students including Student Progress and Achievements	6
4.4. Extent and Use of Student Feedback	7
4.5. Postgraduate Studies	7
4.6. Peer Observation	7
4.7. Skills Development	8
4.8. Academic Guidance and Counseling	8
5. Conclusions	9
6. Recommendations	12
7. Annexure	14

## 1. SUBJECT REVIEW PROCESS

The Subject review evaluates the quality of education within a specific subject or discipline. This review evaluates the quality of education within the specific disciplines of Industrial Management being offered by the Department of Management and Organization Studies (DMOS) of Faculty of Management and Finance (FMF) of the University of Colombo. The review focused on the Self Evaluation Report (SER) prepared by the DMOS. Based on the SER, the team evaluated the quality of the BBA (Special) Degree in Management & Organization Studies and BBA (Special) Degree (non-specialization), using the criteria set out by the Quality Assurance Council (QAC) of the Ministry of Higher Education.

The SER consisted of: introduction; program details including aims of the DMOS, learning outcomes; students, staff and facilities; curriculum design, content and review; teaching, learning and assessment methods; quality of students, including student progress and achievement; extent and use of student feedback; postgraduate studies; peer observations; skills development; academic counselling and conclusions.

The quality of education within the discipline was evaluated in the light of the aims and learning outcomes given in the SER submitted by the department.

The review focused on the following eight aspects of education:

- Curriculum design, content and review
- Teaching, learning and assessment methods
- Quality of students, including student progress and achievement
- Extent and use of student feedback (qualitative and quantitative)
- Postgraduate studies
- Peer observation
- Skills development
- Academic guidance and counselling

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

- The self-evaluation report submitted by the Department
- Meeting with the Vice Chancellor, Dean/FMF, Head/DMOS, academic and non-academic staff members of the DMOS, Students Counsellors, undergraduate students and postgraduate students.
- Observation of teaching sessions
- Observation of relevant documents (Students' handbook of the faculty, detailed module information sheets, curriculum review documents, teaching & learning materials, samples of students work, assignments, dissertation, summary of mark sheets, details of teaching learning and assessment strategies, details of programmes, additional reading materials (books, etc.), students entry quality, ratio of applicants to places available, details of students achievements (no of degrees and classes), details of graduates destinations / employment, students feedback, academic research involvements, research articles of the staff members, contribution to the nation / society, peer observation process, peer observation forms, documents related to industrial training, academic guidance, workshops organized etc.)
- Observation of department and other facilities (computer centre, lecture rooms, library, medical centre, canteen, sports centre, gymnasium, hostel, etc.)

Each subject review aspect of education was judged by making one of the three levels namely; good, satisfactory and unsatisfactory. For this purpose, strengths, good practices and weaknesses in relation to the each aspect were considered

The review team visited the DMOS on 24<sup>th</sup>, 25<sup>th</sup> and 26<sup>th</sup> of February, 2010.

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

The University of Colombo, the oldest higher educational institution in Sri Lanka, has been established as a distinct University under the Universities Act No. 16 of 1978. By now, the university of Colombo has seven (07) Faculties (such as Arts, Education, Law, Management & Finance, Medicine, Science and Graduate Studies) with forty three (43) academic Departments, a campus (Sri Palee), a school (UCSC), six (06) Institutes (IHRA, NILIS, IIM, PGIM, IBMBB, IARS) and several centers (e.g., SDC, HR, NEREC) and Units (e.g. International Unit and ELTU).

The Faculty of Management & Finance, the youngest Faculty of the University, was established in 1994. Prior to this establishment, there was an academic Department, offering courses for the Bachelor of Commerce degree, named Department of Commerce and Management Studies under the Faculty of Arts. With the increasing number of undergraduates (the highest number in the Arts Faculty) and understanding the growing need of the business community, as the first step towards the establishment of a separate Faculty, in 1993, there were formed two academic departments; the Department of Commerce and the Department of Management Studies. In 1994, there were established the Faculty of Management & Finance.

The Faculty of Management & Finance has been committed to pursue excellence in teaching, research, and community services which contributed to the nation through quality graduates, research and publications, and efforts for upgrading the university-industry cooperation. In 2007, the academic Departments were re-structured to accommodate six (06) Departments. Those are; Accounting, Business Economics, Finance, Human Resources Management, Management & Organization Studies, and Marketing. The staff strength of the Faculty is fifty (50) members in the permanent academic staff comprising two (02) Associate Professors, thirty (30) Senior Lecturers, eight (09) Lecturers, and eight (09) Probationary Lecturers. There are seventeen (17) permanent members in the non-academic staff including the Senior Assistant Registrar. Its student population is counted to be nearly thousand and six hundred (1,600) undergraduate and three hundred and fifty (350) postgraduate learning partners in each year. The Faculty offers the Bachelor of Business Administration (BBA) Special Degree for its graduates and the Master of Business Administration (MBA) degree for its postgraduates.

The Department of Management & Organization Studies (DMOS) was created simultaneously with other six academic Departments of the Faculty under its re-structuring programme in 2006.

In 2004, with the introduction of the new curriculum, the DMOS undertook the facilitation of the students those who followed the BBA (Special) Degree (non-specialization) and continued to serve as a service Department offering the highest number of courses for the

entire student population of the Faculty in its Level I Programme. At the revision of the new curriculum in 2009, with the understanding of the need of a degree to specialize Management and Organization Studies, it commenced offering the courses for a new degree titled BBA (Special) Degree in Management & Organization Studies, while serving as a service Department, which offers all the core courses in management and organization studies in the Level I and Level II Programmes of the degree. At the same time, it facilitates the student group those who opt to BBA (Special) Degree (non-specialized) even under the revised curriculum.

**Table 1 : Number of Students served by the DMOS in the last three academic years**

Student Group	2007/2008	2008/2009	2009/2010
BBA (Revised) Curriculum	-	-	416
BBA (second year)	396	400	406
BBA (third year)	44	33	19
BBA (final year)	-	44	33
BBA Old Curriculum	50	40	20

### 3. AIMS AND LEARNING OUTCOMES

To be a creative, innovative and collective synergetic force in creating excellence in teaching, research and consultancy in management and organization studies in order to develop the managerial and entrepreneurial competencies towards the betterment of society.

#### 3.1 Aims

##### STRATEGIC AREAS OF THE DEPARTMENT

Along with the mission of the Department, it has identified the strategic areas of the Department as follows:

1. being a synergetic force
2. creating excellence in (a) teaching, (b) research, and (c) consultancy
3. developing (a) managerial, and (b) entrepreneurial competencies of students

##### GOALS / AIMS OF THE DEPARTMENT

Goals (or aims) of the Department, in line with the strategic areas, has been identified as follows:

<b>Strategic Area</b>	<b>Goal / Aim</b>
1. Being a synergetic force	i Conducting a research forum having resource persons from other Departments ii. Academic counselling for staff members iii. Activate as a team iv. Collaborative decision making v. Promoting initiative of the staff members
2. Creating excellence in teaching, research and consultancy	i Implementing best practices in teaching and evaluation ii. Encouraging inter-Faculty / inter-University teaching and research iii. Developing a research culture to conduct excellent research iv. Promote Department-industry linkages v. Sharing knowledge and experiences with the industry through consultancy
3. Developing managerial and entrepreneurial competencies of the students	i Timely revision of the curriculum ii. Getting use of external experts as guest lecturers iii. Assigning compulsory assignments to engage with the industry iv. Arranging learning experiences through observation of the real world of work (field visits) v. Assigning extra-curricula activities to gain exposure in basic managerial functions; planning, organizing, controlling etc. (e.g., organizing workshops, seminars, guest lectures etc.)

### 3.2 Learning Outcomes

The level of outcome expected from students by the DMOS is as follows. On the successful completion of the degree programme, the students should have:

- (a) obtained an overall understanding of the functions and processes of management and any type of organizations (including entrepreneurs and small businesses)
- (b) gained competency in making decisions, planning, organizing, leading, motivating, and controlling activities by themselves and in collaboration with others
- (c) developed cognitive abilities and transferable/soft skills and attitudes, especially to work with others and to get the work done by others
- (d) acquired deeper and specialized knowledge and competency in identifying and approaching diverse aspects and issues in management and organizations in the real world of work
- (e) developed the cognitive capacity for life-time learning and self-development
- (f) Experienced to be a contributive force of the affiliated institution and society and ultimately to become an honoured member of the cosmopolitan society.

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

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

The curriculum review had been taken place at two instances, in 2004 and 2009 as per the academic norms. The reviewers found that the curriculum has been developed, in consultation and assistance from academia in sister faculties in other universities and professional bodies like CIMA, ICASL and CIM, in addition to the staff and its own students. However, no evidences of the participation of the employers and passed out graduates. The degree offered is a 4 years special degree in Business Administration and weighted with 120 credits. The structure of the degree program has two levels with equal amounts of credits. The level I is common for all the students and emphasis to offer core disciplines in the business Administration together with quantitative and other supportive environments. The level II is emphasised to a specialization in Management and Organization studies. Measures have been taken to embed skills development components as well.

Reviewers noted that curriculum is designed to enhance the theoretical and practical knowledge as well as the skills of the students to effectively meet the aims of the degree program. The medium of instruction is English for all academic work and is a good practice to give the language advantage to the graduates. The review team observed that there are 11 course units are offered as specialization optional and this situation might affect the smooth delivery of lecturers with limited number of permanent staff in the Department. The curriculum consists of two course units on Basic computer Literacy each carrying one credit and seems not sufficient in term of both theory and practical. Management Information Systems is also given less number of credits in spite of its role in the current business environments.

In addition, Reviewers have observed following drawbacks in the present curriculum.

- Dissertation is not compulsory.
- The credits rate( 2) given to industrial Training is not sufficient as against the allocated 6 months duration.
- Absence of focus to International Business Management

***Considering the above analysis the grade given to this section is ‘SATISFACTORY’***

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

Each new student is provided with the students’ hand book during the orientation week. It contains a description about the University, the FMF and the Departments, structure of the BBA degree, summary of modules offered, registration and other relevant details of the degree programme, credit requirements, evaluation criteria, criteria for the award of the degree. Thus students are well informed about the degree program for them to ready. Before, commencing a lecture series, the students are given course out lines.

The way that the lectures are conducted is satisfactory but the facilities available in some class rooms do not provide conducive environment. Specially, class rooms allocated for conducting English lessons are poorly facilitated and there is no learning environment. On the other hand it was observed that there is no proper coordination for the English language teaching process. Introducing a MOS 1200 Functional English and academic writing is a good attempt and but lecturers from the Faculty be involved in conducting relevant sections. At present Industrial training which is the most important self learning and practice is not in

function. It was also observed that various forms teaching methods are in practice but more emphasis to be given to interactive teaching sessions. Further, provision of course manuals is to be encouraged.

Performance of each student is evaluated by continuous assessments and end of semester examinations. The continuous assessment marks are given based on the student performance in mid semester examinations, presentations and reports, assignments, tutorials, quizzes, and case studies and discussions. It is worthy to note here that availability of by-laws for examination procedures is a good practice.

Field activities are also assessed and of the total marks 30% is allocated for formative assessments.

*This section was given a “GOOD” grade*

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

In general, students having relatively high Z-score for Commerce stream at GCE (A/L) secure places in the FMF. The average Z score is 1.9053

According to the old syllabus that was implemented since 2004 students those who did not opt for any specialization course or those who have not qualified for a specialization degree was allocated to the BBA (Special) degree which was coming under the DMOS. Therefore, the students perceived that this BBA (Special) was a course followed by weak students. This was one of the reasons considered in introducing new BBA (Special) Degree in Management & Organization Studies. Over the last 2-3 years time, DMOS has been successful in producing high quality graduates who are able to compete in the job market. As per a survey conducted by the Department, it has been revealed that all graduates and almost all of their parallel non-completed students of the 2004/2008 batch (44 in number) have been employed by the end of year 2009. Two out of them have been engaged in foreign employment, three have been in public sector, and one graduate is continuing higher studies while others are engaged in private sector employment. Further, it was revealed that the majority of the 2005/2009 batch is also employed except some of the students those who engage in studies in professional courses and a few engage in private teaching. It should be stated that, almost all the students have registered for professional examinations. Academic programs also shaped favourably to student's interest and one of the lapses is some of the students give priority to the professional examinations over the university examinations and there by poorly perform at the university exams. At present system for motivating the students for higher achievements are not emphasised and awards for outstanding students are in progress with the collaboration of the industries.

Being adhere to university academic programs and professional courses the opportunities for sport activities and other extra curricular activities are minimum or non. Level of English, staff student relationships and other behavioural qualities were found to good.

*Grade given to this section is “GOOD”*

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



The use of student feed back has been continuing from 2009. The DMOS uses a well prepared questionnaire to get the quantitative feedback from the undergraduates about the performance of the lecturers and conducts the same for each semester. The questionnaire is focused on the presentation skills, interaction, and overall conducts. A separate comment sheet is also attached to get qualitative feed back as well.

Head of the DMOS directly involves administering the feedback questionnaire to the students. However, feed back information is not compiled in the Department or in the lecturer's personal file. The academic staffs practices an open door policy and DMOS maintains a cordial relationship between undergraduates, especially with the 3<sup>rd</sup> and 4<sup>th</sup> year specialization students, thus verbal form of feed back is also received where ever necessary.

This situation has created harmonious situation between the two parties. The dedication shown towards solving the undergraduate problems by the academic staff is appreciable.

***Grade given to this section is “SATISFACTORY”***

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

The Faculty of Management and Finance conducts its postgraduate programmes through Postgraduate and Mid-career Development Unit. Three (03) senior lecturers from the DMOS is presently involve in postgraduate level teaching. In addition, five senior lecturers involve in supervision of the research conducted by postgraduate students.

The Unit-coordinator of the Postgraduate and Mid-career Development Unit of the Faculty is a senior lecturer of the DMOS, while the programme coordinator of MBA in HRM is also a senior lecturer of the DMOS. The academic staff have extensively published papers in peer reviewed Journals and conferences. They have written books/chapters of books as well. (Books 13; Translations -1; Journal Articles – 43; Conference proceedings/Abstracts – 43; Conference Presentations – 41)

A good practice was also observed by the review team on critical analysis of research themes by the academic staff through a Research Development Forum met at regular intervals. Five of the academic staff members are reading for PhDs and 3 of them are reading for Masters Degrees.

Even though staff is keen to do research and publish the findings, funds allocation from the university seems to be ignored and need the attention of the administration.

***The grade given to this section is “GOOD”***

#### **4.6 Peer Observation**

The DMOS has initiated a peer observation system to improve the teaching and learning process of the Department. There exists a positive understanding among the lecturers about the advantages of having a peer observation exercise as well. This has been developed very recently and according to the information only a lecturer has exercised it. Review team felt that evaluation form need to be included some important aspects such as topics and learning out comes of the session evaluated by the peer. Further more, two forms already developed could be combined.

The observation of documents proved that there is a practice of paper moderation by senior academics appointed from other departments within the university or outside. All question papers are subject to moderation by another lecturer and answer scripts are marked by the 1<sup>st</sup> and 2<sup>nd</sup> examiner, as per the common practices. It is worthy to mention here that there are by-laws formats for the setting of examination papers.

Although the departmental meetings were held to discuss various matters and staff members share their views, but the minutes of which were not maintained. The junior lecturers in the Department is cordially get on with senior staff and wish to get the guidance and advices.

***The grade given to this section is “SATISFACTORY”***

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

DMOS has structured courses in a way to provide opportunities for students to develop a variety of skills such as presentation skills, writing skills, analytical skills, diagnostic skills, conceptual skills, innovative and creative skills, organizing skills, leadership skills, and interpersonal and team work. It is observed that the DMOS has emphasised to develop these skills in students through projects, assignments, presentations, case studies and field works. Communication and presentation skills were demonstrated during the review and it was very satisfactory.

However, review team felt that Communication with English language could have been developed to greater extent if proper coordination and learning facilities are arranged to conduct the English sessions. Subject councils, other societies to impart additional knowledge and skills found to be ignored except the faculty students' council. There were no indications of outbound training programmes to improve the team works and leadership skills of students. On the other hand, students are heavily involve in both academic and out side professional courses and involvement in sports and other activities are meagre. DMOS has not the experience of giving an Industrial Training to the students in the previous programs and at present it is at the planning stage. However, credit rate given to the training is 2 and is not sufficient. Review team would like to suggest that to increase up to 6 considering the time allocation.

***The assessment to the section is “ SATISFACTORY”***

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

There is an orientation programme conducted by the Faculty soon after the enrolment. The Faculty Prospectus is made available to the undergraduates at the commencement of the common programme to make them aware about the university, facilities, and about the degree programs. For the nurture of students, during the first year, each student is assigned to an academic staff member. The Faculty has a sufficient number of academic members appointed as Student Counsellors and they work in collaboration senior student counsellor in the counselling office of the university.

The faculty student counsellors are capable of handling normal situations tactfully in the department and the process was found to be satisfactory.

However, career counselling practices have not been emphasised in spite the facilities available.

***This section is given” good “grade***

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

<b>Aspect Reviewed</b>	<b>Judgment Given</b>
Curriculum Design, Content and Review	Satisfactory
Teaching, Learning and Assessment Methods	Good
Quality of Students including Student Progress and Achievement	Good
Extent and Use of Student Feed Back, Qualitative and Quantitative	Satisfactory
Postgraduate Studies	Good
Peer Observations	Satisfactory
Skills Development	Satisfactory
Academic Guidance and Counselling	Good

## **5. CONCLUSIONS**

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

#### **Strengths/Good practices**

- Structure of the degree program covers Major areas required for Business Administration degree during the level I and specialization during level II
- Focus on skills development in the curricular
- Wide array of subjects
- “Research Methods” is offered as a compulsory course unit
- Offering of optional course units
- Conducting the program in English from the very beginning

#### **Weaknesses**

- Dissertation is not compulsory and given credit value is unusually high for a undergraduate degree.
- Number of credits assigned to the subjects of Basic Computer Literacy is inadequate.
- Number of credits assigned to the subjects of Management Information Systems is inadequate.
- Industrial Training is given a less credit rate

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

### **Strengths/Good practices**

- Provision of students' handbook during the orientation programme.
- Dedicated academic staff to create a friendly environment for students
- Attendance requirement of 80% during first two years

### **Weaknesses**

- Availability of fixed audiovisual equipment only in few classrooms.
- Inadequate computer facilities for students.
- Lack of class room facilities
- Lack coordination for conducting English language courses.
- Absence of course manuals for students

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

### **Strengths/Good practices**

- The FMF attracts students those who have obtained relatively high Z-Scores at the GCE Advanced Level.
- The DMOS has been successful in producing high quality graduates who are able to compete in the job market.
- BBA specialization in Management and Organization covers a wide range of disciplines

### **Weaknesses**

- Allocation of students those who have not eligible for any other course to the BBA (Special) degree which is conducted by DMOS.
- Perception among students regarding the BBA (Special in management and Organization) degree that it is a degree for students who cannot follow any other degree and require attitudinal change.
- Non-availability of record keeping system regarding the success/failure of students at various levels.
- Priority given by some students to the professional exams over the university examination and favourable arrangement to encourage the same which hinders students' extracurricular activities.
- Absence of student's subject councils

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

### **Strengths/Good practices**

- Quantitative and Qualitative feedback obtained from students through mechanisms such as: formal questionnaire survey, free access to academic staff, student-teacher meetings and informal sources.

### **Weaknesses**

- Students evaluation sheets are not compiled as a source of information.
- Non existence of a formal forum in the department to discuss feedback information obtained from students by the lecturers.
- Formal Departmental Student Committees are not formed.

- Absence of an alumni association for the Department.

## **5. Postgraduate Studies**

### **Strengths/Good practices**

- A number of senior lecturers teach in the postgraduate programmes and they supervise research projects of Postgraduate Diploma and MBA programmes.
- Most of the lecturers have contributed to conferences/ research journals.
- Eight of the staff members are currently following postgraduate degrees.

### **Weaknesses**

- Lack of facilities for postgraduate students.

## **6. Peer Observation**

### **Strengths/Good practices**

- Acceptance of importance, and as a result, initiation of peer observation process
- Peer observation for examination and paper marking etc.

### **Weaknesses**

- No rewarding system is available for the staff that performed well.
- Peer evaluation may include, topics and learning outcomes of the target session

## **7. Skills Development**

### **Strengths/Good practices**

- Inclusion of various skills development components such as assignments, report preparation, case studies, and presentations into the course modules.
- In progress industrial training programme.

### **Weaknesses**

- A comprehensive industrial training and evaluation guideline has not been developed yet.
- Non-availability of student associations.
- Teaching of Functional English & Basic Academic Writing core course by the staff of ELTU.
- Non-availability of out bound programmes to improve the skills.

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

### **Strengths/Good practices**

- Availability of various levels of academic guidance and counselling to students from the point of entry to the graduation.
  - A faculty handbook with all relevant information, in English and Tamil, is given to all students at the entrance to the University
- Availability of academic staff for consultation and allocated time slots.
- Sufficient number of staff appointed for faculty level student counselling.

### **Weaknesses**

- Counsellors are not provided with formal training about academic guidance and counselling through short courses / seminars / workshops etc.
- Non-availability of a sound and a common record maintenance system in relation to academic guidance and counseling in the department for future reference.

## **6. RECOMMENDATIONS**

1. Launch a campaign to make prospective students, industry, other relevant organisations and general public to aware of the degree programmes. This may include open days, publicity through media, careers fairs etc.
2. Records the short comings in conducting the curriculum developed in 2009 as a direction to next review.
3. Introduction of Course unit in International Business Management
4. Improve the academic commitment through a rewarding system with the mechanism of increased consultancies and postgraduate teaching etc.
5. Establish a student database at the DMOS.
6. Maintain records of current GPA of all students following BBA (Special) and BBA (Special) Degree in Management & Organization Studies at the end of each semester. Use them to identify students performing below expected levels or dropped out from course and to take corrective action.
7. Personally interview the students those who have performed very badly in the exams just after releasing the results to find out the reasons for the bad performance.
8. Make students in level I aware about the degree courses offered by the department, especially BBA (Specialization in Organization and Management) and thereby change the mind set of the students.
9. Use MBA alumni to popularise the degrees offered by the department in the industry and to introduce merit awards for best students.
10. Use of statistical approach to quantify the performances of the staff and to monitor the progress.
11. The Department Meetings may be used to discuss about the strengths and weakness of the teaching-learning process qualitatively .
12. Encourage all senior staff to engage in PG teaching.
13. Explore the possibility of funding the staff members by the university for presenting research papers in international conferences.
14. Explore the possibility of obtaining research grants from the university for staff members.
15. Plan to start research postgraduate degrees, i.e. MPhil and PhD, by the department.
16. Explore the possibility of conducting joint PG programmes and establishing links with local & foreign universities.
17. Conduct of peer observation for teaching by each and every staff at least once in year.
18. Senior staff should act as role models for junior lecturers to develop lecturing abilities and to prepare examinations papers etc.
19. Make arrangements to commence student associations for extra curricular activities.
20. Increase hours for theory and practical for IT education.
21. Development of comprehensive guidelines for the Industrial Training to get the maximum from that programme.
22. Arrange field trips for students and uses a mechanism for evaluation.

23. Make the dissertation compulsory in the final year to improve the research and academic writing skills.
24. Make arrangements to start a student magazine to improve writing skills.
25. Work closely with the sports division to encourage more students to participate in sports activities.
26. Emphasis on Blooms Taxonomy to test wider aspects when setting questions.
27. Appointing a staff from the Faculty to teach relevant sections of the “Functional English and Academic Writing”.
28. Better coordination with ELTU.
29. The senior staff should encourage undergraduate to realize the importance of current study program of the department and should try to get a fair share of undergraduates for specialization.
30. Each student should be encouraged to meet the academic tutor at least once for a semester to discuss the progress of his/her work.
31. Separation of a room for counselling purposes at the Faculty level.

## 7. ANNEXURES

### **Annex 1. AGENDA OF THE REVIEW VISIT**

#### **Day 01- 24<sup>th</sup> Feb. 2010**

8.00 am	Arrival of review team
8.30 am	Meeting with Vice Chancellor
8.45-9.00am	Meeting with review panel and QAA representatives
9.00- 9.15am	Welcome address by Dean
9.15-9.30am	Discuss the Agenda
9.30-12.00am	Presentation of the degree program and clarifications
12.00-1.00 pm	Lunch
1.00-2.00pm	Meeting with the academic staff
2.00-3.00pm	visiting to Library and ELTU
3.00-3.15pm	Tea
3.15-4.15pm	Meeting with undergraduates (3 <sup>rd</sup> year)

#### **Day 02- 25<sup>th</sup> Feb.2010**

8.30 -9.00am	Observing facilities
9.00-9.30am	Observing a lecture
9.30- 10.00am	Meeting with students( 1 <sup>st</sup> year)
10.00-11.00am	Observing documents
11.00-12.00am	Meeting with final year students
12.00-1.00 pm	Lunch
1.00-2.00pm	Observing students' presentation
2.00-2.30pm	visiting to Career Guidance units
2.30-3.00pm	Meeting with Non academics
3.00-4.00pm	Observing teacher student interaction session
4.00- 4.30pm	Reviewer's private meeting

#### **Day 03- 26<sup>th</sup> Feb.2010**

8.30 -9.00am	Observing Department Research development Forum
9.00-9.30am	Observing documents
9.30- 10.30am	Meeting with senior student counsellors
10.30-11.00am	Tea
11.00-12.00am	Meeting of the reviewers
12.00-1.00 pm	Briefing session
1.00	Lunch and end of the program

### **Annex 2. COURSES OFFERED FOR BBA (SPECIAL) IN LEVEL II OF THE PROGRAMME**

Course Code	Course Title	Credits	Course Status	Semester Offered
ACT-2300	Auditing	3	Core	5
BEC-2200	Managerial Economics	2	Core	5
FIN-2300	Management Science Applications	3	Core	5



ACT-2301	Advanced Management Accounting <b>(a)</b>	3	Specialization Core	5
BEC- 2301	Econometrics <b>(a)</b>	3	Specialization Core	5
FIN-2301	Corporate Finance <b>(a)</b>	3	Specialization Core	5
HRM-2301	Employee Relations <b>(b)</b>	3	Specialization Core	5
MOS-2301	Organizational Culture and Management <b>(b)</b>	3	Specialization Core	5
MKT-2301	Consumer Behaviour <b>(b)</b>	3	Specialization Core	5
BEC-2201	Business History of Sri Lanka	2	Optional	5
BEC-2202	Introduction to Political Science	2	Optional	5
HRM-2200	Constitutional and Administrative Law	2	Optional	5
MOS-2200	Crisis Management	2	Optional	5
MOS-2201	Environmental Management	2	Optional	5
MKT-2200	e-Business	2	Optional	5
ACT-2303	Taxation	3	Core	6
HRM-2201	Industrial Law	2	Core	6
MOS-2202	Management Information Systems	2	Core	6
MOS-2302	Research Methods	3	Core	6
ACT-2304	Computer Based Accounting <b>(a)</b>	3	Specialization Core	6
BEC-2304	International Finance <b>(a)</b>	3	Specialization Core	6
FIN-2303	Investment Analysis & Portfolio Management <b>(a)</b>	3	Specialization Core	6
HRM-2303	Contemporary Trends in Labour Market <b>(b)</b>	3	Specialization Core	6
MOS-2304	Organization Structure and Design <b>(b)</b>	3	Specialization Core	6
MKT-2303	Marketing Communications <b>(b)</b>	3	Specialization Core	6
MOS-2400	Strategic Management	4	Core	7
ACT-2201	Contemporary Issues in Accounting <b>(a)</b>	2	Specialization core	7
BEC-2204	Contemporary Issues in Business Economics <b>(a)</b>	2	Specialization core	7
FIN-2201	Financial Reporting and Analysis <b>(a)</b>	2	Specialization core	7
HRM-2203	Contemporary Issues in HRM <b>(b)</b>	2	Specialization core	7

MOS-2204	Contemporary Issues in Management <b>(b)</b>	2	Specialization core	7
MKT-2202	Contemporary Issues in Marketing <b>(b)</b>	2	Specialization core	7
ACT-2202	Corporate Social Reporting <b>(c )</b>	2	Specialization Optional	7
BEC-2208	Microfinance <b>(c )</b>	2	Specialization Optional	7
FIN-2205	Security Analysis <b>(c )</b>	2	Specialization Optional	7
HRM-2207	Personality Development <b>(c )</b>	2	Specialization Optional	7
MKT-2204	Supply Chain Management <b>(c )</b>	2	Specialization Optional	7
MOS-2207	Entrepreneurship and Small Business Mgt. <b>(c )</b>	2	Specialization Optional	7
MGT-2100	Seminar on Research	1	Specialization Optional	7
BEC-2305	Sri Lankan Economy and Global Economic Trends	3	Core	8
MKT-2304	Business Ethics and Corporate Social Responsibility	3	Core	8
MGT-2215	Industrial Training	<b>2</b>	Core	8
ACT-2207	Advanced Auditing <b>(c )</b>	2	Specialization Optional	8
BEC-2211	Economics of Organizations <b>(c )</b>	2	Specialization Optional	8
FIN-2208	International Financial Management <b>(c )</b>	2	Specialization Optional	8
HRM-2210	Team Development <b>(c )</b>	2	Specialization Optional	8
MKT-2209	Destination Marketing <b>(c )</b>	2	Specialization Optional	8
MOS-2210	Project Management <b>(c )</b>	2	Specialization Optional	8
MGT-2500	Dissertation	5	Specialization Optional	8

**Annex 3.**

**A. SCHOLARLY RESEARCH, PUBLICATIONS AND PRESENTATIONS OF ACADEMIC STAFF**

<b>No.</b>	<b>Name/Designation/ Positions held</b>	<b>Number of Publications / Academic Presentations</b>
1.	Prof. WPG de Alwis Associate Professor Former Head/Commerce Former Senior Student Counselor/FMF	<i>Books: 02</i> <i>Translations: 01</i> <i>Journal articles: 08</i> <i>Conference proceedings / Abstracts: 08</i> <i>Conference Presentations: 08</i>
2.	Dr. K Dissanayake Senior Lecturer – Grade I Head of Department Coordinator/MBA in HRM Managing Editor/Colombo Business Journal	<i>Books: 02</i> <i>Journal articles: 11</i> <i>Conference proceedings / Abstracts: 05</i> <i>Conference Presentations: 03</i>
3.	Mr. JASK Jayakody Senior Lecturer – Grade I Unit Coordinator / Postgraduate & Mid-career Development Unit	<i>Book chapters: 01</i> <i>Journal articles: 07</i> <i>Conference proceedings / Abstracts: 10</i> <i>Conference Presentations: 10</i>
4.	Ms. Ushaa Sridharan Senior Lecturer – Grade II (on sabbatical leave)	<i>Conference proceedings / Abstracts: 02</i> <i>Conference Presentations: 02</i>
5.	Ms. R Senathirajah Senior Lecturer – Grade II	<i>Journal articles: 02</i> <i>Conference proceedings / Abstracts: 10</i> <i>Conference Presentations: 10</i>
6.	Mr. MJF Razi Senior Lecturer – Grade II (on study leave)	<i>Journal articles: 02</i> <i>Conference proceedings / Abstracts: 01</i> <i>Conference Presentations: 01</i>
7.	Mr. B Nishantha Senior Lecturer – Grade II (on study leave)	<i>Books: 02</i> <i>Journal articles: 04</i> <i>Conference proceedings / Abstracts: 02</i> <i>Conference Presentations: 02</i>
8.	Dr. GATR Perera Senior Lecturer – Grade II	<i>Journal articles: 07</i> <i>Conference proceedings / Abstracts: 03</i> <i>Conference Presentations: 02</i>
9.	Mr. KASP Kaluarachchi Senior Lecturer – Grade II (on study leave)	<i>Books: 07</i> <i>Journal articles:</i> <i>Conference proceedings / Abstracts: 02</i> <i>Conference Presentations: 02</i>
10.	Ms. SB Ranasinghe Temporary Assistant Lecturer	<i>Abstracts: 01</i> <i>Conference Presentations: 01</i>
11.	Mr. WADJ Sumanadasa Temporary Assistant Lecturer	<i>Journal articles: 02</i> <i>Conference proceedings / Abstracts: 02</i>

## **B. LIST OF PUBLICATIONS AND PRESENTATIONS OF THE ACADEMIC STAFF**

**Dr. K. Dissanayake**

**(Head / Department of Management & Organization Studies)**

### **1. Journal Articles / Full Papers published**

Emerging Structures of Organizations: Implications for Leaderless Organizations, (2009). **Proceedings of International Research Conference in Management & Finance (IRCMF 2009)**.

Creating, sharing and integrating knowledge in organizations: The role of HRM, (2008). **Proceedings of the International Conference in Business and Information (BAI2008)**.

Breaking through the knowledge traps for creating knowledge: Its relations to organizational rationality, (2008). **Proceedings of the International Conference on Business and Information (BAI2008)**.

Cognitive control in organizations: Processes and outcomes, (2006). **Proceedings of the International Conference on Business and Information (BAI 2006)**.

The Construction of Organizational Structure: Connections with Autopoietic Systems Theory, (2006). **Contemporary Management Research**, Vol. 2 (No.2), pp.105-115

The Role of Mentoring in Career Construction, (2006). **International Journal of Management and Enterprise Development**, Vol. 3, No. 5, pp. 453-465.

The Constructive Roles of Managers in Organizations, (2005). **The Bulletin of Arts and Sciences**, Meiji University, No. 399, pp. 107-133.

Social Constructionism and Organizational rationality, (2004). **Meiji Business Review**, Graduate School of Business Administration, Vol. 51(No.4), pp. 1-25.

The Construction of Organizational Environment, (2004). **Studies in Business Administration**, Graduate School of Business Administration, Meiji University, Vol.21, pp.77-98.

An Investigation into Factors affecting Career Satisfaction of Female Managers in Japanese Organizations, (2001). **Proceedings of Journal of Japan Association of Industrial and Organizational Psychology**, Vol. 17, pp. 174-177.

The Predictors of Career Success and Career Satisfaction of Female Managers in Japanese Organizations, (2001). **Meiji Business Review**, Graduate School of Business Administration, Vol.49 No.1 & 2 consolidated issue, pp. 111-134.

Organizations as Systems of Collective Efforts, (2002). **Studies in Business Administration**, Graduate School of Business Administration, Meiji University, Vol.18, pp. 207-217.

Organizational Effectiveness and Organizational Efficiency: A multidimensional perspective, (2003). **Studies in Business Administration**, Graduate School of Business Administration, Meiji University, Vol.19, pp. 15-34.

Organizational Rationality: Its relations to organizational effectiveness and efficiency, (2003). **Studies in Business Administration**, Graduate School of Business Administration, Meiji University, Vol.20, pp. 27-50.

## **2. Published in Abstract Form**

Creating, sharing and integrating knowledge in organizations: The role of HRM, proceedings of *International Conference on Business and Information (BAI2008)*, South Korea on 2008 - 07 - 09.

Breaking through the knowledge traps for creating knowledge: Its relations to organizational rationality, proceedings of *International Conference on Business and Information (BAI2008)*, South Korea on 2008 - 07 - 09.

Cognitive Control of Organizations: Processes and outcomes, proceedings of *International Conference on Business and Information (BAI2006)*, Singapore on 2006 - 07 - 09.

The Construction of Organizational Structure: Connections with Autopoietic Systems Theory, proceedings of *International Conference on Business and Information (BAI2005)*, Harbor Plaza Hotel, Hong Kong on 2005 - 07 - 15.

## **3. Books**

*Introduction to organization theory (Sanvidhana nyaya handinveema)* (2008). Colombo, Sri Lanka: Godage Publishers

*Organizational Analysis: Sociological and Practical Approach (Sanvidhana vishleshanaya: Samaja vidyathmaka ha vyawaharathmaka pravesahaya)* (2009). Colombo, Sri Lanka: Godage Publishers

**Mr. J.A.S.K.Jayakody**

### **1. Journal articles**

Charisma as a Cognitive-Affective Phenomenon: A follower-centric Approach.

*Management Decision*. Vol. 46 No. 06, (2008) pp480-498

Charismatic Leadership in Sri Lanka Business Organizations. *Journal of Management Development* Vol. 27 No. 05 (2008) pp. 480-498

The Impact of Salesperson Transformational Leadership Behavior on Customer Relationship Marketing Behavior: A Study of the Sri Lankan Corporate Banking Sector. (with W.M.A. Sunjeevani). *International Journal of Bank Marketing*. Vol. 24 No. 07. (2006) pp 462-474

The Best Practices of Sri Lanka Business Organizations. (with W.M.A. Sunjeewani). *Journal of Management Development* Vol. 24 No 7. (2005) pp. 622-631

Interest Lost: The Rise and Fall of a Balanced Scorecard Project in Sri Lanka, (with Danture Wickramasinghe and Tharusha Goonaratne). *Advance in Public Interest Accounting*. Vol. 13 (2008) pp. 237-271

Impact of Market and Learning Orientation on Business Performance. (with A.I. Somasiri). *Amity Business Review* Vol. 6 No. 1. (2005) pp. 66-74

## **2. Published in abstract form**

Construction of Self through Consumption by Young Sri Lankan: Extension of Cultural vs. Construction of Postmodern Self, (with B. Hewawasam and D Wijetunga). *Proceedings of the 5<sup>th</sup> International Conference on Business Management – 2008*, held on March 27, 2008, University of Sri Jayawardenapura, Sri Lanka.

Dynamics of the Value Incongruence between Organizational and Employee Market Orientations and Employee Turnover Intention in the Fixed Telecommunication Industry in Sri Lanka. (with S. Perera and D. Wijetunga). *Proceedings of the 5<sup>th</sup> International Conference on Business Management – 2008* held on March 27. 2008. University of Sri Jayawardenapura, Sri Lanka.

Charisma as a Follower's Percept of Leader, *Proceedings of the 9<sup>th</sup> South Asian Management Forum 2006(9<sup>th</sup> SAMF 2006)* – November 28<sup>th</sup> –December 1<sup>st</sup> 2006. Dhaka, Bangladesh.

Self-discrepancy Theory of Charismatic Leadership, *Proceedings of International Conference on Business and Information (BAI 2006)*, held on July 12<sup>th</sup> and 14<sup>th</sup>, 2006, Singapore

Charismatic Leadership in Sri Lankan Business Organization, *Proceeding of the 8<sup>th</sup> South Asian Management Forum 2004 (8<sup>th</sup> SAMF 2004)*, held on February 24<sup>th</sup> and 25<sup>th</sup> 2004, Lahore, Pakistan (Honored with the Best Paper Award)

## **Professor W.P.Gamini de Alwis**

### **1. Books:**

- **Translated the 'Management and Organization in Financial Services' by Liz Croft, Maryam Herin, Ann Norton & Ian Whyte, into Sinhala (2004) at the request of Sri Lanka - Banking Institute**

Case studies in management (Sri Lankan experiences) – Ruchira printers, Nugegoda, 2005.

### **2. Journal articles:**

The role of university lecturers in developing human talents – w.p.Gamini dealwis and Usha Sridharan - kelaniya journal of Human Resource Management - vol.2 no.1 2007

Gamini de Alwis., R. Senathiraja (2005), The Entrepreneurial Culture value patterns and business practices of small and medium enterprises in Sri Lanka. Based on selected case studies. Journal of management, Vol III, No1

### **3. Published in abstract form:**

Entrepreneurs use Autocratic Leadership and Fear as Motivation Strategies than Modern Motivation Practices in Small and Medium Enterprises in Sri Lanka – by W.P.Gamini de Alwis and R.Senathiraja - 1<sup>st</sup> Biennial CESBM Conference. Center for Entrepreneurship and Small Business Management, Maharashi Dayanand Saraswati University Ajmir, Rajasthan, India 2005

Entrepreneurial Competencies and Organizational Success – by H.S.C Perera and W.P.Gamini de Alwis - 1<sup>st</sup> Biennial CESBM Conference. Center for Entrepreneurship and Small Business Management, Maharashi Dayanand Saraswati University Ajmir, Rajasthan, India. 2005

The Impact of Culture on Entrepreneurial Strategies and Practices in Small and Medium Enterprises in Sri Lanka – by W.P.Gamini de Alwis and R. Senathiraja - 1<sup>st</sup> Biennial CESBM Conference. Center for Entrepreneurship and Small Business Management, Maharashi Dayanand Saraswati University Ajmir, Rajasthan, India. 2005

A Case Study to Analyze the Effect of Organizational Culture on Total Quality Management Practices – by W.P.Gamini de Alwis and Kaluarchchi K.A.S.P – Proceedings of the 2<sup>nd</sup> International Conference on Business Management in the Third World, ICBM 2005 – Organized by Faculty of Management Studies and Commerce, University of Sri Jayewardenepura

Effectiveness of the Training Function in Public and Private sector Organizations in Sri Lanka – by W.P.Gamini de Alwis and M.W. Kalyani - Proceedings of the 2<sup>nd</sup> International Conference on Business Management in the Third World, ICBM 2005 – Organized by Faculty of Management Studies and Commerce, University of Sri Jayewardenepura  
The Personal Values of Sri Lankan Managers – by W.P.G.De Alwis and R.Senathiraja – Culture and Society in a Colonial Context, Leonard Wolf Memorial International Conference. 2004 .University of Ruhuna.

The level of match between the learning styles of students and the Teaching styles of lecturers of Universities in the field of Management. (One university as a case study) - 10<sup>th</sup> International Conference on Sri Lanka Studies. 2005-Faculty of Social Sciences, University of Kelaniya

#### **Dr. G.A.T.R. Perera**

- 1. Journal articles

Perera, T.R. (2005). A case of Traditional 'Navandanna' Caste Jewellery Manufacturer in Sri Lanka: Old but Aspiring Entrepreneur, *Case Studies in Management*, Amity University Press: New Delhi, pp.314-328.

Perera, T.R. (2005, July-December). Business Diversification: A Case of SMEs in Sri Lanka, *PCTE Journal of Business Management: A Bi-Annual Journal of Management Issues*.

Perera, T.R. (May, 2006). Factors Causative to the Success of Small businesses in Sri Lanka: Case Studies from Traditional Jewellery Industry, *The Fifth Wuhan International Conference on E-Business*, University of Geosciences, Wuhan, People's Republic of China, pp. 2190-2199

Perera, T.R. and Long, W. (July, 2006). Country- Level Determinants of Intra-Industry Trade (IIT) between China and Sri Lanka, *Chinese Business Review*, 5(7), Serial No. 37, pp. 1-5.

Yulin, Z., Perera, T.R. and Pi, M. (2006). Continuous Innovation and Business Success: The Case of Hubei Sanhuan Development Company Limited, *Cases in Business Management*, Institute of Management Technology( Gazaibad, India), Allied Publishers Pvt.Ltd.: New Delhi, pp. 432-436.

Yulin, Z. and Perera, T.R. (May, 2007). Organizational Culture and Its Impact on Management of an Organization: A Case from Sri Lankan Jewellery Industry, *The Sixth Wuhan International Conference on E-Business*, University of Geosciences, Wuhan, People's Republic of China, pp. 3526-3535.

Yulin, Z. and Perera, T.R. (June, 2007). Innovation and Sri Lankan Small and Medium Enterprises: An Elucidation of Theory with Practice, *Fifth International Symposium on Management of Technology*, Zhejiang University, Hangzhou, People's Republic of China, pp. 468-471

### **Mrs. R. Senathiraja**

#### **1. Journal articles:**

The seventh International conference on operations and quantitative management (ICOQM-VII) 2006 August, Jaipore, India. The title of the paper is "*Exploring HRM practices in Small and Medium Enterprises in Sri Lanka*".

The third National conference on Finance and Economics on November 24-25, 2006, Bangalore, India. The title of the paper is "*The role of venture capital in Entrepreneurship in India*."

International symposium on February 15&16, 2007, Chennai, India. The title of the paper is "*Corporate Entrepreneurship: Innovation and competitive Advantages in Enterprise development*".

The national conference on Management- Rhetoric to research on February 22-23, 2007, Chennai, India. The title of the paper is "*Corporate Entrepreneurship-The relationship between networking practices and business excellence*"

AIMS 6<sup>th</sup> International conference in Indian Business Academy, Greater Noida, New Delhi. 28-30 Dec 2008. "Corporate Entrepreneurship Intensity (CEI) and Innovation of Private and Public Sector Banks in India and Sri Lanka -A Quantitative Approach", Greater Noida, New Delhi. 28-30 Dec 2008



AIMS 6<sup>th</sup> International conference in Indian Business Academy, Greater Noida, New Delhi. 28-30 Dec 2008. “External Environment, Corporate Entrepreneurship and its Outcome in Banks.

The National level seminar on “Leadership lessons for millennium managers” on 5<sup>th</sup> January 2008, Chennai, India. The title of the paper is Entrepreneurial leadership in global context: Does it matter”.

Gamini de Alwis., R. Senathiraja (2005), The Entrepreneurial Culture value patterns and business practices of small and medium enterprises in Sri Lanka. Based on selected case studies. Journal of management, Vol III, No1.

## **2.published in abstract form:**

Entrepreneurs use Autocratic Leadership and Fear as Motivation Strategies than Modern Motivation Practices in Small and Medium Enterprises in Sri Lanka – by W.P.Gamini de Alwis and R.Senathiraja - 1<sup>st</sup> Biennial CESBM Conference. Center for Entrepreneurship and Small Business Management, Maharashi Dayanand Saraswati University Ajmir, Rajasthan, India. 9<sup>th</sup> to 11<sup>th</sup> September, 2005

The Impact of Culture on Entrepreneurial Strategies and Practices in Small and Medium Enterprises in Sri Lanka – by W.P.Gamini de Alwis and R. Senathiraja - 1<sup>st</sup> Biennial CESBM Conference. Center for Entrepreneurship and Small Business Management, Maharashi Dayanand Saraswati University Ajmir, Rajasthan, India. 2005

The Personal Values of Sri Lankan Managers – by W.P.G.De Alwis and R.Senathiraja – Culture and Society in a Colonial Context, Leonard Wolf Memorial International Conference. 2004 .University of Ruhuna.

Mr. B.Nishantha

## **1. Books:**

Entrepreneurship and Small Business Management (in Sinhala) - 2006- Hemanth publishers – Sri Lanka

## **2. Journal articles:**

Influencing factors of entrepreneur intention - economic review , Ryukoku university- vol: 49-No2 - 2009