SUBJECT REVIEW REPORT

DEPARTMENT OF SOIL SCIENCE

FACULTY OF AGRICULTURE
UNIVERSITY OF RUHUNA

5th to 7th January 2010

Review Team :

Prof. S. Widanapathirana, University of Kelaniya
Prof. K. A. Nandasena, University of Peradeniya
Dr. D. M. Jinadasa, Rajarata University of SL

CONTENTS

hey hold and must conscientiously exercise and be seen to exercise their responsibility for quality standards. Universities and the other higher education institutions should play a crucial role in contributing to the knowledge based economic development of Sri Lanka. Therefore, the accountability for quality and standards is a key factor in promoting and safeguarding public confidence in Sri Lankan higher education system.

The national committee on quality assurance in higher education, the Quality Assurance and Accreditation Committee (QAAC) of the University Grants Commission (UGC) has agreed that the following components of each higher education institution should be reviewed on the guidelines published in the quality assurance hand book for Sri Lankan universities.

1. **Institutional Review:** Analysis and testing of the effectiveness of an institutionôs process for managing and assuring the quality of academic activities undertaken by the institution.

2. **Subject Review:** Evaluation of the quality of education within a specific subject or discipline at programme level, it is focused on the quality of students learning experience and on student achievement. Subject review evaluates the quality of both undergraduate and postgraduate programmes. On a request made by the quality assurance specialist, a review of the subject Soil Science in the Faculty of Agriculture, University of Ruhuna was conducted from 05th -07th January 2010; at the Department of Soil Science. The review team appointed by QAAC of UGC, consisted of the following:

Prof.S. Widanapathirana, (Chair), University of Kelaniya
Prof. K.A. Nandasena, University of Peradeniya
Dr. D.M. Jinadasa, University of Rajarata

The specific aspects examined in this review were as follows;
1. Curriculum design, content and review
2. Teaching, learning and assessment methods
3. Quality of students including student progress and achievement
4. Extent of student feedback, Qualitative and Quantitative
5. Postgraduate studies
6. Peer observation
7. Skill development
8. Academic Guidance and counseling

The review team was provided with the self evaluation report (SER) prepared by the Department, before the review visit. The primary source of documentary information for the subject review came from this report. In addition an audio visual presentation of the content of this document was presented by the Head of the Department of Soil Science.

In addition, the review team was provided with a variety of relevant documents; which substantiated the claims made in the self evaluation report. These included the university calendar, a publication of the Faculty of Agriculture containing details of the course unit system. Syllabi, samples of student work, question papers, answer scripts, marking schemes, practical handouts, feedback from undergraduate students, peer observation reports, minutes of departmental meeting and Postgraduate and Undergraduate project reports.

et the Vice-Chancellor and the Deputy Vice-chancellor, ce and also had fruitful discussions with members of ts, postgraduate students, non-academic staff during the course of the review. The team also visited laboratories, lecture theatres, Farm research sites. The review team was provided with opportunities for observing lectures in progress, practical classes and studentôs presentations.

On the last day, the review team had a final meeting with the entire academic staff of the Department to discuss and verify the observations and judgments made by the team.

2. BRIEF HISTORY OF THE UNIVERSITY, FACULTY AND DEPARTMENT

The University of Ruhuna was established by a presidential decree on the 1st of September 1978, as Ruhuna University College, fulfilling a long cherished desire of the people of Southern Sri Lanka, initially it constituted with four faculties of study, namely Agriculture, Arts, Medicine and Science.

The faculties of Agriculture and Sciences were originally located in the premises of technical college at Meddawatta, Matara and the Faculty of Arts was located in the premises of Teacher training College at Eliyakanda, Matara. These three faculties were initially affiliated to the University of Peradeniya, Kelaniya and Colombo respectively.

The Faculty of Medicine was affiliated to the University of Colombo and the first batch of students who enrolled for the MBBS Degree was sent to the Faculty of Medicine, University of Colombo.

This affiliation with other universities continued until Ruhuna University College was upgraded to a fully fledged university on 1st February 1984.

A Faculty of Engineering was established in Hapugala, Galle in 1999. The most recent additions to the list of faculties in the University of Ruhuna are Faculty of Management and Finance, and the Faculty of Fisheries and Marine Sciences and Technology. Which were set up in 2003, and 2005 respectively? The University of Ruhuna presently comprises of seven Faculties.

The Faculties of Science, Management and Finance, Fisheries and Marine Sciences and Technology and Humanities and Social Sciences are located in the main campus premises at Wellamadama, Matara, and Faculty of Agriculture and Medicine are located in Kamburupitiya (Matara) and Karapitiya (Galle) respectively.

The Central administration unit of the university is located at the university complex, which is situated in a Scenic site at Wellamadama, with an extent of about 72 acres . It is bordered by the Indian ocean and paddy fields and is in close proximity to Dondra, the lands end of the island in the Southern tip of Sri Lanka.

The university offers basic degree programmes in their respective disciplines and post graduate degrees, MA, MBA,M Sc M Phil and Ph D, depending on the facilities available in various disciplines.

1978, is one of the oldest faculties of the university of n North of Matara and 2 Km South of Kamburupitiya. c departments over 60 academic staff, around 600 undergraduate and 50 postgraduate students.

The Faculty at present offers Bachelors of Science Degree in Agriculture and a number postgraduate degree programmes.

The Department of Soil Science which comes under the present subject review initiated its teaching and research in 1978, under the Department of Agronomy. With the dissolution of the Department of Agronomy in 1993, to form four new departments, the teaching and research in soil Science has been conducted the Department of Agricultural Chemistry. The Department of Soil Science was formed in June 2006, after splitting the Agricultural chemistry into two new departments, namely Department of Soil Science and Department of Food Technology.

The Department of Soil Science has five academic staff members and 03 of them are specialized in various disciplines in soil science and related fields. The department is offering two compulsory courses (4 credits each), for all undergraduate perusing the degree B Sc in Agriculture and 2 advanced courses for undergraduates specializing in soil sciences

3. AIMS AND LEARNING OUTCOMES

3.1 Aims

- Capacity development of students in knowledge, skills and attitudinal perspectives to cater the development needs in sustainable use of soil.
- Training of students to optimize the use of land resources for sustainable crop production, while maintaining environmental quality, through empowering Students with a a sound theoretical knowledge and practical skills on chemical, physical and biological features of soil, their interaction and plant nutrition.

3.2 Learning Outcomes

On successful completion of the courses in soil science students should be able to;

- Recognize soil as an invaluable natural resource.
- Distinguish among various disciplines of soil science and their relative importance to sustainable crop production and environmental management.
- Explain links between soil and the other systems in the environment.
- Describe the influence of chemical, physical and biological properties of soils on crop production and environmental quality.
- Relate the theoretical knowledge gained on plant nutrition, agronomy and environment etc. to real field conditions in order to ensure sustainable crop production while minimizing the soil degradation.
- Provide a general description of the soils of Sri Lanka and their distribution along with managerial aspects from an agricultural perspective.
- Use laboratory and analytical techniques and skills to effectively solve farm problems related to soil science.

current usage and management of soil.
address complex current issues across functional areas

- Disseminate the knowledge gained through the courses to the practitioners.
- Demonstrate skills in written and oral communications and critical analysis of scientific reports and data and
- Conduct basic and applied research in Soil Science and interpret the findings by means of a thesis, paper or oral presentation.

4. FINDINGS OF THE REVIEW TEAM

4.1. Curriculum Design, Content and Review

The B.Sc. Agriculture degree of the Faculty of Agriculture, University of Ruhuna is a four year degree programme and the semester based course unit system is practiced. The degree programme consists of eight semesters. First five semesters there are compulsory courses common to all students offered by the seven departments of the Faculty. Sixth semester is allocated for the farm practice course. During the fourth year students are allowed to follow the advance course modules (in seventh semester) and followed specialization research project at the eight semester. Apart from that, there are optional courses from which the students can select within the prescribed limits of number of credits per semester after consultation with the academic staff. The optional courses start from second year onwards and the first year students are not allowed to take the optional courses.
From the inception of the Faculty of Agriculture to 1993, Soil Science subject was taught at the Department of Agronomy and then up to 1999/2000 by the department of Agricultural Chemistry. Major change in structure of the degree was done in 2000/2001 academic year through the introduction of new semester based module system in which Soil Science was taught as a separate subject. Another revision of the structure of the degree programme was done in 2006/2007 and the new GPA and course unit system was introduced. At present, the course unit system allows/offers students to select more optional courses in different aspects of the agriculture and environmental disciplines. After the establishment of the Department of Soil Science (DSS) in 2006 the department has taken entire responsibility of teaching soil science in the faculty.

Curriculum design:
The courses of the DSS are designed and developed to acquire the both knowledge and practical skills in the broad field of Soil Science and make a significant contribution to the B.Sc. Agriculture degree programme. The DSS offers two four credit compulsory courses viz. Introductory Soil Science and Soil-Plant Relations and Nutrient Management for all agriculture undergraduate students in the second and third years respectively. The two compulsory courses which include theory, practicals, field visits and demonstrations have been designed according to the guidance of the Faculty Academic committee to ensure the minimum knowledge and the skills on soil science and plant nutrition that are required for a B.Sc. Agriculture graduate. Furthermore, DSS offers two credits course on Land Use and Environmental Pollution in the third year first semester as an optional course. Students majoring soil science need to follow specialization modules and conduct a research project during the fourth year.
The opinion of the review team was that the distribution of courses on Soil Science through the four year degree programme has to be reviewed. Despite of having of an optional course,

n soil science related field in the third year . Therefore ence teaching programme to keep the students in touch the study program of the degree. According to the students opinion this gap of not having a soil science course in third year discourages or does not stimulate students to select soil science as a major specialization field in the final year. During the meetings of review team with the staff of the DSS, they also drew attention to this matter and emphasized that they also wish to have a compulsory course in the third year too. The review team noted this shortcoming in the study programme in soil science. Another important point that was noted by the review team was the non involvement of DSS in any farm training activities of the farm practice training programme in the third year. This is a major deficiency identified by the review team. It was brought to the notice to the review team that some of the soil practicals can be arranged by the DSS in this farm practice training programme. This matter has to be discussed at the Faculty level and sorted out. The students view on this was also has to be considered seriously. Students feel that the unavailability of training on soil science in farm practice course further move them away from the Soil Science field and it discourages the students who want to do specialization in soil science.

Course contents:

The existing compulsory and the optional courses substantially cover the important aspects of soil science which has to be in the B.Sc. agriculture curriculum. Advanced modules also cover the topics of soil science discipline satisfactorily in depth to meet the requirements for the specialization students of soil science in the B.Sc.in Agriculture degree. It was noted from the documentary evidences during the review visit that the contents of all courses offered by the DSS have been developed to achieve the intended learning outcomes (both broad and specific learning outcomes) satisfactorily.

Review :

Faculty and DSS recognize the need of continuous revision of the curriculum to compete with the other agriculture degree offered in elsewhere and to make undergraduate more employable after the graduation. As a result of that the curriculum and the design of the degree programme have been evolved to present semester based GPA system through several revisions in the past. It was noted that the Faculty intends to revise the curriculum in 2010.

The reviewers rate this aspect of the Dept of Soil Science as SATISFACTORY.

4.2 Teaching, Learning and Assessment Methods

Today with the changing and competitive world of education, the teaching and learning techniques used by the educational institutions are very important aspects in keeping the educational programmes attractive and sustainable. The Staff of the Department of Soil Science (DSS) have been using a range of teaching and learning techniques. The lecturing is the most common teaching technique used by the staff delivering the subject knowledge. As indicated by the students and the staff members, the teaching is taking place in an interactive environment. The review team during observations of teaching sessions, and discussions, also noted a high level of commitment of the academic staff in this process.

Staff uses vast array of teaching aids viz. chalkboard, whiteboard, overhead projector and multimedia in delivering lectures. It was noted that the power point presentations are widely used in the class room by the staff. In practical sessions, students are provided with hand outs but not in the lectures. Students pointed out that if the hand outs are given during the lecture

follow the lectures. The review team noted that the staff
ing outcomes & objectives of the teaching programmes

The teaching and learning environment is conducive. The review team noted that the students are highly motivated and enthusiastic. Both academic and non-academic staff displays a high level of commitment. The members of the review team highly appreciate and value their dedication to the duties they perform in the teaching and learning process.

To improve the learning environment, some improvements on physical infrastructure are required. One laboratory is shared by both Soil Science and Food Science & Technology departments. The laboratory is over-crowded during the practical sessions. Students informed that they need to have more hands on experience on practical training in the laboratory practical sessions conducted by the DSS. There are no rooms for the Head of department, computers etc. Further there is hardly a single laboratory for the research. Most of the laboratory equipments need to be replaced or repaired. For example old Kjeldhal system, has to be replaced with a modern one. Atomic Absorption Spectrophotometer needs a repair. Review team noted that the safety measures in students and research laboratories are not in acceptable level. At least a Shower, eye wash, fire extinguisher etc. should be provided. However even with the limited available resources, the maintaining of the laboratories is satisfactory.

Library facilities are satisfactory. Library can accommodate 175 students. There is no faculty level library committee to monitor the library activities as such. The Faculty computer unit provides facilities for the students satisfactorily and contributes to the enhancement of learning environment. However, the review team noted that there is a severe shortage of computers in the unit.

Few qualified staff members handle the entire department satisfactorily. The chair of the DSS is still vacant and needs to be filled. The staff stressed the need of another laboratory attendant and training for the laboratory staff.

In addition to the end-term written examination, students are assessed continuously with a wide range of assessments techniques including seminars, presentations and reports. End semester written examination comprises of components such as structured and essay type questions, practical, and presentations depending on the nature of the subject. Setter, moderator, first and second examiners are appointed by the senate for each course. The marking scheme is available for the second examiner.

The staff of the DSS supervises final year research projects of the students with or without an external co supervisor. The thesis based on the final year research project is evaluated based on the quality of the project proposal, student profile, presentation and report. Project proposal is assessed based on organization, content, presentation skills and discussion.

The reviewers rate this aspect of the Dept of Soil Science as GOOD.

tudent Progress and Achievements

programme, ie B.Sc in Agriculture is through the UGC, based on the national policy on university admission. The self evaluation report submitted by the soil science department, states that in general students who obtained satisfactory and marks for Biology, chemistry and Physics / Agriculture, in the GCE (A/L) enter the Faculty of Agriculture. The students selected to the Agriculture Faculty had an acceptable Z ï score which is variable among students coming from various districts in the country. The competency of English is also highly variable among students. Students follow all the courses in English medium. The English language unit established in the Faculty, conducts, foundations courses in English to help students to follow courses in English. The sample of the soil science students interviewed by the reviewers showed that they had a good communication ability in English. Further the examination of answer scripts and the presentations (visual) of these students convinced the panel that the department has well guided them to communicate in the English language. The quality of the presentations was also good.

In addition to English language courses the faculty, conducted compulsory courses in Basic Statistics and Mathematics and Information and Communication Technology which help the students to develop other useful and supportive skills.
It was also noted by the panel that, on admission the students have been clearly informed about their study programme, structure of the course unit system, credit requirement, selection of course combination, examination and assessment procedure, and also attendance requirements. The students are given the Faculty hand book which comprehensively describe the above details.

All students selected for B Sc Agriculture course follow compulsory course in the first 3 years, and the students who wants to specialize in soil science joins the soil science department in the 4th year.

In general the review team was very pleased about the motivation of the students following courses in soil science and the enthusiasm shown about the arrangements made by the academic staff to deliver a high quality education.

The review team was concerned about the completion rate of students following some course units offered by the soil science department. The failure rate of the some of course units were relatively high for a university department, the review team felt. Students who were interviewed by the panel very strongly said that, the failure rate is high in some of the course units offered by the department and also said that the students are generally reluctant to offer soil science specialization courses in the 4th year.

There is evidence that the studentôs attendance is continuously monitored both at lectures and practicals. Eighty percent attendance in practical classes is compulsory for students, who want to sit for the final examinations held at the end of the semester.

The employment record of the graduates in soil science is very satisfactory. All graduates in soil science have been gainfully employed, according to the statistics provided by the SER.

The reviewers rate this aspect of the Dept of Soil Science as SATISFACTORY.

lback

s to obtain student feedback. The quality of the courses and its delivery is evaluated by the students independently at the end of the courses through a teacher evaluation form. The relevant staff members are evaluated, anonymously by their students. There is evidence that studentôs feedback their comments have been used to improve the course delivery by the respective teachers.

Reviewers were happy to note that there is peer evaluation of teaching by other senor staff members of the department has been a regular feature in the department. These practices help to develop cordial relationship among the members of staff and also provides opportunities to improve their approach towards good teaching.

The review team was of the opinion that the students should be encouraged to establishe a studentôs subject society (soil science) and staff student liaison committee. Both these will be useful to obtain, student feedback mechanism and maintain a cordial relationship between staff and students.

The reviewers rate this aspect of the Dept of Soil Science as GOOD

4.5. Postgraduate Studies

The SER submitted by the department states that they are not in a position to start a postgraduate programme due to lack of qualified staff members. However they are hoping to start a Masters Degree Programme in the near future. The department also wishes to start M Phil and Ph D by research, and depending on the availability of research students / Research funding.

The review team felt that the laboratory facilities available now are not adequate to start a postgraduate programme. However it must be pointed out that, collaboration programmes of research with research institutes or other universities can always be initiated, until facilities of the department are fully developed.

The review team, while realizing the problems of facilities in the department urges the members of the department to seriously pursue development of postgraduate programme, to keep face with the expectation of the quality assurance programme of the university system

The reviewers rate this aspect of the Dept of Soil Science as UNSATISFACTORY

4.6 Peer Observation

The peer observation has been introduced to the Department recently and at present it is in practice in a formal manner. Each member of the academic staff has been given an opportunity to select another member, preferably a senior member, from the faculty academic staff to evaluate his / her teaching. The criteria used in peer evaluation form include pre preparation for lecture, teaching style, interaction with students, teaching materials and tools, references etc. The evaluation results are kept confidential and evaluator give his /her comments on strengths and weaknesses to the person concerned through discussions or by some other amicable means.

vation is also carried out by the evaluation of question cripts of semester examinations prepared by the junior e staff. Other than that peer involvement in laboratory classes, joint supervision, evaluation of studentôs research projects and other research activities and exchange of ideas at Department meetings are also practiced.

The reviewers rate this aspect of the Dept of Soil Science as GOOD

4.7. Skills Development

Skills development has been recognized as an essential component for an undergraduate and this is only possible through engagement in regular practices of required techniques. In the context an Undergraduate in the field of agriculture should be exposed to field training in addition to the laboratory work. In this respect the department has introduced several approaches to fulfill this requirement. Those approaches are listed below in summary form.

- Description of soil profiles: Soil profiles from soil pits are observed in the field itself developing the undergraduateôs skill to identify different soils.
- Identification of rocks and minerals: Done in the field itself and in the Recommendations
- Laboratory analysis on soil characteristics: Undergraduates are given the opportunity to do soil analysis by themselves for physical, chemical and biological characteristics.

All these activities in the field as well as in the laboratory undergraduates developed the ability to identify fertile/productive soils.

During the final year of undergraduates, they are assigned to carry out individual research projects, preferably in other recognized research institutes to expose them to outside environment and also to develop their research and project handling skills. In addition they are also supposed to submit the project report on their research work and to do a presentation which helps them to develop their scientific writing and presentation skills.

Assignments on relevant topics are given to undergraduates off and on to develop their critical thinking capabilities, reviewing relevant literature and their reading and writing abilities. Most of these assignments are to be followed by presentations to fine tune their presentation skill. Some assignments are given as group work to develop their ability of developing interpersonal relations, logical discussions among them, exposure to social sensitivity and ethical rectitude

Frequent workshops patronized by visiting scholars are arranged to improve studentsô knowledge and skills on soil science related subjects.
It was found that English Language skill has developed substantially, for some undergraduates from rural environments almost starting from scratch, during the first two years at the university before they start to follow specialization course modules. Similarly all the undergraduates developed their computer skills and as they become senior undergraduates, they are well equipped with good computer abilities to handle different programs, data analysis, scientific presentations and the use of internet and e-mail facilities.
The undergraduate reports and post graduate thesis are found to be of high quality in technical and language use, preparation and presentation of scientific work indicating the success achieved in skill development in these aspects.

ion skill of the undergraduates needs to be given where aspects, such as subject matter, language and use of

The reviewers rate this aspect of the Dept of Soil Science as GOOD

4.8 Academic Guidance and Counseling

Department has appointed an academic advisor and a student counselor to attend studentôs academic programme related problems and their personal or any other problems. Both of them are attending to the work assigned to them satisfactorily and students consult them very often to solve their day to day problems.

During their first year at the university undergraduates are given an orientation programme to expose them to the curriculum structure, discipline to be maintained, library and computer facilities etc. and also provided them with a copy of the prospectus and a hand book with necessary information. If there are any changes of the curriculum, teaching arrangements, assessment methods etc. they are immediately informed through notices, confrontations, discussions or by any other means.

Before the undergraduates enter the specialization programme they were educated on each specialization module and future prospects of the various specialization areas in order to give them an opportunity to select his/her specialization area. During their final year undergraduates are sent to out side institutes to carry out a research study under the guidance of well experienced researcher.

Field visits are organized with the staff student participation giving an opportunity to exchange ideas and knowledge in a friendly manner while building a close inter-relation among them. Department has also taken initiative to arrange postgraduate degree progammes for students in foreign universities through their interpersonal relationships.

The reviewers rate this aspect of the Dept of Soil Science as GOOD

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

Aspect	Judgment
Curriculum Design, Content and Review	Satisfactory
Teaching, Learning and Assessment Methods	Good
Quality of Students including Student Progress and Achievements	Satisfactory
Extent and Use of Student Feedback	Good
Postgraduate Studies	Unsatisfactory
Peer Observation	Good
Skills Development	Good
Academic Guidance and Counseling	Good

e weaknesses of each of the eight aspects considered in the subject review process are summarized below.

1. Curriculum Design, Content and Review

Good practices/Strengths

1. Recognition of the need of continuous revision of the curriculum/course by the Faculty and DSS
2. Having of an academic committee at Faculty level to guide the curriculum development and review

Weaknesses

1. Not having a compulsory course in the third year for the continuation
2. Non involvement of DSS in farm practice training programme in the third year.
3. Not having a senate level subcommittee on curriculum development

2. Teaching, Learning and Assessment Methods

Good practices/Strengths

1. Well planned lectures delivered by the qualified staff
2. Well maintained laboratory system though the resources are limited

Weaknesses

1. Lack of physical resources ï laboratories and equipments, Head room, Computer room
2. Inadequate laboratory staff
3. Non availability of handouts for the distribution to the students during the lecture

3. Quality of Students, including Student Progress and Achievement

Good practices/Strengths

1. Monitoring attendance of students in lectures and practicals.

Weakness

1. Moderately low completion rates of students in soil science modules

4. Extent and Use of Student Feedback

Good practices/Strengths

1. Peer evaluation and students evaluation of teachers

Weakness

None

1. Motivation of the members of department for research

Weakness

1. Lack of adequate facilities for Postgraduate research in the department

6. Peer Observation

Good practices/Strengths

1. Formal peer observation is in practice
2. The peer involvement in departmental meetings, Moderation of question papers and answer scripts,
3. Co-supervision and participation in research activities

Weaknesses

None

7. Skills Development

Good practices/Strengths

1. Well versed academic staff with good research background
2. Proper arrangement of practical classes, field training and field visits
3. Arrangements to provide very satisfactory services of computer facilities and English language unit.
4. Proper arrangements for students research project

Weakness:

1. Facilities are not developed for all the students to do practical exercises individually.

8. Academic Guidance and Counseling

Good practices/Strengths

Appointment of separate academic advisor and student counselor for the department

Weaknesses

No staff -studentôs consultative committee or societies

le all important stakeholders in the curriculum revision workshops and to get external validation
2. Develop more job oriented courses
3. Design at least two credit compulsory course for third year (The optional course may be revised and converted to a compulsory course and offered in the third year).
4. Involve students in field practicals, in farm practice course in the third year by redesigning the curriculum
5. Avoid repetitions in the course modules Ex. Soil formation, organic matter dynamics etc.
6. Resource allocation to improve physical resources of the DSS ï Laboratories, class rooms, and head and computer rooms.
7. Give more hands on experience in practical classes.
8. Use of lecture hand outs for the distribution among students
9. Fill the chair and increase cadre position of laboratory staff
10. Improve safety measures in the laboratory
11. Develop facilities for post graduate programmes

EW VISIT

05 JANIARY (TUESDAY)

08.00	Arrival of the Review Team or the meeting with the Vice-Chancellor
08.00 - 09.00	Private meeting of the Review panel with the QAA Council Rep.
09.00 -09.30	Meeting at the Dean Office and Tea Prof. R.T Seresinghe, Dean / Faculty of Agriculture Dr. S.D. Wanniarachchi, Former Head, Department of Soil Science Mrs. B.C. Walpola, Head, Department of Soil Science
09.30-10.30	Meeting at the Head Room, Department of Soil Science Self Evaluation Report Presentation (All Academic and Technical Staff members of the Department)
10.30 -12.00	Discussion
12.30 -13.30	Lunch ï Dean Office
13.30-14.30	Observations on Department facilities/Soil Science Laboratory/Soil Science Research Laboratory/Field visit
14.30-15.30	Other Facilities of the Faculty Library/Computer Unit / Farm (Tea ï Dean Office)
15.30-16.30	Meeting with Undergraduate ï Tutorial Room 2nd Year 1st Semester 3rd Year 1st Semester Final Year 1st Semester
16.30 ï 17.00	Meeting of the Review Panel

06 JANUARY (WEDNESDAY)

08.15	Panel will leave the Hotel
9.00 ï 10.00	Lecture (Dr (Mrs) D.A.L. Leelamanie)
10.00 ï 11.00	Meeting at the Head Room, Department of Soil Science Observe the Documents / Tea
11.00 ï 12.00	Lecture (Dr. S.D. Wanniarachchi)
12.00 ï 12.30	Meeting at the Head Room with Non Academic Staff, Department of Soil Science
12.30 ï 13.30	Lunch ï Dean Office
13.30 ï 14.30	Practical Class ï Soil Science Laboratory SS 2101 (Tea)
14.30 ï 15.30	Meeting with Specialization students
15.30 ï 16.30	Meeting of the Review panel at the Head Room, Dept. of Soil Science
16.30 ï 17.00	Meeting of the Review Panel

07 JANUARY (THUIRSDAY)

08.55	Arrival
9.00 -10.00	Meeting with Student Counsellors / Academic Advisors at the Head Room, Dept. of Soil Science (Tea)
10.00 ï 10.30	Observations on Postgraduate work of the Department
10.30 ï 11.00	Meeting of the Review Panel
11.00 ï 12.00	Meeting with Academic Staff members of the Dept. at the Head Room
12.00 ï 13.00	Lunch ï Dean Office
13.00 ï 16.00	Report Writing