

# **SUBJECT REVIEW REPORT**

**DEPARTMENT OF  
COMPARATIVE RELIGION AND  
SOCIAL HARMONY**



**FACULTY OF ARTS AND CULTURE  
EASTERN UNIVERSITY OF SRI LANKA**

23<sup>rd</sup> to 25<sup>th</sup> March 2009

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## 1. SUBJECT REVIEW PROCESS

Subject review evaluates the quality of education within a specific subject or discipline. The present review evaluates the quality of education within the specific disciplines of Comparative Religion and Social Harmony being offered by the Department of Comparative Religion and Social Harmony (DCRSH), Faculty of Arts and Culture (FAC) of the Eastern University (EU), Sri Lanka. The review focused on the Self Evaluation Report (SER) prepared by the Department of Comparative Religion and Social Harmony, FAC- Eastern University. Based on the SER, the team evaluated the quality of the B. A General and B.A. Special in Comparative Religion and Social Harmony degree programs using the guidelines given in the quality assurance handbook for Sri Lankan universities, published by the CVCD and University Grant Commission in July 2002.

The self-evaluation report consisted of eleven sections, i.e., aims, learning outcomes and program details; students and staff facilities; curriculum design, content and review; teaching, learning and assessment methods; quality of students, taking account of recruitment, admissions, student progress and achievement; extent and use of student feedback, qualitative and quantitative; postgraduate studies; peer observation; skills development; academic guidance and counselling. The quality of education within the disciplines 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/FAC, Librarian, Head/CRSH, academic and non-academic staff members of the DCRSH, Student counsellors and undergraduate students.
- Observation of teaching and student presentations
- Observation of relevant documents (handouts, department publications, study guides, question papers, model answers and marking schemes, marks sheets, dissertations, evaluation sheets, minutes of various meetings etc.)
- Observation of Departmental and other facilities (computer centre, lecture rooms, library, etc.)

Each aspect of education under the subject review was judged by making one of the three standards/levels namely good, satisfactory and unsatisfactory. For this purpose, the strengths, good practices and weaknesses in relation to 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 programme.

The dates the review team visited were 23<sup>th</sup>, 24<sup>th</sup> and 25<sup>th</sup> March 2009. The agenda of the subject review is in annexure I.

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

The Batticaloa University College was established on 01<sup>st</sup> August 1981 to fill a long felt need for the development of a higher educational institution in the Eastern Province, Sri Lanka. The College began with two faculties: the Faculty of Science and the Faculty of Agriculture. Both these faculties were affiliated to the University of Peradeniya. On 1<sup>st</sup> October 1986 this University College was elevated to the status of the National University, and named as the Eastern University, Sri Lanka by a University order dated 26<sup>th</sup> September 1986 issued under section 2 of the University Act No. 16 of 1978. At present there are five faculties viz. Faculty of Commerce and Management, Arts and Culture, Agriculture, Science and Health Sciences.

The Faculty of Cultural Studies was then expanded and renamed the Faculty of Arts and Culture in 1991. A Campus of the University functions at Trincomalee with the Faculties of Applied Sciences and Communication and Business Studies. Swami Vipulananda Institute of Aesthetics Studies at Kallady, Batticaloa is attached to the Eastern University where degree programmes in Music and Dance are conducted. Eastern University, Sri Lanka is one of the fifteen universities in Sri Lanka with a student population of about 2500.

**The vision** of the university is to be a national centre of excellence for higher learning and research with a competitive advantage responsive to the dynamics of the regional and global conditions.

**The mission** of the university is to pursue excellence in teaching, research and scholarship, to offer through its internal and external faculties, campuses and other facilities an unsurpassed range of opportunities for education and training to all those who will be able to benefit, to enhance public welfare, prosperity and culture by encouraging application of learning and research and to secure and administer resources to achieve these aims effectively.

The Faculty of Arts and Culture of the Eastern University established in 1987 consists of Eight Departments and thirteen disciplines. The Eight Departments are the Department of Comparative Religion and Social Harmony, Department of Fine Arts, Department of Geography, Department of Islamic Studies, Departments of Arabic, Department of Education, Department of Languages and Department of Social Sciences. The following programmes of studies are provided by the FAC.

	<b>Programme</b>	<b>Duration</b>
01	B.A Special Drama Theater Arts	4 years
02	B.A Special Fine Arts	4 years
03	B.A Special Geography	4 years
04	B.A Special Education	4 years
05	B.A Special Political science	4 years
06	B.A Special Philosophy	4 years
07	B.A Special Sociology	4 years
08	B.A Special Tamil	4 years
09	B.A Special Comparative Religion and Social Harmony	4years

10	B.A General	3 years
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**The Vision of the Faculty** of Arts and Culture of Eastern University will be a forum to produce scholars with action oriented with global, independence and social perspectives.

**The Mission of the Faculty** of arts and Culture is will play a major role in generating action oriented scholars of versatile to the global trend absorbing local identities, knowledge and values of the nation.

The discipline on comparative religion has been in existence in the Eastern University, Sri Lanka from 1996 onwards. Prior to that in the Department of Philosophy, Comparative Religion was taught as a paper. In 1996, Comparative Religion was introduced as a discipline, and has attained the status of a Department. In May 2008 the Department of Comparative Religion and Social Harmony was established and a greater weightage has been given to social harmony aspect within the curriculum.

The Department of Comparative Religion and Social Harmony offers special and general degree programmes. The programmes consist of eight courses for the Bachelor of Arts (General) and 26 courses and Dissertation for the special degree.

The students who pass the A/L Arts stream are admitted to the FAC according to the general policy adopted by the University Grants Commission and once the students are admitted to the FAC they select the courses which are being offered by the Department of Comparative Religion and Social Harmony.

### 3. AIMS AND LEARNING OUTCOMES

Aims and learning outcomes given in the SER are summarized as follows:

- Assimilate knowledge about the multi – religious aspects and guide the students to live with others in harmonious relationship in a multi-linguistic, multi – religious, multi-cultural and multi – ethnic society.
- It provides opportunities for the students to develop knowledge as well as Skills necessary to live and work in a multi- religious society, promoting Religious harmony.
- It generates good citizenship qualities among students who are the future leaders of the country.
- Religions are multifarious. These religions have been in existence within the history of the human race, with different structural to have a critical outlook into these religious traditions, in order to understand them. Comparative Religion look at the historical steps of a religious traditions, their inner make up, their codes and contents, their festivals and their meanings.
- Comparative Religion uses the following methodological approaches in studying various religions. These approaches provide valid means to understand some important aspects of a religious tradition.

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

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

At the undergraduate level, both general and special degrees are being conducted by the department. The students who perform well in their first level examinations are selected to follow the special degree programme. The general degree covers a total of 90 credits in the course of three years, and the students are expected to follow a minimum of 30 credits offered by the department of Comparative Studies and Social Harmony and from other related fields of study. The special degree students are expected to cover 120 credits. The special degree programme includes a research at the fourth level and the students are expected to engage in a comprehensive research study approved by the department and supervised by the staff.

As stated above “Comparative Studies” was simply a paper (in the department of philosophy) before 1996. From 1996-2008, the subject was offered as a discipline. In 2008, the Department of Comparative Studies and Social Harmony was established allowing greater freedom to evolve the subject with an extended staff. It is significant to note that the syllabi have been revised almost annually in the course of 1996-2008. The department is planning a new revision currently and it will be implemented in the coming academic year.

The review team observed that the subject contents cover a vast range of material necessary and sufficient for the formation of the undergraduates. The modules have been arranged systematically from the first to the fourth levels enabling the process of learning.

The contents reveal that the curriculum has incorporated interdisciplinary and multidisciplinary modules (e.g. Sociology of Religion, Education and Religion, Religion and Major Concerns of the Human Community, Conflict Resolution and Peace Making Process, Promotion of Social Harmony through Education of Human Values, Ideology of Women and Religion).

Though the learning outcomes are recorded, they are not explicitly mentioned in the syllabus. The syllabi do not include essential or recommended reading. These were seen as drawbacks which require redress in the next revision of the syllabi.

Although the students are requested to cover a few modules from other departments, virtually there is no choice or option as the modules are fixed and there is no freedom given to the students to choose the modules which they prefer.

***The review team is of the view that the aspect of Curriculum Design, Content and Review would be judged as ‘GOOD’.***

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

The department employs many and varied ways of teaching and learning such as lectures, tutorials, assignments, individual and group presentations, seminars and field visits. The methods favour both assisted and independent learning. Due to the constraints of space and the lack of modern equipments, rarely do the lecturers use overhead projectors and multi-

media. While observing teaching, the team found out that if the lecturers are given the facilities, they are able to use the modern media for instruction.

The staff consists of three probationary lecturers and two temporary assistant lecturers. At the moment one of the probationary lecturers is on study leave pursuing post-graduate studies in the University of Jaffna. The staff is relatively young, enthusiastic and is eager to deliver the best to the teaching and learning process of the undergraduates. Yet a department manned only by probationary and temporary assistant lecturers without even one senior lecturer is a disadvantage to the teaching and learning process. It is also to be noted that the staff lacks foreign exposure.

The department is headed by a senior lecturer of another department and her good will and generosity is well recognized and appreciated by the staff as well as the students. The lack of a competent scholar in the relevant field to head the department could be a hindrance to the teaching and learning process.

As stated above, the learning outcomes are not made explicit in the syllabi and needs to be remedied. The smaller number of students favours interaction between the staff and the students as well as among students. The lecturers are available to the students and there is a healthy academic dialogue between the staff and the students.

The assessment methods are clearly outlined: apart from the mid-semester and semester end examinations, the undergraduates are expected to write two assignments and deliver a public lecture or a presentation on a given subject for each model. While the assignments and the presentation cover 20% of the final mark, the mid-semester examination covers another 20% and the semester-end examination 40%. The semester-end examination includes the entire syllabus and expects comprehensive answers. It was also observed that no marks are assigned for field trips.

The students are given hand-outs regularly, but no systematic study-guides have been provided. The library possesses many and varied important works in the fields of comparative religion and social harmony. But many students are unable to benefit from this resource as most of the books are in English and as many undergraduates are rather weak in English.

***Considering the above facts, the aspect of Teaching, Learning and Assessment Methods is judged as 'SATISFACTORY'.***

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

Students who are qualified for university admission from Arts streams of GCE (A/L) are eligible for admission to the Faculty of Arts and Culture, Eastern University of Sri Lanka.

Under the prevailing curriculum, students have the option to obtain the BA (General) Degree at the end of the third year and those who complete the four year degree are awarded the BA Special Comparative Religion and Social Harmony.

Newly admitted students are provided with an orientation programme. During this programme, students are guided to the library, computer centres and etc. Students are satisfied with the quality of teaching. Formal student evaluation documents confirm this. Students are not satisfied with the facilities available within the campus.

Students' Progress in each year is monitored by tutorials, mid semester examinations, open book assessments, term papers, presentations, special assignments and end semester examinations. Project works are also monitored and assessed by the supervisor and by other members of the department by oral presentations related to the project.

The department is keeping continuous attention on student's progress and achievements towards the main learning objectives of the degree program. Care is taken at the induction process to answer their problems. Specially developed indicators are not available to measure the student progress. Students are confirmed that all lecturers are available for consultations any time during the week days.

Although the members of the staff believe that their students are successful in securing employment after graduation, it was noted that the department does not maintain a record of their output. It is strongly suggested that the department should pay attention to develop a database of their graduates. If possible it is worth to initiate alumni of the department.

***When the above facts are considered the aspect of the Quality of Students, Student Progress and Achievements could be judged as 'GOOD'***

#### **4.4 Extent and Use of Student Feedback**

The DCRSH believes that student feedback is highly influential for the development and sustainability of the degree program in various ways, and therefore adopts forms and strategies to get the student feedback. According to the SER, DC adapting following methods to get the student feedback, namely:

- Committee of faculty Student Counselors, department level staff meetings, and the Board of Faculty use appropriate methods from time to time
- Formal student feedback is conducted by the staff
- Informal feedback is collected with the help of the Temporary Lecturers, and tutors, and senior students
- The personal interactions with the students are used to get appropriate details of the staff in the field of quality teaching

Other than the formal methods, all the staff members discuss with the students about their problems at the end of the lectures, during contact hours and other meetings. The students are also free to talk with any staff member at any time of the day.

The lecturers are very enthusiastic to get qualitative and quantitative feedback from the students about their teaching performance. This seems to have helped the lecturers in the department to improve their teaching process. This situation seems a good sign from the point of view of the students as well as teachers because this creates a positive atmosphere to improve and maintain a good student teacher relationship.

***When the above facts are considered the aspect of the extent and use of student feedback, qualitative and quantitative could be judged as 'SATISFACTORY'.***

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

The DCRSH does not have a post-graduate programme, Out of the four lecturers no one possesses post graduate qualifications. The DCRSH is not in a position to commence a postgraduate programme.

Due to heavy teaching workload in the undergraduate programme of the DCRSH, lecturers cannot find time for research activities. Due to the lack of senior lecturers no research culture has been established within the department. Junior lectures are also not encouraged to do research due to less number of staff available in the department. It is important to establish subject groups to improve the research culture within the department.

*When the above facts are considered the aspect of the Postgraduate Studies could be judged as 'UNSATISFACTORY'.*

#### **4.6. Peer Observations**

SER does not contain a section on the peer observation system. No formal evidence was available regarding the observation system during the site visit. Some lecturers informed that they are practicing some kind of peer evaluation in an informal manner. However, no documentary evidence was available.

The observation of documents proved that there is a practice of paper moderation by senior academics within the university or outside. All question papers are subjected to moderation by another lecturer and answer scripts are marked by two lecturers, which is the general practice in Sri Lankan universities.

Departmental meetings are held to discuss various matters and staff members share their views. All the staff members participated in curricular revision and other academic activities. In line with university guidance the department expects to operate an organized peer observation system very soon. Though the department meetings are conducted, no minutes are maintained.

It is very important to conduct monthly department meetings to discuss the matters related to the degree program and other student related matters pertaining to the department.

*When the above facts are considered the aspect of the extent and use of student feedback, qualitative and quantitative could be judged as 'SATISFACTORY'*

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

It is commendable that DCRSH of FAC, Eastern University Sri Lanka has pioneered to conduct Comparative Religion and Social Harmony as a special degree programme in the university system in Sri Lanka.

The present curricular structure of the department of comparative religion and social harmony is so designed that it is sufficient for the students to benefit from it and develop their skills in the specific fields. The reviewers were able to appreciate the different aspects of classroom presentations, report writing, continuous assignments, writing skills and IT skills. In order to enhance and update the quality and capacity of the undergraduates the Department of Comparative Religion and Social Harmony is periodically conducting guest and visiting

lecture programmes, and workshops with the help of senior academics and resource persons. This is a good practice towards the skill development of the students.

However it would be better if the students are given opportunities to learn English, IT and other foreign languages so that they will be able to obtain employment in the local as well as the foreign job markets with bright remunerations for better future prospects.

During discussion with students it was also observed that the facilities and opportunities for practical experience and multi skills should be made available to the students so that they may be able to prepare themselves sufficiently to compete with specialists coming out from other institutions.

***When the above facts are considered the aspect of the Skill Development could be judged as 'GOOD'.***

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

Once the prevailing conditions in the area are taken into account, a well-defined and progressive student counselling appears to be one of the important aspects to maintain social harmony and undergraduate education. The Faculty has a sufficient number of academic members appointed as Student Counsellors and they work in collaboration with the senior student counsellor.

The team of counsellors has taken several measures to overcome problems such as ragging and other stress situations. The team noted that Tamil and Muslim students are living and studying here in harmony. This is highly commendable and encouraging. Discussions with the students also revealed that the existing counselling service is effective and that the students are satisfied with the counselling services provided. However, there was neither a specific place allocated to carry out counselling services or there was a record of the performed services.

Lecturers are encouraged to help students find whatever additional support or advice is required. Faculty Student Counsellors are available to provide support to students, where students need professional guidance to personal problems; academic staff encourages them to consult the University's counselling service.

The academic staff members in the department of CRSH have volunteered at several occasions not only to provide academic guidance and counselling but also to help the undergraduates in numerous ways.

The review team did not see any indication of students contact hours in the time tables of the lecturers. Therefore, it is suggested to set apart student contact hours in the personal time tables. However, according to the explanations given by the staff and students, there are evidences that the members of the staff are ready to support the students as needs arise.

However the review team recommends allocating a place (room) for Student Counselling and start maintaining records of the counselling services provided and achievements made to make it more visible and effective.

***When the above facts are considered the aspect of the Academic Guidance and Counselling could be judged as 'SATISFACTORY'.***

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:

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

## **5. CONCLUSIONS**

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

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

1. The contents of the curriculum are structured to achieve intended learning outcomes
2. The programme and course units are at a suitable academic level and sufficient opportunities are available for the students to gain required subject knowledge in Comparative Religion and Social Harmony.
3. Academic staff members prepare handouts in summary form
4. The special degree programme includes a research at the fourth level and the students are expected to engage in a comprehensive research study approved by the department and supervised by the staff.
5. The modules have been arranged systematically from the first to the fourth levels enabling the process of learning.

#### **Weaknesses**

1. Tutorials and small group sessions are not systematically held and no tutorial classes are allocated in the time-tables
2. Although the students are requested to cover a few modules from other departments, virtually there is no choice or option as the modules are fixed and there is no freedom given to the students to choose the modules which they prefer
3. Though the learning outcomes are recorded, they are not explicitly mentioned in the syllabus. The syllabi do not include essential or recommended reading.

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

### **Strengths/Good Practices**

1. The department employs many and varied ways of teaching and learning such as lectures, tutorials, assignments, individual and group presentations, seminars and field visits.
2. The lecturers are available to the students and there is a healthy academic dialogue between the staff and the students.
3. Majority of students are satisfied with teaching in the DCRSH.
4. The assessment methods are clearly outlined

### **Weaknesses**

1. Due to the constraints of space and the lack of modern equipments, rarely do the lecturers use overhead projectors and multi-media
2. The staff consists of three probationary lecturers and two temporary assistant lecturers.
3. The lack of a competent scholar in the relevant field to head the department could be a hindrance to the teaching and learning process.
4. No study guides are available for the students

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

### **Strengths/Good Practices**

1. Students are given an option either to obtain the three year Bachelor of Arts (General) Degree or to follow the four year special degree programme.
2. New students admitted to the Campus are required to follow the orientation programme
3. Students are satisfied with the quality of teaching.
4. Behaviour of both lecturers and undergraduates are positive
5. Care is taken at the induction process to answer their problems

### **Weaknesses**

1. Indicators are not available to measure student progress,
2. Students are not satisfied with the facilities available for sports, canteen, toilet and library.
3. No proper recordkeeping system available within the department

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

### **Strengths/Good Practices**

1. A standard evaluation questionnaire has been used to obtain feedback of students.
2. Students are encouraged to communicate with lecturers during and after the teaching sessions.
3. Other than the formal methods all the staff discuss with the students about their problems at the end of the lectures, during contact hours and at other meetings
4. A cordial atmosphere prevails among students and the DCRSH staff

### **Weaknesses**

1. Student feedback data has not been analysed
2. Reviewers did not see improvements on the basis of student feedbacks
3. Formal departmental student committees are not available

## **5. Postgraduate Studies**

### **Strengths/Good Practices**

- Not identified

### **Weaknesses**

1. The DCRSH does not have a post-graduate programme
2. No research culture has been developed within the DCRSH
3. Academic staff members have not published research articles
4. Junior lectures are also not encouraged to do research due less number of staff available for the Department.

## **6. Peer Observation**

### **Strengths/Good Practices**

- Moderation and second marking system are in practice.
- All the staff members in the DC participated in curricular revision and other academic activities.
- Departmental meetings are held to discuss various matters and staff members share their views.

### **Weaknesses**

1. No evidence is found to prove the application of peer evaluation, teaching and assessing
2. No common room to share views of staff members.
3. Though the department meetings are conducted, no minutes are maintained

## **7. Skills Development**

### **Strengths/Good Practice**

1. Skill development is included in departments' course units and in the learning, teaching, and assessment methods they used
2. Presentation skills are improved by individual and group presentations
3. The present curricula is well structured
4. All the final year students gain practice in conducting research and making presentations.

### **Weaknesses**

1. Not organizing regular field trips and community related services providing opportunities to improve, organize and develop leadership skills among undergraduates.
2. Student bodies are not available within the department to improve skill-based activities
3. Practical training is not available in the curricula

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

### **Strengths/Good Practices**

1. Head and staff functioning as academic counsellors for the students
2. Orientation program conducted by the university for fresh students facilitate familiarity to the university set up.

3. Lecturers are encouraged to help students find whatever additional support or advice required.

### **Weaknesses**

1. Non availability of well trained counsellors in the department
2. Lack of formal training for staff on student counselling and guidance.
3. Non existence of a separate room for student counselling.
4. Non-availability of a sound and a common record maintenance system in relation to academic guidance and counselling in the department for future reference.

## **6. RECOMMENDATIONS**

On the basis of the weaknesses identified, reviewers would like to make the following recommendations in order to improve relevance and quality of the BA (General) Degree and BA Special Comparative Religion and Social Harmony degree programmes.

1. It is advised to form an industry advisory council for obtaining stakeholders' input for the curriculum revision process. To achieve the objectives of the course unit system it is required to offer optional and auxiliary course units into the curriculum. This ensures the flexibility of the student choice.
2. Incorporating feedback from the undergraduates in teaching and developing a formal peer observation method would help to increase the productivity of the department.
3. It is high time to establish research groups within the department. These group members need to be given the opportunity to develop subjects related to the academic cell. To encourage the staff research, it is advisable to have a research grant for the faculty
4. It is high time to form a student's subject association to organize extra curricular activities with the objective of widening the rapport between the academic staff and students. By and large the formation of such a student association will definitely improve the skill base of the students and their marketability.
5. It is recommended to have a better filing and database management system established within the department to access important data related to the curriculum revisions as well as current and passed out students of the department
6. It is recommended to introduce and organize a peer evaluation system under the supervision of the Dean of the Faculty or by employing an eminent academic who is acceptable to the academic staff members of the department
7. It will be very useful if course manuals can be developed for all the courses conducted by the department. A list of compulsory additional readings along with articles published recently in the journals also is a must to make the students aware of the recent developments in the discipline.
8. The present student feedback system needs further improvement to create responsibility among the academic staff under the guidance of the head of the department.

## 7. ANNEXURES

### **Anex1: AGENDA FOR THE SUBJECT REVIEW VISIT**

#### **Day 01 (23.03.2009)**

- |             |   |
|-------------|---|
| 08.30-09.00 | - Private Meeting of review panel   |
| 09.00-09.30 | - Discuss the Agenda for the visit  |
| 09.30-10.30 | - Meeting with VC/ Chairman, Internal QA/Dean, Head of the Dept.<br>(Working Tea) |
| 10.30-11.30 | - Department Presentation on self evaluation report                               |
| 11.30-12.30 | - Discussion  |
| 12.30-13.30 | - Lunch   |
| 13.30-14.30 | - Observing Departmental facilities   |
| 14.30-15.30 | - Observing other facilities (Library, Computer)                                  |
| 15.30-16.00 | - Meeting with department academic staff  |
| 16.00-17.00 | - Brief Meeting of Reviewers  |

#### **Day 02 (24.03.2009)**

- |             |  |
|-------------|--|
| 08.30-09.00 | - Observing Teaching - Lecture                                       |
| 09.00-09.30 | - Observing Teaching- Lecture  |
| 09.30-10.00 | - Observing Students Presentation                                    |
| 10.00-11.00 | - Observing Document (Working Tea)                                   |
| 11.00-12.00 | - Inspection of Modules & Handouts                                   |
| 12.00-12.30 | - Meeting with undergraduate students                                |
| 12.30-13.30 | - Lunch  |
| 13.30-14.00 | - Observing student's Presentation                                   |
| 14.00-14.30 | - Meeting with special Degree students                               |
| 14.30-15.00 | - Meeting with 1 <sup>st</sup> year students of comparative religion |
| 15.00-16.00 | - Meeting students Counselors / Academic Advisor                     |
| 16.00-17.00 | - Meeting with Reviewers   |

#### **Day 03 (25.03.2009)**

- |             |   |
|-------------|---|
| 09.00-10.00 | - Reviewers Private Discussion              |
| 10.00-11.00 | - Meeting with Head and staff for Reporting |
| 11.00-13.00 | - Report Writing                            |
| 13.00-14.00 | - Lunch                                     |