SUBJECT REVIEW REPORT

DEPARTMENT OF ISLAMIC STUDIES

FACULTY OF ARTS AND CULTURE
EASTERN UNIVERSITY OF SRI LANKA

30th October to 1st November 2009

Review Team :

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1. SUBJECT REVIEW PROCESS

Subject review evaluates the quality of education within a specific subject or discipline. This review evaluates the quality of education within the specific disciplines of Islamic Studies being offered by the Department of Islamic Studies (DIS), 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 Islamic Studies, FAC- Eastern University. Based on the SER, the team evaluated the quality of the B. A General in Islamic studies 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; student feedback - qualitative method; 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/IS, academic and non-academic staff members of the DIS, Director LTS, students councillors and undergraduate students.
- Observation of teaching and student presentations
- Observation of relevant documents (hand outs, department publications, study guides, question papers, model answers and marking schemes, marks sheets, dissertations, evaluation sheets, minutes of various meetings, etc.)
- Observation of Department and other facilities (computer centre, lecture rooms, library, etc.)

Each subject review aspect of education was judged by making one of the three standards/levels namely; good, satisfactory and unsatisfactory. For the purpose, strengths, good practices and weaknesses in relation to the each aspect were considered. An overall judgment was made from the three options, i.e., confidence, limited confidence and no confidence by taking into account the status of the judgments given for all the eight aspects of the academic programme.

The dates the review team visited were 30th, 31st and 01st November 2008. 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 01st 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 1st 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 26th September 1986 issued under section 2 of the University Act No. 16 of 1978. In 1988 two new faculties, the Faculty of Commerce and Management and the Faculty of Cultural Studies were established. The Faculty of Cultural Studies was then expanded and renamed the Faculty of Arts and Culture in 1991. The University recently established the Faculty of Health-Care Sciences. 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 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 eights departments and thirteen discipline. The Eights Departments namely: 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.

	Programme	Duration
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 General	3 years

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 Department of Islamic Studies as a department does not offers special degree programme at present but offers eights courses for the Bachelor of Arts (General) study programme,namely:
1 .Introduction to Islam –I
2. Introduction to Islam –II
3. Islamic Theology
4. Islamic Philosophy
5. Islamic History and Muslims in Sri Lanka
6. Islamic politics and economics
7. Outlines of Islamic Sciences
8. Outlines of Islamic Arts

The students have passed in the A/L Arts stream are admitted to the FAC according to the general policy adopted by the University Grants Commission and who were admitted to the FAC independently selects the courses which are been offered by the department of Islamic studies.

3. AIMS AND THE LEARNING OUTCOMES

3.1 Aims

Bachelor of Arts (General) study programme is conducted by the DIS of the FAC, Eastern University, Sri Lanka has developed comprehensive improvement programmes in various aspects of teaching and learning, academic administration as well as in social harmony. To attract more students, it is planning to introduce special degree programme in Islamic Studies Understanding the importance and relevance of Islamic Studies based on community in Sri Lanka offers the students with the qualities of spiritual up graduation, attitude development, inter-religious harmony, social upbringing and critical thinking.
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3.2 Learning Outcomes

On successful completion of B.A., General Degree Islamic Studies programme students should have:
* By Developing the spiritual personality, creative proficiency can be developed,
* Documenting and developing Islamic concepts
* Documenting and developing Islamic literature and art in this region
* Maintaining inter religious harmony

Programme Details
Students admitted to the Faculty of Arts and Culture to the general degree programme will be offered general subjects in the first, second and third years .And those who are interested to learn Islamic Studies as general subject they prefer courses from the Islamic Studies Department in the first year first semester one course and second semester one course , second year first semester two courses and second semester one course and general final year first semester two courses and second semester one course.

4. FINDINGS OF THE REVIEW TEAM

4.1. Curriculum Design, Content and Review

The Department of Islamic Studies, conducts course leading to the B.A General degree for the period of three years.

The General Degree programs under the review consist of 90 credits and the duration is three years where the DIS offers 20 credits. The three-year period is divided into 6 semesters and the students are required to follow in the first year 04 credits, second year 08 credits and general final 08 credits.
 During the first year, students are required to follow 02 compulsory course units, which give 04 credits, second year students are required to follow 03 compulsory course units, which gives 08 credits, and general final students are required to follow 03 compulsory course units which gives 08 credits. Since this study program is B.A general, students are not required to do a Independent Research Study.
The contents of the curriculum are structured to achieve intended learning outcomes of the degree programs. The programs and course units are at a suitable academic level and sufficient opportunities are available for students to gain required subject knowledge in the field.
The Reviewers observed that the department time to time has invited and consulted with academics and professionals to prepare a appropriate curricula to meet the students needs
Reviewers suggest to introduce the special degree program where students can gain more knowledge in the relevant field as well as job oriented knowledge.

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 DIS consists of 02 permanent staff members. The degree programme is conducted by the permanent members. All the lectures are conducted during the weekdays. The delivery methods of the department are lecture classes, tutorial sessions and presentations. Usually lectures are conducted by white board based teaching.
Currently the department owns one lecture rooms with limited teaching and learning facilities. It should be stated that the physical environment in the class room is to be improved. It was informed to the reviewers during the students meeting time there is evidence of providing study guides or manuals and handouts during the study session for the students.
The tutorials classes   are not conducted separately. As explained by the staff during the meeting tutorials are normally incorporated within the lecture. Student expresses the view that tutorial parts of the subject matters are inadequate due to the unavailability of separate

tutorials classes. Reviewers also in the view that tutorials are essential for improving students writing skills and presentation skills.

The Faculty Board is informed about teaching, learning and assessment mechanisms when matters arise. Further, all new course units and programs are submitted for the approval of the Faculty Board, and the senate.

Students demand for more practical classes to develop computer skills and career oriented subjects like Islamic Banking and Insurance, Islamic Finance and Business communication English. It is important to introduce Islamic Banking and Islamic Finance courses to the students. On the other hand, the number of field visits is insufficient. Reviewers noted that these aspects should be improved further

The review team observed that, at the beginning of each semester the lecturer provides the course outline for each course unit for the students indicating learning outcomes, teaching methods, and assessments methods, list of readings, names of the topics and session breakdowns which could be identified as good practices.

The lecturers are conducted in Tamil medium. Feedback from the students revealed that this is not sufficient to improve their knowledge of English and requires an additional course of English.

When observing the lecture sessions, reviewers noted that lecture content is supported with handouts, limited use of multimedia and other teaching aids was also evident. Students' participations of the lectures are in a satisfactory level. Even though, the aims of the programme is to produce graduates with spiritual personality, creative proficiencies and maintaining inter – religious harmony, the present system poorly addresses these areas and needs continual improvements throughout the programme.

The present assessment methods includes tutorial, individual and group reports, field survey reports, continuous assessment, mid- semester test(40%) and end semester formal written examination (60%).These requirements are informed to the students at the beginning of the lecture series by the respective lecturer.

As per with the Aims and Learning objectives of the program, the number of hours given to acquire required skills through the continuous assignments seemed be sufficient.

The lectures of the Department set the question paper and moderation of the examination papers is done by senior staff. When necessary, services of the outside examiners are also obtained from other universities and institutions. Answer scripts are evaluated by two examiners. There were sufficient evidences to support that paper setting and marking is methodical. Reviewers observed the released of the final examinations marks takes more than four five months. This made lots of problems to the students. It is important to release the results before starting the new semester.

The main library of the university provides books, journals and other materials. The collection of texts for referencing found to be not adequate. It is important to improve the text and reference collection in the library. The Library is opened all seven days of the week gives more opportunities to the student to used available library facilities

All students have access to network computers and print facilities through weekdays. There are around 60 computers are available for this purpose in the faculty. All students are given university e-mail addresses by the department to use for e communication purposes. Reviewers noted that computers available for this purpose not sufficient to meet the students needs.

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

4.3 Quality of Students including Student Progress and Achievements

All students are enrolled by UGC according to their university admission procedures. The Faculty published and distributes the hand Book (Student's Guide) among the students. All the details such as Faculty, Department, Library, Staff, and Examination Criteria etc. are included in this hand book. Orientation programme is arranged by the Faculty for the fresh students.

Regarding the students' progress in each semester is monitored by tutorials, assessment, tutorials, student oral presentation, mid semester examination and semester end examination. Departments also have monitors the attendance and timely submission of tutorials.

It was told by the students that the department is keeping continuous attention on students progress and achievements and also that all lectures are available for consultation at any time during the week days.

The following table shows the number of intake of students and number of student who had graduated from the Department of Islamic Studies with the class details from 2001-2005.

Academic Year	Intake Year	Passed Out Year	Student intake	Passed out	Graduates			
					1st Class	2nd Upper	2nd Lower	Pass
2000/2001	2001	2004	18	18	--	--	--	18
2001/2002	2002	2005	20	20	--	--	--	20
2002/2003	2003	2006	12	12	--	--	--	12
2003/2004	2004	2007	26	26	--	--	--	26
2004/2005	2005	2008	34	34	--	--	--	34
Total			**110**	**110**		**--**	**--**	**110**

 According to the above table that comparing student intake and completion it evident that overall 100% students completed the degree with pass and no one of the general degree students have obtained any classes. Also it was noted by the reviewers that there are no drop outs in the programme.

In the investigation of reviewers it was noted that the department does not maintain any records of their students out put such as employments, post graduate opportunities of the graduates, participation of the national and international students competitions, department activities to promote students progress and research involvement. Regarding the employment

Head of Department believes that their students are successful in securing employment after the graduation in the government sector where graduates given opportunities under the government graduate employment policy. Therefore, it is suggested very strongly that the department should pay attention to develop a data base of their graduates and also advised them to initiate alumni of the department if possible.

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

4.4. Extent and use of Student Feedback

The DIS believes that student feedback is essential for the development and sustainability of the study program in various ways, and therefore adopts various forms and strategies to get the students feedback to the greater extent. According to the SER, DIS adapting following methods to get the student feedback, namely:
  a. Committee of faculty students councillors, department level staff meetings and the board of faculty adopt appropriate methods from time to time.
  b. Formal students' feedback is conducted by the staff members.
  c. Informal feedback is collected with the help of the senior students.
  d. Personal interactions with the students are used to get appropriate details of the staff in the field of quality teaching

The DIS provided a structured questionnaire for lecturers to obtain feedback of students at the end of each semester. Students ranking is scaled between 1 and 5. According to the explanation given by the Head of the Department the lecturers obtain student feedback relevant to the quality of teaching from the students through informal methods and it has evaluated and monitored by the Head of the Department. The HOD is very much keen to improve the teaching quality of the staff.

Other than the formal methods the departmental staffs discuss with the students of their problems at the end of the lectures, during contact hours and other meetings. It was observed during the review time that the cordial atmosphere prevails among students with the HOD.
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Also it was observed that HOD is very enthusiastic to get qualitative and quantitative feedback from the students of their teaching performance. This seems to have helped the lecturers in the department to improve their teaching qualities. This practice seems a good practice from the point of view of the students as well as the reviewers..

But at present in the department one and only staff as HOD as well as staff functioning. These situation clearly indicate that one staff can not take good decision about the students feedback.

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

Reviewers found that the DIS does not conduct any postgraduate programme.
Since in the department two permanent lecturers one has completed the master degree and other one is following master programmes. Few staff publications available in the department.

Due to the lack of senior lecturers no research culture was established within the department and also not encouraged to do research due to less number of staff available in the department. It is important to improve the research culture within the department. This helps the department to have some publications related to the Islamic studies.

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

4.6. Peer Observations

According to the SER, Department currently operates a peer observation system. But no formal evidences found to prove the observation system during the site visit.

The observation of documents proved that there is a practice of paper moderation by senior academic from outside universities especially from peradenia and south eastern universities. All question papers are subject to moderation by another lecturer and answer scripts are marked by two lecturers, which is a 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 by the department.

When the above facts are considered the aspect of the Peer Observation could be judged as 'SATISFATORY'.

4.7. Skills Development

Since the DIS not offers special degree for their undergraduates the students are taking some skill development courses included in the FAC general degree course units and in the learning, teaching, and assessment methods they used. This practice will help the students to obtain basic skills in IT and English. Reviewers found that the DIS not offers any optional courses for the undergraduate students even though students willing.

The DIS given opportunity to their undergraduate students making presentations in the class room, it was welcomed by the reviewers that this kind of practice will help the students presentation skills.

 In order to improve the leadership skill the DIS has facilitated to organize two societies such as Islamic Society and Muslim Majlish where students can organize debate program, organize guest lectures and speeches and cultural programs etc**.**
 It was appreciated by the reviewers that all undergraduates of the department have access to the computer laboratories, irrespective of the department which they belong to where students develop their computer and IT skills

When the above facts are considered the aspect of the Skill Development could be judged as 'UNSATISFACTORY'

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 male senior student counsellor. In addition, the Faculty has also appointed student advisors recently.

Help and guidance are readily available from staff and from other accessible sources. Course details and information on academic support are contained in units and programme prospectus, and on Internet sites. Day to day arrangements is communicated through staff announcement in teaching sessions, email (all new students are automatically assigned an email address) and/or notice board. Lecturers recommend textbooks and other   learning aids as appropriate.

The team of counsellors has taken several measures to overcome problems such as ragging and other stress situations. The team noted that Tamil, Sinhalese 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 nor 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 on personal problems; academic staff encourages them to consult the University's counselling service. Discussion between students and members of the Counselling Service are strictly confidential.

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

Many undergraduates in the department are involved in the extracurricular activities like sports. This aspect again demands a proper academic guidance and counselling programme.
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 staffs are ready for supporting the students as the needs arise.

While congratulating the student counsellors for the effective service rendered and devotion under tight conditions, 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 in future.

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

5. CONCLUSIONS

For the purpose of convenient readability, conclusions are presented in statement form as given below under respective headings.

1. Curriculum Design, Content and Review

Strengths/Good Practices
- Credit, GPA and Semester system were adopted
- The DIS follows systematic procedure in curriculum design
- Time to time the DIS consulted different kind of stakeholders including other university academic experts in the respective fields in curricular formation.

Weaknesses
- Only general degree programe offered to the students
- Since this study program is B.A general, students are not required to do a Independent Research Study.
- There are no elective or auxiliary courses available for the undergraduates to selects

2. Teaching, Learning and Assessment Methods

Strengths/Good Practices
- Some of the course contents issued by the department provide guidelines for the students to improve their quality.
- Assessment requirements are explained to the students at the beginning of the course units
- According to the timetable, student workload is sufficiently balanced.
- The objective of the course, learning outcome, detailed syllabus and assessment methods are basically given in the course materials, and the objectives and summary of the course content were given in the faculty hand book.
- Relationship between students and staff are very high

Weaknesses
- Modern teaching tools are not used during the lecture
- No tutorial classes for the students
- There are no professional and job oriented subjects in the curricular
- There are limited class rooms and office space for learning purposes
- No proper student evaluation system available
- The library usage by the undergraduates is low because there are limited text books and other reference materials.

3. Quality of Students, including Student Progress and Achievement

Strengths/Good Practices
- There are no dropouts
- All lecturers are available for consultations any time during the week days.
- Behaviour of both lecturers and undergraduates are positive

Weaknesses
- No classes obtained by students
- The degree of employability of the graduates seems low
- No other achievements are achieved by students
- Specially developed indicators are not available to measure the student progress.
- No proper data and recordkeeping system available within the department

4. Extent and Use of Student Feedback

Strengths/Good Practices
- The Head and the staff practices an open door policy,
- The dedication shown towards solving the undergraduate problems by the HOD in the department is appreciable.
- Formal teaching evaluation system is in practice. A questionnaire is developed to evaluate the teacher.

Weaknesses
- Most of the student feedbacks are not consider for the improvements
- Formal departmental student committees are not available
- Students Evaluation sheets are not analysed therein feedback could not be incorporated.
- Formal student contact hours are not incorporated within the timetable.

5. Postgraduate Studies

Strengths/Good Practices
Post Graduate unit is established under the faculty.
- Department members are pursuing their master program in other universities

Weaknesses
- Less publication of research articles by the academic members of the DIS
- No postgraduate programme offered by the department
- No research culture within the department

6. Peer Observation

Strengths/Good Practices
- Moderation and second marking system are in practice.

Weaknesses
- No evidence is fund to prove application of peer evaluation teaching
- No rewarding systems are available for the staff that performed well.
- Departmental meetings are not regularly held.
- Group teaching and core teaching system is not available
- Inadequate senior staff to observe each other

7. Skills Development

Strengths/Good Practice
- .Presentation skills are improved by individual and group presentations

Weaknesses
- Not organizing regular field trips, guest lectures, and other activities like organizing seminars and community related services make opportunities to improve, organize and develop leadership skills among undergraduates.
- Student bodies are not available within the department to improve skill-based activities
- Students are not encourage to organize various non subject related activities to developed various skills required for modern environment
- Practical training is not available in the curricular

8. Academic Guidance and Counseling

Strengths/Good Practices
- Head functioning as students academic counselor
- Orientation program conducted by the university for fresh students gives familiar environment in the university
- Lecturers are encouraged to help students find whatever additional support or advice is required.

Weaknesses
- Non availability of a well thought, properly designed academic counselling program in the department
- Lack of formal training for staff on the student counselling and guidance.
- Non existence of a separate room for student counselling.
- Non-availability of a sound and a common record maintenance system in relation to academic guidance and counselling in the department for future reference.

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

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

6. RECOMMENDATIONS

On the basis of weaknesses identified, reviewers would like to make following recommendations to the DIS in order to improve relevance and quality of the B.A general degree programme.

- It is strongly advised to start a special degree programme in Islamic studies and Arabic Languages.
- It is advised to improve the Learning outcome of the department
- It is advised to recruit at least two cadres to the DIS for smooth functioning.
- It is required to give more office spaces and office equipments facilities to the DIS
- It is required to offer optional and auxiliary course units into the curriculum. This ensures the flexibility of the student choice.
- It is advisable to incorporate teaching of job oriented courses such as Islamic Banking and Finance, Translation Methods , IT and Business English courses in the special degree programmes.
- To improve the employability of the graduates of the department, it is advisable to incorporate practical training as a compulsory credit course.
- It is important to arrange an official calendar for tutorial classes'
- It is advisable to introduce Sinhala Language as course unit .
- Incorporate feedback from the undergraduates in teaching as well as a formal peer observation method would help increasing the productivity of the department.
- It is important to establish alumni association for the department to get their support to develop the department.
- 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
- It is recommended to improve the reading and reference materials related to the Islamic Studies and Arabic Languages in the library.
- 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 students aware about the recent developments in the discipline.
- The present student feedback system needs further improvement to create responsibility among the academic staff under the guidance of the head of the department.
- The staffs in the DIS will be given a formal training on Academic Guidance & Counselling.

7. ANNEXES

Annex 1. AGENDA FOR THE REVIEW VISIT

Day 01- 30.10.2008

08.30 – 09.00 Private Meeting of Review Panel with QAA Council Representatives
09.00 – 09.30 Discuss the Agenda for the Visit
09.30 – 10.30 Meeting(s) with the Vice-Chancellor / Chairman, Internal QA Unit / Dean, Head of the Dept. *(Working Tea)*
10.30 - 11.30 Department Presentation on the 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 Centre etc.)
15.30 – 16.30 Meeting with Undergraduate Students (Islamic Studies)
16.30 – 17.30 Meeting with Department Academic Staff
17.30 – 18.30 Brief Meeting of Reviewers

Day 02 – 31.10.2008

09.00 – 10.30 Observing Documents (*Working Tea*)
10.30 – 11.30 Observing Teaching – Lecture
11.30 – 12.30 Inspection of Modules and Handouts
12.30 – 13.30 *Lunch*
13.30 – 14.30 Observing Teaching – Lecture
14.30 – 15.30 Observing Students' Presentations
15.30 – 16.30 Meeting with Non Academic Staff
16.30 – 17.00 Observing Documents
17.00 – 18.00 Meeting of Reviewers

Day 03 - 01.11.2008

09.00 – 10.00 Observing Teaching
10.00 – 11.00   Meeting with Senior Student Counselor
11.00 – 11.30 Reviewers Private Discussion
11.30 – 12.30 Meeting with Head and Staff for Reporting
12.30 – 13.30   Lunch
13.30 – 16.30   Report Writing