

# SUBJECT REVIEW REPORT

**DEPARTMENT OF ARABIC**



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

20<sup>th</sup> to 22<sup>nd</sup> April 2009

**Review Team :**

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to the quality of education within a specific subject or discipline. So, the quality of education is evaluated about the specific disciplines of Arabic being offered by the Department of Arabic (DA), Faculty of Arts and Culture (FAC) of the Eastern University (EU), Sri Lanka. The review team has focused on the Self Evaluation Report (SER) prepared by the Department of Arabic staff, FAC- Eastern University. Based on the SER, the team evaluated the quality of the B. A General in Arabic 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 Arabic, Academic and Non-academic staff members of the DA, Director LTS, Head Computer Unit, Students councillors and undergraduate students.
- Observation on teaching and student presentations
- Observation on 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 on 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 weakness in relation to the each other aspect was 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 Review Team visited from 20<sup>th</sup> to 22<sup>nd</sup> April 2009. The agenda of the subject review is in annex 1.

## UNIVERSITY AND THE DEPARTMENT

is 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. 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.

**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 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 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.

Department does not offer special degree programme at  
 for the Bachelor of Arts (General) study programme,

1. An introduction to Arabic Language and Grammar
2. An introduction to Arabic Literature
3. Modern Arabic Language and Grammar-I
4. History of Arabic Literature from Islamic Period (Up to the Umayyad Period)
5. Arabic Prescribed Texts (Poetry and prose of pre 6 Islamic period)
6. Modern Arabic Language (Grammar and Translation)
7. Arabic prescribed Texts (Modern Arabic Poets and their Thoughts of Literature)
8. History of Arabic Literature and Criticism ( From Abbasid Period up to the Modern period)

The students who 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 select the courses which are being offered by the department of Arabic.

### **3. AIMS AND LEARNING OUTCOMES**

#### **3.1. Aims**

Bachelor of Arts (General) study programme is conducted by the DA of the FAC, Eastern University, Sri Lanka has developed comprehensive improvement programmes in various aspects of teaching and learning, language skills, creative ability, spiritual up graduation, attitude development, inter religious harmony, social upbringing, positive and critical thinking. Also the department is to make facilities to widen the horizon of proficiency in Arabic language among the people and especially who are having keen interests in practicing Arabic language.

#### **3.2. Learning Outcome**

On successful completion of B.A., General Degree in Arabic programme students should have:

- Creative proficiency by improving the language skills;
- Creative proficiency by developing spiritual personality;
- Creative knowledge, skills and attitude.

#### **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 Arabic as general subject they prefer courses from the Arabic 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.

The Department of Arabic, conducts courses 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 DA 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 gives 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 an 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 from time to time has invited and consulted with academics and professionals to prepare appropriate curricula to meet the student's needs in the face of globalization.

Reviewers suggested introducing the special degree program in order to facilitate the students to gain more knowledge in the relevant fields 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 DA consists of 02 permanent staff members including coordinator. The unusual feature observed is that the HOD is not from this department but from another department acting capacity. 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 with the white board based teaching methods.

Currently the department has one lecture room with limited teaching and learning facilities. It is necessary to be stated that the physical environment in the class room is to be improved. It was brought to the knowledge of the reviewers the students meeting that there is evidence of providing study guides or manuals and handouts during the period of the study session for the students.

The tutorials classes are not conducted separately. As explained by the staff at the meeting that the tutorials are normally incorporated in the lecture period. Student expressed the view that the tutorial parts of the subject matters are inadequate due to the unavailability of separate tutorial classes. Reviewers were also of the view that tutorials are essential for improving students writing skills, creative thinking and presentation skills.

The Faculty Board is informed of the teaching, learning and assessment mechanisms when matters were taken up for discussion. Further, all new course units and programs are submitted by the department of the Arabic for the approval of the Faculty Board, and the Senate.



...al classes to develop computer skills and career oriented  
... translations in to other languages and English. The  
... to introduce these 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 reading materials, names of the topics and session breakdowns which could be identified as good practices.

The lectures are conducted in Arabic medium. Feedback from the students revealed that this is not sufficient to improve their knowledge of English and requested for an additional course of English.

When observing the lecture sessions, reviewers noted that the content of the lectures are supported with handouts; limited use of multimedia and other teaching aids is a feature for appreciation. Students' participations in the lectures are at a satisfactory level. Even though, the aims of the programme is to produce graduates with spiritual personality, creative proficiencies and maintaining inter 6 religious harmony..

The present assessment methods includes tutorial, individual and group assignments, 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 lecturers, it is observed by the review team as a good practice.

The lecturers of the Department set the question papers while moderation of the examination papers is done by the staff. When necessary, services of the outside examiners are also obtained from other universities and institutions locally. Answer scripts are evaluated by two examiners. There were sufficient evidences to support the fact that paper setting and marking is methodical. Reviewers observed that released of the final examinations marks and results out takes more than four or five months. This system tends to cause lots of problems to the students. The review team feels that It is releasing the examination results before starting the new semester is important, advisable and necessary.

The main library of the university provides books, journals and other materials. The collection of texts books for reference is found in adequate. It is important to increase the collection of text books and reference materials in the library. The Library is opened all seven days of the week that gives more opportunities to the student to used available library facilities which is a welcome feature.

All students have access to network computers and print facilities through out the weekdays. There are about 60 computers for this purpose in the faculty. All students are given university e-mail addresses by the department to make use of it for communication purposes. Reviewers have noted that computers available for this purpose are 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 the 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

ion programme is arranged by the Faculty for the new

The students' progress in each semester is assessed by tutorials, assessment, student oral presentation, mid semester examination and semester end examination. Departments also have monitored 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 lecturers are made accessible and available for consultation at any time during the week days.

According to the information given by the department it is evident that overall 100% of students have completed the degree with pass and no any one of the general degree students has obtained any classes. Also it was noted by the reviewers that there are no drop outs in the programme.

It was noted by the reviewers that the department does not maintain any records of their passed out students in the matters of employments, post graduate opportunities for the graduates, as well as the participation in the national and international students competitions and 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 are given opportunities under the government graduate employment policy. Therefore, it is suggested by the review team very strongly that the department should pay attention to develop a data base of their graduates and also advised them to initiate and organise Alumni of the department.

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

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

The DA 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, DA has adapted the following methods to get the student feedback.

- Committee of Faculty students councillors, department level staff meetings and the board of faculty have the habits of adopting appropriate methods from time to time to improve the quality and quantity of the academic outputs..
- Formal students' feedback is being conducted by the staff members.
- Informal feedback is collected with the help of the senior students.
- Personal interactions with the students are made use to get appropriate feedback of the staff in the feature of quality teaching

The DA has the practice of distributing a structured questionnaire to 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 to the review team by the Head of the Department, the lecturers have to 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 in improving the teaching quality of the staff.



discussed with the students on their problems at the end of the semester and on other occasion discussions. During the review time the students with the HOD was observed.

Also it was observed that HOD is very enthusiastic to get qualitative and quantitative feedbacks from the students, of the teaching performance. This seems to have helped the lecturers in the department to improve their teaching qualities. This practice seems to be a good exercise from the point of view of the students as well as the reviewers.

***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 have found that the DA does not conduct any postgraduate programme. Though in the department there are two permanent lecturers one whom has completed the master degree and other one is following the master degree programmes. Few publications by the staff are available in the department. Due to the lack of senior lecturers no research culture could be established within the department and also not encouraged available. Improving the research culture within the department is very important and essential for assessing creative talent of students. This helps the department to publish some publications related to the Arabic Language.

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

#### **4.6 Peer Observation**

According to the SER, Department currently operates a peer observation system. But no formal evidences are found to prove that there is the practice of observation system going on during the site visit.

The observation on the documents has proved that there is a practice of paper moderation by senior academic from other 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 have participated in the curricular revision and other academic activities. In line with university guidance the department is to operate an organized peer observation system very soon. Though the department conducts meetings the minutes are not properly maintained.

It is very important to conduct monthly department meetings to discuss the matters related to the degree program and other student matters and to have the minutes has documents.

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

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

Since the DA does not offers special degree programme for their undergraduates, they are taking some skill development courses included in the FAC general degree course units and

ment methods they used. This practice will help the  
 and English. Reviewers found that the DA does not offer  
 aduate students even though the students are willing to

learn.

The DA has given opportunities to their undergraduate students to make presentations in the class room. It was welcomed by the reviewers as this kind of practice will help the students to enhance the presentation skills.

In order to improve the leadership skills of the students, the DA has provided facilities to organize two societies namely Arabic Society and Muslim Majlish so as to enable the students to organize debate programs, guest lectures and speeches and cultural programs and others.

The reviewers observed and appreciated the facilities provided to all undergraduates of the department to have access to the computer laboratories, irrespective of the department which they belong to develop their computer and IT skills

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

#### **4.8 Academic Guidance and Counselling**

Taking the prevailing conditions in the area into account, a well-defined and progressive student counselling seems to be one of the important aspects to promote and 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. 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 supports are found in the course units and programme prospectus, and on internet sites. Day to day arrangements is communicated through staff announcement in teaching sessions, on email (all new students are automatically assigned an email address) as well as the Notice Board. Lecturers have recommended the appropriate textbooks and other learning aids.

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 a highly commendable and encouraging feature. 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, neither a specific place is allocated to carry out counselling services nor the record of the performed services is maintained.

Lecturers are encouraged to help students to find whatever additional support or advice is required. Faculty Student Counsellors are available to provide supports to students, to meet their needs in the nature of 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 maintained confidential.

ment are involved in the extracurricular activities like  
location of time for the students to contact hours in the  
time tables of the lecturers. Therefore, it is suggested to allocate contact hours for the  
students 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 appreciating the effective services and the devotion of the student counsellors 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'.***

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

## 5. CONCLUSIONS

The review team comes to conclusion formed of the information derived from the three days  
site visits made at the DA of Eastern University. The findings are presented in the form of  
statements as given bellow to read easily and quickly.

### 1. Quality of Students including Student Progress and Achievements

#### Strengths/Good Practices

- Credit, GPA and Semester system are being adopted;
- The DA follows systematic procedure in designing curriculum;
- Periodically the DA has consulted different kind of stakeholders including other university academics and experts in the respective fields in designing renewing curriculum.

to the students;

- In general so students are not required to do a Independent Research Study;
- There are no elective or auxiliary courses available for the undergraduates to select to suit their aptitude and talents.

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

### **Strengths/Good Practices**

- Assessment requirements are explained to the students to make them aware of the exciting system at the beginning of the course units;
- The course guide prepared by the lecturers is found useful guidelines to the students to improve their quality;
- The time table is prepared to have students 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 contents are given in the Faculty Hand Book;
- Students and staff relationship are very high.

### **Weaknesses**

- Under most of the circumstances modern teaching tools and aids are not being used while delivering lectures in the class room;
- No systematic tutorial classes contacted for the students;
- There are no professional and job oriented subjects in cooperated in the curriculum;
- There are limited class rooms and office space that restricts the conducive environmental facilities;
- No proper students evaluation system is followed;
- The library service facilities for the undergraduates are limited from the point of availability of limited text books and other reference materials for enhancing learning.

## **3. Quality of Students including Student Progress and Achievements**

### **Strengths/Good Practices**

- Rate of dropouts is very minimum;
- All lecturers are available for consultations at any time during the week days;
- Attitudes of both lecturers and undergraduates are very positive.

### **Weaknesses**

- No class passes obtained by students at the final examination;
- The degree of employability of the graduates seems to be low;
- No other extracurricular achievements are achieved by students;
- There are no acceptable indicators available to measure the student progress;
- There is no proper data and recordkeeping system available the department.

- The Head and the staff have the practices of the open door policy;
- The dedication towards solving the undergraduate problems by the HOD and the Coordinator in the department is appreciable;
- Formal teaching evaluation system is in practice. A questionnaire is developed to evaluate the teaching.

#### **Weaknesses**

- Most of the student feedbacks are not considered for the improvements;
- Formal departmental student committees are not organised;
- Students Evaluation sheets are not analysed as such feedback could not be incorporated;
- Formal student contact hours are not incorporated in the timetable.

### **5. Postgraduate Studies**

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

- Department members are pursuing their master program in other universities.

#### **Weaknesses**

- Number of publication of research articles by the academic members are observed less.
- There is no facilities for offering post graduate program by the department;
- No research culture seems to have been developing in the DA.

### **6. Peer Observations**

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

- Moderation and second marking system are in practice.

#### **Weaknesses**

- No evidence is found to prove the practice of peer evaluation in teaching;
- Rewarding systems are seems to be not in practice to motivate the staff;
- Meetings of the department are not regularly held;
- Group teaching and core teaching system are not in practice;
- Inadequacy of senior staff is noticeable in order to have observation with each other.

### **7. Skills Development**

#### **Strengths/Good Practice**

- Students.presentation skills are improved by individual and group presentations.

#### **Weaknesses**

- Field trips, guest lectures, and other activities like organizing seminars and community related services to provide opportunities to improve organize and develop leadership skills among undergraduates are not organized in regular manner;
- Student bodies are not found in the department to promote skill-based activities;
- Students are not encourage to organize various extra curricular activities;
- Practical training is not included in the curricular.

- Coordinator of the department is functioning as students academic counsellor;
- Orientation program conducted by the university for fresh students makes them familiar with the environment in the university;
- Lecturers are encouraged to help the students to find out the additional support or advice is required.

### **Weaknesses**

- There is the absence of a well thought, properly designed academic counselling program in the department;
- Lack of formal training system for staff in the student counselling and guidance;
- No separate room for student counselling is allocated;
- Lack 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 weaknesses identified, reviewers have proposed to put forward the following recommendations to the DA in order to improve relevance and quality of the B.A general degree programme:

1. It is strongly advised to start a special degree programme in Arabic Language;
2. It is advised to improve the Learning outcome of the department;
3. It is advised to recruit at least two permanent cadres to the DA for smooth functioning;
4. It is necessary to give more office and class room spaces and office equipments and teaching aids and tools facilities to the DA;
5. It is necessary to incorporate optional and auxiliary course units in the curriculum to be offered, this ensure the flexibility of the students subject choice;
6. It is advisable to incorporate teaching of job oriented courses such as Translation Methods, IT, English and Sinhala courses in the degree programmes;
7. It is advised to incorporate practical training as a compulsory credit courses in order to improve the employability of graduate of the department;
8. It is important to prepare and make available an annual academic calendar for tutorial classes;
9. It is advisable to incorporate feedback from the undergraduates in teaching system as well as a formal peer observation method to help increasing the output of the department;
10. It is important to establish Alumni Association for the department to have get their support to develop the department activities;
11. It is recommended to introduce and organize a peer evaluation system under the supervision of the Dean of the Faculty ;
12. It is recommended to improve and enrich the reading and reference materials related to the Arabic Languages in the library;
13. It is advisable to have very useful course manuals be developed for all the courses conducted by the department. A list of compulsory additional readings along with the articles published recently in the journals also is felt necessary to make students aware of the recent developments in the discipline of Arabic Language;





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on the present student feedback system for further  
g of the responsibility among the academic staff under  
department;

15. It is advisable to give a formal training in Academic Guidance & Counselling to the staff of the DA.

**Day 01- 20.04.2009**

08.30 ó 09.00 Private Meeting of Review Panel with QAA Council Representatives  
 09.00 ó 09.30 Discuss the Agenda for the Visit  
 09.30 ó 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 ó 12.30 Discussion  
 12.30 ó 13.30 *Lunch*  
 13.30 ó 14.30 Observing Departmental Facilities  
 14.30 ó 15.30 Observing other Facilities (Library, Computer Centre etc.)  
 15.30 ó 16.30 Meeting with Undergraduate Students (Islamic Studies)  
 16.30 ó 17.30 Meeting with Department Academic Staff  
 17.30 ó 18.30 Brief Meeting of Reviewers

**Day 02 – 21.04.2009**

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

**Day 03 -**

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