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SUBJECT REVIEW REPORT

ECONOMICS UNIT



FACULTY OF ARTS AND CULTURE EASTERN UNIVERSITY OF SRI LANKA

7th to 9th September 2009

Review Team :

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the quality of education within a specific subject or discipline. It is focused on the student learning experience and on student achievement. It is designed to evaluate the quality of both undergraduate and postgraduate programs. However, the responsibility for quality and standards lies within the institution itself, since it alone has the power to control and to change existing practices. Higher education is a 'public good' and plays a crucial role in the economic and social development in Sri Lanka.

As public institutions engaged in the delivery of this public good, the universities in Sri Lanka have a responsibility to maintain and improve upon the high standards and the quality of higher education. The process of review process was conducted according to the guidelines given in the quality assurance handbook for Sri Lankan universities, published by the CVCD and University Grants Commission in July 2002.

The Discipline of Economics submitted a self evaluation report consisting of aims, learning outcomes and programme details; Staff, students, and facilities; curriculum design, content and review; teaching, learning and assessment methods; student admission, progress and achievements; the extent and use of student feedback, qualitative and quantitative; postgraduate studies; skills development; and academic guidance and counseling. The quality of education was reviewed according to the aims and learning outcomes given in the self evaluation report.

The following eight aspects of education were reviewed at the subject level:

1. Curriculum design, content and review.
2. Teaching learning and assessment methods.
3. Quality of students including student progress and achievements.
4. Extent and use of student feedback, qualitative and quantitative.
5. Postgraduate studies.
6. Peer observations.
7. Skills development.
8. Academic guidance and counseling.

The review team visited the Department from 07th - 09th September 2009. The agenda of the three day visit is attached (see Annex 1).

The evaluation of eight aspects was based on:

- Meetings held with the Vice Chancellor, Dean, Coordinator of the Discipline, academic staff, Librarian of the main library, two student counselors of the Discipline, Head of English Teaching & Language Unit (ELTU), Director of Physical Education, instructors of the Computer Unit of the Faculty, undergraduates representing all the four years, and supportive staff in the Department.
- Observation of physical facilities of the Discipline, Computer Center of the Faculty, class rooms, main library, and facilities available at the Physical Health Education.
- Observation of teaching classes of undergraduates and students' presentations.
- Reviewing of documents available at the DoE, such as question papers, minutes of departmental meetings, magazines and journals.

as "Good" / "Satisfactory" / "Unsatisfactory", based on
 responses in each. Considering the judgment of the eight
 given as "Confidence" / "Limited confidence" / "No
 confidence".

2. BRIEF HISTORY OF THE UNIVERSITY AND THE DEPARTMENT

The Batticaloa University College was established on 1st August 1981 to fill a long felt need for the development of a higher educational institution in the Eastern province, Sri Lanka. The Eastern University of Sri Lanka was established on 1st October 1986 by the an order dated 26th September 1986 issued under section two 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. The University has its Campus at Trincomalee with two Faculties and a unit namely Faculty of Communication and Business Studies, Faculty of Applied Sciences and Siddha Medicine Unit. Swami Vipulananda Institute of Aesthetics Studies at Kallady, Batticaloa is attached to the Eastern University where degree programs in Music and Dance are conducted.

At present the Eastern University has five Faculties viz. Arts and Culture, Agriculture, Science, Commerce and Management and Health Care Sciences. The faculty of Arts and Culture consists of eight Departments and five disciplines, such as Department of Languages, Social Sciences, Arabic, Geography, Fine Arts, and Islamic Studies, Comparative Religion and Social Harmony and Education & Childcare and as the Disciplines Hindu Civilization, History, Drama & Theatre Arts, Christianity and Economics. The Coordinators have been assigned for each discipline. The Discipline of Economics (DoE) was established in 2004 to cater the long term needs of the students of the Faculty Arts and Culture to acquire the Knowledge in Economics.

The vision of the Eastern University, Sri Lanka

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 Eastern University, Sri Lanka

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 Vision of the Faculty of Arts and Culture

A forum to produce scholars with action oriented with global, independence and social perspectives.

The Mission of the Faculty of Arts and Culture

To play a major role in generating action oriented scholars of versatile to the global trend, absorbing local identities, knowledge and values of the nation.

cs (DoE):

research and scholarship in Economics

Mission of the Discipline of Economics (DoE):

Develop new programs in undergraduate and the postgraduate levels to pursue the vision.

Develop new program to cater the wide range of regional needs.

3. AIMS AND LEARNING OUTCOMES

3.1 Aims

Bachelor of Arts (Economics Special) study programme is conducted by the discipline of Economics of the Faculty of Arts and Culture; Eastern University, Sri Lanka has developed comprehensive improvement programs in various aspects of teaching and learning, academic administration as well as in social harmony. The course designed to relate to the higher demand in national and international level. Understanding the importance and relevance of Economics in the Economic knowledge based on community in Sri Lanka offers a major intellectual challenge, requires a range of skills with regard to theory and practice, and has relevance within many spheres of human activity in the organization and related technological sector in Sri Lanka and abroad.

In this context, Discipline of Economics aims to provide the followings through its teaching programs:

1. To ensure that all students in the Economics have opportunities to study and develop and interest in Economics and related aspects.
2. To provide an understanding of the means of Economic factors.
3. To ensure the continued supply of high quality graduates for our society.
4. To support the policies of central government and the local government the department under the local government in promoting growth and competitiveness and the development of the Eastern province in Sri Lanka through the provision of an efficient and effective tertiary education programme in applied and development Economics.
5. To ensure the delivery of high quality teaching in a cost effective manner.
6. These objectives are achieving through the provision of courses which draw on subject materials from the relevant discipline. The department provides the source of expertise in the applied areas of these subjects which is not available in other parts of the universities. Efficiency is expected to be maximizing by organizing appropriate modular courses, which are available to students registered for management, commerce and interfaculty courses.

Programme of study

Programme	Year
Bachelor of Arts (General Degree)	03 Years
Bachelor of Arts (Special Degree)	04 Years

Department:

Studentsø intake in the Discipline of Economics (**DoE**) during the last five years (2004-2008):

Internal - First Year

Year	Male	Female	Total
2004	38	37	75
2005	11	28	39
2006/2007	26	37	63
2008	24	35	59

Internal - Second Year

Year	Male	Female	Total
2004	11	30	41
2005	38	37	75
2006/2007	11	25	36
2008	26	36	62

Internal - Third Year

Year	Male	Female	Total
2004	11	15	26
2005	11	30	41
2006/2007	38	33	71
2008	11	24	35

Economics - Internal Special Students

Year	Male	Female	Total
2006	05	10	15
2007	03	09	12
2008	02	11	13

Economics - External Degree Students

Year	1 st Year	2 nd Year	3 rd Year	Total
2004	50	46	35	131
2005	96	48	36	180
2006/2007	98	85	40	213
2008	90	88	78	256

Lecturer (Probationary) - 02
Temporary Lecturer - 01

List of academic staff

Name	Designation	Date of Appointment	Qualification
Mr. K. Suresh	Lecturer (Prob.)	02.02.2009	B.Econ (Hon-EUSL), M.Econ (U Col). (Pending)
Mrs. J. Anoton Arulrajah	Lecturer (Prob.)	02.02.2009	B.Econ (Hon-EUSL), Reading MEcon-(U Col)

Expertise areas and involvement of Programmes

Mr. K. Suresh	Development Economics, Macro Economics and Environmental Economics.	Conducting seminars and publishing research papers and writing papers on journal.
Mrs. J. Anoton Arulrajah	Monetary Economics, Applied Economics.	Participating seminars Workshops and Writing Articles and Books.

Lecture halls

Common lecture halls are being used by the department. Separate lecture halls are not available for Economics.

Library

Student and staff can lend books and journals from the library. There are enough books in Economics; hence there are shortages in the Tamil medium text book.

Computer

Computers and internet facilities are available in the department for staff. Student can be using the common IT unit for internet and other facilities.

4.1. Curriculum Design, Content and Review

The Discipline of Economics (DoE) offers two Bachelor of Arts Degree programs: the BA General Degree and the BA Special Degree. The duration of the General Degree program in Economics is three years. To be eligible for the B.A. (General) Degree, a candidate should obtain 2.00 GPA or more and a pass in Certificate Course in English and to obtain a merit pass (class) students should complete the degree in three years. If a candidate fails one or more course units and still completes these units within three academic years, he/she is eligible for a class.

A student following the General Degree Program has to select three main subjects from the available subjects in the Faculty. The subjects are offered through a credit-based course unit system and in order to earn a Bachelor of Arts (General) Degree a student must obtain 90 credits. Of these 90 credits, 60 credits will be earned from the main course units. Another 30 credits will be earned from the common, core and optional course units. The credits collected in the first year will also be taken into account.

Students are admitted to Economics Special Degree Program at the beginning of the second year. A student following a Special Degree requires collecting 120 credits in four academic years. Of these 120 credits, 87 credits (inclusive of the 6 credits derived from the dissertation) will be earned from the course units of the subject of specialization. Another 33 credits will be earned from the common, core and optional course units. The credits collected in the first year will also be taken into account.

The duration of the Special Degree program is four years and to obtain a merit pass (class) students should complete the degree in four years. A candidate shall be awarded First Class if s/he obtains 3.7 GPA and obtain minimum of 3C0 passes in all courses. However, they are permitted to complete the degree in six years but will not be qualified for a merit pass.

The course contents of the DoE are at a satisfactory academic level. The DoE is in the process of revising its syllabi. The DoE is expected to get the service of senior professors in the respective fields in order to develop the standard of its course units. It is also suggested that in incorporating objectives and learning outcomes, Subject Benchmark Statements prepared by the QA Council should be consulted. However, student feedback was not taken into account in the revising of the curricula.

The title of the course unit Economics Theory -I could be named as Microeconomics. The title of the course unit Economics Theory -II could be named as Macroeconomics. The title of the course unit Advanced Economic Theory could be named as Advanced Microeconomics. The subject Advanced Economic Theory and Policy could be named as Advanced Macroeconomics. Three credits should be allocated for each of the above course unit. The course unit Comparative Economics Systems could be introduced to understand different economic systems that reflect both recent transformations in the world economy and recent changes in the field of Comparative Economic Systems. This course unit could be offered in the third year for the students who follow Economics as special. (If the DoE is planning to introduce Economics for the first time at the University, then Introduction to Micro and Macroeconomics can be introduced in the first semester as introductory Course Units) The curricular satisfactorily facilitates students to prepare them for employment and pursue further studies. The Faculty Handbook is available for students and they understand it well.

practical classes through out the course to develop h and computer skills. Reviewers were also of the view al to get them ready for employment and this should be incorporated in the syllabus revision. The only two Probationary Lecturers, who got their permanent post last February this year and another Temporary Lecturer are the present staff conducting all lectures of different areas of Economics.

In all other universities in Sri Lanka, the Department of Economics comes under the Faculty of Arts or Social Sciences whereas in EUSL, the Department of Economics is attached to the Faculty of Management. It is better to establish the said Department under the Faculty of Arts and Culture, as the discipline of Economics comes under the Social Sciences. If the Faculty can develop a Department for Economics, then the subject would strengthen further, more students will select Economics as a subject. The students also have realized the value of the subject in securing employment.

In relation to the extent and use of student feedback the judgment of the team is “SATISFACTORY”

4.2. Teaching, Learning and Assessment Methods.

The students were not given study guides for each course unit. As a result learning outcomes were not clear to students. The academic staff agreed to prepare and distribute study guides for each course unit. The study guide as we recommend should contain Learning Outcomes / Objectives, Scope, Detailed Course Outline, Evaluation Procedure and Recommended Readings.

We find the condition of the lecture theatres in DoE is not suitable for effective teaching. The number of fans is not sufficient for a hot weather condition in the area. There were no curtains to dark the lecture theatres for the effective usage of multimedia and basic facilities are not available for students. The students were happy with the assessment procedure. But they were unhappy with the delay of releasing the final results.

The Main Library of the university is well organized with limited facilities and houses a good collection of material for English medium Economics. However, the Economics books in Tamil medium are not sufficient.

It is the view of the students that the medium of instruction must be changed to English. They have realized the value of English in securing employment but it is advisable to adopt a bi-lingual (Tamil and English) approach at the first two years of the degree program.

The method of assessment includes end-semester examinations and a mix of continued assessment methods such as mid-semester examinations, assignments and presentations (the weightage given to end-semester written examination is 60 percent and the remaining 40 percent is allocated to above mentioned continued assessment methods). The Special Degree students are required to submit a dissertation worth of 6 credits in the final year. However, the students, particularly the special degree students, would like to undergo a practical training/internship session in order to supplement their theoretical knowledge gained through the in-campus teaching-learning process.

The tutorials classes are not announced in the time tables separately. As explained by the staff at the meeting the tutorials are normally conducted using extra time. Student expressed

subject matter are inadequate due to the unavailability of
 were also of the view that tutorials are essential for
 ative thinking and presentation skills.

It is the view of the students that the study leave period and the vacation after the examinations should be limited for two weeks, in order to go for early employment.

In relation to the extent and use of student feedback the judgment of the team is “SATISFACTORY”

4.3 Quality of Students including Student Progress and Achievements

All students are enrolled by the UGC according to the university admission procedures. The Faculty publishes and distributes the Hand Book 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 new students. The students' progress in each semester is assessed by tutorials, assessment, student oral presentation, mid semester examination end examination. Departments also have monitored the attendance and timely submission of tutorials. The students stated that the DoE 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.

The quality of students at entry (measured in terms of Z-score) to EUSL is as in other universities in Sri Lanka. It ranges from 1.75 to 1.27. The Z-score of students admitted to the university as special intake ranges from 1.27 to 1.1, however. As far as students enrolled in the DoE are concerned they have progressed well after entering the University. For example, of the total number of students who completed the general degree program nearly 5 percent have obtained First Classes. 15 % and 16% graduates have obtained Second Class- Uppers and Lower Division classes respectively in academic years of 2004/05, 2006/07 and 2007/08. Out of those who followed the special degree program last year 87% of students secured classes, 60% out of all secured Second Class- Upper Division classes. However, so far there were no first classes.

The students are very energetic, competitive and they well aware about their present GPA. 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 Coordinator of DoE 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 strongly that the department should pay attention to develop a data base of their graduates and also advise them to initiate and organize Alumni of the DoE.

In relation to the extent and use of student feedback the judgment of the team is “GOOD”

back

Lecturers belong to this particular unit are keen to obtain qualitative and quantitative student feedback about of their teaching performance, which help them to improve their teaching process. The current practice is to obtain students' feedback directly by the lecturer himself; in opposite to the good practice of doing it by a third party like Asst. Registrar of the Faculty, for each course s/he conducts during the semester. A standard questionnaire was developed for the Unit to be used in this respect, which was, however, not placed in the Faculty Board for approval. In addition to the feed back through the formal questionnaire, the lecturers also get a verbal feedback while the session is being conducted and was seem effective as the class size is relatively small and there exists a cordial teacher-student environment.

Other than this mechanism, there is hardly any other mode of operandi to get the feedback of the undergraduates. In fact, the feedback received from the students was not subjected to formal means of evaluation and there was no mechanism established to discuss about the strengths and weakness with the senior lecturers in the Faculty. The main grievance of majority undergraduates' is not allowing them to follow the degree program in English medium.

Strengths:

- Preparation of questionnaire to get the quantitative feedback from the undergraduates about the performance of the lecturers
- Maintenance of cordial relationship between undergraduates and the lecturers belong to the unit.
- Students' compliance with the requirements stipulated (even at ad hoc basis) rather than continuously protesting.
- The academic staff practices an open door policy,
- The dedication shown towards solving the undergraduate problems by the academic staff members in the department, to the extent they can, is appreciable.
- Other than the formal methods all the staff discuss with the students of their problems at the end of the lectures, during contact hours and other meeting

Weaknesses:

- Non existence of an experienced role model to follow by the young lecturers in the department
- Students Evaluation sheets are not analyzed therein feedback could not be incorporated.
- Students' request to conduct the course, at least in part, in English was not seriously taken into account.
- The student feedback is taken by the lecturer him/herself.
- Non existence of a formal forum in the department to discuss feedback information obtained from students by the lecturers.
- Formal Departmental Student Committees are not formed.

In relation to the extent and use of student feedback the judgment of the team is "SATISFACTORY"

lecturers (Probationary), it does not yet have a plan to conduct postgraduate diploma or degree programs. However, all permanent lecturers in the department have either completed or are following relevant master programs at reputed national universities in Sri Lanka. They have also taken a reasonable effort, given the resource constraints, to conduct research and more specifically to publish the outcome of their Masters Levels research in local symposia / conferences.

In relation to the postgraduate studies the judgment of the team is “UNSATISFACTORY”.

Strengths:

- Having a fully fledged library which possesses relevant books/documents to conduct postgraduate research.

Weaknesses:

- Less publication of research articles by the academic members of the DC for faculty journal.
- Junior lectures are also not much encouraged to do research due less number of staff available for the Unit.
- Research culture has not much developed within the unit.

4.6 Peer Observation

The academic staff currently practice peer observation exercise. The observation of documents proved that there is a practice of paper moderation by senior academics appointed from other departments within the university or outside. All question papers are subject to moderation by another lecturer and answer scripts are marked by 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 organize peer observation system very soon. Though the department meetings are conducted, maintenance of minutes is not up to standards. Few lecturers discussed how their activities are supervised and guided by some of the senior members in the department.

Strengths:

- Moderation and second marking system are in practice.
- All the staff members in the DC participated in curricular revision and other academic activities.
- Positive understanding among the lecturers about the advantages of having a peer observation exercise
- Willingness to implement such a programme in the near future

number of senior members on the staff
 on from within the Department/Faculty

- No rewarding systems are available for the staff that performed well.
- Group teaching and core teaching system is not available
- Inadequate qualified staff to observe each other

In relation to peer observations the judgment of the review team is “SATISFACTORY”.

4.7 Skills Development

Undergraduates are required to improve three types of skills during their University career: subject related skills, soft skills and generic skills. Subject-related skills are usually embedded in the curriculum design and in learning, teaching and assessment methods. Opportunities to develop other skills and abilities are provided through various “extra-curricular” activities. Opportunities to develop physical skills are provided through indoor and outdoor games and athletics

Undergraduates have been facilitated with a fair number of English Language courses using the common programme through the English Language Teaching Unit (ELTU). However, English is not taught beyond the 2nd year and which was seen as major obstacle for students to develop their career.

Strengths

- Writing, analytical and critical thinking skills are developed through assignments and student presentations
- Having a well equipped computer centre with a dedicated set of instructors. Access to the internet and availability of the computer centre promotes electronic media skills. IT and computer practical and theory classes are carried out to improve the IT and computer knowledge of the students. IT laboratories are well equipped with the required logistic facilities, and physical and human resources.
- All final year students should write a dissertation selecting a research topic which will improve their research, analytical, review and writing ability.

Weaknesses:

- The course is not offered in English language; so, the students missed the chance of getting developed theory language skills.
- Least Student centred teaching implemented in the department, and the teaching has been limited to occasional use of multimedia.
- Subject related students’ association has not been formed and the students involve in organizing many sports, social, cultural and academic activities.
- All final year students of the department are not exposed sufficiently to be trained in the public and/or private sector firms where they can get work experiences and skill in human interaction, time management, and organization of work.
- Lectures are conducted in English medium after the second year. This may help students to improve their English knowledge.
- No evidence can be found to see whether the department consults employers about curriculum design.

It takes account of employer feed back in developing programme.
Workshops, guest lectures, and other activities like organizing seminars and community related services make opportunities to improve, organize and develop leadership skills among undergraduates.

In relation to the skills development the judgment of the team is “SATISFACTORY”.

4.8 Academic Guidance and Counseling

Once the prevailing conditions in the area are taken into account, a well-defined and progressive student counseling 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 Counselors and they work in collaboration with the male senior student counselor. In addition, the Faculty has also appointed student advisors recently.

It seems that these student counsellors perform a routine job when the students come to them with problems for redress or for some consultation. Academic guidance and counselling seems rather broader in its context. In practice the senior students do prevent their junior brothers and sisters going to teachers and student counsellors for redress. There is an orientation programme for one day conducted by the Faculty at the beginning degree program.

The faculty student counsellors seem capable of handling crisis situations tactfully in the department. The review panel got the first hand experience with such an incident with these counsellors. A faculty prospectus is made available to the undergraduates at the commencement of the common programme. As per undergraduates, they follow the common programme blindly as they have no other alternative. Undergraduates show least interest towards the common programme. About 10% to 12% undergraduates in the department get involved in the extra curricular activities. 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 counselors for the effective service rendered and devotion under tight conditions, the review team recommends allocating a place (room) for Student Counseling and start maintaining records of the counseling services provided and achievements made to make it more visible and effective in future.

Strengths:

- The student counsellors in the department are committed for the job
- Counselors have got adequate training through seminars/workshops etc.
- A faculty handbook with all relevant information, in English and Tamil, is given to all students on entrance to the University
- Students are encouraged to seek help from lectures or so if they require any additional support or advice for their academic activities or day to day social life.

beginning helps freshers to familiarize themselves with

to work with others is commendable

Weaknesses:

- There is lack of female student counsellors responsible for the unit
- Given the stressful situation in the University on account of the prevailing uncertain socio-political situation, students need more help than what the present Guidance and counseling set-up can give.
- Non existence of a separate room for student counseling.
- Non-availability of a sound and a common record maintenance system in relation to academic guidance and counseling in the department for future reference.

In relation to academic guidance and counseling the judgment of the team is “GOOD”.

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

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

5. RECOMMENDATIONS

Based on the Self Evaluation Report and the visit of the review team following recommendations could be made to improve relevance and quality of the B.A in Economics Degree programme.

1. Review curricula in every three-year cycle to incorporate new disciplines which are high in demand and relevant and to overcome the problem of repetition and overlapping with the involvement of various stakeholders including people from the relevant industries.
2. Establish a curriculum review committee at the faculty representing members from each department to ensure high quality degree programs being designed and offered continuously. Design curricular with the emphasis of creating and innovating new solutions by students to real world problems.
3. Structure the degree programme in a way to cultivate knowledge, skills and competencies gradually identifying the sequence of subjects to be offered at each level of the degree programme.

comes (ILO) of degree programs must be very clear and . The course outlines should be improved by including a tcomes for each course, comprehensive description of

evaluation methods, breakdown of the total time among individual topics, reading list under each topic, and relationship of learning outcome of each course with the overall learning outcome of the degree programme.

5. Entrepreneurship programme should be designed in a way to provide opportunities for students to be self-employed by creating new ventures and providing job opportunities for others rather than working them for other organizations. This attitude seems inadequately cultivated in the minds of students and we noticed that students are eagerly waiting for jobs to be found in other organizations.
6. Increase the present credit number to 120 to be par with national and international standards. Additional tutorial hours should be conducted, out side 45 hours of teaching for a 03 credit course. Tutorials should not be done during the 45 hours of lectures.
7. Collaborate with the ELTU and Computer Centre in designing curricula for English and Computer courses offered by the department and make arrangements to improve English language and computer skills among weaker students.
8. Assign Senior Lecturers or Visiting Senior Staff for teaching specialized courses.
9. Offer a well structured teaching methodology course for all the members of the department with a view to learn different teaching methods such as the student-centered learning rather than the present dominantly used teacher-centered method by the majority of lecturers with little or no interaction with students.
10. Streamline the process of distributing teaching materials to students by confirming to the minimum standards.
11. Make students aware at the beginning of each course, how and when continuous assessment (CA) is scheduled to be done rather than conducting them on an ad-hoc basis. The scheduled dates for continuous assessment (CA) could be announced in the Study Guide under the Evaluation Procedure.
12. CA methods need to be further improved by making them precise and should be related to measure the learning outcome of each course.
13. Inform students about the progress of their assignments with useful comments before the examination to encourage their learning continuously.
14. Quickly attain the repair or maintenance activities of continuous disturbances occurring due to power interruptions and failures.
15. Maintain student database to get to know the progress made by students during their course of studies and also their employability after the graduation.
16. Introduce a formal mechanism for peer observation. A standard format approved by the Faculty Board could be used to get the Studentsø Feedback. It is useful if the Faculty could translate these common formats into English as well.
17. Incorporate feedback of the graduates and undergraduates about the present curriculum as well as about the teaching in order to correct the DoE.
18. Introduce a formal mechanism at the department to handle feedback information obtained from students and discuss with relevant lecturers with a view to improve their weaknesses. A standard format approved by the Faculty Board could be used to get the Studentsø Feedback. It is useful if the Faculty could translate these common formats into English as well.
19. Promote subject associations allowing students to involve in more activities such as Journal publication, organizing gust lectures, workshops etc. These activities would develop the studentsø leadership qualities as well.

at number of class rooms for carrying out effective and adequate computers to train students in IT related requirements should be looked into.

21. Create a research culture within the department by encouraging academics to engage in research in their specialty areas.
22. Provide training on academic counseling for all academic members in the department.
23. Provide training on alternative approaches to research methodologies
24. Develop strong links between the department academic counselors, senior student counselor of the university and the DVC of the university with an aim of redressing students unrest.
25. Shorten the duration of the common program and provide more time for the undergraduates to concentrate on their specialization/Major area
26. The observations and recommendations made at the review of syllabi should be incorporated into the final documents. For example, in almost all syllabi, the overall objective/s and learning outcomes have to be explicitly indicated. It is also suggested that in incorporating objectives and learning outcomes, Subject Benchmark Statements prepared by the QA Council should be consulted.
27. Improve the condition of the lecture theatres in DoE; the condition is not suitable for effective teaching. Such as the number of fans is not sufficient for a hot weather condition in the area.
28. Medium of instruction should be gradually changed to English.
29. Students should be taught Sinhala as a subject.
30. In the undergraduate dissertations an abstract in English must be included.
31. Improve the teaching methodologies by using more and more modern equipment like multimedia projectors.
32. Establish Alumni Association for the DoE to get their support to develop the activities of the discipline.
33. Formalize the study leave period only for two weeks and vacation after the examinations also for a maximum of two weeks.
34. Last, but not the least, establish a Department of Economics in the Faculty of Arts and Culture. If the Faculty can develop a Department of Economics, then the subject would be strengthened further.

Annex 1. AGENDA OF THE REVIEW VISIT

1st Day (07.09.2009)

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|-------------|---|--|
| 8.30-9.00 | - | Private Meeting of Review Panel |
| 9.00-9.30 | - | Discussion the Agenda for the Visit |
| 9.30-10.30 | - | Meeting with VC/ Chairmen, Internal QA Unit/ Dean,
Head of the Department (Working tea) |
| 10.30-11.30 | - | Department Presentation on Self Evaluation Report |
| 11.30-12.30 | - | Discussion with Staffs and Head |
| 12.30-1.30 | - | Lunch |
| 1.30-2.30 | - | Meeting with Undergraduate Students (3 rd , 4 th Year) |
| 2.30-3.30. | - | Observing Department Facilities |
| 3.30-4.30 | - | Observing Other Facilities (Library, Computer Unit) |
| 4.30-5.30 | - | Meeting with Department Academic Staff and Brief
Meeting of Reviewers |

2nd Day (08.09.2009)

- | | | |
|-------------|---|--|
| 8.30-9.30 | - | Observing Teaching I |
| 9.00-9.30 | - | Meeting with 1 st year students |
| 9.30-10.30 | - | Observing Teaching II |
| 10.30-11.30 | - | Observing Teaching III (Working tea) |
| 11.30-12.30 | - | Observing Documents |
| 12.30-1.30 | - | Lunch |
| 1.30-2.00 | - | Meeting with Counselors |
| 2.00-2.30. | - | Observing Studentø Presentation I |
| 2.30-3.00 | - | Observing Studentø Presentation II |
| 3.00-3.30 | - | Observing Studentø Presentation III |
| 3.30-4.00 | - | Meeting with Special Degree Students |
| 4.00-4.30 | - | Review Meeting with Academic Staffs |

3rd Day (09.09.2009)

- | | | |
|--------------|---|---|
| 8.30-9.00 | - | Meeting with Academic Staffs |
| 9.00-9.30 | - | Meeting with External Students |
| 9.30-10.30 | - | Reviews Private Discussion (Working tea) |
| 10.30-12.00 | - | Meeting with Academic Staffs to Report the outcome of
Review |
| 12.00 - 1.00 | - | Lunch |
| 1.00 - 4.30 | - | Report Writing |