

SUBJECT REVIEW REPORT

**DEPARTMENT OF
EDUCATION AND CHILDCARE**



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

19th to 21st January 2009

Review Team :

Prof. S. Sandarasegaram, University of Colombo

Prof. S. Jeyarajah

Dr. (Ms.) Manel Goonasekera, Rajarata University of SL

CONTENTS

	Page
1. Subject Review Process	2
2. Brief History of the University, Faculty and the Department	2
3. Aims and Learning Outcomes	4
3.1. Aims	4
3.2. Learning Outcomes	4
4. Findings of the Review Team	5
4.1. Curriculum Design, Content and Review	5
4.2. Teaching, Learning and Assessment Methods	6
4.3. Quality of Students including Student Progress and Achievements	7
4.4. Extent and Use of Student Feedback, Qualitative and Quantitative	8
4.5. Postgraduate Studies	8
4.6. Peer Observation	9
4.7. Skills Development	9
4.8. Academic Guidance and Counseling	10
5. Conclusions	11
6. Recommendations	13
7. Annexes	15

1. SUBJECT REVIEW PROCESS

Accountability of Universities for quality and standards is a key factor in promoting and safeguarding public confidence in Sri Lankan higher education. The subject review process evaluates the quality and effectiveness of programs undertaken by a department of study in a university, and is conducted under the guidance of the Quality Assurance and Accreditation (QAA) Council of the University Grants Commission (UGC).

The following Review Team has been appointed by the QAA Council to perform the subject review of the Department of Education and Childcare, Faculty of Arts and Culture, Eastern University of Sri Lanka (EUSL) from 19th to 21st January 2009.

- Prof. S. Sandarasegaram, University of Colombo.
- Prof. S. Jeyarajah, University of Jaffna.
- Dr. (Ms.) Manel Goonasekera, Rajarata University of Sri Lanka

The guidelines provided in the “Quality Assurance Handbook for Sri Lankan Universities” prepared by the Committee of Vice Chancellors and Directors (CVCD) and the UGC, were followed in the review process. Accordingly the team focused on eight key aspects of the programs offered by the Department of Education and Childcare. These aspects are given below.

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 feed back, qualitative and quantitative
5. Postgraduate studies
6. Peer observation
7. Skills development
8. Academic guidance and counselling

The information regarding these aspects were obtained through the Self evaluation report submitted by the department, inspection of documents, observing the facilities available in the department and through discussions with the Vice Chancellor of the EUSL, Dean of the Faculty of Arts & Culture, Head, members of the academic and non-academic staff and students of the Department of Education and Childcare. The agenda of the visit and the list of documents observed are given in Annexures 1-2.

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

The Eastern University was first started in October 1981 as the Batticaloa University College and was initially affiliated to the University of Peradeniya. On inception there were two faculties, Agriculture and Science. The faculties of Commerce & Management and Arts & Culture were added in 1986 when the status of the Batticaloa University College was changed to the fully fledged Eastern University of Sri Lanka (EUSL). Additionally, the Eastern Province Affiliated University College has been upgraded as the Trincomalee Campus of the EUSL with the faculties of Communication & Business Studies and Applied Sciences. Recent establishment of a new faculty of Health Care Sciences and the absorption of Swami Vipulanda College of Music and Dance are additional assets to the University. The main campus situated at Vantharumoolai has service centers including; the English Language Teaching Unit (ELTU), Center for Information and Communication Technology (CICT),

Staff Development Center and the Carrier Guidance Unit. At present the university has a total internal student population of about 2400.

The Faculty of Arts & Culture presently consists of eight Departments viz. Departments of Arabic, Islamic Studies, Languages, Geography, Social Sciences, Fine Arts, Comparative Religion & Social Harmony and Education & Childcare. There are also four disciplines viz. Hindu Civilization, Economics, History and Christianity functioning under the Dean of the Faculty of Arts & Culture.

The Faculty of Arts & Culture offers programs and courses under the semester system and evaluation is based on a system of G.P.A. (Grade Point Average). Two types of degree programs based on the credit system are offered. The General degree program is of three years duration and the Special degree program is of four years. There are two semesters in each academic year and a semester consists of 15 weeks. Students are required to register for three subjects at the beginning of the first year of study, by choosing any subject combination from a basket of 18 subjects. The subject of Education is one such subject and is offered by the Department of Education and Childcare. A pass in the Certificate course in English is essential for the award of the degree. The faculty also commenced an external degree program in year 2005. At present about 925 students are registered for this degree program.

Education as a subject was introduced to the B.A. degree program in year 1999 and the Education division functioned as a unit until 2007. In November 2007 the Department of Education and Childcare was established and the discipline of Education was incorporated into it. In year 2002, the department commenced a Certificate course of one year duration for the pre-school teachers and a Diploma in pre-school education. The courses commenced with a batch of 120 students for both programs. In year 2005 the B.Ed. Special degree commenced with a batch of 5 students. The first batch of B.Ed. students is currently in their final year. Subsequently in year 2007, The Master of Education degree commenced with an intake of 50 students.

At present the department caters to a student population of about 1384. This includes all students of all years who are registered for the programs given below in the current year, of which the department is involved in teaching.

- | | |
|---|----------------|
| 1. Bachelor of Arts (B.A.) – General degree program | - 380 students |
| 2. Bachelor of Arts (B.A.) - External degree program | - 800 students |
| 3. Bachelor of Education (B.Ed.) - Special degree program | - 46 students |
| 4. Master of Education (M.Ed.) - post graduate degree program | - 50 students |
| 5. Certificate program for Pre-School teachers | - 61 students |
| 6. Diploma program in Pre-School Education | - 47 students |

Except for the post-graduate degree programs which are offered in both Tamil and English medium, all other programs are offered in Tamil medium only. To obtain the B.A. General degree a student has to successfully complete 90 credits of which at least 20 credits have to be from each of the three selected subjects. Hence, the B.A. students who take education as a subject follow 20 credits from that subject during the three years. In contrast, the B.Ed. students follow a total of 62 credits (out of a total of 120 credits) from the subject of education.

The department currently has 03 permanent academic staff members (01 Associate Professor, 01 Senior Lecturer and 01 Probationary Lecturer), 03 Temporary Tutors, 01 clerk and 01 Laborer. The department also obtains the services of 02 visiting lecturers.

The department is located within the main campus premises at Vantharumoolai. Hence, the students have access to the main library, ELTU and the computer centre. There are about 1500 books in education in the main library. The entire department is located in a very small area where an office, the Head's room and a staff room is housed. There are only two functioning personal computers in the Department which are used on a sharing basis. Students are provided with computer facilities at the main computer centre. The department also obtained a Centre for Early Childhood Care & Development with SIDA assistance.

3. AIMS AND LEARNING OUTCOMES

3.1. Aims

The vision of the department is to produce men of excellence in the field of education. According to its mission statement the Department aims to produce personnel to create a self renewing society through education.

3.2. Learning Outcomes

As stated in the Self Evaluation Report (SER), on successful completion of the B.A. General Degree program, with Education as a subject, the student should be able to:

1. Obtain an understanding of learning in children and child development in relation to schooling.
2. Practice care and compassion and a liking towards children and adolescents
3. Possesses an understanding of socio-economic and cultural factors that affect learning.
4. Holds a personal philosophy about teaching and education in general.
5. Be able to adopt and handle different learning environments and situations through creativity and improvisation.
6. Practice interaction with peers, professional, administrators, parents and community.
7. Display competency in assessing and reporting to parents.
8. Acquire an understanding of problems and national issues pertaining to education and society

On successful completion of the B.Ed. Special Degree program, the student should be able to:

1. Produce teachers who could plan teaching-learning collectively and individually to stimulate children in a wide variety of learning situations by using relevant methodology and technology.
2. Enable teachers to facilitate child – centred interactive and individualized learning, with a better understanding of the learners, psychological and sociological background.
3. Orient teachers to perceive the changes taking place at national and global levels philosophically and equip them to face challenges of national integration and development by upholding democratic ideals.

4. Enable teachers to perform as better managers in implementing the national curriculum at school and classroom levels.
5. Cultivate professionalism among the new generation of teachers and enable them to work continuously towards their professional development.
6. Develop teacher competency in forging collaborative partnerships with colleagues, parents, educational authorities and the community, in facing the challenges of the new millennium.

4. FINDINGS OF THE REVIEW TEAM

4.1. Curriculum Design, Content and Review

A unique feature in the curriculum is that only in EUSL, Education is offered as a major subject for the B.A. General Degree program. The curriculum of the subject was first developed in 1998 as a collaborative effort of the internal lecturers and experts from other universities such as Jaffna, Colombo, Peradeniya and Open University. In year 2002, with the introduction of the course unit system to the faculty, the curriculum was revised in consultation with the same university experts. Since year 2002, no new course units have been introduced and no changes have been made in the curriculum. The heavy workload of the teachers may have contributed to the long intervals between each curriculum revision.

The curriculum of the B.Ed. Special degree was developed in 2005, in consultation with the experts in the subject area. The assistance of an expert from United States was obtained to draft the syllabus of the Certificate course for the pre-school teachers and the Diploma course in pre-school education.

There was no evidence of obtaining feedback from students, alumni, potential employers and other stakeholders when preparing or revising the curriculum. The review team hence recommends incorporating the feedback from all stakeholders when developing and reviewing the curriculum to improve the quality and relevance of the undergraduate study program.

The total number of credits that should be earned by undergraduate students in order to get the degree, is in accordance with the standard practice in other national universities. A positive feature of the curriculum is the 18 credits of compulsory course units that the students of the faculty have to follow. These course units include Basic English, Introduction to IT & Communication skills, Management & Entrepreneurship, Introduction to Science & Critical Thinking etc. This gives the student a basic knowledge on a wide range of key subject areas. Additionally the students are given the flexibility of selecting optional courses throughout the study program (eg: second year-6, third year-6, fourth year-3)

The coverage of the course content of the education subject offered for the B.A. degree was found to be adequate. A major drawback observed was the non-availability of the course contents (syllabus) to the students. Even though the handbook of the faculty provides the students with the topics of the course contents, a detailed syllabus is not given. The department is currently taking measures to give a separate Handbook for the students of Education.

When studying the curriculum the review team noted that it is desirable to introduce course units on Sociology of Education and counseling Psychology to the B. Ed students. A good feature observed in the B.Ed. curriculum was the compulsory one month research project all students have to conduct and the dissertation they have to submit in the end. However no dissertations were available for inspection, as the first batch of B.Ed. students are still in their final year of study. Additionally, it was revealed that that the curriculum provides opportunities for interactive learning through presentations. The curriculum of the general degree too is enriched with course units that has incorporated field work components and presentations based on it. (eg: Third year course unit “Teaching methods and techniques”)

Currently the department does not have any formal links with other local or foreign universities. Being in a remote area any kind of link with another university will greatly help to improve the quality of the program. At present, plans are underway to send the B.Ed. students to the University of Colombo for short programs.

Main employment opportunities of B.Ed and B.A. (with education as a subject) graduates are as teachers and a small number (≤ 10) have been recruited as Planning Assistants and Counsellors. Non-governmental organizations such as UNICEF, Save Sri Lanka etc. have provided a number of jobs to the passed out graduates, though there is a possibility of a reduction of these numbers in the future.

In relation to the curriculum design, content and review, the judgment of the team is SATISFACTORY

4.2. Teaching, Learning and Assessment Methods

Teaching / learning activities were mostly based on lectures, tutorial discussions, group activities, student presentations and field work. The methodology adopted by lecturers included multimedia, overhead projectors, white board and printed handouts.

The review team noted that learning outcomes or objectives were not given to the students before the commencement of a course unit or a lecture. Even the syllabus of the individual course units did not contain any learning outcomes or objectives.

The department policy of using senior lecturers only to conduct lectures for first years is commended. The Review Team had the opportunity to observe two lectures delivered to the B.Ed and B.A. General degree students and they were found to be up to standard.

Each two credit course has 2 tutorials per semester which are well attended by students. During discussions with students they expressed the desire to have more tutorial classes. While the staff members of the department too agreed on increasing the number of tutorials, the lack of tutors was a major obstacle to implement this. It was noted that the prevailing large class size, hinders the effectiveness of the tutorial class.

All students are aware of the assessment criteria, as it is given in the faculty handbook. This assessment criterion is common for all the course units conducted by the faculty.

Marking schemes were available, for the question papers perused by the reviewers. The range of marks assigned for different grades were fixed and not allowed to change according to the students' performance at the particular examination. Hence, the inconsistencies that may arise

due to easy papers or difficult papers are not addressed. The department or the faculty does not have a provision for re-scrutinization of answer scripts.

It is commendable that the department always releases its results on time, as verified by the responses of students, despite the work load being high. The students expressed their dissatisfaction with the other departments, with respect to this particular aspect.

In relation to the teaching, learning and assessment methods the judgment of the team is SATISFACTORY

4.3 Quality of Students including Student Progress and Achievements

The students who follow the subject of Education are first selected to the Faculty of Arts & Culture, of the Eastern University, by obtaining the required Z score for the Arts stream for the respective year. Students are selected to the four year B.Ed. program based on the results of the first year of study. Considering the first year results, the department nominates the eligible candidates and calls applications from them. The selection criteria are given in the faculty student's handbook which is followed by all the departments. The demand for the education subject was found to be quite high.

The percentage of students opting to offer Education as a subject, from the total number of students that enter the faculty during the last 5 years was studied. This percentage fluctuated from 43% (for 2006/2007 batch) to 73% (for 2003/2004 batch) and on the average about 57% of the students opted to follow Education as a subject. Considering the fact that there are 16 subjects available for the students to select from, this can be regarded as a popular subject. One of the reasons for this could be the perceived job opportunities.

During the last 5 years, a 100% pass rate was seen for the subject of Education among the students following the B.A. degree. It was observed that all students obtained a Grade of B⁺ or higher in all the 8 course units offered by the Department of Education, for the B.A. (General) degree. The members of the staff felt that because the students liked the interesting subject of education, they performed better. The review team is of the opinion that the present practice of having a fixed mark range could be a reason for this. Hence this matter should be looked into in a more comprehensive manner.

The attendance of students at classes, were found to be about 60-65%. According to the staff it is difficult to implement the 70% attendance rule, due to the prevailing political situation in the area. Furthermore, with regard to the length of study, on average, about 1 extra year has to be spent in the university by the students due to the unsettled conditions in the area.

According to available graduate employment records, out of a total of 371 graduates who passed out after following Education as a subject, 336 are employed. Almost all of them were absorbed to the government sector as teachers. Only 35 who graduated in 2007 December (out of 43) are still unemployed.

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

Students' feedback is taken through informal meetings that take place in class rooms, during student presentations etc. There are no formal meetings in the department to obtain students' responses on various issues. The interactions with the B.Ed. and M.Ed. students are more as the numbers are less and hence, the chances of getting the views of these students are more. Teacher evaluation is not compulsory in the faculty. However, all teachers in the Department of Education undergo the teacher evaluation process and the evaluation forms were available for inspection. The feedback received from teacher evaluation is discussed among the three permanent staff members (which include the Head) and appropriate steps are taken to remedy the shortcomings identified.

The review team noted that a communication gap exists between the staff and the students regarding curricular reforms. The students were of the opinion that their views are not being consulted in the curricular reforms of the faculty which are due to be implemented soon. However the staff members said that student representatives have been invited to an open workshop in which the new reforms were discussed.

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

4.5. Postgraduate Studies

The department commenced a M.Ed. program in 2007 to satisfy the demand for postgraduate studies among trained graduates in the area. The first batch of students are currently in their final (second) semester. There were 300 applicants for the M.Ed. degree, out of which 60 passed the admission test. These 60 were interviewed and 50 were selected to follow the program. The second batch of M.Ed. students would be admitted only after the present batch graduates. The course is conducted mainly as a taught course with a project. Guidelines and regulations of the M.Ed. program were available for inspection.

The M.Ed. program is conducted by utilizing the services of 4 visiting staff members from the universities of Colombo and Jaffna. All visiting lecturers are well qualified and possess the necessary experience to teach the courses pertaining to the program. At present all 50 students are supervised by the only professor (also the Head) in the department. It is almost impossible for him to do this task and his dedication and commitment are commendable. Soon, the other senior lecturer in the department (who would be promoted in the near future) would be available to teach certain important areas.

As there is only one qualified person in the department at present and the smooth conduct of the course depends on visiting lecturers, it appears that if these visiting staff members are not given the necessary facilities and motivation, the program could suffer much. Hence the review team recommends more conveniences and incentives to the visiting staff.

The department has not received any grants to conduct the research projects of students and all research work is financed by the students themselves. As most of these projects involve surveys etc. the funds seem to be sufficient.

With regard to the library facilities available in the faculty for the subject of Education, the students were of the view that more books in the Tamil medium are necessary. The review

team also is of the opinion that more up to date books in the field of education should be made available for the post graduate students.

One staff member is currently undergoing a post graduate degree.

In relation to the postgraduate studies the judgment of the team is GOOD

4.6. Peer Observations

Even though peer observation has not been made compulsory in the university or the faculty, the department conducts peer reviews. The peer evaluation forms observed by the review team were found to be satisfactory.

All answer scripts except the first year ones are sent to external or internal second examiners. The second examiners are aware of the marks given by the first examiner. The staff members are satisfied with the present procedure saying that it is less complicated.

All question papers too except the first year ones, are moderated by external examiners. It is recommended that the first year question papers too, be sent for moderation.

In relation to peer observations the judgment of the review team is GOOD

4.7. Skills Development

It is compulsory for all final year B.Ed. students to submit a dissertation on a field project of one semester duration. This exercise helps to improve their research skills as well as social skills. B.Ed. students also undergo a 10 week teaching practice which helps to develop the many skills that are needed in the education profession including communication skills and teaching and evaluation skills. All B.Ed. students also have to make individual presentations which improve their presentation skills. They also conduct case studies by which their problem solving skills are developed.

All first year B.A. students have to get ready for a presentation on a field work assignment which they have to carry out as a group, even though only one student will be called upon to give the actual presentation. This practice exposes all B.A. general students to presentation skills, interviewing skills, problem identification skills and social skills. They also follow a course unit "Teaching methods and Techniques" which gives them the necessary teaching skills.

During the first year, there are 4 credits each from English and IT which are compulsory and included in the 90 credits. However, the development of English and IT skills in the students were confined to their first year of study only. The students expressed their dissatisfaction regarding this and said that they have not been given enough opportunities to improve their English and IT skills. The staff members of the department of Education too felt that it is necessary to conduct ongoing courses in English and IT during all 3 years for these students. It was noted that facilities available in the university to develop skills pertaining to IT was found to be satisfactory. (Ratio of computers to students was 1 : 10). Hence, it could be said that there is ineffective utilization of computers.

Students were not satisfied with the teaching methods employed by the teachers of English. Additionally there is a serious shortage of staff to teach English. This needs immediate attention and the English unit has to be strengthened by recruiting more qualified staff.

In relation to the skills development the judgment of the team is SATISFACTORY

4.8. Academic Guidance and Counseling

Faculty students' handbook gives the basic guidance needed for the academic program. However, no department handbook is available for the students and the necessary instructions are given through notices etc.

Each B.Ed. student has been assigned a mentor who monitors the student's progress during the course. All first year students are assigned a counselor by the faculty as soon as they enter, but the counseling services are not effectively utilized by the students. However, the students' view was that no student counselors are available to guide them especially with regard to academic problems. They also said that the lecturers are not accessible when guidance is needed. However, the review team noted that the heavy workload of the teachers makes it difficult for them to attend to the duties of student counselors. The department of Education even teaches student counseling as a part of the subject of "Student adjustment and pre-school education" and hence they feel that no special training on student counseling is necessary for them.

In relation to academic guidance and counseling the judgment of the team is SATISFACTORY

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

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, Qualitative and Quantitative	Satisfactory
Postgraduate Studies	Good
Peer Observation	Good
Skills Development	Satisfactory
Academic Guidance and Counseling	Satisfactory

5. CONCLUSIONS

1. Curriculum Design, Content and Review

Strengths/Good Practices

- Curriculum provides opportunities for interactive learning
- Compulsory projects / field assignments
- Compulsory core course

Weaknesses

- Intervals between curricular reforms too long.
- Students unaware of the syllabus (contents) of the course.
- No links with other educational institutions

The judgment assigned to this aspect is “**SATISFACTORY**”

2. Teaching, Learning and Assessment Methods

Strengths/Good Practices

- Assessment criteria given in the students’ handbook.
- Marking schemes available for most question papers
- Results released on time
- Modern teaching methods employed in teaching

Weaknesses

- Fixed marks range for grades
- Learning outcomes of the course units or the program not given
- Large group size in tutorial classes

The judgment assigned to this aspect is “**SATISFACTORY**”

3. Quality of Students, including Student Progress and Achievement

Strengths/Good practices:

- A high demand for the subject of Education within the faculty
- A high success rate in the subject of education
- Strict selection criteria for the special students
- External examiners happy on student achievements
- 90% employment rate

Weaknesses:

- Current increased length of study due to prevailing political situation
- Average time taken for the first job is one year

The judgment assigned to this aspect is “**GOOD**”

4. Extent and Use of Student Feedback

Strengths/Good Practices

- The department obtains students' feedback on teaching by using an evaluation form (questionnaire)
- The findings of the student feedback discussed with the Head and staff and necessary steps taken to remedy the short comings.

Weaknesses

- No formal department meetings with student representatives
- Existing communication gap between general students and staff

The judgment assigned to this aspect is **“SATISFACTORY”**

5. Postgraduate Studies

Strengths/Good practices:

- High demand for the M.Ed. degree
- Guidelines and regulations available for the M.Ed. program
- Dedication of the only senior staff member
- Qualified and experienced visiting staff

Weaknesses:

- Lack of post graduate supervisors
- Insufficient library books for the subject of Education
- Visiting staff not provided with basic facilities

The judgment assigned to this aspect is **“GOOD”**

6. Peer Observation

Strengths/Good Practices

- Peer evaluation process in place
- The department engages moderators and second examiners for their end semester examinations.
- The work of tutors monitored

Weaknesses

- First year examination papers are not sent for moderation or second marking

The judgment assigned to this aspect is **“GOOD”**

7. Skills Development

Strengths/Good Practices

- Compulsory English and IT courses in first year
- Satisfactory student : computer ratio
- Compulsory projects, assignments etc. to develop skills needed for the subject of Education

Weaknesses

- No ongoing course in English and IT
- ELTU inadequately staffed
- Dissatisfaction among students regarding teaching methods employed in English unit.
- No proper arrangement for effective utilization of computers

The judgment assigned to this aspect is “**SATISFACTORY**”

8. Academic Guidance and Counseling

Strengths/Good Practices

- Faculty Handbook available
- Teachers trained on student counseling

Weaknesses

- No proper student counseling scheme
- Inadequate academic guidance

The judgment assigned to this aspect is “**SATISFACTORY**”

In conclusion, the review team noted that the members of the department work under demanding conditions as there are only 3 permanent members at present. The review team commends the Head and the members of the department for their motivation and constant efforts to develop the department in spite of the many constraints, due to lack of staff and other facilities.

6. RECOMMENDATIONS

The Review Team would like to make the following recommendations in order to improve the quality of education in the Dept. of Education.

- There is a need to revise the existing curriculum of the subject of Education offered for the General degree which has not been revised since 2002. The review team recommends incorporating the feedback from all stakeholders when developing and reviewing the curriculum to improve the quality and relevance of the undergraduate study program.
- It is recommended that a students’ handbook which includes the detailed syllabus of the course units, be provided to the students.
- It is desirable to develop formal links with other local or foreign universities. Being in a remote area, links with other universities will greatly help to improve the quality of the program.
- As the problem of inadequate academic staff is severe, it is recommended that the department and the faculty make every effort to increase the cadre at least by three, during the next year. Additionally, more tutors are recommended in order to conduct the tutorial classes effectively.

- As the students are not being given enough opportunities to improve their English and IT skills, it is necessary to conduct ongoing courses in English and IT during all 3 years for them. For this to be feasible, the English unit has to be strengthened by recruiting more qualified staff.
- Purchasing more Tamil medium reference books in Education to the library is recommended.
- The department may consider conducting regular staff meetings to discuss problems related to academic and administrative affairs and maintaining minutes of the meetings.
- The review team recommends more conveniences and incentives to the visiting staff as the program depends much on them. The department may also consider identifying well qualified personnel from the surrounding area to use them as resource persons.

7. ANNEXURES

Anex1: AGENDA FOR THE SUBJECT REVIEW VISIT

DAY 1: 19th January 2009 (Monday)

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 with Vice chancellor, Dean and Internal QA team (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	Meeting with General degree students
14.30-15.00	Observing Facilities (Library and Computer Centre)
15.00-15.30	Meeting with Department Academic Staff (Working Tea)
15.30-16.00	Observing department facilities
16.00-16.30	Brief Meeting of Reviewers.

DAY 2: 20th January 2009 (Tuesday)

08.30-09.30	Observing documents
09.30-10.00	Observing Teaching - Lectures (by Mr. C.Arulmoli)
10.00-10.30	Meeting with ECCD students
10.30-11.30	Meeting with M.Ed. students
11.30-12.00	Observing Teaching - Lectures (First year by Prof. M. Selvarajah)
12.00-12.30	Observing Teaching - Lectures (B.Ed. by Mr. E. Mahesan)
12.30-13.30	Lunch
13.30-14.00	Observing students' presentations (B.Ed. II & III)
14.00-14.30	Meeting with Special degree students
14.30-15.30	Observing documents
15.30-16.00	Meeting with Non-Academic Staff (Working Tea)
16.00-16.30	Meeting of Reviewers

DAY 3: 21st January 2009 (Wednesday)

09.00-10.00	Observing documents
10.00-10.30	Meeting with Tutors
10.30-11.00	Reviewers' Private Discussion (Working Tea)
11.00-12.00	Meeting with Head and Staff for Reporting
12.00-13.00	Lunch
13.00-17.00	Report writing (Working Tea)

Annex 2: LIST OF DOCUMENTS OBSERVED

- University corporate Plan (2007 – 2011)
- Students' Handbook (Faculty of Arts & Culture)
- M.Ed. Handbook
- General degree syllabus
- B.Ed. degree syllabus
- M.Ed. degree syllabus
- PSC/PSD syllabus (Pre-school certificate & Diploma)
- Results sheets
- Students' Attendance files
- Question papers
- Lists of examiners
- Marking Schemes
- Faculty Board meeting file
- Senate meeting file
- Lecture notes & tutorials
- Hand outs
- Students' presentations sheets
- Students' evaluations sheets
- Students' Entry qualifications
- Lists of students selected for various courses
- Students' assignments
- Students' data files
- Activity plan for students
- Students' skills development files
- Field visit reports
- M.Ed. dissertations
- Graduate employment records
- Teacher evaluation forms
- Peer evaluation records
- Staff publications