

# **SUBJECT REVIEW REPORT**

**DEPARTMENT OF MANAGEMENT**



**FACULTY OF COMMERCE & MANAGEMENT  
EASTERN UNIVERSITY OF SRI LANKA**

23<sup>rd</sup> to 25<sup>th</sup> July 2007

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## **1. SUBJECT REVIEW PROCESS**

Subject review evaluates the quality of education within a specific subject or discipline. This document presents the findings of the subject review conducted to evaluate the quality and relevance of the study programmes, namely Bachelor of Business Administration (special degree programme), Bachelor of Business Administration specialization in Human Resource Management and Bachelor of Business Administration specialization in Marketing Management, offered by the Department of Management (DM) of the Faculty of Commerce and Management, Eastern University of Sri Lanka (EUSL), Chenkalady, Vandaramoolai, Batticaloa.

It focused on the learning experiences and achievements of the students in relation to the above study programmes offered by the department, in accordance with the guidelines given in the Quality Assurance Handbook for Sri Lankan Universities published by the Committee of Vice-Chancellors & Directors and University Grants Commission, July 2002. The review visit took place during 23<sup>rd</sup> to 25<sup>th</sup> of July 2007. The agenda of the subject review is annexed.

Based on the three degree programmes offered, the DM had submitted a Self-Evaluation Report (SER) to the QAA Council of the UGC, which was studied by the reviewers prior to the review visit. The SER consisted of the vision and mission of the EUSL as a whole and vision and mission of the Faculty of Commerce and Management and a description of the departmental structure. In addition, ten sections under the main heading 'Overview' included sections on aims and learning outcomes and programme details, students' staff facilities, evaluation - curriculum design content and review, teaching, learning and assessment methods; the quality of students, an account of recruitment and admissions, student progress and achievements, the extent of student feedback: quantitative and qualitative, postgraduate studies, peer observation, skills development and academic guidance & counselling. The quality of education within the discipline was evaluated in the light of the aims and learning outcomes given in the SER submitted by the respective 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 achievements; The extent and use of student feedback; Postgraduate studies; Peer observation; Skills development and Academic guidance and counselling.

The evaluation of the above eight aspects of education of the department was done by using the information obtained from the following sources:

- The SER submitted by the DM
- Meeting with the Dean, Head of the DM, academic members, non-academic members, and undergraduate students
- Observation of teaching
- Observation of student presentations
- Observation of samples of the relevant documents (question papers, answer scripts, marks sheets, evaluation sheets and students' feed-back forms etc.)
- Observation of the departmental and other facilities (library, computer center, lecture rooms etc.)

Each aspect of education was evaluated by ranking the performance on a scale of good, satisfactory and unsatisfactory. For this purpose, strengths, good practices and weaknesses in relation to the each aspect were considered. An overall judgment was made based on the

three options given, confidence, limited confidence and no confidence by taking into account the status of the judgments given for each of the eight aspects of education.

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

The Eastern University of Sri Lanka (EUSL), Batticaloa, was originated in August 1981 as the Batticaloa University College affiliated to the University of Peradeniya with 02 Faculties, namely: the Faculty of Science and the Faculty of Agriculture and continued to function as the same till September 1986. The Batticaloa University College was elevated to become a fully fledged university under the name, Eastern University of Sri Lanka on October 01, 1986 by a University order dated September 26, 1986 issued under section 21 of Universities Act No, 16 of 1978. In 1988, two other new faculties, The Faculty of Commerce and Management and the Faculty of Cultural Studies were established. The Faculty of Cultural Studies was renamed as the Faculty of Arts and Culture in 1991. After obtaining the required approvals from relevant authorities, the university recently introduced a new faculty, the Faculty of Health Care Sciences.

In addition to these 05 faculties there are a campus and an institute functioning under the EUSL. The Campus is located at Trincomalee and is having 02 faculties, namely, the Faculty of Applied Sciences and the Faculty of Communication & Business studies. The institute is the Swami Vipulananda Institute of Aesthetic Studies, which is located at Kallady, Batticaloa and conducts degree programmes in the fields of Music and Dancing.

The EUSL also has a Library, an English Language Teaching Unit (ELTU), a Staff Development Centre (SDC), a Centre for Information and Communication Technology (CICT) and a Career Guidance Unit (CGU).

### ***The Vision of the University***

*The EUSL aims 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 condition.*

### ***The Mission of the University***

*The purposes of the EUSL are 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 to benefit, to enhance public welfare, prosperity and culture by encouraging applications of learning and research; and to secure and administer resources to achieve these aims effectively.*

The Faculty of Commerce and Management in the EUSL was established in 1988 and the Vision and the Mission of the Faculty are as follows.

### ***The Vision of the Faculty***

*The Vision of the Faculty is to be the trailblazer in creating excellence in managing the resources to the dynamics of the society through innovative modes.*

### ***The Mission of the Faculty***

The Mission of the Faculty is *to be the leader in Management Education committed to the highest standards of teaching, learning and research to contribute to the holistic development of the society with concern for quality and teamwork.*

Presently there are 4 departments functioning under the faculty, namely:

1. Department of Management
2. Department of Commerce
3. Department of Economics and
4. Department of Accountancy and Finance

These 04 Departments offer 06 undergraduate degree programmes (duration of each programme is 4 years) leading to a Bachelor of Business Administration, Bachelor of Commerce and Bachelor of Economics with six Specialization areas, namely:

1. Bachelor of Business Administration Specialization in Marketing Management
2. Bachelor of Business Administration Specialization in Human Resource Management
3. Bachelor of Commerce Specialization in Enterprise Development
4. Bachelor of Commerce Specialization in Accountancy & Finance
5. Bachelor of Economics Specialization in Business Economics
6. Bachelor of Economics Specialization in Development Economics

In addition the Faculty of Commerce and Management also offer 03 other degree programmes of 04 years duration with no specialization, namely:

1. Bachelor of Business Administration (BBA)
2. Bachelor of commerce (B.Com),
3. Bachelor of Economics

Apart from these the Faculty also runs 02 four year undergraduate external degree programmes and 03 Postgraduate degree programmes.

The two, undergraduate external degree programmes of 04 years duration are:

1. Bachelor of Commerce (B.Com)
2. Bachelor of Business Administration (BBA)

The 03 Postgraduate degree programmes conducted by the Postgraduate Studies Unit functioning under the Faculty of Commerce and Management are as follows:

1. Postgraduate Diploma in Management (PGDM) (Duration 01 year)
2. Master of Business Administration (MBA) (Duration one year after completing the PGDM)
3. Master in Development Economics (MDE) (Duration 02 years)

The academic activities of the DM are monitored by the Faculty Board, which also consists of student representatives and members from the civil society as stipulated in the Universities Act No: 16 of 1978.

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

#### **3.1. Aims**

As mentioned in the SER, Bachelor of Business Administration (Special) study programme conducted by the DM of the Faculty of Commerce and Management, EUSL has developed comprehensive improvements in the programme with regard to various aspects of teaching and learning, academic administration as well as in social harmony. To address the declining number of students, it has proposed two new specialized study Programmes, namely Bachelor of Business Administration in Human Resource Management and Bachelor of Business Administration in Marketing Management related to the higher demand in global business environment.

Given the importance and relevance of the Management Studies in developing managerial skills needed to the country that has relevance to many spheres of human activity in the organization and related technological sector in Sri Lanka and abroad which requires a range of skills with regard to theory and practice, offers a major intellectual challenge to the department.

In this context, the DM aims to provide:

- BBA degree programme that offers high quality learning experience in an environment of internationally recognized research, in line with university policy, so as to expose students to recent advances in knowledge and techniques, particularly those represented in the research strengths of the DM.
- A range of challenging, learning opportunities within the modular teaching structure of the university, enabling students to develop their academic interests and potential in the field of management.
- Encouragement to students to develop a knowledge base, cognitive abilities and transferable skills that will permit them to contribute effectively to sustainable competitive advantages in the knowledge based competitive environment.
- The effective organization of teaching, learning, assessment, review and quality assurance practices.

#### **3.2. Learning Outcomes**

On successful completion of BBA degree programme in Management, students should have:

- Gained knowledge and conceptual understanding of areas of management, based on Programmes that provide initial broad frameworks followed by progressively increasing depth of study.
- Learnt how this knowledge and understanding can be applied to practice and research.
- Developed a range of personal and transferable skills (e.g. managing human resource, creating learning organizations, critical ability, independence of thought, data handling and interpretation, computer literacy, information management, oral and written communication, teamwork) and had experience of applying them to varied situations.
- Learnt theoretical, technical, conceptual and intellectual skills necessary for the acquisition and analysis of data through practical knowledge, and had direct experience of research (based on research).
- Developed their ability for critical, self-directed learning.

To help achieve the above outcomes, BBA degree programme of the DM offers a learning experience that is intended to enable the students to:

- Build upon their academic qualifications and potential at entry by progressively developing knowledge, skills and understanding, based on a broad and multidisciplinary approach.
- Study in specialized fields in which they have most interest or talent by offering a choice of studies within a flexible but coherent academic framework, so allowing students to broaden as well as deepen their educational experience.
- Benefit from exposure to selected areas of high level research that exploit the research strengths and resources of the Departments.
- Undertake a final-year dissertation project from wide range offered by active research staff, whether within the department or made available through interdepartmental collaborations.

The course units provide learning experiences that are appropriate, accessible, interesting and beneficial to students undertaking other programmes in cognate disciplines. Further, the course contents of Management provide suitable learning experiences for students from Management field, to obtain a BBA degree in Management.

The university's Teaching and Learning Strategy and the associated Guidelines guide the DM. Overall, the DM aims to provide an environment that promotes high quality learning and practical experiences.

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

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

#### ***Strengths***

1. The curriculum has been designed to cover a wide range of subjects in the field of Business Administration, Human Resource Management and Marketing Management and related fields.
2. The first four semesters (first half) in the three degree programmes provide students with a foundation knowledge offering 21 core subjects with a total of 60 credit values. In the second half of the degree programmes there are 17 core subjects and one optional subject to be offered in the final semester. The credit value assigned to these 18 subjects is 60 as well.
3. The DM has a practice of revising the curriculum once in every four years.
4. There is an opportunity to obtain a practical training by the students which gives an exposure to the real world of work. A comprehensive monitoring system is proposed by the department to be implemented by the industry personnel and the academic supervisors while the students are under going training.
5. An independent research dissertation has to be submitted by all undergraduates in the final semester in the fourth year.
6. Nature of the courses is relevant to the field of Business Administration specializing in Human Resource and Marketing Management degree programmes.

7. The three degree programmes are conducted in English Medium.
8. The degree programmes consist of several English and IT courses to improve the competencies of the students.
9. The limited opportunities through lateral entry points made available for the external undergraduates enabling them to become internal undergraduates after reaching the required standards at respective levels of education in the external degree programmes.

#### ***Weaknesses***

1. Number of elective subjects offered by the DM for all three degree programmes is minimal (one elective for the whole four year period).
2. Copies of recommended books for the courses to be used by the students are available in small numbers in the library. Recommended readings from recognized Journals or periodicals on related fields could be hardly found. Further, the funds are not available to the library to purchase International Journals/Periodicals in the related fields.
3. Handouts provided to the students by the lecturers are substandard; handouts are prepared by photo-copying total paragraphs extracting from text books.
4. Offering 02 credits for 1132 Career Guidance seems in-appropriate as it does not come under the purview of the academic courses.
5. Having a lesser number of senior academic staff members with over loaded work in the postgraduate as well as in the internal and external undergraduate programmes may lead to poor quality of the education

***The Review Team judges the aspect of Curriculum Design, Content and Review as SATISFACTORY.***

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

### ***Strengths***

1. Methods of teaching, learning and assessment contribute to achieve learning outcomes.
2. Application of peer co-operation in teaching is acceptable irrespective of the human resources constraints faced by the DM.
3. Very high degree of commitment of the academic staff is worthy for appreciation.
4. Students are facilitated with field visits and guest lectures (though in very limited numbers.)
5. To get an exposure to the service of the senior academics in the respective disciplines, the students are given an opportunity to participate in the seminars conducted by these senior academics in Colombo.
6. Use of continuous assessments and class room tests are being practiced. Continuous assessments include mid-semester examinations, written reports and oral presentations that are done individually or collectively.
7. A high degree of student-Staff relationship could be observed.



8. Student-led annual research forums (Undergraduate Research Forum) seem to be a very good initiative taken by the department/faculty to interact with students and improve their research skills.
9. The abstracts published by the faculty Undergraduate Research Forum (URF) is a unique feature.
10. The conversation ability in English of all tutorial staff including the temporary staff members in the DM is comparatively high.
11. Apart from the internal degree programmes, an external undergraduate degree programme also is in existence.
12. Inter departmental and inter faculty courses are offered as compulsory courses for the undergraduates enabling the students to choose courses from a wide variety of disciplines.
13. Computer based learning facilities are available, freely accessible and popular among the students.

#### ***Weaknesses***

1. Non-availability of course manuals prepared by the academics of the DM, especially for the foundation courses
2. Absence of advanced performance evaluation methods, i.e. Multiple Choice Questions, Structured and Semi Structured Questions at the end of semester as well as in the class room/mid semester examinations/ tests.
3. Lack of recent academic journals in the discipline for the student perusal due to the existing financial constraints.
4. Inadequate senior human resources in the department/faculty.
5. Lack of basic class room facilities (lighting, ventilation and a clean and attractive learning environment).
6. The present record management system seems weak.
7. Error of Central Tendency is prevalent perhaps due to lenient marking in all examination papers including mid semester examinations. This has lead to an unusually high achievement levels shown by the students that could affect the credibility of the study programmes. In many courses the grades achieved by students are "A"s. and "B"s. Hardly any grade below "C" could be found. This pattern is prevalent in almost all the courses.
8. Inconsistencies prevail in calculating the final mark by different lecturers.

***The Review Team judges the Teaching, Learning and Assessment Methods of the DM as SATISFACTORY.***

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

#### ***Strengths***

1. The admission to the academic programs especially for the Bachelor of Business Administration specialization in Human Resource Management and Bachelor of Business Administration specialization in Marketing Management degree programmes of the DM is relatively competitive.

2. Based on limited observations of the Review Team during the visit, the attitudes and behaviours of students are generally positive.
3. The degree of employability of the graduates seems high (as per verbal information of the staff) almost all the graduates find jobs with least delay.

#### ***Weaknesses***

1. Less number of students (Minimum 38 in 2000/2001 maximum 52 in 2003/2004) enrolling in the Faculty at present (These are the numbers allocated by the UGC)
2. In selecting undergraduates to follow the three-degree programmes conducted by the DM, the teachers seem to have a greater influence on the students while giving less priority to student choices.

***The Review Team judges this aspect as SATISFACTORY.***

### **4.4. The Extent and Use of Student Feedback, Qualitative and Quantitative**

#### ***Strengths***

1. Students feed back on teaching has been initiated.
2. To get students' evaluation about the quality of teaching, a structured questionnaire is made available to the students at the end of the lecture series.
3. A good rapport between teachers and students are maintained in both formal and informal ways in order to get the feedback from the students. This has made possible as the number of students in each programme is small.

#### ***Weaknesses***

1. There is no formal comprehensive scheme to monitor the quality of the teachers.
2. Responses marked by the students on the given forms seem to be somewhat problematic. If the given responses of the students are rated, Error of Central Tendency will be prominent. However, this situation could occur due to the limited opportunities the students have and also due the problems prevail in the area that prevent them from having a comparative view of the knowledge given to them.
3. The results of the students' evaluation have not been given to the teachers concerned for their observation and required improvements.

***Judgment of the Review team is SATISFACTORY with regard to this aspect.***

### **4.5. Postgraduate Studies**

The DM offers a Postgraduate Diploma in Management (PGDM) leading to the degree of Master of Business Administration (MBA). The few senior academics involved in the undergraduate teaching remain to be the resource persons of these two programs as well. Out sourcing resource persons for the programme is a problem due to the conditions prevailing in the area apart from the long distance from the other universities in the country. Candidates for the MBA program are selected on the merit shown by them in the PGDM program. Thus, only about 1/3 of candidates who enrol in the PGDM program qualify for the MBA program. Academic members of the DM hardly render any services to the postgraduate degree programs conducted by the other universities and institutions in the country. The distance and the heavy schedules within the university prevent them from such involvements. However,

the academic members of the DM have been actively involved in various activities related to the dissemination of knowledge in the area.

Strengths and weaknesses with regard to the Postgraduate Diploma in Management Leading to the Master of Business Administration are presented below:

***Strengths***

1. These are two dynamic postgraduate programmes offered by the DM that are based on course work and research, namely; Postgraduate Diploma in Management (PGDM) leading to the Degree of Master of Business Administration (MBA).
2. The sustainability of the programmes is guaranteed because the candidates basically come from the area itself, mostly belonging to the local industrial sector, and the fees charged are reasonably affordable by the candidates.
3. Courses prescribed for the two programmes are dynamic and attractive enough to meet the challenges in the industrial sector.
4. Dependence on the internal resource persons ensures smooth functioning of the two programmes.
5. Irrespective of the financial gains, the loyalty and the commitment shown by the academic as well as the non academic staff towards the programmes seem to remain at a relatively high level.
6. The DM earns a high recognition from within and outside university by being able to meet a demand of great consequence of the local community while contributing to generate funds for the university that has become an important aspect of the present university system.

***Weaknesses***

1. Inaccessibility due to distance from the capital Colombo and less opportunities available in the area due to the non-conducive environmental and economic conditions, prevent academic staff members accepting and participating regular academic programs/ assignments available in the other academic institutions out side the region.
2. Potential candidates are hesitant to enrol in the PGDM program due to low qualifying rate (about 1/3) in the PGDM program which may inhibit them from continuing to the MBA.
3. No proper system of getting student feedback and evaluating quality of teaching and other aspects exist in the DM.
4. There is no formal and comprehensive scheme to monitor the quality of the teachers. Since the DM does not have a Professor, an Associate Professor or even a single academic with a PhD that corroborate the career development of teachers in the university system, such a mechanism in place would be significant in maintaining the validity of programmes conducted by the department. Hopefully, this problem may resolve in the future through the career development of academics in the department.
5. Clear student handbook giving all necessary information is not available.
6. Some courses prescribed for the program are taught only for 20 hours. This is not an acceptable number of hours.

***The Review Team judges the Postgraduate Studies of the DM as SATISFACTORY.***

#### **4.6. Peer Observation**

##### **Strengths**

1. There is a strong understanding among the academic members about the importance of peer observation as a powerful tool for improving the quality of teaching. Also it has been observed that the overall attitude of the academics about the peer evaluation is positive.
2. An attempt has been made to develop a mechanism for peer observation. In this regard one academic has done the observation for the other academic and has given the feedback in a casual manner.
3. The routine activities like moderation and scrutinizing of question papers and second marking of answer scripts are being done by senior academics in the department which compliment the aspect of peer observation.

##### **Weaknesses**

1. Lack of senior staff members in the DM and heavy dependability on the young temporary staff seem to slow down the process of peer observation.
2. Also there is no formal and systematic mechanism being practiced. Need to systematically develop this aspect of quality maintenance, especially due to the shortage of senior academics in the department.

***The Review Team judges this aspect as SATISFACTORY.***

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

##### **Strengths**

1. There is a strategy for skills development as part of the curriculum. The DM has introduced practical training, and continuous assessments for the development of skills relating to the technical aspects of the fields of study, i.e. Business Administration with Human Resource Management specialization and Marketing Management specialization.
2. Students have been given ample opportunities to learn and practice computer skills and communication skills while they are in the university.
3. The students also have been given the opportunities to improve their presentation skills, report writing skills, communication skills and analytical skills.
4. Medium of instruction in English and compulsory course on English for Communication in the first and the second years (four semesters) seem to have contributed to improve communication skills of the students.
5. The students are assigned reading tasks designed for improving their skills not only in reading for knowledge but also in reading for pleasure.
6. The commitment of the library staff and the ELTU staff in providing the required support service in preparation of the assignments at the request of the tutorial staff and the students is worthy of appreciation.

### ***Weaknesses***

1. Specific modules promoting skills are not available at least for very important courses under each program.

***The Review Team judges the Skills Development at the DM as GOOD.***

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

### ***Strengths***

1. The university successfully conducts a student counselling programme that provides benefits to students of all faculties. A quarterly meeting of the student counsellors headed by the Chief Student Counsellor take up the continuing student matters in to discussion and solutions are sorted. Apart from that, the student the counsellors attend to students matters as they arise.
2. An Undergraduate Research Forum (URF) is conducted annually by the Faculty of Commerce and Management for 2006/2007 in which the undergraduates in the DM has actively taken part. Abstracts of the undergraduate presentations have been compiled as a publication.
3. Practice of having discussions regularly with the undergraduates and suggesting solutions by the academic staff has created an acceptable learning environment in the DM. Here again the commitment of the Librarian and her staff is significant.
4. There is a well-organized one-month orientation program for fresh students focusing on academic guidance and counselling.
5. There had been detailed handbooks for all the degree programs as Student's Guides and the same is available for the year 2005/06.
6. There is a separate Readers' Guide as well prepared by the Library for the benefit of the library users.
7. The relationship between the undergraduates and the teachers in the DM is very positive.

### ***Weaknesses***

1. A formal academic guidance and counselling program is not available in the DM that would help the students who face with numerous academic and other day to day problems arise out of the specific political economic circumstances in the area.
2. There were no records available for reviewing the practice of student guidance and counselling.

***The Review Team judges this aspect as SATISFACTORY.***

## 5. CONCLUSIONS

The DM commenced its study programs in a midst of very limited physical and human resources and was able to make significant progress. Based on the observations made during the visit by the review team and discussed above, the eight aspects were judged as follows:

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

*The overall judgment is suspended*

## 6. RECOMMENDATIONS

Following recommendations are given by the Review Team to further improve the relevance and quality of the programs being offered by the DM.

1. The DM may consider increasing the number of course units offered in HRM and Marketing to provide a better choice of courses for the students following these two specialization degree Programmes.
2. The DM may consider offering courses such as Production Management and Total Quality Management to all three degree programmes in the department.
3. When introducing courses for the degree programmes a clear rationale has to be followed. Quantitative subjects such as Operational Research, Quantitative Techniques for Marketing, and a course of Fundamentals of Psychology could be included for all three programmes.
4. It is recommended to introduce new courses such as Artificial Intelligence in relation to Business to the BBA programme as well in order to add more credibility to the BBA programme equally with the other two specialization programmes that have been recently introduced by the DM.
5. The courses conducted presently for three programmes can be arranged in a sequential manner which will minimize overlapping of contents and repetition of courses. E.g. HRM 3243 Training and Development, HRM 4113 Human Resource Development, HRM 4153 Employee Resource.

6. A basic course like MGT 4131 Time Management and MGT 4114 Strategic Management will be useful to the students in all three degree programmes before the commencement of their specializations.
7. It is recommended to develop course manuals for the use of the students when and where necessary. It could be done either by compiling articles obtained from identified sources or by collating relevant items written by academic members of the department.
8. It is recommended to establish a Departmental Advisory Committee consisting of academic staff and reputed industry professionals and get their views before finalizing the courses for the degree programmes.
9. Developing skills manuals at least for very important specialised courses is recommended.
10. It is recommended to develop a proper system in order to get the student preference in selecting their degree programmes.
11. Introducing a formal performance evaluation system for teachers is recommended.
12. Formulating and implementing a formal peer evaluation system is recommended.
13. Introducing a formal system to monitor the students' progress and to give the students the feedback at least annually depending on the resource availability is recommended.
14. The DM may consider using structured, semi structured and Multiple Choice Questions in examinations.
15. It would be highly beneficial to the postgraduate students if senior academics could be drawn from other universities into the existing postgraduate degree programmes.
16. It is recommended to enhance the quality of the postgraduate degree programmes by having appropriate eligibility requirements, developing a student manual or handbook giving relevant information about the programme, preparing a handbook giving guidelines for preparation and presentation of the research project/work based project and an appropriate staffing system with regard to resource personnel.
17. It is recommended to introduce an appropriate Record Management System for the DM especially to monitor the performance of the academic staff, students' performance, student guidance and counselling.

## **7. ANNEXES**

### **Annex 1. AGENDA FOR THE REVIEW VISIT**

#### **Day- 1 23/07/2007**

08.30 - 09.00 a.m.	Private Meeting of Review Panel with QAA Council Representatives
09.00 – 09.30 a.m.	Discuss and finalize the Agenda of the Review
09.30 – 10.30 a.m.	Meeting(s) with the Vice Chancellor/Chairman, Internal QA Unit/Dean/Head of the dept./Head Faculty QA Cell. etc. Working Tea
10.30 – 11.30 a.m.	Department Presentation on the Self Evaluation Report
11.30 – 12.30 a.m.	Discussion
12.30 – 13.30 p.m.	Lunch Break
13.30 – 14.30 p.m.	Observing departmental Facilities
14.30- 15.30 p.m.	Observing other facilities (Library, Computer Centre, ELTU Etc.)
15.30- 16.30 p.m.	Meeting with Department Academic Staff
16.30 – 17.30 p.m.	Meeting with Undergraduate Students
17.30 – 18.30 p.m.	Brief Meeting of Reviewers

#### **Day- 2 24/07/2007**

09.00 - 10.00 a.m.	Meeting with Senior Student Councillor
09.30 – 10.00 a.m.	Observation of Teaching – Lecture 1
10.00 – 11.00 a.m.	Observation of Documents (Working Tea)
11.00 – 12.00 a.m.	Meeting with Technical Staff and other Non-Academic Staff
12.00 – 12.30 p.m.	Meeting with Postgraduate students
12.30 - 13.30 p.m.	Lunch Break
13.30 – 14.00 p.m.	Observing Teaching 2
14.00 – 14.30 p.m.	Observing Undergraduate Presentations
14.30 - 15.00 p.m.	Meeting with undergraduates
15.00 - 15.30 p.m.	Brief Meeting of Reviewers
15.30 - 16.00 p.m.	Observing Student Presentation 2
16.00 – 16.30 p.m.	Meeting with Special Degree Students
16.30 – 17.00 p.m.	Meeting with Faculty Student Councillors

#### **Day 3 – 25./07/2007**

09.00 - 09.30 a.m.	Observing student presentations
09.30 – 10.00 a.m.	Observing teaching
10.00 – 10.30 a.m.	Academic Guidance and Counselling Discussion (Working Tea)
10.30 – 11.00 a.m.	Reviewers' Private Discussion
11.00 – 13.00 p.m.	Meeting with Head and Staff for Reporting
13.00 – 14.30 p.m.	Lunch and Report Writing Discussion
14.30 – 17.00 p.m.	Report Writing.