

SUBJECT REVIEW REPORT

**DEPARTMENT OF
BUSINESS MANAGEMENT**



**FACULTY OF MANAGEMENT
UNIVERSITY OF JAFFNA**

28th to 30th April 2009

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1. SUBJECT REVIEW PROCESS

Subject review evaluates the quality of education within a specific subject or discipline. This review evaluates the quality of education within the specific disciplines of Financial Management and Human Resource Management being offered by the Department of Management Studies (DMS), Faculty of Management Studies and Commerce (FMSC), University of Jaffna (UJ), Sri Lanka. The review focused on the Self Evaluation Report (SER) prepared by the Department of Management Studies, FMSC, UJ. Based on the SER, the team evaluated the quality of the Bachelor of Business Administration specialization in Financial Management and the Bachelor of Business Administration specialization in Human Resource Management degree programmes using the criteria set out by the Quality Assurance Council (QAC) of the Ministry of Higher Education.

The self-evaluation report consisted of eleven sections, i.e., Introduction; Students, staff and facilities; Curriculum design, content and structure of the programme; Teaching, learning and assessment methods; Students performance and achievements; Use of students' feedback; Peer evaluation; Postgraduate studies; Skills development; Academic guidance and counselling; Conclusion. The quality of education within the disciplines was evaluated in the light of the aims and learning outcomes given in the SER submitted by the Department.

The review focused on the following eight aspects of education:

- Curriculum design, content and review
- Teaching, learning and assessment methods
- Quality of students including student progress and achievement
- Extent and use of student feedback, qualitative and quantitative
- Postgraduate studies
- Peer observation
- Skills development
- Academic guidance and counselling

The evaluation of the above eight aspects of the program were done by obtaining the information from the following sources:

- The self-evaluation report submitted by the Department
- Meeting with the Vice Chancellor, Dean/FMSC, Head/DMS, Academic members of the DMS, Non-academic staff members of the DMS, Librarian, Senior student councillor, Students councillors, Academic councillors of the DMS, Marshal and Undergraduate & post-graduate students
- Observation of teaching, student presentations and practical sessions
- Observation of relevant documents (handbooks, department publications, study guides, handouts, question papers, marking schemes, marks sheets, dissertations, evaluation sheets, minutes of various meetings, etc.)
- Observation of Department and other facilities (computer centre, lecture rooms, library, hostels, canteen, medical centre etc.)

Each subject review aspect of education was judged by making one of the three standards/levels namely; good, satisfactory and unsatisfactory. For the purpose, strengths, good practices and weaknesses in relation to the each aspect were considered. An overall judgment was made from the three options, i.e., confidence, limited confidence and no

confidence by taking into account the status of the judgments given for all the eight aspects of the academic programme.

The dates the review team visited were 28th, 29th and 30th April 2009. The agenda of the subject review is in Annex 1.

2. BRIEF HISTORY OF THE UNIVERSITY AND THE DEPARTMENT

University of Jaffna was established in 1974 with two Faculties: Humanities and Science. Now it has eight Faculties and seven Academic Units. The Faculty of Medicine was established in 1978, Faculty of Agriculture in 1990, Faculty of Management Studies & Commerce and Graduate Studies in 1999. Vavuniya Campus was established in 1993 with two Faculties as Business Studies & Applied Science. Seven Academic Units are as follows: Department of Siddha Medicine, External Unit (Distance Learning Unit), Extra Mural Studies Unit, Centre for Fisheries Development, Sports Science Unit, Health Studies Unit, Workers Education (Human Recourse Advancement Unit).

The University of Jaffna functions with its vision being,

“To be the leading centre of excellence in teaching, learning, research and scholarship”

The faculty of Management Studies & Commerce of the University of Jaffna was established in 29th May 1999 as a one of the Management Faculties in Sri Lanka to conduct Bachelor of Business Administration (BBA) degree program in two specialization areas as Financial Management and Human Resource Management and Bachelor of Commerce (B.Com.) degree program in two specialization areas as Accounting and Marketing. The Bachelor of Commerce Degree programme commenced in 1977 under the Department of Economics in the Faculty of Arts. The Department of Commerce was approved by the University Grants Commission on 31st July 1982. The Department of Commerce & Management Studies was established on 1st January 1986 and it was separated into two departments as Department of Commerce and Department of Management Studies on 01st September 1994. At present Department of Commerce and Department of Management Studies are functioning under the Faculty of Management Studies & Commerce.

Vision Statement of the Faculty of Management Studies and Commerce:

“To provide best possible human resources to society in the field of Management and Commerce”

Mission Statement of the Faculty of Management Studies and Commerce:

“Our graduates will be amongst those who exercise effective leadership in tomorrow’s business world due to their ability to sense possibilities, to think along different perspectives and the smart way of doing things with a sense of responsibility and innovation create strategic thinking in the market place”

The faculty has got the permission for restructuring and curriculum reforms from the UGC in November, 2008. Under this restructuring faculty is going to have single degree program for Management (BBA) and step down the Bachelor of Commerce (B.com) degree. The permission has been given to bifurcate the two Departments into four Departments such as, Department of Accounting, Department of Marketing, Department of Financial Management and Department of Human Resource Management. These four departments will be the service departments and the faculty shall award the four Bachelor of Business Administration

special degrees: Accounting, Marketing, Financial Management and Human Resource Management.

The Department of Management Studies of the Faculty of Management Studies and Commerce, University of Jaffna was established on 01st September 1994. The establishment was initiated through identifying the requirement of the development of the Financial Management and the Human Resource Management disciplines in the region and the country. The DMS conducts four year Bachelor of Business Administration specialization in Financial Management and the Bachelor of Business Administration specialization in Human Resource Management degree programmes. In addition the department provides postgraduate supervision to a limited number of M. Phil students who are registered with the Faculty of Postgraduate Studies.

3. AIMS AND LEARNING OUTCOMES

3.1. Aims

The main objective of the DMS is to produce graduates with the knowledge, skills and attitudes to overcome the challenges faced by the modern business organisations in this ever changing competitive environment. Therefore, the DMS aims to provide the students with

- An in-depth knowledge on the fundamentals of management principles, accounting principles and their impact in the organisations.
- An exposure to the current requirements of the employment market.
- An opportunity to expose them into research projects to develop research skills in their chosen field of specialisation and promoting their critical thinking to develop innovations which will immensely contribute to foster economic development.
- The enthusiasm and skills towards continuous learning process and to facilitate the achievement of the above aims of the department;
- Maintaining an informal supportive and responsive atmosphere in order to promote the enthusiastic learning towards high completion rates.

Also the department intends to support the teaching staff to widen their knowledge and strengthen their skills which ultimately leading towards their career development. Also it has an aim to improve the quality in these aspects to achieve the aims and objectives.

In brief, the effective teaching and learning process provided by the department will definitely lead to quality enhancement of undergraduates and finally produce highly competent graduates.

3.2 Learning Outcomes

On successful completion of a four-year degree programme, the students are expected to have:

- Gained knowledge in the theories and concepts in the various areas of management.
- Understood how these theories and concepts can be applied efficiently and effectively in organisations for the improvement of productivity, profitability and sustainability.
- Complete knowledge of organisational environments and practical knowledge of at least one area of organisational administration.

- Realised the importance of the managerial activities in achieving the goals of the organisation and in the usage of limited resources.
- Acquired knowledge in the areas which concern with the day to day operations of the organisations such as law, IT, taxation, auditing etc.
- Improved their capability in handling human and financial resources in organisations.

Programme Details

The DMS offers a four year special degree leading to Bachelor of Business Administration under the course units system, semester system and GPA system. The Students are allowed to do specialization in Financial Management and Human Resource Management from their third year and the selection of the specialization is entirely base on individual preferences. The first year academic programme is conducted in bilingual manner with instruction given in both English and Tamil language. Second, Third and fourth year programmes are conducted in English Medium only. The degree programmes consist of 8 semesters and examinations conduct at end of each semester. Types of course units are main/core subjects, electives, inter faculty courses (optional units) co-modules and non credit courses. A student in the first year of study is required to follows six taught courses amounts to 16 credits in the first semester and six taught courses in the second semester to earn 15 credits. There from the second year onwards in each semester a student is required to follow five taught courses amounting to 15 credits comprising four core courses and one elective course per semester. Thus in the entire programme of the four academic year a student follow courses amounts to 121 credits. This is excluding the ESL, which is a non – credit course.

A student who fulfilled the following requirements is deemed to have satisfied the condition for the award of the Bachelor of Business Administration specialization in Financial Management or the Bachelor of Business Administration specialization in Human Resource Management degree.

- Completed 121 credits
- Obtained overall GPA of not less than 2.00.

Whenever a student is unable to fulfil the requirements to obtain a four year (special) degree in Bachelor of Business Administration, he/she may be awarded a Certificate (completed 31 credits) / Diploma (completed 61 credits) / Three year (General) degree in Business Administration (completed 91 credits).

The details of the students accommodated in the DMS are given in Table I below:

Table I The details of the students accommodated in the DMS:

Year	Academic year of Registration	Students' population		
		Male	Female	Total
First year	2008/2009	62	59	121
Second year	2007/2008	59	53	112
Third year	2006/2007	69	55	124
Final year	2005/2006	76	71	147

4. FINDINGS OF THE REVIEW TEAM

4.1. Curriculum Design, Content and Review

Originally, since 1983, there had been only the Department of Commerce and this has been revitalized in 1986 as Department of Commerce and Management. The Department of Management Studies has been established in 1994 along with the Department of commerce. The Faculty of Management studies and Commerce has been established in 1999, and the two departments mentioned above have come under the purview of the activities of this Faculty. The Department of Management Studies presently offers two four year degree programs, namely: Bachelor of Business Administration (Specialization in Financial Management) and Bachelor of Business Administration (Specialization in Human Resources Management). Existing curriculum is a four year (08 semesters) academic programme having 66 courses. (47 compulsory, 13 elective and 06 optional.) Please see Table II.

Table II Number of Courses to be offered during the four years duration

Level	Number of Courses/ Credits Assigned					
Year I	Common	Credits	Elective	Credits	Optional	Credits.
Sem. I	06	16	-	-	-	-
Sem. II	07	17	-	-	-	-
Year II			-	-	-	-
Sem. I	05	17	-	-	02	04
Sem. II	05	17	-	-	02	04
Year III						
Sem. I	07*	18*	03	09	01	02
Sem. II	06	18	03	09	01	02
Year IV						
Sem. I	06	18	03	09	-	-
Sem. II	05	15	04	12	-	-
Total	47	136	13	39	06	12

*Business English has not been assigned credits

An undergraduate to complete the degree program has to earn a minimum of 151 credits during the four years. (Along with the re- structuring of the present program, effective from the academic year 2008/2009, the number of credits to be earned for the fulfilment of the degree has brought down to 121.)

The curriculum designed for the first two semesters in year I, consists of basic courses addressing the national and disciplinary interests .i.e. BAD ISHS 1126 Introduction to Social Harmony and Sri Lankan Studies, BAD 1131 Principles of Management, BAD 1134 Economic Environment, BAD ITCB 1224 Computer literacy and Basic Application, BAD BSNS 1225 Basic Science for Non-Science Students, BAD SS 1226 Social Studies. Apart from these, the other courses included, (i.e. BAD 1132 Financial Accounting I, BAD 1133 Financial Accounting II, BAD 1232 Financial Accounting III), in the first two terms in the first year seems irrational because these students have completed an extensive two year Accountancy course of minimum 340 hours duration for their Advanced Level examination.

When considering the courses included for the two semesters in the second year, seem both rational as well as irrational. Examples for the rational inclusions are BAD 2132 Business Mathematics and Statistics, BAD 2126 Legal Environment, BAD 2233 Data Based

Management System. The irrational inclusions seem, BAD 2133 Economic Analysis for Business, BAD 2226 Security Analysis (Optional - may be suitable for the final year)

The total curriculum consists (except in the 1st year) of elective and optional courses (Self Evaluation Report **Revised (SER(R))**, pp 8-10, **Detail of the courses offered in each semester**). Directions given to select optional and elective courses seems inadequate. The terms "course Units" and "co- modules" are also stated with no relevance. **eg. Types of courses p 13, 1.1 structure of the degree program, p.14, (Orientation program 2007/2008.)** Six courses have been stated carrying 16 credits and all are compulsory offered during the first year first semester. Self Evaluation Report (Old) (**SER(O)**), p 6, (**SER(R)**), p 8, **Detail of the courses offered in each semester**). In **1.3 Orientation Program 2007/2008 pp. 14**, it says "students required to follow six taught courses in the first semester to earn 16 credits..." There are 08 courses including optional courses given underneath and there is no indication to show by whom these optional courses should be followed.

It seems that, little guidance is available for the undergraduates to select the specialize program they need to follow from the third year. A proper academic counselling program will be necessary for this purpose.

The curriculum has been revised a number of times, i.e. 1986, 1994 and in 1999. Another revision is expected to be implemented from the academic year 2008/2009.

The curriculum proposed from the academic year 2008/2009 looks prospective and it as well seems need expertise advice and guidance. It seems, courses leading to Advanced Theories on Micro and Macro Economics are needed included for the first two years of the program. A generalist manager will be a person who has undergone a program which includes basically a well designed course in economics, accounting along with management related courses. The courses designed under these three main disciplines should be integrated with other quantitative and non quantitative courses like Statistics/Mathematics/operational Research/Industrial Sociology and Psychology etc.etc.

A novelty feature, in the structure of the proposed curriculum is the flexibility the undergraduate can enjoy at their choice. The undergraduates have the liberty to exit from the program at the end of a year by obtaining a certificate commensurate with the level of performance they have attained. At the end of first year with a 30 credit values earned by the undergraduate in the degree program can obtain a Certificate level qualification and exit or can continue for the second year. , At the end of the second year with an earned credit value of 60 a Diploma can be obtained or can continue for the third year. At the end of the 3rd year with a credit value of 90 a Bachelor's degree can be obtained or can continue with the 4th year. With a credit value of 121 at the end of 4th year a Special Degree leading to a Human Resources Management or Financial Management can be obtained. In case the undergraduate feels he should again continue from the level he departed from the program, can do so by adhering to the rules and regulations stipulated for such events after surrendering the certificate he has already obtained from the University.

Inter faculty collaboration and interfaculty activities are at an acceptable level. The department serves the Faculty of Agriculture, Medicine, and the Department of Law in their management related teaching requirements.

The review team is of the view that the aspect of Curriculum Design, Content and Review would be judged as “SATISFACTORY”.

4.2. Teaching, Learning and Assessment Methods.

The review team had the opportunity of observing few sessions of class room teaching. The teaching basically depended on lecture type. There was hardly any teaching plan for any of the course conducted during this semester. The undergraduates were provided with hand outs before the lesson starts but they are with minimum standard. The objectives of the lessons, learning outcomes, list of references were hardly found stated in the hand outs. There was hardly any course manual for any course. The teaching, learning and assessment methods adopted by the department seem substandard. The teaching methods used seem primitive. The student participation seems poor. In many occasions there were only around 50% to 60% students present in the sessions. Team teaching, case studies, role plays, and skill builders were hardly used. Undergraduates seem disgruntled with least interest shown towards any activity. There were few presentations done by the students but they seem below standard. Assessment methods are based both on continuous (25% marks) and end semester examinations (75% marks). It was revealed that though 25% marks are allocated for Continuous Assessment 15% were again allocated for a test based examination (i.e. Mid Semester test) and the other 10% was allocated for two classroom/take home assignments. This proved practically that almost all the 100% marks are allocated on the written aspect of testing. With the available evidence the review team wish to note that the department will have to pay serious attention to the assessment methods adopted in the department.

There were proper records maintained by the department in relation to both these assessments. Past question papers were available with marking schemes prepared and submitted by the setter of the question paper. Majority question papers are based on essay type and few semi structured questions were seen. Structured and Multiple Choice Questions were unable to trace. Almost all the questions were recalled type. Unrecalled type questions were hardly used. Thereby opportunity to demonstrate creativity by the undergraduates seem seldom. Both lenient and strict marking were evident while Error of Central Tendency was commonly seen.

Most of the draw backs in relation to teaching learning and assessment methods in the department seem due to the perturbed environment prevailing almost in all the places including the University. Free movements seem limited and most of the teachers as well as students have little access to outside world. Some students still do not know the situation of their kith and kins. The commitment and sacrifices making by the lecturers in the department to overcome the mental agony of the undergraduates should not be underestimated. Close upon 50% of the undergraduates in the department are financially maintained by the VC's fund and by NGO with the intervention of the department lecturers. Non availability of the conducive learning environment and the basic infrastructure facilities seem a primary factor for the drawback.

The senior hands available in the department are minimal (only one Associate Professor) and this also has become a hindrance for the growth and development of the academic environment in the Department. There are 02 Grade I Senior Lecturers and 08 Grade II Senior Lecturers, 02 Lecturers, 01 Lecturer (Probationary) and 03 Asst. Lecturers (on contract basis). (SER(R) p. 06. The highest educational qualification among these Academic staff members is M.Phil/MBA/ or MA. Irrespective of the environment prevailing in the area and minimal availability of senior academics in the department, the academic contribution made by the Lecturers including the Professor in terms of publishing books and articles and publishing research papers and getting involved in other academic related activities are commendable.

The review team is of the view that the aspect of Teaching, Learning and Assessment Methods is judged as “SATISFACTORY”.

4.3 Quality of Students including Student Progress and Achievements

The Department of Management Studies enrolls close upon 100 to 150 undergraduates annually. (SER.(O) 2.1, p.3) (SER.(R) 2.1, p.5) The number completing the degree annually varies from 62 to 85.(SER (O) p.11, (SER (R) p. 13) In other words number completing the degree annually including the repeaters is less than 85. In some years (2003 and 2006) this number has come down to 69 and 62 respectively. When considering the total results for each year the number obtaining honours passes (1st Classes and 2nd Classes) are greater than the total ordinary passes obtained by the undergraduates. The honours passes earned by the undergraduates in a batch compared to the numbers completing the degree seem more than 50% (SER(O), Details of Students' Achievement of the Department for the last six years p.11, (SER (O) p.13. Data provided by the department in relation to failures seems inaccurate, because if we presume the numbers enrolled for each year on average is 100 (the actual minimum is more than 112) the numbers passing is 85 (2005) the failures must be 15. But the data provided by the Department says 11. Please see Table III below.

Table III Students Performance in past

Year	1st Class	2nd Upper	2nd Lower	Ordinary Pass	Fail
2000	04	24	27	24	06
2001	03	25	24	19	11
2002	03	21	18	30	04
2003	02	27	16	24	14
2004	03	34	21	25	10
2005	06	23	17	39	11
2006	06	24	09	23	09
2006 A	09	25	15	24	08

The demand for the two degree programs conducted by the Department of Management Studies seems greater and the undergraduates so enrolled have the option of following one of the degrees offered by the department. The criteria of selecting the undergraduates to the two Departments in the Faculty of Management Studies and Commerce or the criteria of selecting undergraduates to the degree programs conducted by the department seem require further clarifications. It is obvious that the majority undergraduates joining the Faculty/Department are not either merit holders or possessors of high "Z score". All undergraduates seem coming

from the Northern Province of the country. Majority undergraduates are compelled to enrol in the programs available in the department with least choice available for them.

Poor class room attendance by the undergraduates may be paid attention, to see, as to why the undergraduates are keeping away, some may be employed, some may be have lost confidence in higher education or may be for some other reason. It is important to find out the reasons for absence from classes because resources are provided for the full capacity and practically they seem under utilized.

The review team is of the view that the aspect of the Quality of Students, Student Progress and Achievements could be judged as “SATISFACTORY”.

4.4. Extent and use of Student Feedback

The lecturers are getting qualitative and quantitative feed back from the students of their teaching performance. This is done twice a semester. The present practice is to get the feed back from the students by the lecturer himself for each course they conduct during a semester. There is a questionnaire prepared by the department in this respect. The lecturers themselves distribute the questionnaire among the students, collect them and get the feed back for themselves. In addition to the feed back through the formal questionnaire, the lecturers also get a verbal feedback while the session is being conducted. Both these ways of getting feedback from students have been effective with some lecturers to overcome their on weaknesses. In most instances undergraduates as well as the teachers have shown least interest towards this exercise. This exercise seems easy with the manageable numbers available in the class room, but the priority given to this aspect seems inadequate. It seems that, if the prevailing system of getting feed back can be regularised and formalized improvements for student teacher relationship as well can be improved.

When the above facts are considered the aspect of the extent and use of student feedback could be judged as “SATISFACTORY”.

4.5. Postgraduate Studies

A separate Post-graduate Faculty has been established in the University. The Senior Lecturers attached to the Department are involved in Post graduate level teaching in both internal programs and programs conducted by out side organizations in the locality. Master of Arts Public Administration, Master of Arts Regional Planning, Master of Arts Population Studies are a few programs in which the senior academic members of the department are involved. The Department of Management Studies intends introducing a Masters Program in Health for which the approval from relevant authorities has been obtained. The department also is planning to introduce a Postgraduate Diploma in Management in the near future. Some are involved in Post graduate Research Thesis supervision in the MBA program conducted by the Manipal University, India. Due to the prevailing logistic conditions in the area the senior members of the department have minimal access to other postgraduate programs conducted by the other Universities located in the other parts of the country. This situation has affected badly for their career development prospects as well as for the institutional recognition and progress.

The Head of the department serves as the member of the Board of Studies in the Faculty of Graduate studies. All most all lecturers in the department have either completed the Masters degree or are following the Masters programmes. The publications done by the academic members of the department are appearing in the journals.

The review team is of the view that the aspect of the Postgraduate Studies could be judged as “SATISFACTORY”.

4.6. Peer Observations

There is an understanding among the academic members in the department about the importance of having a Peer Observation as a powerful tool for improving the quality of teaching, learning process. It was observed that the overall attitude of the academic staff members about the Peer Observation is positive. It was revealed that, an attempt has been made recently to develop a mechanism for Peer Observation in the department. The existing practice with regard to Peer Observation in the department is poor. A department based evaluation form is used in a less formal manner and it is hardly used for any developmental activity. A few members use this form for the purpose and majority are not at all interested in this aspect. The academic members who have followed the peer observation procedure also have kept the outcomes of peer observation for themselves without bringing them to a proper forum for discussion and improvement if there is any. There were documentary evidences to prove that 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. If the Question paper moderation could be got done from academics attached to same discipline in the other Universities the acceptance and the recognition for the degree program will be greater. The presently available logistic facilities will not allow this to put in to practice. The departmental meetings are held to discuss various matters and staff members share their views at these meetings. Minutes of the meetings are maintained.

The review team is of the view that the aspect of the Peer Observation could be judged as “SATISFACTORY”.

4.7. Skills Development

The skills that have identified and developed by the staff in the department of Management Studies are great in number and some of them are running across all the management related disciplines. This requirement of identifying skill development has been very well taken into consideration by the teachers in the department. The graduates who obtain a Business Administration degree is a generalist manager who should be capable of handling most of the problem they encounter in all functional areas of management in an organization.

A number of skills (few of them to mention here are; conversation skills, computer and IT skills, presentation skills, Problem identification and problem solving skills, Critical Analytical skills, inter personal skills and demonstration skills) have been identified to be developed among the undergraduates and lack of facilities especially physical, (class rooms, computers) have hindered progression. Access to computers by the students as well as teachers within the department is limited. There are 05 computers in the departmental laboratory and 30 computers (with internet facilities) in the Library information centre available for all students and teachers in the faculties of Arts and Management and Commerce. The undergraduates have access to computers in the Library laboratory with limited time allocations with prior requests made by them. It seems due to security reasons

limited ADSL facilities are made available in the region. Three class rooms with a capacity of 100 to 125 to accommodate at a time are made available for the department with least facilities like Multi Media and Over Head Projectors. The department finds difficulties in getting places for the undergraduates to go for practical training. Hence, both students and teachers have limited access for academic development

The Subject Review Team observed that the third years and the final years were confident with the language of English as it is the medium of instruction and the first and the second years showed the interest towards getting their English knowledge improved. The Subject Review Team had a number of opportunities to observe the conversation as well as the presentation skills along with problem identification, analytical and problem solving skills demonstrated by the undergraduates during the period of the Subject Review. Paying attention to the prevailing conditions amongst the unexpected pathetic incidents encountered especially by the students the reviewers were of the opinion that what demonstrated by the students were more than enough.

The review team is of the view that the aspect of the Skill Development could be judged as “SATISFACTORY”.

4.8. Academic Guidance and Counseling

Academic guidance and counselling seems available at the department level and there are two types (some are paid an honorarium and others on a voluntary basis) of student counsellors appointed representing the department. Some are student counsellors and in addition to them there are student advisors. It seems that these student counsellors perform a routine job when the students come to them with problems for redress or for some consolation. Academic guidance and counselling seems rather broader in its context. This seems lacking in the department as the counsellors are inadequately trained for the purpose. The two official student counsellors are males and female undergraduate prefer come out with their grievances with a lady who will maintain a motherly relationship with them. Irrespective of the official designation as the student counsellor all teachers irrespective of their gender as well are all out to help students in both academically and otherwise. This is a positive behaviour among the teachers towards the students as the students; all of a sudden have become orphans with little redress expected from anybody other than teachers whom they know well. Apart from these, the least facilities available for the teachers as well as for the student counsellors prevent students coming to them because concern for privacy has to be forgotten. Except for one or two Senior lecturers all others share rooms with very limited space. These rooms in most cases do not contain at least the basic requirements like a filing cabinet or a cupboard let alone intercom facilities for each room. Some rooms lack ventilation. The entire faculty students and staff have to use the same wash room which is located little away. The Unit is partitioned to be used by males and females separately and around 10 males and 10 females can accommodate at a time. Non availability of basic cafeteria facilities in the University has aggravated the problems encountered by the undergraduates which in turn have brought down the enthusiasm for learning.

Hand books and prospectus are published and made available to the undergraduates at the commencement of the degree program. The orientation programme is conducted by the Faculty of Management Studies and Commerce at the beginning of the first year. There is hardly any time set a part in the time tables of the lecturers to enable the students to meet them and discuss matters relating to academic or otherwise.

The students complain that they have to live out side the campus by incurring unaffordable expenses while the hostel are kept closed. The review team evidenced that close upon 50% of the rooms are abandoned with no proper attention paid to them. The maintenance of hostels was far below standards and close upon 100 students can be given accommodation in the hostels with little renovations done.

The students seem seldom take part in extra curricular activities other than the cultural festivals like Thai Pongal, and Saraswathie Pooja. There was little evidence to prove that sports activities are regular events among the undergraduates. The lecturers were of the opinion that the Freshers Meet, Interfaculty meet, Management and Commerce (MACOS) Sports festival are held annually with the participation of the undergraduates and the staff.

The review team is of the view that the aspect of the Academic Guidance and Counselling could be judged as “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	Satisfactory
Extent and Use of Student Feedback	Satisfactory
Postgraduate Studies	Satisfactory
Peer Observation	Satisfactory
Skills Development	Satisfactory
Academic Guidance and Counseling	Satisfactory

5. CONCLUSIONS

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

1. Curriculum Design, Content and Review

Strengths/Good Practices.

- Availability of optional courses
- Availability of elective courses
- Curriculum has been revised a number of times.
- Medium of instructions in the first year is both English and Tamil and from the 2nd year onwards it is only English.
- The degree programme consists of an independent research report.
- Flexible higher education opportunities with the proposed re-structuring program
- Inter Faculty and Inter Department collaboration and interdependence

- Copies of the recommended books are available in small numbers in the library
- Credit, GPA and Semester system have been adopted.

Weaknesses

- The program structure has to be revised with expertise advice and guidance for a better output.
- Necessity for rational basis of course inclusions in the program
- Least priority given to avoid overlapping and repetition of courses
- The sequence of course introduction from known to unknown have to be reorganized according to the programmes.
- Industrial training may be introduced in the second semester of the final year.
- Inadequacy of IT related courses with practical orientation.
- Lack of opportunities for the undergraduates to demonstrate their communication skills
- Inaccessibility to the Recommended readings from recognized journals or periodicals on related fields
- Non availability of sufficient Senior personnel in the Department
- Non existence of department, industry relationship in the process of curriculum development

2. Teaching, Learning and Assessment Methods

Strengths/Good Practices

- The enthusiasm among the students for higher education.
- The students are supportive to the academics and to the administration.
- Continuous assessments is in practice
- Question paper moderation and first and second marking included in the assessment method.
- The usage of the library is at an acceptable level.

Weaknesses

- Non availability of a teaching plan.
- Non availability of Study guides
- Non practice of different approaches to teaching methods
- Sub standard hand outs
- Irrational marks allocations between Continuous Assessment and End Semester Examination
- Existence of lenient/strict marking practices and prevalence of Error of Central Tendency
- Non practice of non recalled level testing (Most of the questions are essay type)
- Limited number of management books are available in the library

3. Quality of Students, including Student Progress and Achievement

Strengths/Good Practices

- Competition among the undergraduates is higher
- Greater involvement shown in studies by the undergraduates irrespective of the prevailing unconducive learning environment
- Continuous academic achievements (especially best award) earned by the BBA undergraduates.

- Greater job opportunities captured by the graduates in the private and the public sectors
- The greater degree of employability of the graduates

Weaknesses

- Unacceptable annual failure rates (close upon 33 1/3% annually)
- Absence of precautionary measures taken by the department to remedy this situation
- Difficulty in access to external subject expertise
- Non availability of students' subject based societies
- Limited interaction between student representations and the administration
- Non availability of adequately defined indicators to measure the student progress

4. Extent and Use of Student Feedback

Strengths/Good Practices

- Positive steps taken by the department to get student feed back on teaching and other related activities
- Open door policy practices by all the academic staff members including the Head of the department
- The dedication and commitment demonstrated towards solving the problems of undergraduate problems by the academic staff members in the department is appreciable.
- Readiness of the student to give feedback.
- Willingness of the staff to get student feedback.
- Acceptable level of rapport maintained between teachers and students under both formal and informal ways in order to get the feedback from the students.

Weaknesses

- Non existence of an adequately consistent formal feedback system.
- Non existence of a formal Management Information System to make the relevant authorities aware of the prevailing strengths and drawbacks and suggest improvement where necessary
- Less attention paid by the top management and the Administration to the students basic requirements
- Lethargic attitude demonstrated by the Administration towards the students welfare
- Unawareness of students rights by both individual students and student associations

5. Postgraduate Studies

Strengths/Good Practices

- Having a Graduate faculty for higher Degree
- The trust developed by the postgraduate candidates towards the staff of the department.
- The senior academic members of the department have had the opportunity to perform as the members of the Board of Study of Management and as the resource persons of the Faculty of Graduate Studies.
- Enthusiasm shown towards publications and participation in workshops and research forums

Weaknesses

- In accessibility to the other Post graduate programs conducted by the other Universities and similar Institutions
- Non existence of proper logistics and other facilities (a proper resource base including computer and internet facilities) to encourage research among the academic members and undergraduates.
- This situation has created a vacuum in the department in establishing a research culture
- Non -availability of research based resource persons (with PhDs) in the department
- Communication gap existing in the area prevents academic members coming to the academic programs conducted by the other Universities and similar institutions.

6. Peer Observation

Strengths/Good Practices

- Moderation and second marking system are in practice.
- Availability of cooperation and participation of all staff members in the department in all academic activities with great enthusiasm
- Obtaining and maintaining moderators report with proper feedback.
- Getting marking scheme along with the question paper.
- The cohesive and positive, brotherly behaviour irrespective of the gender, demonstrated by all the academic staff members in the department with the intension of developing the department

Weakness/Improvements

- Loosely implemented peer evaluation procedures.
- Some lecturers avert this exercise
- Insufficient awareness among the lecturers about the advantages they would enjoy by having a peer observation system implemented in the department
- Non existence of rewarding system for best performers
- Non availability of Team teaching and Co- teaching in the department
- Inadequate qualified staff to observe and guide the junior members.

7. Skills Development

Strengths/Good Practices

- Identification of subject related skills to be developed among undergraduates
- Each student is required to submit a project report on selected diverse topics.
- The medium of instruction of the programme except in first year is English.

Weakness/Improvements

- Lack of infrastructure and logistic facilities to demonstrate different skills of undergraduates
- Non availability of field trips, guest lectures, and other activities like organizing seminars and community related services to make opportunities to improve, organize and develop leadership skills among undergraduates.
- Non availability of Student bodies in the department to improve skill-based activities.
- Non existence of programs to encourage undergraduates to organize various non subject related activities to develop organizing skills required for modern world.
- Insufficient opportunities to improve IT skill.

- Insufficient opportunities to develop leadership skill.
- Inadequate space and resources for the staff members in the department

8. Academic Guidance and Counseling

Strengths/Good Practices

- Having an adequate number of both Student Counselors and Student Advisors in the department
- Better understanding about the undergraduates and the problems they encounter by both Student counselors and Student Advisors.
- The humane attitude demonstrated towards the needy undergraduates.
- Orientation programme conducted by the department and its suitability for fresh students in familiarizing them to the university atmosphere
- Willingness demonstrated by the Lecturers towards the undergraduates for required assistance

Weaknesses

- Non availability of a well thought out, properly designed academic counseling programme in the department.
- Lack of formal training for the teachers on student guidance and counselling
- Non existence of a separate room for student counselling
- Non-availability of a sound and a common record maintenance system in relation to academic guidance and counselling in the department for future reference
- Non existence of effective decision making mechanism and implementing them along with a proper follow up mechanism
- Least priority shown towards student welfare

6. RECOMMENDATIONS

On the basis of weaknesses identified, reviewers are of the opinion that they wish to make the following recommendations in order to improve relevance and quality of the degree programs conducted by the Department of Management Studies, namely; Bachelor of Business Administration specialization in Financial Management and the Bachelor of Business Administration specialization in Human Resource Management.

1. It seems necessary to use standard terminology in the hand books and material used for orientation program in order to preserve consistency, professionalism, dignity and the decorum of the academia. If deviating from the common usage of terminology a definition to that effect may be possible i.e. Subject, course, course unit, module has specific definitions, using these terms interchangeably at the whims and fancies of the curriculum designer, could confuse the reader
2. Curriculum structure seems needed changing, to address initially the regional and national problems. Experts advice and guidance may be sought in this connection
3. It seems useful to form an industry advisory council for obtaining stakeholders' input for the curriculum designing and revision process. The role of an alumni association in this regard cannot be under estimated. Therefore necessity for forming such associations will strengthen the working capacity of the department

4. Formalizing and regularizing Student Feedback, Peer evaluation, Academic Counselling and guidance may produce fruitful results in relation to student progress and achievements and other related activities. The un-protesting, obedient and docile behaviour of undergraduates seems encouraging to work with them
5. Student Counsellor's role in connection with problems faced by the undergraduates, the grievance handling, and their day to day welfare is vital and significant. Therefore a proper training may be necessary to develop and equip them with required skills. As the Student Counsellors are the link between the students and Administration of the University, providing their requirements i.e. basically, a room and a computer, will help smooth functioning of the entire system
6. It is important to establish alumni association for the department to get their support to develop market oriented degree programmes for the department
7. Reasonable amount of space and resources are necessary provided for the lecturers to make their academic contribution efficient and effective
8. To improve the employability of the graduates of the department, it is advisable to incorporate practical training as a compulsory credit course for the final year second semester.
9. It is appropriate to organize study tours by the department for the undergraduates ensuring academic staff members participation in the same.

7. ANNEXES

Annex 1. AGENDA FOR THE REVIEW VISIT

Day 01: 28th April 2009

08.30-09.00	Private meeting of review panel with QAA Council Representative
09.00-09.30	Discuss the Agenda for the Visit
09.30-10.30	Meeting with Vice Chancellor, Dean/Faculty of Management Studies and Commerce, Head/Department of Management Studies
10.30-10.45	Welcoming panel members (Welcome speech by Prof. M. Nadarajasundaram)
10.45-11.45	Department presentation on SER by Head of the Department
11.45-12.30	Discussion (working tea)
12.30-01.30	Lunch
01.30-02.00	Observing Department facilities
02.00-02.30	Meeting with undergraduate students
02.30-03.30	Meeting with Department academic staff (working tea)
03.30-04.30	Observing other facilities (library, lab, hostel etc)
04.30-05.00	Reviewers briefing

Day 02: 29th April 2009

08.00-08.30	Meeting student counsellors/ Academic advisors
08.30-09.00	Observing Lecture
09.00-09.30	Observing Lecture
09.30-10.00	Observing practical class
10.00-10.30	Meeting with postgraduate students
10.30-12.00	Observing documents (working tea)
12.00-12.30	Meeting with supportive and non academic staff
12.30-01.00	Meeting with 3 rd year students
01.00-01.30	Lunch
01.30-02.00	Observing Lecture
02.00-02.30	Students presentation
02.30-03.30	Meeting with final year students
03.30-05.00	Reviewers briefing (working tea)

Day 03: 30th April 2009

09.00-09.30	Observing Lecture
09.30-10.00	Observing documents
10.00-11.00	Reviewers private discussion (working tea)
11.00-12.00	Meeting with Head and staff for reporting
12.00-01.00	Lunch
01.00-05.00	Report writing (working tea)