

SUBJECT REVIEW REPORT

DEPARTMENT OF ZOOLOGY



**FACULTY OF SCIENCE
UNIVERSITY OF JAFFNA**

26th to 28th September 2005

Review Team :

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1. THE PURPOSE AND AIMS OF THE SUBJECT REVIEW PROCESS

The purpose of the subject review is to evaluate the quality of education in both the undergraduate and postgraduate programmes offered by the Department of Zoology of the Faculty of Science of the University of Jaffna and to focus on the quality of students' learning experience and on students' achievements. It is aimed at examining and reviewing the appropriateness of academic standards set for the programmes and the effectiveness of curriculum in delivering the intended learning outcomes described in the self evaluation report. It is also aimed at examining the suitability and effectiveness of the assessment methods used to measure the achievement by learning outcomes relevant to the programme, which are identified by the Department.

The review team consisted of Prof. M.J.S. Wijeyaratne (Vice Chancellor and Senior Professor of Zoology, University of Kelaniya), Prof. A Pathiratne (Professor, Department of Zoology, University of Kelaniya) and Dr. J.L. Ratnasekera (Senior Lecturer, Department of Chemistry, Rajarata University of Sri Lanka).

During the subject review of the Department of Zoology, the following eight aspects were separately studied.

- Curriculum design, content and review
- Teaching, learning and assessment methods
- Quality of students including student progress and achievements
- The extent and use of students feed back, qualitative and quantitative
- Postgraduate studies
- Peer observation
- Skills development
- Academic guidance and counselling

The review team perused the subject review report prepared by the Department before the review visit. During the review visit, which took place from 25th September 2005 to 27th September 2005, the review team had discussions with the Vice Chancellor of the University, Dean of the Faculty of Science, Head of the Department of Zoology, members of the academic staff and non-academic staff, Student Counsellor of the Faculty of Science, the Librarian, undergraduate students and the postgraduate student.

The review team examined several documents, which included, Faculty Handbook – 1998, Document on the structure & syllabi of the B.Sc. degree programme (First and Second years) – 2004, practical handouts distributed to the students, samples of students' practical records, research project reports of the final year students, postgraduate dissertations, teacher evaluation reports, answer scripts, marking schemes and question papers of several course modules, External examiners' reports, minutes of departmental meetings and recent publications of the academic staff.

The review team also visited the teaching laboratories to examine the facilities available. The lecture theatres, tutorial rooms, insectary, animal house, Museum, computer centre and the library were also examined by the review team.

Peer observation of the teaching process in two lectures and three practical classes was also carried out during the review process.

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

The University of Jaffna was started in 1974 as the Jaffna campus, the 6th campus of the University of Sri Lanka with two Faculties, namely the Faculty of Arts and the Faculty of Science. It was upgraded to the university status in January 1979 with the enactment of the Universities Act No. 16 of 1978.

The vision of University of Jaffna is to be a leading centre of excellence in teaching, learning, research and scholarship. Mission of the university is to produce intellectual, professionally competent and capable graduates to meet the emerging needs of the national and international community with special emphasis on the social, economic and cultural needs of the Northern Sri Lanka.

Main campus of the university is located in Thirunelvely. In addition to the main campus, the University has another campus in Vavuniya with two Faculties, viz., the Faculty of Applied Sciences and the Faculty of Business Studies, an Academy for fine arts, i.e. Ramanathan Academy and a Department for Siddha Medicine. Initially, The Faculty of Science was set up at Vaddukoddai in the premises taken over from Jaffna College. The first batch of students numbering 103 was admitted in 1974 and only a course in Mathematics & Statistics was offered to them. Later, in 1975, courses in Physical and Biological Sciences were introduced. The Faculty was shifted to the present location at Thirunelvely in 1978.

The Faculty of Science consists of six departments, namely the Departments of Botany, Chemistry, Physics, Computer Science, Mathematics & Statistics, and Zoology. The annual intake to the Faculty is about 125 and the present student population is around 600.

The vision of the Faculty of Science is to be a recognized centre of science learning in Sri Lanka. Mission of the Faculty is to produce graduates with balanced knowledge and skills in science, morals, wisdom and social responsibility to meet the regional and national needs of the science personnel; to foster, promote and excel in teaching, learning and research in basic sciences and its applications and to disseminate knowledge and resources for the benefit of the society with special emphasis to science education and economic and social development.

The Faculty presently offers three degree programmes, *i.e.*, B. Sc (General) degree of three years duration, B. Sc. (Special) degree of four years duration, and B. Sc (with education) degree of four years duration. Faculty is also contemplating to start a B. Sc. Joint Major degree programme of four years duration. From traditional system of three terms of teaching and holding examinations annually, the Faculty has changed over to semester based course unit system in 1992. Subsequently, in 2004, the Faculty introduced the modularised credit valued course unit system of teaching where each course module is continuously assessed with in-course assessments.

The department has 11 academic cadre positions out of which one is the Professor of Zoology, which is vacant at present. The other academic cadre positions include five Senior Lecturers, one Lecturer and four Probationary Lecturers. Two Senior Lecturers and all four probationary Lecturers are on study leave reading for their postgraduate degrees. There are ten temporary demonstrators too. The department has four technical officers, four laboratory attendants, one clerk and three labourers. The total number of students following Zoology courses is around 130.

The department has two lecture theatres shared with the Department of Botany and two teaching laboratories. One of these laboratories can accommodate about 50 students and the other laboratory which is used for special degree students can accommodate about 10 students. Main library has a fair collection of text books and few periodic journals in some areas of Zoology. However, the most of textbooks were observed to be outdated. There are only two personal computers in the Department for the use of staff. Students have access to computers in the computer unit. Some of the computers in the computer centre have internet access.

3. AIMS AND LEARNING OUTCOMES

3.1. Aims

The Department of Zoology aims to provide

- degree programmes that offer high quality learning experience, in line with University policy so as to expose students to recent advances in knowledge and techniques particularly in the advancement of research of the Department.
- a wide range of learning opportunities that enables students to develop their academic interests and potential.
- continuous confident support and guide the students to develop a knowledge base, understanding through thought, cognitive abilities and skills that permit them to indulge effectively in animal related fields to meet the national development.
- opportunities to attribute the skills and enthusiasm beyond University education.
- friendly, conducive and encouraging environment to achieve with enthusiasm high level of learning with good completion rates.
- an opportunity for students from other streams of study in the University to learn Zoology for fulfilment of Knowledge.
- provisions for informal feedback and peer advice, to enhance the career of the staff of the Zoology Department.
- well planned departmental organization for successful and effective, learning, assessment, review and quality assurance of knowledge.
- facilities for the development of research to meet the national and regional requirements.

3.2. Learning Outcomes

On the completion of the study programmes offered by the Department, the students are expected to have

- gained knowledge and conceptual understanding of areas in Zoology, throughout the broad framework of study in Science.
- understood the applications of their study to the form of research and development skills.
- acquired a wide range of personal and transferable skills (e.g. Critical ability, independence of thought, data handling and interpretation, computer literacy, information management, oral and written communication, teamwork) and evolved into certified personnel in applying these skills whenever necessary at various situations.
- obtained scientific, technical and intellectual skills necessary for the acquisition and analysis of data through laboratory work and field work.
- improved their cognitive, self reasoned learning habit whereas in the G.C.E. A/L the students are used for almost a spoon feeding system from teacher.

Further, the degree programmes offered by the Faculty of Science, University of Jaffna lay an excellent learning experience and are intended to enable students to:

- progressively develop their academic ability and potential at entry by developing knowledge, skills and understanding based on a broad and multidisciplinary approach.
- study a field of their choice to be competitive in the knowledge and experience in that field while broadening their knowledge in other disciplines.
- benefit from exploitable areas which provide research opportunities utilising resources of the departments.
- perform a research project with the guidance of academic staff in the University and in collaboration with other government and nongovernmental organizations.
- benefit from curriculum which is mediated by staff, students and central University services.
- interact with staff whose interests are of common in activities and research.
- have a good learning schedule within University guidelines.
- be provided with clear work plan of course units, contents, academic needs and assessment methods.
- receive appropriate assessment of progression and grading and feedback on individual progress.

4. JUDGMENT ON THE EIGHT ASPECTS REVIEWED

4.1 Curriculum Design, Content and Review

The curriculum offered by the Department of Zoology of the University of Jaffna for the B. Sc. (General) and B. Sc. (Special) degree programmes reflects adequate academic standards and enables students to achieve intended learning outcomes identified in the self evaluation report. The syllabus covers adequate subject matter in many areas of Zoology and helps to provide required knowledge and develop relevant practical and analytical skills. The programme offered in the 1st year provides all Biological Sciences students the basic knowledge on important core areas such as origin of life, evolution, systematics, cell biology, histology, developmental biology and genetics together with relevant practical skills. The course units offered for the B. Sc. (Special) degree programme in Zoology helps to provide advanced knowledge and understanding in many topics of applied nature such as Fisheries Biology, Marine Biology, Pest Control, Aquaculture and Industrial Entomology.

The curriculum content of the courses offered by the Department are of sufficient breadth and depth in terms of subject coverage. It was also noted that the curriculum helps to provide knowledge on topics of current interest. The programmes offered are at a suitable academic level and the programmes are organized to make suitable intellectual demands. The review team noted that there are sufficient opportunities for students to gain suitable subject knowledge.

In 2004, the modularized credit valued course unit system has been introduced and at present the 1st year and 2nd year students are following this new system. The 3rd year and 4th year students are following the old system introduced in 1992. As such, the curriculum has been reviewed only after 12 years. There was no evidence for obtaining the feed back from the students, alumni, potential employers and other stakeholders when revising the curriculum.

The review team noted that with the introduction of the new modularized credit valued course unit system, there is some flexibility and choice for the students for selecting courses. This flexibility has resulted in a drop in the number of students following Zoology as a subject. The Department may pay special attention to this situation and take suitable measures to attract more students.

Introduction of auxiliary course units such as English Language, Computer Literacy, Management and Entrepreneurial skills is also commendable. These course units help to develop some important interpersonal skills of the students.

Only the syllabuses of the 1st and 2nd year course units offered under the new system are prepared. Those of the 3rd and 4th year course units are being prepared at present. Although the objectives of each course unit is identified, it was noted that the intended learning outcomes were not developed separately for each of the course units offered by the Department.

The method of delivery and recommended text for each of these course units are also not given with the syllabus. However, the evaluation criteria are clearly indicated.

The review team strongly feels that feed back from all stakeholders including parents, students, alumni and experts in the field be considered in developing the curricula. The learning outcomes for each course unit may also be identified.

When the above facts are considered, 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

It is evident that the teaching and learning strategies in the Department of Zoology are aimed at equipping the students with the progressive acquisition of the subject knowledge and some skills. The review team noted that the department uses variety of approaches to provide appropriate learning experiences for the students following Zoology course units of the B. Sc. (General) and B. Sc. (Special) degree programmes. These include lectures, tutorials, assignments, laboratory work and field exercises. The students following the B. Sc. (Special) degree programme are required to present a seminar and carry out a research project on a selected topic.

The review team noted that lectures are delivered in the traditional way with chalk and blackboard in a less interactive manner. However, the lectures are supported with handouts. Even though an overhead projector is available in the department, it is not effectively used in the delivery of lectures conducted by the department. Review team was informed that tutorial classes are conducted in more interactive manner with discussions.

The review team noted that there are limited opportunities available to the students to develop their self-learning abilities. The department may consider exploring the possibility of modifying some of the teaching sessions from being mainly teacher centred to be more student centred by introducing student generated seminars on selected topics of several theory course units of the B.Sc. (Special) degree students.

Review team observed several practical classes and found that practical classes are designed to provide a variety of subject specific skills even with limited resources available. However, less emphasis has been given to develop generic skills through subject specific course units. The students following the B. Sc. (Special) degree programme are able to improve their oral communication skills through presenting a seminar on a selected topic. However, oral presentation skills are not evaluated at this stage. The department may strongly consider adopting a mechanism for the evaluation of seminars on selected topics and oral presentations based on the synopsis of the research work carried out for the B.Sc. (Special) degree programme.

The review team noted that the students following the old curriculum are evaluated by continuous assessments of practical work, practical examinations and theory examinations. With the implementation of the new curriculum, diversity of assessment methods are used in the department which complies with the guidelines of the Faculty of Science. The students are aware of the assessment procedures which usually consist of quiz tests, tutorial based examinations, end of course examinations based on the theory aspects, in-course assessments and end of course practical examinations. The modes of assessment in the new curriculum is

comprehensive and highly commendable. The review team noted that different assessment methods evaluate the subject specific knowledge as well as the skills of the students. However, it was noted that less weightage is given to the marks obtained in the practical component ($\frac{1}{4}$) in comparison to the marks obtained in the theory component ($\frac{3}{4}$) when computing the overall mark for the respective course unit. The Department may consider giving more weightage to the practical component which evaluates the practical skills of the students in relation to the specific subject areas.

The review team also noted that workloads of the students are not balanced. It was evident from the discussions held with the students and observation of practical classes that students spend much time for drawing of the specimens provided in the practical class, write complete notes and make corrections etc. Considering the modern trends in teaching and learning Biology/Zoology, the Department may consider giving more emphasis for the development of subject specific practical skills including observation and identification skills and analytical skills rather than developing artistic skills as discussed in detail in the section on skills development.

Eventhough students spend much time for the practical records, it contributes for only 5 – 10% of the final practical mark of the relevant course unit. The department may reconsider this aspect also to improve this condition.

There is evidence that some examination papers are set and moderated by senior academic staff in the department where as some examination papers are moderated by a local external examiner. It was evident that B.Sc. (Special) degree papers were sent for 2nd marking to a foreign examiner. Moderation and second marking by external examiners is a good practice for transparency and quality assurance of the degree programmes.

Examination of samples of student work which included marked answer scripts of theory papers and practical papers, reports of some assignments and research projects of the B. Sc (Special) degree students revealed that the student achievement in relation to intended learning outcomes is satisfactory. Questions have been formulated to achieve intended learning outcomes.

With the implementation of the new curriculum, several good practices have been introduced to the work plan of the undergraduate degree programmes offered by the Faculty of Science. Allocation of specific time periods (8.30 a.m. – 11.30 a.m. on Mondays) in the Faculty time-table for the in-course assessments is a good practice which will facilitate effective continuous assessments. Further, the review team observed that dates for the end of course examinations are scheduled in advance. If implemented properly, these practices would certainly facilitate effective assessment of modularized, semester based course unit system introduced by the Faculty.

During the discussions held with the students, the review team found that learning outcomes of the course units and assessment requirements were not clear to some students. The Faculty may consider providing a handbook which includes curriculum, syllabus and evaluation criteria to each student during the orientation period of the first year of the programme.

Considering the above facts, the aspect of teaching, learning and assessment methods is judged as satisfactory.

4.3 Quality of Students Including Student Progress and Achievements

The Faculty of Science of the University of Jaffna admits students who are selected by the UGC according to the national admission policy. As revealed during the discussions held with staff, the department has been able to attract good students who have scored high marks during the first two years into the B. Sc. (Special) degree programme in Zoology.

In the old structure, the students' progress in the theory course units is monitored mainly through tutorials. However, with the introduction of the modularised credit valued course unit system, progress of students is monitored continuously through in-course assessments as well as through end of course examinations.

Further, it was revealed that the students who have poor attendance and/or poor performance are advised and guided by the Head of the Department and the Dean of the Faculty.

As indicated in the Self Evaluation Report, performance of students in Zoology in the first three years has been satisfactory during last five years. Further, the performance of the students who are following the B. Sc. (Special) degree in Zoology has also shown to be good in the last four years. Majority of students who followed the B. Sc. (Special) degree in Zoology have obtained classes. In addition, the pass rate of students in the course units offered by the Department was also observed to be satisfactory.

It was brought to the notice of the review team that many of the B. Sc. (Special) degree graduates in Zoology have performed well in postgraduate studies at local and foreign institutions. Further, the majority of B.Sc.(General) degree graduates who have followed Zoology as a subject are teaching Biology at schools for the G.C.E. (Advanced Level) students and a few have joined the administrative service, hold research positions and employed in the private sector. However, the department has not conducted a tracer study on the graduates to-date. In the opinion of the review team, such a tracer study would have helped the Department to monitor the achievements/performance of their graduates.

When the above facts are considered the aspect of the quality of students, student progress and achievements could be judged as good.

4.4 Extent and Use of Student Feedback, Qualitative and Quantitative

It was evident that students' feedback on teaching process is obtained through a structured questionnaire at the end of the course unit with the implementation of the modularized credit valued course unit system in 2004. In this process, students are expected to give their views and comments on several aspects of teaching. The students feed back on teaching has been analyzed qualitatively and quantitatively by the Head of the Department. Available minutes of the departmental meetings indicate that the students' feed back has been discussed with the respective teacher at the departmental meeting held recently. This is a good practice adopted by the department. Continuation of this process is essential for the improvement of the quality of the teaching and learning process. The review team was also informed at the meeting with the academic staff that the students provide feedback to the individual lecturers through informal discussions. However, there was no evidence of obtaining students' views and responses in relation to the syllabus and course

contents. The department may consider revising the feedback questionnaire by incorporating a section to obtain the students' feed back on the course contents. Review team also suggests to incorporate a section to get students feed back on the practical component of each of the course unit offered by the department.

There was no evidence for student representation at the departmental committees. Further, communication of the actions taken by the department in response to the feedback given by students was also not evident.

The Department may consider establishing staff student committees and holding regular meetings to discuss the matters related to the academic programmes. Further, a formal mechanism to convey the action taken on student feedback, may also be established.

Considering the above facts, the aspect of extent and use of feed back is judged as satisfactory.

4.5 Postgraduate Studies

There are no taught postgraduate programmes conducted by the Department of Zoology due to limited number of qualified staff and lack of facilities. At present, only one student is reading for a postgraduate degree in Zoology under the guidance of a senior staff member in the Department. During the last 25 years, the Department has produced 08 M.Phil. graduates.

Recent research publications of some staff members indicate the potential and capability for further development. The review team was of the view that the postgraduate studies in the department could be further enhanced with the collaboration of researchers in other institutions.

Considering the limited resources available and the current situation in the area, the aspect of postgraduate studies is judged to be satisfactory.

4.6 Peer Observations

The discussions with the staff and the observation of practical classes indicated peer observation of the junior staff is carried out to some extent by the senior staff. However, a formal peer observation system is not in operation in the Department.

The Department may consider exploring the possibility of implementing a formal mechanism for peer observation of both the junior and senior staff members for the improvement of the teaching and learning process. Senior academic staff members within or outside the department could be invited for this process.

Since there is some peer observations especially in practical classes, the reviews team decided to pass the judgment of satisfactory for this aspect.

4.7 Skills Development

An essential feature of university education, especially in a programme leading to the B. Sc. degree, is identified as skills development. Skills development among students is likely to succeed if the curriculum as well as teaching, learning and assessment methods in the subjects they study are designed to facilitate the

development of subject specific skills and interpersonal skills. The review team noted that the course units offered by the Department of Zoology have a considerable amount of practical work which enables the students to develop both professional and technical skills.

During the practical classes the students are provided with an opportunity to develop their observation skills, identification skills, dissection skills as well as drawing skills. The review team noted that the emphasis given for the development of dissection skills and drawing skills is too much when the present day trends in teaching Zoology/Biology is considered. The Department may consider reducing the number of dissections as done in many universities both in Sri Lanka and abroad today.

It was also observed that students spend lot of time outside the practical classes in completing the practical records. The Department may also consider asking students to observe the important characteristics of specimens and making accurately labelled sketches showing their important features and handing over the practical records before they leave the practical class. This will not harm the development of observation skills as well as recording skills of the students. The Department may identify the most important specimens that should be given to a particular class. Steps may be taken not to overburden the students giving large number of specimens to study within a limited period of time of 03 hours.

The practical classes are organized in such a way that each student gets the attention of the teacher and each student is provided with an opportunity to get hands on experience and develop practical skills.

The course unit on essay helps the students to develop self learning skills and written communication skills. The seminars help to develop oral communication skills. In addition, the field visits help the students to acquire skills on working in teams. The research project helps to develop skills of independent thinking, data collection, data analysis, interpretation of data, information management and written communication. The curriculum also facilitates the development of IT skills.

The skills development is expressed in learning outcomes and the skills that are to be developed are identified by the Department. The skills that are identified in the learning outcomes are acquired by the students. However, there is no evidence for consulting employers regarding the skills they require from graduates who have done Zoology as a subject.

The assessment methods employed by the department evaluate the skills that are expected to be developed by the students. However, it was noted that the oral communication skills are not assessed. The Department may strongly consider evaluating the oral presentation of the research project and evaluating the seminar presentations made by students.

The review team is satisfied that the curriculum of the Department of Zoology is designed to facilitate the development of skills and the assessment methods are designed to evaluate the students' interpersonal skills as well as their subject specific skills.

Considering the above facts, the aspect of skills development is judged as 'good'.

4.8 Academic Guidance and Counselling

Two academic staff members of the Department of Zoology serve as course advisors to provide academic guidance to students. They provide information on the Department and the courses available especially during the orientation programmes of the new entrants.

However, the review team noted that the Faculty handbook is not provided to each and every student. The junior students get academic guidance mainly through peer mentoring by senior students.

It should be commendable that the information on examination dates are provided to students well in advance, i.e., at the beginning of the semester. This is done by providing handouts to the students and/or by displaying the relevant information on the notice boards.

Although there is a good rapport between the teachers and B. Sc. (Special) degree students, the review team noted that the relationship between the B. Sc. (General) degree students and teachers is not very close. The students are reluctant to discuss their problems regarding academic matters with the teachers.

The review team was informed that peer mentoring is provided to weak students by the students who have performed well in the examinations.

It was noted that the students, especially the 1st and 2nd year students are not aware of the criteria used for the award of classes. The Department may consider providing this information to all students.

The review team noted that there is a good link between the Department and other student support services of the University. The members of the Department of Zoology serve in the Sports Advisory Board, Welfare Centre and the World University Service.

The Department may consider establishing a Zoology Society. This will help to develop a close interaction between the teachers and students.

The counselling to all students of the Faculty of Science is provided by one Student Counsellor who is a Senior Lecturer in the Department of Chemistry. He has followed a short course on student counselling. He mainly deals with providing guidance to solve financial problems of the students. The review team noted that the students do not seek advice for their personal problems from the student counsellor or from other teachers. This may be due to the apparent distance between the teachers and students.

There are no lady counsellors for the Faculty. Further, a Counselling Unit with a specially trained counsellor is also not available. The Department and the Faculty may consider appointing few more student counsellors including lady counsellors.

There is no evidence to show that the counselling is effective. However, the Department has made some effort to provide academic guidance.

Due to the above facts, the review team is of the view that the aspect of academic guidance and counselling could be judged as satisfactory.

5. CONCLUSIONS

The good practices, weaknesses and the judgment for each aspect considered in the subject review could be summarized as follows.

5.1 Curriculum Design, Content and Review

Good practices

- An introduction of a modularized credit valued course unit system
- Contents are of adequate breadth and depth
- Flexibility in the choice of course modules
- Opportunities to develop subject related skills and personal skills
- Objectives of each course unit are identified.

Weaknesses

- Intended learning outcomes of each course unit are not identified
- Method of delivery and recommended texts are not indicated
- Students, alumni, potential employers and experts in the relevant fields are not consulted in revising the curricula.

Judgment: Satisfactory

5.2. Teaching, Learning and Assessment Methods

Good practices

- Use of variety of approaches to provide appropriate learning experience
- Providing handouts
- Providing opportunities to develop variety of subject specific skills
- Comprehensive Assessment methods
- Planning and notice of assessment and examination dates well in advance
- Moderation of question papers and external examinations
- Formulating of questions to achieve intended learning outcomes

Weaknesses

- Conducting lectures in a less interactive manner
- Less opportunities to develop self learning activities
- Less emphasis is given to develop general skills
- Giving less weightage to practical marks
- Work loads are not balanced
- More emphasis on practical drawings
- Non availability of a hand book to students.

Judgment: Satisfactory

5.3 Quality of Students Including Student Progress and Achievements

Good practices:

- Attraction of students with high marks during the first two years to the B.Sc (Special) degree programme in Zoology
- Continuous monitoring of the progress of students through in-course assessments as well as through end of course examinations

Provision of advice and guidance to the students whose attendance and/or performance are poor

Weaknesses:

Lack of data on the graduates profile

Judgment: Good

5.4. Extent and Use of Student Feedback, Qualitative and Quantitative

Good practices

Student feedback on teaching is obtained through a questionnaire
Qualitative and quantitative analysis of the feedback responses and discussion with relevant lecturer at the departmental meetings.

Weaknesses

Feedback is not obtained on course contents, syllabus and practical components of the courses.

No formal student-staff committees to obtain students' feedback.

No evidence of communication of action taken in response to the feedback provided by the students on the teaching learning process.

Judgment:: Satisfactory

5.5. Postgraduate Studies

Good practices:

M.Phil. student conducting research under the supervision of a senior staff member

Satisfactory number of research publications by the staff members considering the limited resources available in the Department

Weaknesses:

Lack of taught postgraduate programmes handled by the department

Lack of adequate research facilities

Judgement: Satisfactory

5.6. Peer Observations

Good Practices:

Informal peer observation for junior staff members

Conduct of practical classes under the supervision of senior staff members

Weaknesses:

Lack of regular mechanism for peer observation of senior teachers

Judgement: Satisfactory

5.7 Skills Development

Good practices

Identification of development of skills as learning outcomes.

Designing the curriculum to ensure the development of subject specific skills and interpersonal skills

Employment of satisfactory mechanisms to develop subject specific skills and interpersonal skills
Designing assessment methods to evaluate subject specific skills and interpersonal skills.

Weaknesses

Too much emphasis on dissection skills and drawing skills
Not assessing the oral communication skills
No consultation of the employers regarding the skills they expect from graduates.

Judgment : Good

5.8 Academic Guidance and Counselling

Good practices

Availability of two course advisors in the Department
Providing academic guidance during the orientation programme.
Peer mentoring by senior students and colleagues.
Availability of a Student Counsellor who has followed a course on student counselling.

Weakness

Not providing the Faculty handbook to each and every student.
Unavailability of an organized counselling unit.
Unavailability of lady student counsellors
Availability of only one student counsellor for the entire Faculty.

Judgment : Satisfactory

Overall judgment

Of the eight aspects reviewed, two were judged to be good and six aspects were judged to be satisfactory. None of the aspects reviewed was judged to be unsatisfactory.

Overall Judgment - *Suspended*

6. ANNEXURES

ANNEX 1

Agenda for the Visit by the Review Team

Day 1 – 25th September, 2005

- 13.30 – 15.00 Meeting with the Dean and Head of the Department
- 15.00 – 15.30 Discussion of the Agenda for the Visit
- 15.30 – 16.15 Department Presentation on the Self Evaluation Report
- 16.15 – 17.00 Discussion & Meeting with Department Academic Staff
- 17.00 – 17.45 Observing Department Facilities
- 17.45 – 18.00 Brief Meeting of Reviewers

Day 2 – 26th September, 2005

- 08.30 – 09.00 Meeting with the Vice Chancellor
- 09.00 – 10.00 Meeting with Technical Staff and other Non-Academic Staff
- 10.00 – 11.00 Meeting with Zoology Special Students
- 11.00 – 11.30 Observing Teaching – Lecture (ZOS 06 – Fisheries Biology)
- 11.30 – 12.00 Meeting with Postgraduate Students
- 12.00 – 13.00 Lunch Break
- 13.00 – 14.00 Observing Teaching
 - Practical Class (ZOO202GC2 – Diversity & Biology II: Chordata)
- 14.00 – 15.00 Observing Documents
- 15.00 – 15.30 Observing Other Facilities (Library & Computer Centre)
- 15.30 – 16.00 Tea Break
- 16.00 – 16.30 Academic Guidance and Counselling Core Aspect Meeting
(Meeting with Course Coordinators)
- 16.30 – 17.00 Meeting of Reviewers
- 17.00 – 18.00 Meeting with General Students

Day 3 – 27th September, 2005

- 08.00 – 08.30 Observing Teaching
 - Lecture (ZOS 09 – Insect Systematics & Physiology)
- 08.30 – 09.00 Observing Teaching
 - Practical Class (ZOO102GC2 – Cell Biology & Functional Histology)
- 09.00 – 09.30 Observing Teaching – Practical Class (ZOS06 – Fisheries Biology)
- 09.30 – 10.30 Observing Documents
- 10.30 – 11.00 Tea Break
- 11.00 – 11.30 Academic Guidance and Counselling Core Aspect Meeting
(Meeting with the Faculty Student Counsellor)
- 11.30 – 12.00 Reviewers Private Discussion
- 12.00 – 13.00 Lunch Break
- 13.00 – 14.00 Meeting with Head and Staff for Reporting
- 14.00 – 17.00 Report Writing

ANNEX 2

List of Persons Met During the Visit

- List of Academic Staff Members:
 1. Prof. R. Mohandas, Vice Chancellor, University of Jaffna.
 2. Prof. R. Kumaravadivel, Dean, Faculty of Science, University of Jaffna
 3. Dr.(Mrs) S. Kuganathan, Head/Department of Zoology
 4. Ms. N. Ratnasabapathy, Senior Lecturer
 5. Mr. W.V. Luxman, Senior Lecturer
 6. Mr. S. Kuathaj, Lecturer(Prob)
 7. Mr. S.N. Surendaran, Lecturer (Prob)
 8. Dr. R. Vigneswaran, Faculty Student Counsellor
 9. The Librarian
- Twelve 3rd & 4th year students following the B. Sc. (Special) degree in Zoology
- 44 B.Sc. (General) degree students representing all three years following Zoology as a subject
- Two Senior Technical Officers of the Department of Zoology
- Two Technical Officers of the Department of Zoology
- One Clerk of the Department of Zoology
- Five Laboratory Attendants of the Department of Zoology
- Two Labourers of the Department of Zoology

ANNEX 3

List of Teaching Sessions Observed

- Practical Class – ZOO202GC2 – Diversity & Biology II: Chordata
- Practical Class – ZOO102GC2 – Cell Biology & Functional Histology
- Practical Class – ZOS06 – Fisheries Biology
- Lecture – ZOS 06 – Fisheries Biology
- Lecture – ZOS 09 – Insect Systematics & Physiology

ANNEX 4

List of Facilities Observed

- Lecture Theatres and Tutorial Rooms
- Office Space and Staff Rooms
- Two Teaching Laboratories
- Department Computer Room
- Insectary, Animal House, Museum
- University Main Library and Computer Centre

ANNEX 5

List of Documents Observed

- Faculty Hand Book – 1998 (Old System)
- Structure & Syllabi of B.Sc. Degree programme (First & Second Years) – 2004 (New System)
- Minutes of Departmental Meetings
- Samples of past question papers, marking Schemes, answer scripts and mark sheets
- Moderators' comments on question papers, external examiners' comments
- Samples of teacher evaluations by the students and the related forms
- Students' practical record books, final year students' project reports
- Dissertations and postgraduate theses
- Research papers and other publications by the academic staff members of the Department