

SUBJECT REVIEW REPORT

DEPARTMENT OF COMMERCE & FINANCIAL MANAGEMENT



FACULTY OF COMMERCE & MANAGEMENT UNIVERSITY OF KELANIYA

04th to 06th June 2007

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CONTENTS

	Page
1. Subject Review Process	2
2. Brief History of the University, Faculty and the Department	2
3. Aims and Learning Outcomes	3
3.1. Aims	3
3.2. Learning Outcomes	4
4. Findings of the Review Team	5
4.1. Curriculum Design, Content and Review	5
4.2. Teaching, Learning and Assessment Methods	6
4.3. Quality of Students including Student Progress and Achievements	8
4.4. Extent and Use of Student Feedback, Qualitative and Quantitative	9
4.5. Postgraduate Studies	9
4.6. Peer Observation	10
4.7. Skills Development	10
4.8. Academic Guidance and Counselling	11
5. Recommendations	12

1. SUBJECT REVIEW PROCESS

The subject review evaluates the quality of education within a specific subject or discipline as well as the entire programmes offered by an academic department. It is focussed on the quality of teaching, learning and assessment process to produce quality graduates with the aims and objectives of the study program. This subject review report presents the findings on the subject review assessment of the Department of Commerce & Financial Management (DCFM), University of Kelaniya.

The Review Team comprised of Dr.H.M.A.Herath (University of Sri Jayewardenepura), Dr. W.G.S. Kelum (University of Sri Jayewardenepura), and Mr. Ranjith Wijayawardana (Rajarata University of Sri Lanka) and the team visited the DCFM during the period from 4th to 6th June 2007.

The review was conducted adhering to the guidelines provided in the *Quality Assurance Handbook for Sri Lankan Universities*, published by the CVCD and University Grants Commission in July 2002. The review was based on the Self Evaluation Report (SER) submitted by the DCFM and supported by the information provided and gathered during the three-day visit to the DCFM. The following aspects of education/provisions were evaluated in keeping with the guidelines provided by Quality Assurance Council.

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

Each of the eight aspects was judged as “good”, “satisfactory” or “unsatisfactory” taking in to account the strengths, good practices and weaknesses found in each aspect. An overall judgment was given as “confidence”, “limited confidence” or “no confidence” taking into consideration the judgments given to each of the eight aspects,

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

The University of Kelaniya has its origin in the historic Vidyalkara Pirivena, founded in 1875 as a centre of learning for Buddhist priests. With the establishment of modern Universities in Sri Lanka in the 1940s and 1950s, the Vidyalkara Pirivena became the Vidyalkara University in 1959. Later the Vidyalkara Campus of the University of Sri Lanka in 1972, and ultimately, the University of Kelaniya in 1978. Today, the University of Kelaniya is one of the leading national universities in Sri Lanka. Currently University of Kelaniya comprises of 6 Faculties, i.e. Humanities, Social Sciences, Science, Medicine, Commerce and Management and Graduate Studies. Besides, three Institutes are being administered: Postgraduate institute of Pali and Buddhist studies, Postgraduate institute of archaeology and Gampaha Wicramarchchi Ayurveda Institute.

The Faculty of Commerce & Management Studies was established in 1995 and there are about 2000 undergraduates studying for degrees offered by four departments: Commerce & Financial Management, Accountancy, Human Resource Management, and Marketing management.

The Department of Commerce was established in 1976 with the establishment of the new Faculty of Commerce and Management; it was renamed as the Department of Commerce and Financial Management in 1995. The SER was submitted for the Bachelor of Commerce Special Degree Programme offered by the DCFM of the Faculty of Commerce Management Studies.

The DCFM vision: *“To reach the destination of excellence in Commerce & Management education in Sri Lanka.”*

The DCFM mission: *“To be the leading revolutionary business knowledge centre in Sri Lanka by searching, researching, creating and teaching new business philosophies and by providing creative business philosophers to flying high with globalizing”.*

3. AIMS AND LEARNING OUTCOMES

According to the SER submitted by the DCFM the Bachelor of Commerce Special Degree programme intends to provide theoretical knowledge and practical experience for the students, to perceive a career in Commerce and Financial Management.

3.1. Aims

The aims of the study programmes of the DCFM are as follows.

- To provide progression for students developing their skills and qualifications in the areas of commerce and management.
- To equip students with the business knowledge, understanding and skills to support a wide range of employment opportunities.
- To provide the opportunity for students to continue to realize their educational potential and to broaden their horizons, and to assist them in preparing for progression onto degree or other professional programs.
- To provide high quality learning opportunities for all students of the study programme.
- To provide course units that fulfil the needs and demands of the student, community and industry
- To value & reward activities of academic staff & students that contribute towards national harmony & development
- To attract, develop and retain high quality academic staff that would contribute towards the future progress of the department
- To establish a systematic evaluation, revision of teaching & learning process
- To develop and apply a framework for demonstrating teaching effectiveness
- To improve the generic life long skills of undergraduates
- To develop income generating potential of the department

- To provide high quality learning environment that encourages independent learning & peer interaction
- To develop social cohesion among students.

3.2. Learning Outcomes

Upon successful completion of their studies, all undergraduate students will have

- A good grasp of the theoretical knowledge related to the commerce and management disciplines.
- A sound knowledge and understanding of the applied aspect of these disciplines.
- Developed and applied management skills in the domains of communication, decision making, creative thinking, interpersonal, leadership and team work.
- Gained a degree at a standard, which meets market needs, enabling them to secure good jobs in the sector(s) most appropriate given their studies.

To help in the achievement of the above outcomes, the program offers a learning experience that is intended to enable students to:

- Build upon their understanding, knowledge and skills in all functional areas of management. I.e. marketing, production, human resource and financial management.
- Build upon their ability in communication in English by instructing in English medium for the students who wish to follow the course in English medium while conducting the course in Sinhala medium as well.
- Develop their English proficiency since it is compulsory to pass in English for business communication (non-credit course unit) course unit to obtain the degree.
- Undertake a final year research dissertation which will help students to identify real world business problems and thereby pave ways them to make suggestions to solve them.
- Be provided with clear details of course units which comprise course objectives, contents, teaching process, and assessment mechanisms, list of references for further studies in addition to classroom teaching.
- Receive a fair, equitable and appropriate assessment on their academic performance by adopting continuous assessment methods for all course units.
- Have access to academic support and paper based and technology based knowledge sources.
- Be provided with adequate counselling on their day-to-day personal and academic problems.
- Be provided with necessary opportunities them to convey their views on teaching process, assessment methods, curriculum and other related academic suggestions to the staff members and the head of the department.
- Develop their skills and knowledge providing various out-door learning opportunities such as field studies, industry/factory visits, guest seminars-- etc.

4. FINDINGS OF THE REVIEW TEAM

4.1. Curriculum Design, Content and Review

According to the SER, DCFM has conducted two different curricula. The old curriculum, which was started in 1993/94, was taught until 2006. Under the old curriculum, students need to complete 96 credits, which consist of 84 credits from 23 core course units and 12 credits from 3 elective course units, obtaining at least 24 credits in each year. Under the old curriculum, electives were offered to the student during the final year. The total numbers of electives offered were 7 and the students were required to select any 3 course units.

The old curriculum consists of 29% Management, 24% Accounting and Finance, 19% Economics, 14% Quantitative Methods and 14% Business Environment core course units. Electives cover courses from Economics, Business Environment, Quantitative Methods, E-Commerce & ICT and dissertation. One English course unit is offered without credits but students are required to obtain a pass within the four year period to make them eligible for the degree.

The new curriculum was introduced during the academic year 2003/2004. Revision of the previous curriculum was done with the consultation of the employers, students and comparing the similar professional courses offered by the recognized institutes. The DCFM intends to revise the curriculum every four years and next is to be done in 2008; all these are found to be good practices. At present, the first, second, third and the current fourth year students are following the new curriculum. According to SER current curricular was revised with the consultation of employers who were invited by the student association under the 'Management Forum' event. As per their suggestions, improvement of the IT related courses have been given the due consideration, but other aspects of improvements such as English and practical training seems to be ignored.

The Bachelor of Commerce Special Degree programme consists of 120 credits and the duration is four years. This entire course spreads throughout the eight semesters. After completing the first two years of studies, the students are given the opportunity to select any one of the three specialization areas, i.e. Business Economics, Accounting and Finance, and IT & E-Commerce.

During the first two years, students are required to follow 18 compulsory course units, which give 60 credits, and 1 compulsory English for Business Communication course unit without credits. Third and fourth year students are required to follow 12 compulsory and 8 elective course units, which give 60 credits.

The current curriculum, core course units consists of 29% credits for Management course units, 15% credits for Accounting course units, 24% credits for Economics course units, 12% credits for IT related course units and 20% credits for Quantitative Methods and Business Environment course units. Electives focus three major areas namely Business Economics, Accounting and Finance, and IT & E-Commerce and this seems timely important.

The Review Team noted that electives given for these three specialization areas are not balanced to give equal weight in credit rates. This situation is mostly unfair for the students specializing Business Economics which has only two electives whereas those who specialize Business Finance have eight course units. Therefore, serious thought should be given in revising the existing structure to have a fair balance of subjects when reviewed in 2008.

English for Business Communication is offered as a non-credit compulsory course unit during the year one and the students are required to complete this unit within the four year period. The degree programme is conducted in both media English and Sinhala. From year 2007 intake, all the first year students are required to follow the degree programme in the English medium. However,

the English course offered to students is not adequate to develop the English language skills of the students.

The curriculum is structured to achieve several intended learning outcomes of the degree programme. The programme and course units are at a suitable academic level and sufficient opportunities are available for students to gain required subject knowledge and understanding in Commerce and Management.

The Review Team observed that the programme is structured to maintain an inter relationships among different subjects within the semester. Even though introduction of practical training component within the curriculum is recognized as a very important component for the students for their employability after graduation, this issue has not been addressed in a formal way to support students. However, currently students are facilitated to undergo industrial training for the final year students by scheduling lectures after 4.00pm and Saturdays.

Final year research dissertation has been introduced as a compulsory subject for all the students whatever the field they have chosen. This is helpful in developing skills in problem identification, data collection and analysis, critical evaluation and communication. This consists of 4 credits. Reviewers are of the view that it is important to introduce a course in Research Methodology for the students before undertaking the dissertation. The Review Team suggests to reduce the workload during the second semester of the forth year to facilitate the research study by means of shifting two subjects to the first semester.

The DCFM has been granted 65 million rupees under the IRQUE project of the World Bank in 2006, through competitive funding. Hence, there are opportunities to revise the curriculum and to make the necessary changes in the future.

The Review Team is of the view that the aspect of Curriculum Design, Content and Review is judged as GOOD.

4.2. Teaching, Learning and Assessment Methods

The DCFM consists of 26 internal and 4 visiting staff members. The internal staff consists of 11 senior lecturers, 9 probationary lecturers and 6 temporary assistant lecturers. The whole degree programme is conducted by the internal members of the DCFM where necessary services of the visiting lecturers are also obtained, for the subjects such as legal and political environment and auditing. Lectures of the first year, second year, and third year are conducted during the weekdays. The lectures of the final year are conducted weekday evenings and Saturdays to facilitate the students for practical training as requested by the students. Further, another reason for this arrangement is to overcome the scarcity of lecture rooms.

Some of the course units are conducted by the team of lecturers and it is under the supervision of a senior lecturer-in-charge. This is a good practice which can be applied to the other potential subjects.

Currently the DCFM owns three lecture rooms with adequate teaching and learning facilities. It should be noted that the physical environment in these class rooms are extremely unsatisfactory. Therefore, it is recommended providing new class room facilities for the DCFM. According to the SER, this Degree programme is a broad multi disciplinary approach which provides the students with comprehensive knowledge in the areas of Commerce and Management. Therefore, it is recommended to improve the existing classrooms with adequate facilities for the DCFM. As mentioned in the SER, there is no

evidence of providing study guides or manuals for the students. But there are sufficient evidences of distributing hand outs to the students during study sessions.

The tutorials classes are conducted only for the first year students, in particular for quantitative subjects. The main reason for this restriction is the lack of classroom facilities available in the DCFM. This shortcoming should be eliminated with the improvement and development of additional class room facilities.

The Faculty Board is informed about teaching, learning and assessment mechanisms when matters arise. Further, all new course units and programs are submitted for the approval of the faculty board, the Curriculum Teaching Evaluation and Learning Committee and the senate.

Formal lectures, practical classes, small group assignments and fieldwork are used in the learning process. However, the numbers of practical classes organized by the staff, at present are not satisfactory from the student's point of views. Students demand for more practical classes to develop computer skills. At present the students are given only 20 hrs of practical classes per week although there are 859 students. The Review Team suggests assessing the computer skills of the students by practical examination at the end semester. More opportunities should be given the students for developing language skills and interpersonal skills. On the other hand, the number of field and industrial visits to is insufficient. Reviewers noted that these aspects should be improved further

The Review Team observed that, at the beginning of each semester the lecturer provides the course outline for each course unit for the students indicating learning outcomes, teaching methods, and assessments methods, list of readings, names of the topics and session breakdowns which could be identified as good practices. Nevertheless, the students are not happy with the content, depth and the manner of teaching the subject of History and Social Ethics.

The majority of the students are willing to follow the programme in the English medium. The Business Communication course unit, which is the only English course unit conducted by the ELTU is a non credit compulsory course. Feedback from the students revealed that this is not sufficient to improve their knowledge of English and requires an additional course of English. The opinion of the Review Team is to conduct an intensive English programme during the orientation period for a period of two weeks. It is also observed that coordination between the DCFM and the ELTU need to be improved. The students are extremely unsatisfied about the commitments and methods of teaching by the ELTU staff. The DCFM could appoint visiting lecturers to conduct English classes during the orientation program. Furthermore, Business Communication course unit should be given a credit value.

When observing the lecture sessions of the three different years, reviewers noted that lecture content is supported with handouts. Further, the use of multimedia and other teaching aids was also evident. Students' participations of the lectures are in a satisfactory level. Moreover, the lecture is delivered in the English medium with Sinhala explanations where necessary. All these were found to be good practices

Even though, the aims of the programme is to produce graduates with leadership, IT, communication and other transferable skills, the present system poorly address these areas and needs continual improvements throughout the programme.

The present evaluation system includes, end semester examination (80%) and continuous assessments (20%). Continuous assessment consists of several means such as tutorials, class room test, presentations, case studies etc. These requirements are informed to the students at the beginning of the lecture series by the respective lecturer and seemed explicit.

As per with the Aims and Learning Outcomes of the program, the number of hours given to acquire required skills through the continuous assignments seemed insufficient. Therefore, the reviewers suggest increasing the marks allocation for the continuous assessments from the present level of 20% to 30%. Due time allocation and appropriate combinations of assessments with the emphasis of skill development are also needed.

To reduce the student workload, at the end of the semester, it is proposed that the staff should be advised by Head of the DCFM to set continuous assessments throughout the semester with reasonable gaps. The meeting with the students revealed that more often these assignments are given at the same time, towards the end of the semester. In this regard, reviewers suggest that there should be better coordination among the staff.

The moderation of the examination papers is done by senior staff within the Faculty and answer scripts are evaluated by two examiners. When necessary, services of the outside examiners are also obtained from other universities and institutions. There were sufficient evidences to support that paper marking is methodical. The collection of texts for referencing found to be limited and those available are very old. New editions with sufficient number of copies should be made available in the library. Quality Enhancement Fund granted to the DCFM could be utilized to improve reading capacities of the students as required by the study program.

Considering the above facts, the aspect of Teaching, Learning and Assessment Methods is judged as GOOD.

4.3. Quality of Students, including Student Progress and Achievements

Students are selected by the UGC to the Bachelor of Commerce Special Degree programme on the basis of Z-score, approximate to 1.58. The number of students admitted to the programme is varied from 160 to 180 per year of which, nearly 52% are female. Provincial distribution of the students shows that the majority of the students are from Central, North west and Southern. The total number of students in the DCFM at present is 859, of which 167 in the first year, 343 in the second year (Double batch), 182 in the third year and 167 in the fourth year.

During last five years, average GPA of the students found to be 2.87. The graduates with ordinary passes are 53% and failure rate was 5%. Of the merit passes, first classes, second uppers and lowers were respectively 2%, 13% and 25%. According to the given information by the staff, the dropout rate is around 2%. The degree has to be completed within six years from the date of the first registration.

Current student completion rate within the stipulated time period is more than 80% except year 2004. Also, it is clear that annual intake of the students for the degree programme has increased from 62 to 153 students from 1996 to 1999 except the year 2000.

There are indications to prove that the quality of the program is high. For instance, two Students of the DCFM have won the Gold Medal which is awarded to the best student in the Faculty.

The data and information are not available to assess the employability of the graduates in the DCFM. However, the Review Team was informed that survey report indicates that the graduates are employed either in private sector or public sector organizations within the short period of time after the graduation

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

The DCFM has conducted an annual survey to evaluate the teaching and learning process of the B. Com special Degree Programme from the forth year students of the old syllabus. This survey covered the following aspects; quality of teaching, student generic skills, clear goals & standards of the course, level of workload, nature of assessments, English proficiency, information technology, student support, learning recourses, library facilities, learning community, and intellectual motivation. These aspects are evaluated based on the satisfied, moderate and dissatisfied by the students. According to the survey results, more than 70% of students are either dissatisfied or moderate about the responded items. Understanding these weaknesses the staff is in the process of improving teaching and learning aspects of the new degree programme. For instance, self evaluations of lecturers, adoption of different leaning methods, group teaching, and more IT related course units are some signs of improvements

The DCFM is in the process of staff evaluation by students at the end of each semester. There is a Standard evaluation questionnaire for the lecturer evaluation and it is distributed to the students by the Head of the DCFM. Subject delivery, clarity, continuous assessments and referencing are the major focus. Reviewers noted that this procedure has been adapted to each and every subject except the subjects conducted by the visiting staff. The Head of the DCFM may draw his attention to evaluate visiting lecturers as well. On the other hand, the time of the evaluation does not permit them to correct their shortcomings as this is done at the end of the semester. Data collected through questionnaires have not been analysed systematically in order to get the real feedback. In lieu of the Head of the DCFM, coordinator could be appointed for staff evaluations and summary of the feedback could also be prepared by him/her.

Qualitative feedback was found to be satisfactory and there is a friendly environment to discuss the students' problems with the staff. It is also evident that quantitative feedback is also being received and the staff and respond to the students accordingly.

Another initiative has been taken to improve this aspect through forming a staff student interactive committee. The objective of this committee is to meet the group of students who represents each batch and to discuss the academic problems monthly. Even though it is a good initiative it has not been activated since 2005. However the staff has the intention of the progress in the future.

Tabling the request of the students at the DCFM or Faculty Board level does not appear. Therefore, there is no evidence for the actions taken by the staff in respect of the students' requests in a formal way.

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

Master of Commerce programme had been started in the Faculty in the late 1980s to train the internal academic staff. Since 1993, this programme has been offering to the external candidates in the business world too. This is a part time, self funded, two year programme of which first year with course work and second year for research component.

According to the data available number of students completed the M.Com is nearly 50. There are about 32 candidates who have completed only course work and said to be incomplete. This indicates that a considerable number of students do not have opportunities to undertake

research. This is mainly due to the personal problems of the students. Also for the reason for not having Research Methodology course in the past.

The meeting conducted with some of the postgraduate students revealed that this programme is advanced. Also this is helpful in addressing the issues faced by them in the course of their work. There are sufficient numbers of qualified lecturers available at the university to cater to the programme of both teaching and research supervision.

It should be noted that this is the only programme conducted in this discipline in the country. Review Team noticed that this programme is progressing amidst many difficulties, i.e. physical recourses. At present, the lectures are conducted in the Faculty Board Room and needs the improvements of facilities lecture hall to support lecturing and providing research and student welfare.

In the existence of M.Com programme the internal academic staff of the DCFM has cultivated research culture at least to some extent and there is potential to incorporate them in the undergraduate program.

The DCFM is having the intention of offering a Diploma to the students, who are not in a position to complete the Research. Understanding existing barriers, the coordinator of the program is to introduce a Diploma Certificate for the students who could not complete up to M.com.

When the above facts are considered the aspect of the Postgraduate Studies could be judged as GOOD.

4.6. Peer Observation

Even though there is no mechanism to evaluate an academic by a peer, the currently adapted group-teaching method for certain course units which is under the guidance of a senior member concerned rectify this defect at least to a certain extent. A number of video visuals relating to the performance of some academic staff members are available. This can be highlighted as a good practice.

Some lecturers informed the Review Team that they are practicing some kind of peer evaluation in an informal manner. However, no documentary evident is available.

The observation of documents proved that there is a practice of paper moderation by senior academics within the university or outside. All question papers are subject to moderation by another lecturer and answer scripts are marked by two lecturers, which is a general practice in Sri Lankan universities.

When the above facts are considered the aspect of the Peer Observation could be judged as SATISFACORY.

4.7. Skills Development

Skills development is embedded in the curriculum of the degree programme, particularly language skills, communication skills, presentation skills, leadership skills and analytical skills. During the visit, it was evident that assignments and presentations have been designed to improve teamwork, communication and presentation skills of the students. Under the IRQUE project, DCFM had organized two outbound training programmes for the students. Field trips, debate competitions and sport festivals are the other aspects of skill development. It was observed that the numbers of hours allocated for developing practical skills are not adequate. The Students demand for more practical hours, and number of computers

available, should be increased. This can be done through the intervention of the Dean of the Faculty. The final year dissertation which is to be carried out during the final year is a good opportunity for students to develop their writing and analytical skills in the future.

Practical training given to the students would bring immense benefits to the students for exposure the business environments and to develop related skills. However, curriculum has not included this aspect in a formal manner hence; this has to be regularized in the curriculum. The industrial training of the students needs to be organized with the involvement of the staff by selecting the organizations, co-ordination, and evaluation. Nevertheless, conducting the lectures in the evening for the final year students, as a mean for facilitating the industrial training should be appreciated. However, communication skills, analytical skills in accounting and financial management, computer skills and managerial skills should be further improved as demanded by the students to meet the industrial needs.

When the above facts are considered the aspect of the Skill Development could be judged as SATISFACTORY.

4.8. Academic Guidance and Counselling

The Review Team did not see any indication of students contact hours in the time tables of the lecturers. Therefore, it is suggested to set apart student contact hours in the personal time tables. However, according to the explanations given by the staff and students, there are evidences that the staff is ready for supporting the students as the needs arise. The Faculty has four senior members to counsel the students but proper training has not been given to the staff in this regard. The QEF program could address these issues by organizing a workshop for the staff. When specializing the subject areas, students are not given to the direction to choose subject combinations and therefore, there is a need to be given to the staff for guiding the students' best combination of subjects. From this year (2007) onwards, they have taken an initiative to allocate 10 students to one staff members for discussing their personal and academic problems, which is a positive approach to be reported in this report.

When the above facts are considered 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, the eight aspects were judged as follows:

Aspect Reviewed	Judgment Given
Curriculum design, content and review	GOOD
Teaching learning and assessment methods	GOOD
Quality of students including student progress and achievements	GOOD
Extent and use of student feedback	SATISFACTORY
Postgraduate studies	GOOD
Peer observations	SATISFACTORY
Skills development	SATISFACTORY
Academic guidance and counselling	SATISFACTORY

The overall judgment is suspended

5. RECOMMENDATIONS

1. It is recommended to include two weeks intensive English program for the new comers. This could be achieved by appointing a visiting lecturer from the outside the ELTU because students and the staff feel that staff available at ELTU is not capable of doing a successful program.
2. The DCFM may consider offering the Business Communication course unit with a weight of one credit. A visiting staff could be employed to conduct an effective program.
3. The DCFM may consider more electives under the specialization area of Business Economics.
4. It is recommended to reduce the work load during the semester II of the final year enabling students to carry out a good research work. Two course units could be transferred to semester one of the final year.
5. Inclusion of an industrial training component to the curriculum with specification or credit values and evaluation process is recommended.
6. It is recommended to change the present evaluation criteria of the IT related course units. The end semester examination is included theory and practical test with equal weightage of marks.
7. It is recommended to restructure the content and the teaching program of the course units: Legal and Political environment; Political, Social and Economic Development.
8. Activating and continuing of the Staff students interaction committee is recommended.
9. Conducting tutorial classes for the maximum possible number of course units, particularly for the quantitative subjects, is recommended.
10. The DCFM may consider increasing the mark allocation for the continuous assignments up to 30% for the subjects which require skill developments.
11. Staff evaluation by staff needs to be continued with the appointing of coordinator who also could organize peer evaluations of lecturers for each of the staff member at least once
12. Establishing subject councils to improve the dialog among the students and the staff for academic matters and further to organize extra activities pertaining to the academic program is recommended.

Special Note:

At present, the DCFM conduct their academic program under a severe dearth of physical resources. The number of class rooms available is 3 and is not certainly enough to conduct the program effectively. There are a number of restrictions emanated with this shortcoming, i.e Minimum number of tutorial classes, evening and weekend lecture schedule, inadequate staff facilities. Therefore, development of physical resources has to be done immediately. Setting up of computer laboratory with sufficient number of computers also should be given a high priority.