

# **SUBJECT REVIEW REPORT**

DEPARTMENT OF HINDI



***FACULTY OF HUMANITIES  
UNIVERSITY OF KELANIYA***

11<sup>th</sup> to 13<sup>th</sup> February 2008

**Review Team :**

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## **1. SUBJECT REVIEW PROCESS**

A Quality Assurance Programme has been launched since 2001. Under this programme, several Institutional reviews and Subject based reviews have been completed in the University system in Sri Lanka.

The main objectives of subject review process are (i) to identify and share good practices (ii) to enable funding judgments based on review outcomes and (iii) to inculcate the quality culture.

The subject review report on Hindi is based on the following themes.

- i) Curriculum design content and review.
- ii) Teaching, learning and assessment methods.
- iii) Quality of students including student progress and achievements.
- iv) The extent of student feedback, qualitative and quantitative.
- v) Postgraduate Studies.
- vi) Peer observation.
- vii) Skills Development.
- viii) Academic guidance and counselling.

The evaluation of eight aspects was made based on the Subject Evaluation Report (SER) submitted by the Department of Hindi. Relevant additional information was collected from the following sessions in the University of Kelaniya.

- i) Discussions conducted with the Dean of the Faculty of Humanities, Head of the Department of Hindi, members of the academic, non-academic staff and undergraduate and postgraduate students.
- ii) Observation of teaching sessions.
- iii) Review of documents available at the Department such as examination question papers, answer scripts, students' assignments, publications of the staff.
- iv) Observation of Departmental facilities.

During the process of evaluation from 11<sup>th</sup>-13<sup>th</sup> February 2008, each of the eight components was judged to determine whether they are good, satisfactory or unsatisfactory. The judgment was made on the basis of the strengths, good practices and weaknesses found in each area.

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

The Vidyalkara Pirivena was established in 1875. It was elevated to University status on the 01<sup>st</sup> of January 1959, by the University Act no 45 in 1957.

All Universities in Sri Lanka were amalgamated into one University through an Act of Parliament in 1972. Vidyalkara University was renamed as Vidyalkara Campus of the University of Sri Lanka. The next important change occurred in 1978 when the University structure was further modified. The Vidyalkara Campus become an autonomous body and named as the Kelaniya University of Sri Lanka.

The National Higher Education Act of 1966 enabled female students to be admitted to Vidyalkara University. According to the Act of 1958 it had been exclusively for male

students. Vidyalankara Pirivena, which was located at Peliyagoda, was shifted to present location in Dalugama.

The University of Kelaniya consists of six faculties. Faculty of (i) Commerce and Management (ii) Humanities (iii) Medicine, (iv) Science (v) Social Sciences and (vi) Graduate Studies. There are forty-two academic departments associated with the first five faculties, sated above.

There are four educational Institutions affiliated to the Kelaniya University. They are

- (i) The Postgraduate Institute of Pali & Buddhist Studies.
- (ii) The Postgraduate Institute of Archeology
- (iii) The Institute of Gampaha Wickramarachchi Ayurveda
- (iv) The Institute of Aesthetic Studies

The Faculty of Humanities consists of eight Departments and two units. e.g:- Department of (i) English (ii) Hindi Studies (iii)Linguistics (iv) Modern Languages (v) Pali and Buddhist Studies (vi) Sanskrit (vii) Sinhala (viii)Western Classical Culture and Christian culture.

The two units are (i) Drama and Theatre unit and (ii) Performing Arts unit. In the year 2007 there were 2159 students offering General Degree and 445 students offering special Degree, programmes in the Faculty of Humanities.

The Department of Hindi is known as one of the oldest Departments in the faculty of Humanities as it was established when the University of Kelaniya was known as Vidyalankara University. In 1974 when the University system was re-organized the Department of Hindi was abolished and Hindi studies came under the Department of Modern Languages along with foreign languages such as French, German, Chinese, Russian, Japanese. In 1995 (01<sup>st</sup> March) Hindi was once again made a separate Department.

Currently, the Department of Hindi provides course units for both General Degree and Special Degree programmes in Hindi.

The composition of the staff of the Department of Hindi is as follows.

Prof. V.I.Dissanayaka	B.A., M.A, Ph.D Luknow
Dr. U.R.Hewavithnagamage	B.A., M.A,(University of Kelaniya) Ph.D Jawahallal Nehru University
Dr. L.Seniviratna	B.A., M.A,(University of Kelaniya) Ph.D Alahabad University
Ms. Anusha Nilmini Salwathura	B.A., M.A, M.Phil University of Kelaniya

There are four Junior Research Fellows who assist the permanent staff in conducting lectures and marking assignments. They are expected to work three days of the week while being engaged in their postgraduate research studies.

- i) Ms.Nirosha Salwathura B.A.Special-University of Kelaniya.
- ii) Ms. Neetha Seneviratna B.A.Special-University of Kelaniya.
- iii) Ms.Amali Wickramasingha B.A.Special-University of Kelaniya
- iv) Ms.Warsha Wijesingha B.A.Special-University of Kelaniya

There two non-academic staff members to assist the smooth functioning of the activities of the Department. Both office clerk and office Assistant perform various activities.

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

#### **3.1 Aims**

In a broad perspective Hindi has been included in University curricula with a view to provide skills, knowledge on Hindi to students in Sri Lanka.

The foundation of Sri Lankan culture has derived from Northern India. Therefore to understand socio culture it is important to get an understanding of the "Northern Indian" Language, Literature, Art, Religion and Culture.

It is also expected to use Hindi knowledge for the development and enrichment of Language, Literature, Art, Culture, Education, Science and Technology, Business, Commerce and Religion in Sri Lanka.

The objectives of conducting courses in the Department of Hindi are as follows;

- (i) To teach Sri Lankan students the Hindi language, Hindi literature and associated culture.
- (ii) To provide books to teach Hindi to Sri Lankan students.
- (iii) To encourage students who have followed Hindi to gain further knowledge by doing comparative studies in Hindi and Sinhala in the fields of literature and associated culture.

It is expected to achieve the following national needs by providing knowledge on Hindi to Sri Lankan students.

- (i) To produce experts in different fields of Hindi studies. This will be achieved by conducting fulltime courses to internal students.
- (ii) To provide a broad knowledge to employees who are directly associated with fields related to Hindi. (This is particularly for the external students by conducting short-term courses.)
- (iii) To conduct independent research, and publish research findings in the associated fields of Hindi.  
(Research work of students and the staff)

#### **3.2 Learning Outcomes**

Main programmes offered by the Department of Hindi are as follows:

- 1. B.A. General Degree Programme.(Full time ,internal, duration - 03 years)
- 2. B.A. Special Degree Programme.(Full time ,internal, duration – 04 years)
- 3. M.Phil Degree Programme.(Full time ,internal, duration – more than 02 years)
- 4. Certificate Course in Hindi Language.(Full time ,internal, duration – more than 02 years)

On the successful completion of the General or Special degree programmes the students should be able to,

- i) Understand and teach the language.
- ii) To be able to gain knowledge on folk literature and culture of the Northern India.
- iii) Students get the opportunity to understand the close relationship between Sinhala and Hindi.
- iv) To be able to gain knowledge on cultural ties between the two countries.
- v) The students get an opportunity to appreciate Northern Indian music, films with a good knowledge of Hindi.

- vi) Information on Northern Indian Ayurvedic system can be better understood with a good knowledge of Hindi.
- vii) The graduates who follow the above course successfully have job opportunities such as teachers in schools and translators.
- viii) To provide assistant to Indian cultural center in organizing events.
- ix) To gain employment as lecturers of Universities where Hindi is taught.  
e.g. Sabaragamuwa University.

The above programmes would provide an opportunity to gain further qualifications to,

- i) Graduates in Aesthetic studies institution, University of Kelaniya.
- ii) Sri Lankan teachers who are engaged in the fields of Northern Indian music and dancing.
- iii) Diploma holders in the fields of music and drama from Bhathkande and Luknow Universities.
- iv) Lecturers who are employed in the field of Ayurvedic medical Institutions in the Universities of Colombo and Kelaniya.(Gampaha Ayurvedic center)

#### **Future Plans for the Department of Hindi.**

To introduce new programmes on,

- i) Hindi Language Skills Certificate.  
(extension-external, duration-one years)
- ii) Hindi Language Higher Certificate Programme.  
(extension-external, duration-two years)
- iii) Hindi Studies Diploma Certificate Programme.  
(extension-external, duration-two years)
- iv) Hindi Studies Degree Diploma Programme.  
(extension-external, duration-two years)
- v) Officers attached to State Departments, Embassies, Air port, Port, Co-operations, Banks, Security Forces and Tourist Industry.

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

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

The curriculum of the study programme has been designed to impart an advanced and comprehensive knowledge of Hindi to the students. Thus, the Hindi programme and the related units have been introduced to the students from the first year onwards up to the final year. During the first year (Level I) the students are expected to take a number of units that are related to grammar, prose, verse, drama and history of Hindi literature. Students gain the knowledge of identifying Hindi writing system which is known as **Deva Nagari**, vocabulary, grammar and syntax. Gradually they acquire the skills of comprehension, speaking, reading and writing of Hindi. In addition to reading of specified texts the students are expected to learn unspecified texts both prose and verse. Thus the students are able to receive a basic knowledge of Hindi enabling them to communicate through the medium of Hindi.

After passing the General Arts Qualifying Examination (G.A.Q) students will be allowed to decide whether they wish to study for a Special degree in Hindi or a General degree offering Hindi as a subject. In order to do a special degree students are expected to obtain B grade in Hindi at the first year examination. They will be given a written examination in Hindi and

expected to score more than 50 marks. Of those who receive higher marks, approximately 10 students will be selected for the special degree programme.

In order to obtain a special degree in Hindi the students are expected to take 27 course units within a period of three years; in the third year they should write a dissertation in Hindi. To obtain a general degree, students should offer 9 units related to Hindi.

Certificate / Diploma courses in Hindi with one year duration are taught in addition to the regular degree programmes to cater for the students in other Departments.

The curriculum design has been approved by the Faculty of Humanities and the Senate of the University of Kelaniya.

The Hindi graduates find a variety of career opportunities such as teaching, translating, interpreting, broadcasting and further studies in India. Annually the Department sends a couple of students to India to be trained in Hindi language at the institute named Agra Hindi Sansthan.

It was reported that in once in three years curriculum review is done at Departmental level with the participation of the staff members. The review team is of the view that the syllabi of the Degree Programme have been designed to make the students understated and converse Hindi within a period of three years.

The syllabus of the special degree programme has been organized to provide a wide knowledge on Hindi Language, Classical literature, Folk literature and related cultures of the Northern India.

The Department offers lectures in Hindi, for the Modern Language Certificate Course. The syllabus has been designed to provide practical knowledge and improve students' communication skills in Hindi.

The M.Phil. degree programme is also conducted by the Department of Hindi. The students who get minimum of second class (upper) qualify to read for the M.Phil. degree. The M.Phil. degree qualifying examination is held for the students who fail to obtain a class at the undergraduate level.

#### **4.2. Teaching, learning and Assessment methods.**

The medium of instruction during the foundation year will be in Sinhala and Hindi. In the following years the medium of instruction will be carried out entirely in Hindi. students are encouraged to understand and converse in Hindi in the class room. The lectures are limited mainly for one hour and rarely for two hours. The classes are conducted separately for special and general degree students.

The teaching of prescribed texts both prose and verse and drama are not assigned to individual lecturers, several lecturers participate in teaching a single text consecutively at different times.

Due to the lack of the prescribed texts in the Department or the University library, the students have to depend on photocopies of the relevant texts.

Since the final year special students are expected to submit their dissertation prior to the examination they spend most of the time preparing for it and do not attend classes regularly. The assessment is mainly based on the written papers; students are not assessed on the basis of either assignments or tutorials; An oral examination is conducted to test the comprehensive and speaking ability of the special degree students, related to the final year dissertation.

The scheme of assessment currently followed in the evaluation of course units is as follows.

End of semester examination	100%
Mid semester examination	-
Assignments and Tutorials	-
Presentation	-

However the dissertation of the Special final year students is evaluated by adopting the following method.

Oral examination	20%
Contents of the dissertation	80%

The review team observed that the ends of semester evaluation for undergraduate courses are based on 100% no marks have been allocated for mid-semester examinations, assignments, and presentations. It was obvious that the basic requirement of the course units system which is the “Continuous Assessment Scheme” has not been followed by the Department of Hindi. This situation is probably in keeping with the system followed by some of the other Departments in the University of Kelaniya.

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

The vast majority of the students learning Hindi were of high quality. From the first year onwards, the medium of instruction is Hindi. Occasionally bilingual, method is also used. The students gradually learn to follow the lectures in Hindi. Student participation in the class was very satisfactory. They are not inhibited and do not hesitate to ask questions to get any point clarified.

One of the salient features is that in every class, the number of female students far outnumbered males, their percentage being over 90 and sometimes even 100. The female students were unhappy about this situation, because when organizing social activities such as parties and other functions they themselves had to attend to all the work which is usually done by male students. This is a common problem with regard to Arts subjects in any University, as male students are being drawn mostly to other disciplines like Medicine, Engineering, Science, and Management.

Admissions are done in accordance with University regulations. Once the students are selected and admitted to the University, general guidance for selecting subjects for the courses they wish to follow are mainly provided during the Orientation Programme which runs for one whole week. The new entrants to the Faculty of the Humanities are called for a meeting attended by the Dean of the Faculty of Humanities and Heads of the Departments, at which they are provided with guidelines as to how they could select subjects for a course of their choice.

Since Hindi is offered as an Advanced Level subject, all students who have obtained a pass at the G.C.E.(Advanced Level) can register themselves in the Department of Hindi. However



those with no previous knowledge of Hindi, can join the programme as elementary Hindi is taught in the first year itself.

The students seem to make good progress in their studies up to the final year (Special Part III). They maintain their interest throughout, which is a major factor in their academic progress. Final results are decided on their performance in the examination and the number of credits they collect. Every year there are one or two First Classes and a few Upper seconds.

Each student is required to submit a dissertation of about 5000 words, on a given topic relating to the Hindi language, literature and North Indian culture. A noteworthy feature of preparing the dissertation is that the students are not permitted to type -set the thesis. They must write in their own handwriting. This will give them a golden opportunity to improve their hand writing. The review team examined a number hand written dissertations, which were hardly able to distinguish them from typed ones. Thus, the practice followed by the Department has been very beneficial.

At the end of the course the students are able to converse in Hindi fluently and have gained a good knowledge of Hindi and Indian culture.

The quality of the graduates produced by the Department has been confirmed by external examiners. The moderators and second examiners for Special Part III are Professors from Indian Universities such as Lucknow, Delhi and Agra.

All graduates who have passed out from the Department have, sooner or later, found employment, some as University lecturers, teachers in Pirivenas and schools, some holding executive positions in the government sector and some in the media.

#### **4.4. The Extent and Use of Student Feedback**

The Department has no organized mechanism to obtain students feedback. This is an area the Department should improve. Without students feedback the Department will have no way of addressing to its weaknesses and drawbacks.

There are two ways that the Department can obtain some informal feedback from the students. One is through the junior staff members with whom the students move more freely. The other is through the student societies which play a leading role in extra-curricular activities of the Department, organizing functions such as Rturang and Wasanth Geet. It is also important to get the formal feedback could be obtained by using a questionnaires for each course unit.

#### **4.5. Postgraduate Studies**

The department of Hindi conducts facilities for M.Phil. in Hindi. A very few students pursue postgraduate studies in the Department. Four of them are attached to the Department as temporary junior postgraduate fellowship recipients. They are expected to come to the Department three days per week and work for eight hours per day. All of them have registered for postgraduate studies (M.Phil.). There are two other students pursuing postgraduate studies. A temporary female assistant lecturer has completed her M.Phil. degree recently. The Department consists of one Professor and two senior lecturers holding Ph.D.

degrees from India. Review Team is of the view that they could develop postgraduate studies further.

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

A formal system of Peer observation is essential to improve the quality of teaching. However, the Department of Hindi does not have a continues system for observing teaching of the Junior Research Fellows. It was reported that, the Junior Research Fellows are in the practice of getting advice or guidance from the senior staff in preparing lectures, However, Hindi is a foreign language taught to Sri Lankan students. Therefore, issues such as pronunciation, usage of incorrect terms can be prevented if peer observation is practiced continuously.

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

The skills development of the students was found to be very satisfactory, which is embedded in the Department's curriculum and the learning, teaching and assessment methods used. From the first year itself the students gain practice in making presentations. They are discussed and informally assessed in the classroom itself. A tremendous improvement of their calligraphy is ensured by this requirement that they prepare their final year dissertation in their own hand-writing.

Since the medium of instruction is Hindi from the very beginning, the students have attained a high level of efficiency in conversational Hindi at the completion of the course.

The students have organized cultural programmes such as “Wasanth Geet”, “Rturang”, “Sandya Geet” and “Samadhi” during past few years. The publications such as “Sarangi” and Hindi classical journals have provided an opportunity to display their skills. It was reported that the comments made by the viewers of cultural programmes have made them to correct some of the short coming and improve their skills further.

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

Since the Department has a maximum of 75 students in all four years, a good rapport is maintained between the staff and the students. Help and guidance are readily available from the staff and other accessible sources.

The students are provided with the Student Handbook prepared by the Faculty of Humanities, which gives all the details the students should be aware of the academic programme of the Faculty. It was reported to the Review Team that they had been a system in 2000, to meet the new entrants at district level, prior to their arrival in the University.

There is a Senior Student Counselor's for the Faculty, assisted by 4 Deputy Student Counselor's. The students have the freedom to meet them and discuss their academic and personal matters, and seek guidance.

The Council of Students Affairs meets once a month, and the Vice Chancellor attends the meeting once in two months.

An Orientation Programme for the new entrants is conducted at the beginning of the academic year, which runs for one whole week. This helps the new entrants to familiarize themselves with the University set-up. The Academic Advisor of the University of Kelaniya has a vital role to play in providing guidance and advice particularly to the new entrants. The

Carrier Guidance unit the Psychological Guidance Unit are vital in providing solution to students problems. The officers who hold these key positions are been appointed by the VC on the recommendation of the Dean. It was reported that the Head on the Psychological unit is trained by a British expert.

Ragging is almost non-existent on the Campus. No major incidents have been reported in connection with students ragging in the recent past.

The senior students discourage the juniors from going to meet personal tutors .In fact they take upon themselves the role of unofficial student Counselor's, posing themselves as the sole protectors of the student community.

## **5. CONCLUSION**

- i. The main constraint for the development of the Department is lack of space. The entire activities of the Department are confined to an area covering 480 square feet. There are three small cubicles in the Department, which are exclusively for the use of the Professor of Hindi, Head of the Department and for installation of some equipment.

The balance area of 480 square feet is used by a Senior Lecturer, four Junior Research Fellows, Departmental Library, Office Assistant and Office Clerk.

The facilities available for teaching staff are woefully inadequate. Each Junior Research fellow is provided with only a table and a chair. There are no cupboards to keep books, assignments, research papers etc. The staff members do not have toilet facilities and proper place to have their meals.

- ii. There is no separate place for the Departmental Library. Two or three cupboards with relevant books are placed in the Department. Issuing of books is restricted to two days of the week and two Junior Research Fellows have been given the responsibility to look after the library. Since there is no space the students are not encouraged to do extra reading.

The books, journals and research articles available in the Departmental Library are quite old. Some of the current issues are available in the University main library. However, the books donated by the Indian Cultural Center cannot be housed properly in the Department, due to lack of space.

- iii. Hindi is considered as a foreign language to Sri Lankan students. Therefore it should be taught with the aid of modern equipment and a language laboratory. The equipment that are currently available in the Department cannot be displayed and utilized properly due to lack of space.
- iv. The limited number of equipment currently available in the Department cannot be maintained properly as the Department is already congested (TV, Digital duplicator, photocopying machine, slide projector, Audio sound setup, computers and multi-media projector.)

- v. The Department of Hindi does not allocate any marks for the assignments, tutorials and for the mid-semester examination. This is not in keeping with the basic requirements of the course unit evaluation system.
- vi. It was quite evident that there are no formal and informal methods to get students' feedback.
- vii. Peer observation system is not in existence. This is an important issue that should be addressed by the senior members of the Hindi Department.
- viii. The research publications of the senior staff are impressive. The Professor of Hindi and the two senior lecturers are responsible for these valuable publications.
- ix. The staff is responsible for providing guidance and advice particularly in formulating syllabi.

This clearly shows that the academic expertise of the staff is used for the development of other institutions/ Universities in Sri Lanka. (Sabaragamuwa University, Kotalawala Defense Academy, the Indian Cultural Center.)

- x. Although the Department is poor in physical resources it is rich in human resources. There is a very cordial relationship among the senior staff and Junior Research fellows. The nonacademic staff performs their duties to facilitate smooth functioning of the Department.
- xi. It was reported that staff meetings are held once in three weeks. However, the Review Team observed that the minutes of staff meetings are not properly maintained.
- xii. The Senior Students' Counselor's Unit, The Career Guidance Unit and Psychological Guidance Unit provide valuable service to students. The staff who are serving in these units are not given periodical training on their duties.

Based on the above observations the Review Team has judged the eight aspects as follows.

Aspect	Judgment
Curriculum Design, Content and Review	Good
Teaching Learning and Assessment Methods	Good
Quality of Students including Student Progress & Achievements	Good
Extent and Use of Student Feedback, Qualitative & Quantitative	Unsatisfactory
Postgraduate Studies	Satisfactory
Peer Observations	Unsatisfactory
Skills Development	Good
Academic Guidance	Good

*The overall judgment is suspended*

## **6. RECOMMENDATIONS**

The Review Team has made the following recommendations based on the self-evaluation report and observations at the visits to the Department of Hindi and the University of Kelaniya.

- i. Immediate steps should be taken to increase space for the Department of Hindi. As a short term urgent measures at least two additional rooms should be provided to ease the present congestion.
- ii. Current journals, research papers and books should be made available particularly for the special degree students.
- iii. The staff should be provided with basic facilities such as toilets, place to enjoy their lunch etc.
- iv. The present evaluation system adopted by the Department should be revised. The continuous assessment method is a 'basic requirement in the course unit system', where at least two evaluations are made prior to the end of semester final evaluation.
- v. It is important to introduce formal and informal methods to get students' feedback. It is suggested that social events, staff-students get-togethers should be used as informal measures to get students feedback. However a questionnaire is more useful to get formal feedback.
- vi. Urgent measures should be taken to introduce peer observations in the Department. This is particularly relevant in teaching a foreign language to local students.
- vii. More incentives should be provided to Junior Research Fellows to complete their postgraduate degrees.

## 7. ANNEXES

### **Annex 1. DOCUMENTS OBSERVED (FEB 11-13' 2008)**

1. Theses submitted for B.A.(Special) degree.
2. Postgraduate theses (M.Phil, Ph.D).
3. Question Papers (Hindi Special Degree 2006 upwards).
4. Answer Scripts (2006 upwards).
5. Staff notices and University circulars.
6. Syllabi of all undergraduate courses.
7. Teaching material (General, Special Degrees).
8. Activities of “Hindi Parishadh”.

වයන්ත් ඊත් (1983)

ඝාතු රංග් (1983)

සන්ධ්‍ය ඊත් (2000)

සමාධි (2003)

9. Publications of Hindi Parishadh”.

සාරංග් (1980)

භින්නි ශාස්ත්‍රීය සංග්‍රහය I 1998

භින්නි ශාස්ත්‍රීය සංග්‍රහය II 2007

10. Publications of Staff members.