

SUBJECT REVIEW REPORT

**DEPARTMENT OF
SPECIAL NEEDS EDUCATION**



***FACULTY OF EDUCATION
OPEN UNIVERSITY OF SRI LANKA***

18th to 20th January 2010

Review Team :

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1. SUBJECT REVIEW PROCESS

The subject review evaluates the quality of education within a specific subject or discipline as well as the programmes offered by an academic department. It is focussed on the quality of the student learning experience and student achievement. It is designed to evaluate the quality of undergraduates. The subject review report presents the findings of the subject review assessment of the academic standards achieved and the quality of learning opportunities provided in the Department of Special Needs Education, Faculty of Education, Open University of Sri Lanka.

The review team consists of Prof. Rohana P. Mahaliyanaarachchi, (Sabaragamuwa University of Sri Lanka), Mr Wilfred J Perera, (National Institute of Education) and Mr K Piyasena Perera, (Special Education Unit). The team visited the Department of Special Needs Education during the period from 18th to 20th January 2010.

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 Department of Special Needs Education and supported by the information provided and gathered during the three-day site visit to the Department of Special Needs Education, Faculty of Education, Open University of Sri Lanka.

The following aspects of education/provision were considered under the review assessment:

1. Curriculum Design, Content and Review
2. Teaching, Learning and Assessment Methods
3. Quality of Students including Student Progress and Achievements
4. Extent and Use of Student Feedback
5. Postgraduate Studies
6. Peer Observation
7. Skills Development
8. Academic Guidance and Counselling

The evaluation of eight aspects was based on:

- Meetings held with the Vice Chancellor, Dean, Head of Department, members of the academic staff, PGDE (Inclusive Education) students, Meeting with PGDSNE students, teachers trained by the SCARS, principals trained by the SCARS
- Observation of department and other facilities of the faculty (library, Faculty Computer Centre and Lecture Rooms, etc.)
- Observing lectures
- Reviewing documents maintained by the department

Each of the eight aspects was judged as 'Good', 'Satisfactory' or 'Unsatisfactory' paying attention to the strengths, good practices and weaknesses found in each area. An overall judgment was given as 'Confidence', 'Limited Confidence' or 'No Confidence' after taking into consideration the judgments given to each of the eight aspects.

2. BRIEF HISTORY OF THE UNIVERSITY, FACULTY AND DEPARTMENT

The Open University of Sri Lanka (OUSL) is unique within the national university system in being the only University to offer programmes of study leading to certificate, diploma, degree, postgraduate diploma and postgraduate degree through the Distance Mode. The University was set up by the Government of Sri Lanka under the Universities Act No. 16 of 1978, for the purpose of providing higher educational opportunities to working adults

providing them the road to success, surpassing age, vocation, gender, race, ethnicity and religion.

The Department of Special Needs Education (SNE) was established in 2004 as the youngest department of the Faculty of education as appositive response to the University Grants Commission (UGC) which recommended a department to cater the needs of children with special needs in Sri Lanka. The establishment of the Department was further supported by the National Education Commission (NEC) which strongly recommended establishment of a Department of Special Needs Education at the Open University of Sri Lanka, with the aim of assuring the rights of the children with special needs in Sri Lanka, in order to reach the goal of Education for All (EFA). The Open University made use of this opportunity to become the pioneer in establishing a department for special needs education (SNE) in the Sri Lankan University system.

The Department currently serves substantial number of students trough a course and a programme. In addition, the Department has already developed three programmes namely (a) Bachelor Degree programme in Special Needs Education (b) Diploma programme for teachers in Inclusive Setup and (c) a short term programme on Teaching Children with Learning Disabilities.

There are five academic members including the Head of the Department, and a daily paid worker serving in the Department. All the academics in the Department are responsible for conducting day school sessions, tutorials, teaching practice and evaluation of assignments and answer scripts.

The Department shares the vision and mission of the Faculty of Education. The **Vision** of the Faculty of Education is to;

be a leader of the advancement of knowledge and professional practice in education as a fundamental human endeavour through open and distance learning in Sri Lanka and in the region.

The **Mission** of Faculty of Education is to:

- achieve excellence in research and scholarship in the field of Education
- prepare professionals for service and leadership roles in education and related areas
- constructively inform educational policy makers and to critically appraise educational policy in Sri Lanka
- contribute to curriculum development in general and teacher education in particular
- support society to identify and respond to its educational responsibilities and challenges

3. AIMS AND LEARNING OUTCOMES

3.1 Aims

Currently the following programmes/ course are offered by the Department:

1. Inclusive Education in three media for the PGDE programme
2. Postgraduate Diploma in Special Needs Education (PGDSNE)

Sri Lanka as a state committed to provide educational opportunities for all children in the country without any discrimination. Therefore it has the responsibility for providing educational opportunities for the children with special needs also. **Special needs education** is the education that addresses the students' individual differences and needs. Ideally, this process involves the individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials, accessible settings, and other

interventions designed to help learners with special needs to achieve a higher level of personal self-sufficiency and success in school and community than would be available if the student were only given access to a typical classroom education.

Therefore the Department has formulated separate aims as follows:

1. To develop and conduct academic programmes at all levels, which would deal comprehensively with all aspects of special needs education;
2. To develop specialised course relevant to special needs education to be incorporated into general teacher education currently being conducted by the University to raise the awareness of teachers in general about the issues of special needs children;
3. To undertake research including the development of standardised tests for early identification and assessment of children with special needs;
4. To develop short courses for awareness raising of parents and the community about the needs of children in the above categories and to address these needs; and
5. To equip and further develop the existing OUSL Child Study Centre into a comprehensive Child Resource Centre with facilities to cater to children with special needs in OUSL Crèche, Model Pre School and the surrounding community.

3.2 Learning Outcomes

On successful completion of our programmes and courses, students should have:

- gained competencies of philosophical, psychological, sociological and practical aspects of education;
- learnt how these competencies can be applied to diverse learners in various situations;
- developed problem solving capacity of specific problems and issues of the children with special needs and suggest viable solutions and apply them;
- gained necessary skills to undertake research activities, collect data, information and research literature in the field of special needs and inclusive education;
- developed necessary competencies to sensitise of parents and communities adequately regarding the rights of children with special needs enable them to facilitate the growth and development of these children.
- acquired necessary skills to assist and advise the school community in the field of special needs education.

Programme Details

The following programme and course of study fall into the concern of the review

No	Programme/Course	Duration	Credit Level	Current Student Numbers
1	Post Graduate Diploma in Special Needs Education	15 Months	2 ½	08
2	Inclusive Education (course)	14 Months	1/6	75

4. FINDINGS OF THE REVIEW TEAM

4.1. Curriculum Design, Content and Review

Of the Universities in the country at present only the Open University is offering Courses for Special Needs Education. For this purpose the Open University has established a separate Department of Special Needs Education. In 1976 the University of Colombo with the

assistance of a foreign consultant had started a Post Graduate Diploma Course for those teachers who wanted to serve as pioneers in the newly started special education programme for children with intellectual disability. However after training the first batch the university didn't want to continue the programme.

After 34 years it is to the credit of the Education Faculty of the Open University that a separate Department has now been established for the benefit of those interested in special needs education.

This Department of Special Needs Education is now offering the following courses.

- Post Graduate Diploma Course for Special Needs Education (PGDSNE) to be conducted in the three media. ie. English, Sinhala and Tamil.
- A short course on Inclusive Education as an optional component for the Post Graduate Diploma students in general education.

The following courses have been already designed to be implemented in the near future.

- Bachelor of Special Needs Education to be conducted in all the three media.
- Diploma in Teaching Children under Inclusive School Settings.
- A short course on Education of Children with Learning Disabilities.

This seems to be a quite ambitious programme as far as the strength and capacity of the Special Needs Education Department is concerned. Of the five members on the staff only two are qualified in special needs education. Therefore it is very necessary that three other members of the academic staff to get qualified in this field of education before launching the new programmes

Looking at the list of visiting lecturers arranged to assist the academic staff it gives the impression of imbalance. Three visiting lecturers are qualified in the area of learning disability, another three in intellectual disability, another one in visual impairment, but there is none to meet the needs of the other areas of special needs such as the gifted, the hearing impaired, the maladjusted, the physically impaired etc. etc. When all the programmes begin to function in the three media more and more academics qualified in various fields of SNE will be needed. For the Tamil medium there is only one staff member in the SNE Department and another on the visiting staff to handle all the responsibilities regarding the curriculum design, teaching and translation of modules etc.

With regard to the composition of the Curriculum Committee, the actual position is that the majority of the members are not in anyway qualified in Special Needs Education or have not received any experience in that field of education. On the other hand they being more influential members of the Faculty it is quite possible that their views, whether right or wrong, can carry more weight in deciding the curriculum.

As far as the present PGDSNE curriculum is concerned it is observable that several components which are considered very necessary to be included for the achievement of the set objectives of the programmes are not included. For examples students need to acquire some knowledge on identification of children with different special needs. It is also important for the students to know the different teaching techniques applicable to different groups of children with special needs.

The students also require to obtain at least a rudimentary knowledge on Braille, sign language, lip reading and use of prosthetic and other aids needed for the physically impaired persons. It is also equally important for the students to receive more opportunities to gain some practical experience in different approaches.

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 impressive that the members of the staff of the Department including the HOD are highly motivated and trying their best to do a good job of work in the Department. However in several instances they have failed due to the distance education methods they have to follow in the open education system.

Unlike in a conventional university, in the Open University lessons modules play a vital role in the teaching and learning process. The normal procedure has been that the lesson modules are first prepared in English and then get them translated into Sinhala and Tamil. Translation is done often by a person other than the person who prepared the original module in English. As a result translated modules can become less comprehensive. Several graduate students who followed the Inclusive Education optional course complained that they could hardly understand the contents of the modules. This problem could be avoided to a great extent if the Department could use translators who possess fair knowledge on the subject.

Another graduate teacher who has joined the Inclusive Education optional course because he has a child suffering from cerebral palsy complained that after following this course for a long period he was still in a helpless position to help his child in any way. This shows that practical approaches are lacking in the process of teaching and learning. Therefore more opportunities may be given for the students to meet their lecturers and discuss their (students') problems.

The Review Team met another group of graduate teachers who followed a work shop conducted by the Department where module system has no role to play and a little bit of practical work had been introduced in teaching and learning. The participants of the work shop appeared to be highly motivated and requested more opportunities to gain additional knowledge on the subject.

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 Department offers one programme and one course to students. The Department joins with another department namely, the Department of Secondary and Tertiary education in conducting the Post Graduate Diploma in Education (PGDE) programme. The Department constantly engages in maintaining and improving Quality of students. The students are selected through a formal scheme which itself guarantee the selection of right candidates. Admission arrangements for the programmes/courses follow OUSL guidelines and are targeted at selecting students with the right disposition. While doing so the Department also maintains the Open University policy of giving access to a wide spectrum of students

throughout the island. It was also noted that participants who follow the programme / course do so by personal choice and therefore there is a high degree of commitment.

The courses are well knit by the contact sessions held in the form of day schools, the provision of reading material in the form of modules and work related assignments. The three models are well focused to maintain quality.

Based on our observations, focused discussions with staff and students we propose, that once the assignments are returned to students more constructive feedback must be given to students. At present the comments are short and do not provide enough lead. Since this programme / course is followed by working teachers and since these teachers also work with pupils with special needs, the assignments need to focus this reality. Students in their discussions requested the assignments be made more practical.

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

The Department itself agrees that a mechanism is yet to be established to obtain student feedback. However at the end of each lecture, lecturers are supposed to obtain feedback from the students of their day schools. The lecturers provide a summary of feedback that he/she receives to the Head of the Department for follow-up actions.

Qualitative feedback is also obtained from students informally and such feedback is incorporated in the improvement of the relevant programmes/courses. Our discussions with students revealed that student feedback at regional centres is not adequate both quantitatively and qualitatively. They were of the view that participating in group discussions is useful, but even in the same group there is heterogeneity and therefore in addition to common group feedback obtaining individual views is also important.

When the above facts are considered the aspect of the extent and use of student feedback, qualitative and quantitative could be judged as 'SATISFACTORY'.

4.5. Postgraduate Studies

It is to the credit of the Education Faculty of the Open University that the University took steps to start and continue a PGDSNE programme on a new field of education namely Special Needs Education. However if the faculty decided to start the Sinhala and Tamil medium programmes first, there would have been more positive responses from the graduate teachers and the others eligible to apply.

In the English medium class there had been eight students at the start and this number has now come down to two. This shows that some constraints are obstructing the way. Some of the constraints as discovered at students' meetings are as follows, medium of instruction ie. English, distance education approach in teaching and learning, less opportunities for the students to meet their teachers, lack of opportunities for the students to gain practical experience on the subject and absence of research activities in the programme.

As far as research activities are concerned so far no action has been taken. The SNE Department may focus attention to do a research survey to identify children with special

needs in schools in the area. It could be a useful research to find the depth of the problem of children with special needs in schools and it will help the Department to design their programmes targeting the actual needs in schools. This research work can be extended to the village community under the Community Based Rehabilitation (CBR) activities which component has been already included in the curriculum. Then inclusion of the CBR programme in the curriculum becomes more meaningful and relevant.

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

4.6 Peer Observation

There is a strong understanding among the academic members about the importance of having a peer observation as a powerful tool for improving the quality of teaching learning process. It was observed that the overall attitude of the academic staff members in regarding the peer observation is positive. It was revealed that, an attempt has been made recently to develop a mechanism for peer observation in the department. The existing practice with regard to peer observation in the department is at the primary stage and further improvement is needed.

A common format is already available at the department for the peer evaluation purposes. The evaluations done very recently by the lecturers were made available to the review team. It was appreciated for at least introducing such an exercise for the purpose.

It seems that this process could be improved further for the benefit of the students and the teachers. Some, self driven efforts to identify his/her own strengths and weaknesses in teaching also have been carried out by few staff members in the department in this regard.

All final examination question papers are moderated by second examiners and answer scripts are evaluated by two examiners, which are also considered as a good way of peer evaluation.

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

4.7. Skills Development

It is evident that the Department through its courses and field studies encourage students to develop their research skills. Field visits/assignments help students to improve observation skills, data analysis skills, synthesis and application skills, oral presentation skills etc.

Programmes and courses are designed, that students are able to practice in special needs education/inclusive education environments/contexts in Special Units of Regular Schools or Special Schools as a part of their teaching practice. Programme and course coordinators take necessary action to facilitate the process of working with special needs children. This enables teacher trainees to acquire skills to work with pupils with special needs.

Since the ultimate focus group of the programmes and courses are Special needs pupils, the area of skill development needs further strengthening. Since a majority of special needs pupils will choose alternative paths in the vocational sector, the course participants have to be exposed to this sector too. It is well known even within the general education sector the main problems in the teaching of vocational oriented subjects are the lack of qualified teachers and resource constraints. There has to be collaboration with relevant institutions so that trainees are better equipped to assist students to acquire labour market needs. There should be formal links between the Department and vocational training institutions or through staff and student visits and the use of facilities in vocational institutions have to be encouraged.

There has to be a genuine effort to assist course participants to acquire relevant skills and 'hand on' experience'.

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

4.8 Academic Guidance and Counseling

There are student counsellors appointed for the faculty, not for each department. The Faculty of Education has two Student Counsellors. Both are from one department, Department of secondary and tertiary education. However none of these Student Counsellors have been given any training in regarding student counselling. The student counsellors' main job is helping for administrative inquiries of the students,

The Department holds irregular meetings with the students and maintain a close rapport with them in relation. There are only two students in the PGDSND program and 20 students are following optional course (Inclusive Education) in the PGDE. The Department practices "Open Door Policy", where students are allowed to meet lecturers at any time with their availability in the office.

When the above facts are considered the aspect of the Academic Guidance and Counselling could be judged as 'UNSATISFACTORY.'

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	Satisfactory
Teaching, Learning and Assessment Methods	Satisfactory
Quality of Students including Student Progress and Achievements	Good
Extent and Use of Student Feedback	Satisfactory
Postgraduate Studies	Good
Peer Observation	Satisfactory
Skills Development	Satisfactory
Academic Guidance and Counseling	Unsatisfactory

5. CONCLUSIONS

1. Curriculum Design, Content and Review

Strengths/Good Practices

- A quite ambitious programme as far as the strength and capacity of the Special Needs Education Department is concerned
- New curriculum has been developed for the Bachelor of Special Needs Education to be conducted in all the tree media.

- The department follow the credit based semester vice teaching method.
- Computer and English language courses are included to the curriculum.
- Committed and enthusiastic young staff in the Department

Weaknesses:

- The present PGDSNE curriculum is concerned it is observable that several components in the curriculum which are considered very necessary to be included for the achievement of the set objectives of the programmes are not included. For examples students need to acquire some knowledge in the identification of children with different special needs and to know the different teaching techniques applicable to different groups.
- With regard to the composition of the Curriculum Committee, the actual position is that the majority of the members are not in any way qualified in Special Needs Education or have not received and experience in that field of education.

2. Teaching, Learning and Assessment Methods

Strengths/Good Practices

- The size of the group of the students in specialisation is manageable
- Committed, enthusiastic and well qualified young lecturers in the department
- Students are provided with Course materials and they are in good standards
- Having a well organised and equipped library with a set of personnel with appropriate positive attitudes
- Understanding the significance of having appropriate assessment methods
- Moderately equipped lecture rooms

Weaknesses:

- Not having proper tutorial classes for the students
- The normal procedure has been that the lesson modules are first prepared in English and then get them translated into Sinhala and Tamil. Translation is done often by a person other than the person who prepared the original module in English. As a result translated modules can become less comprehensive.
- Practical approaches are lacking in the process of teaching and learning.
- Less number of students registered for the programs

3. Quality of Students, including Student Progress and Achievement

Strengths /Good Practices

- The students are selected through a formal scheme which itself guarantee the selection of right candidates
- Department also maintains the Open University policy of giving access to a wide spectrum of students throughout the island.
- Participants who follow the programme / course do so by personal choice and therefore there is a high degree of commitment.
- The courses are well knit by the contact sessions held in the form of day schools, the provision of reading material in the form of modules and work related assignments. The three modes are well focused to maintain quality

Weaknesses:

- Number of the students registered for the degree courses offered by the department is insufficient.
- Lack of a data base about the teachers who are involving in special needs teaching in the country.

4. Extent and Use of Student Feedback

Strengths /Good Practices

- At the end of each lecture, lecturers are supposed to obtain feedback from the students of their day schools.
- Qualitative feedback is also obtained from students informally and such feedback is incorporated in the improvement of the relevant programmes/courses

Weaknesses:

- Least concern shown towards this exercise.
- No records available to prove students feedback.
- The student feedback at regional centres are not adequate both quantitatively and qualitatively.

5. Postgraduate Studies

Strengths /Good Practices

- The department has commenced Postgraduate Diploma in Special Needs Education.
- The department offers the optional course in Inclusive education for the students who follow the Post graduate diploma in education.
- Department has involved in postgraduate education directly

Weaknesses:

- As far as research activities are concerned so far no action has been taken

6. Peer Observation

Strengths /Good Practices

- Understanding the importance and significance of a peer observation system
- There is a close rapport among the academic staff members in the department.
- Having a system of moderating the question papers by a senior academic and marking answer scripts being done by a second examiner at a senior level

Weaknesses:

- Lack of senior level staff such as professors to guide junior staff.

7. Skills Development

Strengths/Good Practices

- The Department through its courses and field studies encourage students to develop their research skills.

- Programmes and courses are designed, that students are able to practice in special needs education/inclusive education environments/contexts in Special Units of Regular Schools or Special Schools as a part of their teaching practice.
- Programme and course coordinators take necessary action to facilitate the process of working with special needs children. This enables teacher trainees to acquire skills to work with pupils with special needs.

Weaknesses

- There is a lack of collaboration with relevant other training institutions
- There is no regular program included into the curriculum in developing skills of the students with distance mode education.

8. Academic Guidance and Counseling

Strengths/Good Practices

- Understanding the requirement for having student counsellors

Weaknesses

- No student Councillors appointed for the department
- Less experience and lack of training to these student counsellors who are in the faculty.
- Less prominence given to student counselling and guidance

6. RECOMMENDATIONS

In view of the observations made above the following recommendations are submitted for implementation.

1. It is recommended that arrangement be made for the two probationary members of the staff of the Department to receive training on special need education in a university or any other institution abroad. The proposed ten days training programme in India is quite inadequate for the propose of carrying out the responsibilities assigned to them in the Department. It is also important for the Head of the Department to acquire more knowledge and experience on special needs education. He may be given an opportunity to accomplish this task in an overseas university when he is granted sabbatical leave shortly. Two others who are already qualified in special needs education may be given opportunities from time to time to acquaint them- selves with the new knowledge developed in this field of education in other countries.
2. It is recommended that the Curriculum Committee be revised so that the Faculty could include more academics qualified in different areas of special needs education in the Committee. It is also recommended that the present PGDSNE curriculum and the other proposed curricula be reviewed to accommodate more important components in which practical approaches could play a role eg. different methods of identification of children with special needs and inclusion of simple research projects etc.
3. It is recommended that a few more visiting lecturers who are qualified in different areas of special needs education be recruited to include eg. education of gifted children, children with physical impairment, the hearing impaired, children with speech and language problems, autistic children, maladjusted children, and children with behaviour problems etc.

4. It is also recommended that translation of lessons modules into Sinhala and Tamil be done by those who know the subject matter. Visiting lecturers qualified in SNE may be in a better position to carry out this responsibility.
5. It is recommended that students following the PGDSNE and the optional course be given more opportunities to meet their lecturers and discuss their (students') problems with the lecturers.
6. It is also recommended that action be taken to start PGDSNE Sinhala and Tamil media programmes and implement at least some important recommendations given in this Report before starting the proposed new programmes which have been already designed.
7. Need to appoint students counsellors for the department itself.
8. There should be formal links between the Department and vocational training institutions or through staff and student visits and the use of facilities in vocational institutions have to be encouraged. There has to be a genuine effort to assist course participants to acquire relevant skills and 'hand on' experience'.
9. Even in the same group there is heterogeneity and therefore in addition to common group feedback obtaining individual views is also important.
10. The department is requested to take necessary actions to promote the postgraduate and undergraduate degree programs and there should be a sufficient number of students.

7. ANNEXURES

Annex 1. AGENDA OF THE REVIEW VISIT

1st Day 18.01.2010

08.30 am – 09.00 am:	Private meeting of Review Panel with QAA Council representative
09.00 am – 09.30 am:	Meeting with the VC, Dean and the Head of the Department
09.30 am – 10.00 am:	Discuss the agenda of the visit
10.00 am – 11.30 am:	Departmental Presentation
11.30 pm – 12.00 pm:	Discussion
12.00 pm – 01.00 pm:	Lunch
01.00 pm – 02.00 pm:	Meeting with Dean and the academic staff
02.00pm – 03.00 pm:	Observing facilities
03.00 pm – 04.00 pm:	Documents review
04.00 pm – 04.30 pm:	Report writing

2nd Day 19.01.2010

09.00 am - 10.00 am:	Observing a PGDSNE day school
10.00 am - 10.30 am:	Observing department documents Working Tea
10.30 am - 11.00 am:	Meeting with PGDE (Inclusive Education) students
11.00 am - 12.00 am:	Meeting with PGDSNE students
12.00 pm – 01.00 pm:	Lunch
01.00 pm - 02.00 pm:	Observing a counselling session
02.00 pm - 03.00 pm:	Meeting with the coordinator of the SCARS , Head of the Department and staff involved in activities of the SCARS
03.00 pm - 04.00 pm:	Observing facilities
04.00 pm - 05.00 pm:	Private meeting of the reviewers

3rd Day 20.01.2010

09.00 am - 10.00 am:	Meeting with principals trained by the SCARS
10.00 am - 11.00 am:	Meeting with Discussion with staff members about academic guidance
10.00 am - 11.00 am:	Reviewers private discussion
11.00 am – 12.00 pm:	Meeting with the Head of the Department and Staff
01.00 pm - 05.00 pm:	Lunch and Report writing

Annex 2. LIST OF PERSONS VISITED

- Vice Chancellor of the Open University of Sri Lanka
- Dean of the Faculty of Education
- Head of the Department of Special Needs Education
- Academic staff of the Department of Special Needs Education
- Students
- Librarian

Annex 3. LIST OF LECTURE SESSIONS OBSERVED

- Teaching at Post graduate Level

Annex 4. LIST OF FACILITIES OBSERVED

- Department staff member's rooms
- Department Premises
- Faculty Lecture halls
- Faculty IT/Computer lab
- University Library

Annex 5. LIST OF DOCUMENTS OBSERVED

- Faculty hand book
- Peer evaluation documents
- Student evaluation forms
- Student attendance list
- Lecturer's time tables
- Lecture Materials/ handouts