

# **SUBJECT REVIEW REPORT**

## **DEPARTMENT OF MANAGEMENT AND ENTREPRENEURSHIP**



## **FACULTY OF MANAGEMENT AND FINANCE UNIVERSITY OF RUHUNA**

15<sup>th</sup> to 17<sup>th</sup> June 2009

### **Review Team :**

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the quality of education within a specific subject or discipline. It is focused on the student learning experience and on student achievement. It is designed to evaluate the quality of both undergraduate and postgraduate programmes. However, the responsibility for quality and standards lies within the institution itself, since it alone has the power to control and to change existing practices.

Review process was conducted according to the guidelines given in the quality assurance handbook for Sri Lankan universities, published by the CVCD and University Grants Commission in July 2002. The Department of Management & Entrepreneurship submitted a self evaluation report consisting of aims, learning outcomes and programme details; Staff, students, and facilities; curriculum design, content and review; teaching, learning and assessment methods; student admission, progress and achievements; the extent and use of student feedback, qualitative and quantitative; postgraduate studies; skills development; and academic guidance and counseling. The quality of education was reviewed according to the aims and learning outcomes given in the self evaluation report.

The following eight aspects of education were reviewed at the subject level:

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, qualitative and quantitative.
5. Postgraduate studies.
6. Peer observations.
7. Skills development.
8. Academic guidance and counseling.

The review team visited the Department from 15<sup>th</sup> - 17<sup>th</sup> June, 2009. The agenda of the three day visit is attached (see annex 1).

The evaluation of eight aspects was based on:

- É Meetings held with the Vice Chancellor, Deputy Vice Chancellor, Dean, Head of Department, academic staff, Librarian of the main library, four student counselors of the Department, Head of English Teaching & Language Unit (ELTU), Director of Physical Education, instructors of the computer unit of the Faculty, undergraduates representing all the four years, and supportive staff in the Department.
- É Observation of physical facilities of the Department, mini computer center of the Department, computer center of the Faculty, class rooms, main library, and facilities available at the Physical Health Education
- É Observation of teaching classes of undergraduates and students' presentations.
- É Reviewing available documents at the Department.

Each of the eight aspects was judged as good / satisfactory / unsatisfactory, based on strengths, good practices and weaknesses in each. Considering the judgment of the eight aspects, an overall judgment was given as confidence / limited confidence / no confidence.

## UNIVERSITY, FACULTY AND THE DEPARTMENT

by a Special Presidential Decree, and the Parliament Act No. 16 of 1978 as Ruhuna University College, Fulfilling a long cherished desire of the people of the South to have a University in the region. It was elevated to full University status on 1st of February 1984. The University is dedicated to the advancement of learning through teaching and research, and to the application and dissemination of knowledge since the inception.

Presently, the University consists of seven Faculties: Agriculture, Engineering, Fisheries and Marine Sciences & Technology, Humanities and Social Sciences, Management and Finance, Medicine and Science with over 500 academic staff and 6,000 student population.

### **Faculty of Management and Finance**

The Faculty of Management and Finance was established on 29th April 2003. It has three departments: Department of Management and Entrepreneurship, Department of Accounting and Finance, and Department of Marketing Management.

Under the educational reforms of the university, course-unit based undergraduate programmes have been introduced with effect from September 2001. With these reforms, the faculty is presently offering Bachelor of Business Administration (BBA.) degree programmes in both Sinhala and English medium.

Other than the Undergraduate programmes, the faculty offers a Postgraduate Diploma in Business Administration programme (PDBA) and a Master of Business Administration (MBA) degree.

### **Department of Management and Entrepreneurship**

The Department of Management and Entrepreneurship is one of the three departments of the Faculty of Management and Finance. It was established on 29th April 2003 with the establishment of the Faculty of Management and Finance. The department offers Human Resources Management and Entrepreneurship as specialization areas of the BBA Degree programme. The department is the pioneer in introducing Entrepreneurship as a specialization area in a degree programme in Sri Lanka.

### **Objectives of the Department**

Specific objectives of the department are:

1. To develop and offer a wide range of Human Resource Management and Entrepreneurship related programmes
2. To create and develop quality graduates with sound knowledge skill and competencies in relation to Human Resource Management and Entrepreneurship.
3. To create and disseminate new knowledge through research and publication.
4. To create and maintain strategic partnership with industry
5. Developing strong network among students, academics and practitioners in the industry.
6. To contribute for the regional and national development through research consultancy and services.
7. Develop and maintain links with foreign universities
8. To act and comply with Sri Lankan culture and value system.

## S AND PROGRAMME DETAILS

The aim of the human resources specialization stream is to prepare human resource professionals to deal with the complexities and challenges of managing today's dynamic workforce. The programme content is designed to provide a comprehensive coverage of the major human resource responsibilities, addressing strategic and operational aspects. The courses consist of both practical and theoretical considerations in the professional development of men and women in the field of human resources in such settings as business, industry, government, and nonprofit organizations and institutions.

Graduates of the Human Resource Management specialization area should be able to:

- É Effectively manage and plan key human resource functions within organizations
- É Examine current issues, trends, practices, and processes in HRM
- É Contribute to employee performance management and organizational effectiveness
- É Effectively address human resource challenges
- É Develop employability for the Sri Lankan workplace
- É Develop effective written and oral communication skills

### 3.2. Learning Outcomes

Graduates of the Entrepreneurship Specialized area should be able to:

- To nurture entrepreneurship knowledge through entrepreneurship studies and education
- To create and develop knowledgeable, enterprising and effective entrepreneurs.

## 4. FINDINGS OF THE REVIEW TEAM

### 4.1. Curriculum Design, Content and Review

Existing curriculum is a four year (08 semesters) academic programme. The total programme is divided into two distinct programmes, namely; Common Programme (first five semesters) and Specialization Programme (the remaining three semesters). The total number of credits assigned is as follows: 63 credits for Common Programme and 38 credits for Specialization Programme. Hence, the total number of credits assigned to the 04 year degree programme is 101.

The Common Programme offers 22 courses with the intention of giving a basic knowledge on the areas of management, Economics, Accountancy, IT, English, and Quantitative techniques for all the students enrolled in the Faculty of Management and Finance (FMF).

The undergraduates who successfully complete the common programme during the first five semesters are offered 04 specialization areas by three departments in the FMF. Students are selected to specialization areas based on their preference and the marks obtained in the common programme. The Department of Management & Entrepreneurship offers the BBA degree in two specialisation streams, namely, Human Resource Management (HRM), and Entrepreneurship. The Department has designed the curricula in two specialization streams by including essential and important courses.

gn, content and review, the judgment of the team is

#### 4.2. Teaching, Learning and Assessment Methods

There are 19 academic members in the department including 6 senior lecturers. Both academic and non-academic staff displayed a high level of commitment. The lectures in the common programme are conducted both in English and Sinhala languages. Lectures in the specialization/Major programmes are conducted only in English. Most of the specialisation/Major courses are delivered by junior staff and students have lost the confidence in higher learning. However, the commitment of junior staff for taking challenges despite their poor training in the delivery of specialised courses is notable.

Handouts are prepared and distributed among the undergraduates by the lecturers. Teaching taking place at both common and specialization/major levels is rather teacher-centred with little or no interaction with students. Presentations, case studies, role playing etc are seldom used even at small class room sessions. In certain sessions, more than 250 undergraduates are participating and for such sessions any other method of teaching other than lecturing is impossible. This situation proves that all most all students take part in the lectures if the lecture is attractive and interesting. The team also noted that the lecturers were repeatedly disturbed with power failures.

The lecturers look conversant in English language in transferring knowledge. However, certain students are not convenient in English language.

There are hardly any manuals or monographs or other form of teaching materials other than handouts prepared by the lecturers in the department or by any body else to make teaching learning process easy for the lecturers as well as for the undergraduates were evident.

The lecturers utilize the hours allocated for teaching to conduct tutorials for the same course. Thus the credit weight assigned to a course is diluted. There are no separate time slots set a part in the time table for tutorial classes.

The department has enforced a ruling for the undergraduates to take part in lectures a minimum of 1/3 (33%). This proves that by participating in 05 lectures out of 15 in a semester the undergraduate is allowed to sit the examination.

The currently adopted performance assessment methods in the department, for the undergraduates are as follows; Continuous Assessment (CA) and Final Examination (FE). These two components in the student's performance assessment are assigned 40% and 60% marks respectively. Examination papers are set by the academic staff individually and are scrutinized. Answer scripts are doubled marked. However, the team noted that more than 80% marks are practically allocated for written answers either at the examination or at mid-term test. The assignments are retained for future reference with the lecturer without giving to students with useful comments to improve their learning and this seems unsatisfactory.

08 out of 19 lecturers have taken initiation to present research papers and publish research articles in reputed Journals. Most of the Research Papers (12) have been presented under different topics in Research conferences conducted at the University of Ruhuna.



present two papers at outside conferences other than  
 a University. 01 Lecturer has been able to publish 01

***In relation to the teaching, learning and assessment methods the judgment of the team is SATISFACTORY.***

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

The annual intake of undergraduates for the FMF is around 300. The range of "Z Score" of the undergraduates coming to the FMF is in between 1.31 ó 2.00. Thus, the quality of the undergraduates seems well above average. When considering the enrolment in the specialization/Major, of the undergraduates in the recent academic years it seems that around 30 % of undergraduates join the department to follow HRM specialization/Major and around 10% of undergraduates join to follow Entrepreneurship specialization/Major. The lectures in the (specialization/Major) degree programmes are conducted only in English medium and the undergraduates who follow the degree programmes in Sinhala also have to follow lectures in English and answer the question papers at the examinations in Sinhala. The number of students registered in these two specialization/Major degrees in the department is manageable as it does not exceed 50 when numbers break into two media. However, students' rights seem deprived by implementing ad hoc decisions regarding admission to the specialization/Major areas and selection to English medium. This could be redressed by carefully and reasonably listening to their grievances and incorporating their views as well.

When considering the student achievements at their examinations, it seems their performance is average. In the academic year 2002/2003, out of 20 undergraduates who followed Entrepreneurship Specialization/Major, 11 (55%) have earned ordinary passes and 05 (25%) have earned honours passes. 04 (20%) candidates have failed the examination. In the academic year 2003/2004, the results for the same programme are as follows: ordinary passes 52%, honours passes 14%, fail 34%. As we observed, the failure rate of HRM Specialization/Major has increased from 5% in the academic year 2002/2003 to 33% in 2003/2004.

***In relation to the quality of students, student progress and achievements the judgment of the team is SATISFACTORY.***

#### **4.4. Extent and use of Student Feedback**

The lecturers are enthusiastic to get qualitative and quantitative feed back from the students of their teaching performance. This seems to have helped the lecturers in the department to improve their teaching process. The present practice is to get the feed back from the students by the lecturer himself for each course s/he conducts during a semester. There is a standard questionnaire developed by the department in this respect. In addition to the feed back through the formal questionnaire, the lecturers also get a verbal feedback while the session is being conducted. Both these ways of getting feedback from students have been effective. This exercise seems easy with less than 50 undergraduates in one class.

Other than this mechanism there is hardly any other mode of operandi to get the feed back of the undergraduates about the performance of the teaching learning process. The undergraduates seem least positive about this exercise. Their opinion is that their basic

and they are suppressed with no justifiable reasons. The 'undergraduates' is not allowing them to follow the degree programme. Their grievance is the adoption of inconsistent and ad hoc criteria with no prior notice given to the undergraduates, at different years to select undergraduates for the English medium stream and selection of undergraduates for the Specialization/Major disciplines in the department. The opinion of the department is that numbers are restricted for each programme depending especially on the physical resources such as lecture halls.

***In relation to the extent and use of student feedback the judgment of the team is SATISFACTORY.***

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

The FMF offers Postgraduate Diploma in Business Administration (PDBA) and Master of Business Administration (MBA). These programmes are basically course work based with a component of research.

Except for one senior lecturer in the department others seldom involve in the activities of the Postgraduate programmes. The lecturers serving in the department seem show least interest to enrol in their own programme. The department admits that it does not presently conduct any postgraduate programme.

***In relation to the postgraduate studies the judgment of the team is UNSATISFACTORY.***

#### **4.6. Peer Observations**

The Department presently do not practice a peer observation exercise but it is informally carried out among lecturers in the department. Few lecturers discussed how their activities are supervised and guided by some of the senior members in the department. In relation to examinations, the question papers are got moderated by senior hands and the answer scripts are scrutinized by a 2<sup>nd</sup> examiner.

***In relation to peer observations the judgment of the review team is UNSATISFACTORY.***

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

The skills that have identified and developed by the staff in the department of Management & Entrepreneurship are great in number and some of them are running across all the management related disciplines. This requirement has been very well taken into consideration by the teachers in the department and that effort is worthy of commending because the graduates who obtain a Bachelor of Business Administration degree is a generalist manager who should be capable of handling any problem in all functional areas of management in an organization. In this regard one cannot forget the continuous and untiring efforts being taken by the members of the staff in the department by trying to introduce and establish a number of innovative and novelty methods to develop the undergraduates with a number of creative skills running across all the management related disciplines with an integrated approach.

A great number of skills (few of them to mention here are; conversation skills, computer and IT skills, presentation skills, Problem identification and problem solving skills, Critical



skills and demonstration skills) to be developed by the and necessary modes of operandi also have been facilitated with a fair number of English Language courses during and after the common programme. The English Language Teaching Unit (ELTU) has developed a detailed programme for the undergraduates and it should be commendable.

The ELTU currently has to cater for close upon 1600 undergraduates in 04 faculties, namely; Faculty of Management and Finance, Faculty of Science, Faculty of Humanities and Social Sciences, and Faculty of Fisheries and Marine Sciences & Technology. The ELTU presently depends on 35 (15 permanent, 10 on contract basis and 10 on visiting basis) teaching staff members and it seems unwieldy.

***In relation to the skills development the judgment of the team is GOOD.***

#### **4.8. Academic Guidance and Counseling**

Academic guidance and counselling seems available at the faculty level. It seems that these student counsellors perform a routine job when the students come to them with problems for redress or for some consultation. Academic guidance and counselling seems rather broader in its context. This seems lacking in the faculty and this may affect the undergraduate academically and socially in performing his/her studies in the university.

In practice the senior students do prevent their junior brothers and sisters going to teachers and student counsellors for redress. There is an orientation programme for one day conducted by the Faculty at the beginning of the two years common programme. The formal orientation programme for the first year undergraduates is organized and handled by the senior undergraduates and there seem hardly any formal induction and orientation taking place.

The faculty student counsellors seem capable of handling crisis situations tactfully in the department. The review panel got the first hand experience with such an incident with these counsellors.

A faculty prospectus is made available to the undergraduates at the commencement of the common programme.

As per undergraduates, they follow the common programme blindly as they have no other alternative. Undergraduates show least interest towards the common programme.

About 10% to 12% undergraduates in the department get involved in the extra curricular activities. This aspect again demands a proper academic guidance and counselling programme.

***In relation to academic guidance and counseling the judgment of the team is SATISFACTORY.***

ing the visit by the Review Team and as per the facts to those eight aspects under review are as follows:

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

## 5. CONCLUSIONS

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

### 1. Curriculum Design, Content and Review

#### Strengths:

1. The curriculum structure is designed giving adequate emphasis to basic disciplines of Management, Accounting and Economics
2. Having core, foundation and elective courses shows the flexibility in the curriculum structure
3. The medium of instructions being both English and Sinhala. Undergraduates have a choice to select the medium
4. Teaching English Language all through out the common programme is a positive step taken by the Department.
5. More time is allocated during the final semester for Internship Training and Dissertation

#### Weaknesses:

1. Inadequate credit weights assigned for the total degree programme.
2. Allocating more time (05 semesters) for the common programme and thereby inadequate time allocation (03 semesters) for the specialization/Major programme
3. Inconsistent workload assigned for different semesters. E.g. five courses are offered in the semester 1, year 2. Except for BBA 2104 all other four courses are new to the students and work load seem heavy
4. Sequence of introducing courses at different levels seems irrational
5. Usage of terminology interchangeably with least emphasis given to its proper meaning in curricula misleads the students (e.g. specialization/major, core, optional, elective, foundation, course unit, designated courses, pre requisites etc.)
6. Repetition and overlapping in certain subjects (e.g. 2206 with 3217, 1203 with 2203, 2105 with 2206).

one recently which is a serious drawback.  
different subjects and calculating GPA is misleading

## **2. Teaching, Learning and Assessment Methods**

### **Strengths:**

1. Having a set of good lecturers in the department with a good command of English language
2. Having lecture rooms with white boards and Multi media projectors permanently installed
3. Practicing flexible assessment methods (CA)

### **Weaknesses:**

1. Poor learning environment created by the lecturers in the class room situations preventing the undergraduates making room for creativity.
2. Compelling the undergraduates to follow lectures in English and answer question papers at the examinations in Sinhala
3. Making the undergraduates unhappy by introducing a 03 semester specialization/major and naming the programme a "Major" instead of naming it "Specialization"
4. Conducting tutorials during the lecture hours and not providing separate tutorial sessions
5. Non existence of a proper mechanism to get the optimum results from the available resources

## **3. Quality of Students, including Student Progress and Achievement**

### **Strengths:**

1. Input quality of undergraduates joining the Faculty with high "Z Score" is good.
2. The number of undergraduates in each Specialization/Major batch per media being manageable (less than 50).
3. Having an acceptable demand for the HRM Specialization/Major programme.
4. Having young, energetic and enthusiastic lecturers and having an studious set of undergraduates in the department.
5. Having a conducive and encouraging environment with a well maintained full fledged library and connected e-facilities.

### **Weaknesses:**

1. Inadequate human and physical facilities available for the
2. Faculty/Department
3. Least hearing given in relation to academic grievances of Sinhala medium students.
4. Senior students' domination over the junior students and unrealistic student demands (undergraduates protest blindly and very well knowingly that keeping away from lectures are harmful for their studies).
5. Poor teacher-student relationship, especially with junior batches of students.
6. Adverse attitudes among the undergraduates towards the teachers. E.g. The undergraduates' are of the opinion that the lecturers are there to get their own selfish ends achieved at the cost of the students.
7. The inferiority complex among the undergraduates about the Entrepreneurship specialization/Major programme as they are compelled to follow with no other alternative for which majority have not given consent.
8. Lack of capacity to play a catalyst role to make changes required in the academic sphere.

in the department with a capacity to work with a sound  
 lectures.

#### **4. Extent and Use of Student Feedback**

##### **Strengths:**

1. Having a formally prepared questionnaire to get the quantitative feed back from the undergraduates about the performance of the lecturers
2. Gradual improvement of the relationship between undergraduates and the lecturers in the Specialize/Major programmes
3. Students compliance with the requirements stipulated (even at ad hoc basis) rather than continuously protesting

##### **Weaknesses:**

1. Non existence of an experienced role model to follow by the young lecturers in the department
2. Non existence of a cordial relationship between teachers and all undergraduates in all the batches
3. Least interest shown by the undergraduates towards these exercises as their grievances are not adequately given emphasis
4. Least attendance reported for lectures by undergraduates
5. Non existence of a formal forum in the department to discuss feedback information obtained from students by the lecturers.

#### **6. Peer Observation**

##### **Strengths:**

1. Positive understanding among the lecturers about the advantages of having a peer observation exercise
2. Willingness to implement such a programme in the near future

##### **Weaknesses:**

1. Non existence of a sufficient number of senior members on the staff
2. In-adequate guidance and direction from within the Department/Faculty

#### **7. Skills Development**

##### **Strengths:**

1. Have already identified most of the different skills to be developed among undergraduates during the four years of study
2. Have identified the modes of operandi as to through which these skills can be developed
3. Having a well equipped computer centre, a dedicated set of instructors and a committed staff in the ELTU with well planned teaching materials

##### **Weaknesses:**

1. Poor participation of undergraduates in Lectures
2. Least Student centred teaching implemented in the department
3. Poor Coordination maintained between ELTU and department

1. The student counsellors in the department are committed for the job
2. There are female student counsellors as well in the department
3. The student counsellors' capacity to work with others is commendable

**Weaknesses:**

1. Non existence of a mechanism by passing the senior students to air the grievances of the junior students,
2. Handling most of the student activities by the senior students, not allowing room for the junior students to go to student counsellors/ teachers for redress
3. Non existence of an appropriate plan implemented by the academic staff members to win the hearts and minds of the junior students
4. Certain information included in the Student Information Brochure 2008/2009 is misleading the reader (p.32 of SER).

**7. RECOMMENDATIONS**

1. Review curricula in every three-year cycle to incorporate new disciplines which are high in demand and relevant and to overcome the problem of repetition and overlapping with the involvement of various stakeholders including people from the relevant industries.
2. Establish a curricula review committee at the faculty representing members from each department to ensure high quality degree programmes being designed and offered continuously.
3. Establish a quality assurance cell at the faculty to ensure high quality of each degree programme being offered by the faculty.
4. Structure the degree programme in a way to cultivate knowledge, skills and competencies gradually identifying the sequence of subjects to be offered at each level of the degree programme.
5. Overall Intended Learning Outcomes (ILO) of degree programmes must be very clear and should be informed the students. The course outlines should be improved by including a course description, learning outcomes for each course, comprehensive description of evaluation methods, breakdown of the total time among individual topics, reading list under each topic, and relationship of learning outcome of each course with the overall learning out come of the degree programme.
6. Design curricular with the emphasis of creating and innovating new solutions by students to real world problems.
7. Entrepreneurship programme should be designed in a way to provide opportunities for students to be self-employed by creating new ventures and providing job opportunities for others rather than working them for other organizations. This attitude seems inadequately cultivated in the minds of students and we noticed that students are eagerly waiting for jobs to be found in other organizations.
8. Increase the present credit number to 120 to be par with national and international standards. Additional tutorial hours should be conducted, out side 45 hours of teaching for a 03 credit course. Tutorials should not be done during the 45 hours of lectures.

to all the students to develop critical thinking and ability

designing curricula for English courses offered by the

department and make arrangements to improve English language skills among weaker students.

11. Offer IT related courses write through the degree programme to develop ICT related skills.
12. Assign senior lecturers for teaching specialized courses.
13. Offer teaching methodology course for all the members of the department with a view to learn different teaching methods such as the student-centered learning rather than the present dominantly used teacher-centered method by the majority of lecturers with little or no interaction with students.
14. Streamline the process of distributing teaching materials to students by confirming to the minimum standards.
15. Make students aware at the beginning of each course, how and when continuous assessment (CA) is scheduled to be done rather than conducting them on an ad-hoc basis.
16. CA methods need to be further improved by making them precise and should be related to measure the learning outcome of each course.
17. Inform students about the progress of their assignments with useful comments before the examination to encourage their learning continuously.
18. Quickly attain the repair or maintenance activities of continuous disturbances occurring due to power interruptions and failures.
19. Maintain student database to get to know the progress made by students during their course of studies and also their employability after the graduation.
20. Introduce a formal mechanism for peer observation.
21. Introduce a formal mechanism at the department to handle feedback information obtained from students and discuss with relevant lecturers with a view to improve their weaknesses.
22. Promote subject associations allowing students to involve in more activities such as Journal publication, organizing guest lectures, workshops etc.
23. The Department lacks sufficient number of class rooms for carrying out effective teaching, space for staff office and adequate computers to train students in IT related skills. These physical resources requirements should be looked into.
24. Create research culture within the department by encouraging academics to do research in their specialty areas.
25. Provide training on academic counseling for academic counselors in the department.
26. Provide training on alternative approaches to research methodologies
27. Develop strong links between the department academic counselors, senior student counselor of the university and the DVC of the university with an aim of redressing students unrest.
28. Shorten the duration of the common program and provide more time for the undergraduates to concentrate on their specialization/Major area