SUBJECT REVIEW REPORT

DEPARTMENT OF PLANT SCIENCES

FACULTY OF AGRICULTURE
RAJARATA UNIVERSITY OF SRI LANKA

03rd to 05th April 2006

Review Team :
Prof. K. D. N. Weerasinghe /University of Ruhuna
Prof. U. Samarajeewa/University of Peradeniya
Dr. M. Printhan/Eastern University of Sri Lanka

CONTENTS

1. SUBJECT REVIEW PROCESS

The subject review evaluates the quality of student learning experience in terms of the management and quality assurance at the program level. This report reviews the quality and management of academic programs delivered by the Department of Plant Sciences (DPS) in the Faculty of Agriculture at Rajarata University of Sri Lanka located at Puliyankulama, Anuradhapura. The review was carried out following the guidelines established by the CVCD and the University Grants Commission in the Quality Assurance Handbook for Sri Lankan Universities, published in July 2002.

The review was taken place during 3rd- 5th April 2005. The agenda of the meetings, Lists of the persons met, Lists of documents and facilities observed are given in the present document as annexes.
The reviewers are very much thankful for the assistance made by the academic and non academic staff, and the students during the review process. The revivers are very grateful for the Dean and the Head of the Dept. for the hospitalities and the excellent arrangements made for the review team to go through the review process. We specially appreciate the enthusiasm and the dedication of the head of the Dept, Dr. Miss. Aruni Weerasinghe towards the development of the Department under different constraints.

The review team examined the following specific aspects:

1. Curriculum design, content and review
2. Teaching, learning and assessment methods
3. Quality of students, including student progress and achievement
4. Extent of student feedback
5. Postgraduate students
6. Peer observation
7. Skills development
8. Academic guidance and counseling

The primary source of documented information for this review was the self-evaluation report prepared by the DPS. The review team was also provided with supporting documents by the Department including the Faculty Handbook 2003-2007, Master Plan of the Faculty, teaching materials, student work records question papers, marking schemes, answer scripts, marks, student feedbacks and peer observations. The team had useful discussions with the Dean/Agriculture, Department staff and students from the first, second and final years. The team also visited laboratories, lecture theatres, field, library, computer unit, staff rooms. The team was able observe 3 lectures and 2 practical classes. On the last day the review team had a final meeting with the academic staff of the department to discuss and verify the observations and the judgments made by the team.

2. BRIEF HISTORY OF THE DEPARTMENT, FACULTY AND UNIVERSITY

The University of Rajarata established in 1995, had the current Faculty of Agriculture established in the present location at Puliyankulama in 2001. The administrative complex of the University is at Mihintale, together with Faculties of Management, Sciences and Social Sciences, about 15 km away from the Agriculture Faculty. In the current location of the Faculty there is hardly any space for construction and expansion. The Faculty has

acquired a 35 acre land in the vicinity, which is currently under development as a farm, together with lecture halls and hostel facilities. There is also another land at a location Saliyapura that could be utilized for development of Faculty, with constraints arising due to need for funds to renovate the buildings and relocate the current occupants of the buildings. Indecisions regarding the two locations have put some of the developmental activities in the current location on hold due to uncertainties. This situation is not healthy for a campus that needs rapid expansion at the early stage of its development.

The Faculty of Agriculture consists of three Departments namely, Department of Plant Sciences, Department of Agricultural Systems and Department of Soils & Water Resources Management. The three departments handle a wide variety of subjects in the discipline of Agriculture. The Department of Plant Sciences contributes to the B. Sc (Agric.) degree program covering subjects related to plant and crop production & handling. The four-year degree program consists of 162 course units which include project work carried out in locations outside the university. There are no postgraduate degree programs in the Faculty, but research is carried out by staff members registered for MPhil and PhD degrees elsewhere, guided by the Faculty staff.

The Faculty has one auditorium, three lecture rooms of capacity for around 70 students and well maintained four small laboratories serving all three departments. The climatic conditions in the location make it difficult to provide a comfortable environment in the lecture rooms unless special measures are adopted. The library contains adequate amount of new books, though multiple copies of books are a limitation. The number of students utilizing the library facilities daily averages to 25, out of a student population of 278.

The current staff strength of the DPS is 9 consisting of 1 senior lecturer (PhD), 2 probationary lecturers (MPhil & reading for PhD), 5 temporary lecturers and 1 demonstrator. The DPS depends heavily on visiting staff from Kandy and far away locations, which limit interactions and effective use of weekday schedules in teacher-student activities.

3. AIMS AND LEARNING OUTCOMES

3.1 Aims

The mission of the Faculty is to become a national and regional centre of education, research and consultancy in the field of agriculture by producing competent and innovative graduates with a sound theoretical and practical knowledge. In this context, aim of the department is to train students with enhanced theoretical and practical knowledge in biology of crops and produce graduates improved knowledge in technology necessary for an environmentally sounds and economically sustainable crop production, where the knowledge could be effectively transfer to farmers and other stake holders.

The goals are,

a) To provide wide knowledge on fundamentals of crop biology and their interrelationships with crop production, within the frame work of the department curriculum.

b) To demonstrate practical skills through well structured laboratory level practical lessons on aspects where ever such skills are considered essential for the purpose of putting the acquired knowledge in to practice.

c) To provide challenging learning opportunities via practical programs combined with field visits and on farm training to develop necessary transferable skills and arouse interest on agriculture production.

d) By providing research based information, make sound environment to conduct research and acquire new knowledge.

e) Make supportive, responsive and friendly departmental atmosphere, which enable students for easy learning.

f) Stimulate students to interact with other departments in the faculty to enhance their knowledge on other related disciplines and create harmony among students and staff member of the other departments.

g) Encourage range of activities through various societies in the faculty to develop personnel skills and knowledge.

h) Enable students to develop inter personnel skills through presentations, oral examination discussions and seminars.

i) Support teaching staff in their career development through formal and informal feed back and peer advice.

j) Arrange the department structure for effective learning and enhance the quality of teaching.

3.2 Learning Outcomes

On successful completion of the degree program students should:

a) gain knowledge and conceptual understanding on fundamentals of crop biology and principles of crop production initially, which is followed by progressively increasing depth of study where it could be applied for successful crop production.

b) be able to apply fundamental principles in addressing issues related to basic and applied research in the relevant fields of study.

c) be able to transform theoretical solutions in to action, for implementation at field level.

d) be able to collect, tabulates, analyze and interpret data from the field in relation to aspects covered in terms of subjects learned during the course and convert them to information.

e) develop personal skills which enable them for critical and self-directed learning.

4. FINDINGS OF THE REVIEW TEAM

4.1 Curriculum Design, Content and Review

The core program of 2.5 year duration (5 semesters) followed by the farm practice course in the 3rd year first semester offered by the department, to entire batch of students gives an adequate coverage of subject matter in the areas of crop biology, agronomical practices & principles, crop morphology & classification, pathogens, pests & their management, crop related microorganisms, principles of forestry, basics & advances of genetics & plant breeding, Biochemistry, and other subjects such as scientific writing and computer application. Students are exposed to field practices pertaining to the field crop production, horticulture crop production and the management of pests & diseases during the farm practice course.

Advanced courses in the areas of vegetable, fruits, cereals, legumes, cash crops, crop physiology, techniques related to crop improvement, such as plant tissue culture, genetics & plant breeding, floriculture, hydroponics techniques, protected agriculture, tea, rubber coconut & export agricultural crop production, organic farming, medicinal plants, IPM, Plant diseases & their control, apiculture, weed science, landscape horticulture nematology & virology, crop physiology, and pesticide management are taught under the advanced programs offered by the department during the second semester of the third year and the first semester of the final year. Subject area covered by the above programs provides good subject knowledge and skill requirements expected from the agriculture graduates.

During the first two years of the degree program, work load for students is equivalent to 81 credit hours, excluding the time allocated for English and computer application. Most of the courses are 2-credit hour courses. The Department of Plant Sciences is responsible for the conduct of courses equivalent to 27 credit hours and non-credited courses in computer application (two courses of 75 hour duration). The work load during the farm practice course is 21 credit hours.

During the specialization program DPS offers 28 courses, which include 16 courses of 2-credit hours, 11 courses of 3-credit hours and one course of 4 hour duration totaling 69 credit hours. Students have the option to select one of the three areas of specialization offered by the Department, which are plantation crop production, horticultural crop production or field crop production. As partial fulfillment of the requirements of the degree students have to conduct a research program during the last semester of the final year and submit a research report which carries 20 credit points.

Total credit requirement to obtain the B.Sc. (Agric) degree is 162, with a minimum of 102 gained from the core program and 60 gained from the specialization program.

The discussion the review team had with the students and the members of the academic staff revealed a need for a reasonable readjustment and curricular revision to reduce the work load from 162 to around 120 credit hours.

A reasonable adjustment in the first year is strongly recommended considering the time needed by the students to orient in the new environment and to attain the reasonable standard in use of English language.

The research project during the final semester of the 4th year provides a valuable learning experience in research methodology, data collection, interpretation and critical evaluation of a chosen topic. The presentation of the research finding in a general forum and publication as a research thesis is a good practice planned to be adopted by the department.

The review team could not make any comments on the thesis evaluation, since the first batch of the special students are yet to be completed. However, we strongly recommend revising the weightage of 20 credits given to the research component at least by half. It is also suggested to reassess the credit distribution within the research project so that preparation of the report and the submissions will carry a higher weightage.

The reviewers are satisfied that the learning outcomes of the modules are reflected in the curriculum, which would facilitate obtaining employment in the Agriculture sector. It was noted that modern methods of teaching, multi-media presentations and audio visual equipment are used in teaching.

Based on the documentary evidences and the discussions with the staff, it is understood that the first curricular adopted in 2001 was revised in 2003 and implemented in 2004. Department plans the next revision in 2007.

There is hardly any evidence to observe that the curriculum has been reviewed systematically with stakeholder participation. There was no evidence of new subjects included to improve relevance, employability and current needs based on the suggestions of peers and experts. The review team strongly feels that this important activity should occur at regular intervals.

The reviewers have gone through the course syllabi and observed that the break down of the syllabi in to different topics in line with the objectives of the courses, intended learning outcomes, and time allocation, *etc*. are not adequately documented for most of the courses. It is strongly recommended to improve the syllabi and course materials systematically to reflect the above requirements.

In general, the curriculum content of the degree program reflects adequate academic standards and in the opinion of the reviewers, curriculum enables the students to achieve the intended learning outcomes of the degree program in the form of knowledge & understanding, and intellectual & transferable skills.

Considering the above facts the review team is on the opinion that the overall achievement under this aspect is considered as **"good".**

4.2 Teaching, Learning and Assessment Methods

The above aspects of the DPS were evaluated by the team by using the (a) self-evaluation report, (b) observations of lectures and practical classes, (c) documents provided and (d) discussions with the staff and the students.

The review team observed that the courses are delivered through a combination of lectures, laboratory practical classes, field work, field / industrial visits, discussions, report preparations, and presentations aimed at meeting the identified learning outcomes.

The team noted that the students were provided a copy of the prospectus (except the current first year students) at the beginning of the degree program and they are aware of the broad course content. This information needs further expansion providing an hourly breakdown of lectures, learning outcome in relation to each course, a more realistic breakdown of time allocation between theory and practical components, references and assessment strategies. Major deviations appear to occur during teaching due to low allocation of time for lectures resulting in drawing considerable time from the hours allocated to practical classes. While practical classes form an important component of learning, the lecturing especially at the level of the core course, requires much time in establishing a sound knowledge base. It may also be worth rethinking whether the farm practice course should not be shifted to an earlier semester orienting the students for early problem identification and problem-based learning.

The observation of the classes indicated that the delivery of lectures facilitate teacher-student interactions and ease of understanding. Yet there is much room for improvements, which could be addressed through frequent peer observations on teaching. In the laboratory exercises it is essential that the lecturer demonstrates the actual carrying out of the practical, as correct hands-on practices needs to be inculcated to the students.

Documents made available to the reviewers provided evidence on use of marking schemes, scrutiny of papers, involvement of external examiners and efforts to maintain standards. However, strict follow of scrutiny procedures are needed with all question papers to prevent overlap of questions in different papers.

During the discussions with the students, they expressed general satisfaction of the course conducted by the DPS. However, they raised several concerns related to time durations, depth and breadth of subjects, non-uniformity of question papers and delay in release of examination marks. The review team is of the opinion that much of the root causes of the concerns were due to inadequacies on documented details of the courses and assessment procedures, particularly the examination work.

Examination is one of the areas where the students tend to be most sensitive and perform under stress. An early understanding of the exact duration of the question papers, based on a general guideline for the Faculty with clear relationship between the number of credits in the course and duration of the examination paper would be much helpful. There is the need to establish strict guidelines on the general pattern of question papers (number of multiple-choice, structured essay and essay questions), distribution of marks in each section in relation to examinations in the core courses and advanced courses separately. The review team noted that the allocation of marks to components other than the end term paper varies between 10 to 40% and is decided by the respective teachers. This provides too much of flexibility leading to non-uniformity in marks allocation from course to course and even within the same course, depending on the teacher. Documented procedures need to be established both at the level of Faculty and the Department. Considering the current situation where the Department uses the facilities of large number of temporary staff members and visiting staff, clear and detailed guidelines on all examination matters as well as the time allocation for delivery of subjects within the course would help much in improving the quality of education and put students under ease.

The review team strongly suggests to display the time allocation for lecture, tutorial or practical and the topics intended to cover during the particular time slot of the week, and continuous assessment elements (Calendar plan) to the students at the beginning of the semester to avoid any confusion aroused between teacher and the learner during the teaching and learning process.

The review team estimates this aspect of the Department of Plant Sciences as **'satisfactory'**.

4.3 Quality of Students including, Student Progress and Achievements

All admissions to the University are handled by the University Grants Commission which considers the students' choices and other criteria in the selection process.

The quality of students entering the DPS, Faculty of Agriculture at Rajarata University of Sri Lanka program appears to be same as for other national universities as indicated by the staff at discussions. Most students appeared to be rather de-motivated due to limitations in accommodation facilities (*e.g.*: uncertainty of present location) and lapses in general administration in the Faculty.

At the beginning of each academic year the department and the faculty organizes orientation programmes for newcomers. Faculty handbook (2001-2005 and 2003-2007)) are issued providing information on the university and courses. It was noted that website (www.rjt.slt.lk) either for the University or the Faculty need to be well and clearly constructed for any easy access for the same to the stakeholders.

DPS currently caters courses for a total of six batches from 2000/2001 to 2004/2005. Presently 271 students out of 278 registered follow Agricultural Science degree programme. The student population is almost homogeneous, with majority being Sinhala. Gender balance was nearly 1:1 ratio. During the last 5 years, the student numbers that offered Plant Sciences courses are as follows: 15 (2000/01), 29 (2001/02), 54 (2002/03), 61 (2002/03 A), 49 (2003/04), 63 (2004/05). There is a notable increase of student intake annually. DPS offers three specialization areas, namely Horticultural Crops Production (2000/2001 & 2001/2002: 09 students), Plantation Crop Production (2000/2001 & 2001/2002: 08 students) and Field Crop Production (2000/2001 & 2001/2002: none). Students join at the beginning of 6th semester (3rd year) to follow specialized areas. Approximately 46% of the student's preferred to follow specialization on the above areas, except in Field Crop Production. The discussions with the staff indicated that there is a lack of interest among the students to follow this course and the Department is reluctant to offer the course unless a minimum of 3 students apply for specialization.

Reviewers felt that DPS should attempt to attract students for this specialization too, considering the strong territorial advantage of the faculty in "Rajarata" over other Agricultural faculties to expertise in the field crop production sector. With reference to specialization, there were 8 (2000/01) and 9 (2001/02) students in the final year program. Currently there is a decline of percent of students selecting specialization areas in DPS, as other departments have started offering new specialization areas. The drop out rates during core courses in the Faculty was negligible and showed a significant decrease during 2000/2001 to 2003/2004A (07 out of 166; 4%). At initial stages of the degree program there had been a few dropouts of students, due to moving in to jobs. Currently all

students enrolling for the degree appears to stick with the program. This perhaps reflects that the university provides a more congenial environment for study and the social life of its students.

The Faculty has an ELTU to cater for three departments. English is offered to all students throughout the degree (even though not counted for credit). Curriculum is flexible in the Faculty permitting the students to convert the English proficiency module as a Diploma in English from the Third year studies. Many students are taking this option now.

It is too early to comments on the overall achievements of the specialization students, as the first batch graduates only in May/June 2006. However, according to evidence presented by the DPS, student progress and achievement is good. At the meeting the review team, the students' revealed self-confidence on present studies at the University. A reasonable English proficiency among the students was evident during the discussions.

Having considered carefully the quality of students including students' progress and achievements, the reviewers are of the opinion that this aspect of the subject review can be rated as **"Good"**.

4.4 Extent and Use of Student Feedback, Qualitative and Quantitative

The class room activities are overwhelmingly student centered and the reviewers observed student feedback during sessions. The reviewers are pleased to note the feedback through a questionnaire distributed among the students by the lecturers during the semester. Two questionnaires addressing 10 and 15 aspects are used at the early part and end of each course respectively. The reviewers had the opportunity to inspect the questionnaires and the majority of students have expressed satisfaction on the quality of the lectures in all aspects. The questionnaire should be reviewed and revised periodically. There was no evidence of any formal mechanism to obtain student feedback from Special Degree in Plant Sciences. The discussion with the students confirmed that authenticity of the responses may be achieved if the distribution and collection of questionnaire is entrusted to another person. The reviewers recommend that the teacher should not participate with the feed back process physically. It would generate more confidence among the students, if the mechanism permit students to submit the answered questionnaire in a sealed envelop to the SAR, who would submit an analysis of outcome through Dean to respective teachers.

Informal methods are also being used to obtain a feedback from the students. It was revealed that the young academics are being used to get the views of the students, on the lecture, practical and field trips. It was realized that that feedback obtained from the students has been discussed by the staff and steps have been taken to improve methods of teaching. These were revealed at the discussions the team had with the staff and confirmed by the observations made in the lectures monitored (*e.g*. use of multimedia)

It is the view of the review team that the extent and use of student feedback of the department can be judged as **"Satisfactory"**

4. 5 Postgraduate Studies

DPS has not initiated any postgraduate programs due to the limited facilities in the Faculty. However, the young staff members of the DPS have registered at the Postgraduate Institute of Agriculture for their postgraduate studies. DPS encourages the young staff to engage with postgraduate studies.
Of 9 academic staff (4 permanent and 5 temporary) members in the department, one member has completed the MPhil degree recently using the facilities available in the Department. Head of the Department is engaged in research with funds received from CARP and, University Grants. There are no other evidences to assess research activities of the department.

The reviewers noted the possibility of collaborating with on-going research activities in the institutions in close locations, such as Field Crop Research Institute at Mahailluppallama and Institute of Post-harvest Technology, Anuradhapura. Such activity may open avenues to develop sound postgraduate degree programs by research in the DPS.

Considering the fact that the DPS is yet young to get engaged in its own postgraduate degree programs, but has taken effective initiatives to establish a research culture, the review team is in the opinion that this aspect could be rated as **"satisfactory"**.

4.6 Peer Observation

The DPS has initiated a program of peer evaluation of the teachers by teachers to improve the quality of teaching.

The review team was pleased to find evidence of peer evaluation of teachers. However, this recently initiated activity is limited mostly to evaluation of the junior staff by the senior staff. Practice of this in a much wider scale allowing juniors to observe and evaluate senior teachers would provide a better opportunity for the junior staff to learn on the job, the practices much more effectively.

The team also was made to understand that in some of the field courses the students work in groups of 5 or 6. It is possible to establish mechanisms to get these students to observe the performance of the colleagues and oneself in relation to criteria such as punctuality, contributions to collective work, responsibility and new thinking at two stages of the activity and discuss with the students individually their own assessments and mean of assessments by others. This would help much in development of attitudes of the students and establishment of good self esteems.

The review team estimates this aspect of the Department of Plant Sciences as **'satisfactory'**.

4. 7 Skills Development

The students get opportunities to develop their subject specific skills during the first two years through the laboratory and field practical, field visits, and with limited e-education. During the Farm Practice course students get the opportunity to develop their Agronomical and field skills. The final semester research project allows students to

acquire and enhance their analytical skills, transferable skills and communications skills. The planned presentation of final year research project at the public seminar will further enhance their skills on scientific writing, presentation and organization.

The review team observed conduct of the laboratory practical class on microbiology and crop botany in the soil science laboratory. Available Laboratory space and the manpower (only one demonstrator), appear to be inadequate for the entire batch to accommodate as a single group. It is strongly recommended to divide the batch in to manageable groups and rotate them with another practical or tutorial activity to ease the situation. This will induce the students to be more independent at hands-on activities and provide closer demonstration and supervision. The need to demonstrate the exact performance expected from students during the class by a teacher is essential at this introductory stages of practical lessons to inculcate correct hands-on practices.

In addition to subject specific skills, students gain IT skills through the introduction to different levels of compulsory computer application courses in the curriculum, using the computer laboratory in the faculty. Based on the observations and the discussion had with the students and the staff, it is recommended to avail the services of a competent computer teacher to strengthen the computer teaching program.

The students gradually develop their English language proficiency by exposing themselves to various levels of English language courses as compulsory intensive English, English 1100, 1200, 2100, 2200, courses and scientific writing which is a one credit course. Students also have the option to follow a Diploma in English course after the third year, which is a commendable option given for the students to develop their language skills.

Considering the exposure of students to skills, the review team judged this aspect as **"good"**.

4.8. Academic Guidance and Counseling

A counseling system is available within the Faculty and DPS. There is only a single student counselor, out of two, is available for the Faculty of Agriculture which is inadequate to cater for 271 students. The students were poorly informed of the existing counseling system which may have prevented most students seeking the benefits of the system. Our discussion with the Student counselor of the Faculty of Agriculture indicated that except one or two personal issues which were amicably solved, environment is more conducive and is being operated. The students do not seem to have got used to the habit of seeking assistance on academic guidance and counseling. The head of the department and lecturers assist the students in selecting the relevant course units. Review team felt that the staff members of DPS make a positive effort to assist the students as and when required. Trained student counselors would be a need in time to come.

Reviewers met the Faculty coordinator for career guidance unit started in January 2006. The unit has a plan of activities starting with guidance on job seeking to begin with current final year batch of students. A physical location for career guidance and counseling activities appears a necessity.

Having considered all aspects of academic guidance and counseling available in the DPS, the reviewers are of the view that this section could be rated as "**Satisfactory".**

5. CONCLUSIONS

Based on the observations made during the study visit by the review team, the eight aspects were judged as follows:

Aspect reviewed	Judgment given
Curriculum design, content and review	Good
Teaching learning and assessment methods	Satisfactory
Quality of students including student progress and achievements	Good
Extent and use of student feedback, qualitative and quantitative	Satisfactory
Postgraduate studies	Satisfactory
Peer observations	Satisfactory
Skills development	Good
Academic guidance and counseling	Satisfactory

6. RECOMMENDATIONS

a) Detailed documentation of the curriculum including hourly breakdown of teaching and intended learning outcomes for each course is strongly recommended.

b) The format of the question papers including durations, number of questions in each sections and distribution of marks should be documented, adhered to and made known to students through the prospectus or otherwise.

c) More rigid scrutiny of the examination papers, especially due to use of visiting lecturers is recommended.

d) All entry marks need to be checked day before the results board meeting by the respective lecturers to assure accuracy of entry.

e) Mechanism for handling the student feedback forms on teacher evaluation, should not involve the teacher assessed.

f) Filling the cadre positions with senior staff early is recommended.

g) Early finalization of the location for development of Faculty is a necessity.

Annex A

Work plan

SUBJECT REVIEW - DPS
FACULTY OF AGRICULTURE

Day prior to the Review

07.30 p.m. - Private meeting of Reviewers

DAY – 01 **3rd April 2006**

09.00 - 09.30 a.m. - Welcome Meeting with the Dean and Head of the Department
09.30 - 10.00 a.m. - Discuss the Agenda of the Review
10.00 - 10.30 a.m. - Tea Break
10.30 - 11.30 a.m. - Department Presentation on the Self Evaluation Report
11.30 - 12.30 p.m. - Discussion
12.30 - 01.30 p.m. - Lunch Break
01.30 - 02.30 p.m. - Observation Department Facilities
02.30 - 03.30 p.m. - Observing Facilities (Library, Computer labs, Farms *etc*.)
03.30 - 04.30 p.m. - Meeting with Academic Staff
4.30 - 05.30 p.m. - Meeting with Students
05.30 - 06.00 p.m. - Brief meeting of Reviewers

DAY – 02 **4th April 2006**

08.30 - 09.15 a.m. Observe Teaching (1) – Crop Botany PSCB 1102
09.30 - 10.00 a.m. Observe Teaching (2) – Principles of Agronomy PSAG 1104
10.00 - 11.00 a.m. - Observe Documents (Working Tea)
11.00 - 12.00 noon - Meeting with Technical Staff and other Non-Academic Staff
12.00 - 12.30 p.m. - Academic Guidance and Counseling Core Aspect Meeting
12.30 - 01.30 p.m. - Lunch Break
01.30 - 02.30 p.m. - Observe Teaching (3) – Principles of Agronomy PSAG 1104
02.30 - 03.30 p.m. - Observe Practical (1) – Agricultural Microbiology PSMB 1102
03.30 - 04.30 p.m. - Observing Documents & Report Writing
04.30 - 05.00 p.m. - Brief meeting of Reviewers

DAY – 03 **5th April 2006**

08.30 - 09.30 a.m. - Observe Practical (2) – Crop Botany PSCB 1102
09.30 - 10.00 a.m. - Report Writing
10.00 - 10.30 a.m. - **Tea Break**
10.30 - 11.00 a.m. - Reviewers Private Discussion
11.00 - 12.00 noon - Meeting with Head & Staff for Reporting
12.00 - 01.00 p.m. - Lunch Break
01.00 - 05.00 p.m. - Reporting Writing

Annex B

LIST OF PERSONS MET

1. Mr. Y. M. Wickremasinghe, Dean / Agriculture
2. Dr. A Weerasinghe, Head of DPS
3. Senior Assistant Registrar, Faculty of Agriculture
4. Mrs. U. C. Samarakoon, Lecturer probationary
5. Mr. K. L. Jayatissa, Lecturer temporary
6. Mr. S. Basnagala, Lecturer temporary
7. Ms. U. D. Devasinghe, Lecturer temporary
8. Mrs. K. L. M. Chandrakanthi, Lecturer temporary
9. Mr. D. M. D. Dissanayake, Lecturer temporary
10. Demonstrator, DPS
11. Laboratory Technician, DPS
12. Computer assistant, DPS
13. Laborer, DPS
14. About 100 students from first year, second year and third year batches
15. Members of the student union

Annex C

LIST OF TEACHING SESSIONS OBSERVED

1. Teaching Class (1) - Crop Botany-PSCB 1102
2. Teaching Class (2) - Principles of Agronomy –PSAG 1104 (Lecture 1)
3. Teaching Class (3) - Principles of Agronomy –PSAG 1104 (Lecture 2)
4. Practical Class (1) - Agricultural Microbiology–PSMB 1102
5. Practical Class (2) - Crop Botany–PSCB 1102

Annex D

LIST OF FACILITIES OBSERVED

1. Deans Office & examination branch
2. Office of the Department of Plant Sciences
3. Auditorium of the Faculty
4. Three lecture rooms in the Faculty each of capacity 70
5. Soil Science laboratory used for Plant science practical classes
6. Plant Science laboratory
7. The library
8. The student canteen
9. Block of 35 acre land used as farm and construction of lecture halls and student hostel
10. Site at Saliyapura identified to be developed as Faculty premises

Annex E

LIST OF DOCUMENTS OBSERVED

1. Faculty prospectus
2. Master plan
3. Academic calender
4. Course objectives and detailed syllabi
5. Lecture handouts
6. Teaching materials (Lecture notes, Videos)
7. Final result sheets of all examinations
8. Appointment of external examiners
9. Examination time tables
10. Marking schemes and reports of second examiners
11. Past question papers
12. Field visit schedules
13. Samples of student assignments
14. Peer observation of teachers (forms)
15. Teacher evaluation by students (summary sheets)
16. Guidelines for the final year research projects
17. Research proposals of final year students
18. Results of final year research presentations
19. Staff research grants
20. Staff publications
21. Staff fellowships
22. List of conferences, workshops, training attended by staff
23. Workshop organized by DPS
24. Minutes of Department meetings
25. Minutes of Faculty Board meetings
26. CV of non-academic staff