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SUBJECT REVIEW REPORT

**DEPARTMENT OF
BUSINESS ECONOMICS**



**FACULTY OF MANAGEMENT STUDIES AND
COMMERCE
UNIVERSITY OF SRI JAYEWARDENEPURA**

3rd to 5th November 2009

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of education within a specific subject or discipline. This review evaluates the quality of education within the specific discipline of Business Economics being offered by the Department of Business Economics of the Faculty of Management Studies and Commerce (FMSC), University of Sri Jayewardenepura (USJP). The review focused on the Self Evaluation Report (SER) prepared by the Department of Business Economics. Based on the SER, the team evaluated the quality of the B.Sc. Special Degree in Business Administration (Business Economics) using the criteria set out by the Quality Assurance Council (QAC) of the Ministry of Higher Education.

The review team consisted of Prof. Ananda Patabandige, (University of Kelaniya), Dr. (Ms) Kumudini Dissanayake (University of Colombo) and Mr. T.B. Andarawewa (Rajarata University of Sri Lanka), and the team visited the Department of Business Economics during the period from 3rd to 05th Nov.2009.

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 Business Economics and supported by the information provided and gathered during the three-day site visit to the Department of Business Economics University of Sri Jayewardenepura, Sri Lanka.

The review focused on the following eight aspects of education:

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

The evaluation of the above eight aspects of the program were done by obtaining the information from the following sources:

1. The self-evaluation report submitted by the Department
2. Meeting with the Vice Chancellor, Dean, Head of the Department, academic members, non-academic members, and undergraduate & post-graduate students
3. Observation of teaching
4. Observation of student presentations
5. Observation of relevant documents (question papers, model answers and marking schemes, marks sheets, evaluation sheets, minutes of various meetings, etc.)
6. Observation of Department and other facilities (computer centre, lecture rooms resource centres, library, etc.)

Each subject review aspect of education was judged by making one of the three standards/levels namely; good, satisfactory and unsatisfactory. For the purpose, strengths, good practices and weaknesses in relation to the each aspect were considered. An overall judgment was made from the three options, i.e., confidence, limited confidence and no confidence by taking into account the status of the judgments given for all the eight aspects of the academic program.

2. BRIEF HISTORY OF THE UNIVERSITY, FACULTY AND DEPARTMENT

University of Sri Jayewardenepura

The birthplace of the University of Sri Jayewardenepura was the Vidyodaya Pirivena at Maligakanda, which was founded by Reverend Hikkaduwe Sri Sumangala Thero in 1883. In 1959, by the University Act No 45 of 1958, this Pirivena was given the university status and named as Vidyodaya University of Ceylon. With this transformation, it was geographically shifted from Maligakanda to its present location at Gangodawila, Nugegoda. In 1978 the name was changed as University of Sri Jayewardenepura with the establishment of the area of Sri Jayewardenepura as the administrative capital of Sri Lanka.

Today the University of Sri Jayewardenepura is one of the largest national universities in Sri Lanka. It was founded upon the tenet òVijja Uppatatan Setthaö (among all that arise knowledge is the greatest), with noble purpose of awaking of indigenous knowledge to promote national development. The University endeavors to contribute to national development by providing a balanced education, which blends the best of relevant theory and practice using appropriate technology, and by forging interactions between the University and the wider society.

The University consists of five Faculties, namely: Arts, Applied Science, Management Studies and Commerce, Medical Science and Graduate Studies.

Faculty of Management Studies and Commerce

The Faculty of Management Studies and Commerce, which was established in 1972, is a dynamic, forward looking and a modern Faculty. The mission of the Faculty is to be the centre of Excellence for Management Education in Sri Lanka. It is committed to the highest standards learning and teaching, promotion of scholarship and research, and integration of theory and practice through interaction with private and public sector entities and the wider society.

Currently there are 11 academic departments in the Faculty and those are orient as service departments. A service department is a department, which is identified with a specific functional area of business, whose staff members are solely from that specific area of expertise, and which offers courses solely from its own area of expertise for all the degree programs offered by the FMSC. Department of Business Economics is one of those departments.

Department of Business Economics

With the restructuring program of the Faculty, the Department of Business Economics was established in 2001. It offers a B.Sc Special Degree in Business Administration (Business Economics).

The mission of the Department is òto be the pioneers in moulding -Business Economistsø to the requirements of both public and private sector enterprisesö. The Department is committed to establish the understanding between Theory and Practice of Business Economics among Academics, Professionals and Entrepreneurs in order to reach the wider objectives of socio ó economic development of the nation.



OMES

Objectives Relating to Each Area

1	Teaching, Learning and Evaluation	To develop and maintain an exceptional learning environment in the Department to enhance the capabilities of the human resources.
2	Research and Publication	To establish a separate unit for the development of research excellence in the field of Economics among the undergraduates, post graduates and staff members
3	Administrative, Development Resource Management	To enhance the efficiency and effectiveness of the Department through implementation of proper administrative system.
4	Social Responsibility and Community Development	To encourage active and citizenship and to empower those who have been deprived of power and control of their common affairs

	Strategic Area	Objectives Relating to Each Area
1	Teaching, Learning and Evaluation	<ul style="list-style-type: none"> To develop and maintain an exceptional learning environment in the Department to enhance the capabilities of the human resources To develop a network among universities, industry and other relevant institutions to facilitate training to undergraduates and thereby to produce employable graduates To facilitate an environment which allows students to develop their personality through extra curricular activities To develop an effective evaluation system to maintain the reliability and the confidence of the students on the evaluation process To develop postgraduate unit to ensure higher learning in the field of Business Economics
2	Research and Publication	<ul style="list-style-type: none"> Encourage dissemination of research centre To expand the knowledge of economics through research collection from all over the world Develop and monitor the existing journals at the Department Accessibility to the foreign exposure to the Department and its staff members
3	Administrative, Development Resource Management	<ul style="list-style-type: none"> Implement Japanese 5s system for the Department Improving the facilities available for undergraduates of the Department Improving the facilities available for the staff members of the Department
4	Social Responsibility and Community Development	<ul style="list-style-type: none"> To emphasize the importance of developing skills, knowledge and experience, which will enable people to act together and take initiatives to influence social, economics and political issues and to participate fully in the democratic process

to promote students to reach the higher standards with respect to academic and extra curricular activities within the university and outside

4. FINDINGS OF THE REVIEW TEAM

4.1 Curriculum Design, Content and Review

Existing curriculum is a four year (08 semesters) academic programme having 41 courses including BEC NC 01 and 02 Study Skills Training courses (Two 45 hours each) assigning a total of 120 credits. The total program is divided into two distinct programmes, namely; Common Program (first and second year - four semesters) and Specialization Program (third and fourth year ó four semesters.) The Credit weights assigned for each program is 60 excluding two Study Skills Training courses included in the specialization program, for which credits values have not been assigned. These two non-credit Study Skills Training courses are scheduled for the two semesters in the 3rd year.

With the existing (2+2) program after completing the 2nd year the students go for specialization from the 3rd year. In the 1st semester of the third year students who are specializing Business Economics follow 01 common course (BUS 3303- Organisational Behaviour) 3 major courses (BEC 3301 ó Mathematical Methods for Economics, IDS 3303 ó Operations Research, BEC 3302 ó Labour Economics), 01 Miner course (Finance/Accounting/Marketing) and 01 Non -credit course. (i.e Study Skills Training). In the 2nd Semester of the 3rd year students follow, 01 common course (IDS 3304 ó Management Information Systems), 03 major courses, (BEC 3303 ó Financial Economics, BEC ó 3304 ó Managerial Economics, BEC ó 3305 Project Management) 01 miner course (Finance/Accounting/Marketing) and 01 Non-credit course ó Study Skills Training.

In other words in the 3rd year as a whole the work load of the students who specialize in Business Economics consists of 02 Common courses, 06 major courses 02 miner courses and 02 non-credit courses. Duration of each of this course is 45 hours with a credit rate 03 except for 02 Non-credit courses. In the specialization second year (final year) students do, 01 common course, 07 major courses and 02 miner courses. Please see Table 01.

Table 01 Common, Major, Miner, Non-credit courses conducted in the program

Program Semester	Course Type	Total number of courses	Year 01		Year 02		Year 03		Year 04	
			Common Semester I	Common Semester II	Common Semester I	Common Semester II	.Specialization Semester I	.Specialization Semester II	Specialization Semester I	Specialization Semester II
Common	Common	10	05	05						
Specialization	Common	11			05	06				
	Common	02					01	01		
	Major	06					03	03		
	Miner	02					01	01		
	non-Credit	02					01	01		
	Common	01							01	-
	Major	07							03	04
	Miner	02							01	01
	non-Credit	-							-	-

lat	05 05	05 10	05 15	06 21	06 27	06 33	05 38	05 43
	Non-Cr 02							

When considering the curriculum structure of the specialization program and the number of courses included under different categories (i.e. common, major, minor, and non-credit), it seems it is more towards a general degree program, than towards a special degree program, irrespective of the time duration (04 years) assigned for the same.

In this regard the following facts provide the necessary insight, (24 out of 43) 56% courses are common. From these 21 (50%) courses are included in the two year common program. The other 03 common courses are included; 02 in the 3rd year and 01 in the final year. Number of major courses leading to specialization contains only (13 out of 43) 30%. From these 13 major courses, 12 are conducted by the department and the other (DSC 3303 Operations Research) is conducted by another department. Number of Miner and Non-credit courses is (04+02=06 out of 43) 14%. One can argue that, there are common courses which are directly related to the subject discipline. (i.e. BEC 1301 - Micro Economics, BEC 6 2301 Macro Economics) but, these courses are designed for the common program in the faculty and conducted by the Department of Business Economics. However, the contribution made to the specialization area by the department itself seems inadequate, (only 12 major courses (28%) leading to Business Economics specialization is contributed by the department). In other words, 72% courses included in the program are either common or minor. This situation seems has diluted spirit of the specialization program in Business Economics.

The names of the courses included in the curriculum structure seems traditional (e.g. Money and Banking, Development Economics, Applied Economics, International Economics, Labour Economics) and the content looks repetitive, (e.g. Development Economics, Applied Economics). Money and Banking is a basic course which may be needed by all the management based graduates and could be included under the common program. Business Economic History of Sri Lanka may be a important area to study by the special graduates in Business Economics, for which emphasis seems not given. "DBEC Internship Training" in Business Economics being considered optional, the emphasis given to this course seems less.

Since 2009, (Academic year 2009/2010) the durations of the two programs, i.e. Common program and the Specialization Program is changed and thus, the duration of the Common Program is brought to 01 year (two Semesters). Thereby, the duration of the Specialization program increases to 03 years, (06 semesters). Almost all students and teachers in the Faculty of Management and Commerce seem well come this change. A number of recommendations to this effect have also been made by a number of Subject Review Teams in the recent past. The step taken in this regard, by the Faculty of Management Studies and Commerce seems positive and progressive.

How ever, redesigning the curriculum structure to suit the 03 year specialization program seems to have been commenced and has to be ready by mid 2010. The courses included presently in the 2nd year under the common program seem important and therefore deleting any course from the present 2nd year also seem not be practicable. On the other hand introducing new courses in the 2nd year geared to specialization is also demanding and which has to be done carefully taking into consideration the modern trends in Business Economics.

ram which is implemented from 2009, consists of 10 to the present 1+3 (Common+Specialization) program, on at the beginning of the second year and this makes more opportunities for the students to acquire more knowledge in the respective discipline of specialization. On the other hand, the students and the teachers get more opportunities for disciplinary related activities and interactions. Such opportunities are minimal under the present 2+2 program.

The sequence of introducing courses under both common and specialization programs is an other aspect one has to pay serious attention in designing the new 1+3 program. It is true the Faculty is running its 11 departments on a service based concept. Under such circumstances an individual department which receives the service of another department has to oblige the faculty decision and accept the course at the time the respective department is willing and enable to offer. In such a situation the receiving department faces a problem of aligning the courses in a rational and sequential order for its respective degree program. This problem can be avoided by introducing a specially prepared course taking into consideration the requirements of the respective special degree program instead of offering a ready made common course prepared for the entire faculty. The human and physical resources required for this arrangement are available during the daytime of the week days, in the respective departments and the faculty.

As the degree is named, B.Sc. Business Administration (Business Economics) Special, a distinct difference from the traditional Economics Special degree is demanded by the system. This aspect seems necessary paid special attention when designing "Business Economics" Special degree.

Taking into consideration the above facts the Review team decided to assign "SATISFACTORY" grading for this aspect.

4.2. Teaching, Learning and Assessment Methods

The review team had the opportunity of observing a number of teaching sessions conducted by the lecturers for different levels of the undergraduate programs in the department. The lecturers had made a big sacrifice and commitment in preparing their lessons and demonstrated adequate teaching capabilities. The course outline is prepared and distributed among the undergraduates at the beginning of the lecture series and hand outs are prepared and made available to undergraduates. Course manuals for the courses prescribed for the Common Program are prepared by a panel of lecturers in the department and distributed as a print material among undergraduates free of charge. The Faculty incurs a considerable amount of money in printing these course manuals. These manuals seems are revised annually incorporating the latest subject matter.

However, some course manuals are prepared incorporating chunks of passages taken from foreign text books with least relevance to local contexts. Eg. The dollar amounts are given as the monetary values. Intended Learning Outcomes are seldom included in the hand outs made available to the students in both common and specialization programs.

The medium of instruction is English. The third and final year students show better language abilities in their presentations. The teachers are conversant in delivering their lectures in English language.

lecturers and the grasping them by the students in the difficult as the students are far behind from the required joining them in the University. But, later the students seem improving better in the language. The Faculty has set up a new English Unit with the intention of improving the students further in the language proficiency. This effort seems to have been proved effective.

The students welcome lectures and the other academic activities done in English than in their mother tongue.

The delivery of lectures at most of the time seems teacher cantered. But, the student presentations demonstrated a high calibre of skills improvement among them.

However, the students are of a little doubt about their degree they are supposed to earn. Two batches of students have already been passed out after earning this degree. Presently the 5th batch of students is in the program. Students seem join this program with a suspicious mind. The department is in the process of improving the confidence of the students towards the degree program.

The department is having a well qualified teaching staff with greater commitment and dedication. The student numbers are manageable in a normal batch, but, there are a double batch of students where the numbers are increased and student cantered teaching is impracticable. Even in a normal single batch where there are minimum 800 students (common program), student centred teaching is impossible. The two courses (BEC 1301 Microeconomics, BEC 2301 Macro Economics) in the common program, serviced by the department contains close upon 800 students and they are formed into 04 groups. Each group contains around 200 students. Lecturers as well as students find difficulties when lectures are conducted. Some lecture halls are congested and they are with poor ventilation. Chairs provided for the students are uncomfortable and they are made out of either timber or plastic. Some white boards, placed in the lecture rooms are turned grey colour and the soluble pens provided to the lecturers seem inferior in quality and they do not serve the purpose. The students seated in the far back seats seem unable to see the writings on the board. The lecturers take a big pain and their maximum effort to make the students understand the concepts in these class rooms.

The present teaching staff consists a number of PhD holders and another few members with PhDs are due to report to the department in the near future. The senior most two lecturers in the department are released from direct services to the department and one is in a National Level Education Institution and the other is the present Dean of the Faculty of Management and Commerce.

The number of students present in each lecture does not exceed 160. At least 25% absenteeism of students can always be seen in lectures. This situation is prevalent in majority lecture sessions in almost all the degree programs in the faculty. This situation is reflected in the final results of the degree programs. **(Please see table 02 below)**

The Assessment methods adopted by the degree program seem contain both Continuous Assessment (CA) (40%) and End Semester Examinations (ESE)(60%). CA is done under a number of methods. Role plays, presentations, tutorials are a few to mention.

on 300 seating capacity at a time for reading purposes. are not separated and they are in the same venue in the available in order to facilitate the reader in a congenial set up. The readers are not allowed their notes to bring to the library. Readers can have easy access to hard and soft copies of Foreign Journals and Periodicals. Due to financial shortage the electronic access to such journals has been curtailed in the recent past.

However, the students complain that the number of copies of text books available in the library is inadequate. In addition, they also say the reading room facilities as well are insufficient for the students. The main reading room located in the Faculty of Arts is often full with readers when it is free from for any other activity being utilized. Very often this venue is utilized by the students of the Arts faculty for special academic and religious activities. This hall as well is utilized by the management of the university for the examination purposes. Under such situations the students find it difficult to find a suitable place to do their studies. The student's hostels are also congested with big numbers with exceeding capacities.

Favourable facilities are available for IT related education for the students in the faculty. In addition to the 05 common IT laboratories with close upon 300 computers installed, 01 department (i.e. Department of Accounting), has it's own IT laboratory. The other departments in the faculty also have their own resource centres, at least with a minimum number of two computers and the students have free access these centres. The students also have free access to all these IT laboratories when they are free. The internet facilities are made available for the students in few laboratories and a wireless internet connection is available within the faculty building (Soratha Mandheeraya) through out the day. All permanent lecturers are provided with lap tops to be used for their research and the students who possess personal lap tops seem take maximum advantage from this available facility. The IT laboratories are kept open from 0800 hrs. through 2000 hrs. during week days. The instructors and the other officials in the IT laboratories seem enthusiastic, capable, and creative in their profession and found helpful for the users of the laboratories.

Taking into consideration the above facts the Review Team decided to assign "GOOD" grading for this aspect.

4.3 Quality of Students, including Student Progress and Achievement

The undergraduates joining the BEC special degree program possess a high Z score (maximum 2.2 minimum 1.5) at the Advanced Level Examination conducted by the Department of National Evaluations and Examinations of Sri Lanka. In other words the FMSC gets the highest Z score earners at the A/L examination and they are the students who join the BEC special program after completing the common program of the FMSC. The students are selected to the BEC special program on the Grade Point Average (GPA) earned during the Common program and at the choice made by the student. In the coming years the students will be selected based on the Z score and the Administrative District s/he comes from.

The preference made by the students at the end of the common program to follow a Business Economics Special degree seems minimal. The first preference for BEC program was expressed by only 04 students out of 696. 2nd preference was expressed by 10 students and

th, and 6th preference was made by 119, 125 and 405
ents preference is low for this degree program.

Business Economics is an attractive area of studies which could open up lots of avenues for employment and career developments. The students are either unaware of the potentials of the program or there is lack of academic counselling in this relation. On the other hand the students are more towards attractive professional programs available out side the university and it seems that, who ever who does not have access to those programs seek redress from this type of a non-traditional program. This is where it seems a proper academic counselling program is mandatory. When enquiring from the students it was revealed more than a 60% of the students in this program follow either CIMA or ICA.

According to the data given in the SER (Annexure XXI) the pass rates are as follows:

Table 02

Academic year	1 st Class	2 nd Class Upper	2 nd class Lower	General Pass	Total
2002/2003 A	6.65	6.45	12.9	22.58	48.58
2002/2003	0	4.16	10.41	52.08	66.65
2001/2002	1.75	17.54	40.35	35.08	94.72

As per these data, it seems the total passes are decreasing close upon 50%, within a 2 batches of students. The 2002/2003 batch seems a double batch. The decreasing trend in the pass rate show that the numbers of repeaters are annually increasing. This situation has to be remedied at the earliest.

Taking into consideration the above facts the Review Team decided to assign "GOOD" grading for this aspect.

4.4 The Extent and Use of Student Feedback

Obtaining student feed back in the department by the lecturers is done in a formal manner and has commenced the exercise since September 2009. Initiatives have been taken to implement three different forms to assess the performance of teachers in three different aspects. i.e. Theory lessons, Practical lessons and field visits. The present practice is to distribute the relevant forms among students twice a semester by the teacher concerned and the perfected forms are to be returned by the students to the department directly. The department is in the process of getting the qualitative feed back through staff student liaison committees. This activity has been accepted as a policy of the department and data relating to actual practice seem not available. . Other than these formal measures supposed to have been practiced in the department, the lecturers get the feed back about their delivery of lectures through continuous interactions with the students in the class room. This was witnessed by the review team at the time of observing the teaching sessions. The students seem enthusiastic and hard working. The students request that they too be given a practical training for two years as they are free during the daytime of the week days because most of the lectures of the specialization program are scheduled for evenings of the week days and weekends. Practically, conducting lectures in the evening after 1730 hrs is in effective for two reasons.

due to prevailing transport problem and on the other hand, lectures after a full day's work they seem tired. The higher.

Taking into consideration the above facts the Review Team decided to assign "SATISFACTORY" grading for this aspect.

4.5 Postgraduate Studies

Preliminary discussions are being held to introduce a Postgraduate Diploma and for an M.Sc. degree program in Business Economics. There are a number of qualified lecturers in the department and in time to come; this department will be fully fledged with required Human Resources to handle any postgraduate program. However, Business Economics is a non traditional subject and it will be necessary to make the target market aware of the Postgraduate programs they intend introducing. There are well established traditional economics based postgraduate programs conducted by the other universities. Those programs are well recognized by the job market and the Postgraduate Diploma in Business Economics, the department intends introducing could be a challenging task for both parties of offering and receiving.

06 staff members are presently following postgraduate programs overseas. (04 members follow PhD programs and 02 follow Masters programs). They have been granted leave for this purpose. The existing lecturers in the department also have obtained their PhD s and/or M.Sc.s. The other young lecturers have completed their Teaching Methodology courses.

Taking into consideration the above facts the Review team decided to assign "SATISFACTORY" grade for this aspect.

4.6 Peer Observation

The department provides services for two courses (BEC 1301 Micro Economics, BEC 2301 Macro Economics) in the Common Program where large numbers (800-1200) are present. This number of students is divided into small groups of 150 to 200 and teaching is done by a number of lecturers in parallelly conducted classes. In this situation all lecturers meet regularly before they go for the lecture and the content they intend to discuss in the class are scrutinized and synchronized. The examples they intend discussing in the class are also taken into consideration. In addition they practice the paper setting, moderating as usually done in other universities. Always a senior member moderates the question paper and the second marking of answer scripts is also done.

Apart from these activities since beginning of 2009, a form has been introduced to assess the performance of each other on the staff and this seems still to be formally implemented. Steps already taken in this relation can be appreciated.

Taking into consideration the above facts the Review team decided to assign "SATISFACTORY" grading for this aspect

by the staff in the department seem adequate. There are other skills that need to be identified and developed gradually among the undergraduates. Leadership skills, communication skills, problem identifying and problem solving skills are few of them, yet to be developed. Critical and analytical skills as well should be taken into account. The teaching learning environment prevailing in the department/faculty seems encouraging for the morale development among undergraduates. The computer and IT related courses are minimal in the curriculum structure and the opportunities available for the undergraduates to demonstrate their skills are hindered with this situation. Lack of space for group discussions, role plays to be practiced tends to de-motivate students in these activities and thereby the students' talents are less demonstrated. Steps taken to introduce a Study Skills Training should be appreciated. But, by not assigning a credit value for this course seems non recognition given by the Faculty for this course.

Taking into consideration the above facts the Review Team decided to assign "GOOD" grading for the above aspect.

4.8 Academic Guidance and Counseling

There are Student Counsellors appointed by the university and they are paid a nominal sum (Rs.350/=) monthly for the service they render. It seems these Student Counsellors are unaware of their role and the university is not in a position to provide them training in this regard. It seems that these Student Counsellors perform a routine job and that is also for a period of maximum two weeks with the fresh students coming to the university. The department assigns 10 students for each teacher and the students seem seldom go to them. If it is a financial request (bursary), the senior students can do nothing about it and in such instances students go in search of the Student Counsellors. Other than for such instances their Academic and Student Counselling is done by the seniors in the university.

Taking into consideration the above facts the Review Team decided to assign "GOOD "for this aspect.

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

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

The weaknesses of each of the eight aspects considered in the subject review process are summarized below.

1. Curriculum Design, Content and Review

Strengths/Good Practices

- É Having a 04 year special degree in Business Economics, a non-traditional area
- É Having a separate Business Economics Department with a committed and enthusiastic young staff
- É The University being well known and recognized as a centre for excellence in the discipline of Management
- É Having a well qualified set of teachers in the department
- É Having a manageable number (50) for specialization

Weaknesses:

- É Having pessimistic mentality among both Teachers and students about the degree program
- É Rigid curriculum structure with least flexibility
- É Non existence of optional and elective courses to be offered by the undergraduates except in the final year which is also an eye wash
- É non existence of autonomy and independence at departmental level
- É Less attention paid in the curriculum to the local context especially Sri Lankan Studies/Economic History of Sri Lanka
- É Less attention paid to the curriculum designing for a special degree in a non traditional discipline
- É Not being able to develop a separate identity for the Business Economics specialization program

2. Teaching, Learning and Assessment Methods

Strengths/Good Practices

- É Having a set of Committed, enthusiastic better qualified and experienced set of lecturers in the department
- É Numbers in each batch of undergraduates being limited to maximum 50
- É Establishing a separate English teaching unit with a committed staff for the same in order to improve language skills among students.
- É Having a well equipped library with a set of personnel with appropriate positive attitudes
- É Understanding the significance of having appropriate assessment methods

Weaknesses:

- É Inadequate attention paid to develop links between the Intended Learning Outcomes and different courses taught in the program
- É Traditional teaching methods adopted in the class room situation
- É Not having adequate tutorial sessions for the students in the specialization program
- É Insufficient number of lecture rooms with poor ventilation and uncomfortable seats
- É Ill attendance of undergraduates in lectures especially in the specialization program
- É Unwieldy numbers of undergraduates to be handled by the English Language Unit

Student Progress and Achievement

- É Getting undergraduates with a higher "Z Score"
- É Undergraduates' commitment and their continuous enthusiasm after joining the specialization program
- É Competition and creative abilities among students
- É Student enthusiasm and their patients and commitment to get the teaching learning environment improved
- É Better understanding among the lecturers about the difficulties undergraduates are encountering

Weaknesses:

- É Not being able to identify and rectify the drawbacks in the Common program within a reasonable period of time
- É Inadequate classroom, reading and space facilities for students discussion
- É Unacceptable failure rate (incomplete) at the end of the Common and Specialization programs
- É Poor inter-relations between students and teachers during the common program
- É Non existence of an adequate supervision and guidance system at the departmental level. Activities are being done in a routine manner

4. Extent and Use of Student Feedback

Strengths /Good Practices

- É Knowing the significance of having a quantitative and qualitative feed back system
- É Having a formal feed back system yet to be implemented.
- É Better interactions with the students in the specialization programme

Weaknesses:

- É Least concern shown towards this exercise
- É Not being able to introduce and implement the system in a formal manner

5. Postgraduate Studies

Strengths /Good Practices

- É Understanding the societal educational needs
- É Having adequate and required know how in the department
- É The Lecturers have contributed towards academic development through publishing articles and delivering lectures in the higher educational programs.

Weaknesses:

- É Other external programs the qualified staff members in the department are involved with
- É Inadequate attention paid to identify the niche and introduce an appropriate Postgraduate program

Understanding the importance and significance of a peer observation system

- É Small ness in the department and it's small number of staff would be an advantage to have close rapport with each other in order to improve the individual capabilities
- É Having a system of moderating the question papers by a senior person and marking answer scripts being done by a second examiner at a senior level

Weaknesses:

- É Almost all the lecturers are on similar levels of designation with less differences
- É Less interest shown by the Senior Lecturers in the department they being busy
- É Lack of guidance for improvement

7. Skills Developments

Strengths/Good Practices

- É Identification of a number of different skills to be developed among students
- É Having a committed young staff who are prepared to take challenges
- É Opportunities being created and made available to the students to demonstrate relevant skills especially under BEC 3205 Project Management and making this a major course allowing students in other departments to offer this course.
- É Students being motivated to become job creators (entrepreneurs) than job seekers
- É Inter-department student relationship developed through courses being offered and environment being created for close interactions

Weaknesses

- É The students being involved with their professional examination and least priority given to the degree program
- É Non existence of adequate supervision and guidance for academic development
- É Less facilities available in the department (including Resource Centre) for all the students to get involved in more skills development programs

8. Academic Guidance and Counseling

Strengths/Good Practices

- É Understanding the requirement for having student counsellors
- É Having a set of student counsellors with required humane and positive attitudes
- É Close relationship maintained between the students and teachers in the specialization program
- É Assigning 10 students to each lecturer look into the problems of the students when they come for the specialization program
- É Open door policy practiced by almost all the staff members in the faculty including the dean of the faculty to enable the students to present their grievances with zero level bureaucracy

nt as student counsellors
 officials (Welfare Director/director career guidance
 Unit/Medical Officer/ Wardens of the hostels/ Maintenance/ Administration etc. etc.) and
 less interaction among all these categories
 Less prominence given by all parties concerned for this aspect
 Student counsellors being unaware of their role

6. RECOMMENDATIONS

- Review curricula every four years cycle to incorporate new disciplines which are high in demand and relevant.
- Get the involvements of various stakeholders including present undergraduates passed out graduates and people from the relevant industries to develop the undergraduates
- 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.
- 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.
- Design curricular with the emphasis of creating and innovating new solutions by students to real world problems.
- It is advisable to increase the number of Business Economics oriented courses. Current curriculum is more oriented towards traditional economics
- Make Practical training mandatory for all students and assign a fare number of credit values for the same
- Give priority for Study Skills Training course(s) and assign a reasonable credit value for the same
- Streamline the process of distributing teaching materials to students by conforming to the minimum standards.
- CA methods need to be further improved by making them precise and should be related to measure the learning outcome of each course.
- Collaborate with the English Language Unit established in the faculty, in designing curricula for English courses, They may be more related to courses being offered by the department and make arrangements to improve English language skills among weaker students.
- Offer IT related courses write through the degree programme to develop relevant skills
- Offer teaching methodology course for all the members of the department with a view to learn different teaching methods such as the student-cantered teaching
- Maintain student database to get to know the progress made by students during their course of studies and also their employability after the graduation.
- Formalize mechanism for peer observation.
- 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.

sufficient number of class rooms for carrying out effective
other facilities should be provided
students in the special program

Create a research culture within the department by encouraging academics to do research in their specialty areas.

Provide training on academic counselling for Student counsellors in the department.

Develop strong links between the department academic counsellors, Senior Student Counsellor of the university with an aim of redressing students' unrest

An Alumni Association is needed made active to get the support to find placements to the students and strengthen the department capabilities. Alumni database need to be developed within the department.

Department based Subject Associations are needed activated to organise student activities with industrial expertise in order to expose the degree programme to professional organisations. This will make opportunities to develop leadership, communication and team work abilities among students.

SUBJECT REVIEW PROCESS

Day 01 (03/11/2009)

08.30 ó 09.00 Reviewers' Private Meeting
 09.00 ó 09.30 Finalizing the Agenda for the Visit with Tea
 09.30 ó 10.00 Meeting with the Vice Chancellor/Chairman, Internal QAA Council
 Representatives
 10.00 - 11.30 Presentation on the Self Evaluation Report
 11.30 ó 12.30 Discussion with the Department staff
 12.30 ó 01.30 Lunch
 01.30 ó 03.00 Observing Departmental Facilities
 03.00 ó 04.30 Meeting with the academic staff of the department
 04.30 ó 05.30 Meeting with Undergraduate Students (Final Year)
 05.30 ó 06.30 Supervision of econometrics Lecture (Final Year)

Day 02 (04/11/2009)

08.00 ó 09.00 Observing Study Skills Training (3rd Years)
 09.00 ó 10.00 Observing Micro economics Lecture (2nd Year)
 10.00 ó 11.00 Observing documents (Working tea)
 11.00 ó 12.00 Meeting with undergraduate Students ó (3rd Years)
 12.00 ó 01.00 Lunch
 01.00 ó 03.00 Role Play (2nd Year)
 03.00 ó 03.30 Tea
 03.30 ó 04.00 Meeting with Non-academic staff
 04.00 ó 05.00 Reviewers' Meeting

Day 03 (05/11/2009)

09.00 ó 10.30 Students' Presentation (Final Year)
 10.30 ó 11.00 Tea
 12.00 ó 01.00 Lunch
 01.00 ó 01.30 Reviewers' Private Meeting
 01.30 ó 02.30 Reviewers' Briefing to the Head and the staff of the department

TED

Sri Jayewardenepura
and Commerce

Head of the Department of Business Economics
Academic staff of the DBE
Non academic staff of the DBE
Faculty Student Counsellors
Undergraduate Students of Year 2,3, and 4
Head English Teaching Unit of the FMSC
Instructors of Computer Laboratory

Annex 3. LIST OF TEACHING SESSIONS OBSERVED

4th year student lecture English Medium
3rd Year student lecture
2nd year student Lecture
Role Play 2nd Year
Skills Development Session

Annex 4. LIST OF FACILITIES OBSERVED

Department staff members' rooms
Department Premises
Faculty Lecture halls
Faculty IT/Computer lab / University IT/Computer lab
University Library
Student canteen

Annex 5. LIST OF DOCUMENTS OBSERVED

Faculty hand book
Peer evaluation documents
Student evaluation forms
Lecturer's time tables
Lecture Materials/ handouts
Faculty journals
Minutes of the Faculty Board, minutes of the department meetings
Past Question papers