

SUBJECT REVIEW REPORT

**DEPARTMENT OF
HUMAN RESOURCE MANAGEMENT**



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

24th to 26th September 2007

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CONTENTS

	Page
1. Subject Review Process	2
2. Brief History of the University, Faculty and the Department	3
3. Aims and Learning Outcomes	3
3.1. Aims	3
3.2. Learning Outcomes	4
4. Findings of the Review Team	4
4.1. Curriculum Design, Content and Review	4
4.2. Teaching, Learning and Assessment Methods	5
4.3. Quality of Students including Student Progress and Achievements	6
4.4. Extent and Use of Student Feedback, Qualitative and Quantitative	6
4.5. Postgraduate Studies	7
4.6. Peer Observation	8
4.7. Skills Development	8
4.8. Academic Guidance and Counseling	9
5. Conclusions	10
6. Recommendations	16
7. Annexes	18

1. SUBJECT REVIEW PROCESS

Subject review evaluates the quality of education within a specific subject or discipline. This review evaluates the quality of education within the specific discipline of Human Resource Management being offered by the Department of Human Resource Management of Faculty of Management Studies and Commerce, University of Sri Jayewardenepura. The review focused on the report prepared by Department of Human Resource Management. Based on the report, the team evaluated the study program concerning the criteria set by Quality Assurance Council (QAC) of the Ministry of Higher Education.

The self-evaluation report consisted of eleven sections, i.e., introduction; aims, learning outcomes and program details; students, staff and facilities; curriculum design, content and review; teaching, learning and assessment methods; the quality of students: student progress and achievement; the extent of student feedback: quantitative and qualitative; postgraduate studies; peer observation; skill development; academic guidance and counselling. The quality of education within the discipline was evaluated in the light of the aims and learning outcomes given in the self-evaluation report submitted.

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 Dean, Head of the Department, academic members, non-academic members, and undergraduate students
3. Observation of teaching
4. Observation of student presentations
5. Observation of relevant documents (question papers, answer scripts, marks sheets, evaluation sheets etc.)
6. Observation of the Department and other facilities (computer center, lecture rooms 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.

The dates the review team visited were 24th, 25th and 26th September 2007. The agenda of the subject review has been annexed.

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

Vidyodaya Pirivena was established in 1883 at Maligakanda by the Rev. Hikkaduwe Sri Sumangala Thero. This Pirivena was up graded and University status were given in 1959 and named as Vidyodaya University of Ceylon. Together with this transformation the University was shifted to Gangodawila, Nugegoda. In 1978, it was re-named as University of Sri Jayewardenepura. Today it is one of the leading national Universities in the country hosting about eight thousand students. The University consists of five faculties, namely Arts, applied Sciences, Management Studies and Commerce, Medical Sciences and Graduate Studies.

In 1960, the first program of the faculty was started with the undergraduate degree in Business Administration and Public Administration. In 1972, the faculty of Management Studies and Commerce (FMSC) was established. With the continued improvement in 2001, marked a turning point in the history of the FMSC. The re-structuring process which was started in 1997 resulted in formation of ten (10) academic departments. At present each department offers unique degree program within their scope. BSc Human Resource Management (Special) is offered by the Department of Human Resource Management which was under the review.

The B.Sc. Human Resource Management (Special) degree was commenced in 1994 under a separate unit attached to the Department of Public Administration of the Faculty of Management Studies and Commerce. It gained departmental status in 1999. Presently, while conducting its own degree programmes both in the Undergraduate and Postgraduate levels, it also plays a vital service role to all the nine departments coming under the Faculty of Management Studies and Commerce in addition to the service provided to the other Faculties and Departments in the University.

3. AIMS AND LEARNING OUTCOMES

The Bachelor of Business Management (Human Resource) Special Degree programme is aimed at providing students with an opportunity to pursue a career in the field of Human Resource Management (HRM). It is designed in a way that gives a student a background of knowledge, skills, and attitudes pertaining to the field of HRM. The study programme is designed in line with the mission of the Department.

3.1 Aims

In keeping with the vision and the mission of the Department, it is expected to provide:

1. a degree programme of high quality and relevance relating to Human Resource Management specialization for the students selected for the Faculty of Management studies and Commerce in the University of Sri Jayewardenepura.
2. challenging and enduring learning opportunities with deliberately designed structure and course units to serve different needs of the students,
3. a conducive and friendly learning environment where the students can develop their employability and the habit of life long learning,

4. a threshold for tri-party involvement namely, academics, students and industry for curriculum development of the HRM degree programme, and
5. support for the development of the staff of the department in their career in providing feedback and peer advice.

3.2 Learning Outcomes

On the successful completion of the degree programme, students are expected to:

1. acquire knowledge and conceptual understanding of the basic functions of the HRM in an organization.
2. develop a range of personal skills and transferable skills (computer literacy, information management, communication, team work etc.) and experience of applying them to varied situations.
3. acquire technical and intellectual skills, leadership skills, critical and analytical skills, adaptation skills, and applying them in resolving of practical problems in the field of HRM.
4. change their attitudes as to be suitable for being effective and ethical human resource managers and make them suitable for the private sector business culture.
5. gain a good exposure to the industry with effective involvement in their activities pertaining to HRM.
6. develop an ability for critical and self-directed learning.

4. FINDINGS OF THE REVIEW TEAM

4.1 Curriculum Design, Content and Review

The initial curriculum has been designed in 1994/1995. The salient features can be seen in the curriculum were the seven basic components as stated under 3.1.1. in the Subject Review Report (SRR). After reviewing the initial curriculum at two times (in 2001 and in 2006) the present curriculum has been introduced. Steps have already been taken to revise the existing curriculum and syllabuses especially in the first and the second year taking into consideration the views of the present undergraduates, department staff, and other academics in the field and employers in the industry. There is sufficient evidence to support, that the curriculum review is taking place regularly.

Exciting curriculum is a four year (08 semesters) academic programme having 41 courses assigning a total of 120 credits. The total program is divided into two distinct programmes, namely; Common Program (first and second year) and Specialization Program (third and fourth year). The duration of each programme is two years and Credit weight assigned is 60.

The Common Program consists of twenty one courses mainly on the areas of Management, Economics, Accountancy, IT, English, quantitative based courses, and HRM 2302 Personal and Social Responsibility. It is very clear that these courses are included in the Common Programme, with the intention of giving a basic knowledge for all the students enrolled in the Faculty of Management Studies and Commerce (FMCS), before they go for their specialization areas during the third and fourth years.

The undergraduates, who successfully complete the common programme during the first two years, are available with 10 specialization areas in the FMSC from which one area of

specialization can be opted to follow during the third and the fourth years. The HRM specialization is one of the areas of specialization on which this Subject Review is carried on. Curriculum designed for specialization in HRM has been given due consideration to include essential and important courses coming under the purview of HRM. There are 20 courses carrying a credit weight of 60 to be earned by the undergraduate during these two years. The credit weight of 60 are equally distributed (15 per semester) between the two years (Third and fourth year). The 20 courses include HRM 4302 Practical Training in HRM and the (A Code number is not assigned) Management Independent Research Report as well. Also the undergraduates are allowed to offer an elective course in each semester during the fourth year.

4.2 Teaching, Learning and Assessment Methods

The exemplary and inspiring teaching methods adopted by the staff of the department are worth commending. The team observed a wide range of attractive teaching methods used by the lecturers in the department to impart knowledge with the real crux included in the content of the courses. Critical analysis, case studies, role plays, skill builders, and critical incidents are the prominent methods adopted by the lecturers in the department. The review team was fortunate to have seen a number of teaching sessions conducted under all these methods during their review in the department. The team teaching adopted by two lecturers in one of the sessions was a master piece. In addition role plays and case analysis done by the undergraduates demonstrated a higher degree of capabilities the undergraduates possessed. It was noted that all teaching sessions conducted by the staff in the department were effective and efficient.

The lecturers in the department have made every effort to develop teaching manuals for each course in addition to the hand outs made available to the undergraduates for each teaching session in the third and fourth years. Apart from these the undergraduates are fortunate to have got a few copies of books written by the lecturers in the department, free of charge for the class room use. Apart from them the lecturers in the department have innovatively developed and produced audio and video cassettes, monographs and they are effectively used in the class room teaching. However, all staff members in the department are rendering an invaluable and great service not only to the department of HRM, but also to the other nine departments coming under the purview of the Faculty of Management Studies and Commerce and also to the other Faculties and departments in the University. Apart from these, as mentioned earlier, the Faculty Common Programme is benefited immensely with the contribution made by the staff in the HRM Department.

The expertise available in the department is very well utilized in the field of HRM as well as in the related disciplines (One lecturer has written a hand book on Marketing in addition to 07 Course manuals and Skill builders, two txt books, 10 other scholarly work, in addition to Research publications and other published articles) to his own discipline HRM) by the undergraduates to gain knowledge, develop skills and inculcate required attitudes in the active learning process.

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. The review team was informed by the staff, that the undergraduates have to earn at least forty percent marks from each component (i.e. CA and FE) and for each course, to secure a simple pass in the degree program. With the available evidence the review

team wish to note that this is a reasonable and justifiable situation for the Performance Assessment of the undergraduates.

4.3. Quality of Students, including Student Progress and Achievements

Faculty of Management Studies and Commerce enrolls approximately 1000 undergraduates annually. After completion of the Common Program, 60 Undergraduates (in the current batch) are given opportunity to follow and specialize in the HRM discipline from the third year. It was noted that the popularity among the undergraduates about the HRM Specialization Programme seems to have increased dramatically during the last few years thus, the number of undergraduates selecting HRM Specialization Programme as their first priority is continuously increasing.

It is crystal clear that the best performers at the Advanced Level Examination conducted at the national level by the Examination department of Sri Lanka through which the undergraduates are selected for the Universities join the Faculty of Management Studies and Commerce in the University of Sri Jayewardenepura.

It is no doubt that the first priority of the students who wish to pursue a degree in Management is also for the Faculty of Management and Commerce of the University of Sri Jayewardenepura.

Thereby, the benefit of selecting the best out of the best undergraduates for the area of specialization from the third year is enjoyed by the respective department. The HRM Department as well enjoys this privilege. Thus, it was noted that the morale of the teachers as well as the students are very high, because, they see it as a privilege to become an undergraduate of the faculty in general, and to become an undergraduate in the department of HRM in particular. In spite of all these, the performance shown by the undergraduates at the end of the HRM degree programme seems appropriate. Majority undergraduates (around 80%) secure a pass less than Second class Lower Division. The inputs (Undergraduates with highest Z score) seem very high in quality. Process especially in the HRM Specialization Programme (Human and other resources available and their utilization) seems at a higher degree. Why? Undergraduates secure low results is a question to be addressed immediately.

4.4. Extent and Use of Student Feedback

The lecturers are very enthusiastic to get the feedback from the students of their teaching performance. This seems to have helped the lecturers in the department for their academic improvement. The present practice is to get the feedback from the students by the lecturer himself for each course they conduct during a semester. There is a standard questionnaire developed by the department in this respect. The lecturers themselves distribute the questionnaire among the students, collect them and get the feedback for themselves. In addition to the feedback got through the formal questionnaire, the lecturers also get a verbal feedback while the session is being conducted. Both these methods of getting feedback have been made possible in the class room because the maximum number of undergraduates participated in a session is 60. There were documentary evidences to show good responses with positive remarks, made by the undergraduates in this connection.

Apart from these, the present Head of the Department also has developed a format to evaluate the teacher performance annually through student's feedback, giving emphasis to some specific criteria (SRR Appendix VI). This has not been put into practice unto date. However,

the performance evaluation of teachers in this department could be done in a formal way at regular intervals which seems has been paid less prominence.

Initiatives taken by the present Head of the Department to assist undergraduates in getting their day to day academic and other problems solved seems popular, attractive and effective. Each lecturer in the department has allocated two hours a week in their time tables and these time slots are made known to the undergraduates by displaying them on the department notice boards as well as on the doors of the rooms of the lecturer's concerned. The review team evidenced that, this system works in perfect order which has made room to develop a long lasting trust between teachers and students.

4.5. Postgraduate Studies

A separate Post-graduate Faculty is in existence in the University. There are about 13 post-graduate courses conducted by this faculty. The FMSC conducts a M.Sc. in Management. Total credit values one should earn to obtain the M.Sc. are 20. The duration of this programme is two years. During the first four terms (three terms a year, and the faculty operates on a term basis) a Post-graduate student has to offer courses aggregating to 12 credits and upon completion of this requirement, they are allowed to go for M.Sc. A M.Sc. graduand has to select one of the specialization areas out of 09 areas offered by the FMSC for their M.Sc. and do a research thesis during the next two terms (six months). The research thesis is assigned 08 credits.

Approximately 60 graduands are annually selected for the Postgraduate programmes in the faculty and at the end of the first four terms 40 (66%) qualify to follow the M.Sc. programme and the balance 20 (34% approximately) obtain their Postgraduate Diploma in Management. From the graduands 40 (66%) who opt for M.Sc., only about 20 (50%) complete the M.Sc. within next two terms and the other 20 (50%) take further time to complete the same. About 05 to 06 (8% to 10%) graduands who are unable to get the M.Sc. within the stipulated five years from the first registration, finally become entitle for a Post- graduate Diploma in Management. The option is available for the graduands to obtain a Post-graduate Diploma in Management after successfully completing the 12 credits requirement within the five years. The drop out rate of the M.Sc. Programme was found to be low and in general it is 5-6 (8%-10%) per batch. The main reason for this draw back seems that the majority graduands enrolling in the M.Sc. program are busy with their working places. However, only 33 1/3 percent graduands secure their M.Sc. and the balance have to be satisfied with a Post-graduate Diploma Certificate. In other words the students are joining the Faculty of Post-graduate Studies, with the intention of earning an M.Sc. but, only 20 (33 1/3%) secure that level (generally) within a period of 5 years at the cost of 60 candidates. This seems an unacceptable achievement level for both University and the students.

In conducting the M.Sc program, the Department of HRM plays a significant role; The present Head, Department of HRM had been the Coordinator of the M.Sc program until very recent. The review team observed that, about 75% of the graduands prefer specializing HRM. It seems that majority graduands who are specializing HRM complete their M.Sc. as scheduled.

Currently the senior staff members in the HRM department contribute significantly to the M.Sc. program by conducting lectures and supervising the research thesis. In addition, the senior staff members of the HRM department are involved as lecturers and as supervisors of research thesis in the post graduate degree programs conducted by the other Universities as

well as in the other degree awarding institutions. As there are no other Professors in the field of HRM within the local University system or in the country the vacuum is filled to a great extent with the commitment and dedication made by the present Head of the department of HRM, who is a Senior Professor in the field. A great number of Universities and institutions involved in both under graduate and post-graduate level teaching and evaluation of HRM are benefited by the services rendered by this Professor and his staff members in the HRM department. The all three members on the Review Team vouch that they have had first hand experience with the service obtained from the Professor for the development of the HRM discipline in their Universities.

4.6. Peer Observation

There is a strong understanding among the academic members about the importance of having a Peer Observation as a powerful tool for improving the quality of teaching, learning process. It was observed that the overall attitude of the academic staff members about the peer Observation is positive. It was revealed that, an attempt has been made recently to develop a mechanism for Peer Observation in the department. The existing practice with regard to Peer Observation in the department is that, one academic member observes the other member on the same staff and gives a feed back. A number of academics have followed this procedure for them selves and hardly has it come to a forum for discussion. It seems the positive or negative observations made by one member over the other member on the same staff are seldom brought to the notice of the superiors. Thereby, the lapses and good attributes are seldom discussed openly for necessary improvements and praise. Generally accepted norm is to praise openly and lapses to discuss privately with the person concerned. Apart from this, moderation of question papers and second marking of answer scripts by a senior academic is continuously being done.

4.7. Skills Development

The HRM is a discipline which has gained recognition among all rulers and the people all over the world during the last thousands of years as a discipline without which any development about which we talk of today could not have been possible. For example all the miracles (Sigiriya in Sri Lanka, The Great Wall in China and the Pyramids in Cairo) the world admires today are the inventions or creations of human beings. The things do today are by the human beings and for the well being of the human beings. In this connection the department of HRM in the University of Sri Jayewardenepura has identified a number of skills to be developed among the undergraduates who are to complete the degree specializing in Human Resource Management.

The skills that have identified and developed by the staff in the department of HRM are great in number and some of them are endemic to HRM discipline and the others are closely related to the HRM discipline. In this regard one cannot forget the continuous and untiring efforts being taken by the staff in the department of HRM by trying to introduce and establish a number of innovative and novelty methods to develop the undergraduates in this regard.

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 Analytical skills, inter personal skills and demonstration skills) to be developed by the undergraduates have been identified and necessary facilities have been made available to undergraduates within the University with least difficulties, if there are any to be encountered. Practically, each undergraduate is officially allocated a minimum of four hours

a week for their computer studies plus practical. There are 04 computer laboratories maintained at the faculty level. These laboratories are well equipped with the required logistic facilities and physical and human resources. The laboratories are open for 12 hours a day, six days a week. At a time, 250 students can be accommodated in these laboratories. All undergraduates have access to any of this computer laboratory irrespective of the department which they belong to. Apart from these a resource centre is run by the HRM department with a least number (02 computer machines) of resources in a small room with a space of 120 sq.ft (approximately). The final year undergraduates, who are involved in their Independent Research Report, are allowed to use this resource centre.

Undergraduates have been facilitated with three English Language courses (duration of each course is 60 hours) during the common program. The English Language Teaching Unit conducts these courses with the consultation of the departmental requirements. There are two instructors allocated separately to the faculty to look after the English language component. All most all undergraduates in the department of HRM seem very much conversant in English language. One should not forget that all these undergraduates before joining the university had undergone their education in their mother tongue (Sinhala or Tamil) and therefore the improvements so far shown by the undergraduates in their English proficiency during the two or three years in the university seems acceptable. The medium of instruction of the total four year program (Common Program 2 years and Specialization 02 years) is English. Undergraduates though had encountered difficulties during the first semester of the first year, to switch on to English language over night, had later found improving dramatically as they had taken this as a challenge. The Subject Review Team found that the third years were confident with the language as they had to do specialization in English and the final years were very much confident of their achievements. The Subject Review Team had a sufficient number of opportunities to observe the conversation as well as the presentation skills along with problem identification, analytical and problem solving skills demonstrated by the undergraduates during the period of the Subject Review.

4.8. Academic Guidance and Counseling

Academic guidance and counselling seems available at the faculty level and there are two types (some are paid an honorarium and others on a voluntary basis) of student counsellors appointed representing each department. It seems that these student counsellors perform a routine job when the students come to them with problems for redress or for some consolation. 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.

Hand books and prospectus are being published and made available to the undergraduates at the commencement of the common program. There is an orientation programme for one week conducted by the Faculty at the beginning of the two year Common Programme. There are tutorial classes and student contact hours allocated in the time table during which the students are closely monitored both academically and socially while the Common Programmes is in operation.

The total degree program which is of four years duration is divided into two distinct programmes namely; Common program and specialization program. The duration of each programme is 02 years. Undergraduates initially enrol in the Faculty and the faculty conducts the formal orientation program for one week. The common program commences there after, which is compulsory for all the undergraduates in the faculty and it runs for a period of two

years (four semesters). The responsibility of conducting the common program lies on the Faculty of Management and Commerce. The direct responsibility the department of HRM has in this common program during the first two years is to conduct a 45 hour common Human Resources Management course for all the undergraduates.

As per undergraduates, they follow the common program blindly as they have no other alternative to follow. Undergraduates are satisfied with the management related courses like, Human Resource Management, Marketing Management, Financial Management, Accounting and Economics conducted under the Common program as they are the basis of a Management Degree and they are well aware that every body should be conversant with the basic fundamentals before they go for the specialization in the third year. In addition, they are also of the opinion that, if they are taught a few areas related to quantitative subjects like Basic Mathematics, Statistics, Operational Research and few other related courses along with some inter faculty courses like Natural Resource Management, it will be beneficial to them.

The undergraduates show their displeasure about some courses (IDS 1301 Finite Mathematics, IDS 1303 Calculus and probability Theory and forestry instead of EMV 2208 Natural Resources Management) included in this common program, because they feel that these courses are an unnecessary burden for them and compelling them to follow these courses is of no use and a waste of time.

It seems that this lapse is not on the part of the department but on the part of the Faculty. The Review Team was made to understand that an attempt has been taken to revise the curriculum of the Common Program in the near future (SRR. 3.1.7).

As there are a large number of disciplines available for specialization (10 specialization areas) from the third year in the Faculty of Management Studies and Commerce, the majority undergraduates come to know about the Human Resource Management as a well accepted discipline in the industry and also, it is one of the best programmes run by one of the departments in the Faculty, only through their senior colleagues in the second year in the University. An orientation programme for one week is conducted for the undergraduates in the HRM department after they are selected to the programme.

5. CONCLUSIONS

1. Curriculum Design, Content and Review

Review Team had the opportunity to get the views of the staff and the undergraduates. Accordingly the following strengths and weaknesses were identified.

Strengths/Good Practices

1. The curriculum has been designed in a prudent and logical manner to cover a wide range of subjects in the field of HRM and other related fields.(SRR. 3.1.2 and 3.1.3)
2. There is a practice of revising the curriculum regularly taking into consideration the current trends in the HRM field.
3. Consulting the relevant parties i.e. the industry resource persons and the academics in the field through a formal survey is a distinct feature in the process of revising the curriculum. (SRR. 3.1.7)
4. The total four year curriculum carries a weight of 120 credits.

5. A six months (with a facility to extend at request for a further period) Practical Training in HRM (HRM 4302) gives to the undergraduate an exposure to the world of working. The lectures are conducted only after 1730 hrs. during this period to enable the undergraduates to take part in them after their days training.
6. A Management Independent Research Report in the field of HRM as well is a mandatory requirement in the final year which encourages the undergraduates to search for truth through understanding the reality of the world.
7. Validity of the courses included in the HRM specialization seems very pertinent to the present requirement of the country.
8. The department is in a capacity to conduct the entire program with least dependence on external human resources.
9. Inter-departmental courses made available for the undergraduates to follow.
10. The programme is conducted in English Medium

Weaknesses

1. Some courses in the Common Program conducted by the faculty during the first two years, seems less helpful for the undergraduates as well as for the teachers as they are less relevant when they go for specialization. Eg. IDS 1303 Calculus and probability theory (03 credits, 45 hours) ACC 1401 Financial Accounting (04 credits, 60 hours). Under graduates are compelled to follow these courses irrespective of their specialization areas commencing in the third year.
2. Credit weights assigned for different courses seem inconsistent.(BCC 1201 English I Grammatical Foundation 60 hours (02 credits), ACC 1401 Financial Accounting, 60 hours (04 Credits), IDS 1301 Finite Mathematics 45 hours (03 credits).
3. The objective of teaching EMV 2208 Natural Resource Management course in the common program seems not been achieved, as this course has been confined to teach only forestry.
4. Do not understand the criteria as to why the Course Status is designated under 03 categories. i.e. Common, Major and Elective. All Courses in the Common programme along with HRM 3305 Performance Evaluation, IDS 3304 Management Information Systems, BUS 4301 Strategic Management included under the specialization programme are Common, and all other courses in the specialization programme are designated as "Major" except two "Elective courses" (The title or the code of the Elective course(s) is not mentioned.) SRR.PP 2,3,4.)

The judgement assigned to this aspect is "Good"*

2. Teaching, Learning and Assessment Methods

Strengths/Good Practices

The exemplary and committed behaviour of both lecturers in the department and the students who specialise HRM is at a commendable level.

1. The lecturers themselves in the HRM department have become role models by demonstrating their capabilities especially in research, teaching and community service. These prominent features performed by the lecturers in the HRM department have created a conducive academic and learning environment in the university as a whole.
2. The department publishes a refereed journal titled "Sri Lankan Journal of Human Resource Management" which paves the way especially for the academics and the practicing managers in the field of HRM to discuss current issues with recent research findings.

3. It is very happy to see that the students' attendance in every teaching learning session is more than 95%
4. Students are facilitated with Field Visits, Guest Lectures, Practical Training and Independent Research Report.
5. Inter-relationship between students and teachers is very high.
6. The records maintained in connection with departmental activities, i.e. teaching learning and assessment methods and General Administration is good.

Weakness(es)

1. 7 out of 12 (58%) Academic staff members in the department are females. Lack of time available for the female lecturers to be committed towards the development of the department seems less.

Judgment assigned to this aspect is "Good"*

3. Quality of Students including Student Progress and Achievements

Strengths/Good Practices

1. The admission to the academic programs of the Dept. is very competitive.
2. Based on our limited observation during the review period, the attitudes and behaviour of both lecturers and undergraduates are extremely positive.
3. A considerable number of students had the opportunity of getting jobs in the private sector just after completion of the Practical Training in the fourth year. The degree of employability of the HRM graduates seems high.
4. Rate of program completion is around 97%. The balance 3% complete the degree almost in the next year. Drop out rate seems Zero. (SRR. 5.3.1)

Weaknesses

1. The aversion created among the undergraduates towards the common programme conducted by the faculty during the first two years seems demoralizing their enthusiasm for studies all through out 04 years in the University.
2. Preference for less riskier jobs (eg. graduate teaching) by the students after completing a prestigious programme conducted by a well qualified academic staff will de-establish the objectives of the department.
3. Restricted number of undergraduates who are allowed to do specialization in HRM irrespective of the big demand coming from the undergraduates (SRR. Appendix 1) and low performance shown by the undergraduates at the end of the fourth year. (around 20% undergraduates secure passes above 2nd class Upper division)

Judgment is "Good"* with regard to this aspect.

4. Extent and Use of Student Feedback, Qualitative and Quantitative

Strengths

1. The rapport developed and maintained between undergraduates and lecturers in the department has immensely paved the way to develop a friendly and a positive academic culture in the department. This feature alone amongst the other good features existing in the department has given a separate identity for the HRM department.
2. The department is in the lines of re-structuring the total degree program, as a hearing given to the students' requests, especially, the courses conducted under the common program during the first two years, to enable the undergraduates and the lecturers in the department to utilize their time efficiently and effectively.

3. The undergraduates do participate in the departmental meetings and their voice is given due consideration. This was evidenced by the minutes of the departmental and Faculty Board meetings.
4. A suggestion box is maintained by the Dean of the Faculty and the undergraduates of HRM department present grievances very seldom as open door system is practiced in the department

Weakness(es)

1. A formal method of Performance Evaluation of lecturers as well as of the other staff in the department is yet to be introduced. This exercise seems a must, especially in the HRM department because, Employee Performance Evaluation is a common course (HRM 3305 Performance Evaluation) taught for undergraduates under the discipline HRM.

Judgment is "Good"* with regard to this aspect.

5. Postgraduate Studies

Strengths/Good Practices

1. Having an exemplary Senior Professor in the HRM discipline who has published a number of text books (around 09) in the discipline both in Sinhala and English languages and who has conducted a great number of research and published papers in the international and local journals (around 35) in the same discipline, by setting an example for the others in the HRM discipline or for any other discipline, as a role model to follow.
2. The trust developed towards the HRM discipline and on the staff of the department by the post graduands.
3. The recognition gained by the academic members in the HRM department by serving especially the HRM related and Management related other professional institutions in the Private and the Public Sectors.
4. The prestige gained by the department as it is a department of a University which has gained reputation for excellence in management education in the University system in the country.
5. Having a full fledged library which is open from 0800 hrs to 2000 hrs, and six days a week with a dedicated library staff.

Weaknesses

1. A considerable delay (more than 03 months) in releasing results of the graduands.
2. Least access, the department practically has, as the Faculty of Graduate Studies is a separate entity by itself.

Judgment is assigned is "Good"* for this aspect.

6. Peer Observation

Strengths/Good Practices

1. The common favourable acceptance having among all the academic members about the requirement of a peer evaluation system within the department.
2. Having already a peer evaluation procedure practiced in the department. (In an less formal manner)
3. The cohesive and positive, brotherly behaviour irrespective of the gender, demonstrated by all the academic staff members in the department in all respect of academic activities.

Weakness(es)

1. The high personal respect shown for each other as academic members in the department could have been a barrier to come out with lapses one would demonstrate in the process of teaching and other related activities.

Judgment is "Satisfactory" with regard to this aspect.

7. Skills development***Strengths/Good Practices***

1. The continuous effort and the perseverance shown by the academic staff members in the HRM department in identifying, improving and developing strategies in relation to skills demanded by the discipline in the 21st century.
2. The Practical Training, that the undergraduates undergo and the exposure they get about the real working world.
3. The ample opportunities the undergraduates are provided with, to develop skills on IT and computers, Report writing, analytical and problem solving skills.
4. The exercises developed by the lecturers are giving more opportunities for the undergraduates to present their views and discuss problems and solutions in the class room rather than the lecturer dominating the class.
5. Organizing regular field trips, out-bound training, guest lectures, and other activities like organizing seminars and community related services make opportunities to improve, organize and develop leadership skills of undergraduates. At least one item per semester was implemented in the department of HRM during the previous semesters.

Weakness

1. Inadequate space (10'x12') and resources (02 computers) for the HRM Resource Centre. Presently the Resource Centre is located in a room allocated for a lecturer, installing the computer allocated for the Head, HRM department and with an old computer which has been discarded by an other department.

Judgment assigned is "Good"* for this aspect.

8. Academic guidance and counseling***Strengths/Good Practices***

1. Having a better qualified, multi disciplinary full fledged faculty for necessary guidance and direction.
2. A student counselling programme is available in the university in which four senior members of the Department work as student counsellors.
3. Practice of having a committed set of personal tutors not only to help solving problems faced by students in their learning process but also with their day to day personal problems.
4. Having two orientation programs (duration each one week) during the total programme at the beginning of the Common programme as well as at the beginning of the special Programme
5. Making available the undergraduates, at the beginning of the Common Programme, a copy of the Faculty handbook which contains the details of the degree programmes conducted by the faculty

Weaknesses

1. Non availability of a well thought, properly designed academic counselling program either in the faculty or in the Department of HRM to provide required information and guidance to prevent misleading the undergraduates by in-appropriate groups in the system.
2. In-appropriate recognition given to the duties and responsibilities and non- adhering to the rules and regulations enforced by the UGC with regard to the honorarium payable to the Student Counsellors representing the Departments, may be a reasons for less attention paid to this aspect by different authorities.
3. The academic counselling during the first two years seems very vital for the undergraduates especially in this faculty as there is a big number of specialization areas where the undergraduates may be necessary properly counselling. The specialization areas are offered by different departments in the faculty on one hand and on the other the best performed students at the Advanced level examination are sent here and the morale of those students at the time of joining the faculty must be at a very high degree and that should be maintained all through out their studies in the University in order to make him/her an asset to the country. Non existence of a well planned academic counselling program may jeopardize the academic career of the undergraduate as well as the expectation of the parties concerned.
4. Lack of formal training for staff on the student counselling and guidance
5. Non existence of a separate room for student counselling. In some cases a certain amount of confidentiality is necessary preserved.
6. Poorly managed records system for reviewing the practice of student guidance and counselling.

Judgment assigned is 'Satisfactory' for this aspect

** The Members of the Review Team wish to state that, according to the guidelines issued by the QAA Council, there is no other higher grading than "good" can be awarded for any of these aspects under review, in this exercise. Had there been provisions to assign any other grade equivalent to or higher than "Excellent" we unanimously would have decided to assign that grade with no hesitation for majority of aspects reviewed as they had shown excellent performance in those areas. Eg. Teaching Learning and Assessment Methods, Skills Development etc. It is unfortunate that we have no other option other than assigning a "Good" even for the aspects which have shown exemplary best performance. So, we are compelled to adhere to the requirements stipulated by the authorities and with great reluctance we assign "Good" for majority aspects in this exercise. It is also worth recording that, if any aspect under review has got any grading below good, it is not because of the lapse on the part of the work performed by the department but due to the lapses beyond the control of the department.*

Based on the observations made during the visit by the Review Team and as per the facts discussed above the judgments given to those eight aspects under review are as follows:

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

The overall judgment is suspended

6. RECOMMENDATIONS

The following recommendations are made by the Review Team for further improvement of the programs being offered by the Department of HRM as the Review Team felt that they will be useful:

1. To re-consider the courses and course contents and if necessary to revise the course contents to make the common programme during the first two years meaning full and useful to the undergraduates in order to keep their morale up as their ambition and the dream from the day they joined the Advanced Level class let alone joining the University was to come to the Faculty of Management, University of Sri Jayewardenepura for their higher studies.
2. If the recommendation 1 above is taken into consideration, the following suggestions also may be helpful considering:
 - a) Reduce the content and the number of hours along with the credit values presently allocated for ACC 1401 Financial Accounting as these undergraduates have at least undergone an Accounting Course for 320 hours (08, 40 mts. period per week) or more in the two year Advanced Level classes.[The present students in A/L classes follow a 420 hour course(10, 40 mts. periods per week) in Accounting] On the other hand to become Human Resource Managers do they need that much of Financial Accounting to do their profession?
 - b) A Basic Mathematics course may be useful instead of IDS 1303 Calculus and Probability Theory. EMV 2208 Natural Resource Management may be useful with revised contents to suit the title of the course.
 - c) All functional areas (Human Resources, Marketing, Accounting & Finance) other than Production Management is included in the curriculum it may be useful for the undergraduates, if "Production Management" too could be included as a common course in the Common Programme.

- d) Undergraduates are of the opinion that they be offered another Professional English course which will be beneficial to them before they go for Industrial Training.
 - e) Re-arrange the sequence of offering courses: HRM 3305 Performance Evaluation to conduct after/before HRM 3304 Compensation Management course is completed. IDS 3304 Management Information System course and BUS 3301 Organizational Behaviour course to introduce as an early course at the beginning of the third year.
 - f) Introduce a number of elective courses coming under the discipline of Management and Management Related disciplines both in the Common and Specialization Programmes to enable the undergraduates to have a wider choice.
This could help undergraduates finding an appropriate employment in the relevant job market.
 - g). Distinguish "Major" Courses from "Common" Courses If there are any? (SRR P 3.) If there are "Major courses" there should be "Minor courses" as well. We will not confuse the undergraduates with our jargon at any cost. Our duty is to provide the undergraduates with easy terms with sufficient explanations to minimise misleading them in selection their courses. Also distinguish "common courses" conducted under the Common Programme and under the Specialization Programme?
 - f) Some lecturers prepare teaching manuals to be used in the class room incurring the cost by the lecturer himself. If some financial assistance could be made available to these lecturers at least to meet the cost of the material it will be an encouragement for them as well as for the other lecturers to do more and more materials for the development of the discipline which will be useful to improve the teaching learning process.
- 3 A formal way of getting feed back from the undergraduates as well as a formal Peer evaluation method would help increasing the productivity of the department. The lecturers as well as undergraduates will ultimately be benefited with this exercise. Dynamically changing business environment expects different knowledge and skills from the students. Therefore it is suggested to get the feedback from the students after the Industrial Training.
 - 4 The staffs in the HRM department take the whole work load of the counselling of the students in the Faculty and they may be given a formal training and a separate room for counselling.
 - 5 An initiative to encourage the female staff to do research publication activities may increase productivity in the department.
 6. A well designed academic counselling program will be helpful conducting for the undergraduates especially towards the end of the second semester of the second year before they select their specialization areas.

7. ANNEXES

Annex 1. AGENDA FOR THE REVIEW VISIT

Day-24/09/2007

08.30 - 09.00 a.m.	Welcome meeting with the Dean and Head of Department and Discuss and finalize the Agenda of the Review
09.00 – 10.00 a.m.	Department Presentation on the self evaluation Report and a working tea
10.00 – 12.00 Noon.	Observation of Teaching – Session 1
12.00 - 01.00 p.m.	Lunch Break
01.00 – 02.00 p.m.	Observation of Research Work, Publication etc.
02.00 – 03.00 p.m.	Observing facilities (Library, Computer Laboratories etc.
03.00 – 04.00 p.m.	Meeting with Department Academic staff
04.00 - 05.00 p.m.	Observation of Teaching – Session 2
05.00 – 05.30 p.m.	Brief Meeting of Reviewers

Day 25/09/2007

09.00 – 10.00 a.m.	Observation of Teaching – Case Analysis and Student Presentations
10.00 -11.00 a.m.	Discussion with Postgraduate Coordinator and Teachers (Working Tea)
11.00 – 12.00 Noon	Observation of Documents
12.00 – 12.30 p.m.	Meeting with Technical Staff and other Non-Academic Staff
12.30 – 01.30 p.m.	Lunch Break
01.30 – 03.00 p.m.	Presentation and discussion about innovative strategies
03.00 – 04.30 p.m.	Meeting with 3 rd year students
04.30 – 05.30 p.m.	Brief Meeting of Reviewers

Day 26/09/2007

09.00 – 10.00 a.m.	Meeting with Final year Students
10.00 – 10.30 a.m.	Academic Guidance and counselling Discussion (Working Tea)
10.30. – 11.00 a.m.	Reviewers Private Discussion
11.00 – 01.00 p.m.	Meeting with Head and Staff for Reporting
01.00 – 02.30 p.m.	Lunch and Report Writing Discussion.