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SUBJECT REVIEW REPORT

**DEPARTMENT OF
MARKETING MANAGEMENT**



**FACULTY OF MANAGEMENT STUDIES AND
COMMERCE**

UNIVERSITY OF SRI JAYEWARDENEPURA

9th to 11th September 2009

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ity of education within a specific subject or discipline as well as the programmes offered by an academic department. It is focussed on the quality of the student learning experience and student achievement. It is designed to evaluate the quality of undergraduates. The subject review report presents the findings of the subject review assessment of the academic standards achieved and the quality of learning opportunities provided in the Department of Marketing Management of the Faculty of Management Studies and Commerce of the University of Sri Jayewardenepura.

The review team consists of Prof. Rohana P. Mahaliyanaarachchi, (Sabaragamuwa University of Sri Lanka), Prof. Ananda Patabendige, (University of Kelaniya) , and Mr. T.B. Andarawewa (Rajarata Univesity of Sri Lanka), and the team visited the Department of Marketing Management during the period from 09th to 11th September 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 Marketing and supported by the information provided and gathered during the three-day site visit to the Department of Marketing, University of Sri Jayewardenepura, Sri Lanka.

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

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

The evaluation of eight aspects was based on:

- Meetings held with the Vice Chancellor, Dean, Head of Department, members of the academic staff, Technical and non-academic staff, undergraduate students representing 3rd and 4th year special degree students and the Librarian and his staff.
- Observation of department and other facilities of the faculty (Library, Students Resource Centre, Faculty Information Technology and Resource Centre, Audio Visual Equipments and Lecture Rooms, etc.)
- Observing lectures and student presentations
- Reviewing documents maintained by the department

Each of the eight aspects was judged as -Goodø -Satisfactoryø or -Unsatisfactoryø paying attention to the strengths, good practices and weaknesses found in each area. An overall judgment was given as -Confidenceø -Limited Confidenceø or -No Confidenceø after taking into consideration the judgments given to each of the eight aspects.

2. BRIEF HISTORY OF THE UNIVERSITY AND THE DEPARTMENT

The mission of the University of Sri Jayewardenepura (USJP), founded upon the tenet- ðVijja Uppatataṃ Setthaṃ (of things that arise, Knowledge is the greatest), with the noble purpose of awakening of indigenous knowledge to promote the national development. The university is

ination of knowledge through teaching, researching and community in an environment which values creativity, expression, equal opportunity, fairness and professional

growth. The University endeavours 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.

At present the University consists of five Faculties: Arts, Management Studies and Commerce, Applied Sciences, Medical Sciences and Graduate Studies.

The Mission of the Faculty of Management Studies and Commerce (FMSC) 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 the private and the public sector entities and the wider society.

The Faculty of Management Studies and Commerce (FMSC) is responsible for the conduct of Management based Degree Programmes in the University. At present the Faculty consists of ten academic departments specializing in different functional areas of Management and its annual intake is approximately 850 students. The Department of Marketing Management is a constituent of the FMSC.

The Marketing unit was introduced in January 1994 in response to the growing importance and increased demand for marketing as a field of study. The unit introduced the B.Sc. Degree in Marketing Management. The Marketing Unit was transformed to the Department of Marketing in 1996. The department has produced more than five hundred and fifty Marketing graduates to date. They have been contributing to the growth of many business and non business organizations operating locally and globally.

Vision of the Department

"We in the DMM share a dream. This long cherished dream is to realize the full potential of the innate capabilities and aptitudes of the undergraduates to add value to marketing efficiency and effectiveness of respective organizations and to the society at large."

Strategic Intent: The strategic intent of the DMM is to be real innovator having a dynamic looking policy (i.e. introducing new courses and programs) to meet the need of the society (education need for the society and intellectual skills, practical skills, numeric skills, communication skills, IT skills, interpersonal skills, self management and professional development skills).

Strategic purpose: The strategic purpose of the department is to research, acquire and disseminate knowledge, develop attitudes and improve skills that are required to cater to the needs of the industry through the provision of an excellent Marketing education with better learning environment that enables marketing graduates to become innovative & competent change agents to add value to marketing efficiency and effectiveness of respective organizations and to the society at large.

OMES

Mission and the department goals

The mission of the USJP is to excel as an institution of higher education. It is committed to the pursuit and dissemination of knowledge through teaching, scholarship and research activities to the community that values creativity, freedom of intellectual through and expression, equal opportunity, fairness and professional growth.

The mission has identified the following four main strategic areas of priority, based on core values; higher order thinking, creativity and innovation, equal opportunity, continuous interaction with the community, commitment and dedication, shared learning and instinct for research.

1. Teaching, learning and evaluation
2. Research and Publications
3. Administrative Development and Resource Management
4. Social Responsibility and Community Development

Goals of the Department under the Four Strategic Areas

No	Areas	Goals relating to each area
1	Teaching, Learning and Evaluation	To research, acquire and disseminate knowledge, inculcate requires skills, develop positive attitudes and develop personality of undergraduates to be dynamic, innovative and effective marketers. To develop an effective criteria including exams assignments, practical and
2	Research & Publication	To develop a research culture in the Department and enhance scholarly publications among lecturers and undergraduates of the department, faculty and university as a whole.
3	Administrative Development & Resource Management	Maximize the efficiency and effectiveness of operations in the department by developing and motivating the human resources of the Department.
4	Social Responsibility and Community Development	To use Departmentsøresources, expertise and insight to activities that benefits the society.

Strategic Areas

		Objectives relating to each goal
1	knowledge and inculcate required skills and attitudes and personality of undergraduates to be dynamic, innovative and effective marketers	<ol style="list-style-type: none"> 1. To enhance the knowledge by researching new knowledge and continually evaluating and upgrading contents of the existing courses, to capture the recent developments and trends in theory and practice relating to marketing. 2. To introduce courses and programs aimed at developing teamwork, service ethics, positive attitude, multi skills and ethical behaviour of the undergraduates with the support of external organizations. 3. To launch staff development programs aimed at developing and improving the capabilities, attitudes and skills of the academic staff in researching, teaching and interacting with all stakeholders
2	To develop a research culture in the Department and enhance scholarly publications among lecturers and undergraduates of the department, faculty and university as a whole.	<ol style="list-style-type: none"> 1. To develop a good system that support research activities of the staff members. 2. To involve in research activities with industry experts. 3. To develop programs to enhance research skills of the students. 4. To develop a research library that can be used by the staff and students.
3	Maximize the efficiency and effectiveness of operations in the department by developing the human resources of the Department.	<ol style="list-style-type: none"> 1. To design training and development program to enhance the efficiency of the operations of the department. 2. To develop a physical resource pool that improve smooth functions of the department.
4	To embark on community service programs on marketing related aspects that affects quality of the life of public.	<ol style="list-style-type: none"> 1. To extend the services of the department to the external stakeholders by developing courses and programs such as Diploma in Marketing Management, Advanced Diploma in Marketing Management and Post Graduate Diploma in Marketing Management.

3.1 Aims

Based on the Strategic Intent and Strategic Purpose of the Department the main purpose of the B.Sc.Marketing Management Degree Programme is to produce multi skills, resourceful and entrepreneurial graduates to serve locally and globally.

To achieve this purpose, the aims of the Degree Programme are as follows.

a sound philosophical and theoretical knowledge in

- To provide students with theoretical and practical knowledge of root disciplines pertaining to marketing (i.e. Economics, Sociology, Mathematics and Statistics)
- To provide students with an opportunity to develop their knowledge, skills and abilities in communication and information technology pertaining to the management discipline.
- To encourage and facilities students to involve in research in order to search for contemporary knowledge in marketing and related Disciplines.
- To guide students to apply theory in practical context by providing opportunities for practical training in the final year of the degree programme.
- To give students an opportunity to develop their soft skills and enhance moral behaviour.
- Reshape attitude and values for studentsø personal development.

3.2 Learning Outcomes

The aims of the Degree Programme look beyond a B.Sc. degree to wider career and social settings by developing skills, knowledge and positive attitudes of the students towards learning and work. Therefore, the learning outcomes of the Degree Programme are given below:

Aims	Learning Outcomes
To facilitate students to obtain a sound philosophical and theoretical knowledge in marketing and related Disciplines	<ul style="list-style-type: none"> a) Appraise & adapt marketing related theories and philosophies. b) Define, explain and discuss the relevant concepts and principles of marketing and related disciplines. c) Differentiate similar concepts d) Synthesis the different concepts and apply them. e) Identify and analyze functional organizational issues and compose holistic approach to address it.
To provide students with theoretical and practical knowledge of root disciplines pertaining to marketing (i.e. Economics, Sociology, Mathematics and Statistics)	<ul style="list-style-type: none"> a) Describe, explain and apply knowledge pertaining to the concepts and theories of the root discipline blending with marketing decision making. b) Identify & analyze inter-functional organizational issues and compose holistic approach to address it.
To provide students with opportunity to develop their knowledge, skills and abilities in information technology related to the management discipline.	<ul style="list-style-type: none"> a) Identify and practice principles & applications of IT in Management disciplines. b) Deal with modern IT based marketing management functions in organizations.
To encourage and facilitate students to involve in research in order to search for contemporary knowledge in marketing and related discipline	<ul style="list-style-type: none"> a) Explain and describe various types of research design b) Explain analytical tools for marketing and business research. c) Develop systematic research proposals.

	<ul style="list-style-type: none"> d) Appraise research designs, data collection method, measurement scales and samples to select appropriate analytical tool. e) Analyze research problems, issues & prepare a report including analysis and findings in an acceptable research format.
To guide students to apply theory in practical context.	<ul style="list-style-type: none"> a) Analyze practical case studies and solve problems in real marketing world.
To give students an opportunity to develop their soft skills and enhance moral behavior.	<ul style="list-style-type: none"> a) Make professional presentations and public speech b) Analyze practical marketing scenarios and come up with appropriate solution. c) Demonstrate interpersonal skills d) Practice team work e) Demonstrate leadership skills. f) Compose personal plan. g) Develop Social Responsibility programs h) Undertake social projects and appraise ethical marketing practices
Reshape attitude and values for students' personal development.	<ul style="list-style-type: none"> a) Inculcate entrepreneurial attitudes b) Maintain enthusiasm for life long learning c) Generate skills for keeping abreast with changing environment. d) Maintain loyalty to the department, organization they work and to the community.

4. FINDINGS OF THE REVIEW TEAM

4.1. Curriculum Design, Content and Review

The degree programme offered by the faculty of Management and Commerce is a four year (08 semesters) academic programme having 40 courses assigning a total of 120 credits. At present two curricular are being implemented. They are the older curricular and the new curricular. The older curricular (programme) is divided into two distinct programmes, namely; Common Programme (implemented during the year 1 and the year 2, four semesters or two academic years) and Specialization Program (year 3 and year 4, four semesters or two academic years). However, with the new intake in 2009, the common programme has been shortened to one year (2 semesters, one academic year) and the duration of the Specialization Programme has extended to 03 years (06 semesters or three academic years). Thereby, the emphasis given for specialization in the programme has been intensified. The older programme will be conducted for another few years (at least 04 years until the repeat undergraduates, if any, complete the programme) and the new programme will be in existence until the next curriculum revision is implemented. Therefore, the review team decided to give emphasis to the new curricular implemented in the DMM in preparing this report.

consists of 10 basic core courses related to the diverse areas of Financial Accounting, IT, English, Business Mathematics, and the business environment. It is evidenced that the Common Programme has been designed with the intention of providing a basic knowledge in Business Studies and Management to all the students enrolled in the Faculty of Management & Commerce before they commence their specializations. Under the 2005 curriculum, the Department of Marketing Management offers one course unit, that is, Marketing Management as a common course. However, in the new curriculum introduced in 2008 there is no such provision made available for the department.

According to the new curriculum, out of 29 courses prescribed for marketing based specialisation program, 19 (66%) are directly related to the specialization of marketing management. The rest of the 10 courses (34%) are in the fields of Economics, Human Resource Management, Financial Management and English.

It is a mandatory requirement that all undergraduates who seek a pass in the degree of Marketing Management (specialization) have to successfully complete the all 39 courses in both common and specialization programmes. Reviewers observed that both common and specialization programmes have been structured in such a way that they maintain a rational linkage among different subjects in the broad area of Marketing Management. However, the reviewers noted that inclusion of courses such as Agricultural and Food Marketing, Non profit and Public Sector Marketing would enrich the course structure of the Marketing Specialization Programme. The credit weights assigned to the Marketing Management specialization seem substantial. However, there is hardly any elective course offered by the Department under the Common Programme, which tends to feel that the Common Programme structure is rigid. Courses like General Science for Non-Science students, Indigenous Cultural Heritage, Sinhala for Tamil Students and Tamil for Sinhala Students, Ethnic Harmony and Conflict Resolution may be some courses which could be introduced in the Common programme with the intension of broadening the scope and attitudes towards the society. They may be considered as 2 credit courses. Even the elective courses found in the specialization programme are not fully operative due to various constraints. In such situations the single course available becomes a compulsory course though it is called an elective. These shortcomings need addressed at the Faculty and the Department levels when a new curriculum revision takes place.

The compulsory internship component included in the curricular enables the students to gain a sufficient level of practical exposure in the dynamic business environment. This enhances employability of Marketing Management graduates. Inclusion of MAR 4324 Dissertation in the final year makes opportunities to the undergraduates to develop and demonstrate their research skills such as data gathering, interpretation with analytical and critical evaluation along with improving other aspects of skills.

The medium of teaching and learning is English. It is a positive feature of the programme.

**Marketing Management related and non Marketing Management related
courses included in the two programs**

	Common		Specialization					
Year	I		II		III		IV	
Semester	I	II	I	II	I	II	I	II
Number of non-marketing management related courses offered	05	05	04	03	02	01	-	-
Number of courses offered directly related to MM	-	-	01	02	03	04	05	03
Internship	-	-	-	-	-	-	-	01
Total	10		10		05	05	09	

In the new curriculum, the common programme carries 30 credits and the specialization programme carries 90 credits. The total number of credits of the degree programme is 120, which is the accepted international norm for a four year degree programme.

The Salient features of the curriculum are as follows.

- ~ Introduction of Practical training in Marketing, which enables the undergraduates to feel the pulse of the working world
- ~ Introducing new courses like: Fine Arts, Human Anthropology, E- Marketing, and Hospitality Marketing which tend to sharpen the marketing competencies of students
- ~ Giving more emphasis to specialization programme by bringing down the duration of the common programme from two years to one year
- ~ Specialization in Marketing with major minor combinations along with electives
- ~ Use of both course manuals, *written by* the course lecturers and the text books

In relation to the curriculum design, content and review, the judgment of the team is GOOD.

4.2. Teaching, Learning and Assessment Methods.

The academic staff of the Department of Marketing Management consists of 02 Grade I Senior Lecturers, 01 Grade II Senior Lecturer, and 04 (Probationary) Lecturers. At present 03 of these lecturers are on study leave. The non availability of these lecturers in the department at the moment has increased the workload of the other lecturers. Nevertheless, the dedication and commitment of the available lecturers are greatly appreciated.

The review team had the opportunity to observe a few teaching sessions conducted by the lecturers for the 2nd year undergraduates in the Department. The lecturers were well prepared for the lectures and demonstrated high teaching capabilities. Also, they used modern technology and equipment following student centred interactive teaching methods. The course manuals prepared by the lecturers have been distributed among the undergraduates at the beginning of the lecture series in the Common Programme. The medium of instruction is English. Due to the large number of students in a batch coming to the Faculty (approx. 1000) each year the students are taught forming small groups, each consisting of 125 to 150 students. Some groups are taught solely in English medium while for others bilingual

...st two years to facilitate the weak students in English
 participation in all lectures in the initial years was observed.

Further, all the lecturers are sufficiently fluent in English language. The lecture halls are moderately equipped and lighting and ventilation are in a substantial standard.

There are tutorial classes which seem important for this type of degree programmes. Due to large numbers of students group assignments are given rather than expecting individual assignments to be made. However, the review team observed that the quality of students' presentations was at a higher standard.

The main teaching method used is meant for mass lecture classes. In addition to this, different other teaching and learning methods such as presentations, group tutorial classes, group assignments, field visits, etc. are also used. However, interactive teaching-learning environment can be further improved if such methods as role plays, in-house practical training, etc are used on a regular basis.

Around 5000 volumes of management related books are available in the main library. In addition, local and international journals are also obtainable for readers with the facilities to access to the international journals through internet. The library has sufficient number of seating capacity for readers. The readers are aware about the facilities available and the technology adopted in the library. The distinct feature in the library unlike in many other libraries is not having two different sections for lending and reference books to be handled. Instead, all books are shelved in the same racks with different distinct labels on books for any reader/worker to identify the lending, reference, permanent reference and scheduled reference books. The readers thereby become more convenient. Thus, this system seems more efficient and effective over the traditional system of arrangement. The team observed a large number of readers also using the library.

The students are provided with both computer and internet facilities at the Faculty Computer Centre (ITRC). There are 280 computers in five computer laboratories available for the Faculty. However, students demand that they should be given more opportunities to use the ITRC centre during the free time for their study purposes. The reviewers suggest that, the department administration with consultation with faculty administration should make necessary arrangements with sufficient precautionary measures to open the computer centre during free times for student use. It is a good sign that the Vice Chancellor of the University is also bearing the same opinion that the ITRC should be opened throughout the day.

End semester examinations along with the continuous assessments (CA) are used to assess students' performance. The continuous assessments are mainly in the form of (individual /group) assignments with or without oral presentations. Maximum upper limits of allocation of marks for the end Semester Examinations and CA are 60% and 40% respectively. The majority of the end semester examination question papers are with essay type questions based mainly on theoretical aspects, and many are very often for 3 hour durations.

As a compulsory requirement, the students are supposed to undergo for 06 months practical training programme in the final year. The purpose of this programme is to provide students with practical knowledge of Marketing and General Management with a view to enhance work skills and also to bridge the gap between the theoretical knowledge and the practice. Students are allowed to work in marketing related fields. This program is coordinated by the

Department. The Internship Training course has a unique complete training report and followed by a presentation.

Apart from Internship Training report to be completed, in the final semester students have to do a research and submit the dissertation as partial fulfilment of the B.Sc (Marketing Management) Degree. 80% class attendance is compulsory in order to sit the final examination for each course unit of the degree programme during the first three years. However, attendance is not considered seriously for final year students, but it should be around 50 %. A student has to earn 120 credits to obtain the degree which is consistent with international requirements for a special degree of 04 years duration.

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

4.3 Quality of Students including Student Progress and Achievements

The undergraduates joining the Faculty of Management and Finance are at a higher "Z score" value. The annual intake for the Faculty of Management and Commerce is nearly 1000 students.

Students are selected to the Department of Marketing Management based specially on the GPA obtained at the common programme and the priority preference of the students. The minimum GPA value considered for the Department of Marketing Management is 2.33.

The first attempt pass rate of the students in the Department was 77 % in 2003, 88% in 2004, 88% in 2006 and 64 % in 2007. Around 13 % students have passed with first classes in the year 2007. Reviewers observe that 36% failure rate in the year 2007 is too high which is unacceptable and needs paying immediate attention to remedy the situation.

The students' attendance for lectures are recorded and analysed but they are hardly used to monitor and guide the students' progress. The members of the staff believe that majority of the graduates of the Department are able to secure jobs within the internship period. However, the Department does not, at the moment, maintain a proper data base to this effect, but expects to initiate a method and a proper data base soon.

The students are capable to communicate in English and their presentation skills are at a higher level. Also, the students in this Department are well trained in personality development. This may be mainly due to the 08 day Out Bound Training they have undergone at the Diyatalawa Military Academy. This has been initiated by the present Head of the Department. Further, the review team wishes to record its appreciation about the disciplined mannerism demonstrated by the students in the Department in every respect of their behaviour.

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

4.4. Extent and Use of Student Feedback

The Department has adopted a formal method by introducing a standard format to get student feedback about the quality of teaching. This format covers aspects related to the following areas; teaching quality of the lecturer, quality of lectures, student-lecturer relationship and open opinions.

the format are,

3. Presentation
4. Preparation for lectures
5. Class room management
6. Involvement of the students
7. Students evaluation and feed back... Etc.

Initially, this feedback is taken two weeks after the commencing of lecturers followed by end semester feedback. The information so collected are analysed by the lecturers and use for the improvement of the quality of teaching of lecturers. However, for further enhancing the quality of the teaching, learning process the Department may meet regularly with the students and discuss matters relating to this aspect.

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

4.5. Postgraduate Studies

The department conducts the one year Postgraduate Diploma in Marketing Management Programme. Further, the Department academic staff members contribute to the Masters Degree Programme (MSc in Management) conducted by the Faculty of Graduate Studies. Two senior lecturers of the Department work as supervisors and examiners of the research students of the MSc Degree Programme. The Head of the Department who has won a good reputation in his discipline contributes by way of lecturing and supervising theses in four other Masters Degree Programmes conducted by other leading universities in Sri Lanka.

Further, the Department conducts a Diploma in Marketing and Advanced Diploma in Marketing for both the school leavers and persons involved in the field of Marketing. There is a substantial demand for these diploma courses.

Three senior lecturers are reading for PhD overseas. They will return to Sri Lanka in coming years. All of the members in the Department have published research articles in various journals. Also, they have participated in conference proceedings, academic sessions and research conferences organized by the University and other universities of the country. This can be considered as a positive sign of creating a good research culture among the young lecturers in the Department.

The lecturers are given adequate physical facilities such as well equipped individual office rooms, laptop computers with internet facility, etc. Further, the university library is sufficiently subscribing for research journals and the printed and electronic materials. The materials available in the library are substantial for conducting research.

In relation to the postgraduate studies, the judgment of the team is GOOD.

4.6. Peer Observations

There is a strong understanding among the academic members about the importance of having a peer observation system as a powerful tool for improving the quality of teaching learning process. Thus, it was observed that the overall attitude of the academic staff

is positive. Further, it was revealed that, an attempt has mechanism for peer observation in the Department. h regard to peer observation in the Department is

appreciable it demands a systematic improvement.

All final examination question papers are moderated by senior academic staff members and answer scripts are evaluated by two examiners. This exercise is consistent with that of other universities, and, therefore it can be appreciable.

However, a formal format is not available at the Department for using the peer evaluation purposes. It is a current need to introduce a formal structured format for peer evaluation. It seems that this process could be improved for the benefit of the students and the teachers of the whole institute. Nevertheless, self driven efforts to identify his/her own strengths and weaknesses in teaching also have been carried out by some staff members in the Department.

In relation to the peer observation, the judgment of the team is SATISFACTORY.

4.7. Skills Development

The students are given ample opportunities to improve their communication skills in English language and to develop computer and IT skills. However, it seems that the IT related courses included in the curriculum structure are inadequate and, therefore, it will be pertinent to include few more IT related courses in the programme.

Assignments and presentations have been designed to improve teamwork, communication and presentation skills of the students. IT skills and ability to handle computer software can be improved through introducing computer related course unit in the curriculum. Communication skills in English language can be developed further through organizing more student activities.

The students are given in depth training in personality development at the Diyatalawa Military Academy. The training is the 8 day residential programme. It seems that it has helped changing the attitudes of the students also, and developed life skills immensely. This programme was commended by the review team after viewing the video cassettes of the same.

There are other skills that need to be identified and developed gradually among the undergraduates. Critical and analytical skills may be a few to mention in this regard.

Practical training given to the students would bring immense benefits to the students as this opens exposure to different business environments and to develop related skills. Students are given six months industrial training. Further, there is a subject related Student Society that helps to organize skills development programmes in the MMD.

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

4.8. Academic Guidance and Counseling

There is a requirement for the appointment of department based Student Counsellors. This aspect seems inadequately looked after by the relevant authorities. The students are far from their homes and their parents. The Student Counsellors' role in such an atmosphere seems vital and therefore, this aspect needs given priority at the Department/Faculty and University levels. Also, Female Student Counsellors too are needed to be appointed. This step seems lacking in the Department. Therefore, review team strongly suggests to the University administration to take necessary steps to appoint student counsellors from the academic staff

ow. That will assist building up a good rapport between

able to the undergraduates at the commencement of the common program. An orientation program is organised to familiarise new students to the university environment every year. However, the Faculty and the Department have minimum control over this programme. The orientation programme is run by the University Students' Council rather than the university authorities and hence the purpose of having this programme seems lost.

The Department holds meetings with their students and maintain a close rapport with them in relation to selection of their courses and other academic requirements. The Department practices 'Open Door Policy', where students are allowed to meet lecturers at any time with their availability in the office.

Only around 20% of the students actively take part in extracurricular activities. The Physical Education Unit has an annual Sports Calendar which takes into consideration the academic activities of the University as well as the sports calendar of the inter university sports activities.

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

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

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

5. CONCLUSIONS

The strengths/ good practices and weakness identified by the Review Team in each of the eight aspects of evaluation of this review are as below.

1. Quality of Students including Student Progress and Achievements

Strengths/Good Practices

- E Reduction of the time duration of the Common Programme from 2 years to one year and increasing the duration of the Specialization of the Programme from 02 years to 03 years

nsHIP (Industrial Training) which provides job skills students.

t and semester base teaching method.

- É Computer and English language courses have been included in the curriculum.
- É There is a committed and enthusiastic young staff in the Department
- É Medium of instruction is English, and it is the current business world language.
- É Subjects such as Fine-arts and Human Anthropology have been introduced in order to enhance the peripheral knowledge of Marketing Management.

Weaknesses:

- É Non existence of specialized Marketing Management areas such as Agricultural & Food Marketing and Non- profit Marketing in the curriculum.
- É Not having a marketing related course included in the curriculum structure of the common programme.
- É It seems that appropriateness of teaching to the local context is inadequate.

2. Teaching, Learning and Assessment Methods

Strengths/Good Practices

- É The manageable size of the group of the students in specialisation programme
- É Having a set of well disciplined, committed, enthusiastic and well qualified young lecturers in the Department
- É Making available the students with well prepared study manuals and hand outs with required standards
- É Having a well organised and moderately equipped main library with a set of personnel with appropriate positive attitudes
- É Understanding the significance of having appropriate assessment methods and implementing them for the benefit of the undergraduates
- É Moderately equipped lecture rooms
- É Student centred teaching strategies
- É Substantial practical knowledge and skills development opportunities provided to the students through teaching-learning process

Weaknesses:

- É Question papers are more theoretical oriented than being practical oriented
- É Teaching approach is more towards Deductive approach
- É Emphasis has been given to more Western oriented marketing approaches.

Considering the above facts, the review team is of the opinion that the aspect of Teaching, Learning and Assessment Methods should be judged as 'GOOD'.

3. Quality of Students including Student Progress and Achievements

Strengths /Good Practices

- É Students selected to the Department are with a higher "Z Score"
- É Overall students performance is good
- É Job potentiality of the graduates is higher
- É Better understanding among the lecturers about the difficulties undergraduates confront with
- É Maintaining an above average level English Communication skills among students
- É Higher rate of student attendance is seen in almost all the lectures sessions

a base about the passed out students of the department.
experienced by the students.

4. Extent and Use of Student Feedback

Strengths /Good Practices

- É A formal feedback system is in operative, and teachers make use of the information so collected for their career improvement.
- É Open door policy practiced by the lecturers encourages rapport among everybody in the Department.

Weaknesses:

- É Rigidity in accepting othersø views in the proper context.

5. Postgraduate Studies

Strengths /Good Practices

- É Active involvement of senior academic staff members in the post graduate programmes conducted within and out side universities.
- É Understanding market potentiality and trying meeting the demand of the external environment through a proactive approach.

6. Peer Observation

Strengths /Good Practices

- É The positive and close rapport maintained among the academic staff members in the Department.
- É Having a system of moderating the question papers and marking answer scripts by a second examiner who is at a senior level

Weaknesses:

- É There is no formal method of peer observation practised in the Department.

7. Skills Developments

Strengths/Good Practices

- É Six month, compulsory Internship (Industrial training) component included in the degree programme
- É Personality Development Programmes embedded into academic programme
- É Annual events organised by the students i.e. Vibes of Marketing Programme
- É Functions organized by the subject society

Weaknesses

- É Less opportunities to develop IT skills

É Open door policy

Weaknesses

- É Non existence of department based student counsellors
- É Less prominence given to student counselling and guidance by the University administration

6. RECOMMENDATIONS

1. Establish a permanent curricula review committee at the Faculty level, representing members from each department to ensure high quality degree programmes to be designed and offered continuously.
2. Introduce courses such as Agricultural and Food Marketing, Non profit and Public Sector Marketing in the specialization programme.
3. Teaching in the Department as much as possible should be related to the local situations.
4. A well designed, objective oriented Academic Counselling programme is necessary to be conducted at the Faculty level as an awareness programme for the undergraduates during the common programme.
5. Assign adequate credit weight for the Internship Programme.
6. Collaborate with the ELTU in designing curricula for English courses offered by the Department and make arrangements to improve English language skills among weaker students.
7. Initiate maintaining a database on the progress made by students during their course of studies and also their employability after graduation.
8. Introduce a formal mechanism for peer observation.
9. Make stronger the research culture of the Department by encouraging academics and students to carry out more relevant research in their specialty areas.
10. University administration should appoint Student Counsellors from each department for functioning throughout the academic year.
11. Provide training on Academic Counselling and Guidingø to Academic and Student Counsellors.
12. Strengthen the Alumni Association of the Department.

Day 01 – Sept. 09th

08.30 ó 09.00 Private Meeting of Review Panel with QAA Council Representatives
 09.00 ó 09.30 Discuss the agenda for the visit
 09.30 ó 10.30 Meeting with the Vice Chancellor/Chairman, Internal QA Unit/Dean/Head of the Dept./Head Faculty QA Cell. etc. (working Tea)
 10.30 ó 11.30 Department Presentation on the Self Evaluation Report
 11.30 - 12.30 Discussion with the Department
 12.30 ó 01.30 Lunch
 01.30 ó 03.00 Observing Departmental Facilities
 03.00 ó 04.30 Meeting with Department Academic staff (Working Tea)
 04.30 ó 05.30 Meeting with undergraduate Students (Final Year)
 05.30 ó 06.30 Brief Meeting of Reviewers

Day 02 – Sept. 10th

09.00 ó 10.00 Presentation on Quality Report
 10.00 ó 11.00 Observing Documents (working Tea)
 11.00 ó 12.00 Meeting with Technical Staff and other non academic staff
 12.00 ó 01.00 Lunch
 01.00 ó 03.00 Students Presentation on Skills development Activities
 03.00 - 03.15 Tea
 03.15 ó 4.00 Meeting with Diploma and Postgraduate Students
 04.00 ó 05.00 Meeting of Reviewers

Day 03 – Sept. 11th

09.00 ó 10.00 Students' Presentation (Final Years)
 10.00 ó 10.30 Tea
 10.30 ó 12.00 Meeting with Undergraduates (3rd Year)
 12.00 ó 01.00 Lunch
 10.30 ó 11.00 Reviewers Private discussion
 11.00 ó 12.00 Meeting with Head and staff for Reporting
 12.00 - 01.00 Lunch
 01.00 Departure of the Review Team

ITED

of Sri Jayewardenepura University

- Dean of the Faculty of Management Studies and Commerce
- Head of the Department of Marketing Management
- Academic Staff of the Department of Marketing Management
- Non Academic Staff of the Department
- Undergraduate Students of Year 2,3, and 4
- Librarian and Senior Staff Members

Annex 3. LIST OF LECTURE SESSIONS OBSERVED

- Teaching at Level II courses

Annex 4. LIST OF FACILITIES OBSERVED

- Department staff members' rooms
- Department Premises
- Faculty Lecture halls
- Faculty IT/Computer lab
- University Library
- Resource Centre of the Department

Annex 5. LIST OF DOCUMENTS OBSERVED

- Faculty hand book
- Student evaluation forms
- Student attendance list
- Lecturer's time tables
- Lecture Materials/ Course Manuals/handouts
- Minutes of the Faculty Board, minutes of the department meetings
- Question Papers, Marks sheets
- Students Dissertations
- Internship Training Record Book