SUBJECT REVIEW REPORT

DEPARTMENT OF EXPORT AGRICULTURE

FACULTY OF AGRICULTURE
SABARAGAMUWA UNIVERSITY OF SRI LANKA

25th to 27th July, 2007

Review Team :

Prof. C. S. Weeraratne, Sugarcane Research Institute
Prof. S. Jayasekera, Wayamba *University of Sri Lanka*
Prof. Gamini Senanayake, *University of Ruhuna*

CONTENTS

1. SUBJECT REVIEW PROCESS

The subject review of the Department of Export Agriculture (DEA) of the Sabaragamuwa University of Sri Lanka was undertaken to evaluate the quality of various aspects of the programmes of the department.

This review was conducted in accordance with the guidelines given in the Quality Assurance Handbook for Sri Lankan universities, published by the CVCD and University Grants Commission in July 2002. In this exercise the following aspects were examined and graded.

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

The DEA submitted a Self Evaluation Report (SER) outlining the numerous relevant sections. Among these were aims, learning outcomes and programme details; students, staff and facilities; curriculum design, content and review; teaching, learning and assessment methods; quality of students including student progress and achievement; the extent and use of student feedback, qualitative and quantitative; postgraduate studies; peer observation; skills development; and academic guidance and counseling.

The Review Team visited the DEA from 25th – 27th July, 2007 and the agenda of the three day visit is annexed (refer Annex 1).

The evaluation of eight aspects was based on:

- Meetings held with the Dean, Head of the department, academic staff, non academic staff, and undergraduate students representing first, second and third years.
- Observation of the departmental and related institutional facilities such as laboratories, lecture rooms, computer unit, farm, library, English Language Teaching Unit etc.
- Observing teaching and practical sessions by different categories of academic staff. Review Team also observed a farm practical class during the review process.
- Reviewing documents such as the Prospectus, Question Papers, Staff Evaluation Reports, Handouts, Lecture Notes etc. made available to the Review Team at the department.
- Examination of samples of seed collections, weed albums, insect collections, project reports, assignments etc. prepared by students were also examined.

Each of the eight aspects was judged as good/satisfactory/unsatisfactory, noting the strengths, good practices and weaknesses in each.

2. BRIEF HISTORY OF THE UNIVERSITY AND THE DEPARTMENT

The Sabaragamuwa University of Sri Lanka was established in 1995, in Belihuloya, and the Faculty of Agricultural Sciences was established in 1996 in Rahangala. Subsequently the

faculty was shifted to Belihuloya. The Faculty of Agricultural Sciences has three departments of study and the Department of Export Agriculture (DEA) is one of them. The other two are Department of Agribusiness Management and Department of Livestock Production.

The annual intake to the Faculty is around 60 students. The Bachelor of Agricultural Sciences degree of the University is a four year programme. In the first two years, core courses are offered and in the third and the fourth year students specialize in one of the four areas viz. Agribusiness Management, Livestock Production, Plantation Agriculture and Horticulture. In the second semester of the final year, students follow an Institutional/Industrial training programme.

3. AIMS AND LEARNING OUTCOMES

The study program of the DEA includes theory, and both laboratory and field practicals. The DEA has its mission to deliver timely, creative new concepts, ideas, and technologies in sciences pertaining to agriculture and natural resources. Hence, the study program has been designed to enhance the performance of the rural and urban sector, while meeting the needs of the country as a whole. The mission will be achieved by actively seeking to make the DEA one of the key centers for agronomy in Sri Lanka, teaching undergraduate and postgraduate students and encouraging them to enter into life long learning, acquisition of new knowledge through active research, and providing expertise to industry, government, professional organizations and the community at large. The term "Export Agriculture" is used by the DEA in a broad sense to include mainly the production, handling, and processing of field and plantation crops for overseas market.
The programs are tailored to the diversity of students who choose to study at the Faculty of Agricultural Sciences. The DEA offers a wide-range of agriculture related subjects (Annex 2).

3.1. Aims

The aims listed below are those that are common to all students who follow the courses offered by the DEA.

- To produce graduates in Agricultural Sciences who are responsive to the needs of farmers, managers, decision makers, general public etc.
- To integrate theory and practical issues related to science, technology and research related to the agricultural sciences.
- To foster professional education.
- To promote progression in student learning.
- To facilitate the achievement of intended learning outcome.
- To produce agriculture specialists, consultants, managers etc.

3.2. Learning Outcomes

After successful completion of the program, students are expected to possess the following:

- The capacity to conduct innovative research related to agriculture.
- A comprehensive knowledge of agronomy and related disciplines.

- The capacity to extend the knowledge acquired to farmers and other stakeholders.
- The ability to find practical solutions to the key problems related to the national agriculture sector.
- The competence in advising decision makers on important issues related to rural and urban agriculture.

4. FINDINGS OF THE REVIEW TEAM

4.1. Curriculum Design, Content and Review

The courses are designed and developed to acquire both knowledge and practical skills of the courses offered by the DEA. Practicals, field trips, assignments, audio and video presentations, exhibitions, demonstrations, in-plant training and research projects etc. are all designed to develop skills and to encourage team work and independent learning. The curriculum was developed according to the guidelines formulated by the Curriculum Committee for the Faculty of Agricultural Sciences at the initial stages of establishment of the Sabaragamuwa University of Sri Lanka. Since then, the curriculum of the DEA was revised a number of times to incorporate several new disciplines keeping in line with most recent developments in the agriculture sector and cater to the needs of the private sector job opportunities. Recent changes include the introduction of farm practice course, and shifting of in-plant training program from 7^{th} semester to 8^{th} semester (final semester). This has enabled students to get themselves exposed to job opportunities and seek employment soon after their in-plant training program.

The most recent revision of the curriculum was completed and substantial revision of the entire degree curriculum has been made under the QEF grant of the IRQUE project. The primary changes are, a drastic reduction in number of credits in technical subjects and the use of the time released for student centered learning and to develop 'soft skills' in the students. In the present curriculum as well as in the new curriculum, the teaching and learning activities are designed to fulfill the aims and objectives of the courses offered by the DEA. The views of the students, both present and past, and the professionals from the government and private sector and non governmental organizations have been taken in to consideration in revising the curriculum. The revised curriculum had gone through the Faculty Board and the University Senate before its acceptance. The revised curriculum will be implemented with the new intake in the academic year 2007/2008.

The DEA makes a significant contribution to the four year B.Sc. degree program by conducting courses in a number of courses indicated in Annex 2. In general, all courses offered in the DEA are strongly practical based and are accompanied with practical programs in laboratories and/or in the field. During the program, students are expected to cover all field practices of crop production gaining hands on experience and skills of modern agriculture.

The practical training in all aspects of crop husbandry is given under farm practice courses spread through out the academic program. Practicals are held in land preparations, nursery management, crop establishment, cultural practices (fertilization, weed control, pest and disease management, irrigation etc.), harvesting and post-harvest practices etc. In addition, modern techniques of crop production such as protected agriculture, hydroponics, apiculture, floriculture, landscape gardening, tissue culture floral arrangements are also covered.

Practical training in plantation crop management (tea, rubber, coconut, sugarcane etc.) is given during the 1st and 2nd semesters of the 3rd year by taking the students to different plantations and research institutes such as TRI, RRI, CRI, and SRI.

Field trips and field practical classes are planned to enhance the practical knowledge and study field problems. Visits to Royal Botanical Garden, Horticultural Crop Research and Development Institute, Plant Genetic Resources Center and other research institutions help in strengthening the practical knowledge of students further and the exposure to the real situations in field.

During the 3rd year and the 1st semester of the fourth year, the students are given lectures on advanced modules of important disciplines related to export agriculture. The students could select either Horticulture module or Plantation Agriculture module as their specialization area. During the 2nd semester of the final year, each student undergoes an in-plant training program with an outside organization. This training program provides opportunity for students to develop managerial skills, leadership, time management skills, interpersonal skills, problem solving abilities, defending skills, and exposure to real situations in organizations where they would seek employment after graduation. During this period, students would also carry out research projects under the supervision of a senior academic, submit dissertations and make presentations at the end of the semester. The student has an opportunity to select a research topic of his or her choice but within the scope of the DEA. Such projects enable students to develop their intellectual, interpersonal skills as well as to enhance the student-staff relationships. The students may work with either public sector or private sector institutions or enterprises which probably could be their future employer.

The Review Team noted that the intended learning outcomes have been identified for all courses and the general level of instruction was up to accepted academic standards. The students are provided with the opportunity to obtain the necessary technical knowledge and some transferable skills, the latter mainly during the farm practice course conducted during the study program. The in-plant training program make students more closer to a professional by getting themselves exposed to the real situations and learn by experience. It helps to develop their soft skills too.

The four year course provided by the DEA has been structured in a manner that gradually develops the students academically. For example, first four semesters of basic work followed by 3 semesters of advanced courses and in the final year by an in-plant training and a research project. The courses provide the platform for graduates to go on to further study and the versatility to fit into a variety of employment situations.

The coverage of subjects under the DEA could be considered as excessive. A wide range of subjects related to agriculture are included in the course. When taking the number of staff members available to carryout the teaching program into consideration, the review team felt that the staff is overloaded with teaching which may reflect adversely on quality. However, this has been taken care of with the new curriculum. There is flexibility in selecting courses, but to a limited extent. It is available only in the 1st semester of the fourth year.

The Review Team was informed by the students that in some instances the same subject matter is repeated in several courses. However, this has been corrected with introduction of the new curriculum.

The Review Team is of the view that the aspect of Curriculum Design, Content and Review could be judged as GOOD.

4.2. Teaching, Learning and Assessment Methods.

A range of teaching/learning methods are presently being used by the department staff. The most common method of imparting knowledge is through lectures and practicals. Overhead and multimedia projectors are frequently used in lectures. As indicated by the students as well as staff members, the teaching takes place in an interactive environment. This was also noted by the Review Team during the observation of teaching sessions. In addition, students are expected to submit term papers which promote self-study. The Review Team observed that for each course, a course outline (Annex 3.) and lecture notes have been prepared. Students evaluate lecturers and were found to be either good or excellent.

Practical classes in the subjects offered by the DEA are conducted in the appropriate laboratories, and students are given hand-outs detailing the procedures etc. (Annex 4). In addition to laboratory practicals, students have field practical classes. These are held once a week in the afternoons in the 15 ha farm. Students get a field experience in cultivating crops mostly vegetables and other field crops.

The final year Industrial Training programme enables students to obtain a good exposure to commercial agriculture. These programmes are in private sector or government organizations as shown in the Table 1.

The DEA has well equipped air conditioned lecture halls with modern audio-visual facilities. Faculty has a library consisting over 18,000 books, e-leaning center with access to over 1000 on-line journals, modern language laboratory, and audio-visual unit. These facilities improve teaching-learning environment in the department.

Table 1. Distribution of Undergraduates in Industrial Training Program

Year	Number of Students		
	Private Sector Organizations	**Government Organizations**	**Total**
2001	10	04	14
2002	06	09	15
2003	13	10	23
2004	12	02	14

Computer Awareness: Computer Science courses are conducted during the first three years. Students get an opportunity to use computers and internet. Computer facilities available are satisfactory. There is a common computer center for the entire faculty where students can do word processing, internet browsing, preparation of presentations etc. At present, there is no separate computer center for the DEA.

English: Almost all students follow classes in the G.C.E./Advanced Level in Sinhala and in the University, the medium of instruction is English. Classes to improve the standard of English are conducted during the first three years. The English Language Training Unit has facilities for students to improve their proficiency in English.

Assignments: Students are given tutorial assignments in a number of subjects. These give the students an opportunity to obtain a thorough knowledge in the respective subjects**.**

Assessment Methods: Assessment of all the courses has been done uniformly. The theory component of courses is assessed by Continuous Assessment and End Semester Examination. Continuous assessment constitutes Quizzes, Term Papers, Reports, Tutorials, and Presentations etc. and contribute to 40% of the final mark. End semester examination consists of Part 1 (M.C.Q – 30%), Part 2 (Essay type – 70%) and Viva-Voce examination – 20%. In

addition, a practical examination is also conducted and the final mark is given considering both theory and practical marks. (2 Theory marks + Practical marks) /2. Research projects, rural work experience report and other out of Department work are assessed by a panel of examiners.

Examination papers are reviewed by both setters (Lectures of subjects) and moderators (Expertise of the subject areas) to ensure that individual questions are clear, fair and discriminatory and that the overall balance and coverage are appropriate. Model answers are produced and scripts are marked according to it and then scripts are sent for the second marking.

Industrial training is evaluated by considering the final report, External Supervisor's Evaluation based on Attendance, Time Management, Punctuality, Commitment to work, Efficiency of work, Communication skills, Ability to work independently (with minimal supervision), Interpersonal relationship, Leadership quality, Innovations/Creativity, and presentation conducted by the student on the training (Annexure 5) Contribution of each of the components for the final mark is as follows.
Final Report – 30%
External Supervisor's Evaluation – 40%
Student Presentation – 15%
Diary – 15%

In view of what is indicated above, the Review Team is of the view that the Teaching, Learning, and Assessment aspects are GOOD.

4.3. Quality of Students including Student Progress and Achievements

All student admissions to the University are exclusively handled by the University Grants Commission (UGC). In this selection process UGC considers students' choices as one of the main criteria in sending students to a particular University. Students' choice is mainly based on the reputation of the Faculty. With the reputation the Faculty of Agricultural Sciences has built up, the Z score of students (average of 1.4156) entering the Faculty of the Sabaragamuwa University of Sri Lanka is in equivalence with other Faculties offering similar degree programmes.

The DEA admits high quality students into the specialization programme by selecting those who have received highest marks for the subjects offered by the department in 1st and 2nd year. It is evident that courses offered by the DEA are popular among the students as 45%, 50% and 34% of the students in 1999/2000, 2000/2001 and 2001/2002 batches respectively have entered to this department for their specialization.

Through out the programme the DEA has taken various measures including in-course assessments, presentations, and quizzes to monitor the students' progress. Attendance of more than 80% is mandatory for practical classes. Another positive step to student progress is that 80% attendance in both lectures and practical classes is compulsory for students receiving bursaries.

During the discussions held with the students as well as students' presentation sessions the review team observed that the students were quite confident and demonstrated good communication skills in English.

According to the evidence presented by the DEA, drop out rate of students is almost zero. This is perhaps a reflection that the university provides an amiable environment for study and the social life of its students. Lack of experienced senior staff is a limiting factor in

maintaining students' quality. The services of visiting lecturers are also limited due to financial limitations.

Students' Achievements

A satisfactory level of success is achieved by students specializing in subjects offered by the DEA as indicated by the results of the students passed out during the last few years (Table 2.)

Table 2: Results of the Final Examinations (2002-2005)

Classes Obtained	2002	2003	2004	2005
First classes	-	-	4	-
Second Uppers	3	9	8	8
Second Lowers	-	3	-	1
Pass	11	3	11	6
Total	14	15	23	15

With certain limitations which are beyond the control of the DEA, the good record of success in student performance is a reflection of the devotion and commitment of the department and its staff to maintain the quality of students.

The Review Team judges the Quality of Students, Student Progress and Achievements as SATISFACTORY.

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

The DEA has a mechanism to obtain student feedback through formal and informal methods. The formal method is based on a questionnaire which consists of a quantitative evaluation component and a qualitative evaluation component. The quantitative component evaluates the course and the teacher according to a scale. The course is evaluated using 10 criteria while the teacher is evaluated using 13 criteria. Qualitative components again consist of two sections viz. comments on the course and on the teacher. This evaluation form is given to students at the end of each course unit. The reviewers had the opportunity to inspect the students' responses. A majority of the students have expressed their satisfaction as "very good" (The scale is excellent, very good, good, fair and poor) on the quality of both course and teacher. At present this questionnaire is distributed and collected by the same teacher who conducts lectures and practical classes. Therefore, whether the students provide their candid opinions is somewhat questionable. Collected information is kept with the teachers used by them to improve their quality of teaching. However, there is no mechanism to analyze the results of such surveys by the DEA. The head of the DEA is not aware about the results of such surveys conducted by the other staff members of the department.

Qualitative evaluation is mainly based on the comments of students written on the evaluation sheets. The Review Team had the opportunity to inspect students' comments. It was observed that most of the students have made any positive comments about the teacher. However, few students have commented about the course, mentioned about the repetition of the course contents, need for more practical classes etc.

Informal methods are also being used to obtain a feedback from the students. Since the entire academic staff is comparatively young, a close rapport exists between staff and the students. This facilitates constant informal feedback from students.

The Review Team was also informed that feedback from stakeholders in private and public sector is also regularly obtained through industrial training component which is compulsory for final year students.

The Review Team judges the Extent and Use of Student Feedback as SATISFACTORY.

4.5. Postgraduate Studies

Neither there are any postgraduate courses conducted in the DEA nor appreciable amount of postgraduate research conducted by department staff.

The Review Team is of the opinion that Postgraduate Studies at the DEA is UNSATISFACTORY.

4.6. Peer Observation

Though there was no peer observation system operating in the DEA at the time of preparation of its Self Evaluation Report, the staff has initiated and implemented a formal peer review process and an appropriate form has been prepared (Annex 6). With input from senior academics in the faculty, the peer observation process can be improved in future.

Hence, the Review Team is of the opinion that Peer Observation is SATISFACTORY.

4.7. Skills Development

The DEA being an applied science field of study, the subject specific skill development has been built into the curriculum design of the degree program. Farm Practice Course conducted through out the program and the in-plant training program with a research project in the final semester are specially designed to develop subject specific skills as well as interpersonal and job oriented skills.

In the Farm Practice Course, students are involved in 'learning by doing'. During this period students get " hands on" experience in field operations such as land preparation, seed bed preparation, chemical applications, safe handling of poisonous and non healthy chemicals, weed identification, landscaping, plant propagation techniques, nursery management, harvesting and processing of field crops etc. The students thoroughly enjoy working in groups while developing their practical skills in crop production and understanding field problems.

At the conclusion of the Farm Practice Course, the groups of students are expected to write a report on the activities carried out in the course, and make a presentation of their experience. These give an opportunity for students to develop their organization, leadership and presentation skills and working as a team.

The in-plant training program and the research project are designed to give an on the job training and to develop subject specific skills, analytical skills, communication skills and report writing skills, during this six month period. Their exposure to real situations would enable to plan their future and get adjusted by developing their own skills to face such situations. Students would not gain such experience and skills from the courses offered in the class rooms.

IT skill development in the faculty is strong. Students are provided with sufficient number of computers to work with. They are encouraged to browse through internet to search information necessary for their academic purposes such as, assignments, term papers, reports etc. Thus the students effectively utilize the facilities available in the Computer unit.

However, there is little time available for the students to use the IT facilities due to heavy load of academic program in the time table.

The English Language Teaching Unit is equipped with a modern language laboratory. Students are allowed spend time in the laboratory where computer assisted teaching programs are available. During the four year stay at the university, students will get the opportunity to develop their language skills with the help of the language laboratory. However, the Review Team noted that due to heavy load of academic work, students get little free time to spend in the laboratory to develop their language skills. This too will be checked with the introduction of the new curriculum where more time is allocated for student centered learning activities.

Since the program is designed to develop subject specific skills and some interpersonal skills as well as job oriented skills with facilities and provisions to develop important skills in the present day context such as development of IT skills and English language skills, ***the Review Team judged Skills Development to be GOOD.***

4.8. Academic Guidance and Counseling

There are two male and two female student counselors in the Faculty. They prepare the orientation programme and interact with the students at the beginning of the first year and in the following period.

As some students are weak in understanding lectures in English medium especially during the first year, the staff members pay more attention for them to enhance their standards to cope with others. Final year students are assigned a supervisor for their industrial training and report on problem analysis before they attend to their training places. The DEA execute this in such a way that, one staff member is not permitted to supervise more than 04 students, and often take fewer, depending on their teaching and administrative work load. In addition, staff is offering guidance for the students for their continuous assessments, mini researches, etc.

However, student counseling system is not functioning effectively. There are no student counselors affiliated to the DEA and there is no separate place for the student counselors to meet students and also, there are no specified times to meet the students. Student counselors are not given any specific training.

In relation to Academic Guidance and Counseling the judgment of the Review Team is SATISFACTORY.

5. CONCLUSIONS

1. Curriculum Design, Content and Review

Strengths/Good Practices

- Intended learning outcomes of the program and the courses are identified
- Contents are of adequate breadth and depth
- Opportunities are available to develop subject related skills and interpersonal skills
- Detail curricular for each course is identified
- Opportunities are available to develop job oriented skills in the curriculum
- A revised curriculum to be introduced from 2007/2008 intake

Weaknesses

- Repetition of subject matter in several courses
- Excessive number of courses offered by the department
- Limited flexibility in selecting courses

Judgment: Good

2. Teaching, Learning and Assessment Methods

Strengths/Good Practices

- A range of teaching/learning methods are presently being used by the department staff.
- Students submit term papers which promote self-study.
- For each course, a course outline and lecture notes have been prepared.
- Most of the students have evaluated lecturers as excellent/very good.
- Students are given hand-outs detailing the practical .
- Students get a field experience in cultivating crops mostly vegetables and other field crops in the 15 ha farm.
- The final year Industrial Training programme enables students to obtain a good exposure to commercial agriculture.
- The numerous facilities such as air conditioned lecture halls with modern audio-visual facilities, e-leaning center with access to over 1000 on-line journals, modern language laboratory, and audio-visual unit improve teaching-learning environment in the department.
- Students get an opportunity to use computers and internet. Computer facilities available are satisfactory.
- Classes to improve the standard of English are conducted during the first three years. The English Language Training Unit has facilities for students to improve their proficiency in English.
- Assessment of all the courses has been done uniformly.
- Research projects, rural work experience report and other out of Department work are assessed by a panel of examiners.
- Examination papers are reviewed by both setters (Lectures of subjects) and moderators (Expertise of the subject areas).
- Model answers are produced and scripts are marked according to it and then scripts are sent for the second marking.
- Industrial training is evaluated by considering the final report and External Supervisor's Evaluation.

Weaknesses

- Delay in the release of results

- Limited availability of visiting lecturers
- Limited available time for use of library, computer unit and language lab.

Judgment: Good

3. Quality of Students including Student Progress and Achievements

Strengths/Good Practices

- The Z score of students (average of 1.4156) entering the Faculty of Agricultural Sciences is in equivalence with other Faculties offering similar Degree programmes
- Intake of high quality students into the specialization programme by selecting those who have received highest marks for the subjects offered by the Department in 1st and 2nd year
- Continuous monitoring of student performance using various methods such as in-course assessments, presentations, quizzes etc.
- Mandatory attendance of 80% for practical classes.
- 80% attendance in both lectures and practical classes is compulsory for students receiving bursaries.
- High proportion of students obtaining classes.
- Almost zero drop out rate.
- E-learning facility with access to over 1000 on-line journals.
- Accommodation facilities for all undergraduates.

Weaknesses

- Lack of senior staff.
- Insufficient laboratory facilities.
- Shortage of water for the farm.

Judgment: Satisfactory

4. Extent and Use of Student Feedback

Strengths/Good Practices

- Department has a mechanism to obtain student feed back through formal and informal methods
- Use of a questionnaire consisting of a quantitative evaluation component and a qualitative evaluation component
- A majority of the students have expressed their satisfaction on the quality of both courses and teachers.
- Feedback from stakeholders in private and public sector.
- Existence of good rapport between staff and the students.

Weaknesses

- There is no mechanism to analyze the data of student feedback
- Head of the DEA is not aware about the results of the surveys conducted by the other staff members of the department.

Judgment: Satisfactory

5. Postgraduate Studies

Weaknesses

- Neither there are any postgraduate courses conducted in the DEA nor appreciable amount of postgraduate research conducted by department staff.

Judgment: Unsatisfactory

6. Peer Observation

Strengths/Good Practices

- Peer observation system has been initiated and implemented.
- Cooperative staff who could discuss in harmony each other's strengths and weaknesses of teaching
- Peer observation of junior staff in practical classes by senior staff

Weaknesses

- Non availability of senior academics to carryout this process successfully

Judgment: Satisfactory

7. Skills Development:

Strengths/Good Practices

- Identification of development of various skills as learning outcomes
- Development of subject specific skills
- Development of interpersonal skills and job oriented skills
- Development of analytical, writing and presentation skills

Weaknesses

- Lack of time to develop English language skills
- Lack of time to develop IT skills

Judgment: Good

8. Academic Guidance and Counseling

Strengths/Good Practices

- There are four student counselors (2 male and 2 female) in the Faculty who prepare the orientation programme and interact with the students.
- Final year students are assigned a supervisor for their industrial training and report on problem analysis before they attend to their training places.

Weaknesses

- There are no student counselors affiliated to the DEA
- There is no separate place for the student counselors to meet students
- There are no specified times to meet the students.
- Student counselors are not given any specific training.

Judgment: Satisfactory

Based on the above conclusions the Review Team makes the judgment on the eight aspects as follows.

Aspect	**Judgment**
Curriculum design, content and review	Good
Teaching learning and assessment methods	Good
Quality of students, student progress and achievements	Satisfactory
Extent and use of student feedback	Satisfactory
Postgraduate studies	Unsatisfactory
Peer observation	Satisfactory
Skills development	Good
Academic guidance and Counseling	Satisfactory

6. RECOMMENDATIONS

The recommendations of the Review Team to further improve the academic programme of the DEA are given below.

1. Inclusion of more practicals in the study programme is recommended.
2. The DEA may consider appointing more visiting lecturers.
3. It is recommended to allocate more time to develop English language and IT skills
4. Promoting postgraduate research among the staff is recommended.
5. The DEA may consider introducing postgraduate courses.
6. It is recommended to analyze students' feed back data and make available those to other staff members too
7. It is recommended to establish and implement a formal mechanism of peer observation.
8. It is recommended to improve the student counseling and academic counseling services.

9. The DEA may consider introducing career guidance programs for students.
10. The DEA may consider organizing training programs for teachers on different aspects of teaching, research, administration etc.

7. ANNEXURES

7.1. AGENDA OF THE VISIT BY THE REVIEW TEAM

DAY 1 - 25/07/2007

08.30 - 9.00	Private Meeting of Review Panel with QAA Council Representatives
9.00 - 9.30	Discuss the Agenda for the Visit
9.30 - 10.30	Meeting(s) with the Vice Chancellor/Chairman, Internal QA Unit/Dean, Head of the Dept/Head, Faculty QA Cell etc. (Working Tea)
10.30 - 11.30	Department Presentation on the Self Evaluation Report (Lecture room No. 01)
11.30-12.30	Discussion
12.30-13.30	*Lunch*
13.30-14.30	Observing Departmental Facilities
14.30-15.30	Observing Other Facilities (Library, Computer Centre, etc.)
15.30-16.30	Meeting with Department Academic Staff (Working Tea)
16.30-17.30	Meeting with Undergraduate Students (Lecture room No. 06)
17.30-18.30	Brief Meeting of Reviewers

DAY 2 - 26/07/2007

09.00-09.30	Observing Teaching-Lecture (Year III by Dr. P.I. Yapa)
09.30-10.00	Observing Teaching - Lecture (Year I by Ms. H.K.S.G. Gunadasa)
10.00 - 11.00	Observing Documents [Office of the Dept. of Export Agriculture) (Working Tea)
11.00-12.00	Meeting with Technical Staff and Other Non-Academic Staff (Dean's Office)
12.00-13.00	*Lunch*
13.00-13.30	Observing Teaching - Practical Class (Year I by Dr. P.V.A. Lal)
13.30-14.00	Meeting Student Counselors/Academic Advisors/Personal Tutors
14.00-14.30	Observing Students' Presentations (Lecture room No. 01) (Working Tea)
14.30-16.30	Observing Teaching - Practical at the Farm (Year I Students)
16.30-17.00	Meeting of Reviewers

DAY 3 - 27/07/2007

09.00-09.30	Observing Teaching – Lectures (Year II by Dr. P.V.A. Lal)
9.30-10.00	Observing Teaching- Lectures (Year III by Ms. D.I.M. Amararathne)
10.00-10.30	Observing Teaching - Practical Class (Year III by Ms: D.I.M. Amararathne)
10.30-11.00	Reviewers Private Discussion (Working Tea)
11.00-12.00	Meeting with Head and Staff for Reporting- Office of the Dept. of Export Agriculture
12.00 - 13.00	*Lunch*
13.00 - 17.00	Report Writing

7.2. EVALUATION SCHEME OF THE INDUSTRIAL TRAINING PROGARMME

SABARAGAMUW A UNIVERSITY OF SRI LANKA
FACULTY OF AGRICULTURAL SCIENCES,
DEPARTMENT OF EXPORT AGRICULTURE

INDUSTRIAL TRAINING ORIENTATION PROGRAMME - 2007

EVALUATION

- ***External Supervisor***
  - Punctuality
  - Attendance
  - Time Management
  - Commitment to work
  - Efficiency of work
  - Communication Skills
  - Ability to work independently (with minimal supervision)
  - Interpersonal relationship
  - Leadership quality Innovativeness/ Creativity
  - Maintenance of Diary (Criteria given in the form)

- ***Presentation***

  Topic & Content
  - Relevance of topic
  - Relevance of content
  - Logical sequence of content
  - Adequacy of depth of content
  - Current knowledge on topic

  Presentation - (Delivery)
  - Poise and confidence
  - Politeness
  - Speed
  - Actions
  - Clarity
  - Eye contact
  - Conveying enthusiasm and interest
  - Conformity to time limit

  Aids - Handouts/Visuals
  - Clarity
  - Relevance
  - Informative
  - Simple

- Precise

Clarification and Discussion

- Ability to listen and understand questions
- Ability to respond to questions.
- Ability to stimulate further thinking on subject

- ***Diary***
  - Daily maintenance
  - Information
  - External Supervisors' observation
  - Completion

7.3. PEER EVALUATION FORM

SABARAGAMUWA UNIVERSITY OF SRI LANKA
FACULTY OF AGRICULTURAL SCIENCES

PEER EVALUATION FORM

Date : ..... Time: .....
Subject : .....
Name of Reviewee: .....
Department : .....
Faculty : .....
Designation : .....
Name of Reviewer : .....
(Subject Reviewer / General Reviewer)
Designation : .....
Department : .....
Faculty : .....

Rating scale:
1= very weak 2= weak 3= average 4= good 5= excellent NA= not applicable

	1	2	3	4	5	
CONTENT						
Clarity and specificity of main topics						
Sufficient use of examples as supporting information						
Clarity of relevance of main ideas						
Encouraging students' critical. logical thinking and analysis						
Emphasis on key points						
Provision of key Definitions						
Inclusion of research knowledge in teaching						
ORGANIZATION						
Introduction captured attention of students						
Clear organization of lecturer plan						
Concluded by summarizing main ideas						
Reviewed by connecting to previous classes and future classes						
Time management						
INTERACTION						
Asking questions at different levels						
Sufficient wait time for answers						
Motivation of students to ask questions						
Incorporation of relevant responses into the lecturer						
Good rapport with students						

VERBAL/NON-VERBAL COMMUNICATION						
Understandability of language (command of language)						
Pronunciation and articulation						
Voice quality and clarity						
Volume						
Speed of delivery of lecture						
Use of non-verbal modes of communication						
Eye contact with students						
Simplification of subject						

OTHER ASPECTS						
Command of subject and Confidence						
Enthusiasm						
Control over the class						
Punctuality						
Mannerism						

USE OF TEACHING AID						
Clarity of visual aid						
Effective use of visual aid						
Provision of handouts						
Degree of detail in transparencies etc.						
Clarity of writing on white board						

Comments (strengths, weaknesses and any other areas of concern)

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Overall Rating	1 2 3 4 5

Signature of Reviewee: .....

Signature of Reviewer : .....