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SUBJECT REVIEW REPORT

DEPARTMENT OF
TOURISM MANAGEMENT



**FACULTY OF MANAGEMENT STUDIES
SABARAGAMUWA UNIVERSITY OF SL**

29th to 31st July 2009

Review Team :

Mr. Ranjith Wijewardena, Rajarata University of SL

Mr. T. B. Andarawewa, Rajarata University of SL

Dr. C. K. M. Deheragoda, University of Sri Jayewardenepura

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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 Tourism and Management, Sabaragamuwa University of Sri Lanka.

The review team consists of Mr. KHR Wijewardene (*Rajarata University of Sri Lanka*), Mr. TB Andarawewa (*Rajarata University of Sri Lanka*) and Dr. CKM Deheragoda (*University of Sri Jayewardenepura*). The team visited the Department of Tourism and Management during the period from 29th to 31st July 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 Tourism and Management and supported by the information provided and gathered during the three-day site visit to the Department of Tourism and Management, Sabaragamuwa University of 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 the Department, members of the academic and non-academic staff, Post Graduate students, undergraduate students representing 1st, 2nd, and 3rd years, and Student Counsellors including welfare and Career Guidance Director of the University.
- Observation of department and other facilities of the Faculty (Library, Resource Centre, Main Computer Centre, Lecture Rooms, etc.).
- Observing lectures, practical sessions, and student presentations.
- Reviewing documents available at the department.

Each of the eight aspects was judged as 'Good', 'Satisfactory' or 'Unsatisfactory' paying attention to the Strengths, Good Practices and Weaknesses found in each area. An overall judgment was given as 'Confidence', 'Limited Confidence' or 'No Confidence' after taking into consideration the judgments given to each of the eight aspects.

UNIVERSITY AND THE DEPARTMENT

University of Sri Lanka (SUSL)

Overview of History

Initially SUSL emerged as Sabaragamuwa Affiliated University College, which was established by government to provide higher education opportunities for the students who were qualified to enter the university, since the existing university could not accommodate sufficient number of students. However, the Affiliated University Colleges were elevated to the level of full fledged Universities and by amalgamating Rahangala and Buttala AUCC Sabaragamuwa University of Sri Lanka was established.

The Sabaragamuwa University of Sri Lanka is located in the former Japanese Expatriate Village of the Samanalawewa Project at Pambahinna. In the course of the past eleven years the SUSL has become a one of the leading universities among other 15 universities in Sri Lanka.

Vision of the University

To be an internationally acclaimed centre of excellence in higher learning producing dynamic leaders and nation builders to guide the destiny of Sri Lanka.

Mission of the University

Our mission is to search for and disseminate knowledge, promote learning, research and training to produce men and women proficient in their respective disciplines possessing practical skills and positive attitudes enabling them to contribute towards the manpower requirements of the nation.

Faculty of Management Studies (FMS)

Benchmarking Events of FMS

- After the upgrading of SUSL in 1995, at present the FMS as the Faculty of Business Studies commenced the academic activities in September 1996, and offered B.Sc. in Business Studies specialization in Business Management, Financial Management, Marketing Management and Tourism Management three year degree, in which the first year was considered as foundation and from the second year students were selected for specialization areas.
- In 2003 the name of the Faculty of Business Studies changed to Faculty of Management Studies (FMS) and the duration of degree programme were extended to four years with the approval of the University Grant Commission (UGC).
- In 2005 the FMS inaugurated its third department Tourism Management in addition to previous departments of Business Management; and Accountancy and Finance.
- In 2006 the FMS enclosed another new degree B.Sc. in Eco Business Management under the Department of Tourism Management.
- In 2006 the FMS shifted to new faculty complex with sufficient infrastructure facilities.

fourth department Marketing Management and increased number of students are allocated to the department directly based on marks and Z-score. Although there is no foundation year, common courses are taught together.

- Students should fulfil the Industrial Training and Project Report or Dissertation in the fourth year second semester which is allocated six credits. The total number of credits is 120 for each degree programme.

Vision of the FMS

To be an internationally acclaimed centre of excellence in higher learning producing dynamic leaders and nation builders in the diverse field of management and business to guide the destiny of Sri Lanka.

Mission of the FMS

Provide a quality education in management, encourage and cultivate the students' creative personal development with an innovative and practical approach to management; to complement its blend of undergraduate and graduate programmes with skills and competencies to satisfy the real world demands, to enrich the community with a greater sense of diversity, to foster the ideals of teaching, learning, research and extension services towards the contemporary development needs of the country.

Department of Tourism Management (DTM)

Evolution of DTM

The **DTM** has been established under the Faculty of Management Studies in Sabaragamuwa University of Sri Lanka in 2005 with the UGC Approval. Initially there was a Diploma programme in Travel and Tourism Management at the affiliated university college and it was elevated to a degree programme after establishment of SUSL. B.Sc. Business Studies specialization in Tourism Management was also accommodated by the Department of Business Management and later restructured it as B.Sc. Special Degree in Tourism Management. However with dedication and commitment of academic staff and students the degree programme proved success, which leads to establish a separate Department for Tourism Management. Significantly this is the first degree programme in the field of tourism and the first DTM in Sri Lanka. Gradually DTM could recognize another major emerging need of higher education in linking business activities with environment towards sustainable development. Accordingly DTM commenced its second degree programme EcoBusiness Management in 2006. Eventually DTM has proposed further extension of its degree programmes in the field of Hospitality in order to update and cater the growing demand human capital in hospitality industry.

Certainly, the DTM presently offers two special degree programmes- **Tourism Management (TM)** and **EcoBusiness Management (EBM)**, and has proposed **Hospitality Management (HM)** degree programme which is to be commenced in 2010. Primarily the DTM is focusing on present and future industry demand for human resource development, thus contributing to crucial need of sustainable development of tourism and related industries. The DTM attends to produce not only skilled human resources but also new knowledge through interdisciplinary and multidisciplinary research in the fields of travel, tourism, hospitality, and environmental management

es which are highly relevant for TM and EBM. Apart
 d courses, FMS offers general courses to improve the
 nment, language, IT and other common areas.

Earlier, selection of students for the courses was done after two years of foundation according to students preference and result obtained for certain decisive subjects, which were related to the degree programme. However with the revised curriculum students are allocated to the department at the beginning as mentioned above. Whereas students, who choice TM as their first preference are very less due to lack of exposure, traditional thinking and social barriers. In order to improve the enthusiasm and provide basic understanding the DTM organizes the field demonstration visits for both degree programme during the initial stage of specialization. More over the DTM try to produce graduates with complete knowledge through internal and external academic and professional activities.

In addition location of the university is highly preferable factor for establishing and continuing tourism, hospitality and environmental related education. Belihuloya is naturally very beautiful landscaped area with higher biodiversity and traditionally popular place for rest and relax. Since the environment has very less human interaction in the past, is very conducive for the planned development, nevertheless Department has problem of attracting and retaining qualified academic staff and enthusiastic students to follow the courses.

Vision of the DTM

To be an internationally acclaimed centre of excellence in higher learning producing dynamic leaders and nation builders in tourism, hospitality and environmental related fields of management and business to guide the destiny of Sri Lanka.

Mission of DTM

To contribute in making intellectuals for enhancing and sustaining good practices in managing tourism, hospitality, and environmental related industries through fostering multidisciplinary and interdisciplinary teaching, learning, and research.

3. AIMS AND LEARNING OUTCOMES

3.1. Aims

To generate high calibre and most suitable human capital to cater the different manpower need of sustainable tourism development in nationally and internationally.

The Aims of the EBM

The prime objective of EcoBusiness Management degree programme is to develop core functional management skills, enhancing problem solving capabilities, encouraging the development of key personal skills and principle of practice, recognizing and pursuing quality management, strategic thinking and allowing managers to be sensitive to issues where sustainable development and an effective social and environmental performance go hand in hand with a respectable economic performance.

the degree programme the graduate will be able to face any challenges, solve the problems strategically and lead the tourism industry towards sustainable development

Learning Outcomes of the EBM

After the successful completion of the programme the graduates will be able to start their careers and committed to excel in businesses and industries that are increasingly turn to new technical solutions to environmental problems and approaches for sustainable operations.

Details of the TM

Based on the fact that the growing demand for skilled manpower in tourism, hospitality, and environmentally stressed industries both locally and internationally most higher educational institutions like universities tend to apply various strategy options in order to maintain the quality and efficiency of their service delivery in making graduates those who can successfully perform in highly competitive and dynamic fields of the industry. The DTM despite its relatively young history strives in adopting a strategy to re-structuring its functions through an integrative approach harnessing all stakeholders- industry and non-industry for achieving its mission and vision.

Accordingly, the TM accommodates different courses to compose 120 credits, which in many major courses with 3 credits, few subjects with 2 credits and six credits for independent research project and in plant training respectively. See annexure I for course details.

Details of the EBM

The prime concern of EBM is to develop core functional management skills, enhancing problem solving capabilities, encouraging the development of key personal skills and principles to practice, recognising and pursuing quality management, strategic thinking and allowing managers to be sensitive to issues where sustainable development and an effective social and environmental performance go hand in hand with a respectable economic performance.

Similarly EBM too contains different / relevant courses to cover 120 credits, which include many major courses with 3 credits, few course 2 credits and 6 credits for Independent Research Projects and in plant training respectively.

4. FINDINGS OF THE REVIEW TEAM

4.1. Curriculum Design, Content and Review

Originally the curriculum implemented was one prepared for the Diploma in Travel and Tourism Management which had been conducted by the Affiliated University College (AUC). With the elevation of the AUC to the status of a University the 03 year Tourism Management Special Degree was conducted under the Department of Business Management. In 2005, the department of Tourism Management was established and the 03 year Special Degree programme was upgraded to a 04 year Special Degree in Tourism Management. When introducing the 04 year Special Degree in Tourism Management, the department has taken relevant steps to develop links with the industry as well as the passed out graduates.

Department of Tourism Management conducts 2 degree programmes namely: Tourism Management (TM) and B.Sc. Special Degree in Eco-Tourism Management. Both programmes are of 04 years duration and the latter programme has been launched in 2008.

In 2005, the undergraduates had to follow a two year common programme before they join the Tourism Management Special Degree Programme. Since 2008, undergraduates can select their specialization area at the commencement of the first year itself and follow courses prescribed for the specialization area as well from the first year onward. The curriculum has been designed in such a way that the students get acquainted with relevant knowledge, skills and competencies through out all 04 years. Curriculum includes core disciplines in Management, Economics, Quantitative subjects, Technical subjects pertaining to Tourism and Languages. Final semester of the 4th year is dedicated for an Industrial Training. The credits assigned for Industrial Training is 06. This enables students to get an exposure to the real working world.

The entire 4 year specialized programme is assigned 120 credits. This has been distributed among 08 semesters.

Table 1

Credit Weight Distribution by Specialization, Year and Semester									
Year	I		II		III		IV		Grand
Semester	I	II	I	II	I	II	I	II	Total
Credits Assigned: TM	16	17	18	18	18	15	12	06	120
Credits Assigned: EBM	16	18	18	17	17	14	14	06	120

Source: SER ó Department of Tourism Management

During the 2nd semester in the 1st year the basic courses leading to core areas are included along with business English. In addition Business Mathematics, Business Accounting, Commercial Law and Business Statistics are also included. This seems attractive to the students as these courses are a new challenge for them. Also, the curriculum structure includes IT and computer related courses as well during these early semesters. When considering the specialization area the department has introduced courses pertaining to specialization from the First Year onwards. When it comes to the Second and Third Years, more intensive courses in connection with specialization are included to make the students knowledgeable, skilful and competent in the areas of respective specialization.

The speciality what can be seen in these two programmes is, there are common courses like TM/EBM 111 Principles of Management, TM/EBM 112 Business Accounting, TM /EBM 113 Business Mathematics. These courses are common to all the students in the faculty during the first 2 years. In addition there are some courses, taught in the 2nd Semester of the 1st Year and they are representing the respective areas of specialization, i.e. TM 124 Introduction to Tourism & Hospitality Management and EBM 124 Environmental Appreciation and Communication. When the undergraduates come to 3rd and 4th Years more emphasis is given to respective specialization areas.

It is hardly seen a single Optional or Elective courses in the curriculum structure. However it seems the credits assigned for the courses offered during the four semesters in the first two years are fairly higher and which could be utilized for the specialization courses in the 3rd and

Business English and TM/EBM 112 Business Accounting. Courses introduced in the programmes, it seems, the basic Resource Management, could be taught earlier than the courses like TM/EBM 213 Organizational Behaviour which has an analytical and comprehensive component.

Currently there are only two English Courses (TM 115, 125) conducted during the first and second semester of the first year and these two courses have been assigned 03 credits. It seems more courses in English with a well planned course structure are necessary made available to the undergraduates during the early two years. The undergraduates are uncomfortable with the English Language especially in the first two years as they are coming to the university with a very poor English background. They seem helpless expressing their views at the examinations conducted by the university.

However, it seems that, as this being the only occasion during the programme where the students come to know about the resource base of the Tourism Industry in Sri Lanka, the review team felt that more emphasis be given to this particular aspect by expanding content through allocation of more number of hours. Review Team wish to suggest that two separate courses, namely; Natural Resources in Sri Lanka and Anthropogenic (*Man Made*) Resources in Sri Lanka be introduced each with 45 hrs. duration in lieu of TM 214 Sri Lankan Studies.

Tourism is essentially a resource based industry. Hence having awareness on both Natural and Anthropogenic Resources of Sri Lanka is of vital importance to the managers of the industry. Unplanned and ad-hoc tourism can cause tremendous negative impacts to its resource base. Therefore Protection and conservation of tourism industry's resources is also equally important to its sustainability. Content given in the TM 122 Environmental Studies seems adequately addressing the above need. And also Protection and Conservation Tourism Resources should be followed after the course units on resources.

In addition, basic courses like Ethnic Harmony, Sinhala for Tamil students and Tamil for Sinhala Students can be introduced during the first year with less credit weight assigned for them, (preferably one credit). It seems better if Japanese language be introduced as an elective for German Language. It is also recommended to introduce Basic Ecological concepts at the onset of specialization to help the students for better understanding of the other environmental concepts later. The option given for TM/EBM 421/422 Industrial Training OR Dissertation seems inappropriate for a special degree. Both these aspects seem important and significant for a special degree holder and making both compulsory after re structuring the curriculum will be necessary.

Presently there is a separate Department of Business Management which conducts a B.Sc. Business Management Special Degree programme. Another specialization degree programme leading to Eco- Business Management is pertinent but this could be another specialization area of the same Business Management Specialization Degree which could be serviced by the Department of Tourism Management with it's expertise. It would be cost effective for the faculty as well as it will ease out the work load of the Department of Tourism Management.

Considering the above facts, the aspect of Teaching, Learning and Assessment Methods is judged as 'GOOD'.

ment Methods.

of observing a number of teaching sessions conducted by the lecturers for different levels of the undergraduates in the department. The lecturers had made a big sacrifice in preparing the lessons and demonstrated capabilities in teaching. The course outline is prepared and distributed among the undergraduates at the beginning of the lecture series and hand outs are prepared and made available to undergraduates. The medium of instruction is English and the support extended by the English Language Teaching Unit (ELTU) by conducting orientation programme seem inadequate. The excessive work load to be carried out by the ELTD seems one draw back. English teaching is done only for two weeks for the new comers under the orientation programme. The ELTD/U has to cater nearly 2000 undergraduates in all five faculties in the University. There seems a very nominal number of lecturers (around 07) in the ELTD/U to handle all these undergraduates in all the five faculties. The student participation in lectures seems above average.

However, the majority lecturers in the department including the Head of the Department are young and teaching done is almost teacher centred. Teaching is done in English language and they are fluent in the language. Few lecturers demonstrated student centred teaching and these sessions seem above average level. The lecture halls are well equipped, tidy and clean. The lecture halls are well maintained and spacious. The teaching learning environment is more conducive for the undergraduates as well as for the postgraduates, but seems hardly utilized. There is a faculty Library close upon 30 seating capacity but single undergraduate out of close upon 400 could be seen in the library at the time the team visited the place. A fair number of books and Journals are available in the library.

Teaching is scheduled for four weekdays from Monday to Thurs day. Three days of the week seem free for the lecturers as well as for the undergraduates. There are ample computer hours available for the undergraduates to be acquainted with the computer related activities and the computer centre is open from 0800 to 2100 hrs. during week days.

The assessment methods adopted by the Department of Tourism Management in student assessment are consisted of both End Semester Examination and Continuous Assessment. The allocation of marks for these two components of assessments is 75%, 25% respectively. The undergraduates to secure a pass have to earn minimum of 10 marks for the CA and 30 marks for End Semester Examination. The results of the semester examinations are released within a reasonable period of 06 weeks from the date of examination held. This enables the undergraduates to concentrate on their studies and to get ready for repeat examination if there is any.

Considering the above facts, the aspect of Teaching, Learning and Assessment Methods is judged as 'GOOD'.

4.3 Quality of Students including Student Progress and Achievements

The undergraduates joining the FBS are at a reasonable "Z score" value, and it is around 1.2 (2008/2009) to 1.8 (2007/2008). Up to 2006/2007 close upon 125 to 150 undergraduates have got the registration and in 2007/08 this number has increased to 244.

The maximum number joining the department to follow two special degree programmes is confined to 81. It seems Eco-Business Management Degree Programme though has

y. Due to traditional and cultural beliefs undergraduates programme seem poor. It confines to maximum 25. Lack practical tourism management is a draw back in this programme. On the other hand the undergraduates before joining the University are with least awareness of the programme. The undergraduates are of the opinion that they selected the programme with no prior knowledge about the programme.

Due to facilities available for the practical aspect of the programmes and non availability of relevant books (especially for Eco-business Management) undergraduates seem disgusted in the Tourism Management Programme. The Eco óBusiness Management programme consists of few practical camps but seems need more proper planning.

Number of passed out graduates are given in Table 3.1. (SER). Number of Honours passes earned by the undergraduates is also given in table 4.2. (SER). But these tables do not indicate the numbers enrolled in the programme. This information was requested by the review team but failed to furnish by the department. It is inappropriate to make any comment without knowing the number enrolled for these programmes in the Year I. When looking at the honours passes obtained is in 2008 for both degree programmes conducted by the department, there had been 01, 1st Class, 18 Second Classes Passes. In 2007, there had been only one programme, i.e. Tourism Management, and 01 Second Class Pass and in 2006 there had been only 07 Second Classes. In 2005 only 06 Second Classes are available.

Specially developed indicators to measure the student progress are not available. Studentø performances are monitored during the programme under each course unit using continuous assessments (25%) and end semester examination (75%).

Student attendances for lectures are recorded and it seems nearly 60% to 70%.

Although the members of the staff believe that their students are successful in securing employment after graduation, it was noted that the department does not maintain a record of data in this regard. It is strongly suggested that the department may develop a database of their graduates. It is worth establishing the alumni Association of the department.

When the above facts are considered the aspect of the Quality of Students, Student Progress and Achievements could be judged as 'GOOD'.

4.4. Extent and use of Student Feedback

The formal qualitative and quantitative methods to use the student feedback are lacking. However, it is observed that informal methods such as direct student reporting and complaints, teacher óstudent informal discussions are practiced than formal methods to get the student feedbacks. It should also be noted that the nature of such feed backs are more of qualitative than quantitative. Hence more emphasis may be placed on establishment and implementation of regular and formal system to seek the student feedback by deploying prudent Qualitative and Quantitative methods.

When the above facts are considered the aspect of the extent and use of student feedback, qualitative and quantitative could be judged as 'SATISFACTORY'.

programme conducted by the faculty. The programme is confined to Aryurvedic Doctors and the name of the Degree is "Aryurvedic Hospital Management". The duration of the programme is 02 years. First Year of the programme is devoted for course work and the second year for the dissertation. The medium of instruction is Sinhala and English. There is a coordinator for the programme and the Professor available in the department and a Senior Lecturer are involved in this programme. Majority lecturers are outsourced. Conducting lectures in Sinhala seems unreasonable by the Tamil speaking students. The Tamil speaking group represents nearly 50% of the student population in this programme. Lectures are conducted during week ends and there is hardly any practical component. According to students it is a vital component missing in the programme. They are also of the opinion that there should be an opportunity for them to get a foreign exposure and it should be included.

The review team felt that it is a pertinent field of study on which academic interests can be aroused and indigenous knowledge and technology can be studied and preserved. This effort should be appreciated because from the very inception, the University was concerned with studying and preserving indigenous culture and heritage. However, the postgraduate programme seems catered for a minute clientele and the way it is conducted is substandard. The students are there merely to follow this programme as it is a qualification to be acquired by them for their next promotion. In other words it is an administrative requirement for the Aryurvedic Doctors for their career development. The University seem trying to directly address their short term, narrow interest rather than studying and improving the indigenous academic know how. It should be appreciated imparting knowledge associated with indigenous know how through Sinhala language. But, when it comes to postgraduate level and when there are students from other ethnic groups it seems unreasonable to confining to one official language. Conducting lectures in English could be minimizing the repercussions and it will be helpful for every one involved in the programme as there are opportunities for wider exposure.

Nearly two third (2/3) of this Post Graduate Programme is dedicated to teach common subjects relevant to normal hospital management, based on concepts and methods of western type hospitals. Although, the Postgraduate degree program is named as "Aryurvedic Hospitality Management" it seems the Indigenous Aryurvedic Hospitality Management component is lacking here. Hence there is a greater potential to offer two Post Graduate Programmes in "Hospital Management (Aryurvedic)" and "Hospital Management (Western)", by offering the opportunity for specialization in the specific type of hospital management. (We will not say, in the Second Year.) Such a move will ensure the sustainability of the programme since there is a huge lacuna for specialization in Hospital Management at post graduate level in this Country.

When the above facts are considered the aspect of the Postgraduate Studies could be judged as 'SATISFACTORY'.

4.6. Peer Observations

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

It is revealed that, an attempt has been made recently to observation in the department. The existing practice with department seems poor. Having a set of qualified number of lecturers (02 Professors, 03 Senior Lecturers, 04 Lecturers Probationary, and 01 Temporary Lecturer) is an advantage and could be carried out this exercise with least draw backs. There are role models available in the department to follow by the junior members in the department.

It seems that this process could be improved for the benefit of the students and the teachers of the whole institute. The greater cohesiveness among teachers in the department will help immensely implementing this exercise in the department.

The Head of the department as well as the lecturers show positive behaviour in this respect and delaying the exercise seem disadvantageous from the point of view of the teachers and students.

As it is done in all other universities the requirements stipulated for Question paper setting and moderation of question papers are adhered to. All final examination question papers are moderated by a senior academic member and the answer scripts are evaluated by two examiners.

When the above facts are considered the aspect of the Peer Observation could be judged as 'UNSATISFACTORY'.

4.7. Skills Development

The skills that have been identified by the staff in the department seem adequate. There are other skills that need to be identified and developed gradually among the undergraduates. Leadership skills, communication skills, problem identifying and problem solving skills are yet to be developed. The teaching learning environment prevailing in the department/faculty seems encouraging the morale of the undergraduates. The computer and IT related courses are minimal in the curriculum structure and the opportunities available for the undergraduates to demonstrate their skills are enormous. But, seem hardly utilize the opportunities. Communication skills demonstrated by the 3rd year undergraduates seem acceptable. Further more field visits and practical classes arranged out side the university for skill development necessary for the program. However needs improvements particularly in the area of Tourism Management. Confining the academic activities officially for four days (Monday, Tuesday, Wednesday and Thursday) encourages the undergraduates to keep away from the university for majority days in a week. The logistic constraints are a crucial factor for the undergraduates to retain regularly in the university and the lecturers to deliver their services smoothly.

When the above facts are considered the aspect of the Skill Development could be judged as 'GOOD'.

4.8. Academic Guidance and Counseling

Academic guidance and counselling seems available at the faculty level and there are 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

and counselling seems rather broader in its context. This may affect the undergraduate academically and socially at the university.

A faculty handbook is made available to the undergraduates at the commencement of the Degree programme. There is an orientation programme for two weeks during which time the English Language is also taught for the first years.

The logistic facilities available for the undergraduates and the lecturers are minimal. The canteen is often closed after 1400 hrs. or 1500 hrs. Undergraduates find it difficult to find their daily meals in and around the university. The location of the university being in a remote area, not having at least a bazaar close by, prevent undergraduates and lecturers to stay in the campus and they are compelled to get back home weekly. The undergraduates do not have a play ground at least to do some outdoor games.

When the above facts are considered the aspect of the Academic Guidance and Counselling could be judged as 'SATISFACTORY.'

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

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

- Having a young enthusiastic and committed set of lecturers in the department
- Moderately designed curriculum to cater to the present needs of the country
- Existence of a conducive working academic atmosphere both infrastructural and environmental to deliver content
- Willingness to accommodate required changes to the curriculum when ever necessary
- Maintaining a balance among managerial, technical, practical and linguistic aspects of the curriculum

for different courses
among semesters

- Less emphasis given to specialization as a whole (42 credits out of 120 for EBM)
- Irrational sequence of introducing courses
- Non availability of Elective and Optional courses
- Still being in the trial and error scenario
- Tutorials being not accommodated in the individual time tables as they are scheduled in the curriculum structure
- Lectures being scheduled and conducted for only three days of the week
- Inadequate man power in the department

2. Extent and use of Student Feedback

Strengths/Good Practices

- Numbers in each batch of undergraduates being limited to maximum 50
- Having a set of Committed, enthusiastic better qualified professors and young lecturers in the department
- Well thought out and well prepared teaching materials for the benefit of the undergraduates
- Having a well equipped library with a set of personnel with appropriate attitudes
- Understanding the significance of having appropriate assessment methods
- Having a well equipped, adequately furnished sufficient number of lecture rooms

Weaknesses:

- Confining academic activities for 03 days in a week
- Not scheduling proper tutorial sessions for the students
- Non existence of a carefully developed instructions in connection with academic and assessment methods in the faculty
- In appropriate priority given to assessment methods adopted by the department
- Ill attendance of undergraduates in lectures
- Unwieldy numbers of undergraduates to be handled by the ELTU

3. Quality of Students including Student Progress and Achievements

Strengths /Good Practices

- Getting undergraduates with a higher "Z Score"
- Undergraduates' commitment and their proactive approach for a expected growth
- Small numbers selected for specialization areas
- Student enthusiasm their patients and commitment to get the teaching learning environment improved
- Better understanding among the lecturers about the difficulties undergraduates are encountering
- The lecturers being provided with basic facilities with required technology

Weaknesses:

- Inadequate funds to meet the priority requirements of the university
- Inaccessibility to get to know the failure rate (incomplete) at the end of each year
- Under utilization of physical resources
- Non existence of a appropriate supervision and guidance system at faculty level

ack

- Knowing the significance of having a quantitative and qualitative feed back system
- Having a informal feed back system through interaction with students

Weaknesses:

- Least concern shown towards this exercise
- Non existence of a formal quantitative and qualitative feed back system

5. Postgraduate Studies

Strengths /Good Practices

- Having a Professor in the department with indigenous interests
- Having a positive indigenous culture developed by the university
- Committed students who are making a lots of sacrifices as this is the only opportunity for them to acquire their qualification

Weaknesses

- Not being able to think big and cater for a potential wider market
- Narrow and discriminatory policies adopted by the programme
- Poorly done SWOT analysis in relation to this programme
- Poorly designed course structure

6. Peer Observations

Strengths /Good Practices

- Positive understanding among the lecturers about the exercise
- Initial steps already been taken by the department by improvising a form and trying to use the same for the purpose
- Having a mix of different grades of lecturers from top to bottom

Weaknesses

- Reluctance to implement the exercise as a continuous process
- Lack of guidance for necessary improvement

7. Skills Development

Strengths/Good Practices

- Ample physical resources available for the teachers and undergraduates in the Faculty
- Emphasis given to Non-traditional disciplines which have created lots of opportunities in the aspects of skills development
- Having a committed young staff who are prepared take challenges

Weaknesses

- Difficulty in getting down resource persons required for the development of existing disciplines
- Non-availability of a properly designed work schedule which incorporates practical components and skill development exercises

engage lecturers to plan for minimize extra activities other

8. Academic Guidance and Counseling

Strengths/Good Practices

- Having a set of young student counsellors including a enthusiastic Chief Student Counsellor for the university
- Having positive behaviour and attitudes towards undergraduates
- Preparedness to tolerate all the difficulties and constraints encountered by the undergraduates and the lecturers

Weaknesses

- Financial constraints encountered by the whole university
- Underutilization of physical resources as there is little planning for academic activities
- Non existence of a system to meet the basic needs i.e. food in and around the university
- Limited access to sports, and other extra curricular activities

6. RECOMMENDATIONS

1. Review curricula every four years cycle to incorporate new disciplines which are high in demand and relevant.
2. Get the involvements of various stakeholders including present undergraduates passed out graduates and people from the relevant industries
3. Establish a curricula review committee at the faculty representing members from each department to ensure high quality degree programmes being designed and offered continuously.
4. Establish a quality assurance cell at the faculty to ensure high quality of each degree programme being offered by the faculty.
5. Structure the degree programme in a way to cultivate knowledge, skills and competencies gradually identifying the sequence of subjects to be offered at each level of the degree programme.
6. Overall Intended Learning Outcomes (ILO) of degree programmes must be very clear and should be informed the students. The course outlines should be improved by including a course description, learning outcomes for each course, comprehensive description of evaluation methods, breakdown of the total time among individual topics, reading list under each topic, and relationship of learning outcome of each course with the overall learning out come of the degree programme.
7. Design curricular with the emphasis of creating and innovating new solutions by students to real world problems.
8. Make dissertation compulsory to all the students to develop critical thinking and ability to work independently.
9. Assign a fare number of credit values for Industrial Training
10. 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.
11. Offer IT related courses write through the degree programme to develop relevant skills.
12. Assign senior lecturers for teaching specialized courses

course for all the members of the department with a view to such as the student-cantered teaching common programme among senior lecturers available in the

Faculty

15. Streamline the process of distributing teaching materials to students by confirming to the minimum standards.
16. Make students aware at the beginning of each course, how and when continuous assessment (CA) is scheduled to be done rather than conducting them on an ad-hoc basis.
17. CA methods need to be further improved by making them precise and should be related to measure the learning outcome of each course.
18. Maintain student database to get to know the progress made by students during their course of studies and also their employability after the graduation.
19. Introduce a formal mechanism for peer observation.
20. Introduce a formal mechanism at the department to handle feedback information obtained from students and discuss with relevant lecturers with a view to improve their weaknesses.
21. Promote subject associations allowing students to involve in more activities such as Journal publication, organizing guest lectures, workshops etc.
22. Extend the support of the academic staff for academic activities
23. The Department lacks sufficient number of class rooms for carrying out effective teaching, The recreational and other facilities should be provided
24. Create research culture within the department by encouraging academics to do research in their specialty areas.
25. Provide training on -academic counsellingøfor academic counsellors in the department.
26. Provide training on -alternative approaches to research methodologiesø
27. Develop strong links between the department academic counsellors, Senior Student Counsellor of the university with an aim of redressing studentsøunrest
28. Assist in developing the human resources in the university by providing required funds and other facilities
29. Strong alumni association is needed to establish as soon as possible to get the support to find the placements to the students and strengthen the department capability. Alumni database need to be developed within the department.
30. Department studentsøsubject association is needed to be activated and motivated to organise student activities with industrial expertise to expose the degree programme to professional organisations. This will develop leadership, communication and team work ability of students.
31. It is needed to improve the course outlines by adding learning outcomes, breakdown of the total time among each topic, reading list under each topic, and an indication of how learning outcome of each module is related with the overall learning outcome of the Degree programme. It is better to have a stranded structure for all subjects

Department Tourism Management

Day 01 (29/07/2009)

08.30 ó 09.00	Reviewerø Private Meeting
09.00 ó 09.30	Finalizing the Agenda for the Visit
09.30 ó 10.00	Meeting with the VC
10.00 - 11.00	Department Presentation - Self Evaluation Report
11.30 ó 12.30	Observing Library, computer Lab, PTU, Stock Exchange
12.30 ó 01.30	Lunch
01.30 ó 02.30	Meeting with Dept. Academic Staff
02.30 ó 03.30	Observing Departmental Facilities
03.30 ó 04.00	Tea
04.00 ó 05.00	Meeting with student Counsellors
05.00 ó 06.00	Meeting with Reviewers

Day 02 (30/07/2009)

09.00 ó 10.00	Meeting with 1 st years
10.00 ó 11.00	Observing Documents
11.00 ó 12.00	Observing Teaching
12.00 ó 12.30	Meeting with technical staff and Non Academic Staff
12.30 ó 01.30	Lunch
01.30 ó 02.00	Observing Student's presentation
02.00 ó 03.00	Observing Teaching
03.00 ó 04.00	Practical Class GIS
04.00 ó 04.30	Meeting with Student Leaders
04.30 ó 05.30	Brief Meeting

Day 03 (31/07/2009)

09.00 ó 09.30	Meeting with 3 rd year students
09.30 ó 10.00	Observing Teaching
10.00 ó 10.30	Meeting with Postgraduate Students
10.30 ó 11.30	Reviewers Private Meeting
11.30 ó 12.00	Meeting with Head and Staff for reporting
12.00 ó 01.00	Lunch
01.00 ó 03.00	Report Writing

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- Dean of the Faculty of Management Studies
- Head of the Department of Tourism Management
- Academic staff of the Department
- Non academic staff of the Faculty
- Student counsellors/Senior student Counsellor
- Undergraduate Students of Years 1, 2,3
- Postgraduate Students

Annex 3. LIST OF FACILITIES OBSERVED

- Department staff member's rooms
- Department Premises
- Faculty Lecture halls
- Faculty IT lab
- Faculty Library/ University Library
- Student canteen
- Practical Training Unit

Annex 4. LIST OF DOCUMENTS OBSERVED

- Faculty hand book
- Peer evaluation documents
- Student evaluation forms / summary
- Student attendance list and summary
- Lecture time table
- Lecturer Materials/ handouts
- Faculty journals
- Faculty minutes and department meeting minutes

Annex 5. SESSIONS ON OBSERVATION TEACHING/PRESENTATIONS

Presentation 6 **EBM 413 Supply Chain Management**
Year IV, Semester I. Number of students present 21 (06 boys and 15 girls)

Teaching Session -- **EBM 315 Industrial Ecology**
Year III Semester I, Number of Students present 23 (08 boys and 15 girls)

Teaching Session -- **EBM 324 Environment Management and Auditing Systems**
Year III Semester II, Number of Student Present 46 (17 boys and 29 girls)