

SUBJECT REVIEW REPORT

**DEPARTMENT OF HORTICULTURE AND
LANDSCAPE GARDENING**



**FACULTY OF AGRICULTURE AND
PLANTATION MANAGEMENT
WAYAMBA UNIVERSITY OF SRI LANKA**

26th to 28th August 2009

Review Team :

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Main principles of the subject review process

Higher education in Sri Lanka is a public good. Therefore, it is expected that the universities conscientiously exercise their responsibility to maintain quality and standards. A key factor required to promote and safeguard public confidence in higher education is university accountability for quality and standards. Subject review is one of the components of the external quality assurance programme carried out in Sri Lankan universities by the quality Assurance and Accreditation Council (QAAC) of the Ministry of Higher Education. It evaluates the quality of education provided to the main stakeholders, the students, within a specific discipline. It is focused on evaluating the student learning experience, student achievements and the teaching learning process.

Salient features of the subject review process include critical analysis of self evaluation report, peer observation of teaching, observation of documents, observation of facilities, and gathering information on activities towards quality assurance through discussions with as many stakeholders as possible. Documents that are observed include, examples of student work, handbooks, student handouts, lesson guides, statistics on student achievements and progress, samples of answer scripts, external examiners reports, peer evaluation reports, student feedback reports, minutes of Departmental committees etc. Peer observation carried out during the review process includes observing teaching both in theory and laboratory classes. The stakeholders with whom the discussions are held include the Vice-Chancellor, Dean of the Faculty, Head of the Department, members of the academic and non-academic staff, alumni, student counselors, undergraduate students and postgraduate students. Subject reviews evaluate how teaching-learning process helps in the achievement of intended learning outcomes stipulated in the self evaluation report.

Aspects of the subject review

Following eight aspects are evaluated in the subject review process.

- Curriculum design, content and review
- Teaching, learning and assessment methods
- Quality of students including student progress and achievements
- Extent and use of student feedback, qualitative and quantitative
- Postgraduate studies
- Peer observation
- Skills development
- Academic guidance and counseling

Review Process

The review team consisted of the following members

1. Prof. M. J.S. Wijeyaratne
(Senior Professor of Zoology, University of Kelaniya)
2. Prof. Ms. Sriyani Peris
(Professor, Department of Crop Science, University of Peradeniya)
3. Dr. Ms. Aruni Weerasinghe
(Dean, Faculty of Agriculture, Rajarata University of Sri Lanka)

by the Department was provided to the review team on the UGC. The review was carried from 26th to 28th August

2009.

On 26th morning, the Quality Assurance Specialist of the QAAC briefed the review team about the quality assurance process and writing of the review report. The review team then finalized the agenda for the review visit with Head of the Department, which is given in Annexure 1. The Vice-Chancellor of the Wayamba University of Sri Lanka (WUSL) then addressed the review team and presented his vision for the development of the WUSL and to ensure quality. The Dean of the Faculty of Agriculture and Plantation Management (FAPM) and the Head of the Department of Horticulture and Landscape Gardening (DHLG) were also present at this meeting. The Head of DHLG then explained the contents of the Self Evaluation Report which was followed by a discussion. During the visit, the review team had discussions with the members of the academic staff, non academic staff, and student counselors of the FAPM and Makandura premises, Alumni, Librarian, System Analyst, and undergraduate students. The list of persons met is given in Annexure 2.

During the review visit, several documents were also perused. These included the Student Handbooks, Course curriculum, Minutes of staff meetings, Minutes of the Faculty Board, handouts given to students, question papers, samples of student reports etc. The documents examined are listed in Annexure 3.

The review team also examined the facilities available for teaching and learning. These included the lecture halls, teaching laboratories, equipment, library, student computer unit, staff computer unit etc. The list of facilities observed is given in Annexure 4.

The review team observed teaching in two theory classes, one English class and two laboratory classes. In one of the classes, the review team was able to observe the presentations of students too.

On 28th August, a feedback of the findings was given to the Head of the Department and senior members of the academic staff.

Publication of the review report

A report incorporating the findings of the review team is prepared after the review visit. In the report, the strengths/ good practices and the weaknesses of each aspect reviewed will be highlighted together with some recommendations. Each aspect will also be given a judgment of good, satisfactory or unsatisfactory. The draft report will be sent to the DHLG and the feedback will be obtained. If there is disagreement with any judgment, it would be resolved by the QAAC through discussion. The judgment will be submitted to the Standing Committee on Quality Assurance of the UGC for approval. After its approval, the report will be published in the QAAC website, www.qaacouncil.lk. The DHLG has to take action to improve the quality of the aspects that receive a judgment of unsatisfactory within six months of approving the judgments by the Standing Committee on Quality Assurance of the UGC.

UNIVERSITY AND THE DEPARTMENT

The Wayamba University of Sri Lanka (WUSL) was established in 1999 under the provisions of the Section 21 of the Universities Act No 16 of 1978 by upgrading the Wayamba Campus of the Rajarata University. However, the origin of the university goes back to establishment of the Northwestern Province Affiliated University College in November 1991 under the provisions of Section 18 of the Universities Act No 16 of 1978. This affiliated university college consisted of two academic sections namely the Home Science and Nutrition Section which was affiliated to the University of Kelaniya and the Agricultural Science section which was affiliated to the University of Peradeniya. The Home Science and Nutrition Section functioned at Kuliypitiya while the Agricultural Science section functioned at Makandura. Academic work in both sections of the Affiliated University College commenced on 23rd March 1992. The first batch consisted of 98 students in the Home Science and Nutrition Section and 88 students in Agricultural Science section.

In 1996, the two academic units were merged together to form the Wayamba Campus of the Rajarata University under the provisions of Sections 18 and 47(1) of the Universities Act No 16 of 1978 and Campus Board Ordinance No 3 of 1995. The Wayamba Campus consisted of 2 faculties, namely the Faculty of Agricultural Sciences and the Faculty of Applied Sciences. The Faculty of Applied Sciences was located at Kuliypitiya while the Faculty of Agricultural Sciences was located at Makandura. Each Faculty has 3 academic departments. The three departments of the Faculty of Agricultural Sciences were the Department of Plantation Management, Department of Horticultural Science and Department of Food Technology & Agriculture Engineering. The first batch of students of the Wayamba Campus of the Rajarata University was enrolled in 1997.

The Wayamba University was established in 1st October 1999 with the objective of providing, promoting and developing higher education in the areas of Applied Sciences, Business Studies and Finance, Agriculture, Plantation Management, Livestock, Fisheries and Nutrition. As such, the new university consisted of four faculties namely the Faculty of Applied Sciences, Faculty of Business Studies and Finance, Faculty of Agriculture and Plantation Management and Faculty of Livestock, Fisheries and Nutrition; the first two are located at Kuliypitiya and the latter two are located at Makandura. The Makandura premises was the location of Faculty of Agricultural Sciences of the Wayamba Campus of Rajarata University from 1995 to 1999 and the Agricultural Sciences section of the affiliated university college from 1991 to 1995. Before 1991, it was the service training institute of the Department of Agriculture. Therefore, although the Wayamba University was established only 10 years ago, learning and teaching of agriculture at Makandura goes back to several decades.

The Department of Horticulture and Landscape Gardening (DHLG) is one of the Departments of the Faculty of Agriculture and Plantation Management (FAPM) established in 1999. At Present it caters for all students that enter the FAPM during their first two years and to those who are specializing in Horticulture and Landscape Gardening during their 3rd year and 4th years in the university.

The aims of the DHLG are to

- a) Provide conducive learning environment for students by using available resources effectively and efficiently
- b) Incorporate research, outreach/extension activities and field visits in to the course thus making the degree program more practical and applied oriented
- c) Develop knowledgeable, skilled and well employable graduates in agriculture through an efficient delivery system of a wide subject area of agriculture and horticulture
- d) Ensure flexibility and adjust existing programs to address changing scenarios in the national and global horticulture sector in a useful manner
- e) To improve attitudes through the development of life and communication skills of students by training them to work as a team, think and reason out logically, and to work in cooperative manner
- f) Enhance the professional orientation of undergraduates via maintaining links with public and private institutions and professional bodies in the fields of horticulture and other relevant areas, to meet the necessary requirements of the sector

3.2. Learning Outcomes

On the successful completion of the course modules offered by the Department of Horticulture and Landscape Gardening, the students would be able to:

- a. Acquire the skills and knowledge needed to perform successfully in management-level positions in agriculture/horticulture related research, extension, advisory, business organization or enterprise.
- b. Blend theoretical knowledge and practical exposure with the management skills to understand the real situations in the field of agriculture.
- c. Make practical applications of ideas, skills and concepts required through knowledge and experience gained from formal lectures, practical work, research and in-plant training.
- d. Handle and solve problems in a wide variety of issues pertaining to the field of horticulture and to address such issues by effectively using appropriate tools and methods.
- e. Work independently with self discipline and confidence, and to present and discuss their ideas and proposals with an external audience.

Program Details

Expected number of credits to be covered in the four year B.Sc. (Agriculture) degree program of the FAPM and number of credits offered in each semester by the DHLG are given in Table 3.1.

Offered by the FAPM and DHLG

Year / Semester	FAPM	DHLG	DHLG as a %
CORE MODULES			
Year 1 ó Semester 1	24	04	16.7
Year 1 ó Semester 2	23	04	17.4
Year 2 ó Semester 1	24	08	33.3
Year 2 ó Semester 2	24	08	33.3
Sub Total	95	24	25.0
SPECIALIZATION MODULES OFFERED BY DHLG			
Year 3 ó Semester 1	26	19	73.1
Year 3 ó Semester 2	14	08	57.1
Year 4 ó Semester 1	25*	21	84.0
Year 4 ó Semester 2	10**	10	100.0
Sub Total	75	58	77.3
Total	170	82	48.2

* - 12 credits for 6 month Research Project

** - 10 credits for 6 month In-Plant Training Program

4. FINDINGS OF THE REVIEW TEAM

4.1. Curriculum Design, Content and Review

The DHLG caters the B.Sc. degree programme of the FAPM offering 82 out of the total requirement of 170 credits. In the first year, eight credits are contributed by the DHLG in the areas of Principles of Agronomy and Crop production. In the second year a total of 16 credits are offered by the DHLG. These are by way of the course modules Principles of Breeding, Field Crop production II, Plant protection and Principles of Food Science. The first two years are considered as the core program which is offered to all students of the FAPM. At the end of the second year, students are allocated to each department based on their preference to do advanced courses in a selected subject area. If the number applied exceeds the capacity, performance of students is taken into consideration when selecting students for specialization in a particular area. Student allocation of the DHLG is around 13 every year. The courses of these two years are more concentrated on Horticulture and Landscape related areas. Hence, courses on Plant propagation and Nursery Management, Commercial Vegetable Production and Protected Environment, Landscape Horticulture, and Commercial Production of Fruits are offered in the third year while the courses on Cut Flower, Foliage and Medicinal Plant production and Landscape Designs are offered in the final year. Apart from that a course on Project Proposal Formulation and Scientific Writing is also offered in the final year.

As part of the curriculum, students who are in the third and fourth year are required to carry out a research project relevant to the subject area offered by the department. The duration of the research project is 4 months and it can be carried out either in collaboration with other organizations or entirely in the department. At the end of the research project each student has to publish a full paper in the proceedings of the AGRES, the annual research sessions of the faculty) where Full papers are published. This takes away the requirement of writing a

from that, students take the main hold of organizing as an opportunity to develop their academic as well as experience is highly commendable.

In the last semester of the academic programme, i.e., in the second semester of the fourth year students are given an in-plant industrial training. Having this industrial training at the last gives students an opportunity to work on their training with a considerably higher knowledge in agriculture related areas.

The curriculum in the third and forth years are highly relevant and fulfills the requirement of the knowledge of a Horticulturists and Landscape Gardener. Both the theory and practical components are adequate for students to have confidence in the area for the relevant employment.

The present curriculum is also equipped with interdisciplinary and multidisciplinary components such as English and IT courses. However, it was noted that there is no flexibility in selecting course modules. All courses offered by the DHLG are compulsory. The DHLG may pay special attention to this when they revise the curriculum.

The review team noted that one soil related course unit is offered by the DHLG in the core programme, which appears to be not sufficient. The DHLG may consider giving more courses on soil as compulsory units.

The students have to complete 170 credits in order to graduate with a four year degree. This is far above the accepted national and international norm of 120 credits. This implies that the workload of students is too high. The DHLG may pay special attention to this factor also when revising the curriculum.

The review team noted that no curriculum revision had been carried out for the past nine years. Two curriculum revisions had been carried out in 1997 and 2000. The curriculum revision which was carried out in the 1997 was particularly concentrated on fulfilling requirements of the diploma holders to achieve baccalaureate degree which was offered to selected students by allowing them to study another year. Then in the year 2000 the degree program was extended up to 4 years and necessary curriculum revision was done. In this revision, the curricular of other Agriculture Faculties in the universities of Peradeniya, Ruhuna, Jaffna and Eastern had been taken into consideration. No stakeholder consultation had been carried out when revising the curriculum in the past.

In the recent past faculty has formed a Curriculum Revision Sub Committee and preparation for a major curriculum revision is underway. It is commendable that the DHLG is planning to get the views of the stakeholders for this curriculum revision.

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

Assessment Methods

The core programme while 35 credits are offered in the advanced programme. Teaching is mainly done by faculty staff except for three courses which are conducted by visiting staff. For each course intended learning outcomes have been identified but those are not known by students. This information needs further expansion providing an hourly breakdown of lectures. Detailed syllabus is prepared. The review team noted that the students were provided a copy of the hand book at the beginning of the degree programme and they are aware of the course content.

Most of the members of the academic staff are Senior Lecturers except one Senior Professor, one Lecturer (Probationary) and one temporary Assistant Lecturer. The staff has undergone training in teaching methodology. Therefore, all members of the academic staff are aware of the student centered teaching/learning process. Classroom teaching is done with the usage of white board, overhead projector, multimedia projector and other tools such as handouts. Handouts given were helpful and descriptive. The pace at which lectures were conducted was good. The subject matter covered in the lectures observed was accurate and relevant.

The information provided by formal lectures is supplemented by laboratory classes, field practicals and/or field visits. Almost all the courses offered by the DHLG have practical components. Some of the practical components are covered with field demonstrations. Opportunities to gain hands on experience and developing skills to practice theoretical knowledge are provided in many cases through field classes.

The learning environment is satisfactory. The review team noted that most of the teaching and basic laboratory equipments such as ovens, autoclaves etc are lacking in the DHLG. Further, there is difficulty in purchasing required consumables for the laboratory classes due to financial and administrative constraints. The laboratories can accommodate only few students at a time, that too with difficulties. As commented by the students more copies of frequently used text books are urgently needed in the library.

The DHLG applies a variety of assessment methods. Students know about the assessments methods at the beginning of the course. All the subjects studied by the students during a particular semester are evaluated at the end of each semester in a consistent manner. The part I of the examination paper consists of 20 MCQs, part II consists of 5 structured essay type questions and part III consists of two essay questions and 3 hours practical examination. Marks of the continuous assessments are not considered for deciding the final grade of the end semester examination. Since continuous assessments are one of the important aspects in the semester system education, review team recommends to consider continuous assessments marks into the final grade. Both research project and in-plant training programme are assessed on a pre-specified marking scheme approved by the Faculty Board. The review team wishes to recommend that research project proposal be presented to the staff to get comments before students start the research work. This presentation may also be assessed and marks be considered when the final grade for the research project is determined.

All question papers are scrutinized by a panel consisting of the Head of the department and the lecturer in-charge of the course. Only internal staff members are nominated by the Senate based on the recommendation of the Faculty Board for moderating of question papers and second marking of answer scripts.. The DHLG may consider getting the question papers

by external experts. However this should not lead to

The review team noted that there is a delay in releasing end semester examination results. The DHLG, with the concurrence of the Faculty Board may recommend deadlines to release results and these may be approved by the Senate. Students also commented that the results of some students are poor. It is better if there is a mechanism to find out why they have not performed well if they believe that they have done well.

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

4.3 Quality of Students, Student Progress and Achievements

Since students are selected and assigned by the UGC, the DHLG has no control over the quality of students they get. However, the review team noted that the Z-Scores of the students that enroll in the FAPM are fairly high. Further, the majority of the students are from Colombo, Gampaha and Kurunegala districts which are not considered as underprivileged districts. Hence, the quality of students that enroll at the DHLG can be considered as good.

The review team noted that there are no dropouts from the degree programme offered by the DHLG. Therefore, the completion rate is satisfactory. Due to the implementation of the credit based course unit system, the students can monitor their progress by themselves. Due to continuous assessments and grading of practical records, the students can monitor their progress by themselves.

During the last 4 years, there had been no first classes but only few upper seconds and some second lowers. The DHLG may monitor the performance of students and determine the reasons for this and take remedial action if possible. However, the review team noted that there is good progress in the skill developments of students, both generic and subject specific, which are very useful for them to get employment immediately after graduation. Further, due to the requirement of preparation of the research paper and presenting it at the AGRES, every student has a published paper when they pass out, which is a considerable achievement.

The intended learning outcomes are achieved and the qualification awarded is at suitable academic level.

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

It is commendable that the DHLG uses a structured questionnaire to get the student feedback. Feedback is obtained for every course module. The questionnaire is well organized to get feedback on many aspects such as management of the course, style of teaching, use of supportive material, student evaluations and attitudes of teacher. This questionnaire is given in the Annex 6. The procedure adopted to get the feedback is also commendable. The data are quantitatively analyzed by the Head of the Department and the outcome is conveyed to the relevant teacher.

cal classes is not obtained. Review team also noted that liaison committees at the department level. However, representatives of the Faculty Board. At the Faculty Board meetings, student representatives are free to give their views on teaching and learning resources and courses.

Review team noted that there is a good rapport between the staff and the students. In addition, the students can meet the staff freely. Therefore there are opportunities to get the feedback in an informal manner too.

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

4.5 Postgraduate Studies

Postgraduate work carried out by the department is minimal. Some staff members are involved in teaching in postgraduate degree programs offered by other universities and the Postgraduate Institute of Agriculture (PGIA) and the Postgraduate Institute of Science (PGIS) affiliated to the University of Peradeniya. In addition, some serve as members of Boards of Studies of PGIA and PGIS.

The review team noted that the academic staff strength of the DHLG is sufficient to carry out postgraduate research degrees as well as to start taught M.Sc. degree programmes in the subject area of horticulture and landscape Gardening.

It is commendable that the Senate of the WUSL has recently and formed the Research and Higher Degrees Committee of the university. The Head of the DHLG is the Chair of this committee. The objective of this committee is to start collaborative research with other institute and offer M.Phil degrees..

Senior members of the academic staff of DHLG may involve in joint supervision of M.Phil. / Ph.D. students in collaboration with other universities and research institutes. The degree can be offered by the WUSL and the research work may be carried out either at the DHLG or in the other institution.

In relation to the postgraduate studies the judgment of the team is SATISFACTORY.

4.6 Peer Observation

It was revealed during the review visit that the DHLG has recently started the process of peer observation. It is commendable that even the senior staff are peer observed. The teacher who is subjected to peer observation takes it in good spirit and try to correct their shortcomings. In addition, it was evident from the minutes of the departmental meetings that staff members formally discuss the problems arising during academic activities among themselves.

Moderation and scrutiny of question papers can also be considered as examples for peer observation.

Senior staff is peer observed by the senior staff in some revealed that the visiting staff is not subjected to peer

In relation to the peer observation the judgment of the team is GOOD.

4.7 Skills Development

The DHLG has taken a special effort to develop subject specific skills as well as generic skills among the students. Although the DHLG does not have a farm, students develop their field skills by doing their practicals in the limited space of land available in the Makandura premises. However review team noted that the students are not much exposed to proper land preparation and other field activities. Therefore the DHLG may find a suitable land in the vicinity of the faculty for field practicals which enables students to develop more horticultural field skills. The assignment given in designing a garden during the course of landscape horticulture helps students to develop subject specific skills.

In the latter part of the third year and early fourth year students are expected to carry out a Research Project. The course offered by the department on -Project Proposal Formulation and Scientific Writingø will help students to carry out this research project. Data collection and analysis, writing a full research paper using data collected from studies and making a presentation at the òAgricultural Research Symposiumö (AGRES) are an immense benefit to students to develop their data collecting analytical, writing and presentation skills.

The final year students undergo a six monthsø òIn-Plant Trainingö at a reputed horticultural or agricultural enterprise, under the supervision of an external and internal supervisor. At the end of this training, students present their work at the annual òHorticulture In-Plant Training Sessionö organized by the department. The review team noticed that this activity has a tremendous positive impact on the development of career related skills and some students get employed through this activity.

It was evident that the DHLG organizes outreach activities such as exhibitions, farmer survey, training programmes and farmer field visits. These activities also help students to develop important generic skills.

English is taught as a subject in first four semesters. A pass in English is compulsory to graduate. The review team was very much impressed with the competency of English among students. However, students have brought forward that their reluctance to participate in English classes due to monotonous way of delivering the courses. Therefore, it is recommended to use attractive methods of delivering English language courses. Apart from these courses that are offered during the first four semesters, the ELTU also offers courses on Business English to enhance the English language skills of students, which is commendable.

Faculty has well equipped computer unit for students to develop their IT skills. Computer Unit is carrying out a course on Information Technology during the first year and a course on Computer application in the final year. These help students to develop their IT skills.

Students also have opportunities to develop their leadership skills and participate in many outreach activities organized by the

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

4.8 Academic Guidance and Counseling

Academic guidance is mainly provided by the members of the Academic staff. It is commendable that several students are assigned to each senior member of the academic staff as they enroll in the FAPM to provide academic advice. However, the review team noted that the students meet their academic Advisor only during the first semester. However, there is very good rapport between the teachers and students and the students can go and meet the teachers whenever they have a problem.

Academic guidance is also provided during the orientation programme. It is commendable that every student is given a copy of the Student Handbook as soon as they enroll at the FAPM. This handbook provides clear guidelines on the courses offered by each Department of the FAPM and the evaluation criteria.

The pastoral counseling is provided in a very organized way. There are one Senior Student Counselor and two other Counselors who are the members of academic staff. One of the Counselors is a lady who can attend to the problems of the female students. The student counselors provide their services to students very enthusiastically and encourage students to meet them whenever they need their help.

The Senior Student Counselor is trained in counseling students. Her service as a counselor is appreciated very much by the students. Newly appointed student counselors also have a strategy to make students use this service by appointing student representatives from each class to bring students' problem to the counselor. In this way students communicate and get their problems solved rather than suffering with unresolved minds.

Students become aware of this service at the very beginning of their studentship at the FAPM as counselors give proper guidance from their speeches during the orientation program. Furthermore, the students' handbook which is given in the orientation program also describes this service to students.

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

During the review visit, the eight aspects were judged as

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

5. CONCLUSIONS

The strengths/ good practices and the weaknesses of each of the eight aspects considered in the subject review process are summarized as follows.

1. Curriculum Design, Content and Review

Good Practices/Strengths

1. Courses offered are highly relevant and very helpful to get employment.
2. Course contents are useful to meet the intended learning outcomes.
3. Students presenting their research findings in the scientific forum and publishing a full paper.
4. Having Industrial training at the final semester, which gives the students an opportunity to get employed soon after graduation.
5. English and IT courses are compulsory.

Weaknesses

1. There is no flexibility in selecting course modules.
2. Students have to complete 170 credits to graduate.
3. Course content on soil is insufficient
4. Course units with practical components are not completed before the research project starts.

2. Teaching, Learning and Assessment Methods

Good Practices/Strengths

1. Majority of the staff members are well experienced and possess doctoral degrees
2. Intended learning outcomes have been identified for each course
3. Descriptive handouts are given for every course.
4. Opportunities to gain hands on experience and developing skills to practice theoretical knowledge are provided

are used
ents methods at the beginning of the course.
d scrutinized

8. Second marking of answer scripts is carried out.

Weaknesses

1. Marks of the continuous assessments are not considered for the final grade of the end semester examination.
2. Delay in releasing end semester examination results.
3. The laboratories can accommodate only a few students at a time.
4. Sufficient number of copies of frequently used text books are not available in the library.

3. Quality of Students, Students Progress and Achievement

Good Practices/Strengths

1. Students can monitor their progress by themselves by calculating the GPA every semester.
2. Continuous assessments and grading of practical records help the self monitoring of progress.
3. There is an award scheme to the students who perform well at the examinations and give the best presentation at the AGRES which encourages good achievement.
4. Every student has published a research paper when he/she passes out.

Weaknesses

None

4. Extent and Use of Student Feedback

Good practices

1. A structured questionnaire is used to get student feedback
2. Feedback is quantitatively analyzed.
3. Feedback is obtained in informal ways too.
4. Student representatives of the Faculty Board provide feedback.

Weaknesses

1. No feedback is obtained on practical classes.

5. Postgraduate Studies

Good Practices/Strengths

1. A senate committee to deal with postgraduate studies has been formed.
2. Some academic staff members serve as visiting lecturers at the postgraduate programmes offered by the PGIS and PGIA
3. Some staff members are the members of the Boards of Studies of the PGIS and PGI

Weaknesses

1. No postgraduate programmes are offered although the academic staff strength is sufficient
2. No research leading to postgraduate degrees such as M.Phil and Ph.D. are conducted at the DHLG

1. Department has started practicing formal peer observation.
2. Senior staff are also subjected to peer observation
3. Moderation and scrutinizing of question papers
4. Junior staff is peer observed in some laboratory classes

Weaknesses

1. Junior staff is not peer observed in every laboratory class

7. Skills Development

Good Practices/Strengths

1. Publishing and presenting students' research work in AGRES will give opportunity for students to develop their writing, presentation skills and leadership qualities.
2. Assignment given in designing a garden in the course of landscape horticulture will provide students to develop subject specific skills and creativity on the subject.
3. In-Plant training programme has a tremendous impact in, on the job skills development of the students and some students get job opportunities through this activity.

Weaknesses

None

8. Academic Guidance and Counseling

Good Practices/Strengths

1. Students are provided with academic guidance during the orientation programme
2. Every student is provided with a copy of the student handbook at the time of registration
3. Student handbook provides clear guidelines on the academic program.
4. Students are assigned to academic advisors when they enroll
5. There is a good rapport between the students and teachers so that the students can go and meet the students whenever they have a problem.
6. Senior Student Counselor is qualified and trained.
7. The team of student counselors can cater for students of both the nationalities without a difficulty.
8. Counselors have good strategies to make students seek their advice.

Weaknesses

None

The review team wishes that the DHLG may consider the following recommendation in order to improve the quality of the study programmes further.

1. Reducing the number of credits required for graduation to 120 which is the nationally and internationally accepted norm
2. Introduction of Agricultural Machinery as a new specialization area.
3. Giving more course modules on soil as core units
4. Completing course modules with practical components before starting the research project
5. the marks of the continuous assessments for deciding the final grade of the end semester examination.
6. Presenting the research project proposal to the staff and get comments before starting the students' research projects.
7. getting the question papers of at least the special degree students moderated and second marking done by external examiners.
8. establishing an alumni association so that their achievements could be known and conveyed to present students to inspire them more.
9. establishing an award system to those who do well at the exams so that they can be motivated to do better at the examinations.
10. establishing a staff student liaison committee and conducting regular meetings.
11. providing a 'Suggestion box' at a suitable place so that any body can provide their views and suggestions.
12. extending the student feedback system to practical sessions too.
13. Starting postgraduate courses in the field of Horticulture and Landscape Gardening
14. Registering research students for M.Phil and Ph.D. degrees
15. Peer observing the junior staff in all practical classes
16. Finding a suitable land in the vicinity for field practicals, which enables students to develop their skill more on farm practices.
17. Using more attractive methods of delivering courses on English language.
18. providing a short training for newly appointed counselors.
19. organising a short seminar on youth problems as an annual event .

26th August 2009

08.30 am - 09.00 am:	Private meeting of Review Panel with QAA Representative
09.00 am - 09.30 am:	Meeting with VC/WUSL, Dean/FAPM and Head/DHLG
09.30 am - 09.45 am:	Finalizing the Agenda
09.45 am - 11.00 am:	Presentation by Head on Self Evaluation Report
11.00 am - 12.30 pm:	Discussion
12.30 pm ó 01.30 pm:	Lunch
01.30 pm ó 02.30 pm:	Observing facilities of DHLG
02.30 pm ó 03.30 pm:	Meeting with the alumni of DHLG (Working tea)
03.30 pm ó 04.30 pm:	Meeting with 4 th & 3 rd year students specializing in Horticulture and Landscape Gardening
04.30 pm ó 06.00 pm:	Meeting with 2 nd year students

27th August 2009

08.30 am - 09.00 am:	Observing practical class ó Plant Propagation and Nursery Management (HC 3140)
09.00 am - 10.00 am:	Meeting with student counselors
10.00 am - 10.30 am:	Meeting with Director of the Career Guidance Unit
10.30 am - 10.45 am:	Tea
10.45 am - 11.15 am:	Visit to the Computer Unit
11.15 am ó 11.45 am:	Observing practical class ó Pest Management in Horticulture (HC 4171)
11.45 am ó 12.30 pm:	Visit to library
12.30 pm ó 01.30 pm:	Lunch
01.30 pm ó 02.00 pm:	Observing English class (intensive course ó 1 st year)
02.00 pm ó 02.30 pm:	Meeting the Non academic staff of DHLG
02.30 pm ó 04.30 pm:	Inspection of Documents (working Tea)
04.30 pm ó 07.00 pm:	Meeting of reviewers

28th August 2009

09.00 am - 09.30 am:	Observing lecture ó Field Crop production (II) (Year 2 ó HC 2117)
09.30 am - 10.00 am:	Observing lecture ó Pest management in Horticulture (Year 4 - HC 4171)
10.00 am - 11.00 am:	Reviewersøprivate Discussion (Working tea)
11.00 am - 12.15 pm:	Meeting with Head and staff of DHLG for reporting
12.15 pm - 01.00 pm:	Lunch
01.00 pm - 04.00 pm:	Report writing

- Dean of FAPM
- Head of DHLG
- Academic staff of DHLG
- Alumni of DHLG
- 2nd year undergraduates
- 3rd year undergraduates
- 4th year undergraduates
- Non Academic staff of DHLG
- Senior Assistant Librarian of Makandura Premises
- Head of English Unit
- Systems Analyst
- Student Counselors
- Director of the Career Guidance Unit

Annex 3. LIST OF FACILITIES OBSERVED

- Plant House
- Net Houses
- Pathology Laboratory
- Agronomy Laboratory
- StudentsøComputer Unit
- Staff Computer Unit
- Library
- Department Library collection
- Office of the Head of DHLG
- LecturersøRooms
- Farm Machinery Laboratory
- Surveying Equipment
- Lamina flows
- Ovens
- Microscopes
- Vegetable Plots
- Horticulture Laboratory
- Landscape Garden
- Insect Collection Boxes
- Seed boxes



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OBSERVED

f Wayamba University of Sri Lanka

- Examination Time Tables
- Academic Time Tables
- Academic Calendars
- Minutes of the Faculty Boards
- Students Attendance Sheets
- Examination Results
- Student Handbooks
- Course Curriculum
- Senate Minutes
- Higher Degrees Committee Minutes
- Lists of Academic Advisors
- Final Results sheets
- Minutes of Staff Meetings
- Lists of students
- Prospectus
- Publications of staff and students
- Course materials of the External Degree Programme
- Horticulture Society ó Constitution
- Reports on outreach Activities ó Urban Agriculture ó Gampaha
 Anthurium in Kurunegala
 Exhibition
 Farmer Advisory
 NWP Development Plan
 T/C Lab Wariyapola
- Field Visit reports
- In-plant Training Reports
- In-Plant Training Diaries
- Field plans and Layouts
- Course Material Prepared by lecturers (for each course)
- Lecture notes/Handouts of each course
- Practical notes/Handouts of each course
- Assignments of Students
- Crop records
- Weed Albums
- Foliage plant albums
- CDø of studentsøpresentations
- Peer observation reports
- Studentsøfeedback
- Studentsøfeedback ó Final Analysis
- Past Question Papers (Moderated and Scrutinized)
- List of places where students have undergone in-plant training in the past
- Staff MembersøWork load
- Proceeding of Agriculture Research Symposium of WUSL



Department of Horticulture and Landscape Gardening
 Faculty of Agriculture and Plantation Management
 Wayamba University of Sri Lanka
 Makandura, Gonawila (NWP) 60170

Name of the Lecturer:

Subject:

Name of the Peer:

Signature of Peer:

Date of Review:

Please use this checklist to evaluate and to provide feedback on my teaching. Hope that your feedback will be useful to improve my teaching. Please give your qualitative comments for the given criteria and use the back page for additional comments if any.

1. Preparation and Planning	
2. Class Management	
3. Teaching and Communication Techniques	
4. Use of Resources such as Multimedia, OHP, Handouts etc.	
5. Monitoring the Effectiveness of Students Learning Process	

7. Sensitivity of Students Learning Process		
8. Adaptation of Learning Strategies		

Comments



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FEEDBACK FORM

*Department of Agriculture & Plantation Management
Wayamba University of Sri Lanka*

Course:

Year:

Semester:

Name of the Lecturer:

Please use the following code to evaluate the lecturer:

1 = Strongly Disagree; 2 = Disagree; 3 = Neither Disagree Nor Agree; 4 = Agree; 5 = Strongly Agree

Evaluation Criteria	1	2	3	4	5
Management of the Course					
• Clearly explain the course outline / objectives					
• Appropriate time allocation for lecture topics					
• Give information far above / below for student level (appropriate)					
• Guide students appropriately					
Style of Lecturing					
• Give clear explanations					
• Keep good eye contact with students					
• Highlight key points					
• Allow two-way communication in the class					
• Maintain appropriate lecture pace (speed /lecture breaks)					
• Promote team work in and outside the class					
• Maintain students' interest during the lecture					
• Give real world examples and apply knowledge into the field					
Use of Supporting Materials					
• Make handouts /lecture notes available for students					
• Effective use of visual aids (OHP / chalkboard / white board /					
Evaluation of Students					
• Evaluate students continuously (assignments / Quizzes / tutorials					
• Constructive criticisms on student performance					
• Take into account of the knowledge gathered outside the class					
• Proper guidance for examinations					
Attitudes of the Teacher					
• Enthusiastic about lecturing					
• Punctual					
• Value / appreciate students ideas					
• Available to reasonable extent					
• Attempt to deliver most updated subject matter					
• Prepare to the lecture adequately					
• Share own experience with the students					