

REVIEW REPORT
(DRAFT)

UNIVERSITY OF PERADENIYA, FACULTY OF ARTS
BACHELOR OF ARTS (SPECIAL DEGREE)
CLUSTER 3

REVIEW TEAM

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Section 1

Introduction

The History of the Faculty of Arts of the University of Peradeniya dates back to the early beginning of university education in Sri Lanka. The predecessor to the Faculty of Arts was established in Colombo as part of the University of Ceylon in two faculties called the Faculty of Arts and the Faculty of Oriental Studies. These two Faculties were moved to Peradeniya in 1952, and were amalgamated in 1972 to form the Faculty of Arts as it is known today. The twenty years from 1952 to 1972 saw the expansion of the Faculties of Arts and Oriental Studies. The original seven departments of study of the two Faculties were Classics, Economics, English, Geography, History, Oriental Languages, and Philosophy. The Department of Oriental languages was divided in 1943 into the four separate Departments of Sinhala, Tamil, Pali and Sanskrit. This was followed by the addition of several other academic disciplines to the Faculty: Law and Arabic in 1945; Sociology, Education and Modern Languages in 1949 (French and German had been taught for many years as subsidiary subjects); Archaeology in 1959; and Buddhist Philosophy in 1964. The most recent additions to the Faculty are the Departments of Fine Arts, and Law established respectively in 2001 and 2009. A sub-department of English for the teaching of English as a second language was set up after svabhasha (i.e., non-English medium) students entered the University. In addition, a special degree programme in French is also from 2017. The Faculty of Arts offers 21 special degree programmes and a general degree programme. This SER is on the Bachelor of Arts (Hons) degree programmes of the departments in the cluster number three. While all the language degree programmes in this cluster are offered in the relevant language, the other degrees are offered in all three media.

Scholars associated with the study programmes in the cluster have instrumental in setting up milestones and trends in the fields of arts, archaeology, literature, philosophy and theatre which are an essential part of the intellectual and culture milieu after the establishment of the University. In addition, these departments have produced numerous administrative officers, educationists, professional who contributed to the development of the country at large.

Administrative Structure of the Faculty and Study Programmes of the Cluster

The organizational Structure of the Faculty of Arts is given in the Organogram. The structure and functions are prescribed and performed in accordance with the provision of the Universities, other statutory regulations, UGC circulars, and the bylaws enacted by the Senate and the Council. The Dean is the academic and administrative Head of the Faculty and is assisted by the Senior Assistant Registrar, the Assistant Registrar, the Senior Assistant Bursar and a team of clerical, technical, and other service staff members. The Office of the Dean, located within the Main Arts Building, is the administrative centre of the Faculty. All student matters relating to course registration, students requests, and examinations are handled by the Office of the Dean.

The six study programmes in the cluster three, namely, Archaeology, English, Fine Arts, Philosophy, Sinhala, and Tamil are administrated under the heads of the department, subject coordinators, non-academic and supporting staff. Academic matters in the degree programmes are managed by the committees involving the senior academics of each department.

Number of Departments Contributing to the Study Programmes in the Cluster

The following Departments of the Faculty offer courses for the Bachelor of Arts (Hons.) degree programme. The contribution of each department at present to the degree is almost equal as number of credits from a Department to the degree has been determined to be equal. However, since students' choice of course is diverse, numbers of students from a Department for Bachelor of Arts (Hons) degree tend to significantly vary. Following Departments of study and units contribute to the Bachelor of Arts (Hons) degree programme.

Table 1: Departments Contributing to Bachelor of Arts (Hons) Degree in this Cluster

- 1 Department of Archaeology
- 2 Department of English
- 3 Department of Fine Arts
- 4 Department of Philosophy
- 5 Department of Sinhala
- 6 Department of Tamil

Table 01.Number of students(five years)

Academic year	Archaeology	Fine Arts	Philosophy	Sinhala	English	Tamil
2011/2012	17	01	16	71	07	22
2012/2013	15	11	16	49	08	16
2013/2014	05	11	14	53	10	17
2014/2015	11	11	14	47	12	18
2015/2016	33	12	40	44	14	20

The team observed that most of the departments might increase their students number by maintaining their quality and standards, attractive optional courses, choice of elective courses etc..

Table 02. Number and Qualification of Academic staff-2016

Department	Ph.D& Equivalent Degree	Masters Degree	Bachelor's Degree	Total
Archaeology	06	-	-	06
Fine Arts	04	02	-	06
Philosophy	02	06	01	09
Sinhala	04	09	-	13
English	06	02	-	08
Tamil	03	02	02	07
Total	25	21	03	49

The cluster depts. are consist very high standard of human resources. But students' number is fluctuating year by year. More students have to register in future.

Table 3: Profile of Academic Staff

Dept./Unit/Division	Senior Prof.		Prof.		Associate Prof		Senior Lecturer Gr.I		Senior Lecturer Gr.II		Lecturer		Lecturer (Probationary)		Academic Support Staff		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Archaeology	-	-	-	-	-	-	02	01	02	01	-	-	-	-	-	-	04	02
Fine Arts	-	-	-	-	-	-	-	01	03	-	01	01	-	-	-	-	04	02
Philosophy	-	-	02	-	-	-	-	02	04	-	-	-	01	-	-	-	07	02
Sinhala	-	-	-	02	-	-	01	01	05	03	01	-	-	-	-	-	07	06
English	02	-	-	02	-	-	01	01	-	01	01	-	-	-	-	-	04	04
Tamil	-	-	01	-	-	-	-	01	01	-	-	-	03	01	-	-	05	02

The Sinhala dept. has the highest number of staff members (13) in comparison with the other depts..

Table 3: Profile of Non -Academic Staff

Department	No. of Staff Members							
	Technical Staff		Clerical Allied Grades		Primary Staff		Total	
	Male	Female	Male	Female	Male	Female	Male	Female
Archaeology	-	01	-	01	01	-	01	02
Fine Arts	-	-	01	-	01	01	02	01
Philosophy	01	-	-	01	01	-	02	01
Sinhala	-	-	-	01	01	-	01	01
English	-	-	-	01	01	-	01	01
Tamil	-	-	-	01	01	-	01	01
Total	01	01	01	05	06	01	08	07

Equal representation of non-academic staff is observed from the above chart and the team noticed that they all have a friendly environment to work hard.

Section 2

Review team's observations on the Self Evaluation Report (SER)

Process of Preparing the SER

The members of the SER writing team has participated eleven(11)internal meetings from May 16th 2017 to June 22nd 2017. The following actions were taken and included in the SER.

The team was appointed to gather data and prepare documents.Evidences of document collection were completed with the support of many academic and academic supportive staff members.The writing team had in depth discussion on the stand of the faculty on each criteria and standard. Different sections of the SER were written by appointed persons and later compiled into one document which was revised and edited at the FQAC and a special faculty board.

Draft SER was extensively discussed at a meeting of the FQAC and at a special faculty board meeting held for this purpose.Cluster Coordinator compiled the final SER report with the input from 6 special degree programmes. This final SER was finalised

after incorporating the feedback obtained at the FQAC and then Faculty board. Final document of SER was submitted to QAAC, UGC by 30 June 2017

The Review team's observation is given below:

- Continuous meetings are coordinated by the Dean of the Faculty, IQAU and FQAC
- Workshops and trainings are reflected as an effective procedure in SER preparation
- compliance with criteria and standards, meeting the deadline and commitment of both academic and non-academic staff are confidently deliberated
- Systematic process of writing SER is positively considered by the review team

Though, the team has noted the following weaknesses:

- During the process of SER writing, some of the departments are not aware of the procedure
- Some standards are not relevant or applicable
- Claims of some standards or criteria are mismatched
- Coding system is not properly done
- Evidences are not in compliance with the standard
- Some standards are not considered in the SER
- Most of the standards are not correctly identified in relevant documents

They showed us common files as 1 to 4 criteria, however it was not managed properly, and it was too difficult to find relevant document in the common files they mention for the above six programmes.

Section 3

Brief description of the Review Process

The PR process was started on October 2016. The dates were pinpointed here,

- | | |
|---|--|
| • Discussion on PR at Deans level by UGC | - April 2017 |
| • Workshop on SER writing conducted by QAAC | - May 27 th 2017 |
| • submission of SER | - June 30 th 2017 |
| • Appointment of Reviewers | - July 2017 |
| • Desk evaluation | - August 10 th 2017 |
| • Workshop on Pre site –visit | - August 23 rd 2017 |
| • Site- Visit | - Sept 9 th – 21 st 2017 |
| • Key findings to QAAC | - 7 th October 2017 |
| • Submission of Draft report | - 4 th November 2017 |

Pre site visit Evaluation

Review Panel

Prof.Subathini Ramesh	- Chairman
Dr.JanakaWijayanayake	- Member
Dr. SSN Perera	- Member
Dr.GPTS.Hemakumara	- Member

The following table summarizes average of actual criteria wise score under each degree programme with respect to each criterion.

Criterion No	BA in Archaeology	BA in Fine Arts	BA in Philosophy	BA in Sinhala Language Literature and Culture	BA in English	BA in Tamil
1	88.88	98.15	88.88	98.15	96.27	98.15
2	83.33	75.00	58.33	75.00	63.88	69.44
3	81.25	91.66	91.66	89.58	100.00	83.33
4	102.63	110.53	100.00	105.26	100.00	103.63
5	89.47	100.00	81.58	84.21	97.36	97.36
6	55.55	66.66	61.11	55.55	62.50	55.55
7	97.05	111.76	105.88	105.88	100.00	100.00
8	30.95	33.33	27.38	28.57	32.14	32.14
Total	629.11	687.09	614.82	642.2	652.15	639.6
%	62.9	68.7	61.5	64.2	65.2	63.9
Grade	C	C	C	C	C	C

Details of Site-visit

This section outlines the details of site-visit during 20th to 22nd of Sep 2017(**Annexure 01- Schedule**).

Day 1: Meetings and Facilities visits

Meeting with Director IQAU

The following matters were discussed in the meeting with the Acting Director/IQAU:

- Introduction of review team
- IQAU activities are informed to the faculties and Senate regularly
- Conducted monthly meetings regularly
- Monthly progress is presented at Senate
- Organized workshops and trainings to faculty of Arts with FQAC

- Evidence for minutes of meetings and activity calendar

On the whole, IQAC is functioning systematically. The review team appreciates their activities.

Meeting with VC/DVC/ Dean/ Registrar/Bursar

The Vice Chancellor highlighted the importance of quality education and briefed their functions under his management in the University. In his brief, he pointed out the Academic Development and Planning Committee (ADPC) to handle all the academic matters in addition to the IQAU. Further, Deputy Vice Chancellor, Bursar and some higher officers also expressed their views and Dean talked about the SER writing, importance of PR and faculty Quality Assurance activities.

Meeting with the Heads of Departments

The meeting was held with all Heads of Depts. such as Archaeology, Fine Arts, Philosophy, Sinhala Language, Literature and Culture, English and Tamil. The following matters were discussed at the meeting:

- Introduction of Review Team
- Faculty action plan
- Provide training programmes like Induction training, SDC workshops and training, HETC workshops and training, Curriculum design and drafting, and training etc.
- English and IT skills
- Students welfare
- Fund Allocation policy
- Teaching through LMS
- Post graduate studies
- Internship programmes

The Review Team was almost satisfied with their responses.

Meeting with Academic Staff

The meeting was held with 35 Academics (Senior and Probationary staff) participated from the Cluster 3 programmes. Dr. Charitha Herath from the Department of Philosophy presented the overall process together with their good practices, improvements and gaps of stakeholders' feedbacks, provincial nature of the Institution, established Alumni network and inter/multi-disciplinary programmes and research.

Administrative Staff

The meeting was held with SAR and Acting SAB. The following matters were discussed at the meeting:

- Action plan and Strategic Development plan are handled by faculty SAR
- Procedure of maintaining student records confidentially

- Monthly meetings : 2nd week - HOD
3rd week – Faculty Board
- Handling the Examination results (calculation of GPA and finalising with one CAA)
- Students matters were tackled by student request committee
- Preparing budget proposal
- Handling the bond violation money
- Sharing the money from Student welfare fund
- Conducting workshops and providing training by SDC
- Fund allocation is depending on the student ratio

The Review team observed that allocation of human and physical resources for SAR and SAB are not sufficient to perform their duties and examination works genuinely and perfectly.

Technical and Academic supportive(CAA) staff

The meeting was held with 14 academic supportive staff and 3 technical staff. The following matters were discussed at the meeting:

- No coordination within the departments
- No proper training provided to both staff
- Lacking of technical staff for Dept. of Archaeology and Fine Arts
- No curator in the Dept. of Archaeology
- Shortage of non-academic staff to support academic matters like maintaining lecture halls and theatres, examination halls and laboratories

Meeting with Students

There were two discussions done with all cluster students and 10 members from Students union. Each department has arranged members representing gender, ethnicity, subject discipline and some differently abled students in this meeting. The following matters were pointed out by the students

- Inadequate physical resources
- Selection criteria for specialisation is not transparent
- It is finalised before the release of year 1 semester 2 results.
- Students are penalised in selecting their desired specialisations.
- Inadequate exposure to internship programmes
- Need more teaching modules regarding research methodology and writing skills
- It will support to write Dissertation, articles and abstracts for publication
- Library facilities are not satisfactory because of irregular updating of materials.

Some of the departments have good practices to maintain their quality.

- Dept. of Philosophy has three media of instruction

- Evidences of student centred teaching and learning for some courses in all the specialisations
 - Active societies and cultural events.
 - Student evaluation is conducting at the end of the semester
 - Undergraduate symposium and the opportunity for having the publication of abstracts.
 - Some depts. have given opportunity to participate in that seminars, symposium, workshops (locally, nationally and internationally)
 - Some departments have mini libraries

Review team's overall observation

The students pointed out the reasons for the unemployment rate for degrees of Humanities are mainly due to the following:

- No curriculum revision has been made for a long time (in 1994 , 2001, etc.)
- Old curricula (some programmes nearly 10 years old)
- Providing English Language training for the student is not adequate
- Physical infrastructure for staff is not adequate
- New technology has not been incorporated for teaching
- New approaches in courses and teaching methods
- Inadequate Industrial exposure by internships
- No academic counselling is practised in the departments
- No continuous update of the courses.
- Lack of improvement in course content, teaching and learning in the departments
- Not having sufficient elective courses – students choices for selecting elective subjects are not clearly defined
- Some practical courses don't have enough facilities.
- No form of internship for some departments
- No collaboration with external links
- No proper guidelines to evaluate final dissertation (no evidence for the written document.)
- ICT training for the students is not adequate

Generally the English courses offered by ELTU are blamed by the students because they do not satisfactorily support to develop their English knowledge. It seems that different exam papers with different standards of English have been provided. Sometimes the grades were appeared in the final transcript varied from the earlier marks.

During the discussion, the questionnaire survey was conducted among the students on the request of QAAC. According to the SPSS analysis, the final results were included in this report (**Annexure 02**).

DAY 2: OBSERVATION OF FACILITIES AND DOCUMENTARY EVIDENCES

PHYSICAL FACILITIES

Library

The team observed the following facilities are provided to the students and staff:

- Library orientation programme for new intake and final years (research related)
- More than 90,000 books available
- E-learning facilities
- Databases(9) for access to other recognised databases. (Emerald,Gestor,Sage,etc)
- Latest Journals up to 2015/2016
- Fund allocation is only 1.6 million for Faculty of Arts.
- Ceylon Room
- Access to on line books and Journals

However the Librarian stated that students reading habit is very low because of the influence of latest media. Although the students complained that "The library won't give the password to download the materials", the librarian denied the complaint. Further he said, some of the departments have mini libraries with enough books. Therefore they are reluctant to send the list of books. However the final year students use the library frequently.

ICT Labs

There are two main ICT Labs with internet facilities. It is a positive thing that Labs are maintained by the Instructors and Lab attendants. The Review team appreciates their concern on usage and function.

Museum

It has very valuable collections. But no curator or labourer is there to maintain the Museum properly. Some of the collections are very rare things. But human resource is inadequate.

Archaeology Laboratory

The laboratory is maintained with less resources.

Special Need Resource Unit (SNRU)

SNRU is equipped with resources, but no access to the teaching facilities in storied buildings. There are almost 32 students in disabled category. Unit has no support to organise lift facilities. Some departments make arrangements to have them only in ground floors. Students feel that the information does not reach in time and no proper coordination is with them. The funding has some drawbacks.

SDC

SDC has provided induction course for all probationary staff from the faculty of Arts. They maintained all the documentary evidences systematically. Further they are conducting CPD programmes, workshops and training for the staff. SDC has given equal opportunity to all faculties.

Student Welfare Centre

The Review team noted that the centre is operated by students representing each year on voluntary basis. They organise monthly programmes like counselling for needy students with staff support, giving advice/guidance for employment opportunities and soft skills development.

DAY 3: OBSERVATION OF PROCESSES AND FINAL REMARKS

OBSERVATIONS OF TEACHING

The team attended some of the teaching sessions conducted by Archaeology, Fine Arts, Philosophy, Sinhala, English and Tamil. There are excellent classroom facilities. The team was observed that some depts. followed student-centred teaching and others didn't have any interaction with students in the classroom teaching during the site visit.

Section 4

Overview of the Faculty's approach to Quality and Standards

The University of Peradeniya has established an Internal Quality Assurance Unit (IQUA) according to the QA circular of 2015. It has an adequately equipped office located in the main administrative building of the university. A senior academic member has been appointed as the director of the IQUA to lead the quality and standards work within the university. The senate closely monitors the work of the IQUA and QA process within the university. There is a permanent item in the senate on IQUA and QA related activities.

The Faculty of Arts has established an Internal Quality Assurance Cell (IQAC) which is housed in a separate office within the faculty premises. The Faculty leadership is keen in upgrading the quality and standards of its programmes. Senior academics have been appointed for posts such as the QA Coordinator and regular meetings of the IQAC

members are held. The faculty board closely monitors the work of the IQAC and QA process. There is a permanent item in the faculty board on IQAC and QA related activities. Present work of the IQAC is mainly to provide guidance on maintaining quality standards, preparation of SER and maintenance of documents related to QA process of the faculty.

The Review Team's meetings with stakeholders, observation of facilities and documentary evidence demonstrate that the Faculty's approach to quality and standards is progressive. It is evident that the curriculum development and planning activities of the faculty have been practiced for a long time via Academic Development and Planning Committee (ADPC). Although the faculty has implemented some best practices related to curriculum development through the ADPC, documentary evidences are not maintained properly by the Faculty. Majority of the academic staff members in the faculty are aware about the quality assurance process of the service they render. This is a positive sign of the progression of the faculty in relation to QA process. However, it was observed that non-academic staff members and students are not fully aware about the QA activities of the faculty. It is evident that though the faculty administration pays an attention to quality assurance procedures, it has not been disseminated and adopted by all levels. Further, from documentary evidence made available to the review team at the site visit, it appeared that proper review and audit processes have started recently to ensure the quality of all activities related to academic and administrative work. Therefore, it can be said that the internal quality assurance of the faculty is not a long-standing on-going process with best practices built into the day-to-day routine activities.

Faculty of Art does not possess written Standard Operating Procedures (SOP) to carry out academic and administrative activities. It is recommended to design SOPs as a policy document on areas such as programme development, approval and review, assessment of students, student support career guidance, internship etc. With the present initiation of the Faculty towards quality assurance, by developing SOPs, faculty will be able to take the academic programs to a higher level while keeping their unique features. It was also observed that the faculty does not have a proper mechanism to obtain stakeholder views on curriculum development and planning. Therefore, it is also necessary to standardize minor and major revisions as necessary with all stakeholder participation including student & employer surveys and review reports from external experts.

Confidential data such as examination paper typing and exam marks entering is not handled with adequate care. It is recommended to develop procedures for the maintenance of examination marks and typing of exam papers by non-academic staff in particular departments in a secured manner. Further, it was observed that faculty does not have any mechanism to monitor the performance of teaching and to recognize quality of teaching by dedicated academics. This can be rectified by introducing

performance appraisal mechanism such as teaching excellence award scheme for academic members of different degree programs.

The review team's view is that the faculty possesses the capacity to upgrade quality standards with its high calibre academics. However, positive attitude towards the quality and standards is not shared by all academic members of the faculty. There is some resistance to change in the faculty and it is evidenced, as some members of the faculty believe that some aspect of the QA process cannot be implemented for Arts degree programs. Therefore, it is important to carry out some activities to develop and promote quality culture within the academic and non-academic members of the faculty.

Section 5

Judgment of the eight criteria of Programme Review

Criteria 1- Programme Management

Most of the UGC circulars covering the area have been adopted by University and the faculty is in use to this cluster management. Faculty has set up an IQAC liaison with University IQAU and ADPC. Faculty is having a centralized data backup system. However, entering the confidence data such as examination marks in the particular departments to system must be monitored in the proper SOS. Overall SOS of Faculty is at minimal level. No evidence found to support that the faculty has maintaining the work load allocation of academic staff of departments as well as the programme levels. Preparation of evidence for this section also has jargons as producing a common file for all the departments in this cluster.

Criteria 2- Human and Physical Resource

Academic and non- academic staff are quite adequate, however, there is major issue about lack of space in the faculty, and it was observed that several staff members were located in small office space. The Dean of the faculty informed, that the new building complex has been approved and construction will be beginning soon. Other resources such as computer, internet, and usage of new software are in minimal standards. Current infrastructure facilities such as lecture rooms, laboratories, toilet facilities must improve. Another matter is about internal transportation. Department of fine Arts and other departments are not in close proximity. Hence students face difficulties with their time management to move between different locations of faculty.

Criteria 3: Programme Design and Development

Even though university introduces ADPC long ago, most of the curriculum have not been revised. Some of the programmes were not revised its curriculum since 2000 and the latest revision of some programme were in 2010. However, Faculty has managed to offer 30 credits per year that are totally as 120 credit for the four year special programme which is aligned with SLQF. Team observed that it is very essential to revise all the programmes according to SLQF guidelines as soon as possible. Programmes ILO and ILO matrix must be incorporated into the curriculum. Student survey details were not collected after their graduation and hence there was no mechanism to utilize such information to improve the existing programmes.

Criteria 4: Course/Module Design and Development

Faculty has introduced all courses as 3 credit courses as mentioned in its hand book 2017. However, Mapping of ILOs of each courses are not practiced, because most of the programmes do not have programme ILOs. Major disagreement of students was about inadequate of ICT foundation courses. It is offered as only one course in their degree programme as one of the foundation courses. Students are not satisfied with the English course offered by ELTU. Therefore, strong peer evaluation system and student feedback analysis is very essential where the evidence was not found. Even though, if some courses mentioned about ICT and technical and practical oriented aspects, there was no evidence to support the claim. There are limited optional courses offered in the faculty and some students are forced to follow the optional course such as drama in which they are not interested.

Criteria 5: Teaching and Learning

Teaching and Learning processes were based on the mission of the faculty. Faculty has provided course specifications and timetable before the commencement of the programme. Teachers integrate appropriate research and scholarly activities into their teaching. Student research activities were very much promoted. Teachers were encouraging and supporting the students to carry out research and there were proceedings and journals to publish their work. There was no evidence to suggest that teaching and learning activities were monitored routinely for their appropriateness and effectiveness. LMS usage is not practiced in any of the courses under this cluster programme. Staff work norms and workloads were not provided to assess whether allocation of work for staff is fair and transparent and equitable as far as possible. Faculty is not having a defined set of indicators of excellence in teaching to evaluate performance of teachers, Identify champions of teaching excellence and promote adoption of excellent practices. Teaching learning strategies offered to the differently abled students were minimal.

Criteria 6: Learning Environment, Student Support and Progression

Faculty is having an appropriate student support system. All the new students were provided with an induction programme and the students were guided to comply with the code of conduct for students, discharge rights and responsibilities and utilize services available in a prudent manner and also to use the available student services. The faculty has provided facilities of ICT in Faculty lab as well as well-equipped university ICT centre. Faculty has provided ample opportunities to improve active social interaction among the three major ethnic groups of students. Co-curricular activities were very much promoted. There was no fall back option for those who have not completed the programme successfully. Faculty has not monitored retention, progression, completion/graduation rates, and employment rates. Faculty has taken remedial actions on student complaints.

Criteria 7: Student Assessment and Awards

Assessment strategy of student learning was considered as an integral part of programme design with a clear relation between assessment and programme outcomes. Faculty has taken action to review and amend the assessment strategies periodically as appropriate. However, appointing second examiners have not been practiced in some programmes. External examines' services also have rarely not been taken. Complete and appropriate transcripts were given to the students. Though there are other serious issues that examination results were not given on time, some departments manage to display the provision results. Examination results delay has affected the selection of students for their special degree programmes. There is no proper SOS for the selection of special students after their first year of study. Therefore, lack of usage of LMS highly affected smooth submission of assignment.

Criteria 8: Innovative and Health Practices

Faculty has ICT based examination recording system but it has to be more sophisticated and especially need to be provided relevant training for non-academic staff that is very rarely can be seen in the faculty. Meanwhile, it is very essential to improve the internet facilities. LMS and MIS systems are found in more sophisticated manner. Currently, most of the programs are offered without internship/industrial training. It needs to be incorporated when next curriculum revision is done. Main Library of University has included more OER resources that students are widely using.

Section 6

Grading of Overall Performance of the Programme

BA in Archaeology				
No	Criteria	Weighted minimum score	Raw Marks	Actual score (criteria-wise)
1	Programme Management	75	53	98.15
2	Human and Physical Resources	50	25	69.44
3	Programme Design and Development	75	38	79.17
4	Course/ Module Design and Development	75	38	100.00
5	Teaching and Learning	75	32	84.21
6	Learning Environment, Student Support and Progression	50	46	63.89
7	Student Assessment and Awards	75	41	120.59
8	Innovative and Healthy Practices	25	25	29.76
	Total on a thousand scale			645.21
	%			64.5

Final Grade: Overall performance of the program was satisfactory (C).

BA in Fine Arts				
No	Criteria	Weighted minimum score	Raw Marks	Actual score (criteria-wise)
1	Programme Management	75	54	100.00
2	Human and Physical Resources	50	25	69.44
3	Programme Design and Development	75	43	89.58
4	Course/ Module Design and Development	75	38	100.00
5	Teaching and Learning	75	35	92.11
6	Learning Environment, Student Support and Progression	50	49	68.06
7	Student Assessment and Awards	75	42	123.53
8	Innovative and Healthy Practices	25	25	29.76
	Total on a thousand scale			672.48
	%			67.2

Final Grade: Overall performance of the program was satisfactory (C).

BA in Philosophy

No	Criteria	Weighted minimum score	Raw Marks	Actual score (criteria-wise)
1	Programme Management	75	53	98.15
2	Human and Physical Resources	50	24	66.67
3	Programme Design and Development	75	37	77.08
4	Course/ Module Design and Development	75	38	100.00
5	Teaching and Learning	75	31	81.58
6	Learning Environment, Student Support and Progression	50	40	55.56
7	Student Assessment and Awards	75	42	123.53
8	Innovative and Healthy Practices	25	22	26.19
	Total on a thousand scale			628.75
	%			62.9

Final Grade: Overall performance of the program was satisfactory (C).

BA in Sinhala Language Literature and Culture

No	Criteria	Weighted minimum score	Raw Marks	Actual score (criteria-wise)
1	Programme Management	75	52	96.30
2	Human and Physical Resources	50	25	69.44
3	Programme Design and Development	75	37	77.08
4	Course/ Module Design and Development	75	38	100.00
5	Teaching and Learning	75	33	86.84
6	Learning Environment, Student Support and Progression	50	43	59.72
7	Student Assessment and Awards	75	42	123.53
8	Innovative and Healthy Practices	25	23	27.38
	Total on a thousand scale			640.30
	%			64

Final Grade: Overall performance of the program was satisfactory (C).

BA in English				
No	Criteria	Weighted minimum score	Raw Marks	Actual score (criteria-wise)
1	Programme Management	75	53	98.15
2	Human and Physical Resources	50	25	69.44
3	Programme Design and Development	75	39	81.25
4	Course/ Module Design and Development	75	38	100.00
5	Teaching and Learning	75	33	86.84
6	Learning Environment, Student Support and Progression	50	45	62.50
7	Student Assessment and Awards	75	40	117.65
8	Innovative and Healthy Practices	25	24	28.57
	Total on a thousand scale			644.40
	%			64

Final Grade: Overall performance of the program was satisfactory (C).

BA in Tamil				
No	Criteria	Weighted minimum score	Raw Marks	Actual score (criteria-wise)
1	Programme Management	75	55	101.85
2	Human and Physical Resources	50	25	69.44
3	Programme Design and Development	75	37	77.08
4	Course/ Module Design and Development	75	38	100.00
5	Teaching and Learning	75	33	86.84
6	Learning Environment, Student Support and Progression	50	47	65.28
7	Student Assessment and Awards	75	42	123.53
8	Innovative and Healthy Practices	25	26	30.95
	Total on a thousand scale			654.98
	%			64.5

Final Grade: Overall performance of the program was satisfactory (C).

Section 7

Commendations and Recommendations

- Curriculum need to be revised according to the SLQF guide lines and considering all stakeholders contributions
- Self-evaluation can be considered as a continuous process
- Improve the use of LMS for teaching & evaluation
- Regularize SOPs and make aware about such SOPs to staff
- Reorganize the current courses offered by ELTU
- Introduce new ICT course in second, third and fourth years
- Conduct tracer studies and student feedback surveys regularly and utilize the findings for development
- Development of infrastructure needs to be improved
- Incorporate internship programme into the curriculum to fulfil the global needs
- Need to provide latest software and facilities to acquire the updated technology for the necessary courses

Section 8

Summary

The Programme Review of University of Peradeniya Cluster 3, Faculty of Arts was successfully completed by the Team on 20th, 21st and 22nd of September 2017. Based on the Site – visit schedule, the team involved Stakeholder meetings, Observation of facilities, Evaluation of documentary evidences, Observations of classroom teaching and Final wrap up to the senior management that consisted with Dean of the Faculty, Heads of departments (Archaeology, Fine Arts, Philosophy, Sinhala, English and Tamil), academic staff and administrative staff.

During the meeting with students, questionnaire was issued to get a feedback about the programmes. Furthermore the library, ICT laboratories, SDC, Student welfare centre, ELTU, Museum, Archaeology laboratory, SNRU, CGU and three Student canteens were observed with interactions by the Team.

The documentary evidences were observed at programme -wise for all the 6 departments in cluster 3. The review team further discussed the strengths and

weaknesses in individual programmes for the quality and standards in the site-visit. The team attended the teaching sessions of different programmes in the cluster both in English and Tamil medium.

The following overall strengths and weaknesses were discussed at the final wrap up session.

Strengths

- IQAU and IQAC are set – up properly and functioning well
- QA work has been practiced via ADPC for a long time
- IQAC activities are regularly discussed at the Faculty and Senate level
- All the semester examination results are released within 3 months
- Having a writing skill (English, Sinhala, Tamil) as foundation course for all the students in the faculty
- Having good library and Library Information System
- Having ICT as a Foundation course for first year students
- Organizing Field works during the session
- Collection of archaeological artefacts is available
- Student centred learning process is being practised
- Curriculum of one department has been revised recently
- Academic counselling has been practised by some of the depts.
- Some depts. offer courses in three languages. Multi-cultural atmosphere has been maintained
- Outreach activities are incorporated in the program
- Second marking is practised by some depts.
- Departments have mini libraries, ICT labs and Museum
- Few departments have International collaboration with supporting documents

Weaknesses

- LMS usage for teaching is at very minimum level
- There is no transparency mechanism for selection of students to special degree program. No written evidences verbal contacts only
- There is no teaching excellence award scheme
- There is no peer evaluation system
- Usage of output of students evaluation for curriculum, course development and teaching and learning is minimum
- Use of stakeholders contribution (employers, alumni, etc.) for curriculum, course, teaching and learning development is minimum
- There is no written evidence for SOPs
- Program ILOs has not yet been clearly defined
- No curriculum revision has been made for a long time (in 1994 , 2001, etc.)

- Report of work load has not been properly maintained
- Providing English Language training for the students is not adequate. Students are not satisfied about ELTU teaching methods
- Physical infrastructure for staff is not adequate
- New technology has not been incorporated for teaching
- No Academic counselling is practised generally
- No sufficient Physical resources
- Not having sufficient elective courses – Students choices for selecting Elective subjects are not clearly defined
- Some practical courses don't have enough facilities to do practical such as film editing, music instruments etc. Most of the things are done manually.
- No form of internship for some departments
- Not practising student centred learning
- Usage of Student centred learning process is minimal
- No collaboration with external entities
- No proper guidelines to evaluate final dissertation (no any evidence for the written document.)
- Second marking is not being practised
- ICT training for the student is not adequate

PDN- Response against Draft Report

BA (Hons) English

(a)	Follow the guidelines
(b)	Not observed due to absence of lecturer
(c)	Follow the guidelines
(d)	None of our control
(e)	Noe of our control, follow the guidelines
(f)	Marks allocated only from evidences provided by department, not from students responds
(g)	
(h)	Students feedback included however marks were given only based on evidences from department
1	

Most claims of English department are beyond reviewers' control. UGC must address.

1) Main Structural Problems	
a. Questionable core assumptions of the Review Team:	
i) Assumptions that are not limited to this particular Review.....	
1. The core assumption that lack of resources (including human resources)	Some depts. have enough cadres not others. Generally it is not adequate in the faculty level.
2. The assumption that the physical reform of a curriculum.....	According to the UGC, QA policy, the curriculum should be revised according to the SLQF-2015 version in 5 years' time, but no proper evidences shown during the visit, almost all the disciplines except fine Arts in the cluster.

ii) Brief in the need for rigid uniformity across departments and disciplines with in the cluster	
1. Internship: The assumption that internships are a basic.....	We were not given any pressure to all the depts. Whatever possible in the depts. are applicable for internship must be carried-out, but according to the PR evaluation, it should be marked.
2. Use of new technology: the assumption that “new technology”	May be it is not relevant to the particular dept. But the team’s feeling was; it can be adopted in some extent.
b. Problem in the focus and emphasis of this Review:	
i) Grossly inadequate emphasis has been paid to the	Team satisfied with their (Heads and academic staff) responses. According to the UGC instruction, the student’s responses also considered that depends on their answers.
ii) The students questionnaire analysis is both unclear and troubling	The questionnaire was provided by the UGC. Further, we clearly asked the students to answer any known language. Moreover one of the team member helped the students and explained clearly. Based on these random samples, we did some surface survey.
2) Misrepresentation of basic facts:	
a. Under the heading “OBSERVATIONS OF TEACHING”	Attended all the teaching sessions except English. But we were informed that the lecturer in – charge was not presenting today and another one has taken the lecture on that scheduled time. Unfortunately, we couldn’t have time to attend that lecture. As all the departments were not properly maintained their work load details, they haven’t produced any evidence.
3) Clear contradictions, lack of clarity, bordering on incoherence, in review team’s.....	We accept these contradictions, but we haven’t any intention to contextualize the departments. These are common observation by our team.
4) Over-general claims and	It was not a genuine argument; both

observations, which do not nuance nor understand the	were included in a different way under strength and weaknesses.
5) Claims that have no logical or other bearing on the conclusions reached.....	Neither staff nor students' responses were written in this section.
6) Due to the lack of disciplinary experts in English in the review team	Lack of disciplinary experts appointed was based on UGC decision.
7) The valid claim regarding English competence issues of	Team concluded this issue depends on the meeting with students.

Prof.Subathini Ramesh	- Chairman
Dr. JanakaWijayanayake	- Member
Dr. SSN Perera	- Member
Dr. GPTS.Hemakumara	- Member

Annexure 01:

Site Visit Schedule- University of Peradeniya, Faculty of Arts (Cluster 3)

DAY 1: MEETINGS AND FACILITIES VISITS

20 September Wednesday

MEETINGS	
8.00 – 8.30	Meeting with IQAU Director – who will be the focal point during the visit
8.30 – 9.00	Meeting with Vice Chancellor/Deputy Vice Chancellor and Dean of Faculty
9.00 – 9.30	Meeting with Academic Heads of Departments
9.30 – 10.30	Meeting with Academic Staff of relevant Departments and SER Presentation
10:30 to 11:00	MORNING TEA BREAK
11.00 – 11.30	Meeting with administrative staff of Faculty and relevant Depts.
11.30 – 12.00	Meeting with technical officers
12.00 – 12.30	Meeting with support staff
12:30 to 13:30	LUNCH BREAK
13:30 – 15.00	Meeting with students of relevant programmes
15:00 to 15.30	AFTERNOON TEA BREAK
15:30 to 17:00	Review team internal meeting
END OF DAY	

Meeting with students:

Each department should arrange members representing gender, ethnicity, and subject discipline. If possible arrange some differently abled students in this meeting.

Each group will get maximum 20 minutes .

DAY 2: OBSERVATION OF FACILITIES AND DOCUMENTARY EVIDENCES

21 September Thursday

8:00 to 10:00	Facilities Viewing
	Physical facilities – lecture halls ICT facilities SNRU Library

	Career Guidance Unit SDC Sports Facilities engaged by Cluster 3 students
10:00 to 10:30	MORNING TEA BREAK
10:30 to 12:30	Checking Documentary evidences
12:30 to 13:30	LUNCH BREAK
13:30 to 15:00	Additional Evidences for gap filling
15:00 to 15:30	AFTERNOON TEA BREAK
15:30 to 17:00	Review team internal meeting
	END OF DAY

DAY 3: OBSERVATION OF PROCESSES AND FINAL REMARKS

22 September Friday

8:00 to 10:00	Evaluation of Teaching/Learning processes
	Observing teaching/learning sessions relevant to program (Heads of the Departments should inform the review team on schedule lectures enabling the team to select few lectures) Any other meeting deemed to be important for the program review
10:00 to 10:30	MORNING TEA BREAK
10:30 to 12:00	Evaluation of Teaching/Learning processes
	Observing teaching/learning sessions relevant to program (Heads of the Departments should inform the review team on schedule lectures enabling the team to select few lectures) Any other meeting deemed to be important for the program review
12:00 to 13:00	LUNCH BREAK
13:00 to 14:30	Internal meeting
	Review team preparation for final wrap up
14:30-14:45	AFTERNOON TEA BREAK
14:45 to 16:00	Final wrap up meeting with senior management of Program
	END OF DAY

Note: Venue for all meetings will be MA 33 Room

Important

- It is necessary that all the documents which are coded for ease of reference are kept in one location

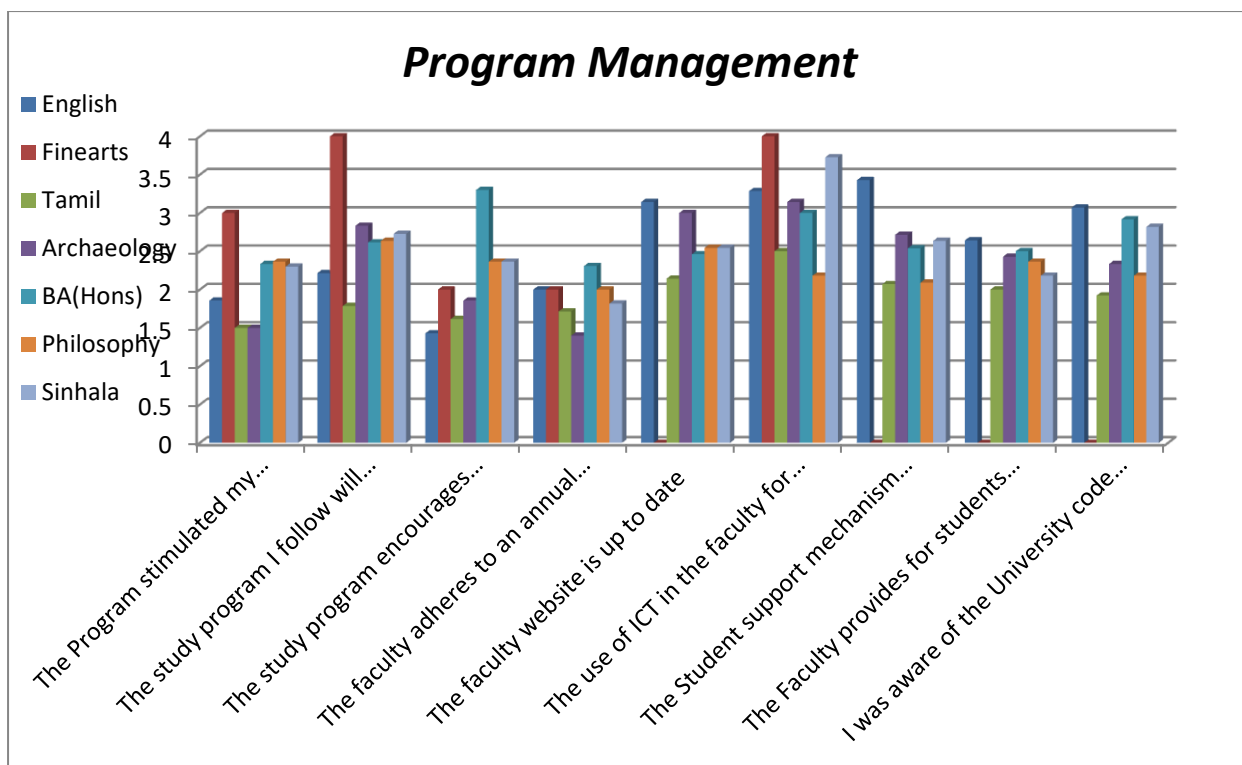
- It is necessary to provide the time tables of the Cluster 3 programs under review in advance from the Dean of the Faculty to decide which classes the panel would like to observe.
- The panel should be provided with a private place for their internal meetings. A computer and printer should be made available to the panel.

Annexure 02:

Criteria 1: Program Management

Program Management	English	Fine Arts	Tamil	Archaeology	BA(Hons) (No subject names)	Philosophy	Sinhala
The Program stimulated my interest and thought on the subject area	1.8571	3.0000	1.5000	1.5000	2.3333	2.3636	2.3000
The study program I follow will make me employable and keep in with global higher education trends.	2.2143	4.0000	1.7857	2.8333	2.6154	2.6364	2.7273
The study program encourages creativity & critical thinking	1.4286	2.0000	1.6154	1.8571	3.3000	2.3636	2.3636
The faculty adheres to an annual calendar enabling me to complete the program and graduate on time	2.0000	2.0000	1.7143	1.4000	2.3077	2.0000	1.8182
The faculty website is up to date	3.1429	0.0000	2.1429	3.0000	2.4615	2.5455	2.5455
The use of ICT in the faculty for program management, teaching and learning is good and the data bases maintain links with the University MIS	3.2857	4.0000	2.5000	3.1429	3.0000	2.1818	3.7273
The Student support mechanism such as academic counselling/mentoring/student counselling/health care/sports facilities/health & safety measures are available	3.4286	0.0000	2.0714	2.7143	2.5385	2.0909	2.6364
The Faculty provides for students with special needs	2.6429	0.0000	2.0000	2.4286	2.5000	2.3636	2.1818
I was aware of the University code of conduct	3.0714	0.0000	1.9231	2.3333	2.9167	2.1818	2.8182

*BA (Hons) - Not given Subject names

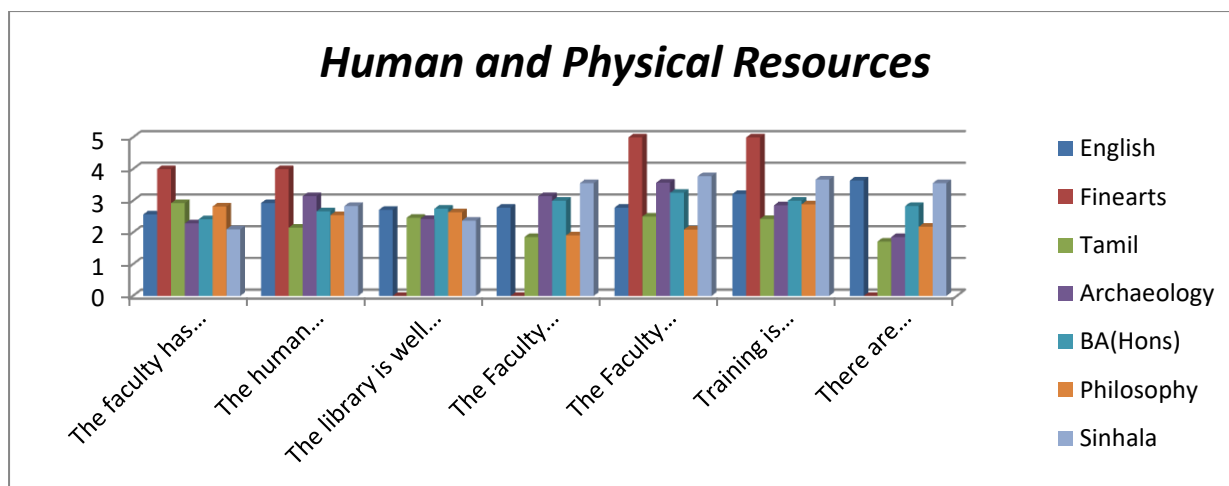


Criteria 2: Human and Physical Resources

Human and Physical Resources	English	Fine Arts	Tamil	Archaeology	BA(Hons)	Philosophy	Sinhala
The faculty has adequate infrastructure facilities such as lecture rooms, library, reading, ICT rooms	2.5714	4.0000	2.9231	2.2857	2.4167	2.8182	2.1000
The human resource profile of the Faculty is comparable with national or international norms	2.9286	4.0000	2.1538	3.1429	2.6667	2.5455	2.8333
The library is well equipped, networked	2.7143	0.0000	2.4615	2.4286	2.7500	2.6364	2.3750

and holds up to date print and electronic forms of titles							
The Faculty encourages the use of English as a second language and the English language unit is well resourced	2.7857	0.0000	1.8571	3.1429	3.0000	1.9091	3.5556
The Faculty ensure the availability of ICT facilities and opportunity is given for students to acquire ICT skills	2.7857	5.0000	2.5000	3.5714	3.2500	2.0909	3.7778
Training is provided though the curriculum for soft / life skills	3.2143	5.0000	2.4286	2.8571	3.0000	2.8889	3.6667
There are multicultural programs for students with diverse ethics and cultural backgrounds to come together	3.6429	0.0000	1.7143	1.8571	2.8333	2.1818	3.5556

*BA(Hons) - Not given Subject names



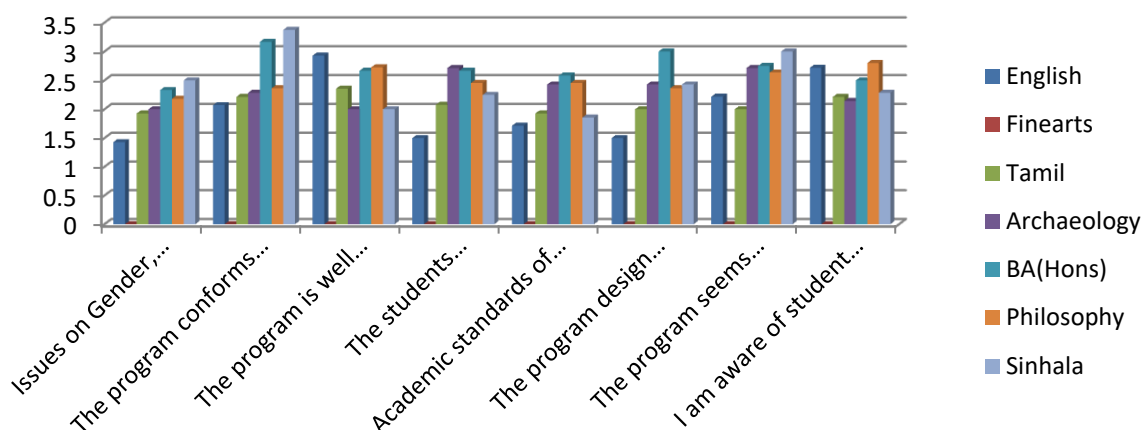
Criteria 3: Program Design and Development

Program Design and Development	English	Fine Arts	Tamil	Archaeology	BA(Hons)	Philosophy	Sinhala
Issues on Gender, Culture & Social diversity, Social justice, ethical values & sustainability are integrated to the curriculum	1.4286	0.0000	1.9286	2.0000	2.3333	2.1818	2.5000
The program conforms to the national needs and reflect global trends and current knowledge and practice	2.0714	0.0000	2.2143	2.2857	3.1667	2.3636	3.3750
The program is well structured while allowing flexibility in student choice of courses/modules	2.9286	0.0000	2.3571	2.0000	2.6667	2.7273	2.0000
The students intellectual capacity, skills, knowledge progresses	1.5000	0.0000	2.0769	2.7143	2.6667	2.4545	2.2500

through the curriculum							
Academic standards of the program with regard to its awards and qualifications are high	1.7143	0.0000	1.9286	2.4286	2.5833	2.4545	1.8570
The program design and development integrates self directed learning, collaborative learning, creative and critical thinking, interpersonal communication & team work	1.5000	0.0000	2.0000	2.4286	3.0000	2.3636	2.4286
The program seems current and valid in the light of development of knowledge	2.2173	0.0000	2.0000	2.7143	2.7500	2.6364	3.0000
I am aware of student destination after Graduation and opportunities available	2.7173	0.0000	2.2143	2.1429	2.5000	2.8000	2.2857

*BA(Hons) - Not given Subject names

Program Design and Development

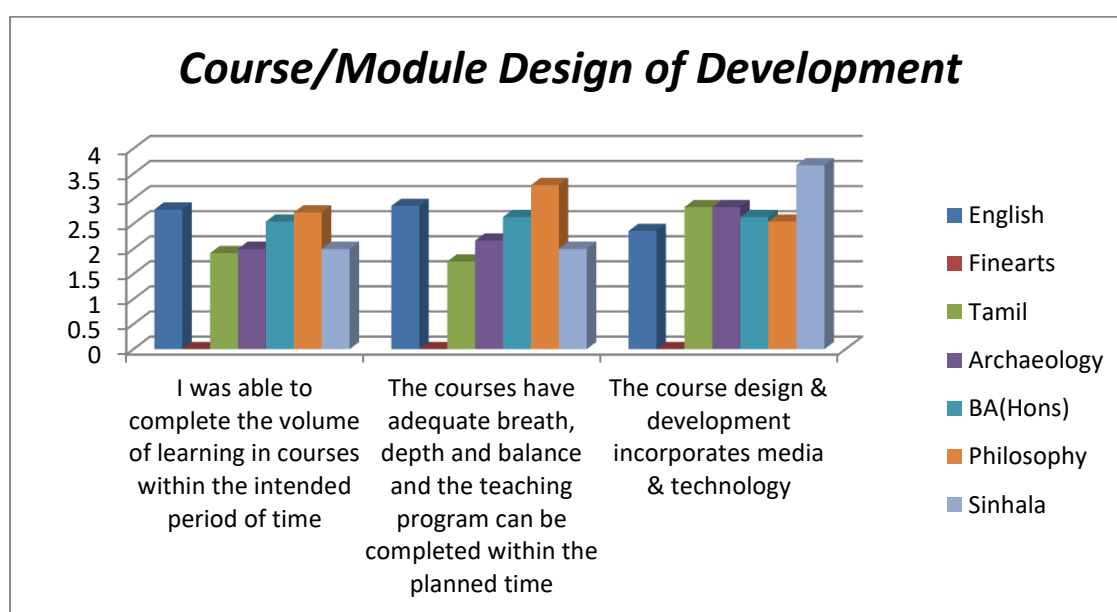


Criteria 4: Course/Module Design of Development

Course/Module Design of Development	English	Fine Arts	Tamil	Archaeology	BA(Hons)	Philosophy	Sinhala
I was able to complete the volume of learning in courses within the intended period of time	2.7857	0.0000	1.9167	2.0000	2.5455	2.7273	2.0000
The courses have adequate breath, depth and balance and the teaching program can be completed within the	2.8571	0.0000	1.7500	2.1667	2.6364	3.2727	2.0000

planned time							
The course design & development incorporates media & technology	2.3571	0.0000	2.8333	2.8333	2.6364	2.5455	3.6667

*BA(Hons) - Not given Subject names

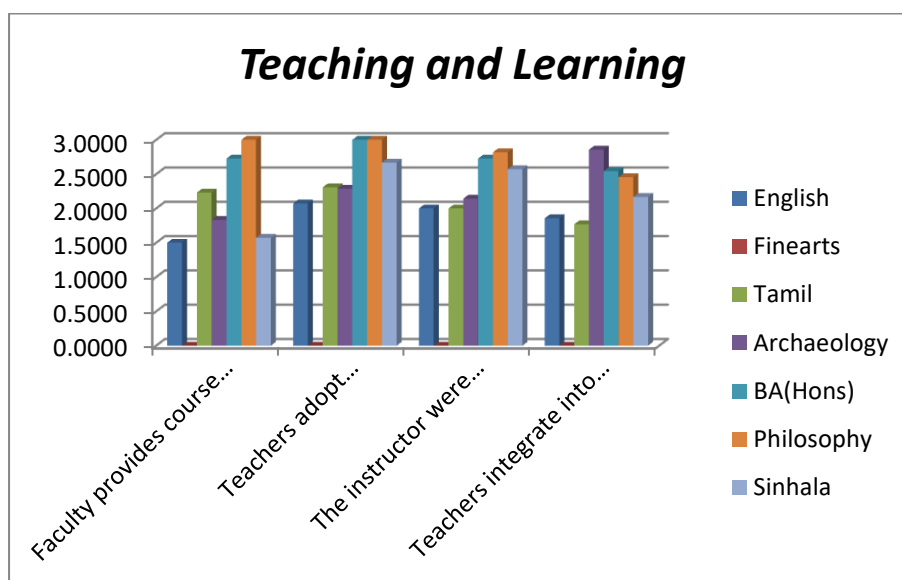


Criteria 5: Teaching and Learning

Teaching and Learning	English	Fine Arts	Tamil	Archaeology	BA(Hons)	Philosophy	Sinhala
Faculty provides course specification and time tables before commencement of the courses	1.5000	0.0000	2.2308	1.8333	2.7273	3.0000	1.5714
Teachers adopt innovative methods and appropriate	2.0714	0.0000	2.3077	2.2857	3.0000	3.0000	2.6667

technology							
The instructor were responsive to students needs and problems	2.0000	0.0000	2.0000	2.1429	2.7273	2.8182	2.5714
Teachers integrate into their teaching their/ others research and current knowledge	1.8571	0.0000	1.7692	2.8570	2.5455	2.4545	2.1667

*BA(Hons) - Not given subject names

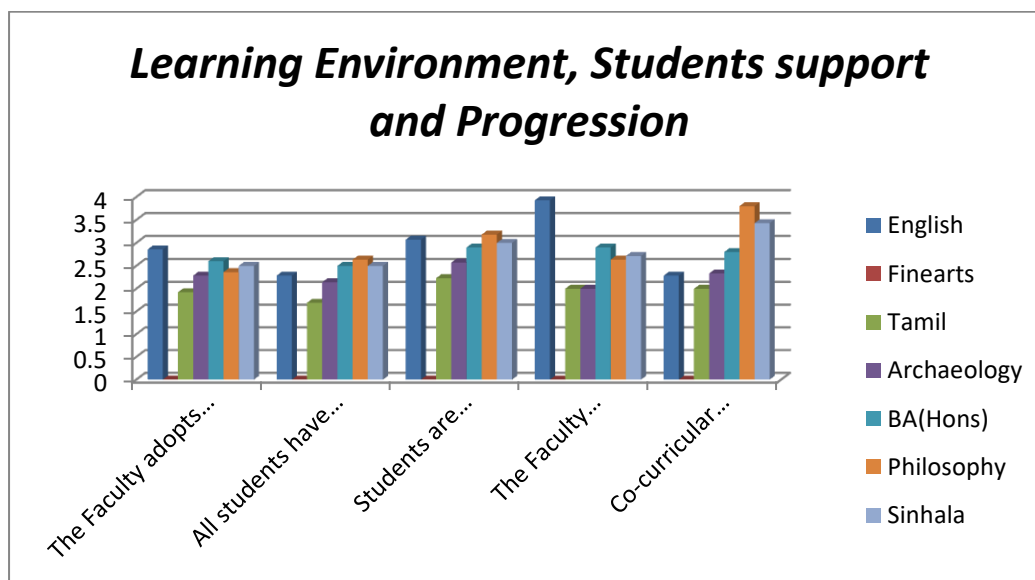


Criteria 6: Learning Environment, Students support and Progression

Learning Environment, Students support and Progression	English	Fine Arts	Tamil	Archaeology	BA(Hons)	Philosophy	Sinhala
The Faculty adopts a student's friendly administration, academic & technical support system	2.8571	0.0000	1.9231	2.2857	2.6000	2.3636	2.5000

All students have an induction/orientation program regarding rules& regulations of the Faculty	2.2857	0.0000	1.6923	2.1429	2.5000	2.6364	2.5000
Students are equipped with carrier management skills & soft skills and help them to make informal carrier choice	3.0714	0.0000	2.2308	2.5714	2.9000	3.1818	3.0000
The Faculty promptly deals with student complains or grievances	3.9286	0.0000	2.0000	2.0000	2.9000	2.6364	2.7143
Co-curricular activities such as sport and aesthetic activities make educational experience worthwhile	2.2857	0.0000	2.0000	2.3333	2.8000	3.8000	3.4286

*BA(Hons) - Not given subject names

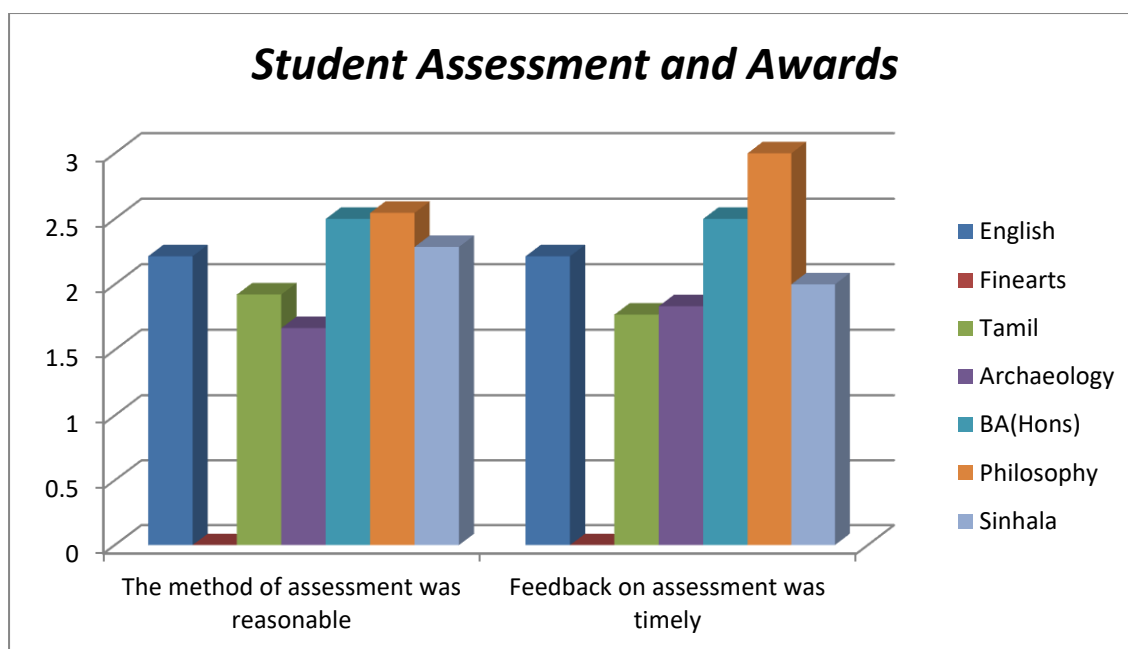


Criteria 7: Student Assessment and Awards

Student	Englis	Fine	Tamil	Archaeolog	BA(Hons	Philosoph	Sinhal
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Assessment and Awards	English	Arts	Tamil	Archaeology	BA(Hons)	Philosophy	Sinhala
The method of assessment was reasonable	2.2143	0.0000	1.9231	1.6667	2.5000	2.5455	2.2857
Feedback on assessment was timely	2.2143	0.0000	1.7692	1.8333	2.5000	3.0000	2.0000

*BA(Hons) - Not given subject names



Criteria 8: Innovative & Healthy Practices

Innovative & Healthy Practices	English	Fine Arts	Tamil	Archaeology	BA(Hons)	Philosophy	Sinhala
The study program contains an industrial training as a part of teaching learning strategy	4.4286	0.0000	2.0000	2.5714	2.7000	2.6364	3.6667
The Faculty makes	4.0714	0.0000	1.7692	2.5714	2.6000	3.0000	3.6667

strong link, with various organizations industries to expose students to world of work							
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*BA(Hons) - Not given subject names

