



# PROGRAM REVIEW 2017

Eastern University of Sri Lanka  
Faculty of Arts and Culture  
Humanities

# **PROGRAMME REVIEW REPORT**

**On**

**Bachelor of Arts Honours Degree Programme (Humanities  
Cluster)**

**Faculty of Arts and Culture of the Eastern University of Sri  
Lanka**



**By**

**Ven. Prof. M. Gnanananda, (Chairman)**

**Rev. Dr. J.C. Paul Rohan**

**Dr. N.W.B. Balasooriya**

**Dr. (Mrs.) M.I.S. Safeena**

**20 – 22 November 2017**

<b>CONTENTS</b>	<b>Page No</b>
<b>Preface</b>	03
<b>Section 1</b> Brief Introduction to the B.A. Honours Degree Programme of the Faculty of Arts and Culture of the EUSL	04
<b>Section 2</b> Review Team’s Observation on the Self-Evaluation Report (SER) Produced by the FAC of EUSL on the B.A. Honours Degree Programme (Humanities)	09
<b>Section 3</b> A Brief Description of the Review Process	10
<b>Section 4</b> Overview of the Faculty’s Approach to Quality and Standards	12
<b>Section 5</b> Judgment on the Eight Criteria of the Programme Review	14
<b>Section 6</b> Grading of Overall Performance	19
<b>Section 7</b> Commendations and Recommendations	20
<b>Section 8</b> Summary	21
 <b>Annexure 1:</b> Programme Schedule	 24
<b>Annexure 2:</b> Meetings with Stakeholders	26
<b>Annexure 3:</b> Information of Teaching Panel	44
<b>Annexure 4:</b> Photographs of Meetings, Facilities and Learning Environment	45

## Preface

Programme reviews are conducted in the Sri Lankan universities and higher education institutions under the guidance and admonition of the Quality Assurance and Accreditation Council of the University Grants Commission of Sri Lanka. Their main objective is to inculcate a culture of evaluation within the institution which runs the programme, and to promote continuous quality improvement in all spheres of higher education, facilitated through periodic review and feedback.

For an institution with a variety of study programmes and a large number of students, internal quality assurance with internal mechanisms cannot suffice. Therefore external quality assurance by a peer review team is conducted periodically to ensure the quality of education. Thus an external programme review plays an important role in any higher education system to assess its strengths, weaknesses, opportunities and threats.

An external programme review was conducted for the B.A. Honours Degree Programme of the Faculty of Arts and Culture of the Eastern University of Sri Lanka by a peer review team appointed by the QAAC of UGC from 20<sup>th</sup> to 22<sup>nd</sup> of November 2017. The review team consisted of Ven. Prof. Muwaetagama Gnanananda, Rev. Dr. J.C. Paul Rohan, Dr. Nanda Balasooriya, and Dr. M.I.S. Safeena. According to the instructions given by the QAAC in the programme review manual, the quality framework consists of eight 'criteria' for study programmes, and corresponding 'best practices' and 'standards' for each criterion. Basing on this manual, the B.A. Honours Degree programme conducted by the Faculty of Arts and Culture (FAC) of EUSL had already prepared a Self Evaluation Report and submitted it to the QAAC of UGC. The team in its program review process, basing on the SER, considered the performance of the study program in relation to all eight criteria for arriving at a judgment on the study programme.

The prime objective and mission of the review team was to observe the student-centered teaching and learning processes, the outcome based teaching and learning, achievements and maintenance of excellence, high quality of teaching and research undertaken by the academic staff, improvement in learning skills of the students, and good practices of higher education at the university level. This mission was undertaken by the review team with a spirit of peer evaluation. The team also observed several other related aspects such as advanced and modern teaching methods, the use of modern technologies, facilities available to the students and academic and non academic staff, the availability of supporting staff in the departments, infrastructural facilities, qualifications and experience of the academic staff, practice of peer evaluation, obtaining student evaluation and feedback, availability of student counseling and carrier guidance, updates and faculties of the library, and the amenities available to differently-abled students.

## **SECTION 1**

### **Brief Introduction to the B.A. Honours Degree Programme of the Faculty of Arts and Culture of the EUSL**

The EUSL was established on the 1<sup>st</sup> of October 1986 under section 2 of the Universities Act No. 16 of 1978. The Batticaloa University College established on the 1<sup>st</sup> of August 1981 at Vantharumoolai was the chronological root of the present EUSL. The Batticaloa University College fulfilled the long-felt need for the development of the higher education sector in the Eastern Province. Initially it had 2 faculties, viz., Faculty of Science and Faculty of Agriculture, which were affiliated to the University of Peradeniya. Later in 1986 it was elevated to be an independent university with the name 'Eastern University of Sri Lanka'. In 1988, by the Gazette Extraordinary notification No.420/25, the Faculty of Commerce and Management and the Faculty of Cultural Studies were added to the EUSL. In 1991, the Faculty of Cultural Studies was expanded with many more departments and renamed as the Faculty of Arts and Culture. Further in 2006, the Faculty of Health-Care Sciences was established. Presently a campus of the EUSL functions in Trincomalee with the Faculties of Applied Sciences, Communication, and Business Studies. The Swami Vipulananda College of Music and Dance was affiliated to the EUSL and was renamed as the Swami Vipulananda Institute of Aesthetic Studies.

In terms of student population, FAC is the largest faculty in EUSL. It comprises of 2 disciplines and 10 departments with over 53 academic staff and 1350 students. Currently it offers 4 types of bachelor degree programmes: B.A. (General), B.A. (Honours), B.Ed. (Honours) (Bachelor of Education), and B.P.Ed. (Honours) (Bachelor of Pre-School and Primary Education). There are 10 departments in the FAC offering altogether 13 disciplines both in humanities and social sciences.

#### **Departments of FAC:**

1. Department of Arabic
2. Department of Islamic Studies
3. Department of Fine Arts and Drama and Theater Arts
4. Department of Languages
5. Department of Comparative Religion & Social Harmony
6. Department of Philosophy & Value studies
7. Department of Hindu Civilization
8. Department of Geography
9. Department of History
10. Department of Education and Child Care

Out of the 13 disciplines, except Arabic, English, Islamic Studies and Christianity all other disciplines offer Honours degree programmes. For the current review only 5 programmes were taken, *viz.*, Comparative Religion & Social Harmony, Fine Arts, Tamil, Philosophy & Value Studies, and Hindu Civilization.

The B.A. Honours Degree programme is conducted in 4 levels/years. It is at Level 6 of the SLQF. Ordinarily it can be obtained by completing a total of 120 credits at the end of the 4 academic years of the degree programme. It is conducted under a semester system with eight semesters. At the beginning of the 2<sup>nd</sup> year of study, a student could select a field of specialization from among the 2 disciplines he / she has offered for the 1<sup>st</sup> year and apply to follow the Honours degree programme in one of them from a respective department / discipline. The field of Honours degree programme reflects the student's interest and choice. All courses within the structure of the Honours degree become an integral part of the overall specialization which a student selects depending on his / her intellectual strength and expected future prospects.

The Honours degree courses for specialization are selected from the core courses. Besides the core courses there are ancillary courses and optional courses. A student who follows the Honours degree programme should obtain 81 credits from the core courses, 18 credits from the ancillary courses, 12 credits from the optional courses, 6 credits from the dissertation and 3 credits from the internship within 4 academic years and 8 semesters. Thus a student is expected to obtain at least 30 credits in each academic year. The following table shows the credit allocation in B.A. Honours degree programme.

	1 <sup>st</sup> Year	2 <sup>nd</sup> year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	No. of Credits
Core Courses	12	24	24	21	81
Ancillary Courses	18	-	-	-	18
Optional Courses	-	06	06	-	12
Dissertation	-	-	-	06	06
Internship	-	-	-	03	03
No. of Total Credits per Year	30	30	30	30	120

Core courses are selected from the 13 disciplines available from the 10 departments. The ancillary and optional courses are given below:

**Ancillary Courses (For the First Year Students):**

Basic English

Information Technology

Science & Critical Thinking

Social Harmony

Basic Sinhala  
Basic Mathematics/ Statistics  
Introduction to Art & Entrepreneurship

**Optional Courses (Open to the 2<sup>nd</sup> & 3<sup>rd</sup> Year Students):**

Community Development  
Cinema & Tamil society  
Cultural Monument and Museum Studies  
Phenomenology of Religion in the world  
Concepts of Equality and Justice In Islam  
Laws and Customs of Sri Lankan Tamils  
Disaster Management  
Environmental and Natural Economics  
Games sports & theatre  
Translation Techniques  
Advance reading & writing  
Cultural Tourism in Sri Lanka  
Environmental Management  
History of the Sri Lankan Tamils  
Translation Skills  
Art, Culture & Society  
Social Issues and Theatre Activism  
Writing for Media  
Theatres, Societies and Development programmes  
Selected Themes from Sri Lankan History  
Tourism and Development  
Salient Features of International Humanitarian Law  
Economy of Sri Lanka

A student who follows the Honours degree programme should have obtained at least the GPA of 3.00 in all the subjects of the core discipline to be selected for specialization in both semesters of the 1<sup>st</sup> year. In addition, the student should pass the remaining courses of the core discipline and ancillary courses by obtaining a minimum GPA of 2.00. Among the ancillary courses the student should obtain a GPA of 2.00 in ICT and Basic English I & II in both semesters. If a student fails in the ancillary courses he / she should complete them before the end of the study programme. The students for specialization will be selected to follow Honours degrees according to the merit order and depending on the number of students that could be accommodated by the respective department. Further if a student is admitted to the FAC under special intake, he / she would be allowed only to follow Honours degree programme in the subject/s assigned to it.

The research component is obligatory in the Honours degree programme of the FAC, and is fulfilled by the submission of the dissertation at the end of the 4<sup>th</sup> year. Research activity is guided by a supervisor who is a senior lecturer appointed by the respective department or discipline. At the beginning of the research the students have to present their research proposals in a forum.. The students have to maintain a record of consultation with the supervisor and it has to be annexed along with the dissertation.

An internship is obligatory in the Honours degree programme of the FAC. Final year students would be deployed as ‘Internship Trainees’ at various institutions related to the discipline concerned for one month. At the end of the training students would be required to submit a report and the same would be then evaluated and 3 credits would be awarded to them.

If a candidate in the Honours degree programme of the FAC fails in one or more course units in the second or third year and still completes these units within 4 academic years, he / she is not eligible for a class. According to the UGC circular No. 901, a student is awarded an academic first class in a B.A. Honours degree if he / she obtains a GPA of 3.70 or above and obtains a minimum GPV of 2.00 in all courses. If the student obtains a GPA of 3.30 to 3.69 with a minimum GPV of 2.00 in all courses, he / she will be awarded a second class (Upper Division). Second class (Lower Division) would be awarded if a student obtains a GPA of 3.00 to 3.29 with a minimum GPV of 2.00 in all courses. The effective date of the Honours degree is either the date of submission of the dissertation which is determined by the by the board of the FAC or the last paper of the final examination depending on which comes first.

A unique phenomenon in the FAC of EUSL is that many students opt to offer a B.A. General Degree instead of opting for Honours degree programmes. The following table shows the student distribution in the study programmes under review during the current academic year:

<b>Subject</b>	<b>1<sup>st</sup> Year</b>	<b>2<sup>nd</sup> Year (General)</b>	<b>2<sup>nd</sup> Year (Special)</b>	<b>3<sup>rd</sup> Year (General)</b>	<b>3<sup>rd</sup> Year (Special)</b>	<b>4<sup>th</sup> Year (Honours)</b>
Philosophy	95	53	08	52	10	04
Hindu Civilization	201	56	04	63	14	05
Tamil	314	93	12	37	09	06
Comparative Religion & Social Harmony	35	10	02	23	03	04
Fine Arts	67	16	04	21	06	05

The FAC of the EUSL has formulated its graduate profile. To achieve the target of the student profile, OBS and SCL are activated effectively in the faculty.



It is compulsory for a student in the FAC to complete the course units ICT and Basic English I & II, obtaining a minimum GPV of 2.00 in both semesters.

The FAC of the EUSL has now 21 permanent academic staff (Annexure-3), available to teach the disciplines under review. Out of this, 01 is a Professor, 04 Grade I Senior Lecturers, 13 Grade II Senior Lecturers, and 03 probationary Lecturers. Added to this number there are 08 temporary academic staff. Besides 02 administrative staff members and 04 non academic staff members are available in the FAC (Annexure-3).

### Information of Teaching Panel of Relevant Departments

No	Department	Discipline	Academic Staff				Clerical / Non academic Staff
			Permanent Lecturers	Temporary/ Assistant Lecturers	Instructors/ Tutors	Visiting Lecturers	
1	Languages	Tamil	06	04	--	01	01
		English	02	--	--	--	
2	Fine Arts	Fine Arts	01	01	--	05	02
		Drama and Theatre	03	01	--	06	
3	Comparative Religion and Social Harmony	Comparative Religion and Social Harmony	03	01	--	02	--
4	Hindu Civilization	Hindu Civilization	03	02	--	01	--
5	Philosophy and Value Studies	Philosophy	03	02	--	04	--
	<b>Total</b>		<b>21</b>	<b>11</b>	<b>--</b>	<b>19</b>	<b>03</b>

### Staff Profile as Given in the SER (pp 5-11)

	Professors		Senior Lecturer G1		Senior Lecturer GII		Lecturer		Probationary Lecturer		Total
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
		1	2	2	9	1	2		3	5	
<b>Total</b>	<b>--</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>9</b>	<b>1</b>	<b>2</b>	<b>--</b>	<b>3</b>	<b>5</b>	<b>25</b>

FAC of EUSL has some physical facilities for learning and research activities (03 lecture hall with the access to multi media, 10 lecture halls without the access to multi media, 01 auditorium, 02 IT Labs, 01 GIS Lab, 01 audio visual unit). The review team was able to visit these places and observe the infrastructure available for the students and staff. The library has a good collection of books and journals. It also provides electronic access to full texts from the terminals located in the library. Outdoor reading facilities are provided. The library provides a well-furnished room for the staff members to engage in academic research conveniently.

Wi-Fi is available to the students and staff throughout the university premises. There are 02 computer labs established in the FAC which are available for students. The main lecture rooms of the departments are equipped with multimedia and other relevant tech facilities, which create a comfortable teaching and learning environment (Annexure-4). ELTU has a basic language lab, which makes teaching of English efficient. Lack of enough space (lack of spacious lecture halls, offices, lack of personal rooms for academics) is a common phenomenon in the FAC.

The review team observed that the students are not given a variety of venues for extra-curricular activities, especially for sports. A student centre, playground and a gymnasium are available but not utilized properly. The students also expressed the same sentiments.

The hostel facilities are given to all the students from outstations. The hostels have their own canteens where students can buy their meals. The Students' Affairs Department is responsible for the hostel accommodation.

The facilities for the differently-abled students are commendable in the FAC of EUSL (Annexure-4).

The review team was able to observe that many members of the departments under review were not aware of the subject review programme which was carried out in the university 5 years back. These departments did not have their Subject Review Reports. The reason that they gave was that the heads of the departments have been changed and the new head are not aware of the Subject Review.

## **SECTION 2**

### **Review Team's Observations on the SER Produced by the FAC of the EUSL on the B.A. Honours Degree Programme**

The review team members were individually given the SER prepared by the FAC of the EUSL at the end of the meeting held on 05.07.2017 at the auditorium of the UGC. They carefully scrutinized the SER first of all individually as desk evaluation, and allocated their marking and sent it to the director of QAAC. After the meeting held on 23.08.2017 at the auditorium of the UGC the panel members met together for the first time, shared their views about the SER and each one's marking and discussed the review visit to the spot.

The main drawback of the SER is that, though there are 05 departments in this cluster (Humanities), only one SER was produced. It looks like an SER for a General degree programme. It is really confusing to judge with one SER all the disciplines. The evidence given for the standards in the criteria cannot be applicable for all disciplines and some evidence applicable to certain departments cannot be applicable to others.

The documentary evidence to support the claim of best practices is not stated properly for some of the standards. Relevance of some standards have not been adequately addressed in the SER (for example: 1.10, 3.13, 3.17, 4.2, 4.8, 4.11, 5.16, 6.6, 6.15, 8.2, 8.10, 8.14). Based on this the review team feels that these standards are not practised in any of the discipline under review.

The review team observed that the SER writing process was started in the first week of March 2017 and was completed in the third week of May. The SER writing team was properly appointed with the ToR and conducted many meetings before producing the final draft of the SER. So they had enough time and opportunities to produce an SER for each discipline.

The review team had many meetings during the visit to the FAC of EUSL (Annexure-2). After these meetings and observations the review team could see the real situation of the faculty, which was not fully represented in the SER. For example, regarding sports and extracurricular activities what was given in the SER looks something ideal, whereas what the students feel about them is not what is stated in the SER.

In the template that was given to present the standards, best practices, documentary evidences and document numbers, it was requested to give a summary for each criterion at the end. There it was presupposed to make a SWOT analysis about each criterion. However, in the SER presented by the FAC for the B.A. Honours degree programme, a SWOT analysis is given at the beginning, which is very generic about the whole faculty. After each criterion there is only a summary, which contains only the strengths and achievements of the faculty. The SWOT analysis for each criterion would have helped to interiorize more efficiently the standards.

Relevant necessary documents were provided by each discipline as evidence for their achievements. However, there is no mention in the SER about the Subject Review Reports done in the departments a few years ago.

## **SECTION 3**

### **A Brief Description of the Review Process**

A standard Programme Review was conducted by a team of Reviewers (see below) following the guidelines provided in the Manual for review of Undergraduate study programmes of Sri Lankan Universities and Higher Education Institutions (UGC, December 2015). The quality of education of the FAC, Eastern University of Sri Lanka, was reviewed according to the aims and learning outcomes given in the SER of the Faculty.

The following eight (08) aspects of education were, in particular, reviewed at the program level:

- Programme Management
- Programme Design and Development
- Human and Physical Resources
- Course/Module Design and Development
- Teaching and Learning
- Learning Environment, Student Support and Progression
- Student Assessment and Awards
- Innovative and Healthy Practices

The review team consisting of the following members:

1. Ven. Prof. Muwaetagama Gnanananda (Chairperson)  
Department of Pali and Buddhist Studies, Faculty of Arts, University of Peradeniya.
2. Rev. Dr. JC Paul Rohan  
Department of Christian Civilization, Faculty of Arts, University of Jaffna.
3. Dr. NWB. Balasooriya  
Department of Geology, Faculty of Science, University of Peradeniya.
4. Dr. MIS. Safeena  
Department of Biological Sciences, Faculty of Applied Sciences, South Eastern University of Sri Lanka.

The program review was conducted from 20<sup>th</sup> to 22<sup>nd</sup> November 2017 from 8.00 a.m. to 4.30 p.m.

On 20<sup>th</sup> November 2017, the chairperson briefed the review team about the review process. The agenda of the three days visit submitted by the Faculty was discussed and fine-tuned with the Coordinator of the Faculty quality assurance cell (the Agenda of the review programme is in Annexure 1).

During the period of review, the review team met with the Director/IQAU, Vice-Chancellor, Dean/FAC, Heads of Departments, Academic staff of the Faculty, supporting staff, and undergraduates of the Faculty who read for the B.A. Honours degree in four disciplines for which the SER was submitted (The complete list of meetings and dates in Annexure 2).

In addition to the meeting with the faculty, the review team itself had some relevant discussions pertaining to the review processes. Several documents were perused to gather firsthand information pertaining to the conduct of the degree program, including the prospectus, academic calendars, structures and curricula of undergraduate programmes, documents pertaining to curriculum revision, lesson plans, lists of examiners, assessment criteria, student feedback forms, question papers, marking schemes, answer scripts, etc. The review team also examined the facilities available for teaching and learning. These included the lecture theatres, equipment, library, computer laboratories, sports facilities, canteen facilities, wash room facilities etc.

The process was for three days from 20<sup>th</sup> November 2017; at the end of the third day, the review team gave some feedback of the findings to the Dean and Heads of the Departments and other members of the academic staff. After the review visit, this report was prepared incorporating the findings of the review team. In the report, the strengths, good practices and the weaknesses are highlighted together with recommendations. Each aspect has been given a judgment according to the Program Review manual.

Members of the review team had broad and fruitful discussions, with the Dean, Heads of Departments, and the academic staff of the Faculty, on a range of matters pertaining to teaching and learning methods. This was with a view to making an assessment of the current situation and making specific recommendations for the further enhancement of skills of teachers and students wherever necessary.

Overall, the review team was impressed with the arrangement made by the faculty for the review processes for three days, the deep sense of commitment shown by the academic staff in the teaching process, and a similar commitment shown by the students in the learning process. The review team was able to make an assessment of several areas pertaining to teaching and learning methods, which require attention and further improvement, in the overall academic environment to enable students to derive maximum benefits from the pursuit of the Bachelors of Honours degree programmes.

## **SECTION 4**

### **Overview of the Faculty's Approach to Quality and Standard**

University accountability for quality and standards is a key factor required to promote and safeguard public confidence in higher education. As higher education in Sri Lanka is a public good, universities must conscientiously exercise their responsibility for quality and standards. The program review is one of the components of the external quality assurance program carried out in Sri Lankan universities. It evaluates the quality of education within a specific discipline. It is focused on evaluating the student learning experience, student achievements and the teaching learning process. It is understood that the final responsibility for quality and standards remains within the institution itself, since it alone has the powers to control and to change existing practices. Key features of the program review process include the critical analysis of the Self Evaluation Report (SER) prepared by the faculty concerned, peer observation of teaching, observation of documents, observation of the facilities available, and gathering information on activities towards quality assurance through discussions with as many stakeholders as possible.

The Internal Quality Assurance Unit (IQAU) is situated with adequate facilities. The approach to quality assurance was in the form of demonstrating a commitment to quality at the University. The Faculty quality assurance cell (FQAC) is in the FAC is functioning with a coordinator who is a senior staff member of the faculty. The IQAU assures quality in academic programmes through the establishment of the FQAC, with examples of their active collaboration. The activities and coordination of both entities are satisfactory in the direction of quality assurance and management practices in the FAC.

The review team was pleased to note that the Strategic Plan has ensuring quality at the centre of teaching and learning, research, community engagement and administrative processes. As per the meeting with the Vice Chancellor, the team notes the positive gains made by the University as a result of the rigorous Institutional review processes, which they have undergone.

It was evident to the Review team that the Handbook has been prepared partially adopting the Sri Lanka Quality Framework (SLQF). It provides a general and helpful overview of degree programmes and how 'quality' is understood and will be implemented and monitored to a certain extent across the FAC. The Review team encouraged the FAC to ensure the implementation of the quality systems in all possible academic aspects. However, the student handbook was not adapted and reviewed in line with the insights gained and feedback obtained.

The use of Intended Learning Outcomes (ILOs) is one element of the approach in outcome based education which could be seen currently under implementation as per the handbook. This practice was not implemented in a satisfactory manner with all four

honours degree programmes. The Review team expected that some programmes should have Programme Objectives, Programme Intended Learning Outcomes (PILOs) and Course Intended Learning Outcomes (CILOs).

The IQAU, with the collaboration of the staff development centre (SDC), has conducted a few programmes to educate staff on the new quality system. Staff confirmed that the workshops were very useful, but many more workshops are needed to promote faculty-wide shared understanding of quality and to develop the necessary quality assurance skills.

The current profile of the FAC characterizes it as a predominantly undergraduate teaching faculty. Over the past subject review processes of the QAAC, many subjects have been reviewed at least once, although, the Review Team was not impressed with the consistent involvement of external stakeholders in curriculum reform and the commencement of new programmes. However, student feedback was also taken into account only for certain subjects and yet it was not monitored for further processes or improvement.



## **SECTION 5**

### **Judgment on the Eight Criteria of Programme Review**

#### **Criterion 1-Programme management**

##### **Strengths:**

- The faculty has the proper organizational structure for effective management; preparing and monitoring the faculty action plan in line with the university strategic and corporate plan, regular updating, preparing a faculty organogram along with the student manual, maintaining proper communication with administration and students, and implementing duty lists, work norms, and codes of conduct for all categories of staff.
- A three week orientation program is organized regularly, providing a handbook and student charter to all incoming students.
- All information pertinent to students is displayed in the notice board.
- Confidential files are maintained and updated effectively. The faculty has a decentralized system of finance, examinations, etc.
- The IQAC is operated with sufficient infrastructure facilities and conducts regular meetings and keeps minutes.
- The Director / IQAU handed over IR, PR and SLQF manuals to the HODs and conducted workshops for academic staff. The faculty is equipped with ICT lab with adequate facilities.
- The EUSL established a GEE Cell to maintain, promote and enhancing gender equity, and quality was one of the good practices.
- EUSL has been prepared a code of conduct for students and strictly implements anti ragging policy using awareness, introducing disciplinary by-laws and displaying of hoarding of boards in the premises.

##### **Weaknesses:**

- The students/parents feedbacks are not implemented effectively to improve quality of above mentioned programs.
- Faculty website is not updated with handbook, prospectus, special notes, etc.
- There is lack of evidence for a performance appraisal system, lack of regular functioning of a curriculum development committee (CDC), inadequacy of the services of academic mentoring and student counseling, lack of evidence for ensuring the safety and security of the students.
- There is lack of evidence of SBS used during designing and development of curriculum.
- There are MOUs signed by the faculty, but there is lack of evidence for the outcome of the MOUs.
- Student counselors have been appointed and extend their services in many dimensions.

## **Criterion 2- Human and Physical Resources**

### **Strengths:**

- The faculty has qualified and efficient staff, and its competencies are adequate for designing, development, and conduct of academic programmes, research, and faculty management.
- Staff training with exposure to English and ICT skills at the SDC is at a satisfactory level and the faculty encourages young staff in their postgraduate studies and training.
- The faculty is in the new building complex with difficulty in accommodating all the departments.
- The English Language Teaching Unit (ELTU) of the faculty has adequate infrastructure facilities and resources, but there is a lack of teaching staff. ELTU has taken necessary steps to improve the English knowledge of identified weak students (about 70%). Student feedback is used for improving T/L.
- The Centre for ITC is functioning well with a separate three-floor building, Wi-Fi facilities, video conference facilities, and five labs to provide service to all students of the EUSL.
- The Career Guidance Unit provides adequate services to students on soft and life skills. The faculty also engaged in several outreach programmes such as cultural, aesthetic and community level programmes, at a satisfactory level.
- The main library is functioning effectively with a complaint box available, and the complaints are analyzed in a timely manner and responded to. Two reference sections for English and Tamil with Wi-Fi facilities are available for users. A student discussion facility is available. There is an E-Resources center with 58 terminals for student research work, and a Virtual University catalogue.
- 

### **Weaknesses:**

- Some of the departments are in other faculties with lack of infrastructure and other facilities. Lecture hall numbers, facilities, and environment are not adequate or not conducive for learning.
- Common room facilities for staff and students are not available and separate male and female washroom facilities were not adequate in the new building.
- The team observed that Temporary Assistant Lecturers are used in clerical work of the faculty and at last, there is a lack of privacy for non-academic staff.
- There is no generator to deal with power failures, which take place quite often in the region.
- The team observed that 5% of generated funds is allocated for faculty development, even though physically they are not utilized.

### **Criterion 3: Programme Design and Development**

#### **Strengths:**

- The faculty has revised the curriculum for the B.A. (Special and General) in 2015.
- The faculty ensures workshops, training, and stakeholders participation at key stages of planning, designing, development and review of the curriculum, and incorporates the stakeholders feedback.
- The programme is consisted with the mission, goals and objectives of the faculty and university.
- Internship training is encouraging.

#### **Weaknesses:**

- There is a lack of evidence for the reference points for the SBS and subject review recommendation used in reviewing the curriculum. However, enrolment of students to honours degree is very minimal compared to the number of students.
- The team observed that the honours degrees have 1+3 system without an exit point; fall back option and dropout rates are not available and presentation skills and English proficiency of final year students are not satisfactory.
- The employment rate is also low for the faculty of Arts.
- There is a lack of evidence for incorporation of OBE-SCL in the curriculum.

#### **Recommendations:**

- Graduate progression should be transparent and students should be able to know the marks / results of the previous semester before the commencement of the new semester.

### **Criterion 4: Course/Module Design and development**

#### **Strengths:**

- There is an FQAC, but the monitoring and effective processes to evaluate, review, and improve the course design and development, and course approval, has to be implemented.

#### **Weaknesses:**

- Course design and development has been carried out from time to time, but no CDC has been established at the faculty level or in departments.
- There is no evidence of student feedbacks being incorporated into the curriculum design.
- There is no general format for student feedback; different faculties adopt different models.
- The lecture plan and course content are not much distinguished since there is no template approved by the faculty.

## **Criterion 5: Teaching and Learning**

### **Strengths:**

- Teachers encourage collaborative learning in some departments.
- Feedback obtained at the end of the semester and results of feedback are discussed with staff.
- Teaching-learning strategies ensure that teaching and learning are not gender discriminative and abusive and the GEE Unit also implements policies against gender based discrimination and abuse.

### **Weaknesses:**

- The University provides a Corporate/strategic Plan, Faculty Handbook and mission statement, Faculty Action Plan, minutes of action plan meetings, and programme/course specifications.
- The faculty provides course specifications and a time table on time. However, there is limited evidence that the teaching and learning strategies, assessments, and learning outcomes are closely aligned.
- The review team couldn't find any follow-up action on Feedback obtained.
- Peer review is not conducted in some departments. There is a lack of evidence for the incorporation of student feedback in teaching.
- Teaching and learning activities are not monitored routinely for their appropriateness and effectiveness.
- No physical evidence of presence of VLE/LMS, physical verification of use of VLE/LMS, number of courses /documents uploaded into LMS, and student feedback.
- The Faculty / University does not use a defined set of indicators of excellence in teaching to evaluate performance of teachers.

## **Criterion 6: Learning Environment, Student support and progression**

### **Strengths:**

- It was observed that the faculty adopts a friendly environment among academics, administration, and students that ensures a conducive and caring environment and greater interaction among students and staff.
- All the registered students are provided with an orientation programme which provides information and obtains feedback.
- It is commendable that via communication with students through Twitter, notice boards etc., the administration takes measures to minimize ragging.
- The faculty motivates staff and students to take part in training on ICT, library, and exposure in English language learning. The Faculty / University provides a satisfactory level of library services.

- The ELTU has taken necessary steps to improve the English knowledge with identified weak students (about 70%), and student feedback is used for improving T/L.
- The canteen, sanitary, and other facilities are satisfactory.
- Accommodation facilities are available for all students.

**Weaknesses:**

- The faculty board has two external members from among alumni, and lectures are conducted till late evening. Some students have requested that they be completed early, even though those requests were not considered by the administration.
- Honours degree lectures are held in the lecturers' rooms.

**Recommendations:**

- The administration should take steps to encourage physical education activities, social harmony, and cultural activities.
- Facilities for sports and gymnasium must be improved. The university administration should take necessary steps to encourage students to participate in games. Limited space is available for the Dept. of Physical Education.
- Facilities of the health center must be improved with wards facilities, and more trained staff should be appointed, including a permanent Medical Officer.

**Criterion 7: Student Assessment and Awards**

**Strengths:**

- Assessment strategies of student learning are considered during programme design.
- The good practices observed by the panel included appointing internal and external examiners and allocation of weightage for different components of assessment.
- IT is compulsory for all years

**Weaknesses:**

- Lack of a clear relationship between assessment tasks and the programme outcomes.
- The second examiner and moderation reports and feedback are not taken up.
- The team noticed that the semester results are released after 3 months mostly 6 months to one year and the period of completion of degrees take more than 3 years for general degrees and more than 5-6 years for honours degrees.
- Results of the IT exams of the 1st year students are released at the end of 3rd year. This process has more effect on a student's career.
- The confidentiality and transparency of handling examination process is not satisfactory since all exam papers are handled by HODs.

- Question papers carry non-proportional number of question according to the time duration and credit weight. Questions are mostly essay type and it is difficult to assess different cognitive levels.
- 50% + 50% assessment is not according to the SLQF.
- Tracer studies of graduates' employment are not available.
- Provisional results are displayed on a notice board.
- IT is compulsory for all years, but it is considered for GPA in the 1st year only. For other years it is not appreciated through a separate certificate.
- Students expressed that it was difficult to get a transcript or a detailed degree certificate on time.
- Delays in releasing results affects the convocation of some of the students in the same batch.

#### **Recommendations:**

- Research and Development must be strengthened as there are no records of institutional and national recognition received by academics.

#### **Criterion 8: Innovative and healthy Practices**

- Temple, Kovil, Mosque and Church are built in the same compound to keep social harmony.
- Well maintaining Gender Equity & Equality (GEE) through forming GEE center and conducting workshops, seminar and awareness.
- Facilities provided in the main library for special needs students.
- Research space provided in the main library with 12 cubicles for academic staff and visiting staff with information and facilities.
- Librarian, SAL are involving in academic teaching of the courses LIS, Library literacy.

**Table 5.1 – Scores of the Programme of Study (Converted to Percentage)**

No	Criteria	Weighted minimum score*	Actual criteria-wise score
1	Programme Management	75	124.07
2	Human and Physical Resources	50	66.67
3	Programme Design and Development	50	108.33
4	Course/ Module Design and Development	75	102.63
5	Teaching and learning	75	100.00
6	Learning Environment, Student Support and progression	50	56.52
7	Student Assessment and Awards	75	100.00
8	Innovative and Healthy Practices	25	39.74
	Total on a thousand scale		<b>697.96</b>
	%		<b>70%</b>

## SECTION 6

### Grading of Overall Performance of the Programme

The programme review of the B.A. (Honours) Degree Programme (Humanities) of the Faculty of Arts and Culture, Eastern University of Sri Lanka, revealed that the Faculty has maintained above average standards on all criteria. However the programme has a room for improvement in Criterion 2 (Human and Physical Resources), Criterion 6 (Learning Environment, Student Support and Progression), and Criterion 8 (Innovative and Healthy Practices). Based on the judgement on the eight criteria, the study programme scored **70** percent of the marks. Actual criteria-wise scores for all eight criteria are more than the weighted minimum score for all eight criteria.

Therefore, the overall performance of the B.A. (Honours) Degree Programme (Humanities) of the Faculty of Arts and Culture of EUSL was “**B**” and performance descriptor was judged as “**good**” indicating satisfactory level of accomplishment of quality expected of a programme of study; requires improvement in a few aspects (Table 6.1).

**Table 6.1 Grading of Overall Performance of a Study Programme**

Institution	Actual aspect - wise	Grade	Performance	Interpretation of descriptor
≥ 80	Equal to or more than the minimum weighted score for each of all eight criteria	A	Very Good	High level of accomplishment of quality expected of a programme of study should move towards excellence
≥70	Equal to or more than the minimum weighted score for seven of the eight criteria	B	Good	Satisfactory level of accomplishment of quality expected of a programme of study; requires improvement in a few aspects
≥60	Equal to or more than the minimum weighted score for six of the eight criteria	C	Satisfactory	Minimum level of accomplishment of quality expected of a programme of study; requires improvement in several aspects
<60	Irrespective of minimum weighted criterion scores	D	Unsatisfactory	Inadequate level of accomplishment of quality expected of a programme of study: requires improvement in all aspects



## **SECTION 7**

### **Commendations and Recommendations**

The faculty has the proper organizational structure for effective management, preparing and monitoring the faculty action plan together with the university strategic and corporate plan, regular updating, preparing the faculty organogram along with the student manual, maintaining proper communication with administration and students, and implementing duty lists, work norms, and code of conduct for all categories of staff. There needs to be systematic faculty minutes and we suggest holding regular dept. meetings. The Faculty of Arts & Culture offers the Bachelor of Arts Honours Degree Programme (Humanities Cluster) in the Tamil medium, and it is recommended to offer the degree programme (at least few courses) in the English medium, as it will make way for increased employability in the private sector. The Faculty must concentrate on programme design and development along with Course/Module design and development and the necessary approval should be required from the Faculty and Senate.

It is recommended to introduce the Performance Appraisal system for academic teaching and research. Effective welfare mechanisms for staff and students and appropriate and practical procedures should be introduced. It is highly recommended to maintain the important concept of gender equity in the campus.

It is recommended to improve and work towards a friendly administrative, academic, and technical support system which ensures a conducive and caring environment and greater interaction among students and staff.

Since the faculty is facing a problem to find visiting lecturers for some courses, it is recommended to introduce an internal and inter-faculty and external credit-transfer policy.

It is suggested that the department's young energetic staff should work more for research and development, and outreach activities and extracurricular activities.

It is commended that the student-centered learning is encouraged by the department of Fine Arts and Drama and Theater Arts through various activities, such as drama production, creative video productions. It is also commended that an internship is obligatory in the Honours degree programme of the FAC.

## **SECTION 8**

### **Summary**

The faculty has the proper organizational structure for effective management. The University provides a Corporate/strategic plan, the Faculty Handbook and mission statement, and Faculty Action Plan. Students' participation in Faculty Board is effective. A three week orientation program is organized regularly. Handbooks are printed on time and distributed at the orientation program to make the fresh students aware. The IQAC operates at the Faculty and University level. The proctor, senior student counselor, and student counselors have been appointed by the faculty and the University.

The Faculty has qualified personnel as academic staff and their competencies are adequate for designing/development and delivery of the academic program, research, and other matters. Staff training at SDC is at a satisfactory level. The Faculty has adequate infrastructure facilities such as multimedia projectors, computers etc. for teaching purposes at the new building and some other departments (Department of Fine Arts and Drama and Theater Arts) are lacking the above facilities. Computers, video conference, and other facilities in the ICT center are at a satisfactory level. The English Language Teaching Unit (ELTU) of the faculty provides English language teaching for students in an effective manner. The Career Guidance unit provides adequate services to students on soft skills. Faculty provides a good level of library services with facilities for differently abled students (access, Braille equipment, and documents). The University has a Center for GEE to ensure that there is no direct or indirect sex discrimination or harassment.

### **Review Panel's Recommendations**

- The faculty should adopt a friendly administrative, academic, and technical support system that ensure a conducive environment and greater interaction among student and staff.
- Senior staff should be encouraged to apply for professor promotions.
- A need survey should be conducted for some programmes (such as Hindu Civilization) with stakeholders and identify the needs of the country to offer the programme.
- The Faculty curriculum committee should be regularised with senior members of the departments, and should have regular monthly meetings.
- Adequate space and facilities should be obtained for staff.
- All the assignments and examination results should be released within a period of 3 months.
- Internet facilities should be enhanced and VLE/LMS introduced to enhance the teaching and learning processes.
- Teaching Excellence and Research Excellence awards should be introduced for academic staff.

- Facilities for the co-curricular activities such as sports and aesthetic programs should be enhanced.
- Graduation requirements must be ensured in the degree certification process.
- Conduct student satisfaction surveys and employability surveys should be conducted.

PROGRAMME REVIEW REPORT – UNDERGRADUATE STUDY PROGRAMME  
BACHELOR OF ARTS HONOURS DEGREE PROGRAMME (HUMANITIES)  
FACULTY OF ARTS AND CULTURE  
EASTERN UNIVERSITY, SRI LANKA  
From 20<sup>th</sup> to 22<sup>nd</sup> November, 2017

REVIEW PANEL MEMBERS:

1. VEN. PROF. MUWAETAGAMA GNANANANDA:



2. REV. DR. J.C. PAUL ROHAN:



3. DR. N.W.B. BALASOORIYA:



4. DR. M.I.S. SAFEENA:

