



# **PROGRAM REVIEW 2017**

University of Kalaniya  
Faculty of Humanities  
Cluster - 2

*Final Report - 15.02.2018*

# *PROGRAM REVIEW REPORT*

*Special Degree Programs in French,  
German, Japanese, Chinese, Russian, &  
Hindi*

*Faculty of Humanities,  
University of Kelaniya*

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**University of Kelaniya – Cluster Two**  
**Bachelor of Arts Honors Degree Programs in French, German, Japanese,**  
**Chinese, Russian, and Hindi**

**From 6<sup>th</sup> November to 8<sup>th</sup> November 2017**

**1. Introduction to the Faculty of Humanities and the Special Degree Programmes under review.**

The University of Kelaniya has its origin in the Vidyalankara Pirivena founded in 1875 as a Centre of higher learning for Buddhist clergy. With the establishment of modern Universities in Sri Lanka the Vidyalankara Pirivena became the Vidyalankara University of Ceylon in 1959, then the Vidyalankara Campus in 1972, and the University of Kelaniya, Sri Lanka in 1978. The Faculty of Humanities is one of the six Faculties of the University and comprises 9 Departments, and the Department for English Language Teaching (DELT).

The six Special Degree Programs under review belong to the Department of Modern Languages and the Department of Hindi. The Department of Modern Languages conducts five of those programs (French, German, Russian, Japanese, Chinese) and the Department of Hindi is responsible for one special degree program offered in Hindi. Until 1995, the Department of Hindi was within the Department of Modern Languages and it gained the status of an independent Department in March 1995. The Department of Modern Languages started offering French and Chinese programs more than 50 years ago (1964/65) and Russian, German, and Japanese programs were introduced in 1970, 1976, and 1978 respectively. The special degree program in Hindi was introduced in 1982.

The total number of academic, academic support, and non-academic staff belonging to the six degree programs is 25, and their distribution is shown in Table 1.

Table 1- Academic, academic support and non-academic staff belonging to the six programs

Category	French	Japanese	German	Chinese	Russian	Hindi
Professor	01		02		01	02
Senior Lecturer (I)		01			01	01
Senior Lecturer (II)	01			01		01
Lecturers	02	01	01	02		01
Clerical	02					01
Lab Attendant	01					
Office Assistant	01					01

The total student enrolment in the last three years is captured in Table 2 below.

Table 2- Student enrolment from 2012/13 to 2014/15.

Academic year	French	Japanese	German	Chinese	Russian	Hindi
2014/15	05	08	08	46		10
2013/15	06	04	05	24	06	09
2012/13	04	19	06	14		16
Total	15	41	19	84	06	35

As reported in the Annual Report and Accounts of 2015 the total number of internal graduands of the special degree programmes of the Faculty of Humanities was 149. Among them, there were 32 First classes, 107 Second classes, and 10 passes.

## 2. Review Teams' Observations on the SER prepared by the Faculty of Humanities

According to the SER, the initial steps of writing it took place in July 2016. The team leader and team members had been identified at the 298<sup>th</sup> Board meeting of the Faculty of Humanities. The decision to present the SER for evaluation in five clusters (originally six) was taken at the 306<sup>th</sup> Meeting of the Faculty Board. Several changes were made to the composition of the writing team in between. Finally, the responsibility of writing the SER was allocated to the academics who were involved in offering the special degree programs. The collection of relevant documents was done by the AEs/SARs in the Faculty.

Even though a lengthy explanation is provided about the completion of the SER, the Review Team believes that the SER of Cluster Two is a very weak and inadequately compiled document put together in a very short span of time by the junior academics. The SER therefore has major drawbacks with reference to documentation. Further, throughout the SER, reference is made to the program in French, which led to confusion. The Review Team, in its effort to study documentary evidence in relation to these courses of study, was faced with two major difficulties: the non-availability of adequate sources of evidence to sustain the different claims and the poorly organized system to review the different documents. Even though the Review Team had to contend with this drawback in the SER, the team endeavors to provide a comprehensive report, which, they hope will help the Faculty in further improving their teaching-learning mechanisms. However, a very comprehensive SWOT analysis was incorporated into the SER.

All the evidence collected by the Faculty staff in relation to the SER was checked by the Review Team during the site visit. Wherever important documentation was not available, the review team made an extra effort to locate them with the help of the young staff. However, much supporting evidence was missing and the review team had to take decisions based on the available documents. The Review Team had a very interactive and positive meeting with students of the study programs.

### 3. A Brief Description of the Review Process

The Review Team completed the desk review individually and submitted the overall evaluation to the QAAC of the UGC. Having prepared a tentative program for the site visit according to the guidelines provided by the QAA Director, and after several communications with the Faculty of Humanities, the program was finalized. However, several adjustments had to be made according to the requirements of both parties during the site visit. There were three Review Teams visiting the Faculty on the same dates and the Faculty had arranged common meetings with the Vice Chancellor, Dean, Heads, Administrators, and support staff including technical staff. On the request of the review teams, meetings with co-ordinators, staff involved in conducting the programs, and students, and observations of lessons were arranged separately. The review team had meetings with all required parties of the Faculty and University and visited most of the facilities. The program of the site visit is given in Annex 1.

**During the site visit meetings were held with the following stakeholders:**

<ul style="list-style-type: none"><li>• Director IQAU</li></ul>	<ul style="list-style-type: none"><li>• Temporary Academic Staff</li></ul>
<ul style="list-style-type: none"><li>• Vice Chancellor, Deputy Vice Chancellor, Director/ICMMS</li></ul>	<ul style="list-style-type: none"><li>• Non-academic staff and minor staff of the Departments</li></ul>
<ul style="list-style-type: none"><li>• Dean of the Faculty</li></ul>	<ul style="list-style-type: none"><li>• Administrative staff of the faculty</li></ul>
<ul style="list-style-type: none"><li>• Heads of Departments</li></ul>	<ul style="list-style-type: none"><li>• Students of the study programs</li></ul>
<ul style="list-style-type: none"><li>• Academic staff, Co-ordinators of the Program</li></ul>	<ul style="list-style-type: none"><li>• Librarian</li></ul>
<ul style="list-style-type: none"><li>• Director, Kalana Mithuru Counselling unit</li></ul>	<ul style="list-style-type: none"><li>• Director/ Gender Unit</li></ul>

On the final day of site visit, the review panel presented key findings to the Dean of the Faculty, Heads of departments and academic staff members to conclude the review process.

#### **4. Overview of the Faculty's approach to Quality and Standards**

The University had established its Quality Assurance Centre in 2015 to oversee all quality assurance activities of the University. Presently it is based at the Faculty of Medicine, Ragama. FQAC is not operational at the Faculty and a co-ordinator was appointed to support the review teams in the review process. Further, a Faculty Curriculum Development Committee and a Research Committee are yet to be established in the Faculty .

Through the discussions with the Vice Chancellor, Dean, UQAU Director and other academics, it was determined that that the University had established several procedures to ensure the quality of its activities. One such procedure is the development of a University Quality Assurance Framework in line with the SLQF published by the Ministry of Higher Education in 2013 and 2015. Some standards laid down in the University manual are different to the standards stipulated in the SLQF due to the intention of the Committee to maintain high standards at the University. Through the manual, guidance provided to the staff about course codes, minimum admission requirements, progression pathways, nomenclature of the qualifications and requirements for award of the qualifications. However, University has not yet adopted the manual in its full spirit.

Another procedure instigated by the University is the establishment of an Inter-faculty Centre for Co-ordinating the Modular Systems (ICMMS) to ease the administrative activities of the Faculties of Humanities and Social Sciences there by leaving more room for academic staff to be involved in teaching and research work. Its main functions are registering students, preparing timetables and exam schedules, preparing lists of students for the Bachelor of Arts Degrees, preparing admission cards and results sheets and uploading the results to the website.

The six programs under review have not undergone full revisions in line with the SLQF and SBS as reference points and some Departments have lost the original documents related to program development due to relocations of their physical spaces. Further, it is evident that the Special Degree Programs in French and German consider Subject Benchmarks and Common European Framework for Languages as reference points, but Intended Learning Outcomes have not been incorporated to facilitate the teaching, learning and assessment processes.

The University Corporate Plan / Strategic Plan is available though no reference is provided for checking its progress continuously. Highly qualified academic staff with foreign exposure in the two Departments is a facilitating factor to maintain the quality of the curriculum, program delivery and evaluation process. Further, the enrollment of students in some programs (French, German, Russian, and Hindi) is very limited (Table 2) in the last three years, which would allow extra time for staff members to improve the quality of the programs concerned. However, most of the staff members are geared towards maintaining traditions, which would limit the progressive changes to be incorporated in the programs in relation to their respective disciplines. In addition, limited facilities and space available for the teaching-learning process is acting as a barrier for promoting student centered approaches. Teaching activities of the junior staff are monitored by the senior staff which is a factor contributing towards the quality improvement of the program delivery. Close relationships maintained with foreign universities and embassies pave the way to scholarships to academic staff and student exchanges, which might in turn improve the professional competencies of both parties.

## **5. Judgement on the Eight Criteria of Programme Reviews**

According to the SER of the Faculty of Humanities, which in turn is based on the Program Review Manual of the UGC, criteria 1, 2 and 3 are common to all six study programs. This report will address the findings in criteria 1, 2, and 3 in general. Due to unavailability of detailed information in the SER and limited evidence provided during the site visit, the review team finds it difficult to present findings for criteria 4-8 separately for each program. So, each criterion is also addressed in general but specific points relevant to the programs will be highlighted where required. Scores earned and actual criterion score will be presented separately for each program.

### **Criterion 1: Program Management**

The organizational structure and governance system of the Faculty of Humanities follow the acts, ordinances and regulations of the Sri Lankan government. The University Quality Assurance Centre has been in operation since 1<sup>st</sup> April 2015. This Centre oversees all quality assurance activities of the University. It is to be noted that it is imperative to establish a Faculty Quality Assurance Cell and a Curriculum Development Committee to ensure the quality of study programs in the Faculty. Study programs which need to go through a curriculum review should follow the SLQF Guidelines as a reference point. Unavailability of a curriculum Development Committee at the Faculty level may restrict the opportunities to consider the breadth, depth, rigor, and balance of the curriculum content of the programs under review.

It was revealed through discussions and the evidence provided that a participatory approach is not practiced to accommodate the viewpoints of students and other stakeholders, and the Faculty decided not to invite students for the Faculty Board meetings during the last few years. The course specifications, learning resources and student support services, rights and responsibilities of students, disciplinary procedures, etc., are compiled in a common Student Handbook which is distributed among all the students registered in all the programs of the University. In addition, an induction program is conducted for all freshers to explain the procedures in detail.

Having no Curriculum Development Committee established within the Faculty, the revisions of the curricula are taking place in an *ad hoc* manner. For program approval, the Faculty follows the standard practice by going through FB, CULTEC, and Senate. To fulfil the requirements of the programs and carry out academic research, the Faculty has established collaborative partnerships with relevant foreign embassies, and local and international universities and institutions. The course Units of the General Degree Programs at levels 1, 2 and 3 of the Faculties of Humanities and Social Sciences, prepared for the academic year 2013/14, was provided to the review team as evidence. It was revealed that the updated versions and course units of level 4 are available on the website for students' reference.

The Faculty has a policy to accommodate differently abled students. To put the policy into practice, there are no such students registered at present. The use of ICT facilities for program management and teaching and learning is important, though the facilities available in the Faculty ICT laboratories are not sufficient to cater to demands. The ICMMS is maintaining permanent records of all students in the Faculties of Humanities and Social Sciences. Duty lists or work norms are not available for the academic staff and the evidence provided is related to non-academic staff. The implementation of a performance appraisal system

is somewhat evident through VCs awards and Senate awards for research work. It was further revealed that an incentive scheme was introduced very recently for the non-academic staff to promote their attendance in the work place.

The two language laboratories (Japanese and Chinese), which are meant for conducting specific teaching-learning activities, are shared by all lecturers in the six programs. Substantial evidence was not provided for the availability of a mechanism to get regular feedback from students and stakeholders. Further, it is not evident whether such information is used meaningfully to improve the curriculum, teaching and learning, and evaluation of the programs. The services provided by the student counselors, hostels, Health Centre, Cultural Centre, Arts Council, Department of Physical Education, etc., are geared towards promoting a safe and secure life for students at the University. Centre for Gender Studies practices measures to ensure gender equity and equality in the conduct of programs.

It is evident that the two Departments face difficulties in finalizing time tables of these programs and finding well-resourced lecture halls for the conduct of teaching-learning activities. The overlapping of activities and clashes in the time tables are common incidents as reported by students. The weak response of the University to ragging is identified as a threat to the program activities.

Overall, Program Management is at a satisfactory level in the six Special Degree Programs of the Faculty of Humanities. Out of the total score allocated (27 standards x 3 points: maximum 81), the programs earned 64 which is equal to an actual criterion score of 119.

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

The special degree programs under review are blessed with an adequate number of qualified and experienced staff with foreign exposure. When compared with the number of students enrolled in each of the programs, only the programs in Chinese (84 students) and Japanese (41 students) need more cadre. There is evidence regarding the training programs conducted on Student Centered Learning, Subject Benchmark Statements, Intended Learning Outcomes, etc., for academic staff. However, the impact of those training programs is yet to be revealed. Academic staff members are encouraged to participate in training programs, short courses, seminars, and workshops conducted locally and internationally. Further, completion of SDC programs is a mandatory requirement for probationary lecturers to get confirmation in the post and to be considered for promotions. However, there is no mechanism adopted to monitor the impact of SDC & CPD programs on staff members and to take remedial actions as necessary. No formal procedure has been adopted by the Faculty to ensure implementation of work norms. Unfortunately, limited opportunities are available for the non-academic staff members to upgrade their professional skills.

It is evident in the special degree program in Chinese that volunteers are performing the role of the teacher. Having native language speakers as teachers, the students in the program in Chinese and Hindi are in a more advantaged position than the students in the Russian, French and German programs. Staff exchange and student exchange programs are also available in some of these programs, which are helpful for capacity development of both parties.

Lecture halls with sufficient facilities are limited and overlapping of time tables is a common problem. Use of multi-media in the teaching-learning process is evident, though, there being no generator in the University, power outages create problems for such users. At present, two language labs are available for

the students following the special degree programs in Chinese and Japanese, though only one lab (Japanese) is fully functional. Sharing one lab among students in all six programs is not practical. Further, different languages might need different equipment and material to facilitate the teaching-learning process. The university ensures students' access to a well-resourced library with internet facilities, and provides a user-friendly service. According to the students, the academic material provided by the University Library is not sufficient for language learning. Having two computer labs with the latest software facilities, students and teachers have ample opportunities to apply ICT in the teaching-learning process, though they are not being used to their full capacity. The Department of English Language Teaching is under resourced with staff and equipment and facing difficulties in catering to nearly 3000 students each academic year. There is no separate soft skills course incorporated into the curriculum of these degree programs. However, through various extra-curricular activities and informal attachments, students are provided with sufficient opportunities to enhance their professional skills.

The learning material available in the main Library and departmental libraries are not sufficient for language learning. Contemporary books, scholarly journals, magazines and other material should be made available to students to facilitate their self-learning.

Overall, Human and Physical Resources are at a satisfactory level in the six Special Degree Programs of the Faculty of Humanities. Out of the total score allocated (12 standards x 3 points: maximum 36) the programs earned 30 which is equal to an actual criterion score of 83.

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

There is no Curriculum Development Committee established within the Faculty. Some documents relating to the development of the programs are not available to check how far the participatory approach had been adopted in the program development process. With regards to the recent curriculum revisions that have taken place even in the Special Degree Programs in Japanese and Chinese, only the syllabuses are available. Further, no records are provided to confirm the participation of external stakeholders in the key stages of program planning, design, development, and review. Programs are in line with the mission, goals, and objectives of the University, and some reflect global trends and current knowledge and practice in their respective disciplines.

The design of the French and German programs complies with the Common European Framework for Languages (CEFR). The other programs have not yet been fully aligned with the SLQF. Program design and development procedures include details relating to entry and exit pathways, including fallback options, and they are incorporated in a Handbook (Course Units) for student reference. A few course specifications are provided as evidence for incorporating course content, learning outcomes or objectives, and teaching-learning methods. In the two programs where learning outcomes are available, there is some link with the graduate profile of the Faculty. The recently revised courses in the Japanese, Chinese, and Hindi programs have ILOs mapped with Program ILOs, which are somewhat aligned with teaching and learning and assessment strategies. Students are provided with limited flexibility for selection of optional courses, having no vocational, professional, semi-professional, inter-disciplinary, or multi-disciplinary courses imbedded into the curricula of the programs under review. Further, there is hardly any evidence on the incorporation of issues relating to gender, cultural, and social diversity, social justice, sustainability, etc., into the curricula of these programs. However, the curricula of the six programs are logically

structured, with gradually increasing skills, knowledge, conceptualization and learner autonomy at higher levels to promote student progression.

With regard to the incorporation of defined process indicators and outcome based performance indicators, the SER writing team had not provided the relevant evidence for consideration. The academic standards of the programs with respect to the degrees awarded and the benchmark qualifications are appropriate. The Faculty follows the UGC accepted procedures for getting the programs approved. Yet little evidence is provided on the procedures used for considering design principles, appropriateness of available learning opportunities, monitoring, and review arrangements, etc., before getting the approval of relevant authorities. No internship training is included in any of the six programs to make the undergraduates ready for the job market. Some opportunities are provided for self-directed learning, creative and critical thinking, etc., through the completion of a project in the final year. Monitoring of program implementation is an area that the Faculty should concentrate on as a strategy for improving the quality of the programs. Student employability after six months from graduation is assessed in the French program only and student destination surveys are yet to be implemented in relation to other programs.

Overall, Program Design and Development is not at a satisfactory level in the Special Degree Programs of the Faculty of Humanities. Out of the total score allocated (24 standards x 3 points: maximum 72) 34 points were earned, which is equal to an actual criterion score of 71.

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

Poor documentation is particularly apparent with this Criterion. Apart from French and Hindi (and perhaps German to some extent), which seem to present a relatively structured analysis, the other languages in the cluster often indicate French (FREN) as the reference and do not mention references directly related to the individual course of study. Please refer page 52 (German), page 54 (Japanese), and pages 56 and 57 (Russian) of SER .

Due to the absence of a viable monitoring mechanism, a large majority of course descriptions reflect that they do not comply with the SLQF standards and SBS. The course descriptions produced as evidence documents demonstrated the fact that course ILO's were rarely aligned with programme ILO's. The Common European Framework for Languages is used as the reference point in the French and German Programs. The course team approach with the involvement of both internal and external subject specialists is not practiced for course/module design and development, and the records of some meetings held in this regard are lost due to relocation of the Department. A Faculty Curriculum Development Committee is not available to facilitate the course/module design and development process. The evidence is provided for getting the approval of the relevant authorities (Faculty Board, Senate etc) for Japanese and Hindi programs only. The Review Team was unable to locate any documents regarding the official procedure adopted at Faculty, Senate, and Council level with regard to other programs of study. The Review Team therefore strongly recommends the establishment of a Faculty Quality Assurance Unit and a Course Development Committee, both of which would monitor and streamline the development of new courses. Such an undertaking would certainly entail the setting up of a correct and systematic mechanism for minute and record keeping which is now relatively absent in the Faculty.

There is evidence for aligning credits of the six programs with SLQF. A few course module specifications are provided as evidence for the French, German, and Chinese programs only. However, they are not detailed enough to check the alignment of the content, learning activities, and assessment with course outcomes. No evidence was provided on the distribution of notional hours into different types of learning (4.8) *i.e.*, contact hours, self-learning, field studies, assignments, *etc.*, in the six programs. Through the observations of teaching sessions and the evidence provided, integration of student centered methods such as group work, presentations, student projects, *etc.*, are somewhat visible. The staff involved in course design and development are trained within the University (SDC) and through outside sources (Embassies and stakeholder Universities/Institutes). No specific strategies are designed in the course/modules of all programs to cater to the needs of differently abled students.

Enhancement of program quality also comes with feedback from both students and members of the academic staff related to the teaching-learning process. Student feedback forms were very rare (or they were available but difficult to locate) and did not seem to be considered as reference documents in the review and development of courses. Evidence is not available on peer evaluations of Course Module Design and Development. So, it is recommended to take immediate action to evaluate the appropriateness of the content and the effectiveness of teaching methods of the programs concerned.

No videos and films are incorporated in the design of curricula of these programs. LMS is also not popular as an effective communication strategy among teachers and students.

Overall, Course / Module Design and Development is at a moderate level in the six special degree programs of the Faculty of Humanities. Out of the total score allocated (19 standards x 3 points: maximum 57) programs in French, German, Japanese and Chinese earned 34 which is equal to 89.0 and programs in Russian and Hindi earned 32 which is equal to 84 actual criterion scores.

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

The major weakness as observed by the Review Team in relation to this criterion is the non-availability and / or inadequacy of reference documents pertaining to the teaching-learning process. In discussions conducted with both the academic staff and the students, it was said that timetables were given out before the commencement of the academic program, but there was no practice of giving out a document (to the effect of a C3 form) which would detail the weekly course content for the semester. The students were therefore unaware of what would be taught at each lecture. The Review Team would strongly recommend adopting this system of giving out a C3 form at the beginning of the semester, since it gives a certain orientation and focus to the study program. One encouraging factor is the observation made by senior staff of teaching-learning sessions of the junior staff. However, the Faculty is unable to provide evidence for the alignment of teaching-learning strategies, assessments and learning outcomes. Differently abled students are not registered in these programs to adopt specific teaching-learning strategies. Mixed methods are applied in special degree programs in French, German, Japanese, and Chinese only. Use of ICT is limited in these programs as a teaching and learning tool. On-line portals including on-line test papers (A1-A2) are used in the Special Degree Program in German only.

There is limited evidence for integration of research and scholarly activities and current knowledge in the teaching-learning process by the staff members. The observations and the evidence confirmed that the strategies such as self-learning and collaborative learning are promoted through group work, presentations, discussions and assessments. Creation of new knowledge by students is encouraged through

the conduct of research aimed at producing a dissertation. Thus, the review team appreciates the research work carried out by students. However, there does not seem to be a mechanism to recognize 'best research' of students. If the Faculty could initiate this process, it would undoubtedly further enhance the quality of research and motivate students to perform better.

There is no substantial evidence of conducting stakeholder or student feedback surveys to determine the appropriateness and effectiveness of the teaching-learning activities in these programs. Some study programs have the facility of engaging the services of native speakers, which is of optimum benefit to both students and the teaching staff. It is recommended that this practice be sustained. Students following the Chinese and Japanese programs are supported by the two language labs. Limited hall facilities available for the conduct of teaching-learning activities hinder active learning, academic development, and the personal wellbeing of students. There was no evidence of using assessments of student learning to improve the teaching-learning process.

Internship training for students seemed unavailable and there were no documents for the Review Team to refer. It is strongly recommended to initiate this process, since students in the Language courses will clearly benefit from such a program. Correct documentation on internships carried out, databases on potential internship providers, and satisfaction surveys are important components.

Overall, Teaching and Learning are at a moderate level in the six special degree programs of the Faculty of Humanities. Out of the total score allocated (19 standards x 3 points: maximum 57) the programs in French, German, Japanese and Chinese earned 34, which is equal to 89.0, and the programs in Russian and Hindi earned 29, which is equal to 76.0 actual criterion scores.

#### **.Criterion 6: Learning Environment, Student Support and Progression**

It is evident that the Faculty adopts mechanisms to develop a student-friendly administrative, academic and technical support system, ensuring considerable interaction among students and staff. There is one common orientation program for all the students of the University where program matters are discussed during a two-hour session. This orientation program integrates presentations about the activities of some centres, positive thinking and leadership, gender role socialization, and university procedures. Further, the Faculty obtains support from the Career Guidance Unit, the Center for Gender Studies, Kalana Mithuru Sevana, etc., to provide training programs to students, and takes steps through student counsellors and student unions to improve student discipline and utilization of support services. Students are motivated to use the Library and information resources for independent learning, information retrieval, literature review, and reference. However, due to limited facilities at the Library (limited books for Modern Languages), and the lack of well-resourced lecture halls and language laboratories, students face difficulties in engaging in their studies. The two language laboratories available for Chinese and Japanese programs are shared by lecturers and students of all six programs. Some lecturers use their cubicles to conduct face-to-face sessions due to unavailability of lecture halls. There are no proper plans in the Faculty to expose students of some of the degree programs to native language speakers. According to the students, the Faculty does not have a common study center/s for the students in the faculty premises.

Out of the six degree programs, only special degree program in German showed evidence of using the LMS for the teaching and learning process. WiFi facilities are available for the students in the university premises and all hostels though their functioning status is limited. None of the degree programs accommodate disabled students, though some infrastructure facilities have been developed for disabled students in the Faculty premises.

According to the evidence provided, several opportunities are provided for students to complete examinations without delay. Links with alumni are yet to be developed by the Departments.

Overall, Learning Environment, Student Support and Progression are at a moderate level in the six special degree programs of the Faculty of Humanities. Out of the total score allocated (24 standards x 3 points: maximum 72) the programs in French, German, Japanese Chinese and Hindi earned 49 which is equal to 68.0 and the program in Russian earned 45 which is equal to 63.0 actual criterion scores.

### **Criterion 7: Student Assessment and Awards**

Student assessment and awards of the six special degree programs of the Faculty of Humanities are handled by the Inter-Faculty Center for Co-ordinating the Modular Systems (ICCMS). The functions of the center include preparation of exam timetables, processing and releasing results and issuing certificates to students.

Assessment strategy is an integral part of these programs and it is aligned with the respective qualifications. The Faculty of Humanities ensures the implementation of examination by-laws and adheres to the publicized criteria, regulations and policies. According to the book titled “ Course Units” of the Faculty of Humanities and Social Sciences, final year students can re-sit the examination in the second semester for the purpose of improving the grade and for the purpose of completing a failed compulsory course.

A common assessment strategy was observed in all the degree programs reviewed by the team. Each degree program has a fixed number of assignments covering a fixed percentage of marks contributing to the final grade. However, according to the students, assessment criteria for assignments are not given to them in advance. Further, assignments are not considered as a learning tool and the evaluated assignments are not returned to the students with constructive feedback. Having a manageable number of students in the special degree programs, it is possible to give constructive feedback at the face-to-face sessions in the form of tutorials. On-line tests are conducted in the special degree program in German only.

Moderation of the question papers and marking of answer scripts of five special degree programs are done internally. The Department of Hindi sends them to India for moderation and evaluation, which should be appreciated. Different forms of second marking are practiced to ensure consistency and fairness in marking of answer scripts. However, the review team was unable to locate external examiners reports and evidence of utilizing their comments to improve the assessment process. At the same time, no evidence was found about the awareness and training programs conducted for the academic staff on setting and marking of assignments and final exam papers. The SER also accepts that the testing and evaluation mechanisms, which show weaknesses, need to be more streamlined and mapped on to the SLQF.

The academic staff is trying their best to release semester examination results within one month, which is a commendable task. However, according to some academics it is a very stressful task for them. These programs have not had disabled students for the past three years, though specific procedures have been approved by the Faculty for the conduct of the examinations.

The transcript of the degree programs reflects the stages of progression and student attainments, and is available to all students on request. The review team was informed that, with the support of the ICMMS, the faculty is able to issue certificates for students without delay.

Overall, Student Assessment and Awards are at a moderate level in the six special degree programs of the Faculty of Humanities. Out of the total score allocated (17 standards x 3 points: maximum 51) the program in German earned 38 (actual criterion score 112.0); the programs in French and Japanese earned

37 (actual criterion score 109.0); and the programs in Chinese, Russian, and Hindi earned 36 (actual criterion score 106.0)..

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

The use of an ICT platform to facilitate multi-mode delivery and student-centered learning and use of Open Education Resources as a supplement to teaching and learning by staff are at a low level in some programs. However, the special degree program in German uses on-line portals, whereas the special degree programs in Japanese and Chinese use videos and articles from websites, etc. As pointed out by students, limited access to WiFi facilities further discourages the application of technology in the learning process. As such, the Faculty should focus on the application of healthy and innovative practices to improve the quality of teaching-learning process of these programs.

There is substantial evidence for the involvement of academics in research and development work related to their disciplines and in institutional and national level activities. There is no formal mechanism established to promote R & D and outreach activities, though both staff and students engage in community activities in many ways. After completing a research course and a research project, students are encouraged to disseminate the findings of their research studies in local as well as international conferences. VC's awards for the academics for their contribution to research and publications and several scholarships and gold medals (French, German, Russian, Chinese, Hindi, etc ) for graduates, to recognize their best performance are bestowed annually.

The engagement of staff and students in extra-curricular activities such as social, cultural, communal, and industrial activities is promoted through different centers established by the Faculty and University. There was evidence of the conduct of literary festivals, art exhibitions, musical shows, debating campaigns, field trips, etc., through which students get opportunities to interact with other ethnic groups and with the community at large.

The links that are already established with various national and international bodies by the two Departments should be further expanded to incorporate internship training as a strategy to expose the students to the world of work. No evidence provided for carrying out income generating activities to facilitate the conduct of these programs except in the special degree program in Chinese.

One encouraging feature is the credit transfer policy practiced by the Faculty which facilitates foreign students following some courses in the Faculty and adding them to their degree programs in their own countries and vice versa. Student and staff engagement in extra-curricular activities, as well as student participation in regional and national level competitions, are apparent through the evidence provided.

No revision of the curricula is taking place at regular intervals in these programs (some commenced more than 50 years ago). Further, there is no evidence to confirm that a strong monitoring mechanism is available to assure the quality of the implementation of the programs.

Overall, Innovative and Healthy Practices are at a low level in the six special degree programs of the Faculty of Humanities. Out of the total score allocated (14 standards x 3 points: maximum 52) the program in French earned 27 (actual criterion score 32) , the programs in German and Japanese earned 28 (actual criterion score 33) , the program in Chinese earned 25 (actual criterion score 30), the program in Hindi earned 22 (actual criterion score 26), and the program in Russian earned 16 (actual criterion score 19).

**6. Gradings of Overall Performance of the Programs**  
**Special Degree Program in French**

Criterion	Raw Score	Weighted Minimum Score	Actual Criterion Score
1. Program Management	64	75	119
2. Human and Physical Resources	30	50	83
3. Program Design and Development	34	75	71
4. Course / Module Design and Development	34	75	89
5. Teaching and Learning	34	75	89
6. Learning Environment, Student Support and Progression	49	50	68
7. Student Assessment and Awards	37	75	109
8. Innovative and Healthy Practices	27	25	32
Total on a Thousand scale			661
%			<b>66</b>

**Special Degree Program in German**

Criterion	Raw Score	Weighted Minimum Score	Actual Criterion Score
1. Program Management	54	75	119
2. Human and Physical Resources	30	50	83
3. Program Design and Development	34	75	71
4. Course / Module Design and Development	34	75	89
5. Teaching and Learning	34	75	89
6. Learning Environment, Student Support and Progression	49	50	68
7. Student Assessment and Awards	38	75	112
8. Innovative and Healthy Practices	28	25	33
Total on a Thousand scale			665
%			<b>66</b>

### Special Degree Program in Japanese

Criterion	Raw Score	Weighted Minimum Score	Actual Criterion Score
1. Program Management	64	75	119
2. Human and Physical Resources	30	50	83
3. Program Design and Development	34	75	71
4. Course / Module Design and Development	34	75	89
5. Teaching and Learning	34	75	89
6. Learning Environment, Student Support and Progression	49	50	68
7. Student Assessment and Awards	38	75	109
8. Innovative and Healthy Practices	28	25	33
Total on a Thousand scale			662
%			<b>66</b>

### Special Degree Program in Chinese

Criterion	Raw Score	Weighted Minimum Score	Actual Criterion Score
1. Program Management	64	75	119
2. Human and Physical Resources	30	50	83
3. Program Design and Development	34	75	71
4. Course / Module Design and Development	34	75	84
5. Teaching and Learning	34	75	76
6. Learning Environment, Student Support and Progression	49	50	63
7. Student Assessment and Awards	36	75	106
8. Innovative and Healthy Practices	25	25	30
Total on a Thousand scale			655
%			<b>65</b>

### Special Degree Program in Russian

Criterion	Raw Score	Weighted Minimum Score	Actual Criterion Score
1. Program Management	64	75	119
2. Human and Physical Resources	30	50	83
3. Program Design and Development	34	75	71
4. Course / Module Design and Development	32	75	84
5. Teaching and Learning	29	75	76
6. Learning Environment, Student Support and Progression	45	50	63
7. Student Assessment and Awards	36	75	106
8. Innovative and Healthy Practices	16	25	19
Total on a Thousand scale			621
%			<b>62</b>

### Special Degree Program in Hindi

Criterion	Raw Score	Weighted Minimum Score	Actual Criterion Score
1. Program Management	64	75	110
2. Human and Physical Resources	30	50	83
3. Program Design and Development	34	75	71
4. Course / Module Design and Development	32	75	84
5. Teaching and Learning	29	75	76
6. Learning Environment, Student Support and Progression	49	50	68
7. Student Assessment and Awards	36	75	106
8. Innovative and Healthy Practices	22	25	26
Total on a Thousand scale			633
%			<b>63</b>

### Gradings of Overall Performance of the Six Special Degree Programs

Program	Study Program score	Actual Criteria Wise Score	Grade	Performance Descriptor	Interpretation of Descriptor
<b>French</b>	<b>≥ 60</b>	Equal to or more than the minimum weighted score for six of the eight criteria	<b>C</b>	<i>Satisfactory</i>	<i>Minimum level of accomplishment of quality expected of a program of study: requires improvement in several aspects</i>
<b>German</b>	<b>≥ 60</b>	”	<b>C</b>	<i>Satisfactory</i>	”
<b>Japanese</b>	<b>≥ 60</b>	”	<b>C</b>	<i>Satisfactory</i>	”
<b>Chinese</b>	<b>≥ 60</b>	”	<b>C</b>	<i>Satisfactory</i>	”
<b>Russian</b>	<b>≥ 60</b>	”	<b>C</b>	<i>Satisfactory</i>	”
<b>Hindi</b>	<b>≥ 60</b>	”	<b>C</b>	<i>Satisfactory</i>	”

## 7. Commendations and Recommendations

### Commendations

- The University is in close proximity to Colombo which is an advantage for both teachers and students in different ways.
- Experienced and qualified staff with foreign exposure is a strength to the Department of Modern Languages and the Department of Hindi. The majority completed their higher degrees in a country relevant to the programme.
- Young energetic staff with much enthusiasm and genuine openness is an advantage for the Faculty and to the programme and their commitment towards the review process and programme activities is commendable.
- Senior staff mentoring junior staff is a very positive feature to improve professional competencies of young staff. The existence of this procedure was revealed by the young staff members, who had been students in the Special Degree Programme in previous years. Yet, no written evidence was available to support this.
- Scholarships, training programmes, and other avenues for obtaining international exposure are available for academic staff as well as for students following the special degree programmes (France, Germany, Japan, Russia, China, India). Foreign students are coming to the University either for a short duration or to complete some of the courses offered in these programmes.

- Procedures are in place to release the results of study programmes within one month. This is beneficial for students as well as to the academic staff, which will in turn improve the quality of programme management.
- There is evidence of the use of on-line portals/LMS for teaching-learning and communicating with students and for assessment purposes in some programs.
- Availability of two Language Labs for teaching-learning is an advantage for the students and teachers. Yet, the facilities of the two labs need upgrading to meet diverse needs of program and students.
- The establishment of the Inter-Faculty Centre for Co-ordinating of Modular Systems is a timely decision taken by the University to support the Faculty of Humanities and Social Sciences. With the support of this centre, registration of students, organization of academic activities, and conduct of examinations are streamlined and confidentiality of data is maintained.
- Setting, moderation and marking of papers were done with the involvement of external academics by the Department of Hindi. It sends question papers and answer scripts to India for moderation and marking which consumes some time but will have an impact on the quality of the evaluation process.

### **Recommendations**

- A Faculty QA Cell should be established and it should collaborate with the IQAC to strengthen the Quality Assurance mechanism within the Faculty. It is imperative to maintain minutes of meetings of the IQAC.
- A Curriculum Development Committee must be constituted to streamline the revision of curricula. It seemed that staff members take actions to update the curricula of these programs when and where necessary. This process can be rationalized through the establishment of the Faculty Curriculum Development Committee.
- A Faculty Research Committee to promote and encourage quality research should be established. The research conducted by the academic staff and students can be further strengthened and monitored through this Committee.
- All courses in the Honors degree programs must undergo a full revision in line with SLQF guidelines – some were developed prior to 2008. It is recommended that workshops on all aspects of curriculum design and development for the academic staff are organized prior to conducting the revisions of courses.

- Peer reviews and student feedback on the teaching-learning sessions should be formalized and the outcomes should be used for quality improvement of the teaching-learning process of the programs.
- Language laboratory for each program with sufficient facilities for teaching and learning should be made available for teaching modern languages. When establishing them, the requirements of specific languages should be taken into consideration.
- Internship training should be formalized by integrating it as a compulsory component to the special degree programs. A credit value should be introduced and a systematic mechanism should be adopted to improve the quality of graduates produced.
- To maintain the quality of the evaluation process, the services of external examiners should be used as moderators and second marking examiners as far as possible. This mechanism would facilitate not only the collaborations and partnerships among academics of different Universities but also the critical examination and evaluation of the standards of the programs by them.
- It is necessary to streamline the process of marking assignments. Assignments should be considered as a learning tool and the feedback should be provided on time to students. Face to face discussions on the completed assignments would be with the limited number of students in some special degree programs under study.
- The advantages of having close interactions with International bodies should be maximized by signing MOUs and strengthening other collaborations. For example, native teachers can be brought to teach Japanese, French, Chinese, etc., which would further strengthen the quality of the instructional process of these programs.
- Limited facilities available for teaching-learning sessions led to many irregularities and clashes in time tables. Therefore, it is recommended that the Faculty should take immediate steps to improve the facilities provided to the academic staff to conduct teaching-learning sessions using student centred methodologies.
- Sufficient reference material or books for modern language programs should be made available in the main library. Through this process, students will be able to experience the literature, culture and life styles of those countries as well as to update themselves on the recent developments taking place in those disciplines. A substantial amount of the Library allocation should be set aside for this process and the existing communication channels (embassies) can be used to expedite the process.
- Soft skills programs should be introduced to develop skills needed for the 21<sup>st</sup> century.
- It is necessary to encourage enhanced usage of ICT among staff as well as among students in the teaching-learning process.
- Services of different Centers such as the Staff Development Centre, the Career Guidance Unit, the Gender Study Unit should be further strengthened and streamlined to facilitate student learning.

- Systematic record keeping needs to be strengthened in the Departments. Even though the University has adopted environmental friendly procedures to minimize the usage of papers, at least the soft copies of important documents should be made available for reference.
- The necessity to increase cadre for Technical Officers for smooth functioning of the Special Degree Programs is evident.

## **8. Summary**

Having established the IQAU and ICCMS, the University has shown its readiness to enhance innovative initiatives for assuring the quality of its program activities. The University complies with national and institutional administrative regulations and guidelines, which are documented and circulated among all stakeholders to ensure compliance. However, SLQF and SBS are yet to be considered as reference points in the design, delivery and assessment processes of the programs concerned. Faculty Curriculum Development Committee and Research Committee must be established to streamline the program and module development and research activities. Highly qualified academic staff with foreign exposure in the two Departments is a facilitating factor to maintain the quality of the curriculum, program delivery and evaluation process. Limited facilities available for teaching and learning and limited use of ICT in the program delivery act as barriers for implementing student centered methods.

All the centers in the university are supporting the two Departments to provide a safe and conducive learning environment for their students.

The limited number of students in the special degree programs increases opportunities for close interactions between teachers and students. Further, formal mechanisms should be introduced for conducting student satisfaction surveys, destination surveys, stakeholder surveys and peer evaluations which will in turn have an impact on the continuous improvement of the study programs. The review team recommends that the approved policies, procedures and practices must be documented well so that effectiveness and efficiency of all the future activities can be safeguarded.

The review panel focuses and suggests some specific concerns listed under the commendations and recommendations. These recommendations will help to improve the special degree programs up to a level that is nationally and internationally recognized.

## Final Report

### University of Kelaniya – Cluster Two Bachelor of Arts Honors Degree Programs in French, German, Japanese, Chinese, Russian, and Hindi

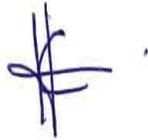
Site Visit From 6<sup>th</sup> November to 8<sup>th</sup> November 2017

Names of the Review Team and Their Signatures:

Prof. G. Dayalatha. Lekamge



Dr. Kushantha Herath



Dr. Sudhira De Silva



Dr. Sanjeewanie Ginigaddara



**Faculty of Humanities**  
**Programme Review – Clusters 2, 3 and 5**  
**Site Visit**  
**PROGRAMME**

<b>Time</b>	<b>Day 1: Monday 6 November 2017</b>	<b>Day 2: Tuesday 7 November 2017</b>	<b>Day 3: Wednesday 8 November 2017</b>
8.00am	Meeting with Director IQAU and review teams <u>Venue: Senate room</u>	Reviewers review documentation <u>3 Venues TBC</u>	Reviewers review documentation <u>3 Venues TBC</u>
9.00	Meeting with VC, DVC, Deans, Director/ICCMS (all panels) <u>Venue: Senate room</u>	Meeting with student support services: Director ICCMS, Librarian, Director ICT centre, Head DELT, Director Career Guidance Unit, Hostel wardens, Director Centre for Gender Studies, Director Counselling Centre, and Director SDC <u>Venue: Faculty of Humanities Boardroom</u>	Reviewers observe lectures
9.30	Introduction to reviewers, programmes under review, discussion of desk review: 3 review teams, Dean, Heads, ICCMS Director, all relevant academic staff, AR <u>Venue: Humanities Faculty Boardroom</u>		Reviewers observe lectures
10.30	Tea served during above meeting	Tea served during above meeting	Tea served to reviewers in reviewers' room
11.00	Parallel meetings with the 3 clusters: reviewers, HoDs and academic staff <u>3 Venues: TBC</u>	Reviewers review documentation <u>3 venues: TBC</u>	Reviewers compile report
1.00pm	Lunch break	Lunch break	Lunch break
2.00	Meeting with administrative officers including ARs (with registrar, Bursar, AR/QA, AR/SW etc) <u>Venue: Humanities Faculty Boardroom</u>	Reviewers review documentation	Wrap up meeting with dean, staff of reviewed depts./programmes, AR (debriefing session) <u>Venue: Humanities Faculty Board Room</u>
3.00	Meeting with students / student reps of Departmental Student Associations <u>Venue: Humanities Faculty Boardroom</u>	Meeting with Technical, Non Academic and Support Staff <u>Venue: Humanities Faculty Board Room</u>	
3.30			Review teams meet the VC <u>Venue: VC office / senate room</u>
4.00	Tea served during above meeting	Tea served during above meeting	Tea served during wrap up meeting
4.30	Departure <i>OR</i> reviewers work late	Departure <i>OR</i> reviewers work late	Departure

**Photographs of the site visit – Faculty of Humanities**



Photograph 1: Language class conducted by a foreign teacher



Photograph 2: Resources and Facilities at Language Class Room



Photograph 3: Japanese language laboratory



Photograph 4: Main Library at University of Kelaniya



Photograph 5: Main Library at University of Kelaniya



Photograph 6: Staff Development Centre



Photograph 7: Centre for Gender Studies



Photograph 8: Facilities at the Centre for Gender Studies



Photograph 9: Research Council Room



Photograph 10: Staff Development Unit



Photograph 11: Career Guidance Unit



Photograph 12: Computer Laboratory



Photograph 13: Facilities at the Career Guidance Unit



Photograph 14: Kalana Mithuru Sevane



Photograph 15: University Health Centre



Photograph 16: Department of Hindi, Special Programme Class room and Department Library Facilities



Photograph 17: Departmental Library Facilities



Photograph 18: Departmental Library Facilities, Special Degree Programme Class Room (Chinese, Japanese, French and Russian) and Temporary Staff Room)