PROGRAM REVIEW 2017

University of Kalaniya
Faculty of Humanities
Cluster - 3

Programme Review Report
Cluster 3

BA (Honours) Degree Programmes

In

- **English**
- **Teaching English as a Second Language**
- **Linguistic**
- **Western Classical Culture**
- **Christian Classical Culture**

Faculty of Humanities
University of Kelaniya
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Section 1 - Brief Introduction to the Programme

The University of Kelaniya, Sri Lanka was founded in 1875 as a centre of education for Buddhist monks, which was named as Vidyalankara Pirivena at the beginning. Then with the development of the University System in Sri Lanka in 1978 it was named as University of Kelaniya, and opened for both male and female students who follow wide range of subjects, such as humanities & social sciences, management & business studies, pure & applied sciences and medicine; offered by seven faculties. It is the only university in Sri Lanka having two separate Faculties for Humanities and Social Sciences.

Faculty of Humanities is one of the strongest faculties in the university. It also has several unique departments, Viz Departments of Linguistics, Fine Arts, Modern Languages and Hindi not generally found in Sri Lankan university system. Faculty of Humanities is strengthened with highly qualified academic staff and provide 129 undergraduate degree programmes. Furthermore, Faculty of Humanities conducts many Postgraduate Degrees as well as Diploma programmes for graduate students.

The University of Kelaniya invited the QAAC of the UGC to review the Bachelor of Arts Honours Degrees of Faculty of Humanities. The programmes conducted by the Faculty of Humanities were clustered and Cluster 3 consisted of 5 Honours Degree programmes [English, Teaching English as a Second Language (TESL), Linguistics, Western Classical Culture and Christian Classical Culture]. The UGC in agreement with the Faculty of Humanities, University of Kelaniya entrusted the review task to a team of 4 members selected based on their expertise. In this process, the evaluators had engaged in individual desk review and site visit evaluation. The duration of the site visit was three days from 6th to 8th November 2017.

1.1. Administrative Structure of the Faculty

The organizational Structure of the Faculty of Humanities is given in the Organogram in the University Web Site. The structure and functions are prescribed and performed in accordance with the provision of the universities, other statutory regulations, UGC circulars, and the by - laws enacted by the Senate and the Council. The Dean is the academic and administrative Head of the Faculty and is assisted by the Senior Assistant Registrar, the Assistant Registrar, the Senior Assistant Bursar and a team of clerical, technical, and other service staff members. The Office of the Dean, located within the main building, is the administrative centre of the

faculty. All student matters relating to course registration, students requests, and examinations are handled by the Inter Faculty Centre for Coordinating Modular System (ICCMS).

1.2 Departments Contributing to Bachelor of Arts (Hons) Degree in the Cluster-3

The Department of Western Classical Culture and Christian Culture offers two BA Honours Degree programmes; Western Classical Culture and the Christian Culture. Both programmes enable the students to gain an insight in to the foundations of Western thought, for a deeper understanding, comparative study or to widen one's vision and outlook. The aim and objective of the department is to produce students of a higher intellectual quality with a human understanding and outlook of issues to enable them to observe beyond the surface level. This is mainly done through the analytical and critical study of the classics and its environments in which they flourished.

The degree programme on Bachelor of Arts Honours in Christian Culture [BA (Hons) in Christian Culture] offers a unique opportunity for students of any religious affiliation, Christian or not, to learn of Christianity as one of the world's religions. BA (Hons) in Christian Culture is offered both in Sinhala and English medium. It consists of four main subject areas such as Scripture, Church History, Christian Art and Literature and Contextual Technology. For the BA (Hons) Degree programmes students are selected on the basis of highest grade point average (GPA) obtained by students in the first year examinations.

The Department of English is one of the oldest departments in the faculty. It has an established reputation as a leading department of English in the country and had several illustrious Heads, Professors, Chair Professors, in the past who contributed lot to national and international development.

Graduates of the Honours Degree programme have gone on to make significant contributions in the fields of education and higher education, diplomacy, the corporate sector, international development sector, advertising, etc. The traditional department focusing on literary studies to one that reflects the inter-disciplinarily and the multi-disciplinarily of English studies, drawing from cultural studies, women's studies, linguistics and language studies, and pedagogy, reflected in the syllabi of special as well as general degree programmes

The department imposes rigorous academic standards on its students with support and guidance to achieve excellence. The department has a zero tolerance policy on plagiarism.

The Honours Degree programme at the Department of English has cutting edge components such as an internship and professional writing which prepare the students for the 'world of work'. The department has gained a reputation as an inclusive space that does not tolerate any form of discrimination, gender, ethnic, social or other, and often serves as a safe and supportive space for victims of such discrimination, including victims of ragging related harassment.

The Department of Linguistics as an independent field of study was recognized by the university in 1972 after the establishment of it under the Faculty of Humanities. Prof. S.L. Kekulawela was the founder Head of the Department of Linguistics. The vision of the department is directed towards a centre for excellence in language and linguistic studies. With this vision in mind the department disseminates knowledge in different fields of language and linguistics and provides the students with necessary language and analytical skills.

In 2017 the Department of English Language Teaching (DELT) was upgraded to a fully-fledge academic department. This can be considered a milestone because the ELTU of the University of Kelaniya is the first to be conferred departmental status. In addition, the DELT of the University of Kelaniya is the first English teaching unit to offer a degree programme. The academic staff of the DELT work actively, supports the university's and the nation's efforts to improve the standard of English language teaching and learning as well as to raise the bar for academic excellence and research. Many of the DELT's academics have published in internationally reputed journals and won many Senate Awards for excellence in research. In addition, academics sit on editorial boards and review committees, provide translation services to the University of Kelaniya website, conduct Staff Development Programmes, and perform other vital English Language related tasks for the faculty and the university. The academic staff of the DELT also supervises undergraduate and postgraduate theses and teach on various postgraduate courses such as the MA in Linguistics, the MBA, the MBus and MHRM.

1.3 Strength of the Academic Staff

The Cluster 3 of the Faculty of Humanities of the University of Kelaniya is having well qualified academic staff (Table 1). All the staff except some of the probationary lectures is trained up to MA/MSc/MPhil level (Table 2). However it was also noted that some of the departments have few academics with the PhD qualification. Therefore, it would be really important to enhance the facilities/scholarships to enhance the strength of the staff further.

Table 1.1: Composition of the Academic Staff

	Senior Professors	Professors	Associate Professors	Senior Lecturers	Lectures	Visiting Lecturers	Temp. Lecturers	Total
Dept. of Western Classical Culture and Christian Culture [**BA (Hon) CHCU**]		01	-	03	01	04		09
Dept. of English		02	-	02	01	-	02	07
Dept. of Linguistics	01	01	01	04	05	-	05	17
Dept. of English Language Teaching	-	01	-	08	01	08	08	26
Dept. of Western Classical Culture and Christian Culture (**BA Hons. WCC**)	02	-	-	02	01	01		06
Total	03	05	01	19	09	16	15	65

Table 1.2: The Strength of the Academic Staff

	PhD	MSc/MA/ MPhil	BA	Total
Dept. of Western Classical Culture and Christian Culture [**BA (Hon) (CHCU)**]	01	06	02	09
Dept. of English	Information are not provided in the SER			07
Dept. of Linguistics	Information are not provided in the SER			17
Dept. of English Language Teaching	04	10	12	26
Dept. of Western Classical Culture and Christian Culture [**BA (Hons) WCC**]	02	02	01	05
Total				64

1.4 Students

A total of 151 students are enrolled to 5 Honours Degree programmes offered by the Cluster 3 of the University of Kelaniya (Table 3). The student to staff ratio of the 5 departments of the Cluster 3 is in the range of 1:1 to 4:1. Reviewers observed that the Cluster 3 is having the capacity as well as facilities to absorb extra students by opening separate windows for each degree programmes at the time of selecting students to National Universities by the UGC.

It is really impressive that all the students following the Honours Degree programmes under the Cluster 3 of the Faculty of Humanities are given an opportunity to improve their soft skills through the different Student Associations. Furthermore, all the departments under Cluster 3 of the faculty offer awards at the General Convocation to recognize the students with high academic performances

Table 1.3- Student Profile

	2nd year	3rd Year	4th Year	Total	Student/Staff Ratio
Dept. of Western Classical Culture and Christian Culture [**BA(Hon) CHCU**]	01	05	04	10	1:1
Dept. of English	6	5	4	15	-
Dept. of Linguistics	10	11	06	27	1.5:1
Dept. of English Language Teaching	43	48	03	94	4:1
Dept. of Western Classical Culture and Christian Culture [**BA (Hons) WCC**]				05	1:1
Total	60	69	17	151	2.5:1

Section 2 - Review Team's Observations on the Self Evaluation Report

Self-Evaluation Report (SER) of the Cluster 3 was prepared for reviewing of five undergraduate study programmes of the Faculty of Humanities University of Kelaniya. The Honours Degree programmes included in the Cluster 3 were Christian Culture, English, Linguistics, Teaching English as a Second Language (TESL) and Western Classical Culture. SER was prepared under four sections; Section 1-Introduction to the study programmes; Section 2-Process of preparing the SER; Section 3- Compliance with the Criteria & Standards and the Section 4-Summary.

The introductory section gives an overview of the faculty and explains the programmes of studies. The report also contained SWOT analysis. The process of preparing the SER clearly describes the process with necessary components. The length of the report is fairly good and prepared aligning with the standards formatting recommended in the manual. However, inconsistent method of coding system is evident in all five degree programmes and some important standards as per the writing manual are missing in the report [Example Criterion 4 and 8 of the BA in (Hons) in English programme.

The SER was written and compiled by seven senior academic staff appointed by the faculty. However the team observed that the faculty had not issued any appointment letters with TOR to member's stating the roles, responsibilities and the time frame for accomplishment of activities.

In the SER, criterion 1, criterion 2 and criterion 3 were written as common for all five Honours Degree programmes and, the criterion 4 to 8 were written separately for each of Honours Degree programme. Therefore, review team considered criterion 1-3 commonly for all 5 programmes when calculating the final grades for each department.

Each department presented their student numbers and the number of academic, academic support and non-academic staff details including the academic staff profile. It was noted that Department of English has not provided the details of qualifications of academic staff in their section (PR manual, page-89).

The report has used the template given in the manual. The table covers serial number of the standard, claims of compliance, documentary evidence to support each claim of compliance and codes of the evidence used. However, a summary statement on how the programmes

have complied with the standards of the respective criterion was not made. The first column was not presented according to the required format; the required format is to mention the "Standard" with its serial number and its' name (standard name). In submitted SER, only the standard's serial number was presented (the name of the standard was not presented) by two programmes. It made very difficult to the reviewers readers to understand the required standard so every time the readers had to refer the PR manual to identify the standard with its serial number. Furthermore, criterion 4 and 8 were not presented according to the given format by the Department of English.

The SER showed the degree of internalization of best practices and levels of achievements of standards. However, every claim of compliance and level of attainment were not supported with sources of documentary evidence. As, the faculty failed to furnish all relevant documents, the review team could not consider certain claims for which supporting documents were not provided as evidences.

The section, which explains the process of preparing the SER, contains the information of the process followed to prepare this SER. The report writing process took place in two phases. At the Phase I one senior academic staff was appointed as the chairperson. As a result of his resignation from the post of chairperson, at the Phase II, another senior academic was appointed as the chairperson. During the Phase 1 initial steps of writing the SER has taken place. The members of the team were also appointed in the first meeting, and they were expected to write the report and inform the progress of writing to the Faculty Board. Similarly, the progress was also reported at the monthly Heads' Meetings.

At the Phase II the new chairperson took the responsibilities and new members were appointed to undertake the responsibility for compiling each department's SER. These members were chosen to represent each department and he/she was responsible for the programmes offered by the specific department. All Heads and SER writing team participated in the meetings and SERs were discussed in each department separately. All the members of the SER writing team focused on the clusters assigned to them. Some senior staff members were responsible for creating a common coding system for all the reports. It was mentioned that several workshops and weekly meetings were held to finalize the SER and to review the progress of each committee. The review team noted these are the good practices adopted by this Cluster 3.

Section 3 - A Brief Description of the Review Process

The University Grants Commission (UGC) and the Ministry of Higher Education (MoHE) decided to review programmes of study in the Sri Lankan Universities and the Higher Education Institutions under the Quality Assurance Frame of the UGC. The UGC in agreement with the authorities of the programmes of study to be reviewed decides on a review team as well as a schedule for the review. The review team was guided by the Director of Quality Assurance, UGC, Sri Lanka, explaining the way of conducting a review under the direction of the Manual for Review of Undergraduate Study Programmes of Sri Lankan Universities and Higher Education Institutions prepared by UGC for the Programme Review by conducting a workshop in June 2016. The Faculty of Humanities, University of Kelaniya invited UGC to review the Bachelor of Arts Degrees offered by Faculty of Humanities and programmes were clustered based on the interconnection of the subject under each programme. Cluster 3 consisted of 5 Honours Degree programmes; Christian Culture, English, Linguistics, Teaching English as a Second Language (TESL) and Western Classical Culture. UGC in agreement with the Faculty of Humanities of the University of Kelaniya entrusted the review task to a team of 4 members selected based on their expertise. The Director, Quality assurance, UGC and Prof. U. Kumaraswamy met the review team on 5th July 2017 and explained the objective of the review and identified lines of inquiry as well as further information and documentation necessary for the review. The Self Evaluation Report (SER) of the said programmes Cluster 3 was made available to review team on 5th July 2017. The review team conducted the desk evaluation individually based on the information provided by the SER and submitted the reports to UGC on 5th August 2017. Then the team members met on 23rd August 2017 and discussed the results of the desk evaluation reports. Furthermore, during this meeting review team identified individuals as well as groups they wished to meet during the site visit and submitted a list to the Dean of Faculty of Humanities, University of Kelaniya.

The site visit was carried out during 06th to 08th November 2017. Review team was welcomed by Director of Internal Quality Assurance Unit, University of Kelaniya and provided a schedule for the entire period (Annexure 1). The initial meeting of the review team with the Dean of the Faculty of Humanities and Coordinator of the Quality Assurance, Faculty of Humanities and Director, Internal Quality Assurance Unit (IQAU) of the University of

Kelaniya was held at the Senate Room of the University of Kelaniya. Director, IQAU explained the process of quality assurance within the University. Thereafter, review team met the Vice Chancellor, Deputy Vice Chancellor and Director ICCMS; University of Kelaniya and to discuss the recent developments, programmes conducted by Faculty of Humanities and the quality assurance activities of the University of Kelaniya. After the above meeting Heads of the Departments (Annex 2), academic staff members (Annex 3) and the administrative staff (annex 4) were met separately on 6th and 7th October to brief them regarding the objectives of the review, clarify why and for whom the evaluation is being done, describe the benefits to the institution and cultivate support for the evaluation. There were question and answering sessions at the end of above each meeting.

The review panel held discussions with members of different categories of staff (academic staff, technical officers, administrative and supporting staff) during these meetings. On the second day (7th November) review team observed undergraduate lectures and also visited to observe facilities available for students and staff (Student Welfare Centre, Proctors Office, Health Centre, Student Centre, Carrier Guidance Unit, Centre for differently able students and the staff development centre). During these visits discussions were held with the officers attached to each unit. In addition review team perused the documents to verify the submitted documentary evidences as per SER.

The students were met on 6th November (Annex 5) and a discussion was held with students to gather information on quality of teaching, availability of welfare facilities and services provided by the university. Furthermore, problems faced by students were discussed. Finally wrap-up meeting was held with all the academic and non-academic staff members of the Cluster 3 of the Faculty of Humanities, University of Kelaniya.

Section 4 - Overview of the faculty's approach to quality and standards

Quality Assurance (QA) is the means (i.e. Policies, Attitudes, Actions, Procedures etc.) by which a faculty can guarantee with confidence and certainty, that the standard and quality of its educational provision are being maintained and enhanced.QA needs to be an on- going process. Everyone working in the faculty must take responsibility for integrating it into their day- to- day routine activities. This can be brought about only through Internal Quality Assurance (IQA). Hence IQA is considered as the corner stone of QA in higher education. IQAUs were established in all public universities in 2005 and a broad framework has been prepared (Internal Quality Assurance Manual for Sri Lankan Universities, 2013).

The Internal Quality Assurance Unit (IQAU) of the University of Kelaniya was initially established in 2005 representing all faculties including Humanities. The Quality Assurance Centre (QAC) of the University of Kelaniya was subsequently established under the Quality Assurance Centre By-Law No. 1 of 2015, replacing the IQAU established in 2005. The goal of QAC, as mentioned in the document of Quality Assurance Centre, is to create a culture that seeks to continually improve the quality of all academic activities in the University of Kelaniya.

The QAC is headed by a Director, who is guided by the QAC Management Committee. The Management Committee is chaired by the Vice- Chancellor of the University, and is organized as per the guidelines issued by the University Grants Commission. The Assistant Registrar serves as the Secretary to the Committee. The Committee meets regularly on the third Monday each month, at 10.00 a.m. in the University Board Room.

Faculty level quality assurance activities are managed by the Faculty Quality Assurance Committees, which were established according to the QA By-Laws. The office of the Quality Assurance Centre is located in the Administrative Building at the Faculty of Medicine. The Review Team of Cluster 3 visited the office of IQAU of Kelaniya University and observed the facilities available there. The office of IQAU of Kelaniya University is located in an attractive place in the Faculty of Medicine with all necessary office equipment.

However, the Review Team of Cluster 3 was unhappy about the present location of the IQAU of Kelaniya University. The review team suggests relocating the IQAU to the main premises of the Kelaniya University so that all other six faculties of the Kelaniya University would definitely be benefited from the IQAU of the University.

The Senate Sub Committee, comprising of the most senior academics of all faculties have compiled and published the University of Kelaniya Qualification Framework (UKQF, the link is given below) and the standards specified in the UKQF are in compliance with the SLQF.

http://units.kln.ac.lk/QAC/images/pdf/UniversityofKelaniyaQualificationsFramework.pdf.

University of Kelaniya had earlier completed all scheduled external reviews in the first review cycle. In December2014, the university had submitted its second Institutional Review Report to be evaluated by the Quality Assurance Accreditation Council (QAAC), UGC. As stated in the Corporate Plan 2017 -2021 and the Action Plan 2017, the recommendations contained in all Review Reports sent to the university after Subject, Programme and Institutional Reviews were discussed at numerous levels and steps have been taken to implement these recommendations. However, any goals, objectives or strategies related to Quality Assurance and Sri Lanka Qualification Framework (SLQF) have hardly projected in the Corporate Plan 2017-2021 and the Action Plan -2017 of the University of Kelaniya.

The review team of Cluster 3, found that the Internal Quality Assurance Cell (IQAC) in the Faculty of Humanities had not been established under the direction of the Quality Assurance Centre (QAC) of the University of Kelaniya and the QAAC of the UGC. However, the Faculty Board had appointed a Sub-Committee headed by a Chairperson to write the SER report for the Faculty of Humanities. The progress made by this committee had been tabled at every monthly Faculty Board meetings and the monthly Heads' Meetings of the Faculty of Humanities.

As the Chairperson of IQAC formerly appointed had resigned from the position due to personal circumstances, another member of the faculty had been appointed as the Chairperson to coordinate the report writing at the 308th Faculty Board meeting held on the 04th of May 2017. However, a suitable Faculty Coordinator has not been appointed in the faculty to coordinate the QA activities. Because of this reason, some departments (English and Linguistics) had not compiled their SER reports according to the number of standards given in the Programme Review Manual. Because of the non-availability of a Coordinator for the Faculty Quality Assurance Cell (FQAC), the Review Team of Cluster 3 had to

struggle in finding evidences for quality related activities at the faculty level during their site visit of three days.

A separate feedback form for student feedback had been developed by each department. However, the process of implementation is at a preliminary stage. There was no mechanism to analyze the students' feedback. Some departments in the faculty handed over their own feedback forms to the University Director /IQAU. The Director confirmed that the data collected had and therefore, could not be analyzed. The Programme Review team is of the view that the procedure of student feedback and peer evaluation are at a preliminary stage in the departments of Cluster 3 of the Faculty of Humanities. The faculty should take necessary corrective actions to strengthen the procedure.

The Faculty of Humanities had organized very useful workshops/discussions for the staff members in the faculty inviting Quality Assurance experts from the University of Kelaniya on topics such as "Workshop on Preparation of report of SER", "Our Role and Responsibility in Assuring Quality", "A Road Map to SLQF Compliance pertaining to SER criteria 4 and 5" and "Workshops/ discussions on the SWOT analysis" during the year 2016.

The Review Team of Cluster 3 found that the most of the syllabi of the several departments were not aligned with the Sri Lanka Qualification Framework (SLQF).These departments have to compile their syllabi incorporating the details such as notional hours, new assessment methods, Aligned Learning Outcomes, prerequisites and the attributes of graduates. Hence, it is advisable to conduct more workshops utilizing allocated funds of the Kelaniya University QAC for all academic staff members on how to write course descriptions, modules or units using constructive alignment (according to SLQF) in the Faculty of Humanities. It was also noted that the Faculty of Humanities had not used allocated funds neither for the improvement of the Faculty Quality Assurance Cell nor for enriching personnel of the faculty on QA capacity building.

As discussed hitherto, the review team of Cluster 3 confirms that the Faculty Quality Assurance Cell of the Faculty of Humanities of the University of Kelaniya is not in accordance to the Internal Quality Assurance Manual for Sri Lankan Universities, 2013 and the IQA circular of 2015.The Review Team of Cluster 3 is of the view that so far the Faculty of Humanities of the University of Kelaniya has not taken initial steps to establish quality assurance as a continuous process with best practices that would move towards ensuring quality culture.

Section 5 - Judgment on the eight criteria of programme review

5.1 Criterion 1: Programme Management

The review team observed that Faculty of Humanities of the University of Kelaniya is following many good practices (Score 3) and some practices adequately (Score 2) as described in the Review Manual of the University Grants Commission Sri Lanka to maintain its organizational structure for effective management of the Faculty (Fig. 1).
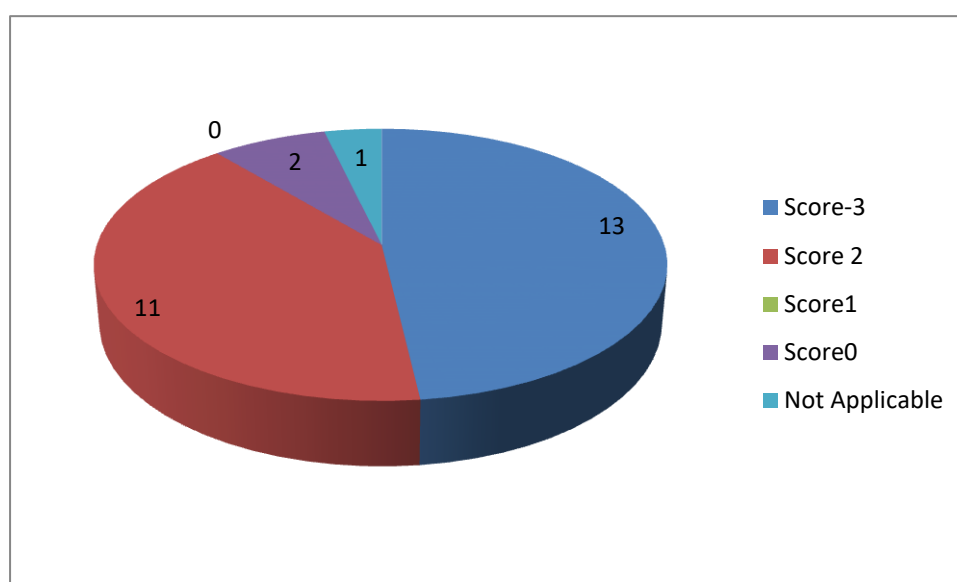
Fig 5.1: Scores Obtained for Programme Management (Score 3- Good,   Score 2- Adequate, Score 1- Barely adequate and Score 0-Inadequate)

The faculty is having an Action Plan, which reflects the new trends and it is aligned with University of Kelaniya Strategic Plan. It was also observed that Faculty of Humanities adhere to annual academic calendar allowing students to complete the degree programmes within the stipulated time period. Furthermore, Faculty of Humanities is having a web site which provides all the necessary information required for students. In addition to this students are provided with Handbooks at the time of registration and offers well organized orientation programmes to facilitate student transition from school to University Environment. However,

the Handbook can be further improved by incorporating student charter and code of conduct in to it.

The review team also observed that faculty has established an Inter Faculty Centre for Coordinating Modular System (ICCMS), which ensures confidentiality of permanent records of all students which is accessible only to authorized personnel. Furthermore, its involvement in student registration, examination work and releasing results within the stipulated time period is highly commendable

Even though some departments under the Cluster 3 provided duty list and showed evidences for equal distribution of workload, few departments need further improvement in this regard. Furthermore, Faculty of Humanities is not having a separate Curriculum Development Committee and curriculum development is coordinated through a Senate Level Committee. Thus it may be possible to enhance the quality by establishing a Curriculum Development Committee and providing training on Curriculum Development based on SLQF guidelines.

The review team also observed that faculty is not having an Internal Quality Assurance Cell (IQAC) and lack collaborative partnerships with international universities. If faculty has an IQAC, some of the mistakes observed in the self-evaluation report could easily be rectified and quality of the programmes could be further improved.

Strengths

- Faculty maintains healthy environment and administrative structure for students learning.
- Faculty has an Action Plan which is aligned with the Cooperate Plan of the University of Kelaniya.
- Faculty preserves good rapport with students by giving Handbook with relevant information and establishing an academic mentoring programme.
- Faculty adopts relevant by- laws and students are properly oriented to the norms, values, and disciplinary processes.

Areas for Improvement

- Faculty QAC is in not functioning well. It is essential to develop a QAC at faculty level.
- SLQF guidelines in the process of curriculum development should be implemented.

- It may be possible to implement an awarding system to recognize contribution to teaching and research at Faculty level.
- Further improvement of International Collaboration is essential.

5.2 Criterion 2: Human and Physical Resources

The faculty is having well qualified academic staff competent for designing /development and delivery of academic as well as research programmes. However, the faculty level research and development committee is not established to date. The review team observed that some departments do not have sufficient number of supportive or technical assistants in their teaching programmes.

The functions of Staff Development Centre (SDC) is at a satisfactory level and it provides programmes to academic staff members to enhance knowledge on defined roles, duties and competencies required to perform assigned tasks.

Semester programme calendar is prepared by the faculty with all the deadlines for the academic staff to be well-prepared in time to ensure quality in academic programmes. The academic staff members are also very committed to complete evaluations and releasing the results within two months after the examinations. In terms of human resources the faculty needs to make an effort to further enhance the quality of teachers by providing them opportunities to study at other local universities or foreign universities.

In terms of physical resources, mainly the space, is inadequate in certain locations. However, the team observed the class room sessions are very interactive and participative. Computers in ICT laboratories are in satisfactory level. However, the space is very much limited. Carrier Guidance Unit provides adequate services to students on soft and life skills. Faculty is also engaged in several outreach programmes such as cultural, aesthetic and community level programme.

The university provides access to the library facility with internet facility to the students. Few departments have their own separate library with collections of their own relevancy. The library has arranged a special place for academics for research activities with full internet and access facilities for e-journals. The faculty is having a separate computer lab to serve students. The students are sent for industrial training programmes (Internship) by some departments in Cluster 3. However, there is no proper recording or a monitoring system between industry and the faculty. The faculty has several programmes that make avenues for

students to engage in multicultural activities promoting social harmony between student groups as well as communities.
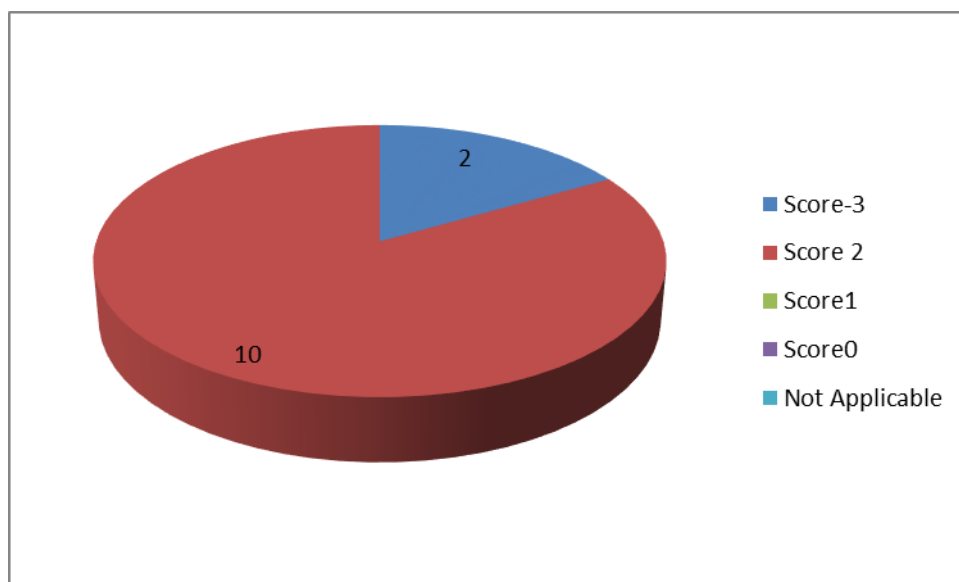
Fig 5.2: Scores Obtained for Human and Physical resources (Score 3- Good, Score 2-Adequate, Score 1- Barely adequate and Score 0-Inadequate)

Strengths

- HR profile of the academic staff is appreciable.
- Mini Libraries, Computer Laboratories and Language Laboratories are maintained by different departments providing good learning environment for students.
- Usage of ICT Facilities OER for teaching (Moodle/Edmodu) at English and TESL programmes.
- Student participation during academic sessions is improved by incorporating student presentations, team work and discussions.

Areas for Improvement

- It is important to improve physical facilities for staff/students (e.g. Lecture rooms).
- Provide more training opportunities to develop the teaching skills of academic staff in the relevant field of studies.

5.3 Criterion 3: Programme Design and Development

The review team observed that majority of the standards under Criterion 3 received a Score of 2 due to inadequacies in curriculum revision except in TESL programme. Cluster 3 informed team members that the English Department Honours Degree syllabus had significant revisions in year 2013. However, some of the programmes had not revised its curriculum recently. The faculty has managed to offer 30 credits per year which will add up to a total of 120 credit for the four year. This will align with the with SLQF requirement of an Honours Degree. Team observed that it is very essential to revise the programmes according to SLQF guidelines as soon as possible. ILOs are not considered in curricula except TESL and others have embedded ILOs with course objectives. Programme ILO and ILO matrix must be incorporated in to the curriculum.

Student survey details were not collected after their graduation and hence there was no mechanism to utilize such information to improve the existing programmes. Designing the Graduate profile for each study programme according to university and faculty visions, and the respective SLQF requirements is essential.
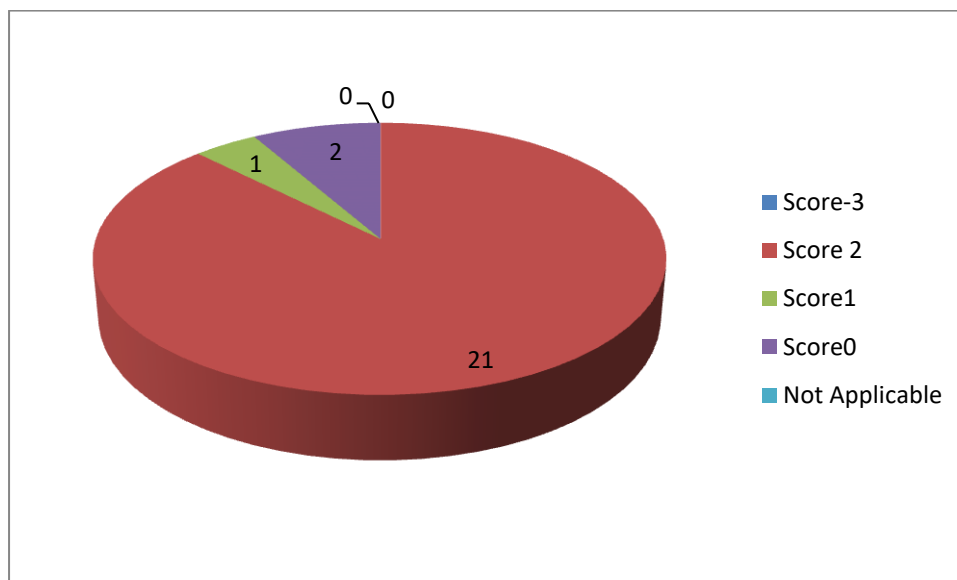
Fig. 5.3 - Scores Obtained for Programme Design and Development (Score 3- Good, Score 2- Adequate, Score 1- Barely adequate and Score 0-Inadequate)

In this process of programme design and development, obtaining the views of all stakeholders including the professionals, industry, students, graduates, all levels of academic staff is of paramount importance and the benchmark statements and practices of other parallel local and international programmes and standards should be considered. Overall programme design and development process is not satisfactory. Incorporation of an industrial /internship is highly encouraged. It should be integrated with appropriate learning strategies such as self-directed learning, collaborative learning, creative and critical thinking, lifelong learning, interpersonal communication and teamwork into the courses. Furthermore, it is essential to develop outcome based indicators such as employment rates and admission rates to higher degrees to monitor and evaluate the programmes.

Weakness

- Existing curricula are not compliance with SLQF, SBS (except in TESL).
- Graduate profile is not at a satisfactory level for some of the departments.
- No evidences for incorporation of previous subject review comments to the existing curricula.

Strengths

- Some departments (e.g DELT) maintains SLQF guidelines for curriculum development.
- Internship and soft skills are incorporated into the programmes.
- Programme/course specifications are communicated to students.
- Programme monitoring takes place.
- Some of the courses are designed to build different types of abilities and uses appropriate media and technology.
- Some levels of adaptation to students with special needs.
- Courses sequencing assures intellectual progression of students.

Areas for Improvement

- Development of Curriculum Development Committee (CDC) at the Faculty Level.
- Initiate fall back options at different levels for students who would not be able to complete the degree.
- Curricula should align with ILOs and notional hours.

- Subject Bench Mark Statement (SBS) should be taken into consideration during the curriculum development process.
- It is essential to develop a participatory approach with different stake holders in designing and development of programmes (e.g. Industry, Alumni, Students etc).

5.4 Criterion 4: Course/Module Design and Development

Faculty of Humanities has introduced all courses as 3 credits courses as mention its Handbook in year 2017. However, Mapping of ILOs of each courses are not practiced, and do not have programme ILOs in most of the programmes except TESL (Fig 4). Therefore, strong peer evaluation system and student feedback analysis is very essential where the evidence was not found. The contribution and opinion of external stakeholders could be obtained in this process in compliance with the SBS (wherever available). Absence of a specific graduate profile hinders the process as the course content cannot be aligned to achieve identified learning outcomes along broader attributes,
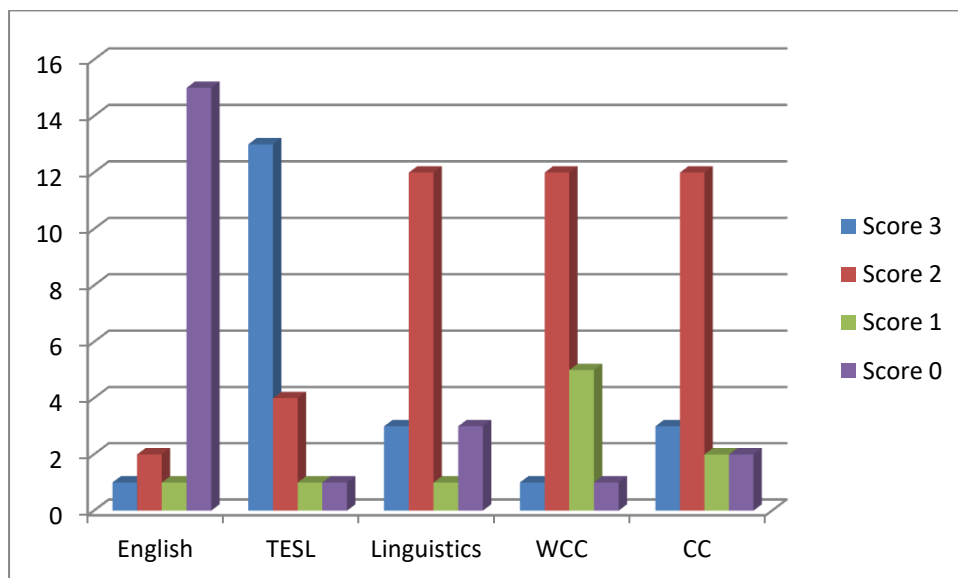
Fig 5.4 - Course Design and Development (Score 3- Good, Score 2- Adequate, Score 1- Barely adequate and Score 0-Inadequate)

The courses could be made more outcome based with appropriate learning strategies and assessment following the principle of constructively alignment. The requirements of students with special needs have not been considered in the design of courses, although they have

been facilitated during the implementation. Team members of Cluster 3 highly appreciate the facilities provided to students with special needs.

Even though, Faculty of Humanities is having good ICT facilities, except TESL programme, other programmes have not incorporated LMS into their teaching programmes. Cluster 3 team members observed the online discussions conducted by the TESL programme and use of ICT facilities in teaching programmes during the site visit. Unfortunately Department of English did not provide evidences for this section during the site visit which reflect by the lower scores obtained for section 4 (Figure 4).

5.5 Criterion 5: Teaching and Learning

Teaching and learning strategies are based on the faculty's curriculum requirements and the university Corporate/Strategic Plan and faculty mission statement; Faculty Action Plan; and programme/course specifications. According to the students opinion the faculty provides course specification and time table on time. Teachers are encouraged the collaborative learning. Teaching and learning strategies, assessments and learning outcomes are closely aligned. The team observed that staff is using many teaching aids for teaching in the class room and having interactive sessions with students. As numbers of students for honours degrees are very few for many programme, teachers are able to attend to the individual student needs. Teaching learning strategies ensure that they are not gender discriminative and abusive.

Although student feedback forms are available and used they are not analyzed and staff concern informed for further improvement. Faculty organized research projects and symposia, provides a platform to students to present their research projects. The team observed that few collaborative research studies are conducted with other faculties and institutions. It is also observed that there is no systematic awards scheme for excellence in teaching.
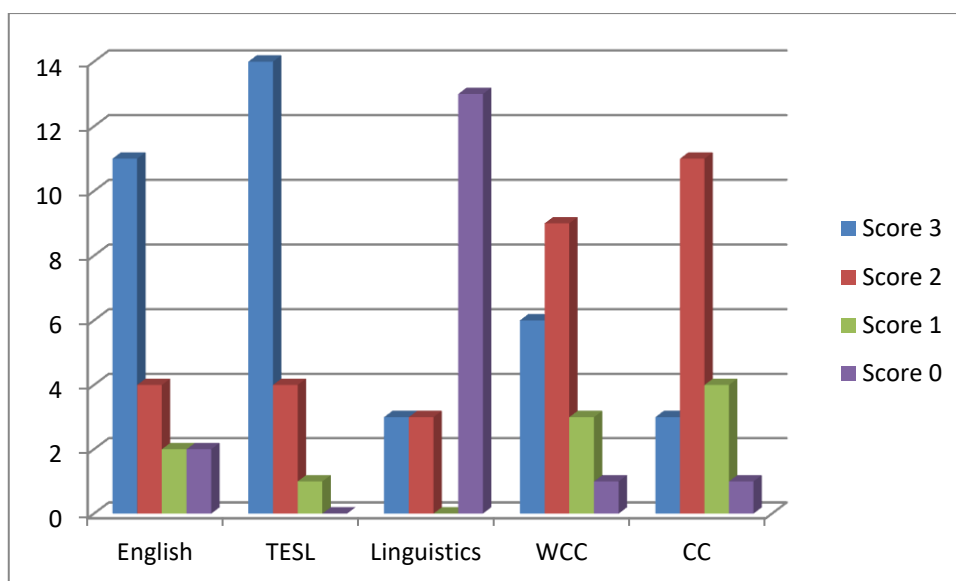
Fig 5.5 - Scores Obtained for Teaching and Learning (Score 3- Good, Score 2-Adequate, Score 1- Barely adequate and Score 0-Inadequate)

Strengths

- Faculty provides opportunity to publish student research by organizing an annual student research symposium.
- Academic staff involvement in research and development is commendable.
- Internship programmes are embedded into the degree programmes.

Areas for Improvement

- Implement appraisal reports (student evaluation and peer review reports) for further improvement of teaching and learning.
- LMS can be introduced in every Department.

5.6 Criterion: Learning Environment, Student Support and Progression

The Review Team of Cluster 3 of the Faculty of Humanities was assigned to review five Bachelor of Honours Degrees in Christian Culture, English, Linguistics, Teaching English as a Second Language (TESL) and Western Classical Culture that are offered by the Departments of Christian Culture, English, Linguistics, TESL and Western Classical Culture respectively. These departments confirm a favorable and caring environment and greater interaction among students and the academic staff.

The "Kalana Mithuru Sevana" (KMS), Student Counselling Unit is established to promote a healthy environment for students of the university. The Senior Student Counsellor of the university with the assistance from other Student Counsellors of the Faculty of Humanities, arrange awareness programmes to educate the new entrants on the rules and regulations and the Student Charter of the University, during the University Orientation Programme that would continue for three weeks (e.g. for the Academic Year 2014/15 from 08th to26th February, 2016).

The Student Handbook and the book on Course Units are distributed to new entrants during the Orientation Programme. The Student Handbook of the University of Kelaniya is common to all faculties and contains the details of all available facilities at Kelaniya University, by-laws of the university and the details of the academic staff members.

The Course Units of Bachelor of Arts Degree programmes, which is common to the Arts Faculty, explains the course unit system and way of selecting a subject from 10 different study streams of different levels.

The university provides direction and support to students with special needs in their academic and private needs. The students with special needs highly appreciate available infrastructure at the faculty. Students with special needs can claim extra time at examinations with the approval of University Chief Medical Officer.

The Services offered to students include self-access to PCs, Wi-Fi internet access and provide support to use software for academic works. The University Library organizes a competition among the undergraduates, in order to encourage the reading habits. The best reader among of the undergraduates is selected annually and a certificate and a present are offered to the winner. This information was revealed at the meeting with the library staff. All the students are provided with ICT facilities and each department maintains mini library and computer centre for students' use. The university library and its branches use ICT-led tools to facilitate the students to access and use information effectively for academic success, lifelong learning and gainful employment.

The students' registration, preparing time tables for lectures and examinations, preparing admission cards for examinations, selecting the students for Honours Degrees, tabulating the results and issuing results sheets, selecting students with highest marks of different academic years and releasing final results to the university website are the different types of services

offered by the Inter Faculty Centre for Coordinating Modular System (ICCMS) of the University of Kelaniya. The students also appreciated the services of the ICCMS which would assist them to obtain necessary information easily during their study programmes at the university.

The activities of the Career Guidance Unit (CGU) would equip the career management skills of students. The Career Guidance Unit of the University offers a variety of services ranging from guidance on future careers to capacity building and skill development.

Some Departments (English, TESL, Western Classical Culture and Christian Classical Culture) permit the final year students to have access to an internship programme. However, the students of the Department of Linguistics requested to organize internships for them to follow as well. The Centre for Gender Studies of University conducts a series of workshops in the fields of Women Empowerment, Health, Counselling, Personality Development and Law and Ethics for the undergraduates and the staff .The departments of the Cluster 3 also have integrated gender sensitivity into several courses.

The faculty has no policy on fallback option. However, the faculty supports the students by giving special provisions through the examination policy. The faculty regularly monitors progression and completion of the degree programmes. The faculty networks with department–level alumni associations. These associations support undergraduates in their orientation /internship programmes.

The departments of this cluster facilitate the necessary learning environment that enables the students to successfully achieve ILOs. However, the review team is of the view that the departments have to improve further the infrastructure, learning environment, student support and progression.

The students of the departments are clearly conveyed / informed of their rights, responsibilities and conduct for completing the relevant programme of study through student charter /code of conduct. The majority of the students complete their degree programme progressively. The evidence ensures that the student support opportunities are accessible and communicated to the students.

Strengths:

- The departments maintain a favorable and caring environment and greater interaction among students and the academic staff.

- The "*Kalana Mithuru Sevana*" (*KMS*), Student Counseling Unit is especially established to promote a healthy environment for students of the university.
- The students and the review team appreciate the services of the ICCMS which help students to get necessary information easily during their study at the university.
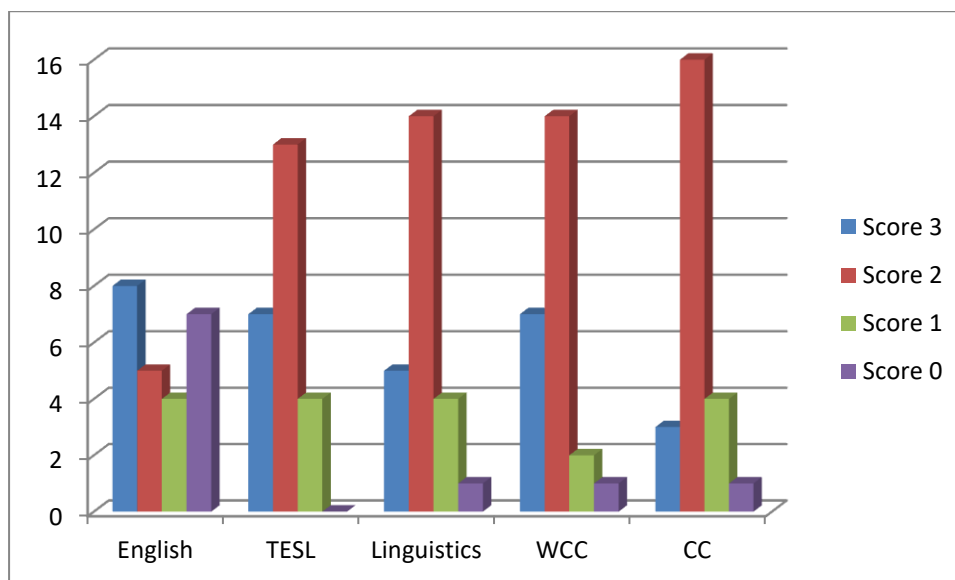
Fig.5.6 - Learning Environment, Student Support and Progression (Score 3-Good, Score 2- Adequate, Score 1- Barely adequate and Score 0-Inadequate)

Areas for improvement

- Introduction of the fallback option policy in the faculty.
- Conduct a research to get the feedback of the level of students' support in the Faculty of Humanities.
- Regularize Alumni Associations in the departments in order to improve the employability rates and internship opportunities.
- Further improvement of the infrastructure in the lecture halls/staff rooms is essential to provide better learning environment.
- Wi-Fi internet access has to be improved for the benefit of the students and the staff.
- All departments should introduce internship opportunities for all the students.
- It is good if the faculty premises can be converted into an environment friendly green premises that would fascinate learning environment of young new entrants.

5.7 Criterion 7: Student Assessment and Awards

The Faculty of Humanities implemented the Course Unit System (CUs). The CUs increased transparency in relation to course outlines and evaluations. Outcome-based programme design is confirmed through course outlines and examination processes of departments of Cluster 3.

The departments of Cluster 3 produced evidence of policies such as on assessment strategies, minutes of review meetings, rules, regulations and by-laws, curriculum Learning Teaching and Evaluation Committee (CULTEC) minutes, minutes of the senate and the council.

Cluster 3 has explained the current policy on weightage relating to different components of assessments, course specifications in the book on Course Units. All departments of Cluster 3 have produced their Policy documents on appointments of external examiners, by-laws of examinations, senate minutes and appointment letters to examiners.

The most commonly used assessment methods in the department and allocated marks are 60% for end semester examination and 40 % for continuous assessment (oral tests, in class tests, presentations and assignments etc.). However, the departments have the flexibility to change allocation of marks and the students are advised to get the information under examination guidelines of different departments.

The academic staff is made aware of assessment roles and responsibilities and by–laws   at the regular training of SDC. All arrangements have been made available for students with special needs, such as special time tables and Braille examination papers.

Students of the Cluster 3 are provided with regular, appropriate and timely feedback on formative assessments to promote effective learning and support the academic development of students. Displaying marks on notice boards and in class oral feedback on assignments are common methods in some departments. The second marking is practiced in all these departments in order to maintain transparency, fairness and consistency in student assessment process. Examination results are documented accurately and communicated to students within the specified time. Final examination results are announced through detailed transcripts that will release to graduates immediately.

The Faculty of Humanities finds it difficult to implement the guide lines, credit requirements and competency levels detailed in the SLQF. However, most of the academic staff members of the departments of Cluster 3 were not aware about the guidelines of SLQF manual.

The faculty ensures the implementation of examination By-Laws including those on academic misconduct, and strictly enforces them according to the university policies and procedures, in a timely manner.
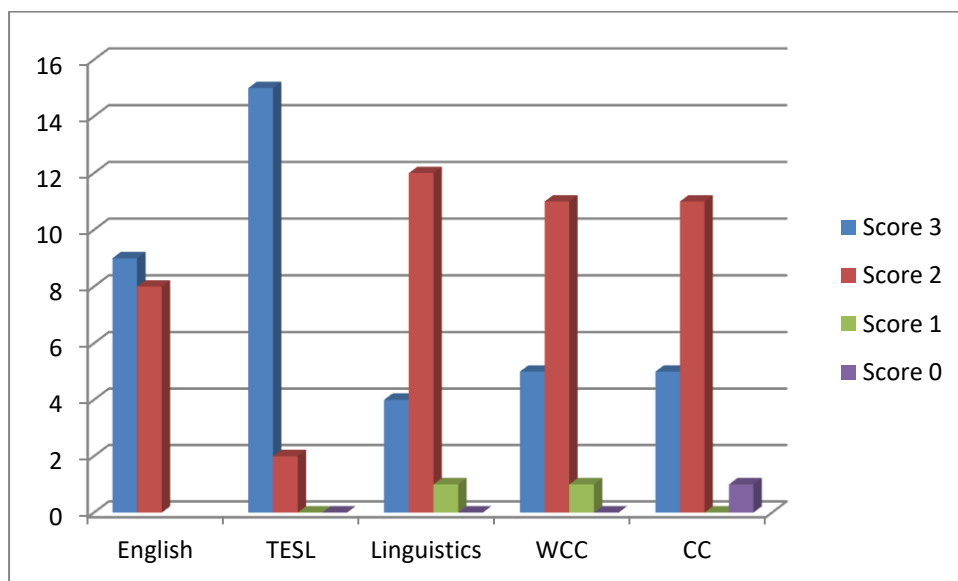
Fig. 5.7 - Student Assessment and Award Progression (Score 3- Good, Score 2- Adequate, Score 1- Barely adequate and Score 0-Inadequate)

Strengths:

- Successfully implemented of a credit-based Grade Point Average (GPA) system as a general assessment method and the students understood the mechanism to calculate their own GPA.

- Examination Boards, panels and timely released end exam results.

- The all departments of the Cluster 3 ensure academic integrity of the award by maintaining confidentiality.

- The all departments of this cluster 3 allocate six/ seven credits for final year dissertation.

Areas for improvement:

- The students and the staff should be given awareness about the commission circular No. 978. That gives provision for re-scrutinizing of marks and grades of undergraduates in

April 2012. The results appealing system described in the above circular, will enhance the transparency of the examination procedure of the Faculty.

- All staff members should have more awareness about the guidelines of Sri Lanka Qualification Framework (SLQF).
- The departments of Cluster 3 have to align their curricular to specified qualification level descriptors of the SLQF and SBS of professional bodies.

5.8 Criterion 8: Innovative and Healthy Practices

The Faculty of Humanities, University of Kelaniya practices many healthy and innovative practices such as ICT-based learning platform, incorporation of Research Components into teaching programmes and incorporation of industrial training with the aim of exposing students to outside world while enhancing the quality of the programme.

There is an awarding system at the University Level (Vice Chancellor's / Senate awards) to recognize academic and research achievements of the staff. However, faculty also can implement an awarding system to encourage the staff for achieving excellence in teaching, research and outreach activities. Furthermore, it was observed that there is no mechanism for the students to exit at lower level, if they could not complete the programme successfully. Review team was informed that all students complete the programme successfully and therefore fall back option is not required. However, incorporation of fall back option would be advantageous if such a situation arise in future.

The review team observed that different programmes follow these practices at different levels, (Fig 8) even though facilities are provided to all the programmes equally. The review team also observed that TESL programme has incorporated ICT tools and open education resources (LMS/Edmodue) into their teaching programmes effectively. Furthermore, it was also observed that TESL programme received a score of 3 for most of the standards (12 out 14) (Fig 4) indicating their dedication in enhancing the quality of the programme. They can further improve their programme by encouraging students to participate in outside competitions (IQ, innovations, sports, general knowledge etc) and improving the income generating activities which could be utilized to enhance the student learning environment. Unfortunately some departments received lower marks for section 8 since the SER was not prepared according to the programme manual and not provided required information accurately.
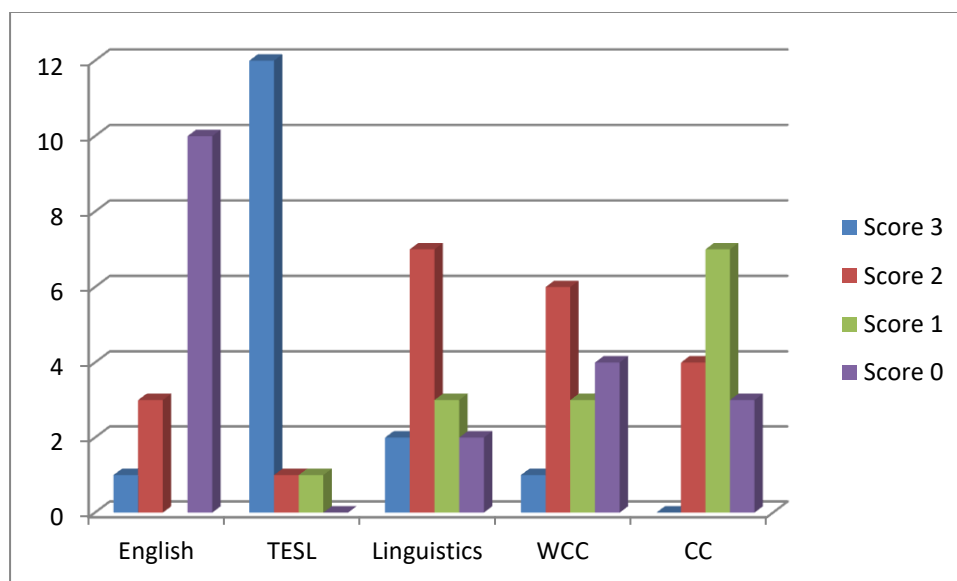
Figure 5.8 - Innovative and Healthy Practices (Score 3- Good, Score 2- Adequate, Score 1- Barely adequate and Score 0-Inadequate)

Section 6 - Grading of Overall Performance of the Programme

Study Programme	Grade
Bachelor of Arts Honours in Teaching English as a Second Language [BA (Hons)Teaching English as a Second Language)]	A
Bachelor of Arts Honours in Linguistics [BA (Hons) (Linguistics)	C
Bachelor of Arts Honours in Western Classical Culture [BA (Hons) (Western Classical Culture)]	C
Bachelor of Arts Honours in CHCU [(BA (Hons) (Christian Culture)]	C
Bachelor of Arts Honours in English [BA (Hons) ((English)]	C

Programme of Study Score- Faculty of Humanities University of Kelaniya Cluster 3

BA (Hons) in Teaching English as a Second Language (TESL)

Criterion No	Assessment Criteria	Weightage on a thousand scale	Weighted maximum Score	Minimum Weighted Score	Actual Criterion_ wise Score
1	Programme management	150	78	75	117.31
2	Human and Physical resources	100	36	50	72.22
3	Programme Design and Development	150	72	75	89.58
4	Course/Module Design and development	150	57	75	126.32
5	Teaching and Learning	150	57	75	134.21
6	Learning Environment Student Support and Progression	100	72	50	70.83
7	Student assessments and awards	150	51	75	144.12
8	Innovative and healthy practises	50	42	25	46.43
	Total	1000			801.02
	%				80.1

Grade = A

Programme of Study Score- Faculty of Humanities University of Kelaniya Cluster 3

BA (Hons) in Linguistics

Criterion No	Assessment Criteria	Weightage on a thousand scale	Weighted maximum Score	Minimum Weighted Score	Actual Criterion wise Score
1	Programme management	150	78	75	117.31
2	Human and Physical resources	100	36	50	72.22
3	Programme Design and Development	150	72	75	89.58
4	Course/Module Design and development	150	57	75	89.47
5	Teaching and Learning	150	57	75	39.47
6	Learning Environment Student Support and Progression	100	72	50	65.28
7	Student assessments and awards	150	51	75	108.82
8	Innovative and healthy practises	50	42	25	27.38
	Total	1000			609.54
	%				60.9

Grade = C

Programme of Study Score- Faculty of Humanities University of Kelaniya Cluster 3

BA (Hons) in Western Classical Culture

Criterion No	Assessment Criteria	Weightage on a thousand scale	Weighted maximum Score	Minimum Weighted Score	Actual Criterion wise Score
1	Programme management	150	78	75	117.31
2	Human and Physical resources	100	36	50	72.22
3	Programme Design and Development	150	72	75	89.58
4	Course/Module Design and development	150	57	75	84.21
5	Teaching and Learning	150	57	75	102.63
6	Learning Environment Student Support and Progression	100	72	50	70.83
7	Student assessments and awards	150	51	75	111.76
8	Innovative and healthy practises	50	42	25	21.43
	Total	1000			669.98
	%				66.9

Grade =C

Programme of Study Score- Faculty of Humanities University of Kelaniya Cluster 3

BA (Hons) in CHCU

Criterion No	Assessment Criteria	Weightage on a thousand scale	Weighted maximum Score	Minimum Weighted Score	Actual Criterion wise Score
1	Programme management	150	78	75	117.31
2	Human and Physical resources	100	36	50	72.22
3	Programme Design and Development	150	72	75	89.58
4	Course/Module Design and development	150	57	75	92.11
5	Teaching and Learning	150	57	75	92.11
6	Learning Environment Student Support and Progression	100	72	50	62.50
7	Student assessments and awards	150	51	75	108.82
8	Innovative and healthy practises	50	42	25	17.86
	Total	1000			652.50
	%				65.2

Grade C

Programme of Study Score- Faculty of Humanities University of Kelaniya Cluster 3

BA (Hons) in English

Criterion No	Assessment Criteria	Weightage on a thousand scale	Weighted maximum Score	Minimum Weighted Score	Actual Criterion wise Score
1	Programme management	150	78	75	117.31
2	Human and Physical resources	100	36	50	72.22
3	Programme Design and Development	150	72	75	89.58
4	Course/Module Design and development	150	57	75	21.05
5	Teaching and Learning	150	57	75	113.16
6	Learning Environment Student Support and Progression	100	72	50	52.78
7	Student assessments and awards	150	51	75	126.47
8	Innovative and healthy practises	50	42	25	10.71
	Total	1000			603.29
	%				60.33

Grade = C

Section 7- Commendations and Recommendations

Detailed recommendations and commendations are included in the relevant sections and most important aspects are highlighted in this section.

7.1 Commendations

1. Departments of Cluster 3 of Faculty of Humanities of the University of Kelaniya are pioneers in offering programmes in the field of English Language Studies and Translation Studies.

2. Selection process of the students to the degree programmes is carried out based on Advanced Level Examination with the highest Z score for the subject of English and Translation Studies. Employability rate of students is high, possibly due to the multi-disciplinary nature of the programme and the recognition of the degree programme by language institutions.

3. Most of the senior members of departments of Cluster 3 conduct different types of national / provincial level programmes such as services to the Sri Lanka Translators Service, National Institute of Language Education and Training and as Members of the Review Panel of annual research symposiums of different academic institutions.

4. The review team of Cluster 3 appreciates the document which has prepared by the Kelaniya University on Ethics for University Teachers.

5. The university has compiled and published the University of Kelaniya Qualification Framework and the standards specified in the UKQF are in compliance with the SLQF.

7.2. Recommendations

1. Peer Observation Process and Student Feedback Process needs strengthening and has to look into the quantitative aspects and to use information/ results to improve the study programme.

2. Since the departments do not have sufficient information about its alumni, arrangements should be made to conduct a Tracer Study of graduates.

3. Management Information System should be introduced to the faculty/university.

4. It is advisable to increase the number of student intake to departments mainly for English and DELT in order to utilize the departments' resources.

5. Propose an Internal Quality Assurance Unit (IQAU) to formulate internal policies for

various areas of interest such as Credit transfer policy, recruitment, retention, performance appraisal, career direction,- SDC/CGU development, promotion, leave, grievance, rewards, occupational health and safety policies etc.

6. Section 8 - Summary

The University Kelaniya invited the QAAC of the UGC to review the Bachelor of Arts Honours Degrees of Faculty of Humanities. The programmes conducted by the Faculty of Humanities were clustered to many and Cluster 3 consisted of 5 Honours Degree programmes (English, TESL, Linguistics, Western Classical Culture, and Christian Classical Culture). The UGC in agreement with the Faculty of Humanities, University of Kelaniya entrusted the review task to a team of 4 members selected based on their expertise. In this process, the evaluators had engaged in individual desk review and site visit evaluation. The duration of the site visit was for three days from 6th to 8th November 2017.

Review team observed that SER was compiled according to the Programme Manual by some of the study programmes while others have not prepared the SER properly and not provided the evidences adequately. The review team observed that Faculty of Humanities of the University of Kelaniya is implemented several good practices as described in the Review Manual of the University Grant Commission Sri Lanka to maintain its quality. The faculty is having a well-developed Action Plan up to year 2021, which reflects the new trends and it is aligned with University of Kelaniya Strategic Plan. Cluster 3 of the Faculty of Humanities maintains healthy environment and administrative structure which is aligned with the Faculty Action and Strategic Plans.

The review team also observed that faculty has establishes an Inter Faculty Centre for Coordinating Modular System (ICCMS), which ensures confidentiality of permanent records of all students which is accessible only to authorized personnel. Furthermore, its involvement

in student registration, examination work and releasing results within the stipulated time period is highly commendable.

The faculty is having well qualified academic staff competent for designing, development and delivery of academic programmes and are doing a praiseworthy work. Even though the Staff Development Centre (SDC) conducts many programmes to maintain and upgrade the quality of staff, faculty needs to make an effort to further enhance the quality of teachers by providing them opportunities to study at local universities or foreign universities in the specific fields of study.

The class room sessions observed by the team are very interactive and participative. Computers in ICT laboratories are at a satisfactory level. Carrier guidance unit provides adequate services to students on soft and life skills. Furthermore, the university provides access to well-equipped library facilities with internet access to the students as well as staff.

The Faculty of Humanities implemented the Course Unit System (CUs). Some departments (e.g. DELT) maintain SLQF guidelines for curriculum development. Internship programmes and soft skills are incorporated into the programmes. However, Subject Bench Mark Statement should be taken into consideration during the curriculum development process and it is essential to follow a participatory approach with different stake holders in designing and development of programmes (e.g. Industry, Alumni, and Students etc.). Furthermore, establishment of Curriculum Development Committee (CDC) at the faculty level is a need. The Cluster 3 can further improve their programmes by improving LMS and encouraging students to use OER.

Academic staff involvement in research and development is commendable. Faculty provides opportunity to publish student research by organizing an annual student research symposium. Even though, there is a mechanism for student evaluation and peer evaluation, feed backs are not received by the staff. Therefore, it is essential to implement an appraisal system (Student Evaluation and Peer Review reports) which can be used for further improvement of teaching and learning.

Opportunities are provided for the students to interact with outside the university community through student research forums, internship programmes, carrier fairs conducted by CGU and outreach activities conducted by the departments. The faculty can conduct a tracer study to identify the areas to be improved and to enhance the employability of graduates.

Even though, there is an awarding system at the university level (Vice Chancellor's / Senate awards) it may be possible to implement an awarding system to recognize contribution to teaching and research at faculty level.

Finally, Review Team observed that Faculty of Humanities has not established an Internal Quality Assurance Cell and also the Faculty QAC is in not functioning efficiently. Therefore, it is essential to develop a QAC at faculty level which will definitely strengthen the programmes conducted by the Faculty of Humanities of the University of Kelaniya

Review team

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Prof.S.Ramesh
Prof. F.H. Abdul Rauf
Dr. S.J.M.N.G. Samarakoon