



# PROGRAM REVIEW 2017

University of Peradeniya  
Faculty of Arts  
Cluster - 3

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## Section 1

### Brief introduction to the programme

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

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

#### *Administrative Structure of the Faculty and Study Programmes of the Cluster*

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

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

#### Number of Departments Contributing to the Study Programmes in the Cluster

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

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

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

**Table 01. Number of students (five years)**

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

The team observed that most of the departments increased their student numbers, maybe by maintaining their quality and standards, having attractive optional courses and a choice of elective courses etc..

**Table 02. Number and Qualification of Academic staff-2016**

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

The cluster departments have a very high standard of human resources. But the student number fluctuates from year to year.

**Table 3: Profile of Academic Staff**

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

The Sinhala department has 13 staff members, more than other departments. At the same time male : female ratio is also large. The female numbers of all departments have been reduced, even though most of the students are female.

**Table 3: Profile of Non -Academic Staff**

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

From the above chart, the non-academic staff have almost equal gender representation. So the team noticed that they all have a friendly environment to work hard.

## Section 2

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

#### Process of Preparing the SER

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

Once the team was appointed to gather data and prepare documents, they completed their tasks. Document collection was completed with the support of many academic and academic support staff members. The writing team had in-depth discussions on the stand of the faculty on each criterion and standard. Different sections of the SER were written by appointed persons and later compiled into one document, which was revised and edited at the FQAC and a special faculty board meeting.

The draft SER was extensively discussed at a meeting of the FQAC and at a special faculty board meeting held for this purpose. The Cluster Coordinator compiled the final SER report with the input from 6 special degree programmes. This final SER was finalised after incorporating the feedback obtained at the FQAC and Faculty board. The final SER document was submitted to the QAAC, UGC by 30 June 2017.

The Review team's observation is given below:

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

However, the SER has noted the following weaknesses of the team:

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

They showed us evidence for Criteria 1 to 4 as common files. However it was not managed properly and it was too difficult to finding relevant documents in the common files they mentioned for the above six programmes.

### Section 3

#### A brief description of the Review Process

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

- Discussion on PR at Deans level by UGC - April 2017
- Workshop on SER writing conducted by QAAC - May 27<sup>th</sup> 2017
- Submission of SER - June 30<sup>th</sup> 2017
- Appointment of Reviewers - July 2017
- Desk evaluation - August 10<sup>th</sup> 2017
- Workshop on Pre site –visit - August 23rd 2017
- Site- Visit - Sept 9th – 21st 2017

- Key findings to QAAC -7<sup>th</sup> October 2017
- Submission of Draft report - 4<sup>th</sup> November 2017

### Pre site visit Evaluation

#### Review Panel

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

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

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

### Details of Site Visit

This section outlines the details of the site visit during 20<sup>th</sup> to 22<sup>nd</sup> of September 2017 (**Annexure 01- Schedule**).

#### Day 1: Meetings and Facilities visits

##### Meeting with Director IQAU

The meeting was started with the Acting Director/IQAU, and the following were discussed:

- Introduction of review team
- IQAU activities are informed to the faculties and Senate regularly
- Monthly meetings were conducted regularly
- Monthly progress is presented at the Senate
- Workshops and training programmes were organised for the Faculty of Arts with the FQAC
- Evidence for minutes of meetings and activity calendar



Overall, the IQAC is functioning systematically. The review team appreciated their activities.

### **Meeting with VC/DVC/ Dean/ Registrar/Bursar**

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

### **Meeting with Heads of Departments**

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

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

The Review Team was almost satisfied with their responses.

### **Meeting with Academic Staff**

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

### **Administrative Staff**

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

- The Action Plan and Strategic Development Plan are handled by the Faculty SAR
- The procedure for maintaining student records confidentially
- Monthly meetings : 2<sup>nd</sup> week - HOD  
3<sup>rd</sup> week – Faculty Board
- Handling the Examination results (calculation of GPA and finalising with one CAA)
- Students matters were tackled by the student request committee
- Preparing budget proposal
- Handling the bond violation money
- Sharing the money from the Student Welfare Fund
- Conducting workshops and providing training by the SDC

- Fund allocation depends on the student ratio

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

### **Technical and Academic supportive (CAA) staff**

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

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

### **Meeting with Students**

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

- Inadequate physical resources
- Selection criteria for specialisation are not transparent
- Selection is finalised before the release of year 1 semester 2 results.
- Students are penalised in selecting their desired specialisations.
- Inadequate exposure via internship programmes
- The need for more teaching modules regarding research methodology and writing skills
- Support for writing dissertations, articles, and abstracts for publication
- Library facilities are not satisfactory because materials are not regularly updated.

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

- The Department of Philosophy has three media of instruction
- There was evidence of student centred teaching and learning for some courses in all the specialisations
- There are active societies and cultural events.
- Student evaluation is conducted at the end of the semester
- There is an undergraduate symposium and the opportunity for publication of abstracts.
- Some departments have given students the opportunity to participate in seminars, symposia, and workshops (locally, nationally and internationally)
- Some departments have mini libraries.

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### **Review team's overall observation**

The students pointed out the reasons for the unemployment rate of graduates in the Humanities and the degrees, mainly due to the following:

- No curriculum revision has been made for a long time (in 1994 , 2001, etc.)
- The curricula are old (some programmes nearly 10 years old)
- Providing English Language training for the students is not adequate
- Physical infrastructure for staff is not adequate

- New technology has not been incorporated for teaching.
- New approaches in courses and teaching methods
- Inadequate industrial exposure through internships
- No academic counselling is practised in the departments
- There is no continuous update of the courses.
- There is a lack of improvement in course content, teaching and learning in the departments
- There are insufficient elective courses – students choices for selecting elective subjects are not clearly defined.
- Some practical courses don't have enough facilities.
- Some departments do not have any form of internships.
- There are no collaborations with external links
- There are no proper guidelines to evaluate final dissertations (no evidence for a written document.)
- ICT training for the students is not adequate

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

During the discussion, a questionnaire survey was administered to the students at the request of the QAAC. After SPSS analysis, the final results were included in this report (**Annexure 02**).

## **DAY 2: OBSERVATION OF FACILITIES AND DOCUMENTARY EVIDENCE**

### **PHYSICAL FACILITIES**

#### **Library**

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

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- Library orientation programme for new intake and final years (research related)
  - More than 90,000 books available
  - E-learning facilities
  - Access to recognised databases (Emerald, Gestor, Sage, etc)
  - The latest journals up to 2015/2016
  - The fund allocation is only 1.6 million for Faculty of Arts.
  - A Ceylon Room.
  - Access to online books and journals
- 

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

#### **ICT Labs**

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

## **Museum**

The Museum has some very valuable collections. But there is no curator or labourer to maintain it properly. Some items are very rare, but the human resources are inadequate.

## **Archaeology Laboratory**

The laboratory is maintained with few resources.

## **Special Need Resource Unit (SNRU)**

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

## **SDC**

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

## **Student Welfare Centre**

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

## **DAY 3: OBSERVATION OF PROCESSES AND FINAL REMARKS**

### **OBSERVATIONS OF TEACHING**

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

## Section 4

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

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

The Faculty of Arts has established an Internal Quality Assurance Cell (IQAC) housed in a separate office within the faculty premises. The Faculty leadership is keen to upgrade the quality and standards of its programs. Senior academics have been appointed to posts such as the QA Coordinator, and regular meetings of the IQAC are held. The Faculty Board closely monitors the work of the IQAC and QA process. There is a permanent item in the faculty board on IQAC and QA related activities. The present work of the IQAC is mainly to provide guidance on maintaining quality standards, preparation of the SER, and maintenance of documents related to QA process of the faculty.

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

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

Confidential matters such as typing examination papers and entering exam marks is not handled with adequate care. It is recommended to develop procedures for the maintenance of examination marks and typing of exam papers by non-academic staff in particular departments in a secured manner. Further, it was observed that the Faculty does not have any mechanism to

monitor the performance of teaching and to recognize quality of teaching by dedicated academics. This can be rectified by introducing performance appraisal mechanisms, such as teaching excellence award scheme for academic members of different degree programs.

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

## **Section 5**

### **Judgment of the eight criteria of Programme Review**

#### **Criteria 1- Programme Management**

Most of the UGC circulars covering the area have been adopted by University, and the Faculty is using them to manage this cluster. The Faculty has set up an IQAC liaison with the University IQAU and ADPC. Faculty has a centralized data backup system. However, entering the confidential data such as examination marks in the particular departments into the system must be monitored via the proper SOS. Overall, the SOS of the Faculty is at a minimal level. No evidence was found to indicate that the faculty has maintained the work load allocation for the academic staff of departments, as well as the programme levels. Each department in the cluster provided a separate set of evidence, with different terminology. A common set of procedures and evidence would have been preferable

#### **Criteria 2- Human and Physical Resource**

Academic and non-academic staff are quite adequate. However, there is major issue regarding the lack of space in the faculty, and it was observed that several staff members were located in small office spaces. The Dean of the Faculty informed the team that the new building complex has been approved and construction will begin soon. Other resources such as computers, internet, and usage of new software are minimal. Current infrastructure facilities such as lecture rooms, laboratories, and toilet facilities must be improved. Another matter is internal transportation. There is a long distance between the Department of Fine Arts and other Departments; hence students face difficulties with time management when travelling between different locations of the Faculty.

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

Even though the University introduced the ADPC long ago, the curricula of most programmes have not been revised. Some programmes have not revised their curricula since 2000; the latest revision for some programme was in 2010. However, the Faculty has managed to offer 30 credits per year, totalling 120 credits for the four year special degree programme, which is therefore aligned with the SLQF. The team observed that it is very essential to revise all programmes accordingly SLQF guidelines as soon as possible. Programme ILOs and an ILO matrix must be incorporated into the curriculum. Student survey details were not collected after their graduation and hence there was no mechanism to utilize such information to improve the existing programmes.

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

Faculty has introduced all courses as 3 credit courses as mentioned in its Handbook 2017. However, mapping of the ILOs of each course is not practised, because most of the programmes do not have programme ILOs. A major disagreement of students was about the inadequacy of ICT foundation courses. Only one such course is offered in their degree programme. Students are also not satisfied with the English course offered by the ELTU. Therefore, a strong peer evaluation system and student feedback analysis is very essential, for which the evidence was not found. Even though some courses may mention ICT, technical and practically-oriented aspects, there was no evidence to support it. Limited optional courses are offered in the Faculty

and some students are forced to follow optional courses, such as drama, in which they may have no interest.

### **Criteria 5: Teaching and Learning**

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

### **Criteria 6: Learning Environment, Student Support and Progression**

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

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

A strategy for the assessment of student learning was considered an integral part of programme design, with a clear relation between assessment and programme outcomes. The Faculty has taken action to review and amend the assessment strategies periodically as appropriate. However, appointing second examiners has not been practised in some programmes. External examiners' services have also rarely been made use of. Complete and appropriate transcripts were given to the students. Another serious issue is that examination results were not given on time; however, some departments display the provisional results. The delay in examination results has affected the selection of students for their special degree programmes. There is no proper SOS for selecting special students after their first year of study. The lack of usage of the LMS affects the smooth submission of assignments.

### **Criteria 8: Innovative and Health Practices**

The Faculty has an ICT based examination recording system, but it has to be more sophisticated. Relevant training for non-academic staff, that can be seen very rarely in the Faculty, especially need to be provided. Meanwhile, it is very essential to improve the internet facilities. Currently, most programmes are offered without internship/industrial training. This needs be incorporated



when the curriculum is next revised. The Main Library of the University has applied more OER resources that students widely use.

**Section 6****Grading of Overall Performance of the Programme**

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

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

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

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

**BA in Philosophy**

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

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

**BA in Sinhala Language Literature and Culture**

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

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

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

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

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

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

## Section 7

### Commendations and Recommendations

- The curriculum needs to be revised according to the SLQF guidelines and considering all stakeholders' contributions
- Self-evaluation can be considered as a continuous process
- The use of the LMS for teaching and evaluation can be improved.
- **The** SOPs should be regularised, and the staff made aware of them.
- The current courses offered by the ELTU should be reorganised.
- New ICT course should be introduced in the second, third and fourth years
- Tracer studies and student feedback surveys should be conducted regularly and the findings utilized for development
- Development of infrastructure needs to be improved
- An internship program should be incorporated into the curriculum to fulfil the global needs
- The latest software and facilities needs to be provided to acquire updated technology for the necessary courses



## Section 8

### Summary

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

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

The documentary evidence was examined programme wise for all the 6 departments in Cluster 3. The review team further discussed the strengths and weaknesses in individual programmes for quality and standards during the site visit. The team attended the teaching sessions of different programmes in the cluster both in English and Tamil medium.

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

### Strengths

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

## Weaknesses

- LMS usage for teaching is at a very minimum level
- There is no transparent mechanism for selection of students to special degree programs, and no written evidence, verbal contacts only
- There is no teaching excellence award scheme
- There is no peer evaluation system
- Usage of output of students evaluation for curriculum, course development and teaching and learning is minimal.
- Use of stakeholders' contribution (employers, alumni, etc.) for curriculum, course, teaching and learning development is minimal.
- There is no written evidence for SOPs
- Program ILOs has not yet been clearly defined
- No curriculum revision has been made for a long time (in 1994, 2001, etc.)
- Report of work load has not been properly maintained
- Providing English Language training for the student is not adequate. Students were not satisfied with the ELTU's teaching methods
- Physical infrastructure for staff is not adequate
- New technology has not been incorporated for teaching
- No Academic counselling is practised generally
- Insufficient Physical resources
- Insufficient elective courses – students' choices for selecting Elective subjects are not clearly defined
- Some practical courses don't have enough facilities to practice techniques such as GPS, GIS AutoCAD, film editing, music instruments etc. Most of these things are done manually.
- No form of internship for some departments
- Student centred learning is not practised.
- No collaboration with external entities
- No proper guidelines to evaluate final dissertation (no evidence for a written document.)
- Second marking is not practised
- ICT training for the students is not adequate

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**Annexure 01:****Site Visit Schedule- University of Peradeniya, Faculty of Arts (Cluster 3)****DAY 1: MEETINGS AND FACILITIES VISITS****20 September Wednesday**

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

Meeting with students:

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

Each group will get maximum 20 minutes .

**DAY 2: OBSERVATION OF FACILITIES AND DOCUMENTARY EVIDENCES****21 September Thursday**

<b>8:00 to 10:00</b>	<b>Facilities Viewing</b>
	Physical facilities – lecture halls
	ICT facilities
	SNRU
	Library
	Career Guidance Unit

	SDC Sports Facilities engaged by Cluster 3 students
<b>10:00 to 10:30</b>	<b>MORNING TEA BREAK</b>
<b>10:30 to 12:30</b>	<b>Checking Documentary evidence</b>
<b>12:30 to 13:30</b>	<b>LUNCH BREAK</b>
<b>13:30 to 15:00</b>	<b>Additional Evidence for gap filling</b>
<b>15:00 to 15:30</b>	<b>AFTERNOON TEA BREAK</b>
<b>15:30 to 17:00</b>	Review team internal meeting
	END OF DAY

### DAY 3: OBSERVATION OF PROCESSES AND FINAL REMARKS

**22 September Friday**

<b>8:00 to 10:00</b>	<b>Evaluation of Teaching/Learning processes</b>
	Observing teaching/learning sessions relevant to the program (Heads of the Departments should inform the review team on schedule of lectures enabling the team to select a few lectures) Any other meeting deemed to be important for the program review
<b>10:00 to 10:30</b>	<b>MORNING TEA BREAK</b>
<b>10:30 to 12:00</b>	<b>Evaluation of Teaching/Learning processes</b>
	Observing teaching/learning sessions relevant to the program (Heads of the Departments should inform the review team on schedule of lectures enabling the team to select a few lectures) Any other meeting deemed to be important for the program review
<b>12:00 to 13:00</b>	<b>LUNCH BREAK</b>
<b>13:00 to 14:30</b>	<b>Internal meeting</b>
	Review team preparation for final wrap up
<b>14:30-14:45</b>	<b>AFTERNOON TEA BREAK</b>
<b>14:45 to 16:00</b>	Final wrap up meeting with senior management of Program
	END OF DAY
<b>Note: Venue for all meetings will be MA 33 Room</b>	

#### Important

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

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

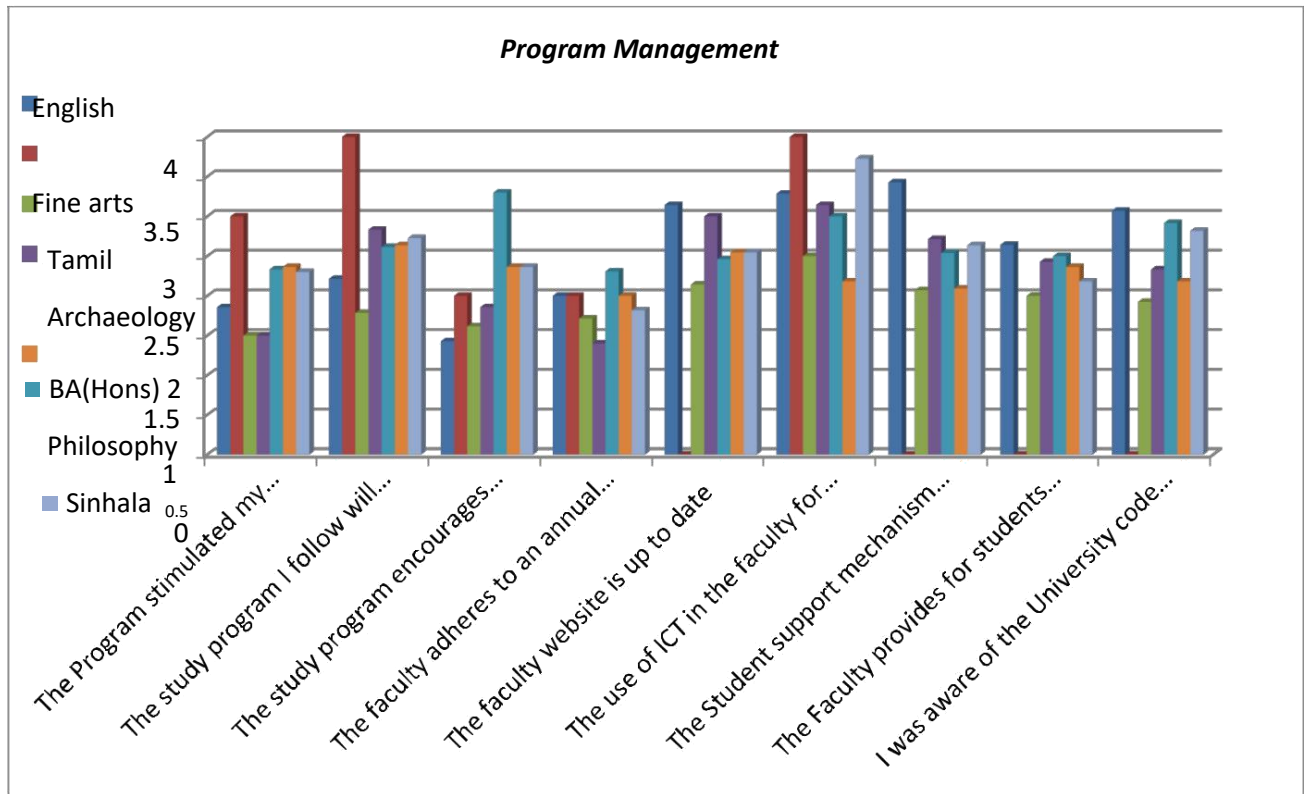
### Annexure 02:

#### Criteria 1: Program Management

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

I was aware of the University code of conduct	3.0714	0.0000	1.9231	2.3333	2.9167	2.1818	2.8182

\*BA (Hons) - Not given Subject names

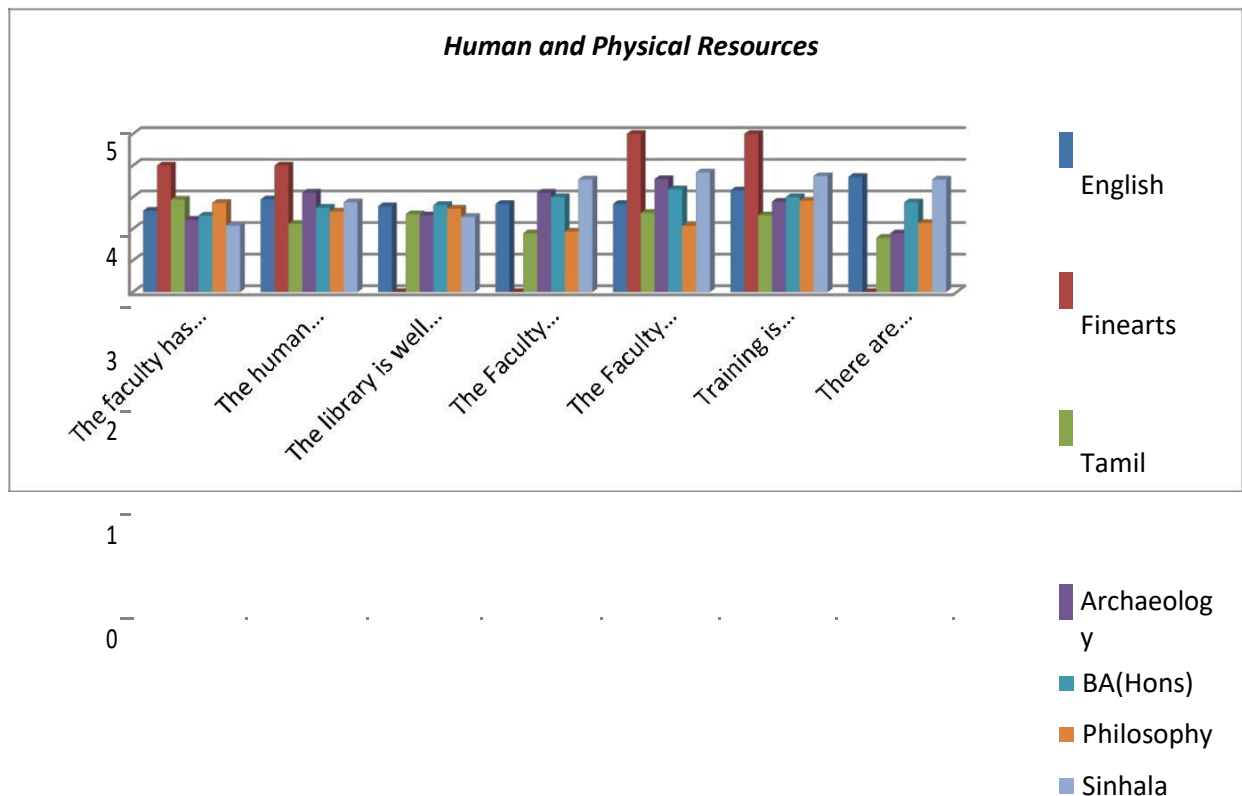


**Criteria 2: Human and Physical Resources**

<b>Human and Physical Resources</b>	<b>English</b>	<b>Fine Arts</b>	<b>Tamil</b>	<b>Archaeology</b>	<b>BA (Hons)</b>	<b>Philosophy</b>	<b>Sinhala</b>
The faculty has adequate infrastructure facilities such as lecture rooms, library, reading, ICT rooms	2.5714	4.0000	2.9231	2.2857	2.4167	2.8182	2.1000
The human resource profile of the Faculty is comparable with national or international norms	2.9286	4.0000	2.1538	3.1429	2.6667	2.5455	2.8333
The library is well quipped, networked and holds up to date print and electronic forms of titles	2.7143	0.0000	2.4615	2.4286	2.7500	2.6364	2.3750
The Faculty encourages	2.7857	0.0000	1.8571	3.1429	3.0000	1.9091	3.5556
the use of English as a second language and the English language unit is well resourced							
The Faculty ensure the availability of ICT facilities and opportunity is given for students to acquire ICT skills	2.7857	5.0000	2.5000	3.5714	3.2500	2.0909	3.7778
Training is provided though the curriculum for	3.2143	5.0000	2.4286	2.8571	3.0000	2.8889	3.6667

soft / life skills							
There are multicultural programs for students with diverse ethics and cultural backgrounds to come together	3.6429	0.0000	1.7143	1.8571	2.8333	2.1818	3.5556

\*BA (Hons) - Not given Subject names



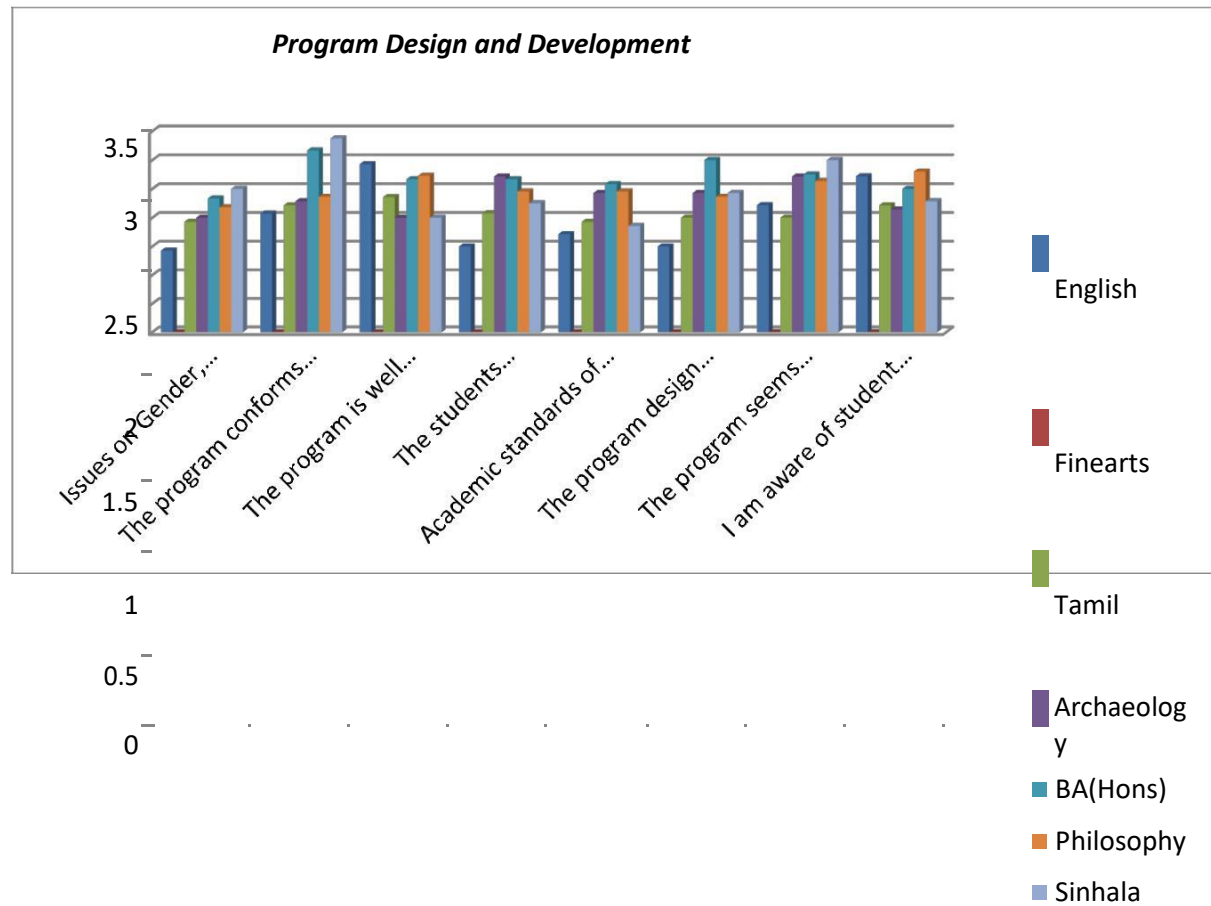
### Criteria 3: Program Design and Development

Program Design and Development	English	Fine Arts	Tamil	Archaeology	BA(Hons)	Philosophy	Sinhala
Issues on Gender, Culture & Social diversity, Social justice, ethical values & sustainability are integrated to the curriculum	1.4286	0.0000	1.9286	2.0000	2.3333	2.1818	2.5000
The program conforms to the							



national needs and reflect global trends and current knowledge and practice	2.0714	0.0000	2.2143	2.2857	3.1667	2.3636	3.3750
The program is well structured while allowing flexibility in student choice of courses/modules	2.9286	0.0000	2.3571	2.0000	2.6667	2.7273	2.0000
The students intellectual capacity, skills, knowledge progresses through the curriculum	1.5000	0.0000	2.0769	2.7143	2.6667	2.4545	2.2500
Academic standards of the program with regard to its awards and qualifications are high	1.7143	0.0000	1.9286	2.4286	2.5833	2.4545	1.8570
The program design and development integrates self directed learning, collaborative learning, creative and critical thinking,	1.5000	0.0000	2.0000	2.4286	3.0000	2.3636	2.4286
interpersonal communication & team work							
The program seems current and valid in the light of development of knowledge	2.2173	0.0000	2.0000	2.7143	2.7500	2.6364	3.0000
I am aware of student destination after Graduation and opportunities available	2.7173	0.0000	2.2143	2.1429	2.5000	2.8000	2.2857

\*BA (Hons) - Not given Subject names

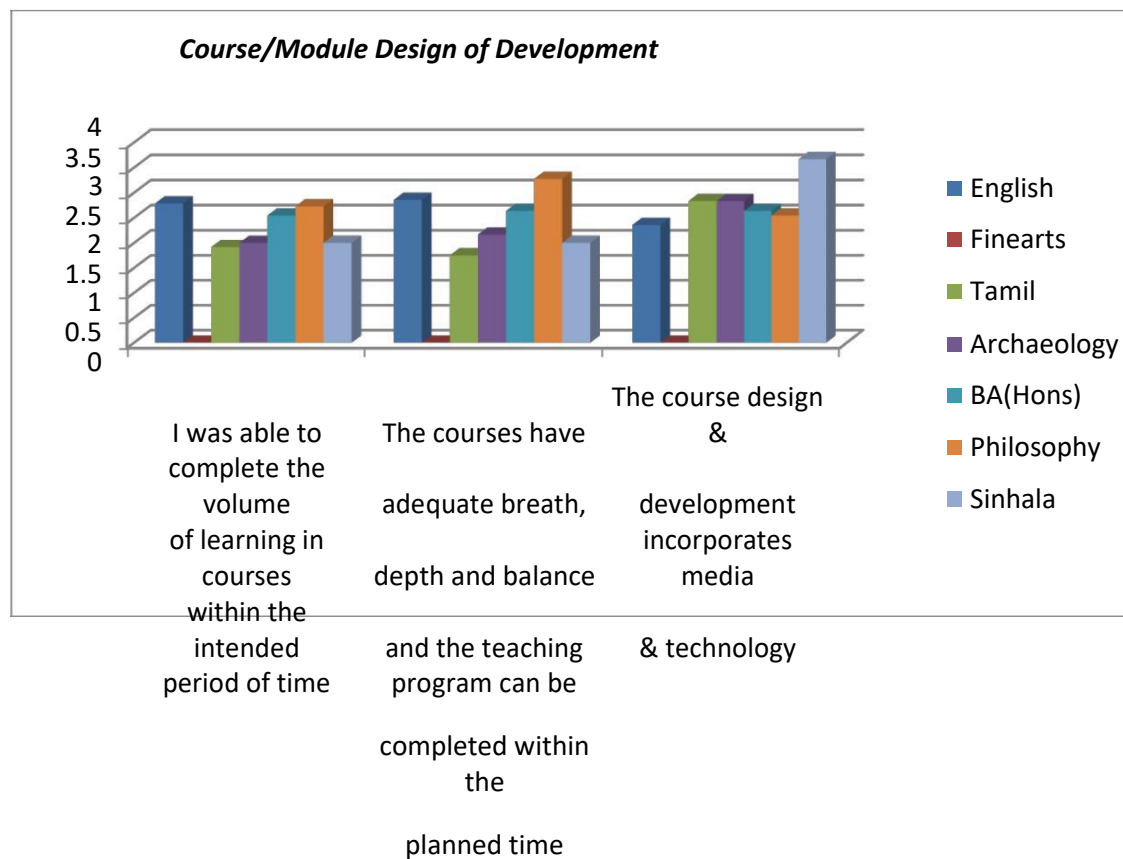


#### Criteria 4: Course/Module Design of Development

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

The course design & development incorporates media & technology	2.3571	0.0000	2.8333	2.8333	2.6364	2.5455	3.6667
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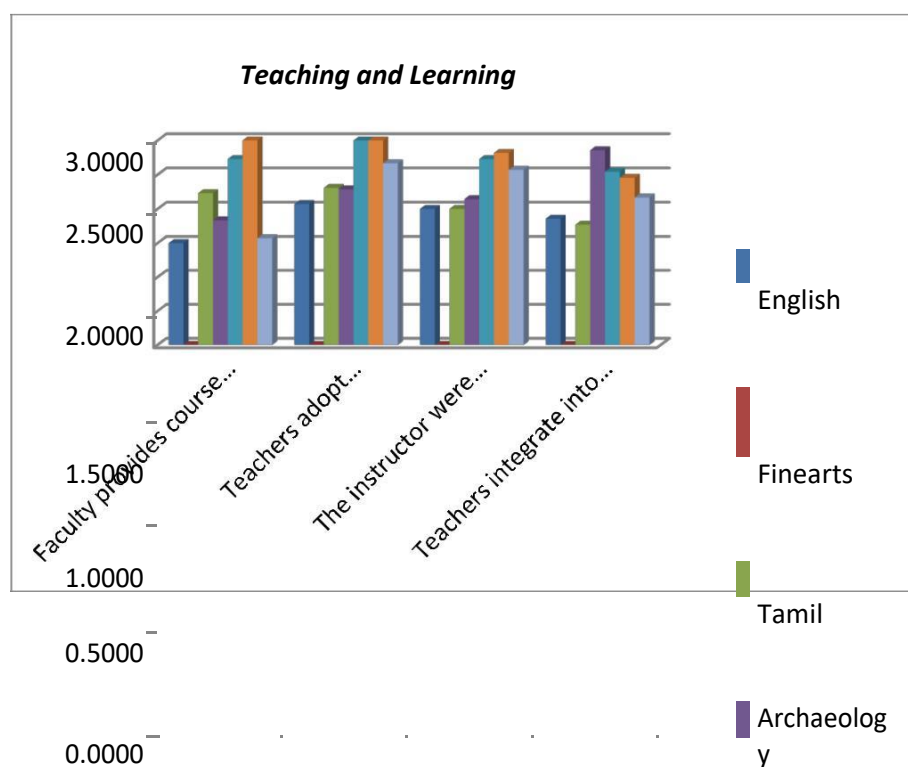
\*BA(Hons) - Not given Subject names



**Criteria 5: Teaching and Learning**

Teaching and Learning	English	Fine Arts	Tamil	Archaeology	BA (Hons)	Philosophy	Sinhala
Faculty provides course specification and time tables before commencement of the courses	1.5000	0.0000	2.2308	1.8333	2.7273	3.0000	1.5714
Teachers adopt innovative methods and appropriate technology	2.0714	0.0000	2.3077	2.2857	3.0000	3.0000	2.6667
The instructor were responsive to students needs and problems	2.0000	0.0000	2.0000	2.1429	2.7273	2.8182	2.5714
Teachers integrate into their teaching their/ others research and current knowledge	1.8571	0.0000	1.7692	2.8570	2.5455	2.4545	2.1667

\*BA(Hons) - Not given subject names

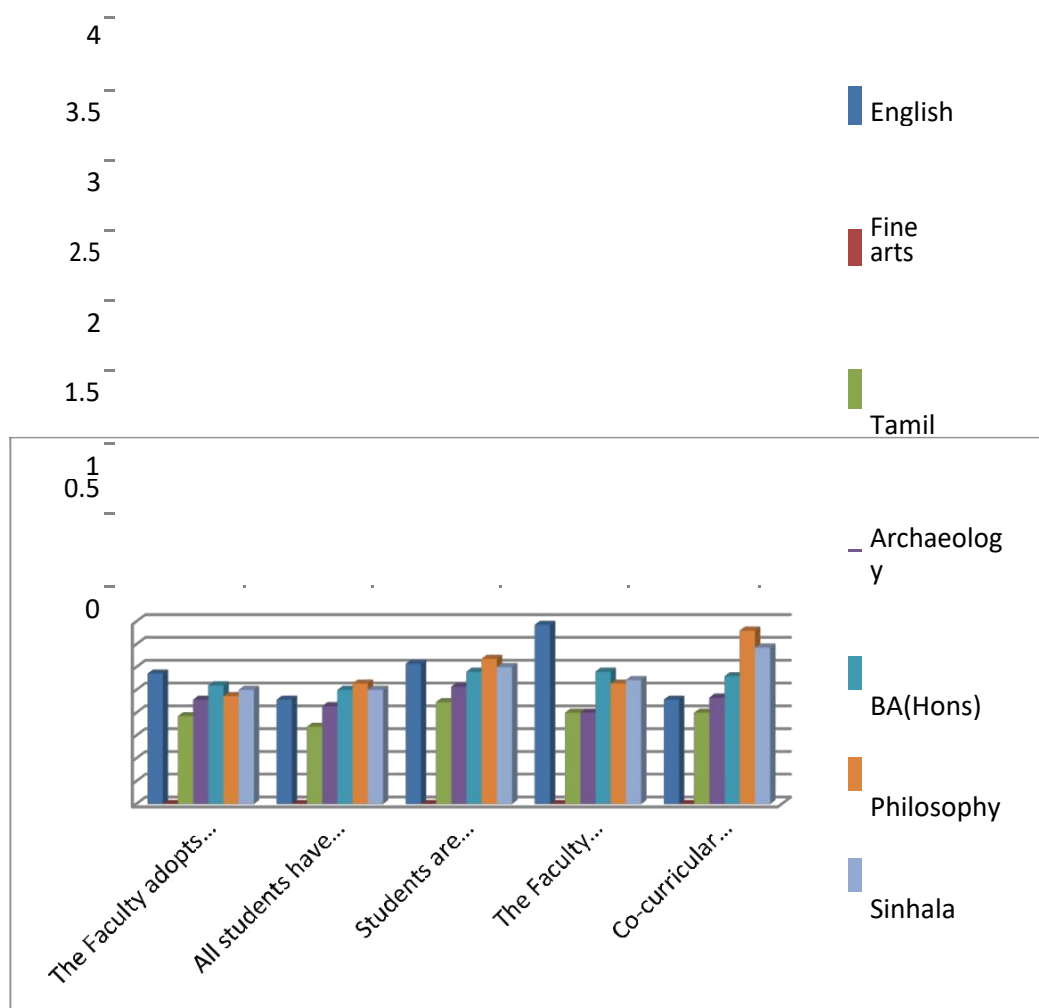


- BA(Hons)
- Philosophy
- Sinhala

### Criteria 6: Learning Environment, Students support and Progression

<b>Learning Environment, Students support and Progression</b>	<b>English</b>	<b>Fine Arts</b>	<b>Tamil</b>	<b>Archaeology</b>	<b>BA(Hons)</b>	<b>Philosophy</b>	<b>Sinhala</b>
The Faculty adopts a student's friendly administration, academic & technical support system	2.8571	0.0000	1.9231	2.2857	2.6000	2.3636	2.5000
All students have an induction / orientation program regarding rules & regulations of the Faculty	2.2857	0.0000	1.6923	2.1429	2.5000	2.6364	2.5000
Students are equipped with career management skills & soft skills and help them to make informal career choice	3.0714	0.0000	2.2308	2.5714	2.9000	3.1818	3.0000
The Faculty promptly deals with student complains or grievances	3.9286	0.0000	2.0000	2.0000	2.9000	2.6364	2.7143
Co-curricular activities such as sport and aesthetic activities make educational experience worthwhile	2.2857	0.0000	2.0000	2.3333	2.8000	3.8000	3.4286

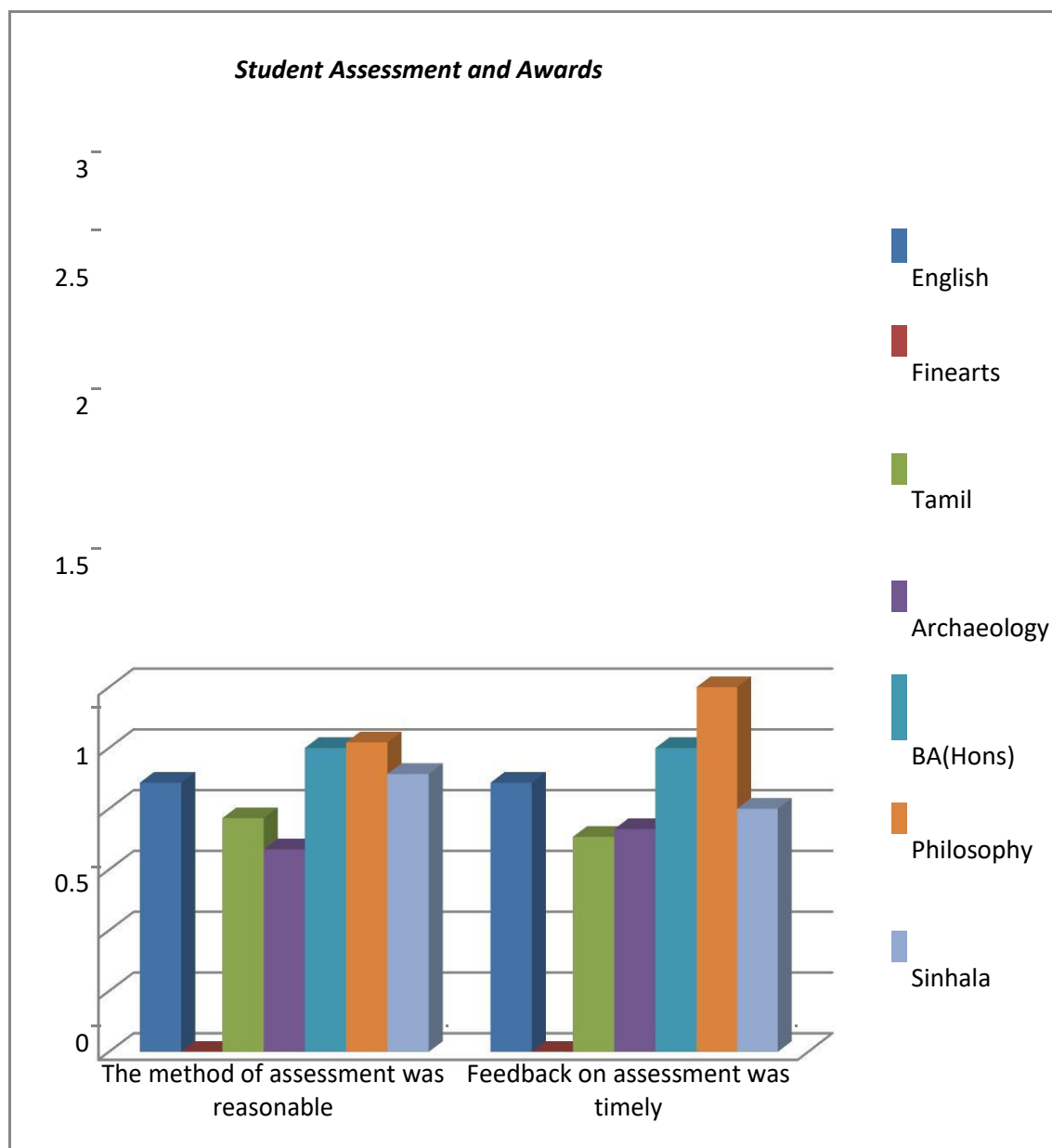
\*BA (Hons) - Not given subject names



### Criteria 7: Student Assessment and Awards

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

\*BA(Hons) - Not given subject names



### Criteria 8: Innovative & Healthy Practices

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

organizations industries to expose students to world of work	4.0714	0.0000	1.7692	2.5714	2.6000	3.0000	3.6667
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\*BA (Hons) - Not given subject names

