PROGRAM REVIEW 2017

Rajarata University of Sri Lanka
Faculty of Social Sciences and Humanities
General Degree
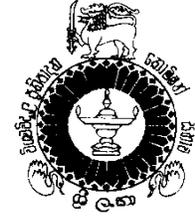
Review Report

BA (General) Degrees
Faculty of Social Sciences and Humanities
Rajarata University of Sri Lanka

September 2017

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University Grants Commission
Quality Assurance and Accreditation Council
Sri Lanka

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Section 1 –Brief introduction to the Programmes

The Rajarata University of Sri Lanka was established on 7th November 1995 under Section 21 of the University Act No.16 of 1978 by amalgamating the resources of the Affiliated University Colleges in the Central, North Western and North Central Provinces. Today, the University consists of five faculties; Social Sciences and Humanities, Management Studies, Applied Sciences, Agriculture, and Medicine & Allied Sciences. The Faculty of Social Sciences and Humanities was established with the inception of the University in 1995 with the vision "To be a centre of excellence in higher education, research, and dissemination of knowledge". At present the faculty has a student population of around 1300. The current annual intake is about 360 students and the faculty plans to increase it to around 1000. The mission of the Faculty is "To train and produce high quality graduates equipped with competencies and skills required to meet and respond to diverse demands and needs in the socio-economic development in the national and global environment, ensuring excellence of education in Social Sciences and Humanities".

The faculty has five departments:
1. Department of Social Sciences.
2. Department of Environmental Management.
3. Department of Archeology and Heritage Management.
4. Department of Languages.
5. Department of Humanities.

All 5 departments contribute to the subject modules of the BA General Degrees and to the Honours Degrees in their respective subjects. Table 1.1 presents details of modules, departments and degrees offered.

Faculty offers five Bachelor of Arts (BA) General Degrees under the following subject modules:
1. Environment and Society - EWS.
2. Economics and Scientific Management - ESM.
3. History, Archeology and Heritage Management - HAM.
4. Sinhala and Social Communication – SSM.
5. Language and Tourism – TEF.

The faculty also offers the following five Bachelor of Arts (BA) Honours Degrees:

a. BA (Honours) in Economics.
b. BA (Honours) in Environmental Management.
c. BA (Honours) in History.
d. BA (Honours) in Archeology and Heritage Management.
e. BA (Honours) in Sinhala.

In addition to above five, the following two BA (Honours) Degrees will be introduced next year:

i. BA (Honours) in Sociology.
ii. BA (Honours) in Mass Communication.

In terms of academic activities, the Department of Social Sciences conducts academic activities in the field of Economics, Sociology, Travel & Tourism Management, Mathematics and Computer studies. On behalf of the faculty, courses of Mathematics and Computer Studies are offered by the department for all students in the faculty. The Department of Humanities conducts academic activities in the field of Mass Communication, History and Education. The faculty introduced the Postgraduate Diploma in Education. The Department of Archaeology and Heritage Management conducts academic activities in the field of Archaeology and Heritage Management. Department of Languages conducts the academic activities in the fields of Sinhala, French, Japanese and English. Further, Arts and Culture related activities at the university level are also organized by the Department of Languages. The academic activities in the field of Environmental Management, Geographical Information System (GIS) and Water Resource Management falls under the purview of Department of Environmental Management. In addition, the Department of Social Sciences and Department of Environmental Management offer two diploma courses – Diploma in Business Economics and Diploma in Environmental Management, respectively.

Establishment of the study programmes

The *faculty currently offers five BA (General) Degrees under five modules* (Table 1.1). Module system was introduced in 2010 by the faculty following an extensive review of former BA (General) Degrees. The enormous impact of introducing a module system in 2010 to enhance the quality of the General Degrees was apparent. The module system offered students the opportunity of choosing from a subject basket which provided a unique set of subjects designed based on the need assessment surveys and considering other social and development requirements of the economy at the regional and national levels and global changing trends at large.

Table 1.1: Modules and the departments that offer the five BA (General) Degrees

Module	Department	Established year
Environment and society	Department of Environmental Management	2010
Economics and scientific management	Department of Social sciences	2010
History, Archaeology and heritage management	Department of Archaeology Heritage Management and Department of Humanities	2010
Sinhala and social communication	Department of Language	2010
Language and tourism	Department of Social Sciences	2010

Section 2 - Review team's observations on the Self-Evaluation Report (SER)

Team was of the opinion that the SER was not written as per recommendations and guidelines in the manual. Most important points were not highlighted and strong points were not presented.

Team noted that only few documents were provided as evidence and even most of them were incomplete, irrelevant and unauthorized. Though, as observed by the team, there were many documents to support as evidence within the faculty, such documents were not made available to the team. These documents could have been considered for allocation of marks.

The task of compiling of documents for each criterion was assigned to junior staff members and in most instances, leader of the team was a temporary lecturer or a probationary lecturer. Senior staff involvement in the process was minimal. When contacted, most of the staff members who were responsible for the relevant criteria were not conversant with the content and were unable to provide evidence or explanations to the questions raised.

Overall quality of the provided documents were poor and the team observed that in the faculty, the office operational procedures of record keeping and maintenance altogether were poor.

Section 3 – A brief description of the Review Process

Review Panel

Review panel appointed by the University Grants Commission (UGC) consisted of Prof. Ruwan Jayasinghe (Chairman), Dr. GPTS Hemakumara and Dr. S Vijayakumar.

Pre site visit evaluation

Self-Evaluation Report (SER) prepared by the FSSH, Rajarata University was handed over by the Quality Assurance and Accreditation Council (QAAC) of the UGC to the individual members of the team before the site visit. Members of the panel after perusal of the SER allocated marks independently and these marks were forwarded to the QAAC. Thereafter the team, following a discussion between the reviewers, collectively allocated common scores for the SER at the pre visit workshop held on 23rd of August, 2017 at UGC.

Site Visit

Team visited the Faculty of Social Sciences and Humanities (FSSH), Rajarata University of Sri Lanka (RUSL) on Monday the 11th September at 8.00am. Team had its first meeting with the Director, Quality Assurance Unit (QAU) of the Rajarata University and discussed the quality assurance mechanisms in operation in the university and also the guidance and support provided by the unit to the faculty. As QAU room was under construction, this meeting was held at the faculty.

Team met the acting Vice chancellor at the Vice Chancellor's office located in the main administrative building to explain the purpose of the visit and to obtain his views on the quality assurance process and issues linked to quality of study programmes. This meeting was followed by a meeting with the Dean of FSSH at which, the purpose of the visit and schedule of the visit was explained to him. Academic, administrative and research activities of the faculty were discussed with him.

Team met the Heads of Departments and all academic staff members of the FSSH separately. Chief SER writer did a presentation to the team. Key points raised and discussed at this meeting is as follows:

1. Inadequate staff especially non-academic staff.
2. Inadequate infrastructure facilities.
3. Inadequate labs, space and staff to perform scheduled duties.
4. Non-functional internet system.
5. Lack of opportunities for staff and students to pursue further training.

6. Non availability of permanent staff members for ITC teaching at the faculty though ITC is a compulsory foundation course for new entrants to the faculty.

There were separate discussions with the administrative, technical and non-academic staff members of the faculty and key points revealed at these meeting are presented below:

1. Inadequate staff, especially non-academic staff and as a result the technical officers had to perform duties of all staff grades by themselves.
2. Inadequate infrastructure facilities.
3. Inadequate labs, space and staff to support teaching activities in the labs.
4. Lack of a rewarding system.
5. Lack of opportunities for continuous professional development activities (CPD).

Team visited different sections of the faculty and the students' hostels to observe the facilities available. As the time was not sufficient, team was unable to inspect the entire university. Team observed the large land area with greenery which has provided a conducive learning environment, with space for possible expansion of the faculty in the future.

Buildings were located in different places and there was a considerable distance from the main administrative building of the faculty to the lecture halls and library, which has created difficulties to staff and students. Most of the lecture halls were old and the infrastructure was of poor quality. In few lecture halls multimedia projectors were not available. Most of the lecture halls were small and only one had sufficient space to accommodate a large number of students. Furniture was old. The facilities available in the new administrative building, compared to the lecture halls, were new and of good quality. Though there was a large computer lab with many computers, the available staff to support activities was not adequate (one temporary instructor has been allocated to the entire student population of the faculty to teach ICT). Some of the facilities were unused as a result. Team felt that the infrastructure facilities in the faculty requires urgent attention and improvement.

The review team had a discussion with the students over a period of two and half hours. The students were not satisfied with the study programmes. In their view there had been many bad practices and administrative lapses in most of the issues; especially the delivery of academic content have been inconsistent and not transparent. Many changes had been introduced to the courses following commencement of the programmes and some were of a very major nature affecting the future of the students. The lectures were not delivered on time and there had been many changes to the time table. Most of the lectures were delivered by temporary or probationary lecturers without much experience. Lectures were

conducted even during the study leave period. Examinations were not conducted properly and time tables were changed frequently. The results were not released on time and the average time taken to release results was closer to one year. The second (repeat) examination was conducted prior to release of results of the previous examination. Assignments were also done in a haphazard manner and sometimes these were allocated during the study leave period. Marks of the assignments were never made available to the students. In general, the communication between staff and students was poor.

The logistical support provided to the reviewers by the FASH was excellent. A vehicle for internal transport was provided during the entire visit. Refreshments and lunch were provided to our satisfaction. The staff members of the faculty, both academic and non-academic, were friendly and supportive.

Section 4 - Overview of the Faculty's/Institute's approach to Quality and Standards

The team observed that the overall approach of the faculty on quality assurance and management was far below the expected standards. Rajarata University of Sri Lanka (RUSL) has establish the Internal Quality Assurance Unit (IQAU) as the university apex body of its quality management. To date several meetings of the management committee has been held. However, as the main quality management unit of university, adequate coordination and implementation of the activity plan of the IQAU is recommended for the future.

Even though there is an established Internal Quality Assurance Cell (IQAC) in the FSSH of RUSL, its operational activities were minimal. Chairperson of the IQAC is knowledgeable of the process and has attempted to develop the quality assurance process. However the faculty staff members appear to have inadequate awareness about IQAU and issues linked to quality in study programmes. There is no office for the IQAC and meetings have not been held regularly. The minutes of the few meetings held were not available. There are no policies and protocols in relation to quality assurance. Since the provided evidence was very limited, it is difficult to comment on whether IQAC works in liaison with the University's Internal Quality Assurance Unit (IQAU) in accordance with the Internal Quality Assurance Manual (2013) of the UGC and the IQA circular of 2015. Internal quality assurance in the faculty has not been an ongoing continuous process. Faculty has attempted to enhance the quality assurance processes but it did not appear to be adequate. Team observed that there are no clearly laid down policies on teaching/learning, examinations, research and development. Involvement of the senior staff members in this regard appeared to be minimal. Faculty is weak in curriculum development, planning and implementation. There had been many changes introduced to the programmes without approval from the senate of the university. Team wishes to suggest the development of clear policy guidelines and standards and submission of same to senate for approval. Ad hoc changes to the curriculum, programmes or examination formats should not be introduced and implemented. There was no transparency in some important areas as examinations.

Team is of the opinion that the faculty has to take quality assurance activities seriously and improve such activities as per accepted norms and guidelines.

It appeared to the team that the faculty has not understood the importance of the Programme Review process nor their experience in handling this exercise was adequate. SER was not well written and compilation of documents as evidence was poor. Very few

documents were provided as evidence and even those were not in proper order. A number of documents that should have been provided to support as evidence was not presented to the review team, though such documents were available in the faculty.

Section 5 - Judgment on the eight criteria of Programme Review

5.1. Criterion 1: Programme Management (81/56)

Many standards in this criterion have been implemented. Most of the areas in the relevant UGC circulars have been adopted by the university and faculty. Even though the faculty has an Action plan for development, whether it was implemented or whether progress has been monitored was not clear. The student Handbook covered all necessary areas and was given to all students on time. The website was outdated and information available on it was very scanty. There were no internet facilities at the faculty except for a limited usage only in few areas. Student details were not organized adequately and security of the data appeared to be very poor. There was no mechanism for backup of the available data. There were no clear policies on many aspects of programme management and the faculty IQAC was not fully operational. Even though the faculty claimed that there are no students with special needs in the faculty, there were infrastructure facilities for them. However there was no formal policy in handling such students when present. Faculty has endorsed the UGC policy circular to promote gender equity and equality (GEE) and deter any form of sexual and gender-based violence (SGBV). Faculty adopts a zero-tolerance policy on ragging by implementing anti ragging laws, UGC circulars and university disciplinary by-laws.

5.2. Criterion 2: Human and Physical Resources (36/25)

Faculty has a reasonable number of qualified academic staff with adequate experience in teaching and research but their staff profiles were not provided to the team nor was available in the web. The technical and non-academic staff numbers were inadequate. Infrastructure facilities such as lecture rooms, laboratories, practice areas, transport facilities, common amenities etc. for teaching and learning were grossly inadequate. However the libraries and reading rooms were impressive and well maintained. Books of some subjects were not adequate. The emphasis and attention on ICT, English and carrier development of students was not adequate.

5.3. Criterion 3: Programme Design and Development (72/36)

Deficiencies and short comings were noted in this area. Though there is a curriculum development committee, the reviewers did not observe any activity of the committee. There was no mechanism to assess the available curriculum or need assessment for the future. The programmes were not monitored routinely and no action has been taken to

identify the shortcomings and rectify them. The details of students were not collected following graduation nor tracer studies conducted. The qualified graduates' assistance was not obtained to identify the problems in the existing programmes and rectify them.

5.4. Criterion 4: Course/ Module Design and Development (57/21)

The performance of the faculty on module design and development is far below the expected standards. There was no policy documents and the approval process was not clearly defined. There was no evidence to confirm that such an approval process has been followed. The staff training in the area was inadequate and only few academics have followed a formal training in curriculum development. Courses/modules were not evaluated at the end of each course/module or at any time regarding its content, appropriateness, effectiveness of teaching and achievement of learning outcomes. There were seven compulsory non-credit courses in first year, including English and mathematics, which has created undue stress on students.

5.5. Criterion 5: Teaching and Learning (54/29)

Teaching and learning processes were based on the mission of the faculty, goals and values, and curriculum requirements. Though the faculty has provided course specifications and timetables before the commencement of the programmes, these have not been implemented in most instances. Teachers have integrated appropriate research and scholarly activities into their teaching. Student research activities have been very much promoted and teachers have encouraged and supported the students to carry out research projects. The students presented their finding at the research symposia organized by the faculty and published in journals. There was no evidence to suggest that teaching and learning activities were monitored routinely for their appropriateness and effectiveness. Staff work norms and workloads were not provided to assess whether the assigned work for an individual staff member is fair, transparent, and equitable. There is no defined indicators in the faculty to evaluate and determine excellence in teaching, identify best performers in teaching and promote adoption of best practices.

The number 5.4 standard of criterion 5 -"Teaching learning strategies offered are also appropriate and accessible to differently abled students if the s cater for such students" was removed and 3 marks were reduced from the total as it was not appropriate for the study programmes.

5.6. Criterion 6: Learning Environment, Student Support and Progression (69/50)

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 ongoing training for users of common learning resources such as library, ICT, and language laboratories. Keeping the records of student performance was not satisfactory and there was no common document. Results were kept at different levels and at different places. Faculty has provided ample opportunities to enhance social interactions between students and staff. The guidance for students on academic matters was not adequate. Co-curricular activities were very much promoted. There was no fall back option for a student who has not completed a programme successfully. Faculty has not monitored retention, progression, completion/ graduation rates and employment rates. The per student cost in relation to national targets was available. Faculty has taken remedial actions on student complaints.

The standard 6.8 in criterion 6 was removed and 3 marks were reduced from the total as it was not appropriate for the study programmes.

5.7. Criterion 7: Student Assessment and Awards (51/33)

Assessment strategy of student learning was considered as an integral part of each programme design with a clear relation between assessment tasks and the programme outcomes. Faculty has not taken action to review and amend the assessment strategies and regulations periodically as appropriate. Examination by-laws were available and external examiners were appointed but no policy document was available on appointment of external examiners, their TOR and whether their feedback was collected and used for improvement. Marking schemes were not provided. Complete and appropriate transcripts were given to the students. Examination results were not well documented. There had been long delays in releasing results.

5.8. Criterion 8: Innovative and Healthy Practices (39/24)

Faculty has established and operates an ICT based platform to facilitate multi- mode teaching delivery and learning. Faculty has not established coordinating and facilitating mechanisms for fostering research and innovation and promoting community and industry engagement. There was no rewarding system to encourage academics for achieving excellence in research and outreach activities. The study programmes contained an undergraduate research project as a component in the study programmes. Faculty encouraged students to disseminate the research findings. It is encouraging to observe a well-organized industrial training component in the study programmes but it needs further improvement in the area of logistics. Links with the other government and non-government organizations/ agencies were not maintained. The Faculty promotes students and staff engagement in a wide variety of co-curricular activities. There was no fall back option for the students.

The standard 8.10 in criterion 8 was removed and 3 marks were reduced from the total as it was not appropriate for the study programmes.

Section 6 - Grading of Overall Performance

No	Criteria	Weighted minimum score	Total	Achieved	Actual criteria-wise score
1	Programme Management	75	81	58	103.7
2	Human and Physical Resources	50	36	25	69.4
3	Programme Design and Development	75	72	36	75.0
4	Course/ Module Design and Development	75	57	21	55.3
5	Teaching and Learning	75	54	29	80.5
6	Learning Environment, Student Support and Progression	50	69	50	72.5
7	Student Assessment and Awards	75	51	33	97.1
8	Innovative and Healthy Practices	25	39	24	30.8
	Total on a thousand scale				588
	%				58.4
	Final Grade				D

Final Grade

Overall performance of the faculty was not satisfactory (Grade-D).
The score for criterion 4 (Course/ Module Design and Development) was less than 50% and for criterion 3 (Programme Design and Development) was exactly 50%.

Section 7 - Commendations and Recommendations

Commendations

1. Rajarata University of Sri Lanka has a conducive teaching and learning environment with reasonable space for future expansion. The university is located in a heritage, cultural and tourism rich city which will assist in developing some areas of study programmes.
2. Most of the academic staff members were young and enthusiastic. They can be guided and motivated to take the faculty to next level.
3. Non-academic staff members were efficient and friendly. Even though the numbers were limited and inadequate, they were assisting the administration to conduct the programmes smoothly. Technical staff were performing multiple tasks.
4. Students of the faculty were supportive, open and cordial. Team observed the active participation of students in teaching & learning activities. The unbiased briefing by them of the current status of the programmes is appreciated.
5. Incorporation of an industrial training to the General Degree programmes is an important step. This will assist the students to receive exposure to the industrial sector to acquire the expected skills to face the future challenges in the 'world of work'.
6. Student research activities were promoted in the faculty by incorporating dissertation writing in the General Degree programmes, organizing research symposia and having research magazines and publications.
7. The Faculty promotes active academic and social interactions between the staff and students.

Areas with deficiencies

To improve the quality of the General degree programmes following weak areas need attention and appropriate remedial measures taken.

1. Documentation, record keeping and management of records including security, confidentiality and backups were far below the accepted norms.
2. Curriculum developed in 2010 needs modernization and not clear whether it is in line with SLQF guidelines. It has neither been implemented properly. There had been many

frequent modifications to the curriculum without approval from the Faculty Board or Senate. The students were denied access to the curriculum with these modifications nor to the ILOs. No action has been taken to revise and upgrade the curriculum with formal approval. There are no quality policy documents in relation to curriculum development. The views of the stakeholders, students, grandaunts and industry have not been obtained nor consulted in revision of the curriculum.

3. There was no organized process to conduct examinations. Frequent changes and cancelations have been done without informing the students. Results were not released on time and there had been times where more than a year was taken to release the results. Assignments were given at different times, even during study leave period, adding additional burden on the students. Marks of these assignments were not released to the students. Examinations and releasing results were not conducted in a transparent manner.

4. Students were not guided adequately on academic matters. They haven't perused the curriculum and were not aware of the ILOs. There had been many changes in the programmes without adequate communication with students which had led to some degree of disappointment among students.

5. Industrial training needs better organization and MOUs to minimize the burden on students. The poor organization has led to a situation where the students with contacts with the industry had received better exposure than others. There is no proper mechanism to monitor this important segment.

6. Practical exposure was not adequate in certain subject modules as tourism and archaeology though included in the curriculum. The students are disappointed since the practical opportunities are more in Honours Degree programmes compared to the General Degree programmes of the same subject. Some practical courses like GIS, has been completed without practical lesions.

7. Acceptable, standard and organized policies on education, examinations, research and development were not observed by the team.

8. Website of the faculty was outdated and there was no essential and required information in it. All the other faculties of the university had an informative and updated websites.

9. Staff profiles, work norms and workloads were not available.

10. Team observed that the involvement of the senior academic staff was minimal in many activities. Most of the responsibilities were assigned to junior staff with no guidance. Most of the teaching was done by junior staff members.

11. Infrastructure facilities were grossly inadequate. Lecture halls are scattered in the premises adding extra pressure on staff and students. Canteens were not adequate and there is a serious problem with the availability of water which has led to loss of precious time. Team observed that the lectures commenced only at 8.30am and few

students arrived even after, disturbing the teacher and other students. The inadequate canteen facilities may be the main cause for such delays.

12. There was no rewarding system for academic/ non-academic staff and students.
13. GPA courses have been changed to non GPA courses and medium of instruction has been changed many times. Seven compulsory non GPA courses are too excessive for students to manage, especially in the subject of Education. Therefore, it is desirable to implement a new programme in Education (BA in Education) in the future through a newly establish department. Team is of the opinion that this new programme should be a job oriented as well as one which will accommodate the regional needs.

Recommendations

To improve the quality of the General Degree programmes, addressing above weak areas, following corrective measures are recommended.

1. To initiate the process of curriculum revision as per SLQF guidelines by establishing a Curriculum Development Committee and commencing to collect relevant information and feedback from the stake holders. It is necessary to develop clear and transparent policies on curriculum development. External assistance may be beneficial in this activity.
2. To organize the IQAC of the faculty with dedicated space, Action plan, and regular activities.
3. To develop faculty polices on education, research and examinations.
4. To introduce a reward system to encourage staff and students to contribute to teaching, research, national development and other extra-curricular activities.
5. To upgrade the faculty Website with information of the faculty, students, staff and a FAQs section.
6. To initiate MOUs with government and nongovernmental organizations on industrial training, research and development.
7. To recommend active participation of senior staff in faculty activities.
8. To introduce a mentoring system for both students and junior staff.
9. To release examination results within three months of completion of examinations as stipulated in the UGC circular to maintain student confidence on the process.
10. To conduct continuous assessment during the semester and release the results before commencement of the vacation.
11. To reduce the seven non-credit FDN courses because of undue burden on students, based on SLQF credit values and workload. Seven compulsory non GPA courses too have impose an excessive workload on students, especially in the subject of Education. Therefore, it is desirable to introduce a new education programme (BA in Education) in

future under the leadership of a newly established department. Team is of the opinion that this new programme should be job oriented and it should address the regional needs.

Section 8 – Summary

The overall performance of the Faculty of Social Sciences and Humanities of the Rajarata University of Sri Lanka was not satisfactory and weak in many sections and criteria. It was more evident in course/module design and development followed by the programme design and development. Curricular of the General Degree programmes was not of an acceptable quality and there were many instances where it was not properly implemented. The students were not adequately informed of the curriculum in operation and therefore the focus of students on it was insufficient. There was no effective Curriculum Development Committee nor approved policies on curriculum development. It is strongly recommended to identify shortcomings in the present curricular and initiate an effective process to develop polices and need assessments to facilitate the development of new curricular.

Examinations were not conducted as per accepted norms and standards. The marks were not released on time. The examination process is neither transparent. The student confidence and the trust in the examination process was minimal and this needs to be addressed. Though examination by-laws were available, there were no effective and operational policies to address above concerns.

The student staff interaction is good. A rewarding scheme for good students and a mentor scheme to guide the students on educational matters will benefit the students. The staff is contributing their best to deliver quality educational programmes with limited resources, some of which are beyond their control. The students too appreciate the staff contributions in teaching and welfare activities.

Team observed the grossly inadequate infrastructure facilities. Even though there were few available lecture halls, these were scattered in different locations creating severe hardships to both students and staff. Faculty needs to collectively develop a master plan to upgrade the infrastructure facilities. Practical exposure in necessary areas are far below expected norms. Even though some labs were available, these are not adequate and some have not

been used due to inadequate manpower. There is an urgent need to improve lab facilities and recruit additional non-academic and technical staff.

There are many areas as highlighted before in the FSSH which needs urgent attention and improvement. A short, medium and long term plans should be developed in consultation with all relevant stake holders to up lift the quality, standard and recognition of the BA (General) Degree programmes.

Finally, the team appreciate the support extended by the UGC, QAAC, Rajarata University of Sri Lanka and especially the FSSH in this important activity of Programme Review. The review panel sincerely hope that the comments and recommendations will provide guidance and assistance to improve the quality and acceptability of the BA (General) Degree programmes of the FSSH.

Review team

Prof. Ruwan Jayasinghe (Chairman)
Dr. GPTS Hemakumara
Dr. S Vijayakumar