



# PROGRAM REVIEW 2017

Sabaragamuwa University of Sri Lanka  
Faculty of Social Sciences and Languages  
General Degree

**Final Report**  
**General Degree Programme**  
**Faculty of Social Sciences and Languages**  
**Sabaragamuwa University of Sri Lanka**

:

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## Section 1—Brief Introduction to the Programme

The Sabaragamuwa University of Sri Lanka was established in 1991, as an Affiliated University, and was upgraded to the status of National University in 1996. The Faculty of Social Sciences and Languages was initially established with two Departments namely the Department of Languages and the Department of Social Sciences. In the year 2004 the Department of English Language Teaching was introduced. Later, in 2009 the Department of Economics and Statistics, and in 2015 the Department of Geography and Environmental Management were established.

Department wise Disciplines, the number of students (including completed and not completed), and the dates of commencement and completion of the study programme are given in the Table No.1.1 and 1.2 respectively.

**Table No.1.1 Number of students who completed the General Degree, 2011/2012 Academic Year**

Disciplines	No. of students	Completed	Not completed with proper Batch	Completed with next Batch
Chinese	05	03	02	02
Economics	21	21		
English	07	05	01	01
Geography	03	03		
German	02	01	01	
Japanese	07	06	01	01
Political Science	02	02		
Sinhala	01	01		
Sociology	04	04		
Statistics	09	06	03	02
	<b>61</b>	<b>52</b>	<b>09</b>	<b>06</b>

**Date of Commencement - 16.07.2013**

**Date of Completion - 15.11.2016**

**Table No.1.2 Number of students who completed the General Degree, 2012/2013 Academic Year**

Subject	No. of students	Completed	Not completed	Batch missed
Chinese	01		01	
Economics	05	03	01	01
English	06	06		
Geography	06	01	05	
German				
Japanese	02	01	01	
Political Science	03	01	02	
Sinhala				
Sociology	01		01	
Statistics	03	01	02	
Tamil	01	01		
Hindi	03		03	
	<b>31</b>	<b>14</b>	<b>17</b>	

**Date of Commencement - 23.06.2014 Date of Completion - 16.05.2017**

Table No 1.1 shows the students' information regarding the 2011/2012 batch. Accordingly, 61 students were enrolled, 52 have completed and 9 students have not completed the programme. According to the information given in the Table No.1.2, 31 students have been enrolled for the General Degree (GD) Programme, 14 have completed and 17 have not completed.

These show that there is a significant gap between the student enrollment and the passing out ratio of the GD, despite all the attempts to maintain the quality and standards, and also with all or many of the facilities provided within the university premises.

**Table No. 1.3 Number of Academic staff members (To 13.11.2017)**

Academic Staff	ECON	DELT	LANG	SS	GEM	Total
Associate Professor	2	0	0	0		2
Senior Lecturer Gr. I	4	0	6	5	3	18
Senior Lecturer Gr. II	5	3	6	3	1	18
Lecturer (Confirmed)	0	0	1	0	0	1
Lecturer (Probationary)	3	0	5	3	3	14
Lecturer (Temporary )	2	1	3			6
Lecturer (Vol.)	0	0	3	0		3
Instructor	0	1	0	0		1
						63
Visiting Lecturer	0	0	0	0		0
Demonstrator					1	1
	16	5	24	11	8	64

The Faculty offers fifteen four-year Honours Degree programmes and one three-year GD programme. The review focused in particular on the last completed batch of students, which was the 2012/2013 batch of the GD Programme which commenced on 23<sup>rd</sup> June 2014 and was completed on 16<sup>th</sup> May 2017. The Credit Structure of the GD Programme is given in the Table No. 1.4.

**Table No. 1.4 Credit Structure for General Degree Programme**

Year	Semester	Credits for the foundation Subjects			Credits for the Core Subjects		
					CEL*	CIT*	CGS*
1	I	3	3	3	3	3	2
	II	3	3	3	3	3	2
		Credits for the Major Subjects	Credits for the Minor Subjects				
2	I	3+3	3+3	2	2	2	
	II	3+3	3+3	2	2	2	
3	I	3+3+3	3				
	II	3+3+3+3*	3				
		39	30	28			

\*CEL – Core English Language

(Source: Student Handbook 2015/16 p25)

\*CIT –Core Information Technology

\*CGS – Core General Subjects

The above Table No. 1.4 indicates the total number of credits in each subject category that the students are required to obtain in order to be eligible for the award of the GD. Students must obtain 97 credits in total in the following manner.

- Major subjects	39 Credits
- Minor subjects	30 Credits
- Core subjects	28 Credits

In the year 2008 a subject review was conducted after which the above study programme, together with the selection of Major/Minor subjects, was introduced. Each subject consists of a syllabus that caters for both General and Honours Degrees. Whereas the Honours students follow the specific subject formulated for them, GD students follow the courses categorized as 'G.' In the First Year First Semester, students should select any three course units of different subjects offered by the Faculty. In the First Year Second Semester, students are required to continue following three course units of the same subjects.

From the Second Year First Semester onwards, students who wish to follow the GD or are not selected for Honours Degrees can follow the GD of the respective subjects. Students reading for GD are required to follow course units coded as G in the detailed syllabus of each subject. For instance, the Department of Economics and Statistics, under the Statistics Study Programme, offers a number of subjects that are coded as G, and the detailed syllabuses were included in pages 32 - 110 of the Student Handbook. The subject of Scientific Report Writing is offered for GD students from all five departments and introduction of the subjects of CEL, CIT and CGS as core subjects which is compulsory are the other important main features of the GD Programme of the Faculty.

The team observed that the features of this study programme are job oriented and are well adapted to fulfill the needs of our country. We are glad to state that according to the responses to the Questionnaire which was given to the students, they are very satisfied with the subject combinations and the relatively comprehensive set of Core subjects that are offered in the study programme.

However, the noticeable weakness of the degree programme is the low enrolment. Even though the programme is highly effective there are only a handful of students who are following the GD programme, and the majority of students have chosen the Special Degree. The reason behind this choice could be prestige and social acceptance. While the Special Degree would be more academically oriented, the General Degree is more job oriented and it provides an early exit into the general fields of employment. Therefore the value of this course should be brought to the notice of the student population.

It can be observed from the Table No 1.3 that the Faculty is heavily understaffed. This view has also been highlighted by the students. Unlike the traditional higher education system the courses introduced by the SUSL require a close student teacher academic interaction, but unfortunately, as mentioned above, the current academic staff cannot cater to this requirement due to the insufficient number of staff members. This has also been highlighted as one of the main weaknesses in the SWOT analysis of SER (SER p 14).

In relation to the infrastructure facilities available for student support, the team was able to observe that the classrooms and lecture halls were equipped with multimedia and other required facilities. Some departments maintain a departmental library and the subjects that need laboratory facilities (*i.e.*, Geography, Languages, and ICT) are well-equipped with such requirements. The team was also able to observe that the classrooms were clean, and spacious, and properly ventilated, and that a conducive environment has been provided for students. Classroom observations that were conducted at the Language Laboratories and the ICT Labs showed that they were well equipped with such resources and conducive for teaching and learning.

## **Section 2 - Observations on the Self-Evaluation Report (SER)**

### **2.1 Preparation of the SER**

Preparations for the SER started according to the letter dated 23<sup>rd</sup> January 2017(UGC/QAAC/PR/01), and the team was appointed to write the SER. Different tasks were given to all levels of academic staff members based on the 8 criteria and the report was compiled as a combined effort with the representation of every level of academic and non-academic staff members.

The SER has been written with minimum errors. However the document exceeded the required word limit. This is mainly due to the space taken to write lengthy criterion wise summaries after each criterion together with an overall summary.

The enthusiasm exhibited in this connection by academic and non-academic staff is a matter which has to be highly commended. In the process of documentary checking most of the senior and the junior academic staff members showed their thorough understanding of the activities that they implemented, through the relevant documents, and it was observed that the SER had been written as a collaborative effort of the staff members of the Faculty.

A proper filing system has not been adopted, as the relevant documents are filed in other various files and they had to be removed for checking.

### **2.3 Observations on the SWOT Analysis**

The SER has identified 35 Strengths, 9 Weaknesses, 7 Opportunities and 7 Threats. The team can agree with many of the strengths in relation to the special features of the curriculum of the GD Programme, especially Major/Minor subject combinations with interdisciplinary subject choices, introduction of the Core compulsory courses, and Teaching English as a Second Language and ICT etc. Even though the employment rate was highlighted as one of the strengths the team felt that it is too early to come to this conclusion because the first batch has recently passed out after major revision of the curriculum. Three alumni were present at the students meeting and they were not employed yet, but stated that they had scored well at the interviews they faced. In this section of the SER some of the Threats mentioned have been misjudged, *e.g.*, “Poor awareness among A/L students about the degree programme,” and “Lack of part-time study and employment opportunities for students.”

The team observed the teaching-learning sessions conducted by the Language Department and felt they were well structured and adopted a student-centered approach for the teaching of Japanese and Chinese. The Faculty is in the process of introducing the teaching of French. Currently the teaching of foreign languages has been introduced into the school curriculum and therefore the Faculty should strengthen the present available opportunities in terms of teaching foreign languages.

A weakness identified in the SWOT analysis was “Non-availability of a common library for the Faculty.” During the site visit the team observed the departmental libraries and the space there was not sufficient for the purpose.

The analysis mentioned the counseling center and the mentoring programme as a strength, and the team observed the written documents that the students had submitted about their burning problems. They face many emotional problems due to ragging which cannot be controlled by the counselor solely. The analysis had identified the violence and unlawful student behavior and student politics as a

negative factor. The team strongly felt that if those psychological issues remain in their minds as unsolved problems, it would affect their entire lives. Although this is a pleasant and beautiful location for learning, it could be meaningless, unless the system takes legal action to avoid brain washing activities of students by the external political groups.

In the SWOT analysis, annual foreign scholarships for students of languages were mentioned as a strength. The team was able to observe the classes conducted by newly recruited academics who got the above scholarships and their language fluency seems very high. One senior academic member proudly stated that they sent their “good products” to those scholarships and thereafter recruited them to the department to gain maximum benefits from those link programmes.

At the students meeting one scholarship student thanked his friends for the support they had extended to him to continue his studies smoothly after returning from the scholarship. This incident was really touching and it gives us an idea of the success of the scholarship programme.

### **Section 3: Description of the Review Process**

The Programme Review Panel appointed by the UGC visited the Sabaragamuwa University on 19<sup>th</sup> September 2017 and conducted a 3 day review from 20<sup>th</sup> to 22<sup>nd</sup> September 2017. The panel consisted of three academic staff members drawn from two separate universities in Sri Lanka.

The review consisted of separate discussions with the Vice Chancellor, the Dean of the Faculty, Registrar, Librarian, Acting Director-IQAU, Coordinator-IQAU, Academic and Non-academic staff members and students. Observations were made on the teaching learning process, the infrastructure facilities and the review panel also engaged in checking the documentary evidences according to the 8 Criteria given in the Programme Manual.

The key findings of the review are categorized under section No. 4. The final judgment made by the review panel is also included.

Regarding the meeting with the students, due to the SAIMT issue the students were on strike, and their participation in the meeting was not very high, but the reviewers were able to have a fruitful discussion with the students and a questionnaire was administered among them (n = 41). A version translated into Sinhala from the original Questionnaire was distributed for the majority of Sinhala students. The results of the Questionnaire are attached in the Annex 1, and the English and the Sinhala version of the Questionnaire are attached as Annex 2 and 3 respectively.



#### **Section 4: Overview of the Faculty's Approach to Quality and Standards**

The SUSL has established the Internal Quality Assurance Unit (IQAU) with Quality Assurance Cells (FQACs) according to the UGC Circular 2015, and it was functioning well towards the development of the quality culture of the university. They have also established a Faculty Quality Assurance Cell (FQAC) in 2016 in order to maintain the quality and the standards of the Degree Programmes. It is noteworthy that the University works towards maintaining the quality of the academic programmes with the aim of increasing the employability of the Graduates. The curriculum was first revised in 2008 with the assistance of the curriculum revision committee, based on the recommendations given in the curriculum review conducted in 2006 and 2007. As a result, the General Degree Program was established in 2009. Since then, the Faculty has already formulated a curriculum revision committee, which will be established as a statutory board from 2018.

The Faculty also maintains the policies and the standards of the latest Action Plans of the Sabaragamuwa University Strategic Management Plan, which also allows including the latest developments and implementations which take place from time to time. This permits them to revise the curriculum and explore other avenues to adopt a participatory approach in its good governance and management. According to them, "Quality assurance is a paramount component of the Faculty." One of the visions they have incorporated into the existing curriculum is the introduction of Major/Minor combination as mentioned earlier to the Honours Degree Programs, and the introduction of a Core Curriculum (Language, IT, and Soft Skills) to the GD Program.

## Section 5 - Judgment on Compliance with the Eight Criteria of the Programme Review

**Table 5.1**

The following table shows the raw criterion-wise scores for each study program.

No	Criteria	Weighted minimum score*	Earned Score	Actual criteria-wise score
1	Programme Management	150	59	109
2	Human and Physical Resources	100	32	91
3	Programme Design and Development	150	57	119
4	Course/ Module Design and	150	45	118
5	Teaching and Learning	150	48	126
6	Learning Environment, Student Support and Progression	100	51	71
7	Student Assessment and Awards	150	44	129
8	Innovative and Healthy Practices	50	33	39
	Total on a thousand scale	1000	369	802
	%			<b>80.2</b>

Observations made by the Review Team on the strengths and weaknesses of each criterion are stated below along with the recommendations for enhancement of quality in the study programmes. The results of the Students Questionnaire Survey, including their written comments, was also taken into consideration in order to identify the Strengths, Weaknesses and Recommendations that are presented in this section.

### **Criterion 1: Programme Management**

#### **Strengths –**

- The university has developed strategies in its strategic plan (2014 - 2018) to improve the socio economic status of the wider community organizing community outreach activities, and to strengthen the ongoing interaction related to the “University Township Concept.”
- The Faculty uses the ICT platform, which is linked to the university Management System (MIS), for their smooth programme management.
- The curriculum was revised after the subject review conducted in 2008 and it was in line with the Faculty Mission Statement.
- Adherence to an Outcome Based Education (OBE) & Student Centered Learning (SCL) approach is at a satisfactory level
- Active and sustainable link programmes with international universities with continuous teacher and student exchange programmes and scholarship programmes (7 MoUs with China, 3 with Japan).

**Weaknesses –**

- Lack of user friendliness of the student Handbook for the GD Students.
- Non-availability of a proper mechanism to accommodate students with special needs or differently abled students.
- Standard Operational Procedures (SOPs) are not available and they are not documented properly towards smooth programme management.
- Non-availability of a “Code of Conduct” for all categories of staff.
- No indication of stakeholder surveys and incorporating their responses.
- The Faculty does not have a performance appraisal system prescribed by the University.
- Measures taken by the Faculty to monitor the students who are suffering from mental disorders as a result of ragging are not sufficient.

**Recommendations –**

- The Faculty should support the implementation of the University Township Programme, while including a regular agenda item in the Faculty Board meetings to discuss the compliance with the Township Programme and the Faculty’s Strategic plan.
- The Student Handbook should be designed with specific sections for the GD Students, while including the Graduate Profile and examples of Major/Minor subject combinations.
- The establishment of a Resource Centre for the students with special needs with student friendly teaching-learning materials including Inclusion Support Staff (ISS) or Inclusion Support Volunteers (ISV).
- Strengthen the monitoring mechanism both within and outside of the University to adopt the policy of zero-tolerance to ragging.

**Criterion 2: Human and Physical Resources****Strengths –**

- Engagement of some staff members with special expertise with a strong practical background.
- Induction Programme conducted by the SDC for all probationary lecturers as per UGC guidelines.
- Classrooms are well equipped with multimedia facilities and high tech language laboratories which function well.
- Well-resourced ICT laboratories of which the usage is high.
- Continuous unique multicultural programmes as the Food Festival for promotion of social harmony.
- Practical and student centered teaching learning activities offered by the DELT for learning English as a second language.

**Weaknesses –**

- Insufficient academic staff members for diverse subjects offered by the Faculty (See Annex - a majority of the students' responded about the shortage of academic staff).
- High dependency on visiting lecturers.
- Politicized recruitment system of non-academic staff by the government, most of the members are appointed from other provinces and the requests for transfer is very high. Due to the remoteness of the area this badly effects the smooth maintenance of the managerial standards.
- Insufficient staff training on OBE-SCL.
- Lack of Faculty library with easy access.

**Recommendations –**

- Strong recommendation to take action to increase the cadre and recruit academic staff members based on the requirements of the subject disciplines.
- Establishment of a Faculty Library with reading cubicles for the purpose of independent learning.
- Appointment of non-academic staff members with the required qualifications from areas in proximity.

***Criterion 3: Programme Design and Development*****Strengths –**

- Newly designed GD programme maintaining a fair balance between theoretical and practical subjects, and other relevant skills.
- Unique Major/Minor subject combination for the GD students and introduction of the Core subjects is relevant to the Faculty's target of producing graduates who can contribute creatively in any sphere of employment.
- Sufficient flexibility in students' choices of courses through the structure of the GD programme.
- A Student Handbook with curriculum matrix, guidelines for the selection of subjects, and detailed syllabuses.

**Weaknesses –**

- A Graduate Profile was not included in the Handbook for the GD Programme.
- Absence of Terms of Reference for different committees.
- Subject Benchmark Statements are not fully complied with.

**Recommendations –**

- Take the initiative at the UGC level Standing Committee Meetings to develop and update Subject Benchmark Statements (SBSs) for study programmes.

- Regularize the process of monitoring, review of design, development, and approval of programmes.
- A strong recommendation to conduct a tracer study for the passed-out batch and incorporate the findings in designing future programmes.
- Design a Graduate Profile for the GD and incorporate it in the student Handbook.
- Programme monitoring activities have recently started and therefore it is still at an early state. The results /findings from those activities should be embedded in the revisions.
- Faculty approved Terms of Reference for relevant committees.

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

##### **Strengths-**

- Popularity is high regarding the courses among the students. More than 70% of students at the students meeting strongly agreed that their courses are attractive (see Annex Table 1).
- Major revisions were implemented to design the modules in line with the stakeholder expectations.
- ILO's are developed and presented through the Study Guides and also had been incorporated to the lesson plans of the observed lessons.
- Compliance with the SLQF guidelines as regards details to course design.
- Clear course specification. Students are provided with a student handbook and study guides at the beginning of the degree programme.

##### **Weaknesses**

- Mapping is not sufficient between the subject content and the ILOs.

##### **Recommendations –**

- Clear mapping is needed between course specifications and the subject ILOs.
- Incorporation of student feedback for further course/module revisions.

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

##### **Strengths –**

- Providing students a copy of handbook and study guides at the commencement of the semester.
- System of peer evaluation of lecturers is in practice.
- A mechanism of giving quizzes and promoting presentations was introduced and students were evaluated especially through presentations. (See the Annex: students written feedback)
- Implementation of the “Language Camps” as a student centered strategy to enhance the language ability including the other soft skills.
- The Faculty is promoting self-directed learning.

- Annual Research Symposia in collaboration with the academic staff and students.

#### **Weaknesses –**

- Limited number of students for the GD programme
- Not having continuous field trips. (See the Annex: students written feedback)
- Heavy workload of academic staff due to the shortage of staff.

#### **Recommendations –**

- Provide more direction and focus to increase the number of students for the GD Programme.
- Include in the Student Handbook profiles of alumni of the GD programme.
- Strongly recommend to have a panel discussion about the nature and aim of teaching-learning in the context of higher education.
- Training workshops to be introduced to lecturers about learning & teaching strategies to promote creative thinking. Ex. Brainstorming techniques, proper materials for Problem Based Learning, How to provide opportunities for Day Dreaming and imagination etc.

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

#### **Strengths –**

- Providing Wi-Fi facilities and “hangout places” in the university surroundings.
- Well-functioning “Sith Arana” counseling programme.
- Meaningful and creative activities such as film screening and discussions.

#### **Weaknesses –**

- Limited access to the library facilities.
- Facilities for special needs students have not been seriously addressed.
- Absence of evidence of career guidance programmes.
- Medical Officer is available at the Health Centre for only a limited period of each day.
- Students with diverse problems seeking counseling.
- Lack of internet facilities in the hostels.

#### **Recommendations –**

- Inclusion of student Code of Conduct in the Student Handbook.
- Networking with alumni of the respective study programmes and utilizing such networks for mentoring purposes and for guidance of students in their choice of career paths.

- Proper mechanism to promote independent learning activities at the Faculty level.
- Establish a mechanism to assist students who are faced with learning problems.
- Taking into consideration the constructive comments made by the students in the Questionnaire provided at the student meeting.
- Full implementation of SGBV policies.

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

#### **Strengths –**

- Incorporation of examination criteria and by-Laws pertaining to examinations to the Student Handbook.
- Credit weightage in relation to different components of assessments with respects to each course unit.
- Suggestions to consider the student feedback by staff members is being formulated.
- Compliance with SLQF guidelines for the General Degree.
- Flexible examination procedures for the students with Special needs.

#### **Weaknesses –**

- Incomplete compliance with SLQF guidelines.
- Limited assessment strategies to evaluate especially for Core subjects.

#### **Recommendations –**

- Full compliance with SLQF guidelines
- Establishment of a stable mechanism to monitor and review Faculty's academic provision pertaining to assessment.
- Introduction of student centered assessment strategies for Core subjects.

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

#### **Strengths –**

- Introduction of ICT, CIT and GIS subjects.
- Offering a Research Project as a compulsory component for the GD students.
- Incorporation of an ICT platform to deliver materials through LMS.
- A number of multicultural and socialization programmes have been implemented in a collaborative manner among the students from diverse ethnic and cultural backgrounds.
- Outreach activities by academic staff members for community development.

**Weaknesses –**

- Limited student number to gain maximum benefit from the GD programme.
- Limited innovative research projects.

**Recommendations –**

- Promote Collaborative Research Grants, emphasizing the development of the university and the country as whole, not just personal research requirements for promotion.
- Strengthen the current good practices of the Faculty in relation to the GD programme
- Careful implementation of the performance appraisal system, at the same time respecting the collaborative culture among the staff.



## Section 6 - Grading of Overall Performance of the programme

Based on the guidelines given in Chapter 3, Table 3.4 of PR manual, grading of overall performance of the GD programme is as follows:

Study programme score expresses as a %	Actual Criteria-wise score	Grade	Performance descriptor	Interpretation of descriptor
80.2	802	A	Very Good	High level of accomplishment of quality expected of a programme of study; should move to excellence

## **Section 7: Commendations and Recommendations**

Since Section 5 details the strengths, weaknesses and recommendations at great length, in order to avoid needless repetition, we list below what we consider are the most important commendations and recommendations.

### **Commendations:**

1. The university has developed strategies in its strategic plan (2014 - 2018) to improve the socio economic status of the wider community, organizing community outreach activities and strengthening the ongoing interaction in relation to the “University Township Concept”.
2. Active and sustainable link programmes with international universities with continuous teacher and student exchange programmes and scholarship programmes.(7 MoUs with China, 3 with Japan)
3. Continuous unique multicultural programmes such as the Food Festival for promotion of social harmony.
4. Practical and student centered teaching learning activities offered by the DELT for learning English as a second language.
5. The unique Major/Minor subject combination for the GD students and introduction of the Core subjects is relevant to the Faculty’s target of producing graduates who can contribute creatively in any sphere of employment.
6. Popularity is high regarding the courses among the students. More than 70% of students at the students meeting strongly agreed that their courses are attractive.
7. Implementation of the “Language camps” as a student centered strategy to enhance the language ability including the other soft skills.
8. Providing Wi-Fi facilities and “hangout places” in the university surroundings.
9. Well-functioning “Sith Arana” counseling programme.
10. Offering Research Project as compulsory component for the GD students.
11. Collaborative relationship of the academic and non-academic staff

### **Recommendations:**

1. The Faculty should support the implementation of the University Township Programme while including a regular agenda item at Faculty Board meetings to discuss the compliance with Township Programme and the Faculty’s Strategic plan.
2. Student Handbook should be designed with specific sections for the GD Students while including the Graduate Profile and examples of Major/Minor subject combinations.

3. Steps should be taken to provide a healthy and friendly environment / facilities for differently abled students.
4. An approachable counseling service which can benefit the entire Faculty, should be maintained. This is currently operated by one male lecturer.
5. The monitoring mechanism should be strengthened both within and outside of the University, to adopt the policy of zero-tolerance to ragging.
6. Actions should be taken to increase the cadre and recruit academic staff members based on the requirements of the subject disciplines.
7. A Faculty Library should be established with reading cubicles for the purpose of independent learning.
8. The UGC must be requested to implement a decentralized recruitment system for non-academic staff members with the required qualifications from areas in proximity.
9. A tracer study should be conducted for the passed out batch and the findings incorporated in designing future programmes.
10. More direction and focus should be provided to increase the number of students for the GD Programme.
11. Profiles of alumni of the GD programme should be included in the Student Handbook.
12. A panel discussion about the nature and aim of the teaching and learning in the context of higher education should be organised.
13. Training workshops should be introduced to lecturers about learning & teaching strategies to promote creative thinking, for instance, brainstorming techniques, proper materials for Problem Based Learning, providing opportunities for day dreaming and imagination etc.
14. The constructive comments made by the students in the Questionnaire provided at the student meeting should be taken into consideration.
15. Student centered assessment strategies for Core subjects should be introduced.
16. Collaborative research grants should be promoted, which emphasize development of the university and the country as whole, not only for personal research requirements for promotion.
17. The current good practices of the Faculty in relation to the GD programme should be strengthened.
18. The performance appraisal system should be carefully implemented, at the same time respecting the collaborative culture among the staff.

## **Section 8 Summary**

The team recognized a number of strengths and weaknesses of the GD programme and they are listed in the Section 5. Also the team made recommendations under each criteria in the same Section.

Overall commendations and recommendations are given based on the strengths and the weaknesses described in Section 5. These recommendations have been made after an in-depth analysis of collected documents, and observations, discussions and interviews throughout the review visit.

The Faculty of Social Sciences and Languages, Sabaragamuwa University of Sri Lanka, as a newly introduced faculty, has a number of good practices in the GD Programme which can be a role model for other Faculties in Social Sciences and Humanities in the State Universities, towards the restructuring of their respective GD programmes. Since the students of the first batch of the first cycle following the introduction of the new reforms to the GD have recently passed out, the review team could not determine the employability of these graduates. Therefore it is difficult to make a complete evaluation of the product and whether the programme addressed, especially, the employability issue. However, the programme should move forward towards academic excellence with the comments of the current review, stakeholder feedback, and systematic tracer studies in the future.

The team observed a close collaborative relationship of the academic and non-academic staff. This collaboration should be maintained well into the future in terms of implementation of the recommendations given in this report.

## Annex 1

**Table 1. Percentage of the students responses for the 1<sup>st</sup> Ten Questions**

Question No	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
1 Strongly Agree	70.7	0	0	0	60.3	65.5	60.3	32.8	55.2	56.9
2 Agree	29.3	43	43	50	31	29.3	37.9	50	41.4	37.9
3 Uncertain	0	0	0	0	6.9	3.45	1.7	10.3	3.45	1.7
4 Disagree	0	0	0	0	0	0	0	5.17	0	3.45
5 Strongly Disagree	0	0	0	0	0	0	0	1.7	0	0
0 None	0	0	0	0	0	1.7	0	0	0	0

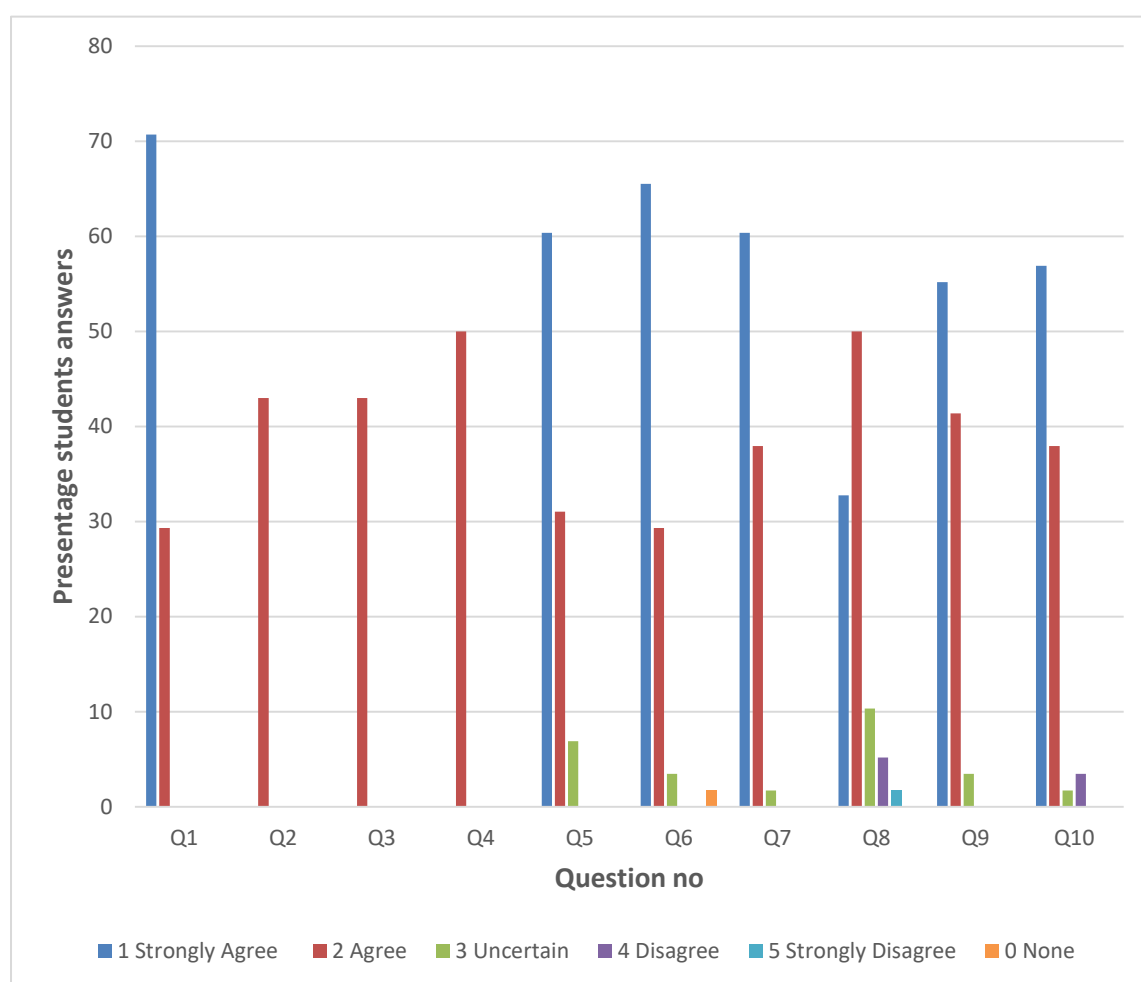


Table 2. Percentage of the responses as Strongly Agreed

Question No	Q1	Q6	Q13	Q16	Q19	Q22	Q28	Q31	Q36	Q37
1 Strongly Agree	71	65.5	67.2	63.8	65.5	63.8	84.5	67.2	67.2	71

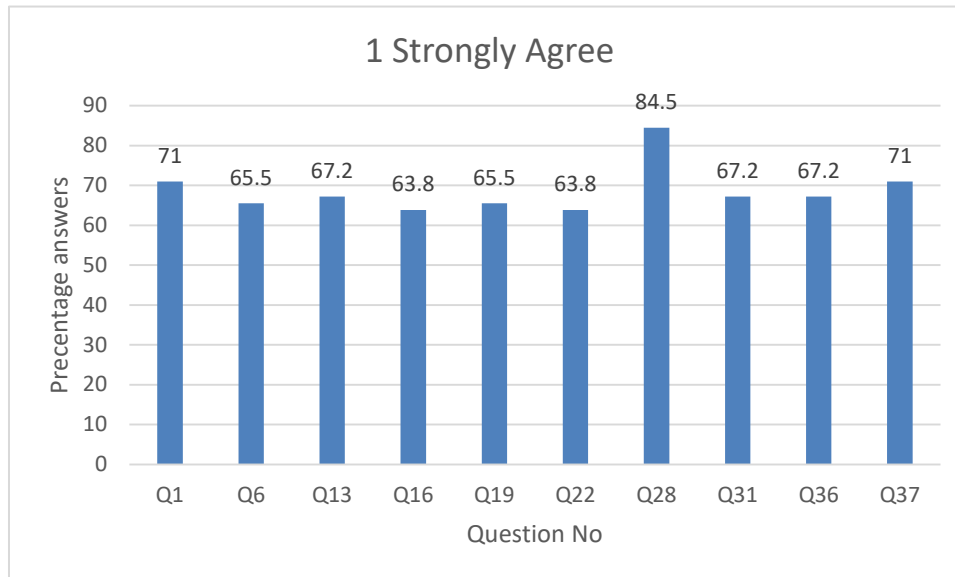
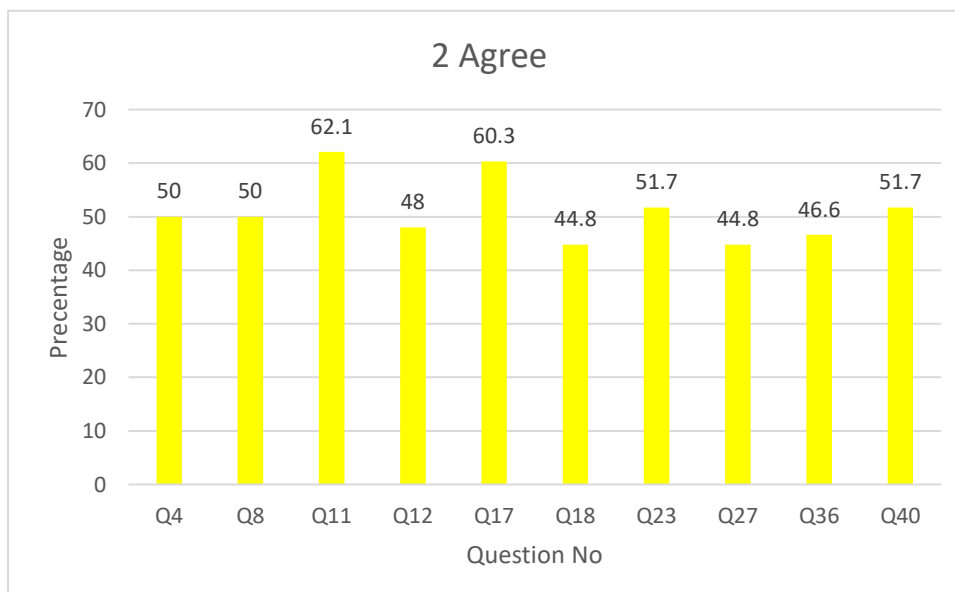


Table 3. Percentage of the responses as Agreed

Question No	Q4	Q8	Q11	Q12	Q17	Q18	Q23	Q27	Q36	Q40
2 Agree	50	50	62.1	48	60.3	44.8	51.7	44.8	46.6	51.7



## Students' written responses for the Questionnaire

## සමස්ත ඇගයීම

[illegible]

අපේම එකම අග්‍ර භූමියේ භූමියක් (soil lab) ලෙස ගත යුතුය. අපේම  
එකම භූමියේ භූමියක් ලෙස ගත යුතුය.

5

## සමස්ත ඇගයීම

පාඨමාලාවේ ඉතා හොඳ ලක්ෂණ  
මුංග්ගි සිංහයා, දෙවළු ආචාරි, තොරතුරු පාලකයා ආදී විශිෂ්ට  
පිළිබඳව විශිෂ්ට ලේඛන රැසක් පොත තුළින් ඇති කර තේරුම්ගත්  
ප්‍රබන්ධයක් ලෙස ඉතිරි දැනටමත් ගිණිගසා තුළු ගොඩනගාගෙන ඇත.

පාඨමාලාවේ සංවර්ධනය වියයුතු ලක්ෂණ  
 ආස්වාදාත්මක සුදුසුකම් තමන් තෙමෙමග්ග භික්ෂු භික්ෂුණීන් දැනුමෙන්  
 හා සැසිවල භාවිතය වුවා නම් බෙදා හරිනු ලබන ප්‍රගතිශීලී බව  
 නිරූපණය කරන්නා වේ යැයි - මා විශ්වාස කරමි.

## සමස්ත ඇගයීම

පාඨමාලාවේ ඉතා හොඳ ලක්ෂණ  
 ඒවා ඇති බව කැඳවන තුනේ ඔහු පෙන්වා දෙන විටත් අනෙකුත් තුනේ  
 තිබෙන විශේෂ කැඳවන කණ්ඩායම් වලින් එකක් එයට වඩා වැඩිපමණක් ලෙස  
 කණ්ඩායම් ලෙසට පැවැත්වේ.

பயிற்சிபிரிவுக்குரிய பிள்ளைகளின் பட்டியல்

பெயர்	பிள்ளைகளின் பட்டியல்	வயது	பாலினம்	பிறந்த தேதி
1	சுபாஷ்	10	புருஷன்	2006
2	சுபாஷ்	10	புருஷன்	2006
3	சுபாஷ்	10	புருஷன்	2006
4	சுபாஷ்	10	புருஷன்	2006
5	சுபாஷ்	10	புருஷன்	2006
6	சுபாஷ்	10	புருஷன்	2006
7	சுபாஷ்	10	புருஷன்	2006
8	சுபாஷ்	10	புருஷன்	2006
9	சுபாஷ்	10	புருஷன்	2006
10	சுபாஷ்	10	புருஷன்	2006

### Overall Evaluation

The best features of the Program were ..... They give ..... presentation and ..... oral exams ..... It's good, so we can improve our skills .....

The Program could have been improved by .....

### Overall Evaluation

The best features of the Program were Every lectures conducted according to the student centered programme. ~~has~~ that student centered programme make us to develop our activities and research.  
As a student, we got ~~some~~ bundles of knowledge from ~~the~~ lectures and Books. Every infrastructural facilities and every academic activities were very good.

The Program could have been improved by we hope to change the subject Research methodology into 2nd year first semester. because most of the people are interested to do the research in the University but they don't know about the research. so we hope that change the Research methodology from 2nd year into 2nd year.

### Overall Evaluation

The best features of the Program were Our faculty study method is good. Our lectures are very strict and they gives more knowleges to study.

The Program could have been improved by There are some issues in last semester. Most of the student attend the English lecture in last semester. But ~~some~~ students did not attend the ~~last~~ exam. Because they didn't put the 80% in attendance. So we need the proper rules.

### Overall Evaluation

The best features of the Program were on time quiz, cultural events, ~~batch~~ batch trip.

The Program could have been improved by more interested and creative activities. It will be a motivation to participate. And also ~~at~~ there are some trouble to go field trip as department wise. It was planned but not yet we visit any where.

some times if we changed the time of lectures, we couldn't have lecture halls. (becasse of the other lectures on that time)



பாதிமாலாவே ஓய்வு போக வேண்டும்

පාඨමාලාවේ සංවර්ධනය වියයුතු ලක්ෂණ

පාඨමාලාවේ ඉතා හොඳ ලක්ෂණ

පාඨමාලාවේ සංවර්ධනය වියයුතු ලක්ෂණ

3.4.5

පාඨමාලාවේ ඉතා හොඳ ලක්ෂණ

පාඨමාලාවේ සංවර්ධනය වියයුතු ලක්ෂණ

## සමස්ත ඇගයීම

පාඨමාලාවේ ඉතා හොඳ ලක්ෂණ

පාඨමාලාවේ සංවර්ධනය වියයුතු ලක්ෂණ

25

## 6

The Program could have been improved by

Marking the subjects like <sup>one</sup> Eng languages (Sinhala or English) as a ~~not~~ credit main subjects, it will be very benifitable to increase the level of the students who can easily ~~into~~ develop their soft skills and will be easily involve compete with the ~~world~~ world job market with a ~~good~~ skill.

පාඨමාලාවේ ඉතා හොඳ ලක්ෂණ

පාඨමාලාවේ සංවර්ධනය වියයුතු ලක්ෂණ

පාඨමාලාවේ ඉතා හොඳ ලක්ෂණ

පාඨමාලාවේ සංවර්ධනය විසඳුනු ලක්වේ

පාඨමාලාවේ දූතා හොඳ ලක්ෂණ

පාඨමාලාවේ සංවර්ධනය වියයුතු ලක්ෂණ

පාඨමාලාවේ ඉතා හොඳ ලක්ෂණ

පාඨමාලාවේ සංවර්ධනය වියයුතු දුක්ඛණ

[illegible]

Overall Evaluation

3

The best features of the Program were ICT, Tamil, CEL are compulsory for the relevant course unit and it was a really advantage for us to for our career.

The Program could have been improved by It is really a worthful if ESL can be taken into consideration in giving "English" teaching for government schools. After their graduation. Although there are many vacancies in English for village schools, "ESL" graduates too have to wait till comes teaching gazette. We have a fruitful course units for ESL codes. (Teaching practice, phonetics, Theories of teaching). Also for the COM degree students could be offered IT teaching is also ~~essen~~ useful.

Overall Evaluation

The best features of the Program were Provide best and make the undergraduates and ~~and~~ ~~make~~ more knowledgeable person among the society ~~more~~ ~~improving~~ ~~the~~ ~~community~~

The Program could have been improved by Making more extra ~~extra~~ counseling courses.

සමස්ත ඇගයීම

පාඨමාලාවේ දැන හොඳ ලක්ෂණ  
නිෂ්පාදනය : අධ්‍යයන, විද්‍යා, සංගීතය, වැඩි දැනටමත් ලබාදීම  
අධ්‍යයන, විද්‍යා, සංගීතය, සහ සාහිත්‍යය සහ සාහිත්‍යය සහ සාහිත්‍යය  
රැකියා : සාමාන්‍යයෙන් වැඩි දැනටමත් ලබාදීම.

පාඨමාලාවේ සංවර්ධනය විය යුතු ලක්ෂණ  
නිෂ්පාදන : නිෂ්පාදනයෙන් පසු, සුදුසුකම් ලබාදීම, වැඩි දැනටමත් ලබාදීම  
වැඩි දැනටමත් ලබාදීම, වැඩි දැනටමත් ලබාදීම, වැඩි දැනටමත් ලබාදීම.

5

සමස්ත ඇගයීම

පාඨමාලාවේ ඉතා හොඳ ලක්ෂණ

කමනි, ආදර්ශ ලක්ෂණ, ප්‍රධාන විෂයට අමතරව අද්වේෂ ආකාර, කෝතුරු  
නාමිකයන්, ආගමිකයන්, මුනි, මහාත්, ප්‍රදේශ, විෂයන්, ලියවිලිකර.

පාඨමාලාවේ සංවර්ධනය වියයුතු ලක්ෂණ

ප්‍රමාණවත්, කඩිනම්, ක්‍රියාත්මක කිරීම.

5

සමස්ත ඇගයීම

පාඨමාලාවේ ඉතා හොඳ ලක්ෂණ

ප්‍රායෝගික, ප්‍රශ්නවල, ලක්ෂණ, සිදුකරයි, අනෙකුත් වස්තුවලට, පවතින  
සංකීර්ණයන්, ලක්ෂණ, සාමාන්‍යව, අනෙක් ලක්ෂණ, පිළිගැනීමක්, පවතින.

පාඨමාලාවේ සංවර්ධනය වියයුතු ලක්ෂණ

Software packages අනෙක් ලක්ෂණ, එකතු වූන නම් මෙම  
ලක්ෂණ, තත්වය, තවදුරටත්, ග්‍රහණ, නැති.

5

සමස්ත ඇගයීම

පාඨමාලාවේ ඉතා හොඳ ලක්ෂණ

\* පාඨමාලාවේ, ඉතා, කළ, මුද්‍රණ, කරන, අනෙක්, විෂය (CEL, LIT, GOS)  
වැනි, විෂය, මුද්‍රණ, ලෝකය, කළ, ප්‍රශ්න, ලක්ෂණ.

පාඨමාලාවේ සංවර්ධනය වියයුතු ලක්ෂණ

\* තව, කළ, විෂය (Korean Language) තව, තවදුරටත්, ලක්ෂණ, කරගන්න  
වැනි, තව, කර, කරගන්න, කරගන්න, කරගන්න, කරගන්න, කරගන්න.

5

සමස්ත ඇගයීම

පාඨමාලාවේ ඉතා හොඳ ලක්ෂණ

\* ප්‍රශ්න, ප්‍රශ්න, ප්‍රශ්න, ප්‍රශ්න, ප්‍රශ්න, ප්‍රශ්න, ප්‍රශ්න, ප්‍රශ්න.

පාඨමාලාවේ සංවර්ධනය වියයුතු ලක්ෂණ

තව, තවදුරටත්, තවදුරටත්, තවදුරටත්, තවදුරටත්, තවදුරටත්, තවදුරටත්, තවදුරටත්.

සමස්ත ඇගයීම

පාඨමාලාවේ ඉතා හොඳ ලක්ෂණ  
ඔබ විශ්වාසී ලෙසට ආකෘතිය හා IT පිළිබඳ subject පිළිබඳව ඒක තොරතුරු ලබාදුන්.  
ආදර්ශ ආකෘතියක් ලෙසට ඔබ විශ්වාසී ලෙසට ආකෘතිය හා IT පිළිබඳ subject කුරුමා ලබාදුන් ආකෘතිය  
ලබාදුන්.

පාඨමාලාවේ සංවර්ධනය විය යුතු ලක්ෂණ  
අනුමතයේ නව විධිවිධාන අනුමතයේ කෙරෙහි.

සමස්ත ඇගයීම

පාඨමාලාවේ ඉතා හොඳ ලක්ෂණ  
ලිඛිත විධිවිධාන හා ඇගයීම් විධිවිධාන හා ඇගයීම් විධිවිධාන හා ඇගයීම් විධිවිධාන හා ඇගයීම් විධිවිධාන  
හොඳ නිදර්ශන ප්‍රකාශනයක් සපුරා ඇති බවට සලකයි. නිරන්තර සමාජයේ අඩු  
යොමුකිරීමක් නොමැතිව, ආකෘතිය දැනට අනුමතයේ විධිවිධාන ලෙසට පැහැදිලිව පෙන්වා  
දීමට පාත්‍රයක් ඇත.  
පාඨමාලාවේ සංවර්ධනය විය යුතු ලක්ෂණ  
ආකෘතිය, පාඨමාලාවේ ලක්ෂණ හා නිදර්ශන ප්‍රකාශනයක් සපුරා ඇත. ලිඛිත විධිවිධාන  
සපුරා ඇති බවට සලකයි. නිරන්තර සමාජයේ අඩු  
යොමුකිරීමක් නොමැතිව, ආකෘතිය දැනට අනුමතයේ විධිවිධාන ලෙසට පැහැදිලිව පෙන්වා  
දීමට පාත්‍රයක් ඇත.

සමස්ත ඇගයීම

පාඨමාලාවේ ඉතා හොඳ ලක්ෂණ  
ලිඛිත විධිවිධාන හා ඇගයීම් විධිවිධාන හා ඇගයීම් විධිවිධාන හා ඇගයීම් විධිවිධාන  
හොඳ නිදර්ශන ප්‍රකාශනයක් සපුරා ඇති බවට සලකයි. නිරන්තර සමාජයේ අඩු  
යොමුකිරීමක් නොමැතිව, ආකෘතිය දැනට අනුමතයේ විධිවිධාන ලෙසට පැහැදිලිව පෙන්වා  
දීමට පාත්‍රයක් ඇත.

පාඨමාලාවේ සංවර්ධනය විය යුතු ලක්ෂණ