SUBJECT REVIEW REPORT

DEPARTMENT OF SINHALA AND PALI & BUDDHIST STUDIES UNIT

FACULTY OF ARTS

UNIVERSITY OF COLOMBO

17th to 19th April 2009

Review Team :

Prof. Tissa Kariyawasam, University of Sri Jayewardenepura
Prof. P. B. Meegaskumbura, University of Peradeniya
Prof. G. A. Somaratne, University of Peradeniya
Mr. J. K. C. Dissanayake, Sabaragamuwa University of Sri Lanka

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1. SUBJECT REVIEW PROCESS

Initiated by the University Grants Commission (UGC) and the Committee of Vice Chancellors and Directors (CVCD), the Quality Assurance Mechanism for national universities was introduced to the system in 2002. Divided as Subject and Institutional Reviews, the process incorporates internal and external assessment of Universities/Departments of study, promoting and safeguarding public confidence in the country's system of higher education.

The Quality Assurance and Accreditation Council (QAAC) of the UGC/Ministry of Higher Education bears the overall responsibility for the conduct and sustenance of quality assurance activities in universities.

Subject Reviews which deal with individual academic departments of national universities, consider eight key aspects in reaching judgements on the maintaining of quality within such departments. These relate to Curriculum Design, Content and Review, Teaching, Learning and Assessment Methods, Quality of students (including Student Progress and Achievement), the Extent and Use of Student Feedback (Qualitative and Quantitative), Postgraduate Studies, Peer Observation, Skills Development, Academic Guidance and Counselling.

A Panel of Reviewers appointed by the QAAC reviewed the Department of Sinhala, Faculty of Arts, University of Colombo, 17-19 March 2009. This was the 194th Review conducted by the QAAC within the University System.

The Review Team comprised :
Prof. Tissa Kariyawasam, University of Sri Jayewardenepura
Prof. P.B Meegaskumbura, University of Peradeniya
Prof. G.A Somaratne, University of Peradeniya
Mr. Chandana Dissanayake, Sabaragamuwa University of Sri Lanka

2. BRIEF HISTORY OF THE UNIVERSITY AND THE DEPARTMENT

The history of teaching Sinhala in higher education institutions in Sri Lanka is closely linked with the University of Colombo. Formal university education in Pali, Sanskrit and Sinhala – the traditional classical languages of the country- began with the establishment of a University College, in 1921. In the University College, the oriental languages were all confined to one department of study. It was only in 1944 that a separate Department of Sinhala was established under the University of Ceylon in Colombo and Prof. M.D. Ratnasuriya became the first Professor of Sinhala in Sri Lanka. The Department of Sinhala was shifted to Peradeniya in 1952, when the Faculty of Arts moved there. Subsequently, when a second Faculty of Arts was established in 1963 in Colombo, it was set up as the sub-department of Sinhala of the University of Ceylon, Peradeniya. At the beginning, the teaching program was limited to undergraduates, who were reading for the BA General Degree. With the establishment of the University of Colombo as a separate university in 1967, the sub-department became a fully-fledged Department of Sinhala, under the guidance of Professor M.B. Ariyapala.

The Department of Sinhala has a well-qualified staff, with three Professors, one Associate Professor, seven Senior Lecturers, two Lecturers and two Assistant Lecturers. The teaching

staff has both local and foreign training and specialization in their respective fields of study and some of its members are well-known for their contribution to the subject. Academics of this Department such as Prof. Ediriweera Sarachchandra, Prof. G.D.Wijayawardhana and Prof. J.B. Disanayaka were prominent figures in Sinhala literary and linguistic circles in the island and scholars of international repute.

The present Pali and Buddhist Studies Program at the University of Colombo was started in 1997. The initial proposal for the introduction of Buddhist studies to Colombo was made by Professor M.B Ariyapala through the Oriental Studies Society of Sri Lanka. The actual studies were started with Prof. Y. Karunadasa who was invited to serve as the visiting professor for the period of 1997-99.

The Program would complete 12 years by the end of 2009. It comes under the supervision of the Head, Department of Sinhala. Currently Pali and Buddhist studies are taught as two subjects, and nine course units are taught for Pali and 15 units for Buddhist studies. One of the Buddhist studies course units is also listed as an FND course unit.

3. AIMS AND LEARNING OUTCOMES

3.1. Aims

The Department of Sinhala offers courses for Special Degree and General Degree Programs that have been designed to provide knowledge in Sinhala Language, Classical and Modern Literature and the Culture of the Sinhalese.

The aims of these courses are as follows:

To provide knowledge and understanding in

- The evolution and development of the Sinhala language.
- Modern Linguistics through scientific concepts of language analysis.
- Grammar, syntax, style and orthography.
- The literary tradition, the salient features and predominant trends in both Classical and Modern literature.
- Principles of Indian Literary theory, Poetics and the Western theory of Aesthetics.
- The origin and the development of architecture, arts and crafts, folklore, social and the religious background of the Sinhalese.
- Widening knowledge in world literature by introducing specific literary works from selected countries.
- Academic writing by introducing a course in research methodology.

To develop students'
- Aesthetic consciousness and faculties of discrimination.
- Skills in using modern literary Sinhala for communication and literary expression.
- Communication and presentation skills by introducing classroom presentations in various academic programs related to Sinhala.

The courses of study further aim
- To provide students with a broad social and humanistic orientation, so that they will go into society with a sense of social responsibility and moral commitment.
- To provide degree programs targeted at skills development together with imparting superior knowledge.

The vision of the Pali and Buddhist Studies Programme is to develop a program with academic excellence of the highest degree.

Its mission is to create a community of academics who strive to realize the vision of the Program by engaging in best quality studies, research and publications in the field of Buddhist studies.

The objective of the Program is to create young scholars equipped with the most up-to-date knowledge of the subject, coupled with critical acumen and comparative religious and philosophical outlook. With this aim in mind, the programme aims at introducing some new course units to students. These course units are expected to cover areas such as introduction to world religions, critical thinking and reasoning.

3.2 Learning Outcomes

SN:
At the successful completion of any of the programmes, students will be able to:

- Acquire an understanding of the development of the language, literature and culture of the Sinhalese from the beginning of the Anuradhapura period up to the present day.

- Identify the Sinhala literary tradition and locate literary works within   their contemporary tradition.

- Acquire knowledge and understanding of the relationship or interaction between the literary works and the contemporary society.

- Gain competence to understand the general and specific features of literature and literary trends.

- Acquaint themselves with a comprehensive understanding of the concepts of literary criticism, both Indian and western, which will develop a comparative and critical approach to appreciate and criticize any literary creation.

- Advance their aesthetic sensibility

- Understand the specific features of their own literature, language and culture by which they will develop their personality and sensibility to understand humankind through a humanistic point of view.

- Improve skills in writing without violating standard rules; simultaneously, gather skills in clarity and precision.

- The young scholar who goes to the world with a degree from the Buddhist Studies program of the University of Colombo will be equipped not only with the subject knowledge but also with a broader academic perspective.

Programme Details

The Department of Sinhala offers courses for both the General Degree in Arts
(3 Years) and the Special Degree in Arts (4 Years) leading to majoring in Sinhala.

Introduction to Language and *Introduction to Literature* are the two course units offered to the students who wish to study Sinhala as a subject in their First Year.

Students who wish to follow a Special Degree in Sinhala will be selected based on their performance at the First Year Examination, and the outcome of an interview.

There are compulsory and optional course units for the students who wish to follow a General Degree with Sinhala as a subject as well as for the Special Degree in Sinhala

Students who are following the Bachelor of Education Degree program under the Faculty of Education are also offered optional course units in Sinhala.

Postgraduate Programmes :

The Department conducts postgraduate study programs in Sinhala (by thesis only) offering the following study avenues.
- MA in Sinhala
- MPhil in Sinhala
- PhD in Sinhala

The graduates who have completed their MA and MPhil can directly register for PhD.

Students and the Academic Staff
SN:

Programme	Duration	Current Students Numbers
BA (Gen)	3yrs	Year I – 186
		Year II – 305
		Year III - 132
BA (Special)	4yrs	Pt. I – 25
		Pt. II – 22
		Pt. III - 33

PB:
Buddhist Studies
    Year I : Sinhala Medium: 11   English Medium: 01
    Year II : S: 71
    Year III : S: 25

Pali Studies
    Year I :   Sinhala Medium: -   English Medium: 01
    Year II : S: 40   E: 09
    Year III: S: 06

Academic Staff

Academic staff is listed below with their status and qualifications :

SN:

Name	Status	Qualifications
Prof. L.A.D.Ananda Tissa Kumara	HOD, P	BA (Colombo) PhD (Colombo)
Prof. Rohini Paranavitana	P	BA(Ceylon) PhD (Ceylon)
Prof. B.K.A.Wickramasinghe	AP	BA (Ceylon) PhD (Ceylon)
Prof. W.A.D.S.Wijesooriya	P	BA (Colombo) MPhil (Colombo)
Ven. Agalakada Sirisumana	SL I	BA (Colombo) MPhil (Colombo)
Mr. N.N.Premasiri	SL II	BA (Colombo) MPhil (Colombo)
Mrs. Latha Gurusinghe	SL I	BA (Colombo) MPhil (Colombo)
Mr. Sandagomi Coperahewa	SL II	BA (Colombo) MA (Lancaster) MPhil (Peradeniya)
Mrs. Kumudu Ranaveera	SL II	BA(Colombo) MA(Kelaniya) MPhil (Colombo)
Mr. K.G.K.Fedricks	PL	BA(Colombo) MA (Kelaniya)
Mrs. P. Jayasekara	TAL	BA (Colombo)
Mr. G.M. Munasinghe	TAL	BA (Colombo)
Ms. T.M.S.S. Tennakoon	TT	BA (Colombo)
Mrs. W.M.K.Wijesundara	TT	BA (Colombo)

PB :

Name	Qualifications and Areas of Specialization	Status
Prof. Asanga Tilakaratne	*BA (Hons) Peradeniya Tripitakavedi, Pandita (OSS) MA, PhD. (Hawaii)*	Professor
Ven. U Ananda	*BA Hons. (Peradeniya), MA (Kelaniya,)MPhil (Peradeniya), Pandit, (Sri Lanka OSS) CTHE (Colombo)*	Senior Lecturer II

Ven. M. Dhammajothi	*BA Hons.(J'pura), M.A. (Kelaniya) MPhil(Kelaniya), PhD(Nanjing-China) CTHE (Colombo)*	Senior Lecturer II
W. Hewamanage	*BA Hons. (Kelaniya), M.A. (Kelaniya), MA (Buddhist and Pali) MPhil (Kelaniya) Pandit, (Sri Lanka OSS) CTHE (Colombo)*	Probationary Lecturer

Non-academic Staff

Mrs. D.T.S.Gunawardane (Computer Applications Assistant)
Mr. T.K. Mapalagama   (Labourer, Gr.II)

4. FINDINGS OF THE REVIEW TEAM

4.1. Curriculum Design, Content and Review

Strengths
- The present curricula of the BA Special and General Degree Programmes indicate sufficient depth and are geared to provide students substantial knowledge of the given discipline.
- Good progression of subject matter is indicated in the curricula.
- Classics as well as modern literature have been included, along with the study of grammar and linguistics.
- Exposure is given to world literature and western literary criticism.

Weaknesses
- The Department has not carried out a major curriculum revision after 1998 and it is timely that this be considered as a necessity for further improvement of its current academic programmes.
- A realistic workload should be included in the curriculum with regard to the study of Sinhala classics. At present, it appears that too many of these are included for study during a single Semester and this prevents providing an in-depth knowledge of such material.
- Introducing inter-disciplinary studies by allowing combinations with Sociology, Mass Communication etc. shall further enhance the job-oriented value of the Department's programmes of study.
- Addition of more literary theory to the present curriculum would be an advantage for students.
- For the benefit of students who aspire to be teachers, at least one course unit should be included in the curriculum to cover teaching methodology. Assistance in this regard could be obtained from the University's Staff Development Centre.

- A wider choice of course units should be enabled for the benefit of students who wish to select subjects from the Sinhala programme and the Pali and Buddhist Studies programme.
- A course unit for Pali at elementary level would benefit the students who offer Sinhala as well as Pali and Buddhist Studies.
- A course unit on Buddhist Counselling would further enhance the value of the current Buddhist Studies programme.

Level of judgement : Good

4.2 Teaching, Learning and Assessment Methods

Strengths
- Availability of well qualified Academic Staff at the Department is a great asset in maintaining the quality of its programmes of study.
- Spacious classrooms located within a quiet environment create an atmosphere conducive for studies.
- The Main Library contains a considerable collection of lending and reference material required by the Department's students. Papers from examinations past are available for students' reference.
- The Sri Lankan Studies Room (Ceylon Room) of the Main Library contains a wealth of material required by students'/staff's research in to the study of classics, palaeography etc. This resource should be utilized to the maximum in the Department's research activities.
- The Department's Library for Special Degree students contains a useful collection of reference material.
- The Department's Museum provides impetus in conducting cultural studies related to its curriculum.
- Students' assignments are marked with teacher's feedback and a grade is given as part of formative assessment.
- Weightage given to Continuous Assessments and End-Semester assessments stand at 40% and 60% respectively and this is satisfactory.
- Administering two hour papers at the end- Semester examinations, with four questions to be answered, is considered suitable.

Weaknesses
- It appears that introducing the Course Units System does not augur well for the maintaining of quality in the Department of Sinhala. Senior members of the Academic Staff pointed out that the amount of teaching carried out during a Semester does not leave them satisfied when setting end-Semester assessments-i.e. more teaching/learning is in order before an assessment of an acceptable standard can be set. Further, it was pointed out that classical works of Sinhala literature had to be taught within a very short period, thus reducing the quality of teaching considerably. Special Degree students of the Department too were of this view. The Academic Staff is of the view that the considerable time spent on Continuous Assessments does not leave room for effective teaching/learning. Tutorial classes are hardly held. The overall situation has resulted in a reduced number of students applying for the Sinhala Special Degree Programme. It is suggested that these matters be discussed at the Faculty Board and a suitable mechanism be evolved to maintain quality as desired by the Department. One way of overcoming

some of the above grievances would be to extend the duration of a semester, which would allow more time for quality teaching/learning.

- A related aspect is that the Department's junior Academic Staff, recruited mostly from the recent output of the Department, lacks the capacity to deal with classical Sinhala literature adequately in the classroom. This situation can be addressed only through structural adjustments of the Special Degree programme with quality related to a corresponding timeline.

- An adjacent issue is the dearth of academic freedom for the Academic Staff due to the limitations of time caused by the Course Units System. The Academic Staff complain that they hardly gain free time for reading and research, as well as relaxation, due to the continuous workload. This too must be addressed through relief measures as it can adversely affect the quality of teaching.

- The Department possesses only one computer in working order (but without the Internet facility), one OHP, one multimedia projector, two photocopying machines and one television set(without DVD/VCR facilities) for the use of 18 members of the Academic Staff. Two computers needing repairs have not been attended to for a long time. This has resulted in the Academic Staff being compelled to bring their personal computers to the Department for teaching/research/publication purposes, which is a very unsatisfactory state of affairs. The internet and intercom facilities available to staff are very unreliable and lack proper maintenance. It is surprising that a metropolitan university with access to relatively greater financial resources and technical support has not paid attention to these issues. It is suggested that the Head of Department takes up these matters with the University administration at his earliest convenience.

- Handouts to students could be of better quality; currently, these are mostly photocopies of publications.

- Furniture as well as teaching equipment such as white boards, OHPs, computers and multimedia projectors should be made available for the Pali and Buddhist Studies programme of the Department.

- Availability of more publications at the Main Library for the study of Buddhist philosophy, Pali and Sanskrit would benefit the Buddhist Studies Programme.

- A separate library may be set up (space has already been identified and is available) for the use of the Pali and Buddhist Studies Programme, as many of the texts and references related to the curriculum cannot be accessed presently with ease.

- The Pali and Buddhist Studies Programme is at a disadvantage as only a small portion of the Main Library allocation for the Department of Sinhala is made available for these two disciplines.

- Services of a member of the Non-academic staff should be obtained to continue the services of the Department's Library. At present, the Academic Staff has to bear the additional burden of manning this facility.

- The Main Library of the University should assist the Department's library in the preservation of publications.

- There should be close co-ordination between the Department and the Main Library in ordering new publications. The Review Team is of the view that although financial resources are available with the Main Library, the Department's meagre requests do not allow the proper utilization of this allocation.

- The Department should request the Main Library to purchase multiple copies of texts and references required by students.

- The Department could order more journals (currently only two are ordered) through the Main Library for the benefit of its Academic Staff and students, particularly for the study of linguistics and sociolinguistics.
- Early initiation of students to the proper use of the Main Library is a necessity. Currently there are delays in initiation, and this hampers the maintaining of quality of the students' output.
- More sensitivity is in order that the visually handicapped students of the Department are served with better facilities. There are seven such students who offer Sinhala as a subject under the General Degree Programme. They require more publications in the Braille medium, which could be prepared with the assistance of the Council for the Blind. Recordings of texts could also be prepared. Due to the current lack of such material, the visually handicapped students refrain from offering the Special Degree Programme in Sinhala.
- At the Examinations, providing question papers in the Braille medium would be reasonable. Further, all Examination Staffs should be properly briefed prior to examinations, on the additional requirements of these students such as extra time.

- Steps should also be taken to release the results of the visually handicapped students on time. While it is accepted that the University does not currently possess all the human resources necessary for this purpose, active harnessing of external assistance would improve the situation.
- The laboratory currently available for the visually handicapped students should be better maintained and a full time trained employee should be appointed for its upkeep.
- In conducting evaluations, steps should be taken to minimize delays in issuing feedback. With regard to end-Semester and Continuous Assessments, currently there are delays in issuing results.

Level of judgement : Satisfactory

4.3 Quality of Students including Student Progress and Achievements

Strengths
- Students are admitted to the Department from the National Intake, based on the Z Score for the University of Colombo's Arts Stream. This allows the Department to recruit students with sufficient academic capability at entry-level.
- Students' answer scripts of past examinations indicate a considerable grasp of the curriculum.
- For the Academic Year 2007/2008, the Department has produced three Graduates with First Class Honours, six with Second Class Upper Division Honours and seven with Second Class Lower Division Honours, out of a total of 19 Special Degree students. This is commendable and points to an achievement in line with the Department's learning outcomes.
- Ten graduates of the Department are currently serving the Department as Academics and this points to excellent progress of the Department's alumni. This number includes the current Head of Department.
- Special and General Degree students possessed clarity of thought and confidence in expressing their views to the Team of Reviewers.

Weaknesses
- As a measure of opening up to alternative ideologies, steps should be taken to recruit graduates of other universities to the Department's Academic Staff. This would control the currently witnessed inbreeding (seven members of the Academic Staff have obtained their basic and postgraduate qualifications from the Department and have not been exposed to academic training at other universities) within the Department.
- Attitudinal changes are in order for the creation of a better academic culture at the Department/University. The Main Library complains that the removal of pages from publications has become a serious problem in relation to its student membership. Though the Team of Reviewers did not find evidence to the effect that the students of the Department of Sinhala are responsible for such acts, it is recommended that the matter be discussed by the Academic Staff and students for the advancement of better attitudes.
- As an academic department of a metropolitan university, the Department of Sinhala could actively canvass support for its students' extra/co-curricular activities from government and private sector entities within the city.

Level of judgement : Satisfactory

4.4 Extent and Use of Student Feedback

Strengths
- Ample evidence of obtaining student feedback regularly is available with the Department and this is praiseworthy.
- There is a standard Feedback Form used by all Academic Staff of the Department. The form has been designed to evaluate course content and delivery with regard to a number of aspects. This amounts to a worthy example of good practice.

Weaknesses
- The Academic Staff could more actively analyse available data and form mechanisms to overcome the negative aspects of teaching noted, through individual and peer group discussions/efforts.

Level of judgement : Good

4.5 Postgraduate Studies

Strengths
- Fourteen out of sixteen members of the Academic Staff possess postgraduate qualifications and this is commendable.
- There are five PhD holders, of whom two have obtained their qualification from universities overseas. One Senior Lecturer has obtained Master's qualification overseas and is currently pursuing studies for a PhD overseas.
- The Department currently offers MA, MPhil and PhD Degrees to be obtained by research.
- There is one candidate currently registered with the Department for PhD and two more candidates registered for MPhil. The Committee found that their progress is satisfactory.

Weaknesses
- Availability of postgraduate degrees to be obtained by coursework would enhance the current postgraduate programme of the Department, as such courses are in demand.
- Commencement of a postgraduate programme for Pali and Buddhist Studies is a possibility, given the fact that all members of Academic Staff available for this discipline have excellent postgraduate qualifications.
- Academic staff could expand their scope and extend their expertise further to the community by being involved in postgraduate programmes of other universities.
- There is some degree of inbreeding witnessed within the Department with regard to postgraduate studies. The Academic Staff should counsel students in order to direct them to alternative ideologies in other universities, local and foreign.
- The Department's junior Academic Staff should be encouraged to seek postgraduate qualifications overseas. It appears that currently there is insufficient interest in utilizing such opportunities made available to staff via scholarships and state funding.

Level of judgement : Good

4.6 Peer Observation
- Some evidence of peer observation is available with the Department.

Weaknesses
- Peer observation at the Department does not appear to be regular and systematic. Steps should be taken to continue this process with genuine interest for the benefit of the Academic Staff.

Level of judgement : Unsatisfactory

4.7 Skills Development

Strengths
- There are many publications available to the credit of the Department's Academic Staff and these have been published by reputed publishers.
- Editing of works of classical Sinhala literature undertaken by members of the Academic Staff, in collaboration with the Oriental Studies Society, indicate a valuable exercise in developing the editing skills of staff.
- Currently, the University's Arts Council is headed by a Professor of the Department of Sinhala and three other academics from the Department serve as its Committee Members. Throughout 2008, the Arts Council has organized several activities for students and staff, such as the Inter-Faculty Drama Competition, Students' Kala Ulela, Song and Dance Competition for staff etc. The Department's students and staff have taken part in and benefited from these activities. Further, upheavals leading to the closure of the Faculty/University have been minimized with the onset of these activities which have diverted students' energy in a progressive direction.
- Students' presentation skills have been developed to a satisfactory extent. Students are able to make presentations using PowerPoint software and laptop/multimedia facility.
- The Faculty Computer Centre is equipped with 75 personal computers with an Internet facility of 100MBPS. These computers are available to the students of the Department of Sinhala for the development of their IT skills, and Sinhala keyboards are available for

their use. Printouts are reasonably priced at Rs10/- per A4 black and white page and a colour page at Rs60/-. The Centre is open from 8.30 am till 6.30 pm.

Weaknesses
- The Faculty Computer Centre faces congestion due to the high demand from all academic departments. A greater number of machines installed in an additional space would remedy the situation.
- Upgrading of software is required at the Faculty Computer Centre. The Office 2007 package should be made available for the benefit of the students, since knowledge of the latest software would stand them in good stead when searching for lucrative employment. Students should be made to have hands-on experience of the Office 2007 package as often as possible.
- Courses in addition to the presently available course unit on computer applications offered in the Second Year should be made available to students in the Third Year as well.
- In further developing students' presentation skills, the finer points of electronic presentations such as computer etiquette should be made clear to students.
- More interesting course material should be developed for the students' study of English to retain their presence in the classroom and to equip them with a reasonable standard of English at exit point. The ELTU of the University should play an active role in this regard.
- Mandatory or Optional courses such as Tamil for Sinhalese students should be introduced in further enhancing the language skills of students.
- Students should be encouraged to publish quality written material. Knowledge of editing, page-making could be facilitated by the Academic Staff. It was noted that the last magazine published by the Department's students had appeared eight years back, in 2001.
- The Department could maintain a wall magazine to accommodate the creative output of its students.
- Certificate/Diploma courses for Creative Writing, Translations and other such areas should be introduced for the skills enhancement of the external community of students.

Level of judgement : Satisfactory

4.8 Academic Guidance and Counseling

Strengths
- Three members of the Academic Staff have been appointed as Student Counsellors serving under the Senior Student Counsellor.
- Other members of the Academic Staff too are consulted by the students often, since there is a close relationship between Academics of the Department of Sinhala and students.
- The Department displays a notice at its main entrance which gives the office room numbers of Academics. This is for students' convenience and speaks of staff's accessibility in consultation.
- A complaints book is maintained by the Department, in which the students can record their grievances related to academic matters such as those related to Continuous Assessments, Repeat Examinations etc. This measure is appreciated and is worthy of emulation by other departments/universities.

- Observing regular hours of consultation would systematize the current counseling activities of the Department. These hours could be displayed at the Department office and on the doors of the Academic Staff's office rooms.

Level of judgement : Good

Based on the observations made during the visit by the Review Team and as per the facts discussed above the judgments given to those eight aspects under review are as follows:

Aspect Reviewed	Judgment Given
Curriculum Design, Content and Review	Good
Teaching, Learning and Assessment Methods	Satisfactory
Quality of Students including Student Progress and Achievements	Satisfactory
Extent and Use of Student Feedback	Good
Postgraduate Studies	Good
Peer Observation	Unsatisfactory
Skills Development	Satisfactory
Academic Guidance and Counseling	Good

5. RECOMMENDATIONS

The Team of Reviewers wishes to recommend the following :

- As mentioned under Teaching, Learning and Assessment, it is evident that the Course Units System has created some practical difficulties for the Department in maintaining quality related to an appropriate timeline. It is suggested that the matter be brought up at the Faculty level for discussion and that suitable structural alterations be made, whereby more time shall be made available for students and staff for their academic endeavours.

- A long felt need of the student community at the Faculty of Arts, University of Colombo, is the setting up of a Department of Pali and Buddhist Studies. Currently, these studies take place under the academic administration of the Department of Sinhala, and there is not even a Pali and Buddhist Studies Unit to foster this discipline, which is of vital significance, in the sense that it is inextricably linked with the country's heritage.

- A special Degree Programme for Pali and Buddhist Studies seems timely, given the high enthusiasm displayed by the Bhikkhu and lay students of the Faculty in these subjects. Further, a Professor of Pali and Buddhist Studies has recently been appointed by the Faculty, adding strength and quality to the current academic activities of this discipline.

- Thus, the Committee of Reviewers is of the view that a Special Degree Programme in Pali and Buddhist Studies is in order, in addition to the current practice of offering these subjects under the Faculty's BA General Degree programme. The Committee is also of

the view that the University of Colombo is an ideal place to develop a postgraduate programme in Buddhist Studies to cater to local and foreign students.

- Since human and some of the material resources for setting up of a new Department of Pali and Buddhist Studies are already available, the Committee feels that it is timely that the setting up of such a department be expedited. Until such time, as an alternative, the Committee suggests to establish a separate Unit for these subjects.

- At present, the Department's non-Academic Staff comprises of only one Computer Applications Assistant and one Labourer. It is evident that their workload is in excess and the availability of more human resources in these categories would strengthen the Department's academic process.

6. ANNEXES

Annex 1. CURRICULA FOR THE BA GENERAL AND SPECIAL DEGREE PROGRAMMES

SN:
BA (General) Degree Programme

FIRST YEAR
Semester I
SLG 1101 – Introduction to Language ©
SLG 1102 – Introduction to Literature
FND 1104 – Issues in Arts and Culture
Semester II
SLG 1201 – Introduction to Language ©
SLG 1202 – Introduction to Literature
FND 1212 – Sinhala Literary Tradition and Communication

SECOND YEAR
Semester I
SLG 2117 – Modern Sinhala Fiction
SLG 2128 – Translated Literature in Sinhala
SLG 2119 – Creative Writing
SLG 2120 – Marxist Literary Criticism

Semester – II
SLG 2216 – Modern Sinhala Usage ©
SLG 2217 – Modern Sinhala Fiction
SLG 2219 – Translated Literature in Sinhala
ELT 2220 – Sri Lankan Culture and Buddhist Environment

THIRD YEAR
Semester I
SLG 3141 – Classical Sinhala Literature ©
SLG 3143 – Sinhala Drama
SLG 3144 – Introduction to Sinhala Culture
ELT 3147 – Buddhism and Contemporary Social Problems

Semester II
SLG 3242 – Language, Society and Power ©
SLG 3245 – Art and Architecture of Ancient Sri Lanka
   © = Compulsory Course Units

BA (Special) Degree Program

Part I (Second Year)
Semester I
SLG 2126 – Modern Sinhala Poetry
SLG 2127 – Modern Sinhala Novel

SLG 2128 – Medieval Sinhala Prose – Phase I ©
SLG 2130 – Introduction to Linguistics
SLG 2134 - Introduction to Sociolinguistics

Semester II
SLG 2229 – Medieval Sinhala Prose – Phase II ©
SLG 2231 – Descriptive Analysis of Sinhala Usage ©
SLG 2235 – Sinhala Literature – Matara Period

Part II (Third Year)
Semester I
SLG 3156 – Classical Sinhala Poetry – Phase I ©
SLG 3158 – Sinhala Drama
SLG 3159 – Language and Communication
SLG 3160 – Traditional Sinhala Grammatical Studies ©
SLG 3177 – Sinhala Folklore

Semester II
SLG 3257 – Classical Sinhala Poetry – Phase II ©
SLG 3261 – Modern Linguistic Theories
SLG 3266 – Sociology of Literature

Part III (Fourth Year)

Semester I
SLG 4172 – Sinhala Epigraphy and Inscriptions/Palaeography
SLG 4173 – Study of World Literature
SLG 4175 – Traditional Arts and Crafts of Sri Lanka
SLG 4184 – Sinhala Language Studies (Historical) –I ©
SLG 4186 – Sinhala Exegetical Literature
SLG 4187 – Principles of Aesthetics and Literary Criticism ©
SLG 4197 – Principles of Academic Writing ©

Semester II
SLG 4271 – Literature of the Anuradhapura Period©
SLG 4274 – Sinhala Society and Culture
SLG 4282 – Marxist Aesthetics
SLG 4285 - Sinhala Language Studies (Historical) –II ©
SLG 4298 – Dissertation ©

© = Compulsory Course Units

Curricula for the BA General Degree Programme

PB:

Buddhist Studies Course Units

BST1101 (C) Basic Teachings of Early Buddhism
BST 1103 Emergence of Buddhism: Historical Background
BST1202 (C) Social Philosophy of Buddhism
BST 1204 History of Buddhism up to the end of Asokan Era

BST2117 (C) Schools of Buddhist Thought-1
BST 2118 Spread of Buddhism in South and Southeast Asia
BST2216 Buddhist Social Institutions
BST 2219 Buddhism and Contemporary Society
BST 2120 Buddhist Art and Architecture

BST 3142 Spread of Buddhism in Central and East Asia
BST 3145 Buddhist Art and Architecture: Central, East and South East Asia
BST 3241 Schools of Buddhist Thought II
BST3243 Buddhist Vinaya and the Monastic Order
BST3244 Buddhist Economic and political Thought

FND 3147 Buddhism and Current Social Problems

Pali Course Units

PLG1101 Prescribed Text: Pali Literature
PLG 1202 Unspecified Texts, Grammar and Composition

PLG 2101 (C) Prescribed Texts
PLG 2103 History of Pali Literature-1
PLG 2202 Unspecified Texts, Grammar and Prose Composition

PLG 3141 (C) Prescribed Text, and Grammar
PLG3142 History of Pali Literature-2
PLG 3243 Buddhist Thought (Theravada)
PLG 3244 Theravada Abhidhamma and Vinaya

Annex 2. SUBJECT AREAS OF THE DEPARTMENT OF SINHALA

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                          Subject Areas of
                          the Department of
                              Sinhala
    ┌──────────────────────────┼──────────────────────────┐
 Language                   Literature                  Culture
   ┌────┴────┐         ┌──────────┼──────────┐       ┌──────┼──────┐
Classical   Modern   Sinhala   Western    Eastern  Sinhala  Sinhala  Sinhala
language    language literature literature literature Culture art and  folklore
studies     studies                                           craft
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- **Language**
  - **Classical language studies**
    - Sinhala grammar and grammatical tradition
    - History of Sinhala language
    - Sinhala epigraphy inscription and paleography
  - **Modern language studies**
    - Modern linguistic tradition
    - Structural study of Sinhala language
    - Sociolinguistics
- **Literature**
  - **Sinhala literature**
    - Classical Sinhala literature
      - Classical Sinhala prose and poetry
      - Classical Sinhala literary criticism
    - Modern Sinhala literature
      - Modern Sinhala prose poetry and drama
      - Modern Sinhala literary criticism
  - **Western literature**
    - Western literary criticism
    - Sinhala translations of western literature
  - **Eastern literature**
    - Indian aesthetic principles
- **Culture**
  - Sinhala Culture
  - Sinhala art and craft
  - Sinhala folklore