

SUBJECT REVIEW REPORT

DEPARTMENT OF FINE ARTS



FACULTY OF ARTS UNIVERSITY OF JAFFNA

22nd to 24th June 2009

Review Team :

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under the guidance of the Quality Assurance and Accreditation Council of the University Grants Commission of Sri Lanka for the purpose of quality assurance in the departments of various subjects taught in the universities in Sri Lanka. Achievement and maintenance of excellence and high quality in teaching and research undertaken by the academic staff, the improvement of learning skills of the students, the outcome of teaching and learning, good practices of higher studies at university level etc. are the objectives and areas of observation of the subject review team. Further the Team is expected to observe several other aspects such as whether advanced and modern methods of teaching are practiced, the use of modern technology, facilities available both to the students and staff, the support staff available in the relevant department, infrastructural facilities, qualifications and experience of the academic staff and whether they practice good habits of peer observation, student evaluation and counseling.

A subject review team normally consists of three experienced professors/ lecturers familiar with the subjects taught in the relevant department. The subject Review Team appointed for the Dept. of Fine Arts at the Jaffna University consisted of Prof. Walter Marasinghe, former Head of the Department of Languages and Cultural Studies at Sri Jayawardhanapura University, Prof. Udaya Prasanta Meddegama, former Professor of Sinhala and Head of the Department at University of Peradeniya and Dr. Patrick Ratnayake, Head of the Drama and Image Art Unit at University of Kelaniya.

The review team arrived at and visited the University of Jaffna for the first time on the 22nd of June, 2009 morning. After the initial, formal meetings with the Vice Chancellor and the Head of Department and other members of the academic staff at the Department, the Team conducted the subject review process according to the guidelines provided by the QAA Council. In the process, eight aspects namely, Curriculum Design, Content and Review, Teaching, learning and Assessment Methods, Quality of students, Extent and Use of Student Feedback, Postgraduate Studies, Peer Observation, Skills Development and Academic Guidance and Counseling were reviewed. The Review team, while observing the activities and resources of the department related to these eight aspects, carried out the process according to the agenda prepared by the Department, having made slight adjustment in it on the first day.

2. BRIEF HISTORY OF THE UNIVERSITY, FACULTY AND THE DEPARTMENT

The University of Jaffna was first established in 1974, as Jaffna Campus of the then University of Sri Lanka, offering courses in science and humanities. The first batch of 104 students was admitted in October 1974. In 1978, with the implementation of the universities Act No. 16 of 1978, it became an independent and autonomous university as the University of Jaffna. Faculty of Medicine was established at Kaithady in October of 1978, and 70 students were admitted to it. The Medical Faculty was subsequently moved to join the other faculties on the Thirunelvely site. The Agriculture faculty was established in Kilinochchi in 1990 and foundation for the Engineering faculty was laid in 1995.

The main campus of the University is located in Thirunelvely in Jaffna (pop .1100 000) on a 43 acre campus.

OMES

established in 1982. First Head of the Department was Prof. K. Indrapala, an eminent historian and archeologist. He was succeeded by Prof. K. Kailasanatha and Prof. K. Sivathamby respectively. Since 1981, after the affiliation of the Ramanathan Academy of Fine Arts, the Department of Fine Arts has introduced new courses on South Asian Art. The Dept. initially conducted courses at Diploma level, but since the abolition of the Diploma course it has been conducting its courses for the General and Special degrees.

The Dept. has been providing undergraduate courses since 1985 in addition to managing the Ramanathan Academy of Fine Arts. In 1986, the Department introduced the course of Drama and Theatre. The Syllabuses for the courses taught in the Department were first drafted by Professors K. Sivathamby and S. Krishnarajah. The syllabus for Drama and theatre has been revised from time to time by the staff members of the department under the guidance of Prof. K. Sivathamby and Dr. M. Shanmugaligam.

In 1991, the Ramanathan Academy of fine Arts was separated and a Head of Department was appointed. Dr. Mrs. A.N. Krishnaveney became a permanent lecturer in Fine Arts in 1993 who is now the Head of Department. During the period of 1995-1999, the following Professors have served as Heads of Department: Mrs. N. Selvanayagam, Dr. N. Gnanakumaran, Prof. S. Krishnaraja and Dr. [Mrs] Kailainathan respectively. Dr. Mrs. A.N. Krishnaveney assumed duties as Head of Department in 2006 and continues up to this day.

The Department of Fine Arts conducts academic programs in two disciplines namely Fine Arts and Drama and Theatre Arts. Art History, Theories of Drama and Theatre are the main courses taught in Fine Arts and Theatre History, Theatre Skills [Practical], Theories of Theatre are taught in the course on Drama and Theatre. Recently the department has taken steps to change the name of the Department as Art History and Aesthetics and Theatre Arts, which is still pending approval of the UGC.

The Dept. of Fine Arts has maintained its relationship with the Ramanathan Academy of Fine Arts in several ways. Art and Design is a practical course, which incorporates courses in Art History and Aesthetics. Members of the Dept. of Fine Arts have been conducting these courses. Mr. T. Sanathanan of the Dept. of Fine Arts has drafted the present syllabus under the G.P.A. system. Further the Department of Fine Arts has taken the responsibility in teaching theoretical subjects in Art and Design since 2006.

Particulars of Academic Staff in Fine Arts:

Name and qualifications	Position as on 01-09-2007	1 st Appointment	Field of specialization
Dr. Mrs. Krishnaveney, Antony Nobert. Ph.D. in Aesthetics [Madras]	Sn. Lecturer Gr.ii Head of Dept.	1990	Aesthetics, Indian and Sri Lankan Traditional art
Mr. T. Sanathanan M.F.A. in painting [Delhi]	Sen. Lect. Gr. ii.	2000	Pre-modern and Modern Indian, Sri Lankan & European Art history
Mr. P. Ahilan, M.A. in Fine Arts- Art Criticism [Baroda]	Lecturer [Probationary]	2005	Art Theory and Art Criticism

Qualification	Grades in	First Appointment	Field of Specialization
Dr.K.Sithamparanathan [Ph. D.]Jaffana	Senior Lecturer Gr.ii	1993	Applied Theatre
Mr. K. Rathitharan, M.A. [Hydrabad]	Senior Lecturer Gr.ii	2000	Acting and Directing
Mrs. Navadarshani Karunaharan M.A. [Madras]	Lecturer [Prob.]	2006	Theatre Music

4. FINDINGS OF THE REVIEW TEAM

4.1. Curriculum Design, Content and Review

Fine Arts

Curriculum of the department of Fine Arts has been well designed and revised from time to time. The curriculum is designed to suit the formats of the course unit system adopted by the Faculty of Arts in 2001. Further modifications have been made by the department in January 2005 in accordance with the G.P.A. system proposed by the UGC. The G.P.A. system has replaced the course unit system according to the Self Evaluation Report of the Dept. [p.4] The curriculum adopts a credit system, which requires 90 credits for B.A. General and 120 credits for B.A. Special. In the course Unit system, 45 hours are allocated for lectures out of which 15 hours are set apart for tutorials, assignments, presentations or field work. In the G.P.A system, courses are of two kinds e.g. Core Units and Elective Units.

Course Content: [Curriculum of 2001]The Courses in Fine Arts cover the following subject areas: Arts, History of European, Indian and Sri Lankan Arts, Aesthetics, Art and Communication, Art Appreciation, Tamil Heritage in Arts, Arts based on Canonical Literature, Sociology of Art and Technological Arts.

[Curriculum of 2005]: Technological Arts [Photography and Film], Colonial and Post-colonial Art practices in India, Sri Lanka, Psychology of Arts, Semiotics and Post ó Modernism.

For the purpose of modernizing and introducing new course units to meet the demands of modern times, the department has developed new course units such as Heritage Management and Interpreting the Everyday Visual Expressive culture as core Units. Heritage Management is a course, which will help students to understand the importance of traditional culture, art, architecture and classical sites, which will highlight the importance of past as a force influencing the present and future and conservation of heritage properties. -Interpreting the Everyday Visual Expressive Culture, another course newly introduced deals with location and interpretation of the popular visuals in the context of every day culture and contemporary- discourse of art. Thus the Dept. of Fine Arts has shown clearly its interest in moving with modern times as it has continuously revised and introduced new course units covering new subject areas, which the traditional universities have not been interested in including in their curricula. Further, the tendency for paying attention to having practical components in their course units can also be noted as progressive and constructive. With more encouragement and provision of more facilities and equipment, the Review Team

to introduce new course units and to carry on their good and versatile in a number of related fields.

Content and Structure of the Academic Program: When the discipline of Fine Arts was first introduced its curriculum had been designed in a non-semester basis under which a course consisted of 30 hours of lectures. Final year question papers were of 3 hour duration and the students were required to answer five questions out of eight. Students following the Special Degree course had to answer only four out of eight questions. However upon adoption of the Course Unit/ Semester system, the question papers contained five questions out of which the students had to select only three questions. Each course unit was marked out of 100 and 75% was allocated for the paper and 25 for assignments and other assessments.

Under the new G.P.A system a course unit consists of 45 hours, and 30 hours of which are allocated for lectures and the remaining 15 hours for in-course assessments. Thirty hours are allocated for elective papers. Under this system, credits are counted according to the duration of the examination viz. one credit for one hour. Thus the credits gained in each semester are counted for awarding the degrees such as 90 credits for General and 120 credits for Special Degree.

The Review Team did not notice any serious weakness in the Curriculum Design, Content and Review. As the Department has been revising and updating the curriculum, it appeared to be of high quality.

DRAMA and THEATRE

The Design of Curriculum in 2001 for Drama and Theatre has been based on theatre history focusing on understanding the elements of theatre, introduction to the Theatre of the East and West, Development of Theatre Skills such as visuals, music and dance. Subsequently a course unit was designed consisting of 45 hours of lectures and 60 hours of practical units. According to this system the theory paper consists of five questions of which the students must answer three and the first question is compulsory. This format of the question paper is same for both General and Special students. This curriculum was revised in 2005 following the UGC guidelines for all national universities and course structure based on credit value was devised and adopted by the Faculty. However, separate units were included for Theatre Practice along with theatre history, Theatre project and theory. Thus the course units conducted by the Drama and theatre arts carry a credit value of three, equivalent to 45 hours of teaching. In Drama and Theatre Arts, practical sessions are conducted for 2 hours per week. One credit hour is equivalent to thirty hours. Thus units of six hours per week have an academic credit value of three credits equivalent to 90 hours of teaching. In the final examination 75 marks are given to examination and 25 for in-course assessments. Important aspect in this course is the final year project called the Theatre Project. The students undertaking various projects must submit their project reports at the end of the semester. P.14 of the Self Evaluation Report mentions that the question papers for theory consists of 8 questions out of which five questions should be answered.

Strengths and Weaknesses

No apparent weakness was noted. As the instructors and students pointed out to the Review Team, lack of facilities for practicing drama and other theatre activities is a major hindrance to the smooth functioning of the work of the unit. The students taking this course seemed to be very keen in acting and working on their individual research projects. Most of them were keenly engaged in exercises related to acting and the short presentation they made to the Review Team was impressive. The lecturer Mr. Rathidharan is active and innovative with

and expertise to his students. The short films he has

Suggestions

The Review Team wishes to suggest that the Department should change the format of the examination papers slightly in both the courses. Under the new Course Unit/ Semester system, in most of the universities the practice is to set papers with six or seven questions and ask the students to answer only four questions. As this is the accepted format in the university system now, this department also should adopt it. Further, in the Self Evaluation Report, it is mentioned that the allocation of marks is 75% for the paper and 25% for assignment and course assessments. This is also different from the accepted methods. The current norm is to allocate 60 % for the paper and 40% for assignments, practical work or in course assessments. We suggest that the Department must take steps to revise its assessment method along these guidelines.

Level of Judgment: Good

4.2 Teaching, Learning and Assessment methods

Strengths and Weaknesses

Lecturing is the most common and popular method of teaching practiced by the Department of Fine Arts. Through the conventional type of lectures the instructors intend to impart their knowledge to students while trying at the same time to guide them in the pursuit of further knowledge. For each course unit, lists of additional readings or further readings are provided in class together with necessary lesson material. In addition to the traditional equipment such as the blackboards and white boards, the teachers make use of modern technology such as the OHP and Multi Media. However, the availability of these new, modern facilities is limited in the department. Although the department does not maintain a personal library for the use of both the staff and students, the Main Library stocks a sufficient number of books in the subject and the students are advised to make use of the Main library.

For encouraging students to improve their presentation skills the teachers train them in undertaking research and making presentations on their findings. In addition to this, the common methods of writing of tutorials and assignments are also followed. Furthermore in order to help students gain first hand experience, the department has been organizing field visits and cultural tours. These help students to develop observation skills, research skills cultivating interests in undertaking diverse projects related to their areas of study.

Learning outcomes

The Department aims to impart a thorough knowledge and understanding of Fine Arts and application of that knowledge to develop skills that are necessary for the graduates to serve the country in many different fields. The staff members are aware of the fact that students should gain experience and develop practical skills supplementary to the theoretical knowledge acquired from their studies in Art History and Aesthetics so that they will be qualified to perform well in any field in the future. Further the department has taken into consideration the problems related to the present socio-economic and cultural needs of the area in deciding on the subjects and topics assigned to students for their final year research projects. Through these projects students get valuable opportunities to gain first hand knowledge and experience on the socio-political and cultural problems facing the people as well as expand and enhance their perception of the world that will make them young

...e any challenge and compete successfully in the job

Assessment Methods

Assessment is based on new regulations approved by the Faculty in 2001 and 2005. End-semester examinations are held for assessing the students' knowledge in each course unit. Examinations are marked out of 100 and 75 of which is allocated for written examinations and the remaining 25 for assignments, tutorials and presentations.

Grades are determined according to the regulations laid down in the curriculum of 2001. Later on in both Fine Arts and Drama and Theatre, grading has been changed according to the curriculum of 2005 as follows:

Range of Marks	Grade	Grade Point Value
80 and above	A	4.0
75-79	A-	3.75
70-74	B+	3.35
65-69	B	3.00
60-64	B-	2.70
55-59	C+	2.30
50-54	C	2.00
45-49	C-	1.70
40-44	D+	1.30
35-39	D	1.00
30-34	D-	0.75
00-29	F	0

Suggestions

The Review Team wishes to suggest that the Department of Fine Arts implements a uniform assessment method conforming to the standard methods approved by the UGC for all universities. Although it is acceptable that Drama and Theatre course unit uses a different assessment method for the individual projects and practical work, for written exams the number of questions given in the papers and the number of questions to be answered should be the same as in other subjects i.e. Answer four questions out of six/seven. Allocation of Marks must be 60% for written examination and 25% for assignments, tutorials, presentations and other in-course work. It is a good practice to give recognition for the individual research projects and dissertations in considering the marks for GPA. Another good practice noticed by the Review team was taking into account the attendance in lectures. Although the approved percentage of attendance is 80%, under the circumstances prevailing in the area such as severe transport problems, this is not strictly adhered to. The Review Team noticed, nevertheless, that the students' attendance in lectures and practical sessions is highly satisfactory. However, the regulation of 80% attendance should not be abandoned instead it must be implemented to the maximum possible level.

Level of Judgment: Good

Student Progress and Achievements

Students are selected for the courses of Fine Arts and Drama and Theatre on the basis of their performance at Advanced levels. In the early days some students were admitted under the Special Intake facility.

Since 2006 only the students who have offered Art for Advanced Levels are selected for Fine Arts under the Special Intake system. For Drama and Theatre the students who have offered Drama and Theatre for Advanced Level are taken under Special Intake.

Selection of students to follow the Special Course in Fine Arts is done on their performance in the First Year. Students who obtain a Grade Point Average of 2.00 and not less than 1.7 in auxiliary subjects are selected for the special course in Fine Arts. Table on page 8 in the Self Evaluation report of the Department shows the number of students enrolling for Fine Arts has dropped by the year 2005 whereas a fair number of students [p. 9] have enrolled for Art and Design.

The Review Team noted with pleasure the quality of the students in both Fine Arts and Drama and Theatre as high and praiseworthy. Considering the situation in the country and especially in Jaffna and surrounding areas in the recent past, the achievement of students offering these two subjects, the Team noted, to be exemplary. Although the students are facing a number of difficulties such as transport, lodging and shortage of books and other equipment, their achievement in examinations was extremely satisfactory. As we noticed in our meetings with the students and from our interactions with the teachers, we found the students to be very weak in English. The Team found the practical training sessions in the Drama and Theatre Unit as a very healthy and constructive practice. Similarly the staff is keen in taking the students on field trips and advising them on the selection of topics for research in diverse subjects of culture, religion, folk arts and theatre with emphasis on local backgrounds and historical places. This was noted as another good practice of the department from the number of dissertations and project reports submitted by students, which covered a wide range of interesting topics on historical sites, persons, temples and buildings. These good practices should be continued unhindered.

Suggestions

Students must be encouraged and supported to achieve language skills especially in English and Sinhala. Further they must be given additional training in IT so that they will be qualified and ready to compete in the job market. A mechanism should be developed, when the current restrictions on travel will be relaxed, to establish interaction with students of other universities where similar subjects are taught.

Level of Judgment: Good

4.4. Extent and use of Student Feedback

Strengths and Weaknesses

The Self Evaluation Report prepared by the Dept. of Fine Arts has not mentioned about the use of Student feedback, qualitative and quantitative. Nevertheless, the members of the Review Team in their observations found that the student feed back is taking place to a satisfactory level. The students are always in close contact with their teachers. A number of students said that they were very happy about the attitude of their teachers towards interaction, friendly dialogue and exchanging ideas with them in regard to their problems, both academic and personal. Especially the students following the Drama and Theatre course

as they have the opportunity in working closely with rehearsals, preparation of costume and stage property etc. In the openness of the staff towards students. In both the streams, the students expressed their happiness to be students of this particular department mainly because of the willingness of their teachers to listen to them. This shows that by this open door policy and friendly approach the teachers could easily obtain student feedback and use it constructively in improving their teaching and revising the curriculum. Further, the department maintains a file on student evaluation, which helps them in evaluating their performance in lectures and other activities related to problems and requirements of students.

Suggestions

Student Evaluation should be continued and made use of in improving the quality of teaching. This will help enhance the quality of teaching and research in the department and making it more popular among students. As the Team noticed, the number of students in Fine Arts could be further raised by educating the students on job opportunities available to them. Considering the work-load of the staff at present, they would be able to perform better and deliver an excellent service if a few more cadre positions were given to this department.

Level of Judgment: Good

4.5. Postgraduate Studies

Strengths and Weaknesses

Postgraduate studies in the Department of Fine Arts are non-existent. The Department has not started a postgraduate study program, probably due to lack of qualified teachers and other facilities. The existing staff members have gained their post-graduate qualifications in India. One member, Dr. K. Sithaparanathan has obtained his Ph.D. from Jaffna University. At present the Department has six lecturers, three for fine Arts and three for Drama and Theatre Arts. There are two Ph.D. holders among them while the rest hold Master's degrees. Considering the academic qualifications and experience in teaching of the current academic staff, it will be possible to start a Postgraduate program in Fine Arts and Drama and Theatre with necessary support and guidance from the Faculty. This will be a welcome development at Jaffna University, which will be able to serve the graduates interested in pursuing higher studies.

Suggestions

The Review Team strongly suggests commencement of a Postgraduate Study Program by the Dept. of Fine Arts. Due to limitations and restrictions the Department experiences at present, the Department can consider awarding M.F.A and Diploma in Fine Arts and then it can gradually expand to awarding the M. Phil and Ph.D. degrees. The course leading to M.A. and Postgraduate Diploma in Fine Arts can be conducted on Week ends. However, for this kind of expansion, the Department needs facilities such as a Departmental Library, clerical staff and laborers.

Level of Judgment: Unsatisfactory

Peer Observation in the strict sense of the term has not been carried out in the Department of Fine Arts. However, a certain amount of Peer Observation has taken place indirectly in many different ways. Due to the cordial relationship among the staff members they can discuss their problems and difficulties and consult the seniors on ways of overcoming their difficulties. Furthermore due to the practical sessions in the Drama course, the teachers come into constant contact with each other and students. This kind of close contact and interaction creates a healthy atmosphere for observing lectures and extracurricular activities of the academic staff.

Suggestions

Direct Peer Observation as practiced by the other universities should be adopted and implemented. A form for entering notes and comments on peer observation should be formulated, and if such a form is available from the Faculty, it should be used for recording peer observation. Upon completing the form by the peers, it should be returned to the Head of the Department who could then use the information gathered for correcting the defects in teaching of the colleagues.

Level of Judgment: Satisfactory

4.7. Skills Development

Strengths and Weaknesses

The academic staff members of the department of Fine Arts are aware of the importance of skills development of their students. They have taken necessary steps for this purpose by training their students in a variety of skills such as acting, singing, costuming, preparation of stage properties, make up, theatre direction, undertaking research and research methodology, using modern technology, photography and producing short films. The Self Evaluation Report of the Department has briefly stated skills developed by the department as follows:

• The advantage of graduates who follow the subjects of Art History and Aesthetics is that they could develop multi-disciplinary skills, talents and multi-faceted personality during their academic career.

• The Drama and Theatre course in the department creates opportunities to gain training and experience in most of these subjects and fields. It was encouraging and impressive to see how the staff and students were engaged in the teaching and learning process under the prevailing circumstances, restrictions and constraints. The situation in the Jaffna University is different from most other universities in Sri Lanka due to the war, which has directly affected the university for decades. Therefore it is not fair to expect the same level of learning outcomes, achievements in the area of skills development at this university.

Suggestions

Students should be encouraged more in gaining experience in the use of modern technology, especially the IT. At the same time urgent attention should be paid for developing their language skills. Students should gain knowledge in English and, if possible one more international language. Those graduates who are competent in the national languages always have better chances in finding jobs.

their students to concentrate on this aspect during the learning the main subjects. The authorities should take department with a fully equipped studio theatre and facilities

for developing a departmental library.

Level of Judgment: Good

4.8. Academic Guidance and Counseling

Strengths, Good Practices and Weaknesses

Lecturers in the department are aware of the importance of proper and correct guidance for their students, and therefore, they are constantly involved in guidance and counseling in many different ways. They guide the students in selecting topics for individual research and conducting surveys and projects. They especially advise the students to work on topics with relevance to the current socio- cultural situation in the area. They are trained in the use of e-resources and conducting field studies as well.

The staff members did not seem to be directly involved in the general program of student counseling and welfare. But at department level they are active in guiding the students in academic matters and counseling both on academic and personal problems. As a result the staff members have a good knowledge of the individual strengths and weaknesses, needs and problems of each student. This may be the result of maintaining close contacts and rapport with the students.

No particular weakness was observed in this aspect.

Suggestions

Students must be made aware of the counseling and welfare services available to them in the University.

Level of Judgment: Good

Based on the observations made during the study visit by the review team, the eight aspects were judged as follows:

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

ht aspects on their findings during the visit to the Department of Fine Arts of the Jaffna University from June 22-24, 06- 2009. The members and students of the department were very co-operative and open to discussion during the three days of subject reviewing and extended the fullest support to the review team. One of the major difficulties facing the department is the lack of support staff. Considering the amount of practical work and academic work load of the staff, clerical and technical support staff should be immediately provided to this department. Another problem pointed out to the team was the lack of separate class rooms and a well equipped studio theatre. Without a sound-proof studio, a stage with curtains and lighting, it is not possible to produce drama and concerts using modern theatre techniques.

The Team advised the department to apply for a **Cultural Centre** from the Ministry of Cultural Affairs. If a Cultural Centre is established at the Jaffna University, the Department of Fine Arts could supervise its activities and share the facilities and carry out its duty more usefully and constructively. The staff members are provided with individual office rooms, which they can use for personal research and consulting students. This is a healthy arrangement and facility, the like of which is not available to most of the lecturers in some other universities. However, the department needs more computers, scanners and printers and multi-media equipment to carry out their teaching, practical work and research freely, easily and more impressively. The university should consider granting more cadre positions to this department to ease the work load of the academic staff and to implement their academic programs efficiently for attracting more students to the department.

Overall quality of academic performance of the Department of Fine Arts was found to be good and the university should extend full support to maintain and further improve the standards.

6. RECOMMENDATIONS

The Review Team wishes to make the following Recommendations to the Department:

1. More practical Course units or modules should be introduced in the Curriculum of the Department of fine Arts,
2. Teaching and Practical work in the Drama and Theatre unit should be further encouraged and expanded so as to obtain the services of outside theatre experts and artists. The students' productions of this unit should be made available to cognate departments of other universities. [The head of the Drama and Image Arts unit, University of Kelaniya has already pledged his support for joint activities]
3. The Dept. of Fine Arts should start building a library for the department.
4. A modern Studio theatre with sound proofing and lighting system should be provided to the Drama and Theatre unit.
5. The students of this department should be encouraged to take at least one course from other subject departments and the courses conducted by this department should be made available to students of other departments.
6. The language skills and knowledge of the students should be developed by encouraging them to learn Sinhala and English so that they will be better quipped to compete in the job market.
7. Students should be made aware of the Career Guidance and Student Welfare services of the University.

mediate action to revise or introduce Student Evaluation to the accepted norms of the university system in Sri

9. Awarding of marks in the End-Semester exams should be 60% for written exams and the remaining 40% for assignments etc.
10. Members of the academic staff must concentrate on gaining further training or exposure to Western and American traditions in History of Arts, Art Criticism, Theatre production and techniques etc., as the present members of the staff have been trained in Sri Lanka or India.
11. The problem of the lack of clerical and support staff for the department should be addressed immediately.
12. For the purpose of relieving the present staff of the heavy work load and for enhancing the academic quality in teaching and research, a few more cadre positions should be made available to this department.