SUBJECT REVIEW REPORT

DEPARTMENT OF TAMIL

FACULTY OF ARTS
UNIVERSITY OF JAFFNA

14th to 16th September 2009

Review Team :

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Prof. S. Thillainathan, University of Peradeniya

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tment of Tamil, University of Jaffna was conducted following the Guidelines provided by the Quality Assurance Handbook for Sri Lankan Universities. The main purpose of the subject review was to evaluate the quality of teaching and learning in the Department of Tamil. The focus was on the quality of the student learning experience and on student achievement.

The review team, consisting of Prof. M A M Nuhman, Department of Tamil University of Peradeniya, Prof. S Thillainathan, Emeritus Prof. of Tamil, University of Peradeniya and Dr. (Ms) A Murugathas, Dept. of Languages, Eastern University of Sri Lanka, visited the Department during the period from 14th to 16th September 2009. Prof. Jayantha Wijayaratne, representative from the Quality Assurance and Accreditation Council was with the review team for the Day 1(14.09.2009) to commence the review process.

The members of the review team met by 8.30 am on the Day 1 at the Department of Tamil and Prof. Jayantha Wijayaratne briefed the review process. After the agenda was prepared by the team in consultation with the Head of the Department, a formal meeting was held with the Vice Chancellor at the Board Room of the University of Jaffna. The team conducted the review according to agenda on the Day 1 and Day 2. The last day the review team met the Head and the staff of the Department of Tamil for feedback. The meeting lasted for 21/2 hours from 8.30 am to 11.00 am beyond the schedule. All the members of the Department showed great interest in the review process and extended full cooperation to the team. They were ready to accept our friendly criticism and suggestions.

The following eight aspects provided for subject review by the Quality Assurance Handbook were thoroughly observed and reviewed:

1. Curriculum Design, Content and Review
2. Teaching, Learning and Assessment Methods
3. Quality of Students including Student Progress and Achievements
4. Extent and Use of Student Feedback, Qualitative and Quantitative
5. Postgraduate Studies
6. Peer Observation
7. Skills Development
8. Academic Guidance and Counseling

Our observations and findings are given in the following chapters.

2. BRIEF HISTORY OF THE UNIVERSITY AND THE DEPARTMENT

The University of Jaffna was first established as the Jaffna Campus of the University of Sri Lanka in October 1974 with two Faculties, the Faculty of Humanities and the Faculty of Science. The other Faculties were established gradually and now the University has eight faculties. The Faculty of Humanities was later renamed as the Faculty of Arts and it consists of twelve Departments and the Ramanathan Academy of Fine Arts for Music and Dance. When the Jaffna Campus was officially established, it was announced that this higher learning Institution would be the centre of excellence for Tamil and Hindu studies.

ablished at the inception of the Jaffna Campus. The lasapathy was appointed as the first Professor of Tamil ment of Tamil too. Well acclaimed Tamil scholars and professors like K. Kailasapathy, S. Vithiananthan, K. Sivathambi, A. Veluppillai, S. Suseendirarajah and A. Sanmugadas were guiding the Department during the last three decades.

At present the Department has eight permanent academic staff members including one professor, one Associate professor, three senior lecturers Grade I, two senior lecturers Grade II and a lecturer. All of them have post-graduate qualifications. The following table given in the Department Self Evaluation Report (SER) provides the details. The detail of Prof. A. Sanmugadas given in the SER is deleted here, since he is retired form service.

Serial No.	Name	Date of First Appointment	Present Designation	Educational Qualifications
1	Prof. S. Sivalingarajah	02.11.1981	Professor	B.A. (Jaffna) 1st Class - 1980 M.A.(Jaffna) -1986 Ph.D.(Jaffna) - 1996
2	Prof. M. Ragunathan	23.02.1989	Associate Professor	B.A. (Jaffna) 1st Class - 1984 M.A.(Jaffna) -1990 Ph.D.(Jaffna) - 2000
3	Mr. P. Senkathirchelvan	23.02.1989	Senior Lecturer Grade I	B.A. (Jaffna) 1st Class - 1988 M.Phil(Jaffna) -1997
4	Dr .K. Visakaruban	24.01.1994	Senior Lecturer Grade I	B.A. (Jaffna) 1st Class - 1993 M.Phil (Jaffna) -1997 Ph.D. (Thanjavur) - 2002
5	Dr.(Ms) S. Sivasubramaniam	02.12.1996	Senior Lecturer Grade I	B.A. (Jaffna) 1st Class - 1989 M.Phil (Jaffna) -1997 Ph.D. (Jaffna)- 2002
6	Mr. K. Arundaharan	01.10.2000	Senior Lecturer Grade II	B.A. (Jaffna) 1st Class - 1995 M.Phil (Jaffna) -2006
7	Mr. E .Cumaran	01.01.2003	Senior Lecturer Grade II	B.A. (Jaffna) 1st Class - 1998 , M. Phil (Jaffna)
8	Miss. S. Nadarajah	02.01.2006	Lecturer	B.A. (Jaffna) 1st Class - 1998 M.Phil (Jaffna) - 2004

The Department provides general and special degree programmes and also post-graduate programmes in Tamil. However, the studentsø number in the Department is gradually declining after 2005, especially in the general degree programme. Currently there are 17 students in the first year. Only 2 students are following the general degree programme in the

of the students in the special degree programme is 33. pulation in the Department from the year 2002.

Department of Tamil
Number of the Students from 2002 to 2008

Serial No.	Academic Year	First in Arts	Second Year		Third Year		Fourth Year
			General	Special	General	Special	
1	2002	153	14	28	15 / 20	35 / 39	53
2	2003&2004	62	10 / 18	35 / 52	14	26	35 / 39
3	2005	43	04	33	10 / 18	35 / 52	26
4	2006	19	06	18	03	22	21 / 45
5	2007	25	00	06	09	18	23
6	2008	17	01	09	01	06	18

The Department has revised the curriculum in 1999, 2003 and 2005. The list of course units, the Department offers after 2005 is given below:

1st Year

Semester 1
ATAC 11013 Introduction to Old Tamil Literature
ATAC 11023 Modern Tamil Literature & Literary Criticism
Semester 2
ATAC 12013 History of Tamil Literature
ATAC 12023 An Introduction to traditional & Modern Tamil Grammar

2nd Year

Semester 1
ATAC 21013 Study of Tamil Grammatical work Nannul
ATAC 21023 Tamil Classical literature with Special Reference to Cankam Poems,
      Tirukkural and Cilappatikaram.
ATAC 21033 History of Tamil Literature (Up to 900A.D.)
ATAC 21043 Paleography & Inscriptional Tamil
ATAE 21012 Ethical Literature in Tamil

Semester 2
ATAC 22013 History of Tamil Grammar
ATAC 22023 Tamil Bhakti Literature
ATAC 22033 History of Tamil Culture
ATAC 22043 An Orientations in Linguistics with Special Reference to Tamil
ATAE 22012 Political Literature in Tamil

ATAC 31013 Modern Tamil Grammar & Scientific Tamil
ATAC 31023 History of Tamil Literature (After 900 A.D.)
ATAC 31033 Tamil Folklore
ATAC 31043 Introduction to Indian Languages - Malayalam
        (or any other Dravidian Language)
ATAE 31012 Tradition to Tamil Commentaries

Semester 2
ATAC 32013 Study of Tolkappiyam: Eluttatikaram & Collatikaram
ATAC 32023 Tamil Media Studies
ATAC 32033 Study of Tolkappiyam: Ceyyuliyal & Meyppattiyal
ATAC 32043 Comparative Tamil Literature
ATAE 32013 Tamil Epics
ATAE 32023 Tamil for Music
ATAE 32033 Tamil for Dance
ATAE 32043 Techniques of Translation

4th Year
Semester 1

ATAC 41013 Study of Tolkappiyam: Akattinaiyiyal,Purattinaiyiyal, Kalaviyal, Karpiyal and Poruliyal
ATAC 41023 Sri Lankan Tamil Literature
ATAC 41033 Literature of the Tamil Diaspora
ATAC 41043 Cankam Literature
ATAC 41053 History of Tamil Research

Semester 2
ATAC 42013 Tamil Grammatical Tradition
ATAC 42023 Dravidian Linguistics
ATAC 42033 Tamil Literary Criticism
ATAC 42046 Dissertation

The Department of Tamil currently offers few more courses on Modern Tamil literature that are not included in their SER.

The Department also offers MA, M. Phil and PhD programmes in Tamil. M.A is a one year programme mainly with taught courses and a dissertation. M. Phil and PhD are research degrees. So far the Department has awarded 13 PhD, 37 M. Phil and more than 50 M.A degrees. Currently 6 candidates are engaged in research for M. Phil and PhD and the MA programme is temporarily suspended.

3. AIMS AND LEARNING OUTCOMES

Below we reproduce the Aims and learning Outcomes given in the SER of the Department of Tamil, University of Jaffna without any modifications.

...ction of a Classical language that has a continuous and rich literary heritage and analyzing some of those literary compositions offer a major intellectual challenge, requires a range of skills, and has relevance within many spheres of human activity.

In this context, we aim to provide:
1. Degree programmes that offer a high quality learning experience and expose students to recent advances in knowledge and techniques that are represented in the research strengths of the Department.
2. Interesting and challenging learning opportunities to develop the studentsø academic interest and potential within the semester based modular teaching structure of the University
3. sufficient knowledge and transferable skills that will encourage the students to participate effectively in Tamilological research and to be well-placed to meet the needs of potential employers;
4. an opportunity for students from other Departments in the University to study Tamil language and literature at a level appropriate to their needs.
5. within the restricted resources of the Department, support for the teaching staff to develop cooperative spirit and for their career development.

3.2 Learning Outcomes

On successful completion of our three year or four year study programmes, students should have

1. gained a knowledge in many areas of Tamilology, based on course units that provide initial broad frameworks followed by progressively increasing in depth of study;
2. learnt to apply the knowledge and understanding to research;
3. developed a range of personal and transferable skills, namely, critical ability, data handling and interpretation, information management, oral and written communication and team work, and been trained to apply them to varied situations;
4. developed their ability for critical and self-directed learning.

On successful completion of the four-year programme, students should have gained knowledge and understanding

5. in Tamil grammar and linguistics (B.A. Honours), of the ancient and medieval grammatical works, the grammatical categories, class features, structural and functional aspects, including comparison of modern Tamil
6. in Tamil literary history and the principles of literary criticism, of the ancient, medieval and modern literary texts;
7. in Tamil folklore and Tamil journalism;
8. in Tamil culture, inscriptional and technological Tamil;
9. in translating various texts into Tamil and into other languages especially English.

To help to achieve the outcomes in 1 to 9, our programme offers a learning experience that is intended to enable students to

...ication at entry to the University, gradually developing ...derstanding, based on a broad and multidisciplinary ...

11. study in fields in which they are interested by offering choice of units by which students are allowed to broaden as well as deepen their educational experience;
12. undertake final-year research project from the wide range of research areas offered by the Department on the recommendation by active research staff;
13. benefit from curriculum in which the design and teaching are enhanced by the collective efforts of staff, students and other University services;
14. interact with staff who are committed to teaching and learning within a research environment and who appreciate the importance of these activities in relation to their development and promotion;
15. have a reasonable and manageable workload within University guidelines;
16. be aware of the details of the contents of the academic programmes, requirements and assessment methods;
17. receive fair and appropriate assessment for progression and grading;
18. have access to adequate support and resources
19. have access to academic counseling and be aware of specialist help that is available within and outside the University.

4. FINDINGS OF THE REVIEW TEAM

The findings of the review team are discussed briefly in this chapter and our judgments are given at the end of each sub section.

4.1. Curriculum Design, Content and Review

As stated in the Department SER, most of their graduates opt for teaching. Some join administrative jobs both in governmental and non-government institutions. Only a few prefer research and academic career. Therefore their curriculum is designed to provide students a thorough Knowledge and skills in the ancient, medieval and modern Tamil language and literature. Their curriculum mostly confirms the learning outcomes they have described in the SER.

Their syllabi cover a vast area of classical and medieval Tamil grammar and literature. They also provide few courses on modern Tamil literature and grammar, folklore and linguistics. The students who follow these courses gain sufficient knowledge and skills in these areas of their subject. The review team considers this as the strength of their curriculum.

The Department is also flexible to review and revise their curriculum and syllabi time to time. First they revised their curriculum in 1999 to make it relevant to the newly introduced Semester Course unit System. They again revised it in 2003. The existing curriculum was revised in 2005. Few new courses have also been introduced last year. This trend shows their flexibility and adaptability. We see this also as their strength.

The weakness of their curriculum is that, the content is mostly literature dominant. Nearly 72% of their courses are on literary subjects and only 28% of the courses are language courses. (Out of the 35 taught courses they have given in the SER only 10 courses are on language and grammar and 25 courses are on literature).

...lar Department. This is the situation in all language ...rsities. Vast majority of the academics in the language departments of our universities are trained in literature and / or in traditional grammar. Many of our language departments have no academics trained in linguistics, and who can design and teach varieties of language courses. The result is the literature dominant courses in our language departments. An ideal curriculum and syllabi of a language department should maintain a balance between literature and language courses.

There were some senior academics trained in linguistics in the Department of Tamil, University of Jaffna during the past two decades. However, after their retirement, no one is trained in linguistics in the Department. The Department should take necessary steps to traine some of their academic members in linguistics in order to broaden their curriculum that provides wider choice to their students.

The Department has given more importance to the classical and medieval literary and grammatical works than the modern Tamil literary works. However, it is encouraging that they are accepted our suggestion to introduce some more courses on modern topics that would provide the students more knowledge and skills to deal with the contemporary socio-cultural problems.

After a lengthy discussion with the academic staff in our feed back session on the Day 3, we are convinced with their understanding of the situation, their flexibility and adaptability, *Our overall judgment on their curriculum design, content and review is GOOD.*

4.2. Teaching, Learning and Assessment Methods.

The Department has a team of highly qualified permanent academic staff members with a professor, an Associate professor, three senior lecturers Grade I, three senior lecturers Grade II. Among them there are 4 PhD and 4 M. Phil holders. Most of them have more than ten years of teaching experience. Although the Department, as all the other departments, suffered a lot due to the war, displacement and security problems in the North, the teaching and learning in the Department is commendable. The staff and students tried their best to keep up their academic programmes amidst the continuous security problems.

Most of the courses are taught through a combination of lectures, tutorials and discussions. Sometimes the teachers give notes or handouts. The students are given a list of reference books and encouraged to read themselves. The students have to write two or three tutorials/ assignments for a course unit in a semester. They are corrected and discussed by the teacher.

The final year special degree students have to submit a research project valued for 6 credits and each student is assigned a supervisor. This is an opportunity for the students to closely work with the teachers. Here the students apply the theoretical knowledge they gained through out their learning sessions. They have to do library and field research. The Department has the practice of proposal presentation by the students during the first semester of the fourth year. They also conduct viva voce examination as a part of the assessment scheme of the research project. Most of the dissertations submitted by the students are good in standard.

...evel of the students in each course is done by semester-...essment that comprises two to three tutorials and on the ...o examination and 25% to the tutorials. Moderation of question papers and the second marking of the answer scripts are done internally. The Department also uses marking schemes to mark answer scripts although, it is not yet systematized.

These are the good practices and strengths we observed in teaching and learning process.

The Department has no multi-media facilities and it is not used in teaching. The Department does not provide computer learning facilities too to the students. However, the Faculty has a computer unit for the students and most of the students utilize the facilities in a limited way. According to the students since the working speed of the computers is very slow they could not utilize the facilities optimally.
They do not conduct mid-semester examinations as one of the components of continuous assessment.
These are the weakness we observed.

Our overall judgment of the teaching, learning and assessment method is GOOD.

4.3 Quality of Students including Student Progress and Achievements

Overall progress and achievement level of the students are commendable. Most of the students follow special degree programmes in the Department. Their recruitment criterion for special degree programme is satisfactory. As it is stated in the Department SER "the minimum requirement for Selection to Special Degree Programmes in Arts (1) should have obtained a GPA of not less than 2.7 calculated for the course units in the subject of specialization in the first year and obtain no õFö grades in the course units in the subject of specialization and (2) Should have obtained a GPA of not less than 1.7 calculated for all the course units of the principal subjects in the First year other than the course units in the subject of specialization.ö

Some of the students could not complete their degree programme each year due to external factors. That is due to the war and displacement. From 2002 to 2007 out of 241 students 35 of them couldnøt complete their degree. However, most of the students have completed their programmes successfully within the stipulated period. Although the Department has a fixed 80% attendance criterion for allowing the students to sit the examination, they couldnøt strictly follow that due to the war situation until very recently.

Student achievement may be measured by their examination result. If we look at the results from 2002 to 2006 (annexed), 54% to 71% of them have been awarded 2nd class upper division. The only exception is the year 2007. Out of 23 students only 2 got 2nd class upper division and 9 got 2nd class lower division and 12 students did not complete. This is obviously because of the recommened war.

The Review Team randomly went through some of the tutorials, answer scripts and dissertations of the students. These documents reveal the standard of the students.

Our overall judgment of the quality of students including student progress and achievements is GOOD.

...back

...ed for student feedback in the Department. As stated in their SER, õstudentsø feedback on curriculum, teaching and assignments is obtained only by friendly talks with the students by the teachers. Evaluation forms could be used. In future such arrangement will improve the feedback system.ö The Department uses a printed questionnaire for student feedback, and it is handled by the lecturers themselves. This is not suitable to obtain the free opinion of the students. The Department and the Faculty should develop a student centered feedback system in the future.

Our judgment on Extent and Use of Student Feedback, Qualitative and Quantitative is UNSATISFACTORY.

4.5 Postgraduate Studies

The entire postgraduate programs in the University are run by the Faculty of Graduate Studies. However, the departments are responsible for their own programmes.
The Department of Tamil offers MA, M. Phil and PhD programmes in Tamil. M.A is a one year programme mainly with taught courses and a dissertation. M. Phil and PhD are research degrees. All these postgraduate programmes are part time programmes.

So far the Department has awarded 13 PhD, 37 M. Phil and more than 50 M.A degrees. Currently 6 candidates engage in research. 2 students for PhD and 4 students for M. Phil. The MA programme is temporarily suspended.

The Department has enough qualified staff to supervise the existing postgraduate students. The staff members with PhD are allowed to supervise at the postgraduate level. Each student is assigned a supervisor at registration. They meet their supervisors at least once in a month and when it is necessary. The students are taught research methodology before they engaged in research. The Department records show that their completion rates are good.

No financial assistance is available for the students at the Department, Faculty or University level. Most of the students spend their own money to get their degrees.

Apart from the staff, there are no other research facilities available in the Department. However, the university library provides sufficient facilities for post graduate studies in Tamil although the accession of new books is slow. Some of their PhD and M. Phil dissertations have already been published and their standard is good.

Our overall judgment on the Postgraduate Studies is GOOD.

4.6 Peer Observation

There is no evidence for the practice of peer observation in the Department. According to the Department SER õpeer observation is done occasionally and the comments are passed on to the Head of the Department.ö However, there is no record for this practice. The Department agreed that they should develop a system of effective peer observation to improve the quality of teaching.

Our judgment on Peer Observation is UNSATISFACTORY.

Department states in their SER as follows:

õOn successful completion of our three year or four year study programmes, students should have

- gained a knowledge in many areas of Tamilology, based on course units that provide initial broad frameworks followed by progressively increasing in depth of study;
- learnt to apply the knowledge and understanding to research;
- developed a range of personal and transferable skills, namely, critical ability, data handling and interpretation, information management, oral and written communication and team work, and been trained to apply them to varied situations;
- developed their ability for critical and self-directed learning.ö

Skills development is an integrated aspect of teaching and learning in the Department. The students are trained in critical thinking and problem solving while they are learning their course units. The tutorials and presentations help the students to develop their skills in oral and written communication.

However, the students did not involve a variety of extra curricula activities within the campus in the after noon or evening because no students remained in the campus after 3.00 pm due to the curfew and the security problems prevailed during the past several years. That was a hindrance to the students to develop their skills in a variety of socio-cultural activities during their campus life.

Apart from this short coming, the skills development through the curriculum and the teaching and learning process in the class room is satisfactory.

Our judgment on the Skills Development is SATISFACTORY.

4.8 Academic Guidance and Counseling

Regarding to academic guidance the Department ESR briefly states the following: õGuidance to students is readily available from staff and from Student Counselors. Course details and information on academic support are contained in the Hand Book published by the Faculty of Arts. Day to day arrangements in the Department are communicated through staff announcements in teaching sessions or on notice boards. Lecturers recommend reference materials and other learning aids.ö Apart from this, as we understood the academic staff members maintain close contact with the students and advice them whenever they seek advice on academic maters.

Understandably the students had to face a lot of socio ó psychological problems due to the war and security situations in the North. Therefore, the University has developed a system of counseling to the students. Student counselors help the needy students. Some of the academic staff members of the Department of Tamil voluntarily and officially involved in student counseling not only at the Department level but also at the Faculty and the University levels. Their involvement in student counseling is commendable.

Our judgment on Academic Guidance and counseling is SATISFACTORY.

...ing the visit by the review team, the eight aspects were

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	Unsatisfactory
Postgraduate Studies	Good
Peer Observation	Unsatisfactory
Skills Development	Satisfactory
Academic Guidance and Counseling	Satisfactory

5. CONCLUSIONS

In this chapter we summarize our findings and judgments in the given format.

1. **Curriculum Design, content and Review**

Strengths:
Their curriculum mostly confirms the learning outcomes they have described in the SER. The students who follow these courses gain sufficient knowledge and skills in these areas of their subject. The Department is also flexible to review and revise their curriculum and syllabi from time to time.

Weakness:
The content is mostly literature dominant. (However, this is common to all the language departments in Sri Lankan universities.) Comparatively less importance is given to modern literary and language courses.

Overall judgment is good

2. **Teaching, Learning and Assessment Methods**

Strengths:
The Department has a team of highly qualified permanent academic staff members. Most of them have more than ten years of teaching experience. Amidst the war, displacement and security problems, the teaching and learning in the Department is commendable. Most of the courses are taught through a combination of methods. Students are encouraged to apply their theoretical knowledge in their practical research. Their assessment method includes semester end examination and continuous assessment. Question papers are moderated and answer scripts are marked by two examiners

...omputer and multimedia facilities for their students and ...ination system.

Our overall judgment on teaching, learning and assessment method is good.

3. Quality of Students including Students Progress and Achievements

Strengths:
Overall progress and achievement level of the students are commendable. Their recruitment criterion for special degree programme is satisfactory. More than 54% of the special degree students get 2nd class upper division for the last several years. Randomly reviewed answer scripts, tutorials and dissertations confirm their quality.

Weakness:
A number of students could not complete their degree each year. This is mostly because of the war and displacement.

Our overall judgment is good.

4. Extent and Use of Student Feedback, Qualitative and Quantitative

There is no a systematic method adopted for student feedback in the Department.

Our judgment of this aspect is unsatisfactory.

5. Postgraduate Studies

Strengths:
The Department of Tamil offers MA, M. Phil and PhD programmes in Tamil. So far the Department has awarded 13 PhD, 37 M. Phil and more than 50 M.A degrees. Currently 6 candidates are engaged in research, 2 students for PhD and 4 students for M. Phil. The MA programme is temporarily suspended. The Department has enough qualified staff to supervise the existing postgraduate students. The students are taught research methodology before they engaged in research. The Department records show that their completion rates are good.

Weakness:
No special funding available to the Department or to the students.

Our overall judgment on Postgraduate Studies is good

6. Peer Observation

There is no evidence for the practice of peer observation in the Department.

Our judgment on this aspect is unsatisfactory.

Skills development is an integrated aspect of teaching and learning in the Department. The students are trained in critical thinking and problem solving while they are learning their course units. The tutorials and presentations help the students to develop their skills in oral and written communication.

Weakness:
The students could not involve and develop skills in a variety of extra curricular activities due to the war situation during the past several years.

Our overall judgment on skills development is satisfactory

8. Academic Guidance and Counseling

Lecturers have personal contact with the students to give them academic guidance. Some of the Department lecturers are voluntarily or officially involved in counseling for needy and affected students due to the war and security situation in the North.

Our overall judgment on academic guidance and counseling is satisfactory.

6. RECOMMENDATIONS

The review team wishes to recommend the following for the future development and the continuous quality improvement of the programmes offered by the Department:

1. The Department should recruit or train at least two academic staff members in modern linguistics who will be able to design syllabi for and teach a variety of new language courses in the future which would enable the students to develop skills in language and communication.
2. The Department should further broaden their curriculum and syllabi to include current topics on the sociology of literature and socio linguistics and to give wider choice to their students.
3. If the temporarily suspended one year M.A. Programme is recommended, the existing syllabi should be revised to enhance its quality.
4. Compared to other universities, the GPA for awarding classes is rather low (3.5 for 1st class and 3.25 to 3.49 for 2nd upper). The Faculty and the University should take necessary steps to revise this and to further upgrade the quality of their degrees.
5. The Department and the Faculty should design an independent and effective student feedback system.
6. The Department and the Faculty should also implement a system of peer observation and regularize it to enhance the quality of teaching.

EW VISIT

08.30 ó 09.00	Private meeting of the Review Panel with QAA Council representative
09.00 ó 09.30	Discussing the agenda for the visit
09. 30 ó 10.30	Meeting with the Vice Chancellor, chairman internal QA unit (working with tea)
10.30 ó 11.30	Department presentation on the Self Evaluation Report
11.30 ó 12.30	Discussion
12.30 ó 13.30	Lunch
13.30 ó 14.30	Observing Departmental facilities
14.30 ó 16.00	Observing other facilities (Library, Computer Unit, etc.)
16.00 ó 16.30	Meeting with Department Academic Staff
16.30 ó 18.30	Report writing

Day II (15.09.2009) Tuesday

08.30 ó 09.00	Observing documents
09.00 ó 09.30	Observing teaching ó ATAC 22023
09.30 ó 10.00	Observing teaching ó ATAC 420 (working with tea)
10.00 ó 10.30	Observing teaching ATAC 12013
10.30 ó 11.00	Observing student presentation
11.00 ó 11.30	Meeting with students 3rd year
11.30 ó 12.00	Meeting with students 2nd year
12.00 - 12.30	Meeting with students 1st year
12.30 ó 13.00	Meeting with students 4th year
13.00 ó 13.30	Lunch
13.30 ó 14.00	Meeting with non-academic staff
14.00 ó 14.30	Meeting with Passed out students
14.30 ó 15.30	Meeting with student counselors and Coordinator Career Guidance (working with tea)
15.30 ó 16.00	Meeting with Postgraduate students
16.00 ó 16.30	Observing documents
16.30 ó 18.30	Report writing

Day III (16.09.2009) Wednesday

08.30 ó 09. 30	Meeting with Head and Staff for reporting
09.30 ó 10.30	Report writing (working with tea)

MET DURING THE VISIT

2. Head and the Academic staff members
3. Students, (1st ,2nd, 3rd and 4th years)
4. Post-graduate students
5. Non-academic staff members
6. Librarian
7. Student counselors and Coordinator Carrier Guidance

Annex 3. LIST OF THE TEACHING SESSIONS OBSERVED

1. ATAC 22023 Tamil Bhakti Literature
2. ATAC 42013 Tamil Grammatical Tradition
3. ATAC 12013 History of Tamil Literature

Annex 4. LIST OF FACILITIES OBSERVED

1. Facilities in the Department: Office space, equipments, Stationeries, Staff rooms and class rooms.
2. Library
3. Computer Unit

Annex 5. LIST OF DOCUMENTS OBSERVED

1. Academic norms
2. Cadre position
3. Department meeting minutes
4. Department time table
5. Dissertations, BA, MA, MPhil
6. Past question papers (5Years)
7. Marking schemes (5years)
8. Tutorials and Assignments (Highest and lowest)
9. Assignments marks
10. Examination marks files
11. Answer scripts
12. Examiners list
13. Syllabi
14. Revised syllabi
15. Library book collections
16. Annual reports
17. Time tables (Lecturers)
18. Curriculum vitae (staff)
19. GPA, Semester rules and regulations
20. Students information (Passed out and Post-graduate)
21. Students feedback forms
22. Staff feedback forms
23. Peer observation process
24. Society
25. Handouts

29. Social harmony related activities
30. Extra curricular activities/ connection with other universities/workshops
31. Post-graduate course information