

SUBJECT REVIEW REPORT

**DEPARTMENT OF
PALI & BUDDHIST STUDIES**



***FACULTY OF HUMANITIES
UNIVERSITY OF KELANIYA***

27th to 29th September 2006

Review Team :

Prof. Amarasiri de Silva, University of Peradeniya

Prof. G. Ariyapala Perera, University of Sri Jayewardenepura

Dr. G. A. Somaratne, University of Peradeniya

CONTENTS

	Page
1. Subject Review Process	2
2. Brief History of the University and the Department	3
3. Aims and Learning Outcomes	4
3.1. Aims	4
3.2. Learning Outcomes	5
4. Findings of the Review Team	5
4.1. Curriculum Design, Content and Review	5
4.2. Teaching, Learning and Assessment Methods	7
4.3. Quality of Students including Student Progress and Achievements	11
4.4. Extent and Use of Student Feedback, Qualitative and Quantitative	12
4.5. Postgraduate Studies	12
4.6. Peer Observation	13
4.7. Skills Development	14
4.8. Academic Guidance and Counselling	14
5. Conclusions	15
6. Recommendations	15

1. SUBJECT REVIEW PROCESS

The subject review process introduced by the Committee of Vice Chancellors and Directors and the University Grants Commission has been designed to evaluate the quality of education within a specific subject or discipline, for both undergraduate and postgraduate programmes in a university. It specifically focuses on the quality of the student learning experience and student achievement.

Higher education is a 'public good' and plays a crucial role in the economic and social development in Sri Lanka. As public institutions delivering this public good, the universities in Sri Lanka have a responsibility to maintain and improve upon the high standards and the quality of higher education.

This report presents the findings of a review of the quality of education provided by the Department of Pali and Buddhist Studies, University of Kelaniya (DP&BS-UK). The review was conducted at the Department from 27th to 29th of September 2006 adhering to the guidelines provided in the *Quality Assurance Handbook for Sri Lankan Universities*, published by the CVCD and University Grants Commission in July 2002. The review process was based on the Self Evaluation Report (SER) submitted by the DP&BS-UK and supported by the information gathered from the three-day site visit to the department.

The SER has been prepared under following headings:

1. Overview
2. Students and Staff facilities
3. Curriculum design, content and review
4. Teaching, learning and assessment methods
5. Quality of students, student progress and achievements
6. Student feedback
7. Postgraduate studies
8. Peer observation
9. Skills development
10. Academic Guidance, and
11. Employability

In the review process, attention was focused on the following eight aspects as emphasized the *Quality Assurance Handbook*:

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, and
8. Academic guidance and counselling.

The evaluation of eight aspects was supplemented by the information gathered at the,

- discussions held with the Dean, Head of department, academic staff, undergraduate students representing different years and postgraduate students
- observation of department facilities (lecture rooms, laboratory, staff rooms, office space etc.) and other facilities of the faculty and the university
- observation of teaching sessions
- Reviewing of documents available at the department, such as examination papers, marking schemes, answer scripts, minutes of departmental meetings, Sociology and Anthropology Society magazines.

Each of the eight aspects was judged as good, satisfactory, or unsatisfactory paying attention to the strengths, good practices and weaknesses found in each area. Taking into consideration the judgments given to the eight aspects, an overall judgment was given as confidence or limited confidence or no confidence.

2. A BRIEF HISTORY OF THE UNIVERSITY AND THE DEPARTMENT

The University of Kelaniya has its roots in the historic Vidyalkara Pirivena and University that was in Kelaniya which were prominent centres of learning, particularly in study of oriental languages that was founded in 1875 in Peliyagoda Kelaniya. In 1957 under the Vidyodaya Vidyalkara University act the Pirivena was converted to a University which began to identify so since 1959 with the leadership of Ven Kiriwattuduve Pagnarama who became the first vice chancellor of this university. Under the 1966 Act, lay students both male and female were recruited to the university which was traditionally confined to the Buddhist clergy. In 1975, the faculties of the university with its administration were brought to the premises where the current Kelaniya University is located. The university which was confined to the faculties of oriental languages, geography, Buddhist studies and philosophy, economics, math and education has now been expanded and includes other faculties such as humanities, sciences, social sciences, medicine, management and commerce and postgraduate studies. The university now has six faculties and forty four departments engaged in teaching, research at undergraduate and graduate levels. The academic work of the university is well known and students from different countries participate in study programmes especially in Pali and Buddhist Studies, which is known for its academic contribution in the particular field.

The fact that the university is located within close proximity to the city capital of Colombo which is only eight km away is an advantage to the university. The university is thus able to connect up with government and other institutions located in Colombo. There are three institutions affiliated to this university namely, Postgraduate Institute of Pali and Buddhist Studies, Postgraduate Institute of Archaeology, and Wickramarachchi Ayurvedic Institute.

The Department of Pali and Buddhist Studies at Kelaniya University started in 1972. Before that these subject areas were comprised of two faculties in the Vidyalandara University. The three subjects now taught in this department were founded as academic disciplines mainly by the founder Vice Chancellor Dr. Kiriwaththuduwe Sri Pragnasara, Prof. Polwatte Sri Buddhaddatta, Prof. Rerukane Chandawimala, Prof. Bambarande Siri Sesvali and Prof. Moratuwe Sasanarathana. These subjects were enriched since 1972 by the contributions of Prof. W.S. Karunarathne, Prof. N. A. Jayawickrama, Prof. Y. Karunadasa, and Prof. M. M. Marasinghe, Ven. Prof. Kaakakapalliye Anuruddha, and Prof. A. A. Jayasuriya.

3. AIMS AND LEARNING OUTCOMES

The programme of study at the Department of Pali and Buddhist Studies, University of Kelaniya, which comprises the three subject areas of Pali, Buddhist Philosophy and Buddhist Culture, is designed to achieve the following aims.

3.1. Aims

The general aims which apply to all subject areas and programmes are to:

- provide a comprehensive education for students in special and general degree programmes
- Improve comparative and historical perspectives in the study areas
- bring about a change in attitudes and personality of students
- develop leadership skills in students
- appreciate the cultural heritage of the Buddhist world
- develop a research environment in the department for students and staff
- develop students' critical, creative, logical, analytical & other transferable skills and qualities.
- improve and enhance employability of students.

The subject related aims are to:

- provide a thorough knowledge of theories, concepts, and principles of Buddhist Philosophy and culture
- train students to apply Buddhist principles in the areas of social and religious harmony, mental and physical health, communication, management, community and national development, policy planning, social work and welfare and family counselling.
- introduce Pali into the school curriculum by 2010
- provide skills required to compose, edit and translate Pali texts and communicate in Pali
- apply Pali language for learning other subjects such as history, philosophy, culture, literature, archaeology, Ayurvedic medicine and astrology

3.2. Learning Outcomes

On the completion of the study programme, the students will have the following learning outcomes:

- A comprehensive knowledge of Buddhist Philosophy, Buddhist Culture, and Pali
- Ability to apply Buddhist theories, concepts, methods to daily life
- Analytical skills in Buddhist philosophy and culture with rational and critical perspectives
- Personality qualities such as positive thinking and attitude, commitment to hard work, ethnic and gender sensitivity, and development and community orientation.
- Independent research ability and enhanced quality of research and publications
- Continuation of Postgraduate studies
- Development of a sense of safeguarding Buddhist values and cultural heritage
- Ability to compose, edit and translate Pali texts
- Teaching in the pirivenas and schools in various subjects such as Pali, Buddhism, Buddhist Civilization, Tripitaka, Traditional History, Prakrit etc.
- Developing qualities of good citizens who think and act positively and independently

4. FINDINGS OF THE REVIEW TEAM

4.1. Curriculum Design, Content and Review

- The department teaches three separate subjects: (1) Pali, (2) Buddhist Philosophy, and (3) Buddhist Culture. It runs three special degree programmes, one for each subject.
- The department runs a general degree programme of its own as well as contributes to the faculty general degree programmes. There is also a Diploma programme in Pali and Buddhist Studies designed specifically for foreign students.
- The number of courses offered by the department under its programmes amounts to 120 which are taught by permanent, visiting and temporary lecturers (junior fellows) whose numbers are 15, 13 and 04 respectively.
- In 2002 the department introduced the course unit system where many new courses are taught. Some of the courses taught under the previous system were also incorporated; in some instances distributing them into two semesters as two course units.
- Courses offered by the department have been designed to impart subject-specific knowledge, skills, and attitudes.
- The courses offered by the department for the general degree are assigned two credits each, while those in the special degree programme are all four credits each, except the dissertation which has 10 credits. The dissertation should be completed in one semester.
- Only those students who have passed Pali as a GCE A/L subject are allowed do Pali at the university. As such curriculum has been designed to

suit the advanced students who are exposed to Pali before entering the university.

Observations

- The review team noted that the department has several practical and timely courses in the curriculum. Examples are BUPH 32062 Buddhist meditation, BUCU 32062 Ayurveda and Buddhist culture, BUCU 32052 Buddhist concept of environmental ethics, and BUCU 22062 Buddhist concept of management.
- The review team is of the view that the content of the three programmes and the diploma programme is of high quality. However, it was observed that the textbooks and recommended readings are not adequately available in the main library for student use.
- The curriculum comprising three subject areas and the diploma and 120 courses is well designed to include all required aspects of the subject areas.
- Since there is no teaching of Pali at schools, often Buddhist monks who had a pirivena education receive the benefits of the Pali programmes at the university.
- The department is of the view that if Pali is taught at schools as a subject it would help the department to get sufficient number of students for the Pali programme. In order to do that the department needs to produce adequate graduate teachers who could teach Pali in the schools. The reviewers are of the view that the department target to introduce Pali to the school curricula by 2010 could be an unattainable goal; the reason being that the number of graduates passing out from the department is limited to less than 20-25 per year.
- The students for the Pali programme in the department are recruited from among the first year students in the faculty of arts as well as from the special intake. However the numbers are not adequate to meet the demand for Pali graduates if the intension is to introduce Pali as a school subject as it proposed by the department.
- Taking into account the student numbers, of the three subject areas, the most popular subject is Buddhist Philosophy while Pali and Buddhist Culture come second and third respectively. Incidentally, this is in keeping with the distribution of permanent staff members in the three subject areas of the department (refer Table 2)
- Graduates who pass out from the programme have adequate employment opportunities in the country mainly in pirivenas numbering about 300, schools, and higher educational institutes such as departments of Pali and Buddhist Studies and the two Buddhist universities in the country.
- Those graduates who have acquired English language skills find jobs and opportunities abroad.
- The library facilities at the department have been considerably improved during the last few years. However, the use of this library is restricted to the staff and the foreign students. The space allocated for this library is inadequate.

It is the view of the review team that the curriculum design, content and review of the department can be judged as good.

4.2. Teaching, Learning and Assessment Methods

- The general degree programme is taught in both Sinhala and English while the Diploma programme is taught only in English. The special degree programmes are taught only in Sinhala.
- Special degree students are required to take course units consisting of 96 credits from the main subject area. The rest 16 courses could be taken from the other two subject areas of the department or from those subjects that are offered in the faculty or other faculties. In addition there are 8 credits that are obtained in the first year which make the total credit 120. The following table shows the offerings of courses in each of the three subject areas in the special degree programme.

Table 1 <i>Distribution of Courses</i>				
	<i>Core</i>	<i>Electives</i>	<i>Other</i>	<i>Total</i>
2 nd Year	08	02		10
3 rd Year	08	02		10
4 th Year	06	02	Dissertation	09
Total	22	06	1	29

- Each course syllabus clearly states the course code, name of the course, whether it is core or elective, year and the semester, aims and objectives (given together), content, methods of teaching, methods of assessments, and recommended readings (both in English and Sinhala). The syllabi of the Diploma programme also follow the same format.
- The programme and course details are made available to the students in two ways: a) each semester, the department displays on notice board the relevant syllabus of each course. b) The teachers explain the course content to the students on the first day of the class in each course.
- Copies of the relevant Pali texts are made available to those who follow Pali courses. However in some instances students are asked to make their own copies due to restricted issue of stationery to the department by the university.
- Students are taken on an annual field trip in which each student is asked to produce a report.
- Class attendance of students in each course is taken daily and records are kept in file under the name of the course instructor, which is a good practice to continue.
- The teacher time tables indicate that there are 13 classes held after 4 pm. However, as reported by a few teachers students do not fully attend these evening classes (after 4pm) in most instances.

Observations

- The time allocated for each course, that is, 15 weeks or 45 hours, was seen as inadequate by the lecturers and students. Of the 15 weeks, the first two weeks are usually spent on registering for the courses. Strikes and holidays also contribute to further reduction of duration of teaching and learning. Both the teachers and the students expressed the difficulty in covering the planned course content.
- Classrooms and facilities for Humanities Faculty are limited. As a result some classes have even been held under the trees and in the corridors. This has retarded the effective use of modern technology in class room setting.
- The students following the special degree programme in each of the three subject areas in the department have selected course units as electives from the same department and also from other relevant departments in the faculty such as Sanskrit, Sinhala and Philosophy.
- Student attendance in late evening classes (number seems few) was reported to be poor, particularly those held after 4:00 pm. However, Students with whom the reviewers had discussions pointed out that most of their classes come to an end by 4:00pm everyday; in some days classes end by lunch time.
- The workload of some teachers is unusually high according to the timetables and information provided by the teachers. Following table shows the distribution of workload (actual hours of class room teaching) of each teacher of the department in Semester 1 of 2006

Table 2

<i>Lecturer</i>	<i>Number of Courses</i>	<i>Hours Per Week</i>
JF1	08	15
JF2	08	15
JF3	11	17
JF4	07	12
PL	15	25
PL	08	13
PL	09	13
PL	07	09
PL	09	16
PL	06	13
PL	04	12
PL	07	15
PL1	08	12
PL2	06	17

<i>Lecturer</i>	<i>Number of Courses</i>	<i>Hours Per Week</i>
PL4	07	04
VL 1	02	02
VL10	01	02
VL11	01	02
VL12	02	02
VL13	03	-
VL2	01	02
VL3	01	02
VL4	02	02
VL5	02	02
VL6	01	02
VL7	01	02
VL8	01	02
VL9	01	02

- As most of the courses are taught in both English and Sinhala, the number of courses per teacher seems to be high. However, this is not considered an overburden by the staff members as they do not involved separate preparation for such English medium courses.
- Students are assessed with an assignment and a final examination. 80% of the marks is allocated for the final examination. The rest 20% is given to the assignment which is an essay based on a topic agreed between the student and the teacher.
- Question papers are moderated, and answers scripts of the special degree students are second marked by external examiners. There is a collection of past exam papers nicely bound and available in the department. The questions given in the question papers reflect the contents and the degree of intensity of the courses. These questions also assess the intended transferable skills of students.
- The experienced teachers in the department teach courses in all three subject areas.

- Currently there are 5 positions for Pali, 7 for Buddhist Philosophy and 2 for Buddhist Culture.
- The department needs at least 30 teachers to conduct its programmes in the three subject areas, according to the teachers.
- The teachers want to reintroduce the special degree programme in English medium but they are delaying it due to staff problem.
- It was noted that a senior member of the department has taken initiatives to introduce a subject-based English course informally, which is appreciated by the students.
- The students mentioned that the English courses conducted by the ELTU of the Faculty are of no use.
- Students highly commended the method of presentations as an assessment in a few courses. They felt that they could learn and gain more from such assignments.
- Though the teachers prefer to use other assessment methods, due to high workload, they do not wish to introduce them.
- The students fear any additional assessments methods as such introductions could be an overburden. For example, they do not like mid-semester exams to be introduced.
- It became evident that the separation of the Faculty of Arts into two in the recent history (Humanities and Social Sciences) has badly affected the Humanities Faculty and specifically the Department of Pali and Buddhist Studies. There seems to be an unnecessary and unhealthy competition between the two faculties when it comes to intake of students, sharing of resources, particularly classroom space.
- The current Faculty practice is to keep the student assignments in the respective departments as examination evidence, without returning them to the students with comments and feedback. This practice is an obstacle to the aims and objectives of the process of continuous assessment in the course unit system.
- It appears that the students are not exposed to various methods of assessing them other than examinations, term-papers, tutorials and presentations.

It is the view of the review team that the teaching, learning and assessment methods of the department can be judged as good.

4.3. Quality of Students including Student Progress and Achievements

- The reviewers are of the view that a majority of students display a high quality in their achievements and learning experiences.
- The following table shows special degree students in the three disciplines as at 2006
- There are 36 foreign students in the diploma programme of Pali and Buddhist studies and 5 foreign students in the postgraduate programme.
- However, the graduates of the department still find employment opportunities as teachers in the Pirivenas and schools and in some private sector institutions.

Table No.3				
<i>subject</i>	<i>2nd year</i>	<i>3rd year</i>	<i>4th year</i>	<i>Total</i>
Buddhist Philosophy	23	20	20	63
Buddhist Culture	02	01	14	17
Pali	09	14	10	33
Total	34	35	44	113

- The students produce and edit an academic journal 'Sarada' which is a good quality journal that provides an opportunity for students and junior staff to publish their research findings. This is a good practice that needs continuity.
- Research publications of the teachers displayed in the department and the public appearances of some of the teachers in media etc are an encouragement for the students.
- There is a research presentation every month by one of the staff members which attended by the other members of the staff.
- There is a website for the department spelling out the courses, study programmes and details of the staff.
- There are several gold medals and scholarships established in the department which is a form of encouragement for the students.

It is the view of the review team that the Quality of Students including Student Progress and Achievements is good.

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

Use of Student Feedback:

- The Department had designed a student feedback form and it has been used recently in receiving student feedback. The reviewers observed the completed forms in several courses and the overall student comments are positive.
- As reported by the teachers the completed forms are returned to the individual teachers, who in turn make use of the suggestions made by students to improve on the quality of their courses, teaching methods, and assessments.
- Some negative comments such as not starting classes on time by teachers is reported in the evaluation forms. Further, lack of classrooms, and facilities were frequently mentioned in the evaluation forms.

Observations:

- The teachers usually take a few minutes break between classes which is sometimes interpreted by students as not attending classes on time.
- Student evaluation form used in the department is not comprehensive enough and does not provide information required to evaluate a course, its content and teaching and assessment.

It is the view of the review team that the extent and use of student feedback of the department can be judged as satisfactory.

4.5. Postgraduate Studies

- The Department offers M.Phil and PhD by research in all three study areas.
- The department plans to introduce a two year MA programme with a course work component as well as a dissertation component.
- Postgraduate programme is a weekend self financed one.
- There is a separate Faculty of Postgraduate Studies in the university. According to the teachers and the postgraduate students of the department, this faculty's performance is very poor. Rather than expediting the process it causes serious delays. In some cases, getting approval for research proposal takes at least six months from the date of submission. To release the results of the submitted dissertation component, it often takes more than a year.
- Even though there is a separate Faculty of Graduate Studies the examinations are conducted by the examinations branch of the

university. When a dissertation is submitted to the faculty, it is sent to the Examination branch which then sends to the examiners. This process causes serious delays and at the end there is no proper coordination.

- There is no commonly agreed fee structure for all universities particularly for the foreign students who follow postgraduate courses. As a result, foreign students go in search of cheaper programmes forgoing the quality.
- Some students particularly those from Nepal and Bangladesh monks who come to the university after passing GCE A/L examination after undergoing a pirivena education are given the luxury of receiving Mahapola scholarships and free education even at the university level. This has been viewed as an unfair treatment on the local and other foreign students.
- The department also of the view that there should not be a separate treatment for Buddhist monks and nuns when it comes to charging fees and giving university facilities.
- Under these circumstances, as viewed by the teachers, maintaining a quality postgraduate programme is not feasible.
- Lack of proper space facilities is also an issue that affects the quality of the postgraduate programme.
- The department is working in the direction of building its own space and facilities using savings from the diploma programme for foreign students, which is commendable.

The review team is of the view that the postgraduate programme conducted by the department in all three-subject areas is good.

4.6. Peer Observation

- The teachers of the department work as a team and there is a healthy relationship among teachers; between senior staff members and junior staff members.
- When it comes to teaching and research, junior staff members are always encouraged and guided by the senior staff members.
- The discussions related to the teaching programme take place at the departmental meetings, which are conducted regularly. The existing rooms of the teachers are parted only by glasses and they are next to each other which provide an interactive environment. Teachers have a tea room. There is lot of opportunities for interaction.

- The classroom teaching by individual teachers is intermittently observed by senior members who sit in the classes as a method of improving quality.
- Non-academic members particularly the clerk of the department, a committed worker, is well versed in all administrative areas and academic affairs. This person's presence helps the head of the department and the teachers to run the department smoothly.

The review team is of the view that the practice of peer observation is at a satisfactory level.

4.7. Skills Development

- Development of skills in reading, composing, understanding, editing, translating are emphasized in the Pali programme.
- The application of Buddhist teachings and principles in understanding issues in contemporary society and in subject areas are taught in several courses such as Buddhist social philosophy, Buddhist concept of management, and Buddhist concept of counselling in the Buddhist Philosophy and Buddhist Culture.
- Writing and analytical skills are improved through assignments.
- Research skills are improved through dissertation work in the final year.
- Development of English language skills is also a felt need and some teachers have made special arrangements for this.

As far as the interest shown and attempts made by the department skills development is good

4.8. Academic Guidance and Counselling

- The teachers have made themselves available to students for guidance and help.
- Day to day arrangements are communicated through staff announcements in the class room and through the notice board.
- Dissertation writing is supervised by individual teachers.
- A teacher of the department is the chief student counsellor of the University. Some teachers have undergone a special training in counselling to meet the need.

- There is also a course connected to Buddhist counselling taught in the department.
- Some teachers also involve in finding residential facilities for the students, particularly for those foreign students who come to follow the Diploma in Pali and Buddhist Studies.

The review team is of the view that the practice of peer observation is good.

5. CONCLUSIONS

Based on the observations made during the visit by the review team and discussed above, 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	Satisfactory
Postgraduate studies	good
Peer observation	Satisfactory
Skills development	good
Academic guidance and counselling	good

6. RECOMMENDATIONS

Curriculum Design, Content and Review

- The review team recommends two ways to increase the number of students for the Pali programme. a) That the department should design its Pali curriculum in such a way that the students could begin studying Pali at the university from first year onwards. This could be done by allowing the new entrants to the Arts Faculty (humanities and social sciences) to follow an introductory course in Pali in the first two semesters. b) The other option is to increase the intake of special intake students and provide them with Pali introductory course(s) enabling them to follow special degree programme in Pali. c) third option could be to take students under the special intake from among those who passed prachina madhyama (intermediate oriental examination conducted by the department of examination)

- The carder positions in the three subject areas should be equally distributed by increasing them in Pali and Buddhist culture study areas.
- It is recommended that the department library should be expanded with more books and space to cater to the needs of the undergraduate special degree students and postgraduate students of the department. In addition, in the main library more copies of recommended readings should be made available for the use of undergraduate and postgraduate students.
- It is recommended that the dissertation which has given 10 credits be spread over the tow semesters in the final year. Or else in the final years numbers of courses should be reduced to provide for the dissertation work.

Teaching, Learning and Assessment Methods

- Instead of teaching a course by several teachers,(as shown in the time tables) the reviewers suggest that one teacher should take the full responsibility and teach the full course as it helps improving the integrity and comprehensiveness of each course, teaching and assessments.
- The reviewers suggest that the marks allocated for continuous assessment should be increased to 40%, and the balance 60% should be used for the final examination. In such situations, the duration of the final examination should be limited to two hours.
- More student centred assessment methods should be introduced. Current practice of student presentations in a few classes should be expanded.
- The student assignments should be returned to students with comments and feedback, as early as possible.
- Continuous assessments should be carried out in time so that students could see their progress throughout the course.
- It is recommended that at least one or two courses in the special degree programme be conducted each semester in English medium. Assessments of students however could be done in their vernacular.

Quality of Students including Student Progress and Achievements

- Website for the department where information on courses etc is available could be expanded to incorporate course – related details for students. Website should be regularly updated. (www.kln.ac.lk/faculties-humanities-pali&buddhist)

- Establishment of an alumni association of the past students of the department can be an asset to the department and its present students.
- Establishment of affiliation programmes with foreign universities and institutes of higher learning is suggested as a form of improving quality of teaching in the department. (It was mentioned that teaching of Thai Buddhism without an exposure in that country is like teaching swimming without getting into the water).

Extent and Use of Student Feedback, Qualitative and Quantitative

- Designing of a comprehensive student evaluation form and its proper use is recommended. (Such evaluation forms used in other faculties and universities may be used as models).

Postgraduate Studies

- Establish a postgraduate committee in the department comprising of at least 3 senior staff members representing the three study programmes and the head of the department which should meet at least once a month.
- Postgraduate proposals should be presented at the department level by the respective students and reviewed by the department and the committee before they are submitted to the faculty postgraduate studies. This will ensure the completeness of the proposals and expedite the approval process.
- The commencement of the proposed MA programme should be expedited.
- The dissertation topics and synopses should be made available, preferably in the department website and publish as a separate booklet annually and distribute to other relevant universities institutes of higher learning in Sri Lanka.

Overall

- The reviewers suggest that the junior staff members should be provided with postgraduate training in western countries as such people are scarce in the department.