SUBJECT REVIEW REPORT

DEPARTMENT OF
LIBRARY INFORMATION SCIENCES

FACULTY OF SOCIAL SCIENCES
UNIVERSITY OF KELANIYA

03rd to 05th March 2008

Review Team :

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CONTENTS

1. SUBJECT REVIEW PROCESS

The Subject Review Process of the University Grants Commission (UGC) involves appraising the quality of education within a specified subject or discipline focusing on the student learning experience and achievement. This Subject Review Process evaluates the quality of both undergraduate and postgraduate educational programmes.

The Subject Review Process was conducted at the Department of Library & Information Science (DLIS), Faculty of Social Sciences of the University of Kelaniya in accordance with the guidelines formulated in the *Quality Assurance Handbook for Sri Lankan Universities* published by the Committee of Vice-Chancellors & Directors (CVCD) and University Grants Commission (UGC) in 2002.

Self Evaluation Report (SER) of the DLIS consisting of ten sections submitted to the Subject Review Team. Viz.:

1. Introduction
2. Aims, Learning Outcomes and Programme Details
3. Students, Staff and Facilities
4. Curriculum Design and Review
5. Teaching Learning and Assessment Methods
6. Quality of Students Including Students Progress and Achievements
7. The Extent and Use of Students Feedback, Qualitative and Quantitative
8. Postgraduate Studies
9. Peer Observations
10. Competency Development
11. Academic Guidance and Counseling

The Quality of Education of the DLIS was reviewed by the Review Team according to the Aims and Learning outcomes reported in the SER submitted by the Head of the DILS.

The following eight (08) aspects of education were reviewed by the Team at the Department Level:

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 Observations
7. Skills Development
8. Academic guidance and Counseling

The Subject Review Team visited the DILS for three days from 3rd to 5th March, 2008 and Agenda is given in Annexure 1.

The Review Team held discussions with the following individuals and groups during those three days.

- Dean of the faculty of Social Sciences
- Head of the DLIS
- Librarian
- Academic Staff of the DLIS
- Coordinator, University Computer Unit
- Non-Academic Staff of the DLIS
- Undergraduate Students
- Postgraduate Students
- Student Counselors of the DLIS

The Review Team visited the following places for observation:

- Lecture Halls of the DLIS and Faculty of Social Sciences where students are following lectures.
- The separate room located away from the DLIS where practical work is conducted.
- The Departmental Library of the DLIS where library books are kept for the use of the Academic staff.
- The Main Library of the University
- The Computer Lab of the DLIS
- The Computer Lab of the Faculty of Social Sciences
- The Computer Unit of the University of Kelaniya
- The ELTU and conversed with the English Instructor concerned
- The Administration Office and Academic Staff Rooms of the DLIS
- Examined the equipments for the teaching process
- Lecture Rooms where lectures were in progress

The Review Team studied the following documents

- Undergraduates Handbooks of DLIS
- Student Handbook, Faculty of Social Sciences, University of Kelaniya
- Revised Syllabi, Special and General Degree Programme – 2007, and Masters Programme
- Details of the Visiting Staff of the DLIS
- Peer-reviewed evaluation sheets of internal lecturers of the DLIS
- A set of answer scripts marked by Internal and External Examiners
- Copies of subject related handouts prepared by lecturers for their lectures
- Student assignments and presentation of assignments

- Grades and relevant grade points used for examinations

- A set of Course Evaluation Forms filled by Special Degree students

- Research publications and assignments of Undergraduate and Post Graduate students

- The journals published by the DLIS

- The Master Time Table of the DLIS

Each of the eight aspects was judged as Good/ Satisfactory/Unsatisfactory, in view of *Strengths, good practices and weaknesses* in each.

If the Department needs any clarification from the Review Team regarding the comments or judgments on the report, it may make a request within one month after receiving the Report. The Department is required to submit a report on the action taken in response to review recommendations within one year. Finally, the review report will be published and a certificate will be issued.

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

The University of Kelaniya was originally established in 1875 as Vidyalankara Pirivena, a renowned centre of learning for the Buddhist clergy. It was one of the two great national centers of traditional higher learning, heralding the first national movement and national resurgence that took place in the latter part of the 19th century.

With the establishment of modern universities in Sri Lanka, the Vidyalankara Pirivena became the Vidyalankara University of Sri Lanka and later the Vidyalankara Campus of the University of Sri Lanka in 1972. In 1978, the University was renamed the University of Kelaniya.

The Department of Library & Information Science (DLIS) was established in 1972 in response to the Government policy of the period to introduce job-oriented professional study programmes in universities with the aim of combating the ever rising unemployment of the graduates of the country. It was also envisaged to conduct Post-graduate courses for Librarians, who otherwise had to go to foreign countries to obtain very expensive Post-graduate qualifications.

Vision

- To provide the intellectual and professional foundation to the students for careers in librarianship and information services

- To provide the skills and competencies in the management of libraries, information centers, information resources, services and products

- To produce a pool of responsible and committed, balance minded professionals in the discipline

- To provide postgraduate qualifications and skills for working librarians who need such qualifications and training for their promotions and career development

- To conduct research in the field of Library & Information Science, and to develop a strong research culture in the discipline within the country

The mission is to improve the quality, standard and, the relevance in education and research in this discipline with the aim of producing well trained, skilled and competent resource persons necessary for Library and Information Services in Sri Lanka and the rest of the world.

3. AIMS AND LEARNING OUTCOMES

As mentioned in the Subject Review and the Self Evaluation Report (SER) of the DLIS, aims of the Department are as follows:

3.1 Aims

- Deliver the relevant curricula for each Degree / Diploma programme that enhances a broad understanding of the subject area together with expertise and critical handling and know how.

- To provide students the knowledge and competency to work in any library and information environment with particular reference to IT applications in the field.

- To inculcate in the students learning aptitude and groom their research potentials.

- To enable the in-service information professionals to update and expand their professional expertise and IT knowledge and skills

- To provide the necessary expertise and know how in information field for the library and information centers through advise and consultation on demand.

- To inculcate and foster the attitudes of a duty conscious work culture among students through practical work experience.

- To develop critical and analytical thinking ability of students, enabling them to become effective decision makers and researchers for the development in their profession.

- To prepare all students as capable, competent and responsible citizens in the information society.

3.2 Learning Outcomes

As indicated in the SER of the DLIS objectives and learning outcomes are as follows:
At the end of each study programmes students will:

- Be able to demonstrate an understanding of the types and nature, origin, collection, organization   and delivery of information and its uses, the interaction between information and its users and the appropriate latest technology and systems that produce, analyse and disseminate information.

- Be able to apply the theory and practice in relevant subject areas where and when necessary.

- Have acquired and put into practice up-to-date subject knowledge, techniques, professional judgments and appropriate behaviours and competencies relevant to the job market.

- Be able to work as true professionals, lifelong information workers and learners with necessary understanding and expertise.

- Be competent and skilled leaders, managers and communicators with team spirit, correct professional judgment and attitudes.

4. FINDINGS OF THE SUBJECT REVIEW TEAM

4.1 Curriculum Design, Content and Review

The DLIS offers the full-time Academic and Professional Degree programmes called B.A.General and B.A.Special which confirm to the University's Modular Unit System. Each student is required to earn 129 credits by successful completion of units to become eligible for the award of a Special Degree. In 2007 the number of students selected for the B.A.Special Degree is eighteen (18).

In accordance with the curriculum design students have to choose course units offered by other Faculties in the University. As in most Job-oriented courses, students are given a chance to take part in supplementary practical training sessions in units like classification, cataloguing, and Library Automation which are considered as essential components of library training. All Special students are given ninety (90) hours of library training at the Main Library, University of Kelaniya.

The Curricula of the DLIS which were first developed in the mid 1970s have been revised several times to meet new needs of the Department. The DLiS moved from the Three-Term System (old Curriculum) to the Credit-based System in 199.

The Review Team has noted that the Curricula of the Library & Information Science Courses both General and Special meet the current needs of Library education and the last revision of the Curricula has taken place in 2007. It was also noted that in the revision of Curricula expert opinion has also been obtained by having informal discussions with Consultants and Specialists in the field.

Due place has been given to the Practical Library component and tours to other University Libraries have enhanced their capabilities and experience. It is also gratifying to note that a good percentage of the students passed out are in employment.

It is the view of Review Team that the Curriculum Design, Content and Review adopted by the DLIS can be judged as **GOOD**

4.2 Teaching, Learning and Assessment Methods

The majority of the Course Units in the B.A. General and Special Degree programmes comprise of the common method of importing knowledge through teacher-centered lectures. However, in the practical lessons mainly in Classification, Cataloguing and Computer technology, a better rapport between the teacher and the students is developed. The lectures are conducted by Senior Academics or Visiting staff and the tutorials and practical classes are conducted by junior staff. The latest equipments including Multimedia Projectors, Over-head Projectors, slides, printed lecture materials are being used to enhance the quality of lecturing. The teaching of English is undertaken by Instructors from the ELTU and the facilities available at the ELTU are satisfactory.

Upgrading the skills in using Computers is a *sine qua non* for Library trainees and the Review Team noted that by the end of the third year in the Degree Programme most students were competent in using Computers for Information Retrieval etc. However, the Computer Unit of the DLIS has to be better equipped with more modern computers.

Although there is a large collection of materials in Library Science in the Main Library, there is a dearth of recent materials and journals. Multiple copies of recommended books should be made available in the Library. Recent publications on the subject are available in the Faculty Library but students have no access to them.

The Review Team noted at the discussion that the building space available for the teaching and learning process as well as administration is not adequate. It is noteworthy that the contribution by the non-Academic staff (Technician, Clerk and Labourer) was at a satisfactory level.

The student progress is evaluated by the DLIS using a variety of evaluation techniques based on the Course Units examination systems. Marks are assigned for the written examination (80% or 75%) and for the assignments (20% or 25%).

All the question papers are set and moderated and students' answer scripts second–marked by Senior Academic Staff of the department and external Senior Academics.

The Review Team judges that the Teaching, Learning and Assessments of the DLIS is ***GOOD***.

4.3 Quality of Students including Student Progress and Achievements

The admission strategy adopted by the DLIS aimed to recruit students with a proven higher level of academic achievements both in the Undergraduates and Post-graduate programmes. A limited number of undergraduate are selected for the Special Degree programme based on the results of the first and second semester examinations of the first year. Further an interview is held to assess their knowledge in English, academic caliber, professional inclinations and communication skills. Student performance of Special and General Degree Programme is monitored at the end of each semester by calculating GPA, attendance for lectures, tutorials, assignments and other academic matters.

The number of students following the Masters Programme has increased over the years. The Masters Programme consists of three parts – Course work, research work, and Practical experience. Further, they have to present two Seminar papers.
Those who follow the one-year Masters programme have to submit a Minor research/ Thesis of not less than 10,000 words and those who follow the two-year Masters programme have to submit a research/thesis of not less than 30,000 words.

The Review Team holds the view that an upper limit in the number of words for research/ thesis should be specified. The review Team also notes that a good percentage of the students passed out in the last few years are in gainful employment. The Team also noted that the courses under review proved a range of practical/professional competencies, subject knowledge and an understanding relevant to the job market.

It is the view of the Review Team that the quality of students including student progress and achievements can be judged as ***GOOD***.

4.4 Extent and Use of Student Feedback

Qualitative feedback is taken into consideration in organizing teaching, research and examinations. Qualitative feedback is obtained from group discussions, tutorials and practical sessions. Quantitative feedback is gathered from the results and scores achieved in the semester examinations and the informal and formal discussion sessions held with students from time to time. Quantitative feedback is also gathered from the multiple-choice questionnaires served to the students on the lecture programmes and other activities. Teacher evaluation and Departmental innovations are neatly carried out through the feedback statistically received in this manner.

On the basis of these findings the Review Team is of the view that the extent and use of student feedback within the DLIS is judged as *SATISFACTORY*.

4.5 Postgraduate Studies

a.) One-year Masters Programme
b.) Two-year Masters Degree Programme

The one-year Masters Degree Programme consists of four (4) Core Courses and two (2) Elective Courses and at the end of the course the students have to sit for a written test and submit a minor research/thesis of not less than 10,000 words.

The two-year Masters Programme consists of four (4) Core courses and three (3) Elective courses. At the end of the courses the students have to sit for a written test and submit a major research/thesis of not less than 30,000 words.

Further, students following the One-year Masters Programme have to present two seminars and those following the two-year Programme have to submit four seminars.

c.) Ph.D. Programme

The Ph.D. Programme in Library & Information Science has been approved by the Council. There are two registered candidates for the Programme and it is a self-financing course.

The Review Team noted that it is too early to comment on the Ph.D. Course. But on the whole, the Review Team judged that the Post-Graduate Courses were *GOOD*

4.6 Peer Observations

The DLIS is implementing both formal and informal methods for the purpose of peer observations. Staff meetings are held in the DLIS to review teaching content, level of teaching and techniques of teaching. In most cases, two lecturers are assigned to a Course unit and this has facilitated peer observation procedure. For the peer observation of visiting staff and temporary staff, senior members in the teaching staff of the Department have been assigned to overlook their performance. At the informal meetings too the teaching staff tends to discuss matters related to teaching. Feedback of students is also obtained through distribution of Lecturer Evaluation Questionnaires. The Review Committee noted that Peer Observation methods and strategies adopted in the DLIS are very effective and far reaching.

The Review Team appraised their satisfaction with the informal methods of peer observations but not with the formal methods. On the basis of the findings, the Review Team judged Peer Observations activity of the DLIS as *SATISFACTORY.*

4.7 Skills Development

The development of skills in the personnel engaged in the library field is considered to be a vital issue in the library profession. Providing high-quality education to equip professionals with special competencies to work efficiently in Libraries and Information Centers is no easy task for library schools. In DLIS has identified those areas of skills development- knowledge, understanding and practice of the subject; Communication, management and administration. Special emphasis is laid on Information searching, presentation and repackaging of Information, Oral communication, use of Multimedia, Administration practices, Project management, Leadership qualities and Library Automation.

Continuous informal and formal discussions with students and presentation of assignments are the procedures for evaluating subject skills and competencies of students.

The Review Team noted that an internship in libraries like the British Council, American Centre and the other metropolitan university libraries would give the students a through exposure to the Library Profession. Taking into consideration of above facts the Review Committee holds the view that the skills development procedure of the DLIS can be judged as *GOOD*.

4.8 Academic guidance and Counseling

In each lecture at least 5 to 10 minutes are spent on providing appropriate academic guidance and counseling. In the tutorial classes there is greater rapport with the lecturers and most students discuss matters pertaining to academic matters. The Departmental Staff - student committee called "Library & Information Science Student Association" is another mechanism to foster staff-student relationship. The Library & Information Science Students' Journal is published under the patronage of the Association.

There are three societies dealing with three key areas – Library Society, English Language Society and IT Society, and each society has a Senior Lecturer as the Patron. Routine students are advised to take part in Seminars, Lectures and workshops conducted by the National Library and other National Institutes.

The DLIS maintains close links with other student support services available in the University and it also maintains a separate Database for passed out students in order to provide suitable training and job opportunities. One member of the teaching staff coordinates the Career Guidance Programme and there is close liaison with employers of the Public and Private Sector.

In this context, it is the view of the Review Team that Academic Guidance and Counseling in the DLIS can be judged as *GOOD*.

5. CONCLUSIONS

1. Curriculum Design, Content and Review

Strengths / Good Practices:

- Curriculum is a credit based course module system.
- There is sufficient coverage of the discipline of Library & information science and the standards maintained are high.

- Frequent revision of the curriculum has been done and advice from specialists has been obtained.

- Some courses are inter-disciplinary.

- Sufficient weightage has been given to the practical aspects of the discipline covered.

Weaknesses:

- Infrastructure facilities for learning IT are not sufficient

2. Teaching, Learning and Assessment Methods

Strengths / Good Practices:

- Modern technology and equipment are used in teaching. Students use the Power Point Presentation in their seminars

- Evaluation criteria used are appropriate and sufficient weightage has been given to assignments and theses. Question papers are moderated and answer scripts second marked.

Weaknesses:

- Insufficient library books and other library facilities are inadequate. The library is closed on Sundays.

- Space for lectures and administration is not sufficient.

- Equipments (mostly Computers) provided are not adequate.

- There are frequent breakdowns in connectivity in the Internet facilities.

3. Quality of Students including Students Progress and Achievements

Strengths / Good Practices:

- Students are very much keen in pursuing their studies.

- Students devote much attention to their assignments, theses and research.

- Most of the students passed out are in gainful employment.

Weaknesses:

- Support from IT Labs and Maintenance Department is not adequate.

- Support from the library is not sufficient.

4. Extent and Use of Student Feedback

Strengths / Good Practices:

- Feedback is received from students at the end of each Semester.

- Time tables are so arranged to enable students to attend lectures in English / IT and other disciplines.

Weaknesses:

- Students have made requests for better Library facilities and supply of equipment but these requests have not been fulfilled.

5. Postgraduate Studies

Strengths / Good Practices:

- MSSc / MA in Library & Information Science Course consist of three components – Course work, Research and Practical know how.

- Each year Post-Graduate students offer different elective courses and all types of Library situations are covered.

- The research component of the Masters Programme and the Presentation of at least four seminar papers enable students to acquire more analytical and critical thinking and skills in handling library and Information Centers.

Weaknesses:

- The Review Team noted that least attention is paid to the time schedules with regard to Post-Graduate Courses.

6. Peer Observation:

Strengths / Good Practices:

- Regular Staff Meetings to review teaching content, level and techniques of teaching

- Two lecturers are assigned to one course unit.

- Temporary staff is supervised by senior staff.

- Cordial relationship among staff

Weaknesses:

- Frequency of formal practices of Peer observations in the DLIS should have to be increased

7. Skills Development:

Strengths / Good Practices:

- Emphasis in Information Technology has led to skills development

- Students make much use of IT in their presentations

- Continuous informal and formal discussions with students

- Undergraduate students have helped to organize the Reader Services of the Main Library and the Faculty Library by designing brochures im practicle library procedures.

Weaknesses:

- No internship in libraries like the British council, American center and other outside organizations

8. Academic Guidance and Counseling:

Strengths / Good Practices:

- Students have greater rapport with staff

- Students' Committees with senior lecturers as patrons

- Students' Societies covering three key areas – Library Society, English Language Society, IT Society

- Database for passed-out students support services

- Close links with other student support services

- Career Guidance Programme

Weaknesses:

- The Database of passed-out students is not updated regularly. Students are not much encouraged to make use of the counseling and career guidance services.

The Review Team's judgment of the eight aspects studied during the review visit is summarized below.

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 Observations	Satisfactory
Skills Development	Good
Academic Guidance and Counseling	Good

The overall judgment is suspended

6. RECOMMENDATIONS
Based on the above findings, the Review Team would like to make the following recommendations.

I.   It is recommended that the floor space allocated to house the DLIS be increased. Two lecture rooms and a floor area for the administrative staff has to be allocated.

II. The Computer facilities already provided for the DLIS has to be enhanced by supplying sufficient number of Computers for the IT room.

III. The DLIS may consider appointing a Computer Science lecturer with knowledge in library & Information Science.

IV. The library needs to be enhanced by providing recent books and periodicals in Library and Information Science. Multiple copies of important texts have to be added to the collection. There should be more rapport with the Library staff and the Library has to be kept open on Sundays.

V. it is strongly recommended that the Internship Programme be extended to cover other University libraries and other libraries such as the British Council and USIS Library.

VI. It is suggested that there should be a certain ratio of males and females when students are chosen for the DLIS courses.

VII. It is recommended to establish a formal system for educational guidance and counseling within the department.

VIII. It is recommended that the revision of the syllabi has to be done at a specified interval.

IX. Students should be encouraged to write articles in the field concern to journals published by the DLIS and outside.

X. Students should be encouraged to use electronic information.

XI. It is suggested that there should be an upper limit in the number of words specific for the thesis

XII. which is a major component of the Master Programme.

XIII. DLIS should take necessary steps to commence e-learning courses for both internal and external DLIS students via the Website of the Department using interactive e-Education Software like Moodle or Joomla.

7. ANNEXES

Annex 1. AGENDA FOR THE REVIEW VISIT

Day 01

8.30 – 9.00	-	Private Meeting of review Panel with QAA Council Representatives
9.00 – 9.30	-	Meeting with the Dean of the Faculty and Head of the Department
9.30 – 10.00	-	Discuss the Agenda for the visit
10.00 – 10.30	-	Tea
10.30 – 11.30	-	Department Presentation on the Self Evaluation Report
11.30 – 12.30	-	Discussion
12.30 – 01.30	-	Lunch
01.30 – 02.30	-	Observing Departmental Facilities (IT Lab, Dept. Library, Lecture Halls)
02.30 – 03.30	-	Observing other Facilities (Faculty Library, Faculty IT Lab, Main Library, Main IT Center, ELTU Library)
03.30 – 04.30	-	Meeting with Department Academic Staff
04.30 - 05.30	-	Brief Meeting of Reviewers

Day 02

8.30 – 9.00	-	Meeting Technical Staff and other Non-Academic Staff
9.00 - 9.30	-	Observing Teaching - Lecture
9.30 - 10.00	-	Observing Teaching - Lecture
10.00 – 11.00	-	Observing Documents (Working Tea)
11.00 - 11.30	-	Observing Teaching - Lecture
11.30 – 12.00	-	Observing Teaching - Lecture
12.00 – 12.30	-	Meeting with Postgraduate Students
12.30 – 01.30	-	Lunch
01.30 – 02.00	-	Meeting with Undergraduate Students
02.30 – 03.00	-	Observing Students' Presentations
03.00 – 03.30	-	Observing Teaching – Practical Class
03.30 – 04.00	-	Observing Teaching – Practical Class
04.00 – 04.30	-	Observing Teaching – Practical Class
04.30 – 05.30	-	Meeting of Reviewers

Day 03

8.30 – 9.30	-	Observing Students' Presentations
9.30 – 10.00	-	Publications and Students' Assignments
10.00 – 11.00	-	Panel Reviewers Private Discussions with Individual Lecturers
11.00 – 11.30	-	Meeting with Academic Guidance & Counseling Staff
11.30 – 12.00	-	Reviewers Private Discussions
12.00 – 01.00	-	Meeting with Head and the Staff for Reporting
01.00 – 2.00	-	Lunch
02.00 – 03.00	-	Report Writing

Annex 2. DEPARTMENTAL PUBLICATIONS

1. Pusthakala Vidya
2. Pusthakala Vidya Lekana Samuchchaya
3. Abstract Volume of LIS Research Symposium
4. Vidyarthi
5. Library and Information Science Newsletter

Title of the Files

1. Head of the Department - Meetings

2. Peer Review Programme

3. Peer Reviewers Comments

4. List of Thesis Supervisors

5. Syllabus - B.A. (General) Degree in Library and Information Science
   (Current & Revised)

   B.A. (Special) Degree in Library and Information Science
   (Current)

   MA/ MSSc in Library and Information Science (Current)

   B.A. (External) Degree in Library and Information Science
   (Current & Revised)

6. Guide Lines

7. Databases   -   DLIS Official File
                     Job Bank
                     Thesis
                     Students Data

Annex 3.THESIS LIST (MA IN LIBRARY AND INFORMATION SCIENCE)

1. M.M Lakmini Samantha Kumari

   වෘත්තීය අධ්‍යාපනය නැංවීමෙහි ලා ශ්‍රී ලංකා උසස් තාක්ෂණික අධ්‍යාපන ආයතන පුස්තකාලයන්හි දායකත්වය
   Supervised By: Mr. W.A. Weerasooriya

2. K.W.A.H. Konpola

   පුස්තකාල භාවිතයේදී විශ්වවිද්‍යාල සිසුන් මුහුණපාන ගැටලු පිළිබඳ විමර්ශනාත්මක අධ්‍යයනය
   Supervised By: Prof. W.B. Dorakumbura

3. N.A.H.K. Karunarathna

   ශ්‍රී ලංකාවේ නීති පුස්තකාල ඒවායේ එකතු සහ සේවා පිළිබඳ අධ්‍යයනය
   Supervised By: Mr. W.A. Weerasooriya

Thesis List (MSSc in Library and Information Science)

1. W.A.J. Kaushalya Rathnasekara

   ශ්‍රී ලංකාවේ ග්‍රන්ථ විඥාපන පාලනය පිළිබඳ විශ්ලේෂණාත්මක අධ්‍යයනයක්
   Supervised By: Prof. Piyadasa Ranasinghe

2. Y.K Thissa Bandara

   මහනුවර අස්ගිරි මහා විහාරයීය පුස්කොළ පොත් එකතු පිළිබඳ ඓතිහාසික ග්‍රන්ථ විද්‍යාත්මක අධ්‍යයනයක්
   Supervised By: Prof. Piyadasa Ranasinghe

2. H.H. Anuradha

   සාමාන්‍ය අධ්‍යාපන ව්‍යාපෘති යටතේ අධ්‍යාපනය කෙරෙහි පාසල් පුස්තකාලයක දායකත්වය
   Supervised By: Prof. Piyadasa Ranasinghe