SUBJECT REVIEW REPORT

DEPARTMENT OF HISTORY

FACULTY OF SOCIAL SCIENCE
UNIVERSITY OF KELANIYA

01st to 03rd October 2007

Review Team :

Prof. (Ms.) T. P. Meththananda, University of Peradeniya
Prof. Malani Endagama, University of Sri Jayewardenepura
Prof. D. Atapattu, University of Ruhuna

CONTENTS

1. SUBJECT REVIEW PROCESS

The primary objective of the Quality Assurance and Accreditation (QAA) Council, established in 2005 under the University Grants Commission/ Ministry of Education with financial support from the IRQUE (Improvement of Relevance and Quality of Undergraduate Education) project, is to ensure quality, continuous development and efficient performance of Sri Lankan higher education institutions, and to gain the confidence of the community in their graduates in accordance with internationally recognized evaluation mechanisms. University accountability for quality and standards is a key factor in promoting and safeguarding public confidence in Sri Lankan higher education. There are four main components of a quality assurance programme.

Being a key component in the national quality assurance system for Sri Lanka, the Subject Review evaluates the quality of education within a specific subject or discipline. Subject review is carried out in relation to the subject aims and objectives set by each programme of study pertaining to both undergraduate and taught postgraduate programmes. It is focused on the student learning experience and on student achievement. It is designed to evaluate the quality of both undergraduate and taught postgraduate programmes. However, the responsibility for quality and standards lies within the institution itself, since it alone has the powers to control and to change existing practices.

Review process is conducted according to the guidelines given in the quality assurance handbook for Sri Lankan universities, published by the CVCD and University Grants Commission in July 2002. The Department of History (DH) submitted a Self Evaluation Report consisting of eleven sections, namely: (1) background (2) aims, learning outcomes and programme details (3) students, staff and facilities (4) curriculum design, content and review (5) teaching, learning and assessment methods (6) quality of students (7) extent and use of student feedback (8) postgraduate studies (9) peer observation (10) skills development and (11) academic guidance and counseling.

The following eight aspects of education were reviewed at the subject 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 review method has two main processes, internal and external evaluations. Internal evaluation is the self- assessment in the subject, based on the programme's own aims and objectives, and set out in the structure provided by the core set of aspects of provision. The external evaluation comprises a three-day review visit carried out by a team of Reviewers.

The purpose of the review visit is to review, consider and test the evidence provided by the study programme in the light of the aims and intended student learning outcomes. Reviewers do not use any externally set standards against which the programmes are judged. There are three options open to the review team in making the overall judgment concerning the quality of

provision in the department of study concerned, Confidence, Limited Confidence and No Confidence.

In all cases, the overall judgment will be supported by the evidence contained in the report. In addition to the overall judgment, review teams will provide a separate judgment of each subject review aspect. The review team will summarize its findings on each aspect, emphasizing strengths, good practices and weaknesses. At the end of each aspect, they will use one of three judgments: Good; Satisfactory; Unsatisfactory.

Review Visit

Prof. Colin N. Peiris, Quality Assurance Specialist of the QAA Council by a letter dated 12th September 2007 notified that the following team has been appointed to perform the Subject Review in the Department of History, University of Kelaniya from 1st to 3rd October 2007:

- Prof. (Ms.) Malani Endagama , University of Sri Jayewardenepura

- Prof. (Ms.) T.P. Meththananda, University of Peradeniya

- Prof. D. Atapattu, University of Ruhuna

    The agenda for the Review Visit is annexed (Annex 1).

The evaluation of eight aspects was based on:

- Meetings held with the Dean of the Faculty of Social Sciences, Chairman of the Internal Quality Assurance Unit, Head of Department, academic staff, non-academic staff, undergraduate students and postgraduate students.

- Observation of facilities at the department and the faculty (library, Computer Unit etc).

- Observing teaching and student presentations

- Reviewing documents available at the department.

The Review Team visited the Department of History (DH) of the University of Kelaniya during the period 1st to 3rd October 2007 and initiated the peer review process. The purpose of the visit was to search for evidences and observe those pertaining to the aims and the intended learning outcomes as stated in the SER of the department and evaluate them according to the set guidelines. At 8.00 a.m. on the 1st October, the Review Team met the Quality Assurance Specialist, Prof. Colin N. Peiris at the University of Kelaniya to be further familiarized with the Subject Review process. At 9.00 a.m. on the 1st October the Team met Prof. Sunanda Madduma Bandara the Dean of the Faculty of Social Sciences, Prof. N.K. Dangalle, Chairman, Internal Quality Assurance Unit of the University of Kelaniya and Dr. A.H.M.H. Abayarathna, the Head of the DH. The Dean briefed the Review Team of the activities of the faculty in general and current trends in undergraduate and postgraduate teaching in the Faculty of Social Sciences.

The agenda for the review process was discussed and finalized with the Head of the DH who then made a presentation on the self evaluation report, highlighting the strengths and weaknesses of the department, clarifying certain points and explaining where necessary, some information included in the report. The other members of the academic staff of the DH were also present at this meeting. The open and frank discussion that followed was extremely helpful for the evaluation exercise.

Data were gathered additionally by meeting with academic staff, undergraduate and postgraduate students, and observing lectures and student presentations. The Review Team also went through relevant documents (see annex 2), inspected facilities provided by the DH including lecture theatres, computer laboratory, staff rooms, faculty library and main library and the equipment available for teaching, research and other activities.

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

The University of Kelaniya originated as the Vidyalankara University of Ceylon which was established as an independent university in 1959, by granting university status to a traditional seat of learning, namely the Vidyalakara Pirivena founded in 1875 as a centre of learning for Buddhist monks. It was one of the two great national centres of traditional higher learning, heralding the first phase of the national movement and national resurgence. The status of the Vidyalankara University was changed to that of a campus in 1972 under the University of Ceylon Act, No. 1 of 1972 which created a single national university. With the implementation of the Universities Act No. 16 of 1978, the Vidyalankara Campus became an autonomous university under the name and style, University of Kelaniya.

The University consists of six faculties and three institutions. The six faculties are the following:

- Faculty of Commerce and Management Studies
- Faculty of Humanities
- Faculty of Medicine
- Faculty of Science
- Faculty of Social Sciences and
- Faculty of Graduate Studies

Two postgraduate institutes, namely, the Postgraduate Institute of Archaeology, the Postgraduate Institute of Pali and Buddhist Studies, and an Institute dealing with indigenous medicine, i.e. the Gampaha Wickremarachchi Ayurveda Institute, are affiliated to the University of Kelaniya.

The University of Kelaniya has pioneered a number of new developments in higher education in the country. It was one of the first universities to begin teaching science in Sinhala, and also first to restructure the traditional Arts faculty into three separate faculties of Humanities, Social Sciences and Commerce and Management. It also has several unique Departments not generally found in the Sri Lankan university system. These include the departments of Industrial Management and Microbiology in the Faculty of Science; Departments of Linguistics, Fine Arts, Modern Languages and Hindi in the Faculty of Humanities; Mass Communication and Library & Information Sciences in the Faculty of Social Sciences.

Today, the University of Kelaniya is one of the major national universities. The main campus is located about 8 km away from Colombo along the Colombo-Kandy highway, consists about 58 acres. The University of Kelaniya serves over 8000 internal students and affiliated institutes serve about 1000 students. Over 25,000 students are registered for various external degree programmes.

Department of History

The Department of History (DH) is one of the oldest departments in the University of Kelaniya. It was established in 1959; in the year itself the University of Vidyalankara was established. The

department had the privilege of obtaining the academic expertise of reputed historians from its inception. One of the major research programmes undertaken by the department was the editing and translation of the History of Ceylon Vol. 1 published in 1968. This research tradition has continued up to now resulting a large number of research publications to the credit of the department.

The DH conducts two first degree programmes, B.A. (General) degree and B.A. (Special) degree in History. These programmes have been organized with the intention of covering all aspects of the discipline of history, i.e. Eastern, Western, Ancient and Modern History is offered for external students reading for both the General and Special Degrees.

In addition to its undergraduate teaching programmes, the DH has taken part in many programmes of national importance. The members of the department have played a significant role in the preparation of the G.C.E. (O.L.) and G.C.E. (A.L.) History textbooks. They also played an active role in the launching of the research programme under the Cultural Triangle.

The number of students registered for Special and General Degree programmes conducted by the DH in the recent years, are given in the Tables below.

Number of Students following B.A. Special Degree Programme

Academic Year	Year of Specialisation	No. of Students
2002/2003	Year 2	05
	Year 3	04
	Year 4	17
2003/2004	Year 2	28
	Year 3	05
	Year 4	04
2004/2005	Year 2	20
	Year 3	28
	Year 4	05
2005/2006	Year 2	11
	Year 3	20
	Year 4	28

Number of Students following B.A. General Degree Programme

Academic Year	Year of Study	No. of Students
2002/2003	Year 1	80
	Year 2	14
	Year 3	29
2003/2004	Year 1	55
	Year 2	33
	Year 3	14
2004/2005	Year 1	80
	Year 2	35
	Year 3	33
2005/2006	Year 1	92
	Year 2	21
	Year 3	35

Academic Staff of the Department of History

Name	Highest Degree	Status as at Feb. 2007	Date of First Appointment	Teaching/ Administration
Prof. U.B.Karunananda	Ph.D. Kelaniya	P	01.04.1969	Principal Lecturer in Modern History
Dr. K.M.P. Kulasekera	Ph.D. London	SL I	01.10.1974	,,
Dr.A.H.M.H.Abayaratna	Ph.D. Kelaniya 2000	SL II HoD	25.07.1994	Principal Lecturer in Ancient History
Ms.J.M.Sudharmawathie	M.Sc. In Archaeology	SL II	25.07.1994	Principal Lecturer in Ancient History
Mrs. D.K.Manatunga	M.Sc. in Archaeology	L	02.11.1992	,,
Ms.H.H.N.S.Hewawasan	P.G. Diploma in Archaeology	L	30.01.1992	Principal Lecturer in Modern History
Rev. G.Dhammananda	MA - JNU 2005	L	01.02.2002	Lecturer in Ancient History
Ms. D.T.Koggalage	M.Phil Kelaniya	PL	01.02.2002	Lecturer in Modern History
Ms. V.D.N.S. Gunawardhana	M.Phil. Kelaniya	PL	11.06.2007	Lecturer in Ancient History
Prof. H.B.M.Ilangasinha	Ph.D. London	RSP		Lecturer in Ancient History
Prof. M.U. De Silva	Ph.D. Kelaniya	RSP		Lecturer in Modern History
Dr. W.M.D.D.Andradi	Ph.D. London	RSP		Lecturer in Modern History
Dr. R.H.R.Gunawardhana	Ph.D. Peradeniya	RSP		

3. AIMS AND LEARNING OUTCOMES

3.1. Aims

In line with the mission of the University of Kelaniya, the DH has two major groups of aims and objectives. The first of them addresses the development of students' historical knowledge and the acquisition of specific skills. The second major group of aims and objectives involve the improvement of transferable skills that average university students must acquire to prepare themselves for the world of work.

In this context, the study programme aims to provide

- Degree programmes producing graduates who will understand the value, relevance and applicability of History;

- Degree programmes providing a high quality learning experience in an environment of globally recognized research in order to expose students to recent developments in knowledge in the field of History;

- A range of learning opportunities within the modular teaching structure of the university, to enable students especially who major in History and generally some other students who follow various courses (e.g. Archaeology, Sinhala and Buddhist Culture etc) to develop their academic strengths and potentials;

- Opportunities for students to acquire and develop analytical skills specific to history that will be useful in their future careers;

- Students to develop their knowledge through various avenues including field work and research that will equip them to contribute effectively to the development process of the country;

- A cordial and responsive environment within the department that will encourage students to utilize the physical and human resources to the fullest extent possible;

- An opportunity for students from other departments in the university to study history at a level appropriate to their requirements;

- Support academic staff of the department to acquire further training and develop skills in order to perform their duties and responsibilities effectively and efficiently;

- Departmental committee structures to plan, implement and monitor the teaching and related academic programmes with a view to providing a degree programme of high quality;

- An environment which will produce useful citizens who will be able to view the problems with historic and impartial perspectives.

3.2. Learning Outcomes

On successful completion of the academic programmes conducted by the DH the students will

- Gain a knowledge and understanding of the theoretical foundation of the discipline of History;

- Gain knowledge on the pivotal role played by History in the country as well as world;

- Learn how the knowledge understanding attitudes and skills acquired by them can be applied in the society;

- Develop a range of personal and transferable skills (analysis, synthesis, critical and independent thinking, research capabilities, team work etc.) that will equip them to face the modern world with confidence.

- Attain a critical understanding of the Historical background of Sri Lanka and the World.

4. FINDINGS OF THE REVIEW TEAM

4.1. Curriculum Design, Content and Review

B.A. General Degree and Special Degree programmes are structured according to the semester-based course modular system. The BA General Degree programme covers three academic years of six semesters of 15 weeks each. To be eligible for the BA General Degree, a student must accumulate a minimum total of 76 credits with at least 24 credits in each academic year.

To be eligible for the BA Special Degree, the credit requirement is a total of 120 credits and the relevant period of study is minimum of four academic years. (18 credits per semester within six semesters and 10 credits for the independent research report). The credits accumulated in the Foundation Year are not counted in calculating the total credit requirements for the B.A. Special Degree.

The credit structure adopted for the curriculum appears to be non-conventional. For example, most of the course module are six credit courses which require at least six hours of learning per week during the semester. This also can lead to problems in time and space allocation for teaching and learning process. Furthermore, ten credits assigned for the final year dissertation is also very high for an undergraduate project. The implication of having course modules with relatively very high credit points is to restrict the degree program to a limited number of courses, thus, preventing the ability of the Special Degree programme to generate a broader knowledge in the main subject.

Although the most of the course modules in General and Special Degree programmes have six (06) credit points, the student contact hours per week are less than six according to the course timetables.

Core subject areas have been adequately addressed in the curriculum content. Multidisciplinary approach is also evident in the curriculum content. Some of the courses conducted under Political Science are included in the History curriculum. There is further room in the curriculum to improve the multidisciplinary content. For example, courses conducted in the Department of Archaeology have direct relevance to History subject.

Review Team also noted that no attention has been paid in the curriculum content to improve the language skills (i.e. Pali, Sanskrit and English) of students. Such language skills are essential for History students reading for the Special Degree.

All Special Degree candidates are required to submit a dissertation based on an independent research conducted in their final year. This aspect of the curriculum aims at improving research and presentation skills of students.

It is the view of the Review Team that the Curriculum Design, Content and Review can be judged as GOOD.

4.2. Teaching, Learning and Assessment Methods

The Review Team observed a number of presentations by the staff who displayed their presentation and teaching skills using modern teaching technologies. In addition to its internal staff, the DH is benefited with a good team of Senior Professors as Visiting Lecturers. Junior Lecturers always conduct their lectures in association with a senior teacher.

The space available for conducting lectures is very limited and this sometimes affects the quality of teaching. The use of multimedia and OHPs is not possible when appropriate rooms to fix such instruments are not available.

A comprehensive course outline consisting of course objectives, learning outcomes, detailed syllabus, assessment methods, and recommended readings are hardly provided. However, some lecturers occasionally provide handouts for students. When the course module system is adopted to replace the traditional curriculum, it is necessary to introduce other innovative components of teaching learning process such as course guides and course outlines to improve the effectiveness of teaching process.

The students who met with the Review Team complained about the lack of major Textbooks in Sinhala in the main library. The Faculty of Social Sciences also maintains a mini library for which the DH has the access. The DH receives an annual grant of Rs. 50,000 from the Dean/Social Sciences to purchase relevant books for this library.

The DH utilizes a combination of different assessment methods for the overall evaluation of student progress throughout the course. However, the Semester-end Examination represents 80% of the final marks and the remaining 20% will be allocated for the continuous assessments.

It was brought to the notice of the Review Team that the assignments submitted by the students are not returned to them with their grades. It is important to make sure that the students are aware of their strengths and weaknesses in their disciplines. The learning process will be more effective when they know their grades for what they produced as assignments.

The final year dissertation is assessed entirely on the basis of the research report. If a portion of marks can be allocated for the development of the research proposal and its presentation during the first semester of the final year, it would help developing research and presentation skills of students.

All question papers are moderated either by senior members of the internal staff or senior academics of other universities. Classes are awarded based on the Grade Point Average (GPA). The minimum GPA required for a First Class Honours in BA Special and General Degrees is 3.5. The GPA will be calculated as a weighted average on the grade points obtained for the different courses and the number of course credit hours.

It is the view of the Review Team that the Teaching, Learning and Assessment Methods of the DH can be judged as GOOD.

4.3. Quality of Students including Student Progress and Achievements

Recruitment and admission of students to the Faculty of Social Sciences are carried out by the UGC as in other universities and the department has no control over this process.

However, because of the popularity of the University of Kelaniya among Arts stream students, substantial competition exists to enter the Faculty of Social Sciences and therefore, students' z-score remains at a higher level. In addition to the normal intake, the DH admits 20 students each year under special intake to study History.

There is no prerequisite to offer History for the General Degree programme. However, in order to recruit quality students to the Special Degree programme in History, students are selected on the basis of the results of the two semester examinations of the first year. A student should obtain at least an average of B grade and GPA of above 2.8 for History and GPA of 2.00 for all other subjects at the first year examination to qualify to follow the Special Arts Degree programme in History.

High performance levels recorded at the final examinations are a good indicator of the students quality and achievements. The percentages of students achieved honours passes are relatively very high and varied between 88% and 100% during the period 2003 - 2006.

Performance at the Special Degree Examination (Number of Students)

Academic Year	1st Class	2nd Class Upper	2nd Class Lower	Pass
2002/03	03	08	04	02
2003/04	-	03	01	-
2004/05	01	02	01	-
2005/06	01	16	09	01

It is the view of the Review Team that the Quality of Students including Student Progress and Achievements can be judged as SATISFACTORY.

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

The DH pays sufficient attention to student feedback on its teaching and other activities. In order to receive student feedback, formal as well as informal methods are employed. Students are given questionnaires at the end of each unit to comment on course structure and content and teaching. The Review Team examined a sample of these questionnaires filled by the students. Student evaluation form has parts comprising of quantitative evaluation and qualitative evaluation. The DH states that students' suggestions and ideas are taken into account and appropriate changes have been made in curriculum and teaching process.

It is the view of the Review Team that the Extent and Use of Student Feedback can be judged as GOOD.

4.5. Postgraduate Studies

The DH offers four postgraduate programmes leading to the Degrees in Master of Arts (MA), Master of Social Sciences (M.SSc.), Master of Philosophy (M.Phil.) and Doctor of Philosophy (Ph.D.).

Master of Arts programme is a one year taught course comprising of six course modules (five compulsory course modules and one optional module). The Review Team observed that the admission requirement for the MA programme is not restrictive. Even those who have not offered History for the first degree may register for the M. A Degree.

Master of Social Sciences is a two year programme where the first year focuses on course work and the second year on the dissertation based on an independent research project. Both postgraduate programmes are conducted in Sinhla medium and therefore they are very popular among school teachers and government employees. According to admission criteria, those without a class in the BA Special Degree in History can not register for the M.S.Sc. programme.

The numbers of students enrolled in the post graduate programmes conducted by the DH of History are given in the Table below:

Student Enrolment in Postgraduate Programmes, 2001 – 2007

Year	Number Registered				Number Completed			
	MA	MSSc.	M.Phil.	Ph.D.	MA	MSSc.	M.Phil.	Ph.D.
2001	04	03	01	-				01
2002	02	03	03	-				
2003	08	01	02	01		01		
2004	12	01	01	-	04	06	01	
2005	14	01	01	-	08		01	
2006	09	11	-	01	15		02	
2007	35	16	02	-				

It is the view of the Review Team that the Postgraduate Studies of the DH can be judged as SATISFACTORY.

4.6. Peer Observation

Peer observation does not appear to be a structured and systematic activity in the DH. However, it should be noted that the absence of peer reviewing processes with respect to delivering of lectures is a faculty-wide phenomenon.

As mentioned in the Self Evaluation Report, the DH has taken several measures to improve peer observation process. Senior members of the department help junior staff members in academic matters such as preparation of lectures, conducting tutorial classes and the preparation of their research papers.

The Review Team also observed that most of the course modules in the DH are conducted jointly by a senior teacher and a junior teacher.

In addition, all question papers pertaining to special degree programmes are moderated and the answer scripts are sent for evaluation by an experienced second examiner. Setting up of a moderation board comprising of internal and external senior teachers would be very useful for this purpose.

It is the view of the Review Team that the Peer Observations of the DH can be judged as SATISFACTORY.

4.7. Skills Development

The DH has taken several steps to improve generic skills as well as subject specific skills of their graduates. These skills include presentation skills, organizational skills, research skills etc. In order to improve the writing skills of students, the DH encourages them to write articles to the department publication, 'Aithihasika Lekhana Sangrahaya'.

All students in the special degree programmes are expected to submit a dissertation in their final year. One of the main objectives of this activity is to develop research skills such as data collection, data analysis and report writing skills.

However, the efforts taken by the department to improve the IT and English language skills are inadequate. The students who met with the Review Team expressed their dissatisfaction over their poor IT and English language skills. It is necessary to introduce mandatory course modules to improve these skills in order to improve employability of graduates.

It is the view of the Review Team that the Skills Development of the DH can be judged as SATISFACTORY.

4.8. Academic Guidance and Counseling

Although the DH does not have an organized academic counseling system, all members of the staff are engaged in counseling in an informal manner. Academic counseling is taking place in the form of advising students in the selection of course modules, especially at the beginning of academic year.

Although the efforts of the members of the academic staff are commendable, it would be much better if the department could establish an organized system for academic counseling within the department.

All final year students in the special degree programmes are assigned an academic supervisor to guide their research project and the preparation of the dissertation.

It is the view of the Review Team that Academic Guidance and Counseling can be judged as good.

5. CONCLUSIONS

The strengths/good practices and weaknesses identified in each of the aspects of evaluation of this review are summarized below:

1. Curriculum Design, Content and Review

Strengths/Good Practices:

- Curriculum has been designed on the basis of credit-based course module system.
- The curriculum is in conformity with the learning outcomes identified by the department.
- Curriculum review process has been planned.

Weaknesses:

- The present curriculum is seven years old and has not been subject to a major revision with stakeholder participation.

- Multidisciplinary approach in the curriculum is very limited.

- The number of credit points assigned to the BA General and Special Degree programmes is below the accepted standards.

- Credit points accumulated in the Foundation Year are not counted in the Special Degree programme.

- Six-credit course modules do not represent equal number of contact hours.

2. Teaching, Learning and Assessment Methods

Strengths/Good Practices:

- The DH has the advantage of obtaining services of large number of retired Senior Professors in conducting its teaching programmes.

- Methods followed are standard and adequate to deliver the planned curriculum.

- The DH utilizes a combination of different assessment methods for the overall evaluation of student progress throughout the course.

Weaknesses:

- Non availability of course outlines and course guides prevents achievement of successful learning process.

- Use of modern teaching technologies such as multimedia and OHP is very limited.

- Library resources are inadequate and class room space is very limited for an effective learning environment.

3. Quality of Students

Strengths/Good Practices:

- Students are enthusiastic and motivated.

- Student performance at the examinations is very impressive. High performance levels recorded at the final examinations are a good indicator of the students' quality and achievements.

Weaknesses:

- The DH does not maintain a database to monitor the progress of their graduates.

4. Extent and Use of Student Feedback

Strengths/Good Practices:

- Student feedback is obtained by using a standard questionnaire.
- Informal feedback is also possible as student-staff relationship is very cordial.

Weaknesses:

- No systematic effort has been made to obtain students feedback formally.

5. Postgraduate Studies

Strengths/Good Practices:

- The DH offers four postgraduate programmes leading to the Degrees in Master of Arts (MA), Master of Social Sciences (M.S.Sc.), Master of Philosophy (M.Phil.) and Doctor of Philosophy (Ph.D.).

Weaknesses:

- The admission of candidates who have not offered History for the first degree into postgraduate programmes is far from satisfactory.

6. Peer Observation

Strengths/Good Practices:

- Moderation of question papers and second marking of answer scripts by senior academics within and outside the department are carried out.

Weaknesses:

- Despite the availability of senior members in the DH, peer observation with respect to the conducting of lectures by new staff and visiting staff is not practiced

7. Skills Development

Strengths/Good Practices:

- The DH has made many efforts to impart subject specific skills and some transferable skills among the students.

Weaknesses:

- The present arrangement to provide English language skills and IT skills is inadequate and far from satisfactory.

8. Academic Guidance and Counseling

Strengths/Good Practices:

- Personal tutors have been assigned on the basis of one per 10 students.

- Many academic staff members function as Student Councilors.
- All members of the staff are engaged in counseling in an informal manner.
- Student-staff relationships in the DH are very good.

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

Aspect	Judgment
Curriculum design, content and review	Good
Teaching learning and assessment methods	Good
Quality of students, student progress and achievements	Satisfactory
Extent and use of student feedback	Good
Postgraduate studies	Satisfactory
Peer observation	Satisfactory
Skills development	Satisfactory
Academic guidance and counseling	Good

6. RECOMMENDATIONS

Based on the findings indicated above the Review Team wish to make the following specific recommendations:

1. A revision of the existing curriculum is recommended.

2. BA General and Special Degree programmes need to be redesigned to be consistent with the standard minimum credit requirement.

3. Introduction of mandatory course modules on IT and English for both General and Special degree students is desirable.

4. It is recommended to return to the students the assignments submitted by them with assigned grades and comments.

5. Course outlines or Course Guides needs to be prepared for every course module in order to develop more student-centred learning process.

6. Staff should be encouraged to use modern teaching technology and lecture handouts when conducting lectures.

7. The DH may explore the possibility of implementing a formal and effective mechanism for peer observation.

8. The DH may pay attention to construct a database of their graduates

7. ANNEXES

Annex 1. AGENDA FOR THE SUBJECT REVIEW VISIT

DAY 1 – 01st October 2007

08.30 - 09.00	Private Meeting of Review Panel with QA Specialist Prof. Colin Peiris
09.00 – 09.30	Discuss the Agenda for the Visit
09.30 – 10.30	Meeting with the Dean/Social Sciences, Head/ History and Director/Internal Quality Assurance Unit, Prof. Nimal Dangalla
10.30 – 11.30	Department Presentation on the Self Evaluation Report
11.00 – 12.30	Discussion
12.30 – 13.30	*Lunch*
13.30 – 14.30	Observing Departmental Facilities
14.30 – 15.30	Observing Other Facilities (Faculty Library, Computer Unit)
15.30 – 16.30	Meeting with Department Academic Staff
16.30 – 17.30	Meeting with undergraduate students
17.30 – 18.30	Brief Meeting of Reviewers

DAY 2 – 02nd October 2007

09.00 – 09.30	Observing Teaching – Lecture (H IST 21516)
09.30 – 10.00	Observing Teaching – Lecture (H IST 22566)
10.00 – 11.00	Observing Documents
11.00 – 12.00	Meeting with Non-Academic Staff
12.00 – 12.30	Meeting with Postgraduate Students
12.30 – 13.30	Lunch
13.30 – 14.00	Observing Teaching – Lecture (H IST 12024)
14.00 – 14.30	Observing Teaching – Lecture (H IST 22546)
14.30 – 15.30	Observing Teaching – Lecture
15.30 – 16.30	Meeting with Students
16.30 – 17.30	Meeting of Reviewers

DAY 3 – 03rd October 2007

09.00 – 09.30	Observing teaching - Lecture
09.30 – 10.30	Observing Students Presentations
10.30 – 11.00	Meeting Student Counselors
11.00 – 12.00	Reviewers' Private Discussion
12.00 – 13.30	Meeting with Head and Staff for Reporting
13.30 – 14.30	*Lunch*
14.30 – 17.00	Report Writing

Annex 2. LIST OF DOCUMENTS OBSERVED

• University of Kelaniya: Calendar 2006

• Student Handbook on List of Course Units 2006/2007

• Examination question papers

• A set of answer scripts marked by a second examiner

• BA Special Degree Syllabus

• BA General Degree Syllabus

• BA General (External) Degree Syllabus

• MA/MSSc. Degree Syllabus

• Staff Time Tables

• Teaching Portfolios prepared by members of the Academic Staff

• Dissertations submitted by BA Special Degree Students

• Staff Research Publications