

# **SUBJECT REVIEW REPORT**

**DEPARTMENT OF HISTORY**



***FACULTY OF HUMANITIES AND  
SOCIAL SCIENCES  
UNIVERSITY OF RUHUNA***

25<sup>th</sup> to 27<sup>th</sup> March 2009

**Review Team :**

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

Prof. U. B. Karunananda, University of Kelaniya

Dr. D. K. Jayaratne, University of Peradeniya

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## 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 help 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.

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 aims of the subject and objectives set out by each course of study pertaining to both undergraduate and 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 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.

The 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 and Archaeology (DH & Arch) of the University of Ruhuna submitted a Self Evaluation Report consisting of eleven sections namely: (1) Introduction (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 Progress and Achievements (7) The Extent of Students Feed back qualitative and quantitative, (8) Postgraduate Studies (9) Peer Observation (10) Skills Development (11) Academic Guidance and Counseling. .

The following eight aspects of education were reviewed at 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 programmes 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**

Professor Colin N. Peiris, Quality Assurance Specialist of the QAA Council by a letter dated 26<sup>th</sup> February 2009 notified that the following team has been appointed to accomplish the Subject Review in the Department of History and Archaeology, University of Ruhuna from 25<sup>th</sup> – 27<sup>th</sup> March 2009.

Prof. Malani Endagama/University of Sri Jayewardenepura  
Prof. U.B. Karunananda / University of Kelaniya  
Dr. D.K. Jayaratne / University of Peradeniya

The agenda for the Review Visit is annexed (Annexure I)

The evaluation on eight aspects was based on Meetings held with the Vice-Chancellor, Deputy Vice-Chancellor, The Dean of the Faculty of Arts, Head of the Department, Academic Staff, Non-academic staff, undergraduates and postgraduate students. Further

- Reviewing the documents available at the Department
- Observing teaching and student presentations
- Observing field activities
- Observing the facilities at the Department and the Faculty (University Library, Department Library, Computer Unit etc.) were also used to collect information.

The Review Team visited the Department of History and Archaeology of the University of Ruhuna during the period 25<sup>th</sup> to 27<sup>th</sup> March 2009 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 Self Evaluation Report of the Department and evaluate them according to the set guidelines.

At 8.00 a.m. on the 25<sup>th</sup> March the Review Team met the Quality Assurance specialist Prof. Colin N. Peiris at the University of Ruhuna to further familiarize with the Subject Review Process.

At 9.00 a.m. on the same day the team met the Vice-Chancellor, Prof. Susirith Mendis the Deputy Vice-Chancellor Prof. Gamini Senanayake, the Dean of the Faculty of Humanities and Social Science Prof. Sarath Amarasinghe and the Head of the Department of History and Archaeology Prof. S. Wawwage. The Vice Chancellor and the Deputy Vice Chancellor briefed the Review team of the activities of the University in general and specially current trends in undergraduate and postgraduate teaching in the Faculty of Humanities and Social Sciences.

The next meeting that lasted for few hours was very informative and the Review Team collected lot of very useful data from the presentation made by two lecturers Ms. J.K.A. Kanthi and Mr. Deva Michael de Silva. The presenters clarified certain points in response to

the queries made by the Review Team and explained the information included in the self evaluation report.

All the staff members participated at the meeting and contributed in providing necessary information for the Review Team. The open and outright discussion that followed the presentation was extremely useful for the Review Team in performing their duty without much difficulty. The agenda for the review process was discussed and finalized at this meeting.

## **2. BRIEF HISTORY OF THE UNIVERSITY AND THE DEPARTMENT**

By the end of 1970s there were discussions to establish a University for the Southern Province in Ruhuna. A Committee headed by Prof. M.B. Ariyapala was appointed to look into the matter. The Committee considering all relevant factors submitted a report on 4<sup>th</sup> July 1978. It recommended the establishment of the University with several faculties in different places close to Matara. It had proposed to seat the Faculty of Arts at Matara town itself. On 27<sup>th</sup> August, 1978 Matara College of the University of Ceylon was declared open and the number of the first batch of students admitted for the Faculty of Arts was 124.

The Institution not being a full pledged University the four faculties of the Institution was affiliated to Colombo University.

Although Matara College of University was elevated to the status of a University Academy on 1<sup>st</sup> January 1979 its Faculties further remained affiliated to other National Universities. The administrative functions of the Academy were entrusted to a Board of Management with a Director functioning as the Executive Officer.

Matara academy of the University of Ceylon was proclaimed a full pledged University with effect from 1<sup>st</sup> January 1984. The National University of Matara thus established with three faculties has expanded to have seven faculties and developed as a center for dissemination of knowledge of National and International levels.

### **Vision of the Ruhuna University**

The vision of the Ruhuna University is to be an outstanding intellectually respected academic center of excellence, which proudly affirms its Sri Lankan identity and which is committed to rigorous scholarship, academic freedom, sound moral values and social responsibility.

### **Mission of the University of Ruhuna**

In pursuit of its vision the University of Ruhuna will strive to produce outstanding internationally accredited graduates who are innovative, analytical, articulate, balanced and adaptable, with life-long of learning; and to strive, through quality teaching, research and community service, to contribute to the advancement scholarship and the enrichment of the educational, cultural, economic and natural environments of the society we serve.

### **Introduction to the Faculty of Humanities and Social Sciences**

The Faculty of Humanities and Social Sciences was founded with the establishments of the Ruhuna University College affiliated to the University of Colombo. On obtaining the fully-fledged university status, the Faculty of Humanities and Social Sciences started operating as

an independent body. Now it is a well-established faculty offering Bachelors, Masters and Doctoral degrees in a wide spectrum of disciplines of diverse character.

The Faculty is composed of the six departments of Economics, History and Archaeology, Geography, Sinhala, Sociology and the Department of Pali and Buddhist Studies.

#### **Department of History and Archaeology (DH & Arch.)**

The Department of History was established at the inception of the University in the Faculty of Humanities and Social Sciences as one of the most important disciplines of the faculty and the subject Archaeology was added to the Department later and ever since the Department is known as the DH & Arch and the Department has produced many graduates who have contributed towards the development of the country in general and to the field of archaeological and historical research in the Southern Region of Sri Lanka, in particular.

At a national level, the Department is anticipated to take up the challenges of filling the gaps in history and archaeology in the Southern Region and the Ancient Ruhuna. The Government, the Department of Archaeological Survey and the intellectual community look upon the DH & Arch. at the University of Ruhuna to provide the relevant expertise in meeting these challenges at the best of its ability, though of course there is room for improvement.

#### **The Mission of the Department**

- To train high caliber professionals in the field of History and Archaeology.
- To produce a group of intellectuals who are interested in doing research in order to fill the gaps in history and archaeology of the island.
- To carry out research in the Historical, Archaeological and Cultural aspects of the Southern Region.
- To increase the study of hitherto neglected subject of ancient Ruhuna.

#### **The Academic Staff, Students and the available facilities of the Department**

##### **The Academic Staff**

The DH&Arch has one Professor two Senior Lecturers Grade 2, one each for History and Archaeology. There are eleven more staff members out of whom only one have completed a M.Phil degree and almost all the others hold Probationary positions while one or two of them are Temporary Lecturers. There is also one Temporary Tutor as well.

The Academic members of the DH & Arch have very often contributed to administrative work of the University. The only Professor was away from the Department for nine years to serve as the Dean of the Faculty. The other members serve as student counselors, part-time sub-wardens and members of various committees involved in the administrative work of the University.

Although it is not compulsory for the Senior Staff members to complete a course of staff Development all the members of the Department have successfully completed the staff Development Course.

**Details of the Academic Staff**

**Table 1 – Present Academic Staff of the Department of History**

<b>Name</b>	<b>Designation</b>	<b>Year Appointed</b>	<b>Other Responsibilities</b>
S. Wawwage B.A.(Hons)(Peradeniya) MPhil (Ruhuna)	Professor		<ul style="list-style-type: none"> <li>• Head of the Department</li> </ul>
H.M.W. Bohingamuwa B.A.(Hons) (B H U) M.A. (Poona) M.Phil (Cambridge)	Senior Lecturer Grade II	2002	<ul style="list-style-type: none"> <li>• Deputy proctor</li> <li>• Committee member and person in charge for the preparation of the proposal and implementation of QEF Round 3, Faculty of Humanities and Social Sciences.</li> <li>• Committee Member- i               <ol style="list-style-type: none"> <li>i) Introduction of information Technology as subject in the Bachelor of Arts Degree in the Faculty of Humanities and Social Science.</li> <li>ii) Committee to make recommendations for the Repairing of office Equipments and Building of Faculty of Humanities and Social Science.</li> <li>iii) Egaku-Ryu Mayeda foundation, Department of Pali and Buddhist Studies, University of Ruhuna.</li> <li>iv) Faculty H &amp; SS IT Committee, University of Ruhuna.</li> <li>v) Project for the restoration and preservation of the palm leaf manuscripts, round in Ruhuna.</li> <li>vi) Fund raising committee / Deans fund, appropriate by the Faculty Board, Faculty of H&amp;SS.</li> <li>vii) Committee for making recommendations to Resolve the students Riots in the Wellamadama complex of the University of Ruhuna.</li> </ol> </li> <li>• Chairman – Hardship fund, faculty of Humanities and Social Science.</li> </ul>
J.K.A. Kanthi BA(Hons)(Ruhuna) MA(Jayewardanapura)	Senior Lecturer Grade II	1996	<p>Student Counselor Department Coordinator career guidance unit. Committee Member of ethics committee faculty of H&amp;SS.</p>

<b>Name</b>	<b>Designation</b>	<b>Year Appointed</b>	<b>Other Responsibilities</b>
M.V. Chandrasiri B.A.(Hons)(Ruhuna) Mphil(Ruhuna) Certificate in Portuguese Language (Coimbra	Lecturer	1996	Student Counselor
Deva Michael de Silva B.A. (Hons)(Ruhuna) Diploma in Psychology (I.P.S. Colombo)	Probationary Lecturer	2004	Student Counselor Committee Member of Development fund Faculty of Humanities and Social Science
G.C.K. Gamage B.A. (Hons)(Ruhuna) Mphil (Ruhuna)	Probationary Lecturer	2003	
S.B.Manatunga B.A.(Hons)(Kelaniya) M.A.(P.G. IAR) (Kelaniya)	Probationary Lecturer		
D. Chitranande B.A.(Hons)(Japura) P.G.Dip in Archaeology (P.GIAR) (Kelaniya) M.A.(PAIAR) (Kelaniya)	Probationary Lecturer	2005	Coordinator-Cultural Center
Kanchana Janapriya B.A.(Hons)(Ruhuna) MPhil(Ruhuna) Diploma in Archaeology (P.Q.IAR)(Kelaniya)	Probationary Lecturer	2007	
Janeeka Koshin de Silva B.A.(Hons) (Kelaniya	Probationary Lecturer	2007	
U.O. Gamage B.A.(Hons) (Kelaniya Diploma in Archaeology (P.Q.IAR) (Kelaniya	Probationary Lecturer	2008	



Name	Designation	Year Appointed	Other Responsibilities
D.U. Wijetunge B.A.(Hons) (Kelaniya Diploma in Archaeology (P.Q.IAR) (Kelaniya)	Lecturer (on contract)	2008	
W.A.C.Wickramarachchi B.A.(Hons) (Ruhuna) Diploma in Archaeology (P.Q.IAR) (Kelaniya)	Assistant Lecturer	2007	
W.M.T.B. Wijepala B.A.(Hons) (Jayewardenepura)	Temporary Tutor in Archae.		

### **The Students**

The number of students registered for General and Special Degree Programmes conducted by the DH & Arch in the recent years are given below.

### **Special and General Arts Degree programmes in History**

Academic Year	Level	Special Students	General Students
2005/2006	1000	-	52
	2000	11	12
	3000	10	27
	4000	03	-
2006/2007	1000	-	26
	2000	16	28
	3000	12	12
	4000	10	-
2007/2008	1000	-	115
	2000	05	14
	3000	16	24
	4000	11	-

**Special and General Arts Degree in Archaeology**

<b>Academic Year</b>	<b>Level</b>	<b>Special Students</b>	<b>General Students</b>
2005/2006	1000	-	98
	2000	11	72
	3000	09	77
	4000	12	-
2006/2007	1000	-	105
	2000	19	45
	3000	11	64
	4000	09	-
2007/2008	1000	-	207
	2000	17	49
	3000	19	46
	4000	11	-

**Available Facilities****Lecture Halls**

There are four lecture rooms allocated to the DH & Arch. Two of them accommodate about 75 students in each. The other two lecture rooms can accommodate only about 40 students each. They are provided with black boards and the traditional system of using chalk to write on them finds it very troublesome. Further there are only very few teaching equipments with modern techniques.

**The Library**

There is a small library built up with funds generated by the students themselves. It consists of about 1000 books and a special collection of historical resources. Its seating capacity is limited to only 12 readers. Majority of the books in the DH & Arch have been provided by the students and well-wishers.

**Archaeological Museum**

The DH & Arch has started a Archaeological Museum for the use of the students. At present it is housed in a 20 x 20 room where only a small collection of Artifacts are displayed.

**Computer Unit**

In addition to the existing unit in the Faculty of Humanities and Social Sciences, a computer unit has been set up in the Department. It is intended to help the students and the staff to enrich their IT knowledge. But at present it has only two usable computers.

### **3. AIMS AND LEARNING OUTCOMES**

#### **3.1. Aims**

The main aim of the DH & Arch is basically to grant degrees in the two subjects of History and Archaeology.

Keeping in line with the mission of the University of Ruhuna the DH & Arch has two major groups of aims and objectives. The first of them, addresses the development of students historical knowledge and awareness on Archaeology. The second involves in improvement of transferable skills that average University students must acquire to prepare themselves for the world to work.

Both History and Archaeology are interdisciplinary, yet distinct branches of social sciences. Hence the Curriculum offered by the Department is varied according to each discipline and the professionalism of some of the staff members.

However, the description of social sciences that gives prominence to social inquiry the Department expects to meet some common aims through the various course units offered.

- Equip students with necessary skills and techniques in order to develop research skills which are important for critical social inquiry and to develop skills which can be used in any future career.
- Expose students to changing dimensions concepts and theories of the fields.
- Promote staff members to conduct research and strive for higher educational qualifications and for enrichment of their knowledge.
- Equip the Department with audio and visual facilities to create a better environment for academic learning.
- Encourage staff members to use new teaching methods to promote more students centered teaching.
- Provide learning opportunities beyond the class room.

#### **3.2 Learning Outcomes**

On successful completion of the implemented programmes students should have:

- Gained capacity to fulfill any work load with accuracy and full responsibility.
- Gained conceptual, theoretical and empirical understanding of the subjects they have selected to studies.
- Gained practicability in applying the Research Skills they have learned as undergraduates in doing higher studies or as researchers in Social Sciences.
- Ability to apply the skills learned through courses such as critical thinking, analytical skills, team work, planning, leadership, presentation skills to their future careers.
- A cultured, patriotic personality and good interpersonal skills.
- Developed creative abilities, free thinking and decision making skills.

**In order to achieve the outcomes, the Department offer courses of multidisciplinary nature that intend to :**

- Offer a range of courses of multidisciplinary nature allowing students to select course units according to their interest.
- The Department offers several compulsory course units, which are important in learning theoretical and research skills on the subject areas where the students have chosen to follow in order to broaden their knowledge.
- Encourage Staff to participate in workshops and seminars to enhance their teaching abilities and methods.
- Offer a research paper for final year special degree students to apply the research skills they have gained and to train them for future research endeavours.
- Organize field trips and workshops to provide students a more active learning environment outside the class room.
- Use the available resources to the maximum level to provide a more student centered learning and good quality learning experience.
- Provide the students details of curriculum offered by the Department and how the course unit evaluations are done, the objectives and learning outcomes.
- Do occasional assessments at formal and informal level to receive student feedback on the study courses offered.

### **Programme Details**

Teaching programmes of the DH & Arch have been formulated in keeping with the curriculum of those subjects in other Universities.

The DH & Arch conducts four first degree programmes, Postgraduate programmes in History and an External Degree Programme. Postgraduate programs such as M.A, M.Phil and Phd are available only in the subject History and due to the lack of resource personnel the Dept. has not started any Postgraduate programmes in Archaeology.

It is also planning to have a Diploma Course in History to help school teachers to enrich their subject knowledge.

First Degree Programmes and their Duration.

B.A. General Degree in History – 3 years

B.A. General Degree in Archaeology – 3 years

B.A. Special Degree in History – 4 years

B.A. Special Degree in Archaeology – 4 years

## **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 modules system.

### **Curriculum Design**

Curriculum is designed with the aim of providing subject specific knowledge and of developing skills. However there is no unified or a systematic method with regard to curriculum designing in the Department. The bulk of the designing is done by the lecturer-in-charge of the Study Course. When taken into consideration the postgraduate qualifications achieved and the experience gained by the staff members it is no wonder that there could be lot of shortcomings. Accordingly it is evident the curriculums of both subjects, History and Archaeology have a bias towards traditional systems of designing and hence do not explicitly reflect the expected learning outcomes.

One of the main defects of the curriculum designing is that they have not taken into consideration the fact that these study courses come under course modules system where the contact hours of most of the course units limited to 45 hours are. It is evident that while the contact hours are limited to 45 hours the volume of contents is very extensive. Such study courses might need more than 60-90 contact hours to complete the contents. HIS 2101, HIS 2201, HIS 3103, HIS 4102, ACL 2103, ACL 2205, ACL 3103 can be sighted as few such defective study courses.

### **Curriculum Contents**

Curriculum Course outlines consist of course objectives, expected outcomes, course contents, assessment methods and suggested readings. C1 Form explaining the plan of lectures covering the contents of the study courses also provided by some staff members. It is evident therefore that very comprehensive course outlines are been distributed among the students.

Multi disciplinary approach is evident on the curriculum contents. Some of the courses conducted under Archaeology are included in History curriculum and vice-versa. However there is further room in the curriculum to improve the multi-disciplinary contents. For example courses conducted in the Department of Sociology, Political Science, Geography etc. have direct relevance to History and Archaeology.

### **Curriculum Review**

The staff members have acknowledged the need to revise the existing curriculum which was designed in 2000 when the course modules system was introduced. Hence they have initiated an over all program of revising the curriculum. The Review Team observed the tentative revised curriculum as well and the Team is of opinion that the existing staff alone is not competent enough to revise the curriculum to suit the requirements of the modern systems of Education.

Further the discussions the Team had with the students have found that student's feedback has not taken into account in the curriculum revision process. It is also evident that only very little attention has been drawn to the recent developments of the subjects in drafting the revised curriculum and the design it to suit the course modules system.

Therefore the Review Team is of opinion that the staff should take steps to have a broad discussion getting also the services of more qualified and experienced academics from the other Universities as well.

***The view of the Review Team is that the Curriculum design, contents and revision can be judged SATISFACTORY***

## **4.2. Teaching, Learning and Assessment Methods.**

### **The Staff**

The Review Team observed a number of lectures and a practical class conducted in the field (at Devinuwara Vishnu Devala) by Staff Members. They displayed their teaching and presentation skills by using modern technology and teaching methods. In addition to its internal staff the DH & Arch benefits from few senior professors as visiting Lecturers.

The Review Team is satisfied that the lecturers displayed commendable teaching abilities. However it is heartening to say that the details of their qualifications and experience do not display a satisfactory picture to the effect that the DH & Arch has a suitable and well qualified academic staff. It is a very unsatisfactory situation with regard to University teaching process. It being a Department where two most important and extensive subjects are been entrusted to be taught and that is also not only for first degree but also for postgraduate degrees including PhD, the unsatisfactory situation is all the more vital.

The Review Team is strongly of opinion that the two Grade II lecturers who have completed MA/MSc should be given leave, funds and other facilities as urgent requirements to obtain PhD and fill the existing gap in the list of qualified and experienced academic staff of the Department.

It is evident that all the probationary lecturers are burdened with heavy load of teaching, field work, assessment and administrative work. They have no time, facilities or sponsorships to get their qualifications up-graded. However, the rule is that they should get required qualifications within the specified time and if not they will be discontinued from the service. If at least one of these clever and intelligent youngsters happen to be discontinued from the service for not obtaining higher qualifications it will be a real crime. Therefore the Review Team is strongly of opinion that the University should take care of these seven Probationary Lecturers who entirely shoulder the burden of the DH & Arch and provide them facilities to obtain required qualifications and experiences to suit the expected high academic standards of a University Professor.

### **Facilities**

There are rooms allocated to the DH & Arch. However, the space available for conducting lectures is not sufficient. This situation affects not only the quality of teaching but also the possibility of catering for the increasing demand of the students to study the two subjects History and Archaeology. This unfavorable situation is more unique to the subject History which has recently made compulsory in the school curricula. On the one hand the demand to study the subject is highly increasing and on the other hand the government needs qualified personnel with good subject knowledge to teach History in schools. Therefore the Review Team is of opinion that sufficient space and other facilities should be provided to arm the Department to cater to these increasing demands.

The DH & Arch maintains a library on the sole efforts of the staff and the students with the help of the well-wishers. The students appreciate this library more than the University Library, because of its location. The Department library which is within the premises of the Department which is on the top most position of the hill while the University library is situated at the bottom of the hill. At present the Departmental library is not a very extensive resource center but the Review Team is of opinion that it can be and should be expanded by

adding more historical resources and latest publications and also increasing seating capacity for the readers.

The Archaeological Museum which is in the process of developing by the DH & Arch., for the use practical training exhibiting and collecting artifacts is very important. It is housed in a small room and it needs further improvement.

The Review Team observed that there are comprehensive course outlines. When the course module system was adopted to replace the traditional curriculum it was necessary to introduce other innovative components of teaching and learning process such as writing course manuals and hand outs. In the DH & Arch at Ruhuna University, there is no practice of writing course manuals and handouts are also prepared only occasionally.

One of the admirable features in teaching methodology used is the student centered system. Almost all the lecturers try to get the students involved in the teaching procedures instead of just delivering a lecture in the traditional way.

### **Learning Activity**

It is interesting to note that the students are satisfied with teaching and the new methodologies followed by the staff members. The students participate very enthusiastically when discussions are being held and are carried on successfully.

The students presented several ideas with the intention of getting their learning activities improved. They are very worried that those who study Archaeology will be handicapped because they do not get a proper practical training and that they do not get any training to use modern implements such as GPS, Dumpy levels, Lap-top computers etc. They are also worried that while the Archaeology students in other Universities are directly connected with the excavations and conservation work done at the sites of the cultural Triangle and enjoy practical training the students at the DH & Arch at Ruhunu University do not get that opportunity.

The students expect that the curricula be prepared to suit the modern developments and that facilities should be provided to improve the staff, Library, Archaeological Museum, Computer Center, the office and the lecture halls of the DH & Arch. They are also of opinion that the student feed-back should be taken into consideration when revising the curricula. They complain that the contents of most of the course units are too extensive and they propose that more new study courses should be added to the curricula to suit the modern developments and give the students a sound knowledge on the subject.

### **Assessment Method**

The DH & Arch follows the guidelines of the faculty in designing methods of assessments. Mid-term test, assignments and semester-end examinations are the main methods of assessment. Major assessment is semester end examination and 60% marks are allocated for the examination. The Department follows the University guidelines in preparing question papers and marking answer scripts. Question papers are moderated at the Department level by the Senior Lecturers and by external Professors. Final examination answer scripts are marked by two examiners independently and the services of external Professors are used in this evaluation task.

Mid- semester assessments carry a total of 40% marks. It has to consist of a test, assignment or a presentation. However, the current practice is to get the students to write two assignments and give 20 marks each. It is a very heavy burden laid upon the students and they at the discussion with the Review Team showed it as unbearable burden laid upon them. The Review Team is of opinion that this shortcoming should be recommended as soon as possible and instead of one assignment another method such as a mid-term test interview, small presentation etc should be practiced as expected by the assessment methods approved.

The Archaeology students face a more harder burden because the final year students have to write two reports, one on a field survey done by the staff and the students and the other an individual research report where they get three credits for each of them. The History students write only one research report and they get 6 credits for that. This unfair situation should be remedied and the Archaeology students also should be given 6 credits for the research report and if the work load is not very heavy the survey report with 3 credits also can be continued because the Archaeology students need more practical work.

The students who follow a special Degree programme should successfully complete a minimum total of 42 course units out of which 32 should be from the particular discipline that they studied for the special degree. Honors passes are awarded based on the Grade point average(GPA) The GPA is 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 can be judged. GOOD***

#### **4.3 Quality of Students including Student Progress and Achievements**

##### **Recruitment and admission procedure**

Recruitment and admission of students to the faculty of Arts are carried out by the UGC as in other Universities, and the Department has no control over this process.

In accordance with the policy of the UGC the Department gets and special intake for History and the number that will be entering can be decided by the Department. However, since History was made compulsory in school curricula the demand to enter the Department to study History is increasing and because of the popularity of the subject there is a great demand to study Archaeology.

There are no prerequisite to offer History or Archeology for the general degree programme yet only a limited number of students are selected for special programmes. Students with highest marks at the two semester examinations of first year will be selected to follow a special degree in History & Archaeology.

The percentage of students achieved Honors passes are relatively very high and varied between 75% and 100% during the period 2005-2007.



### Performance at the special degree examination in History and Archaeology

Academic Year	Subject	Class			
		2 <sup>nd</sup> Upper	2 <sup>nd</sup> Lower	Pass	Total
2005/2006	History Archaeology	02	01	--	03
		10	01	--	11
2006/2007	History Archaeology	09	01	--	10
		04	02	02	08
2007/2008					

The above statistics prove the high quality of students.

***It is the view of the Review Team that the Quality of Students including student progress and achievements can be judged GOOD.***

#### 4.4. Extent and use of Student Feedback

In order to receive student feed back occasional evaluations are conducted employing formal as well as informal methods. Students are given questionnaires at the end of each course unit to comment on structure, contents, and on teaching. The Review Team examined the questionnaire and it has parts comprising of quantitative and qualitative evaluations. The DH & Arch. states that students' comments and suggestions are taken into account and appropriate changes have been made.

However there is no clear procedure for the Department to inform the students that their views were taken into consideration and that necessary steps have been taken to respond the feed back.

The observation of the Review Team is that the student feed-back with regard to teaching has taken into consideration by almost all the teachers because there were no complaints about the teaching procedures of any of the teachers but appreciations. Yet with regard to revision of Curricula the same positive remark cannot be made. The discussion of the Review Team had with the students and the observations on the proposed revisions of the curriculum prove that the student feed back has not very much taken into consideration in the revision process.

It is evident that the Department has taken initial steps to workout a strategy to inform the students the ways in which their feed back is taken into consideration and the Review Team trust that the Department will proceed with the matter and implement a suitable strategy.

***It is the view of the Review Team that the Extent and Use of Student Feed back can be judged as GOOD***

#### **4.5. Postgraduate Studies**

According to the self evaluation report of the DH & Arch postgraduate programmes are offered only in History and the subject Archaeology which is added to the Department only recently has not introduced Postgraduate Programmes due to the unavailability of qualified staff (P.42).

Since 1994 only three students have got registered themselves and only 2 of them have completed M.Phil in History. Since 2004 only two students have registered for PhD and in contradiction to what is said in the self evaluation report one of them is registered to do a PhD in Archaeology.

At present there is only one Professor in History who is qualified to supervise postgraduate students in that subject and there is no qualified staff to supervise postgraduate students in Archaeology. At the time when there was another Professor of History in the service of the Department the two students have completed M.Phil while both of them are Junior Staff members of the same Department. For the student who has registered for PhD in Archaeology two external supervisors has been appointed because there are no qualified Professors.

It is the view of the Review Team that if the Department is to continue postgraduate studies it has to reconsider and get qualified staff and reorganize the programmes because the conferment of postgraduate degrees such as Phd without qualified staff to supervise the students is not favorable for the reputation of not only of the department but also of the whole University.

***The Review Team is of the view that the Postgraduate Programme has to be judged UNSATISFACTORY***

#### **4.6. Peer Observations**

The DH & Arch. Implements formal and informal peer observation. Formal peer observation is mainly on examination work. The question papers of the year end examinations are moderated by senior academic members of the Department and also the services of external expertise are obtained. With regard to assessment work the same procedure is been followed. This peer observation method has been very useful in examination work to maintain the quality of the degrees conferred.

The formal peer observation with regard to teaching was started at the beginning of 2008 and follows faculty guidelines. The evaluation forms are distributed among the staff members and one teacher is selected to be in-charge of the implementation of the procedure.

The probationary and temporary staff members are observed by the three senior members. However, at times the Junior members have to observe among themselves and also observe senior members as well. Hence the lack of qualified Senior Staff have prevented achieving successful results in peer observation with regard to teaching.

The staff members perceive peer observation as a useful method of enhancing the quality of teaching. Yet there is no evidence of using peer observation to enhance the quality of teaching hitherto, but since following the guidelines of recent faculty review, the Department

has made arrangements to implement formal peer observation and use them to enhance the quality of teaching.

***It is the view of the Review Team that the Peer Observations of the DH & Arch can be judged GOOD.***

#### **4.7. Skills Development**

There are several methods and programmes followed by the Department to develop various skills of the students. They intend to envisage critical and analytical thinking, team work, planning, leadership, and presentation skills in students so that they can apply in their future careers and to develop interpersonal skills.

Developing English Language skills and computer skills is a major concern of the University, and the Department also considers that these should be skills developed among the students.

Students are instructed to use computer in writing assignments and Research Papers and to use Internet sources to obtain current and updated knowledge. The main Library facilitates this by subscribing to electronic academic sources. However, since they are inadequate the Department has opened a sectional computer center. Yet it has only two useable computers and the students of the DH & Arch do not get sufficient computer facilities. The Review Team is of opinion that the development of computer unit of the Department should be considered an urgent requirement.

There are four special projects conducted by the Department which help to build various skills among the students. The projects of

- (1) Siyambalagaswewa Megalathic Burial Complex Archaeological Survey (ongoing project)
- (2) Computation and Documentation of the Rohana Mahawansa – Part I (ongoing project)
- (3) Project on Survey of the Route of the King Dhutthagamani's Advance from Magama to Anuradhapura (ongoing project)
- (4) Historical and Archaeological Study of the River Manik Basin (ongoing project)

All these projects are basically field surveys. The staff led by the Head of the Department Prof. S. Wawwage together with the students are involved in these projects. The Review Team was specially interested to get to know detail information on these projects because the Archaeology students of the DH & Arch do not have opportunities to obtain practical experience in their degree programmes. It is evident that these special programmes are well organized. Taking the students to these several fields will provide for the development of their skills in planning, organizing, leadership, practical work, community work, analytical and critical research skills and presentation skills.

***It is the view of the Review Team that skills developments efforts of the DH & Arch. Can be judged as GOOD.***

#### **4.8. Academic Guidance and Counseling**

The Department is linked up with the faculty programme on academic guidance. The chief Student Counselor, three more student counselors and three part-time sub-wardens are from

the DH & Arch and hence it has made easier to guide and counsel the students of the Department. They provide guidance and counseling in both academic and personal problems of the students when contacted.

A Unique feature of the DH & Arch is that the relations between the staff and the students are very close and friendly. They have built up such friendly relations when they work together in the field, in the History and Archaeology Society and through mutual support extended when working in the premises set a part for the Department on the top most position of the Faculty complex and almost isolated from the other Departments of the Faculty. The Review Team is of opinion that the Teacher-student relations in the DH & Arch is exemplary and academic guidance and counseling provided by the staff members are very valuable.

***It is the view of the Review Team that Academic Guidance and Counseling of the DH&Arch can be judged GOOD***

Based on the observations made during the visit by the Review Team and as per the facts discussed above the judgments given to those eight aspects under review are as follows:

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

## **5. CONCLUSIONS**

The strengths/ good practices and weakness identified by the Review Team in each of the eight aspects of evaluation of this review are as below.

### **1. Curriculum Design, Content and Review**

#### **Strengths / Good Practices.**

- Curriculum has been designed on the basis of Credit –based course module system.
- Every course unit has a Coordinator.
- Very comprehensive course outlines are been distributed among the students.
- Programme to revise the curriculum has been initiated.

### **Weaknesses**

- The curriculum has been prepared by mostly inexperienced lecturers.
- The curriculum is not satisfactorily in conformity with the learning outcomes identified by the Department.
- Amalgamation of two very extensive subjects History and Archaeology in one Department.
- Existence of deficiencies for unimpaired study of the two subjects.

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

### **Strengths / Good Practices**

- Availability of excellent teaching and presentation skills in the existing staff.
- Very effective teaching methods used by the lecturers.
- Methods followed are standard and adequate to deliver the planned curriculum.
- The Department obtains the services of Senior Professors from other Universities as visiting lecturers in conducting its teaching programmes.
- The students are happy and satisfied with teaching and learning procedures.
- The Department maintains a sectional library, computer center and an archaeological museum.
- It is also planning to start an Archeological field lab in front of the DH & Arch. where Archaeological monuments will be exhibited and also will be used as teaching objects.
- The cordial relations that exists between the staff and students are a stimulating factor in teaching and learning activity
- The friendly relations and the co-operative efforts of the staff members in managing and keeping the office of the Department in order without secretarial service.
- Planning to start a study center for Ruhuna jointly with Japan.

### **Weaknesses**

- The lack of senior qualified and experienced staff members.
- Insufficiency of class room space, modern teaching equipments such as multimedia and OHP.
- The shortcomings in the sectional library, computer center and the museum.
- Lack of secretarial service – only one labourer is available to do all the work in the Department.
- Not writing course manuals and not distributing handouts regularly.
- Getting the students to write two heavy assignments as mid semester assessments instead of implementing any other approved means of mid-term assessing.

## **3. Quality of Students, including Student Progress and Achievement**

### **Strengths / Good Practices**

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

### **Weaknesses**

- The DH & Arch does not maintain a data base to monitor the progress of their graduates.

#### **4. Extent and Use of Student Feedback**

##### **Strengths / Good Practices**

- Student's feedback is obtained by using a standard questionnaire.
- Informal feedback is also implemented occasionally.
- Student feed back has been utilized to improve the teaching procedure.

##### **Weaknesses**

- Student feedback has not been utilized to improve the curriculum.
- No clear procedure to incorporate students feedback to curriculum development and to remedy the drawbacks in teaching activity accordingly.

#### **5. Postgraduate Studies**

##### **Strengths / Good Practices**

- There are no strengths that can be sighted.

##### **Weaknesses**

- It is not a well organized programme
- No qualified staff to supervise the students or to confer postgraduate degrees.

#### **6. Peer Observation**

##### **Strengths / Good Practices.**

- Moderation of question papers by senior staff members and external expertise.
- Marking of answer scripts also done by two independent examiners who are the senior staff members of the Department and external expertise.
- Peer observation in teaching activity performed through guiding the Junior Staff by the senior members.

##### **Weaknesses**

- Lack of qualified staff members to perform a satisfactory peer observation.

#### **7. Skills Development**

##### **Strengths /Good Practices**

- The DH & Arch has made many efforts to impart subject specific skills and several transferable skills among the students.
- There are four Unique programmes not included in the Curriculum but implemented with the sole aims of developing various skills.

##### **Weaknesses**

- The existing arrangements to provide English Language skills and IT skills are inadequate and far from satisfactory.

## 8. Academic Guidance and Counseling

### Strengths/Good Practices

- Each and every academic member is an academic guide and a student counselor.
- Students are given sufficient and convenient times to meet the counselors and discuss the problems.
- The majority of the students make use of the academic guidance and counseling facilities available to them.
- All the teachers maintain cordial relations with the students and encourage them to come for guidance.

### Weaknesses

- The Review Team did not come across any features that can be sighted as weaknesses.

## 6. RECOMMENDATIONS

After a careful review made on the several aspects of the Department of History and Archaeology at Ruhuna University we wish to make the following recommendations to help the University Authorities to take necessary measures to improve the existing situation of the Department.

### **1. To enhance the quality of the academic staff of the Department we recommend:**

- that opportunities should be provided for all the Grade II and Probationary Lecturers to broaden their knowledge and know how by obtaining postgraduate qualifications. This recommendation should be given urgent consideration because all the staff members except the professor require obtaining postgraduate qualifications.
- That the designation "Temporary Tutor" should be changed to "Temporary Lecturer"
- That qualified lecturers should be recruited at least to the level of the approved cadre.

### **2. To develop the Department**

- that Secretarial Services should be provided.
- that few more computers to use for office work and also to use by the academic members for their academic work should be provided.

### **3. For the development of Curriculum we recommend:**

- that the existing curriculum should be completely revised.
- that services of external expertise should be obtained for the revision activity.
- that a regular and Unified method be implemented to review and update curriculum so as to reflect the expected learning outcomes.

### **4. To improve teaching and learning activities we recommend:**

- that room space and modern teaching equipments be expanded as soon as possible and that black boards be replaced with white boards.
- that the Archaeological Museum, the Computer Center, and the Departmental Library should be expanded and improved by adding new books, teaching equipments like GPS, Dumpy level, computers etc.
- that the planners of Higher Education in the country should reconsider and make arrangements to remedy the inherent defects of the Course Unit System as

implemented by the Arts Faculties of almost all the Universities in the country including the DH & Arch at Ruhuna University.

- that writing course modules and handouts should be started and regularized.
- that the Department should be provided with a full pledged conference hall equipped with modern teaching instruments.

**5. To improve the quality of assessment functions it is recommended:**

- that the disparity existing between the allocation of credits to the research paper in History and Archaeology should be remedied and equal number of credits should be given to the research papers of both subjects.

**6. To use the student feed back to the development of the Department it is recommended:**

- that student feedback should be utilized to remedy the existing defects specially in the curriculum.
- that an organized system should be prepared to utilize the student feed back and also to let the students know that their feed back has been utilized.
- That getting the students to write two assignments for mid- semester assessment should be done away with and one assignment together with some other method should be adopted.

**7. To develop the Postgraduate Programmes we recommend :**

- that measures should be introduced to re-organize the programme
- that the programme should be continued only if the services of qualified Professors could be obtained in the Department – at least one Professor or a Senior Lecturer with PhD qualification in Archaeology to be recruited to the permanent service of the Department.

**8. To enhance the opportunities of skills development it is recommended:**

- that the ongoing field survey projects should be continued.
- that the archaeology students should be provided practical work in the process of their degree programme.
- that provision be made for the students to gain subject oriented English skills and IT skills.
- that the History and Archaeology society should be made more lively and organized to work actively so that the students could develop lot of different skills.
- That the proposed field lab should be started as soon as possible.