

SUBJECT REVIEW REPORT

**DEPARTMENT OF
HISTORY AND ARCHAEOLOGY**



**FACULTY OF ARTS
UNIVERSITY OF SRI JAYEWARDENEPURA**

5th to 7th May 2010

Review Team :

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

Dr. D. K. Jayaratne, University of Peradeniya

Prof. A. Lagamuwa, Rajarata University of SL

Prof. U. B. Karunananda, University of Kelaniya

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1. SUBJECT REVIEW PROCESS

The subject review process has been introduced by the Committee of Vice-chancellors and Directors (CVCD) and the University Grants Commission. The Quality Assurance and Accreditation Council (QAAC) of the UGC is now conducting Subject Reviews and Institutional Reviews in Sri Lankan Universities.

Subject Review Process evaluates the quality of education within a specific subject or discipline. It is focused on the quality of student learning experience and on student achievements and is designed to evaluate the quality of both undergraduate and postgraduate programmes.

Professor Colin N. Peiris, Director of the QAA Council by his letter dated 21/04/2010 notified the appointment of the following team to accomplish the subject review in the Department of History and Archaeology in the University of Sri Jayawardenapura from 5th to 7th May 2010.

1. Prof. T.P.Meththananda, University of Peradeniya
2. Dr. D.K.Jayaratne, University of Peradeniya
3. Prof. A. Lagamuwa, University of Rajarata
4. Prof. U.B.Karunananda, University of Kelaniya

The Review team evaluated the quality of education in the Department of History and Archaeology according to the aims, objectives and learning outcomes as stated in their Self-Evaluation Report. The purpose of the review visit was to review, consider and test the evidence provided by the Department.

The Review Team at the end of the three day visit made judgments on each of the eight aspects stating the respective grades; good, satisfactory or unsatisfactory. Considering the judgment of the eight aspects, an overall judgment is reported at the end of this report selecting one of the three options, Confidence, Limited Confidence or No Confidence in the academic programme.

2. BRIEF HISTORY OF THE UNIVERSITY, FACULTY AND DEPARTMENT

The University of Sri Jayawardenepura, located in the capital city of Sri Lanka, is one of the two traditional Universities in the country established in 1959 under the Vidyodaya and Vidyalandara University Act No.45 of 1959. It was established by awarding the University status to the "Vidyaodaya Pirirvena" and was formally known as Vidyaodaya University until 1972 and thereafter as Vidyodaya Campus. It came to be known as the University of Sri Jayawardenepura in 1978. Since then the University has developed extensively to achieve the present status having five Faculties namely, Arts, Applied Sciences, Management Studies and Commerce, Medical Sciences and Graduate Studies. In addition the University has a highly successful Post Graduate Institute of Management.

The Faculty of Arts is the oldest faculty of the University and it was established in 1959. The faculty since its establishment has made great strides in its gradual development of academic research, infrastructure facilities and human resources earning a reputation in the county for its national scholarship in Humanities and Social Sciences. The faculty at present consists of the departments of Economics, English, Geography, History and Archeology, Languages and

Cultural Studies, Pali and Buddhist Studies, Political Science, Sinhala and Mass Communication, Social Statistics, and Sociology and Anthropology.

The Department of History was established under the “Vidyodaya Pirivena” and was continued when the Vidyodaya University was established in 1959.

The Department has two streams of education one being Ancient History and the other being Modern History. The Archeology stream has been handled within the Ancient History stream. The Vidyodaya University is the pioneer University to award a Special Degree in History as well as in Archeology in Sri Lanka. After converting to a campus in 1972 the studies of History was changed to Cooperate Studies and the subject of Archeology was handed over to the Vidyalkara Campus. After the establishment of Sri Jayawardanapura University in 1978 the Department of History was re-established and the subject of Archeology was established under the Pali and Buddhist Studies. On the recommendations made by a Special Committee appointed by the Faculty Board it was decided that the subject of Archaeology is more appropriate to be amalgamated with the Department of History and accordingly the present Department of History and Archaeology was re-established in 1982.

The vision of the Department of History and Archaeology is to create intellectuals with a theoretical and practical knowledge in the fields of History and Archaeology in line with global standards of the modern world and who are capable of providing maximum service to the development of the country.

The mission of his Department of History and Archaeology is to contribute to the development of the nation by providing highest standards of teaching and learning in the fields of History and Archaeology with most updated information.

3. AIMS AND LEARNING OUTCOMES

3.1. Aim

The aim of the Department is to provide training for the undergraduates to handle any aspects in the fields of History and Archaeology. In order to achieve this aim the Department has designed its curriculum motivating the undergraduate and postgraduate students to study in the field of ancient history as well as modern history enabling the students to obtain a more meritorious vision through comparison of current problems with past human experience. On the other hand the archaeology graduates have been motivated to study from the inception of archaeology as a subject, and further to study various aspects related to the field of archaeology, such as interpretations of inscriptions, dating, conservation and management of archaeological heritage etc. Due to this training the graduates who complete their degree programme are expected to be capable of becoming not only theoretically trained historians and archeologists but also who are capable of becoming practically oriented graduates with talents of administration, heritage management and therefore who are in a position to take up any challenge in order to provide their maximum service to the development of the country.

3.2. Learning Outcomes

Due to the training provided by the Department the students are capable of meeting the demands of present day society. The graduates who have followed the Special Degree in History are capable of not only taking up the positions of teaching in the secondary education but also as administrators in the Sri Lanka Administrative Service. The students who have followed the Archaeology Special Degree programme have been trained with the capability not only for handling the field archaeological aspects but also in other broader areas such as Conservation, Archaeological Drafting, the use of drawing boards and Auto CADS, Project Planning and Heritage Management. They are capable of handling computer applications and about 90 percent of the students do their presentations using IT facilities. Most of the History Special graduates are capable of carrying out field research activities. Similarly Archaeology and History special graduates are capable of conducting field research, carrying out team work, conducting seminars and preparations of project proposals. Apart from this the graduates of the department have taken up technical and management positions in schools and in various governmental and semi-governmental institutions.

4. FINDINGS OF THE REVIEW TEAM

The Review Team proceedings were held on the three days from 5th to 7th May 2010. The agenda was prepared by the Department and we are glad to state that the time allocated for each activity, that of fact finding, exchanging of views with staff and students and non academic staff, and examination of physical and other facilities and observation of classroom and other activities of student available to the Department were covered within the time frame indicated by the schedule. On the first day (5th May) the Team's work commenced with the meeting of the Vice Chancellor who was very keen to express his own ideas about the needs of the time looking from an institutional angle.

It was followed by the meeting with the Head of the Department and staff both academic and non-academic. The Head of the Department in a detailed presentation of the activities of the Department touched upon almost all the aspects to be covered by the Review Team thereby giving us a comprehensive picture of the situation. During the course of this presentation the members of the Team were able to seek clarifications and to exchange views on several issues. After this long presentation the Team was able to observe the physical amenities of the Departments and the facilities provided to the staff and the students. The staff rooms, lecture rooms that are reserved for this department and technological and other equipment that belonged to the Department were shown to us. It was noted that almost all the staff members had been allocated a separate space in the Department with a desk and a computer for use. The physical space available for the staff as we noted was in a way is an encouragement for them to remain in the Department and to be available for student consultation etc.

We were very much impressed by the effective leadership role of the Head of the Department and the keen interest he has taken in the development of the infra structure facilities of the Department, while performing his academic and research activities in a satisfactory manner. Our attention was drawn to the successful manner in which he has obtained equipment to improve the quality and efficiency of the academic programme.

The following documents were examined by the Review Team,

- Minutes of the department meetings held periodically
- Files of the academic and non-academic members of the department
- Information on the participation of staff development programme and work shops attended by them
- Information on the participation of staff in Postgraduate studies abroad and their progress
- Syllabus and contents of course units of the two subjects
- The publications of the academic staff
- The publications of the academic students
- Documents relating to the History and Archeology society
- Publications of the above society
- Files of Postgraduate research activities and dissertations of students

- The physical infrastructure and equipment obtained by the department, the facilities available for each member of department were shown to us. (rooms, computers, photo copy machines, Multi media equipment and other such equipment)

4.1. Curriculum Design, Content and Review

In the Department of History and Archeology the B.A. General Degree and Special Degree programmes are structured according to the Semester based Course Unit System. Other than imparting subject knowledge the course units have been designed with the object of allowing students to acquire skills of analysis, presentation, team work, development of aesthetic taste, which are of great benefit to their future professional advancement and aspirations.

Current History and Archeology Syllabi

History

First year HIST 1101	}	History of Civilizations of the East and West (of Europe and Asia) Political History of Anuradhapura and Polonnaruwa
1102		
1201		
1202		
Second year HIST2101	}	India Pre-History America and Russia Sri Lanka (The Patriotic movement) I Sri Lanka (The Patriotic movement) II Socio-economic History of Sri Lanka
2102		
2103		
2201		
2202		
2203		
Third year HIST 3101	}	Irrigation systems in Sri Lanka European History I European History II Sri Lanka (Kandyan period) International Relations
3102		
3103		
3201		
3202		
3203		

Fourth year HIST 4101	}	South India and Culture
4102		India (Patriotic movement)
4103		Use of Sources and Research Techniques
4201		Sri Lanka after Independence
4202		History of Political thought in the West
4203		
499		Dissertation
Archaeology		
First Year ARCH 1101	}	History of Archeology, ordinances, guidelines, and conventions of Archaeology, Classical Art of Sri Lanka, Classical Art of India
1102		
1201		
1202		
Second Year ARCH 2101	}	Epigraphy
2102		Fundamentals and methods of Archaeology
2103		Pre history of Sri Lanka
2201		Field Archaeology
2202		Monetary systems of Sri Lanka
2203		
Third Year ARCH 3101	}	Heritage Management
3102		Environmental Archaeology
3103		Architecture of Sri Lanka
3201		Irrigation System of Sri Lanka
3202		Conservation of monuments
3203		Museology
Fourth Year ARCH 4101	}	Research Techniques
4102		Practical of conservation of monuments
4103		Practical archaeology
4201		Archaeo - Chemistry
4202		Activities of Archaeological projects
4203		Ancient Technology,
499		Dissertation

- Altogether there are plenty of course units taught in all four years of the Degree programmes of History and Archaeology.
- The distribution of the courses in History for the four respective years seems satisfactory.
- In the first year the students are given a grounding in world history. It is a good start for the undergraduates since they have studied Sri Lanka, Europe and India at the Advance Level. The first year syllabus fits well for students who remain in the department to follow a Special or a General Degree as well as to those who leave the subject of History and join other departments to follow their Degree programme in the second year.

- During the second year (First year of their Special Degree or Second year in the General Degree) six course units are followed by students in the two semesters. As indicated by the titles some of these courses are of the traditional type concentrating on regional histories. However some course units are focused on thematic History.
- In the third year they are exposed to thematic history and European history, and to the subject of International Relations which is a popular subject in many Universities nowadays.
- In their final year (Fourth Year) they get a more specialized set of course units in accordance with their maturity. The final year dissertation for which they get six credits (equivalent to two course-units) is recognized as a significant component in their Special Degree as practiced in other Universities and it is accorded high priority within the syllabus.
- An examination of the entire syllabus indicates that some new elements have been incorporated into it in line with changes taking place in the discipline of history elsewhere. However there is a need to do some revisions to raise the quality of the syllabus. These suggestions are given below in page 16.

Revision of the curriculum

It was noted that the curriculum has been revised in the past and a further revision is proposed. (A proposal has already been forwarded to the Faculty and is under consideration). The Committee reviewed the syllabi that is already in preparation and found that there are deficiencies in its design and content and certain improvements are needed to improve its quality to make it more updated and interesting. It will help the Department to attract students in the short run but the greater advantage would be that it would cater to the needs of modern society. Such an incorporation of new elements to the existing syllabus would enhance the quality and standard of the disciplines of history and archaeology. This report may not be appropriate place to make detailed proposals for this change since a thorough examination of the existing syllabi is needed prior to such a measure. Yet it is possible to make certain broad recommendations as general guidelines to rectify the deficiencies and lapses noted by us in both the existing and revised and proposed syllabi. (Please refer to page)

It is the view of the Review Team that the aspect of Curriculum design, Content and Review can be judged SATISFACTORY.

4.2. Teaching, Learning and Assessment Methods

Teaching Procedures

Lectures

Classroom observation by the review committee.

The Review team was provided with the opportunity of observing six lectures conducted by the department, three lectures in the subject area of history and three in archeology. These asses were conducted with the use of teaching aids and multimedia. Handouts were circulated in some classes. A practical lesson was also observed. All these classes were conducted in a satisfactory manner. Delivery and content of the lecture, the coverage of the subject, clarity of presentation, maintaining of student interest and interaction with students were found to be satisfactory. Practical classes observed by the team were equally satisfactory and of a high standard.

Visiting staff

Certain course units are conducted with the assistance of visiting staff most of whom are persons with expertise and reputation in their respective fields. This is a very positive feature. The association of these professionals and experts with the department has benefited the academic programme in many ways.

Learning Activities

Group Presentations

A popular device used by the teachers was requesting students to make group presentations on a particular subject. Teachers had the freedom to decide on these various strategies depending on the particular requirement. But many teachers claimed that they use this method due to its positive aspects. By such means the lecturers were allowed some flexibility to choose their own methods of teaching and forms of knowledge delivery.

A PowerPoint presentation of Archeology Special Degree students on a conservation proposal of Dambulla Rock Temple (one hour) was made and it impressed the team very much. The presentation was done in Sinhala while subtitles of the slides were in English. It was of a high standard and we observed the following skills in the presentation.

- Successful teamwork
- Confidence in presentation
- Clarity and organization
- Analytical and innovative skills
- Collection of data
- Practical approach to the problem and to the solving of it
- Photographic and aesthetic skills

Tutorials

Other than formal lectures tutorial classes are conducted by the department and they value it as an effective way of knowledge delivery and student training. On average five to six tutorials are conducted for each course units and some of these (about two) tutorials are given marks so that it becomes a part of the continuous assessment mechanism. Tutorials have been identified as a form of skills development of students by the department as indicated by their attaching such importance to tutorial classes. We examined tutorials marked by the lecturers and are satisfied with the assessment methods. The fact that some assignments are taken for continuous assessment is a good feature. It encourages students to take a keen interest in writing them. Tutorials are read in the class and discussed once a week.

Field Trips

Field trips are arranged by the department for students of both subject areas namely History and Archeology. Apart from the annual educational tours they seem to use this method to familiarize students with the work carried out by the departments such as the Museum, The Department of National Archives etc. This exercise is very valuable for the students in many ways. Other than the practical knowledge they gained by the visits to such places exposure to the world of work was in itself an advantage. These activities no doubt would be very useful in the development of their skills and particularly in boosting their self confidence. However lack of adequate funding for these tours is one area about which they expressed their concerns.

Dissertations of final year students

Dissertation submitted by the students in the final year is a key component in their Degree programme and recognized as a valuable feature for improving their research, analytical and presentation skills. It appeared that the department that it takes the great interest in this activity. We were able to examine the dissertations kept in the department and were satisfied with the quality. Certain technical aspects in the dissertation such as, footnotes, endnotes, division of chapters, etc. were found to be satisfactory. It was also noted that the students have selected topics of relevance for historical and archeological research and some students have published these dissertations which is an indication of the standard of these pieces of research.

Library Facilities and Availability of Books

A visit to the University Library was made by the team and on examination it appeared that they have had a good collection including most recent publications for history and archaeology. However, there were certain areas for which there was not enough number of books. During the conversation we had with the students it was revealed that some books which were recommended has compulsory references for student assignments are do not have sufficient number of copies. Therefore, it is proposed that most books of this category (prescribed by the teacher for the Course Unit) be bought for the Library.

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

4.3. Quality of Students including Student Progress and Achievements

Enrolment of Students

Enrolment of students to the Faculty of Arts is carried out by UGC as in other Universities and the Department of History and Archeology has no control over this process. The mean Z-score enrolled to both subjects are on par with the general intake of the Arts Faculty which is a satisfactory feature. Department does not adopt any criteria in attracting students with high Z-score.

Special Degree Programme

Admission to the Special Degree for History and Archeology is by application. Archeology has restricted number of Special Degree students to twenty each year while History has no restrictions and more students follow the History Special Degree programme. They are selected to the Special Degree by interview. The justification for restricting the number for Archeology is that facilities for giving practical training are limited. Practical training constitutes an important component of the Archeology subject.

A positive aspect that we noted was that there is provision for a student who performs well in the General Degree and completes the three years is allowed to join the Special Degree final year (fourth year) and complete the Special Degree in History. It enables a student who performs well in the General Degree to make this decision at the end of the third year. This arrangement encourages good students who are interested in the subject to join the department as Special Degree students.

Progress and Achievements

The percentage of completion and pass rate of the History and Archeology students is relatively high during the period of 2004-2007.

It is the view of the Review Team that the aspect of Quality of Students Including Student Progress and Achievements can be judged GOOD.

4.4. Extent and Use of Student Feedback

The Department of History and Archeology get the student feedback in several ways. The department has administered a questionnaire to get student feedback and has analyzed the responses. It was claimed that they took corrective action in response to students' views and suggestions. They hope to make use of this mechanism to improve on the system in future effectively.

It is the view of the Review Team that the aspect of Extent and Use of Student Feedback, Qualitative and Quantitative can be judged GOOD.

4.5. Postgraduate Studies.

A number of postgraduate degrees are offered by the Department and the staff is engaged in postgraduate teaching. The list of courses available for study was examined by the committee and however a detailed syllabus with the course contents was not available. Since the only the titles of the courses were found it is difficult to make any comments. Therefore it is recommended that the postgraduate syllabi should be developed and course contents following a common format be made available in future. In this respect SJP could benefit from the material available at other universities.

Those members of the teaching staff engaged in postgraduate teaching were found to be working on relevant specializations. However there has to be a deliberate attempt on the part of the department to make the young lectures choose relevant areas of specialization to suit the requirements of the department. Some benefits gained from participation in workshops for staff development were noted.

It is the view of the Review Team that the aspect of Postgraduate studies can be judged SATISFACTORY.

4.6. Peer Observation

Observation by peers in the lecture room is not practiced in the real sense. There seems to be some sensitivity to the practice. However it was claimed by the Head and other senior members that the department is interested in the improvement of teaching, quality and they are in the habit of giving useful and practical suggestions when there is a need to do so. There have been occasions when students initiated such action leading to improvements in teaching quality and effective delivery of lectures. Junior lecturers are particularly guided by the senior members on this aspect. In the conducting of examinations there is a method of getting others involved in the moderation of question papers.

These devices are utilized effectively for (i.) setting of question papers (ii) Marking of examination scripts to ensure effective and proper assessment and to impart knowledge to young lecturers in fulfilling these tasks.

It is the view of the Review Team that the aspect of Peer Observation can be judged SATISFACTORY.

4.7. Skills development

Skills development was one area which has been recognized as a priority area. There are several methods followed by the Department to develop various skills of the students. Apart from the particular courses that are designed with this objective the teaching and learning methods followed by the department are specifically meant for achieving this end. In addition the students are encouraged to take part in creative activities organizes seminars and presentations with the use of PowerPoint are a few of the attempts at developing skills of the students. Furthermore they are exposed to practical environments by way of taking them to places like the Museum, archeological and historical sites for observation and field training which is a prominent feature in their learning programme. Presentation skills of students were demonstrated to the review team in their presentation on Dambulla Rock Temple Site by the students in an impressive manner. Annually the students are producing a journal of the society with articles written by students. Some students had even published their final year dissertations of good quality.

It is the view of the Review Team that the aspect of Skills development can be judged GOOD.

4.8. Academic Guidance and Counseling

The Department works jointly with the Faculty programme on academic guidance. From the time the students are enrolled they are guided about the choice of subject and in other related matters. The fact that members of the academic staff have been allocated some space and desks to remain in the department makes it possible for the students to approach them at a given time. It is required of the members to do so for a certain number of hours within the week. However they do not practice the system of allocating a few students to each individual lecturer for student counseling as practiced in other Universities. This may be a way of improving the system in future.

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

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

Aspect Reviewed	Judgment
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, Qualitative and Quantitative	Good
Postgraduate Studies	Satisfactory
Peer Observation	Satisfactory
Skills Development	Good
Academic Guidance and Counseling	Good

5. CONCLUSIONS

1. Curriculum Design, Content and Review

Good Practices/Strengths

- a. Curriculum is a credit based Course Module System
- b. There is sufficient weight given to areas such as Heritage Management, Conservation Strategies, Museology and Archaeological drafting in the subject of Archaeology.
- c. There is sufficient weight given to areas such as Sri Lanka History, Indian History, in the subject of History

Weaknesses

Archaeology

- a. Some course units are very extensive
- b. The curriculum is not satisfactory with some courses due to lack of enough information important matters such as ARCH 1101 which needs more information on the proto-historic period of Sri Lanka etc.
- c. Some deficiencies exist in the curriculum eg. Contents of syllabus of ARCH 2102 (Fundamentals and Methodologies of Archaeology) And of ARCH 2201 (Field Archaeology) are almost similar.

History

The following deficiencies were noted in the syllabi.

- Deficient in courses covering certain regions countries in the world such as South East Asia, Japan, China etc.
- Absence of key developments of the modern world issues such as growth and problems of nationalism, colonialism etc.
- Lack of focus on the 20th century world developments (existing Russia and American History courses touches only a part of this important subject)
- Misleading titles of Course Units for example course unit No. 2101 (Patriotic History)
- While the course title appears to be restricted, on examination the course contents were found to be of a broader coverage, there by giving a wrong impression about the Course Units.

- There is one Course Unit which covers the history of the USA and USSR. This is a very ambitious programme and too extensive, either it should be replaced by two separate Course Units allocated to each country or it could cover the history of both countries as two different units as Unit one and Unit two covering two chronological periods respectively. (As pre 20th century and pre 1900 and post 1900 division would be a suitable solution.)

These suggestions are not forwarded as final concrete proposals but only as possible areas of improvement. The Review Team wishes to propose that before a revision of the syllabus some guidance should be obtained from experts keeping in mind the availability of human resources to undertake teaching of such course units. In the preparation of the new syllabi a common format has to be adopted.

2. Teaching, Learning and Assessment Methods

Good Practices/Strengths

- a. A number of teaching methods are used and the courses are taught mainly by lectures, practices and conducting discussions
- b. Modern Technology using in teaching
- c. The Department obtained the services of experienced lectures from other universities and experts from various institutions for visiting lectures to conduct its teaching programme
- d. The Department maintains a sectional library and archaeological museum

Weaknesses

- a. Lack of senior, qualified and experienced staff members in sufficient numbers
- b. Field equipment such as Theodolite, Dumpy level and Pickaxes are inadequate.
- c. Shortcomings in the museum

3. Quality of Students, including Student Progress and Achievement

Good Practices/Strengths

- a. The students are interested in their studies
- b. Almost all the students have successfully completed the degree and a considerable number of them obtained classes at the examination

4. Extent and Use of Student Feedback

Good Practices/Strengths

- a. Evaluation of Teachers by students is implemented on a regular basis at present.
- b. Feedback obtained from the students has been noted and discussed by the staff at the Department level and steps have been taken to improve the quality of teaching

Weaknesses

- a. Suggestions of the students have not been of much impact in the areas of library facilities and field training of Archaeology students.
- b. The feedback from students has not obtained in a systematic manner for all important courses.

5. Postgraduate Studies

Good Practices/Strengths

- a. The staff members of the Department contribute immensely to the smooth functioning of the Faculty of Graduate Studies

Weaknesses

- a. The number of postgraduate students completing their degrees from the Department has been low during the period 2003-2008
- b. Non availability of a detailed postgraduate syllabus with a contents description

6. Peer Observation

Good Practices/Strengths

- a. Moderation of question papers and second marking of the by an other academic has been carried out by internal or external moderators.
- b. Peer observation in teaching activity is performed through the guiding of junior staff by the Head of the Department and others.

Weaknesses

- a. Although the importance of peer observation has been identified by the Department, it is yet to be implemented for some lecture programmes and practical classes

7. Skills Development

Good Practices/Strengths

- a. Students are given an opportunity to develop their skills in areas such presentation, computer, Drafting, and personal development skills
- b. The weightage given to field work leads to skills development for archaeology students
- c. Exposing students to the experience of outside institutions by way of visiting those places.

Weaknesses

Less excavation training programmes for archaeology students

8. Academic Guidance and Counseling

Good Practices/Strengths

- a. The current Director of Students Welfare of the Faculty is a staff member of this Department which is a positive aspect.
- b. Students are given sufficient and convenient times to meet the staff members to discuss their problems.

The attention of the Review Team was drawn to certain pertinent considerations in relation to the administration of the Department crucial to the future development and well being of the Department of History and Archeology.

1. Handling of two subject areas by a single Department

- This particular Department handles two main interrelated subjects namely History and Archaeology. At one time the University of Peradeniya had a similar system but latterly it was given up with the creation two separate Departments. The results of this situation are that the staff has to handle a substantial share of teaching and consequently, the work load of the members concerned is affected. Further the difficulties related to administration of the Department particularly the burden and responsibility of the Head of the Department becomes heavy. It is the responsibility of the Head of the Department to see that both subjects are equitably served by the members of the Department in terms of teaching and research, while providing the facilities for students and staff.
- It is necessary to emphasize that in such circumstances the staff requirements for the Department need to be satisfied to help reduce the burden of the Head of the Department in assigning work to the respective teachers. It is very likely that with new demands for improvements in the curriculum and the resultant availability of more optional course units for selection of students. The Head may find himself in a difficult position in finding suitable and sufficient number of persons to handle the new course units. This aspect should be taken into account in the future planning of the Department to put it simply improvements in the curriculum should have to be combined with an increase of cadre positions/or the filling of existing cadre positions and providing training for the existing staff on other specialized areas.
- Of the existing cadre of 10 permanent members and 4 temporary staff members two have gone abroad for postgraduate research while some others do it locally. It may be necessary for the Department to guide the Lecturers engaged in postgraduate studies to select suitable areas of specializations keeping in mind the areas where there is a lacunae of trained teachers. Young lecturers should be advised to select research topics more appropriate to departmental requirements and they should be made of this requirement as soon as they are recruited to the permanent staff. The Department should identify their priority area and plan for them.

2. Non-Academic Staff and their role in the department

Two members are attached to the department as support staff. It seemed that they give their fullest support to run the department smoothly and efficiently. However, they expressed some anxiety about their job prospects and it is not a healthy feature. In particular staff assistant had a grievance which seemed reasonable since she complained of the lethargic attitude of the higher authorities to grant her a promotion and due arrears of pay. The team was told that the department has no authority to take corrective measures. We feel that her complaint be made known to the higher authorities and corrective measures are taken to relieve her of her agony.

6. RECOMMENDATIONS

The Review Team would like to make the following recommendations in order to improve the quality and the relevance of degree programmes implemented by the Department of History and Archaeology at the University of Sri Jayawardenapura

- 1) To enhance the quality of the academic staff of the Department a Staff Development programme should be developed with the incorporation of local and foreign training
- 2) The existing curriculum should be revised and be made more updated.
- 3) A course on Proto-historic archaeology should be introduced for Archaeology
- 4) A separate prehistoric course for archaeology students to be introduced
- 5) A regular and unified method be implemented to review the curriculum
- 6) Archaeological Museum and the Departmental Library should be expanded and developed by adding new books, teaching equipments like, microscopes, computers, theodolights etc.
- 7) An internship programme for Special Degree students in Archeology needs to be introduced
- 8) Archaeology students should be provided a well designed field training programme in the process of their degree programme
- 9) The proposed conservation laboratory should be started as soon as possible
- 10) It is strongly recommended that a methodical system of peer observation be extended to lecture programmes as well as practical classes
- 11) It is recommended that the History and Archaeology Society be made more active
- 12) The Postgraduate students must be encouraged to do seminars and presentation s to meet on regular basis so that they can share ideas, knowledge and experiences.
- 13) Department may consider enrolling more students for the postgraduate programme in History and Archaeology
- 14) Interdisciplinary courses need to be developed between the Faculty of Arts and other Faculties of the University