

SUBJECT REVIEW REPORT

DEPARTMENT OF ENGLISH



**FACULTY OF ARTS
UNIVERSITY OF SRI JAYEWARDENEPURA**

24th to 26th May 2010

Review Team :

Prof. Udaya Meddegama, University of Peradeniya

Prof. (Ms.) Manique Gunsekera, University of Kelaniya

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1. SUBJECT REVIEW PROCESS

Initiated by the University Grants Commission (UGC) and the Committee of Vice Chancellors and Directors (CVCD), the Quality Assurance Mechanism for national universities was introduced to the system in 2002. Divided as Subject and Institutional Reviews, the process incorporates internal and external assessment of Universities/Departments of study, promoting and safeguarding public confidence in the country's system of higher education.

The Quality Assurance and Accreditation Council (QAAC) of the UGC/Ministry of Higher Education bears the overall responsibility for the conduct and sustenance of quality assurance activities in universities.

Subject Reviews which deal with individual academic departments of national universities, consider eight key aspects in reaching judgements on the maintaining of quality within such departments. These relate to Curriculum Design, Content and Review, Teaching, Learning and Assessment Methods, Quality of students (including Student Progress and Achievement), the Extent and Use of Student Feedback (Qualitative and Quantitative), Postgraduate Studies, Peer Observation, Skills Development, Academic Guidance and Counselling.

A Panel of Reviewers appointed by the QAAC reviewed the Department of English, Faculty of Arts, University of Sri Jayewardenepura, 24-26 May 2010. This was the 287th Review conducted by the QAAC within the University System.

The Review Team comprised:

Professor Udaya Prashantha Meddegama, University of Peradeniya

Professor Manique Gunsekera, University of Kelaniya

Mr. Chandana Dissanayake, Sabaragamuwa University of Sri Lanka

2. BRIEF HISTORY OF THE UNIVERSITY, FACULTY AND DEPARTMENT

The University of Sri Jayewardenepura was formerly known as the Vidyodaya University, which was established in 1958, when the Vidyodaya Pirivena was granted university status under University Act No. 45. Vidyodaya University was considered to be a centre of Buddhist learning under the leadership of distinguished Buddhist prelates such as Ven. Hikkaduwe Sri Sumangala Thero, Mahagoda Sri Gnaneswara Thero and Kahawe Sri Rathanasara Thero. Today, as a modern and secular institute of tertiary education, it comprises five faculties and forty-seven departments.

The Faculty of Arts is as old as the university itself. The Faculty is one of the five faculties that was established when the academic activities of the University commenced in 1959. Today it consists of 10 academic departments and an English Language Teaching Unit and provides meaningful education to its students in a number of different fields of study in humanities and social sciences.

Initially, the Department of English operated under the leadership of Prof. A.J. Gunawardene as part of the Department of Languages and Cultural Studies. It was established as a fully-fledged

Department in 1996. Today it offers two main areas of study, viz. English Language and English Literature. The Department currently has an Academic Staff of ten. The Department offers two degree programmes at the undergraduate level: Bachelor of Arts (General) Degree (120 Credit hours) and Bachelor of Arts (Special) Degree (60 Credit hours). Currently the Department has 57 undergraduate students following the General Degree and 3 students following the Honours Degree. The Department has offered 16 courses in English Language and 17 courses in English Literature since 2004/5. The Department has conducted certificate, diploma, postgraduate diploma and Master's degree programmes. A certificate programme titled 'English for Employment' was conducted by the Department under the World Bank project from 2005 to 2008. The target group of this programme consisted of graduands of the Faculties of Arts and Management Studies and Commerce, who numbered from 100 to 150. This was an intensive course covering more than 150 teaching hours, with 5-6 hours of classroom activities per day for a period of one month. The course put the greatest emphasis on developing communicative skills. Much attention was paid to improve the learner's 'soft skills' such as telephone etiquette, negotiations, debate and role-playing skills. In addition, the Department also conducted the Diploma in English for Teachers of English (DETE), the Postgraduate Diploma in Teaching English as a Second Language and the Master's in English Language Teaching.

3. AIMS AND LEARNING OUTCOMES

3.1 Aims

The degree programmes offered by the Department of English have been designed with the following aims in mind:

- To produce graduates who possess the skills and knowledge which make them attractive to local and foreign employers.
- To produce academics of the highest calibre capable of actively engaging in teaching and research.

3.2 Learning Outcomes

- The primary focus of the Department is to produce graduates with the knowledge and expertise to face challenges of the workplace.
- The students to be equipped with the basic soft skills that are essential to the success of any individual not only in the workplace but also in the world in general.

Programme Details

The Department of English offers two subjects: English language and literature for the Bachelor of Arts (General) Degree and students can choose an area of specialization as they progress in their respective fields of study. The curriculum of the Department has been designed with the following aims in mind:

- (i) To promote scholarship in the field of English literature and language.
- (ii) To foster critical and creative thinking.
- (iii) To build individuals with strong character.

Course Units Offered in English
Year - 2001

Course Code	Subject
	First Year – First Semester
EN 1101	Practical Criticism, short stories and Drama (G/S)
EN 1102	Language Development I (G/S)
	First Year – Second Semester
EN 1203	Poetry and Novel in English (G/S)
EN 1204	Language Development II (G/S)
	Second Year – First Semester
EN 2101	Postcolonial Literature (G/S)
EN 2102	Structure of English (G/S)
	Second Year – Second Semester
EN 2203	Sri Lankan Literature in English (G/S)
EN 2204	Business English & English (S) Language Teaching (G/S)
	Third Year – First Semester
EN 3101	British & American Literature (G/S)
EN 3102	Writings from Medieval to Romantic Period (S)
EN 3103	Language and Society (S)
	Third Year – Second Semester
EN 3204	Journalism and Discourse Analysis (G/S)
EN 3205	Victorian Writing in English (S)
EN 3206	Language and Mind (S)
	Fourth Year – First Semester (Special)
EN 4101	Translation
EN 4102	Literary Theory in English
EN 4103	New Literatures in English
EN 4104	Linguistics
EN 4105	Dissertation I
	Fourth Year – Second Semester (Special)
EN 4206	Modern Poetry in English
EN 4207	Advanced Reading and Writing
EN 4208	Modern Drama in English
EN 4209	Introduction to Applied Linguistics
EN 4210	Dissertation II

Year – 2005

Course Units Offered in English Language

Course Code	Course Title	Course Status	Pre-requisites	Credit Hours
ELAN 1101	Understanding English Grammar	CCU	Admission Test	03
ELAN 1102	Critical Reading	CCU	Admission Test	03
ELAN 1203	Written Composition and Vocabulary Development	CCU	ELAN 1101 ENGL 1102	03
ELAN 1204	Introduction to English for Employment	CCU	None	03
ELAN 2101	Structure of English	CCU	None	03
ELAN 2202	Basic Concepts of English Language Teaching	CCU	None	03
ELAN 3101	Language & Society	CCU	None	03
ELAN 3102	Discourse Analysis	CCU	None	03
ELAN 3103	Linguistics		None	
ELAN 3204	English for Employment	CCU	None	03
ELAN 3205	Language & Mind	CCU	None	03
ELAN 3206	Advanced Reading and Writing	CCU	None	03
ELAN 4101	Translation	SCU	None	03
ELAN 4202	Semantics and Pragmatics	SCU	None	03
ELAN 4203	Introduction to Applied Linguistics	SCU	None	03
ELAN 499	Independent Study	SFYCU	None	06

Course units offered in English Literature

Course Code	Course Title	Course Status	Pre-requisites	Credit Hours
ELIT 1101	Introduction to Fiction in English and Practical Criticism	CCU	None	03
ELIT 1202	Introduction to Poetry, Drama and Practical Criticism	CCU	None	03
ELIT 2101	Sri Lankan Literature in English	CCU	None	03
ELIT 2202	Postcolonial Literature in English	CCU	None	03
ELIT 2203	Background to Literary Periods	CCU	None	03
ELIT 2204	Modern British Literature in English	CCU	None	03
ELIT 3101	Medieval and Elizabethan Writing in English	CCU	None	03
ELIT 3102	Augustan and Romantic Writing in English	CCU	None	03
ELIT 3203	Victorian Writing in English		None	
ELIT 3204	Modern American Literature	CCU	None	03

ELIT 3205	Migrant Writing in English	CCU	None	03
ELIT 3206	Women's Writings in English	CCU	None	03
ELIT 4101	Literary Theory in English	SCU	None	03
ELIT 4102	Seventeenth to Nineteenth Century Literature	SCU	None	03
ELIT 4203	Twentieth Century Poetry and Drama	SCU	None	03
ELIT 4204	Twentieth Century Fiction in English	SCU	None	03
ELIT 499	Independent Study	SFYCU		06

Number of Students indifferent Course Units

Unit	Unit Code	2001/02 (2002)	2002/03 (2003)	2003/04 (2004)	2004/05 (2005)
Practical Criticism, short stories and Drama (G/S)	EN 1101				21
Language Development I (G/S)	EN 1102				21
Poetry and Novel in English (G/S)	EN 1203				29
Language Development II (G/S)	EN 1204				21
Postcolonial Literature (G/S)	EN 2101				20
Structure of English (G/S)	EN 2102				01
Sri Lankan Literature in English (G/S)	EN 2203				15
Business English & English (S) Language Teaching (G/S)	EN 2204				15
British & American Literature (G/S)	EN 3101				-
Writings from Medieval to Romantic Period (S)	EN 3102				07
Language and Society (S)	EN 3103				05
Journalism and Discourse Analysis (G/S)	EN 3204				-
Victorian Writing in English (S)	EN 3205				-
Language and Mind (S)	EN 3206				-
Translation	EN 4101				02
Literary Theory in English	EN 4102				02
New Literatures in English	EN 4103				02
Linguistics	EN 4104				02
Dissertation I	EN 4105				02
Modern Poetry in English	EN 4206				02
Advanced Reading and Writing	EN 4207				02
Modern Drama in English	EN 4208				02
Introduction to Applied Linguistics	EN 4209				02
Dissertation II	EN 4210				02

Postgraduate Programmes :

Year	No. of Graduate Students		No of Completion	No of Dropouts
	M.A. in TESL	P.G. Dip in TESL		
2003-2004		25	25	
2004-2005		37	32	
2006-2007	01		0	

Students and the Academic Staff

Students

STUDENT ENROLMENTS

Total Number of Students

Academic Year	English				Total Number of Students Per Academic Year	
	1 st	2 nd	3 rd			4 th
			General	Special		
2004/2005(2007)	15	17	*	05	02	39
2005/2006(2008)	20	32	*	03	05	60
2006/2007(2009)	14	17	26	02	03	62
2007/2008(2010)	08	16	15	01	02	42

* Data not available

Academic Staff

Members of the Academic staff are listed below with their titles and qualifications:

	Name	Position (as of November 2009)	Year of first Appointment	Postgraduate Qualifications	Field(s) of Specialization	Activity Description: (a) Teaching, (b) Administrative responsibilities and (c) Memberships
01	Mrs. Indira Mawelle	Senior Lecturer - II	1999.02.01	MA (Colombo)	Psycholinguistics and Translation	Head of Department, 2005-2008. Course Coordinator for ELAN 3202, ELIT 2201, 4202. Teaching
02	Mrs. Shamara Ransirini	Senior Lecturer - II	2000.12.01	MA (Malaysia)	Women's Writing, Postcolonial Studies	Course Coordinator for ELIT 3202, ELIT 3205, ELIT 3206. Supervisor of

						Independent Study. Teaching.
03	Ms. Dilini Walisundara	Senior Lecturer II	2004.07.01	MA (Kelaniya) MA (USA)	English Language Teaching with a special focus on pronunciation, World Englishes	Head of Department. Course Coordinator for ELAN 4202, ELAN 3203. Acting Head of ELTU. Teaching.
04	Mr. Lalith Ananda	Lecturer	2000.12.01	MA (JNU) MPhil (JNU)	Phonetics, Phonology, Morphology and Syntax	On study leave.
05	Mrs. Chitra Jayatileke	Senior Lecturer II	2004.07.01	MA (PGIE – OUSL)	Psycholinguistics and Sociolinguistics, Drama in English and English Language Teaching Methodology	Course Coordinator for ELIT 1201, ELIT 4201, ELAN 2201. Supervisor of Independent Study. Teaching
06	Mr. Sujeewa Hettiarachchi	Lecturer (Probationary)	2005.04.01	-	(on Study Leave)	On study leave.
07	Mrs. Sujeewa S. Pereira	Lecturer	2007.01.01	MA in Linguistics (Kelaniya)	Literature in English Linguistics	Coordinator of the Resource Center. Language Supervisor for Independent Study. Teaching
08	Mr. Tharanga Weerasuriya	Lecturer	2007.01.01	MA in Linguistics (Kelaniya)	English Literature, Language and Linguistics	Coordinator of the Language Lab. Language Supervisor for Independent Study. Teaching

Additional Teaching Staff

	Name	Position (as in November 2009)	Year of first Appointment	Field(s) of Specialization	Activity Description: (a) Teaching, (b) Administrative responsibilities and (c) Memberships
01	Mr. V.K. Perera		2009.08.03	Postcolonial Literature, Theatre Creative Writing	Teaching, supervisor – English Literary Association
02	Ms. G.U.K. Wijekoon		2009.09.01	Gender Studies, Sociolinguistics	Teaching

Visiting Academic Staff

	Name	Position (as in November 2009)	Year of first Appointment	Field(s) of Specialization	Activity Description: (a) Teaching, (b) Administrative responsibilities and (c) Memberships
01	Prof. Rathna Wijethunga		2002.09.02	Translation, Historical Linguistics	Teaching and paper moderation
02	Mrs. Kamala Wijerathna		1999.08.31		Teaching and paper moderation
03	Mr. Tissa Jayathileke		1999.08.31	American Literature	
04	Miss Nipuni Ranaweera		2008.09.22	Women's Studies	Teaching
05	Mrs. Dinali Fernando		2004.11.01	World Englishes	Teaching and paper moderation
06	Prof. Ashley Halpe		1999.08.31	English Theatre	Teaching and paper moderation

Visiting Foreign Academic Staff

	Name	Position (as in November 2009)	Year of first Appointment	Field(s) of Specialization	Activity Description: (a) Teaching, (b) Administrative responsibilities and (c) Memberships
01	Emeritus Prof. Hendricks Faulk	Visiting Fulbright Fellow	Sep. 2006	Theatre Studies	Teaching on the Bachelor of Arts (General) and (Special) Programmes
02	Mr. Byrne Rhys Brewerton	Visiting English Language Fellow	2009.09.01	Programme development and teacher training	Training Lecturers in the Faculty of Arts. Revising Post – graduate Diploma in Teaching English as

					Second Language (TESL) Programme TESOL International ORTESOL Co-Editor- ORTESOL Journal
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Non-academic Staff

Mr. M.M.G.N.S. Abhayaruwan (Clerk –Grade II)

Mr. R.A.D. Nimal (Labourer-Super Grade)

4. FINDINGS OF THE REVIEW TEAM

Following its deliberations, the Team of Reviewers was able to come to the conclusions indicated below:

4.1. Curriculum Design, Content and Review

Strengths

- i. The Department of English seems to be in a period of transition with the appointment of a new Head of Department and several Lecturers resuming work after periods of study or maternity leave. It is heartening that they wish to incorporate fresh ideas and a new outlook on their return, in terms of changes to the curriculum design and review.
- ii. A number of course units of current relevance on language and literature have been incorporated into the curriculum.
- iii. The revised syllabus (2010) reflects a clear demarcation of the two degree courses offered by the Department of English, and this is highly commendable.
- iv. The optional courses such as English for Employment being offered to the Special Degree students is a step in the right direction, since the current batch seems to have missed out from following this pragmatic and employment oriented module.
- v. Students appreciated the content of the course unit ELAN 3205 ‘Language and Mind’ as they found it useful and interesting.

Weaknesses and Recommendations

- i. The only drawback in the frequent changes of syllabi is that the students are somewhat confused, although they do admit that the changes are for the better.
- ii. A drawback in the revised syllabus is that some of the courses seem to be too broad, as in EN 2101 ‘Postcolonial Literature’.
- iii. Students were of the opinion that more opportunity for the study of classics should be available to them as these are linked to the content of some literary works that they study.
- iv. A course unit on research methodology introduced in the Third Year would benefit the Final Year research of Special Degree students.

Level of judgement: Satisfactory

4.2. Teaching, Learning and Assessment Methods

Strengths

- i. Most Lecturers of the Department of English seem to be dynamic and enthusiastic about their work. This positive attitude is reflected in the student-teacher relationship, which seems to be cordial and professional.
- ii. Students are provided with course outlines and reading lists at the commencement of each Semester.
- iii. Students appreciated the current level of interactive teaching at the Department, following the student centered approach.
- iv. Students find the Academic Staff accessible for academic advice and this is to be commended.
- v. The Mini Library maintained at the Department has a number of useful publications made available to students through a systematic process of lending.
- vi. Members of the Academic Staff conduct seminars for the benefit of the BA External Degree students.

Weaknesses and Recommendations

- i. The students claim that the IT skills and knowledge they bring to the university are not developed at the Department of English, and they are left to fend for themselves.
- ii. Students are prevented from making optimum use of the Faculty's computer laboratories due to problems of time allocation. These need to be rectified.
- iii. A more reliable Internet connection with adequate speed is required for the benefit of the Department's students.
- iv. It appears that key electronic and print journals necessary for the study of Humanities are not available within the University's Main Library. Although there are requests from the Academic Staff for JSTOR and other journals, inadequate financial provisions prevent the Library from carrying out such acquisitions. It is necessary that the Library negotiates this issue with the University administration for an early solution.
- v. The Inter Library Loan Scheme (ILL) is hardly accessed by the Department's Academic Staff. This scheme is to be regarded as one solution to the shortage of material that they face in their academic pursuits.
- vi. The Librarian was of the view that the Academic Staff made inadequate requests re. texts and references that can be made available at the Library in multiple copies. It is up to the Department to make use of all available opportunities to build the collection for English at the Main Library.
- vii. An inadequate number of copies of texts included in the curriculum for English
- viii. literature is found at the Main Library. Steps should be taken to increase the
- ix. number of copies of such texts, in consultation with the Librarian.
- x. Considering the fact that the Department of English enjoys space and resources not generally found in language departments, the underutilization of resources such as the language laboratory is disappointing. Based on student and faculty discussions, it seems that the language laboratory is not used for on-line teaching or self-access learning. It is set up more as a classroom than a language lab.
- xi. According to the Academic Staff there is a tendency among many students to reproduce lecture notes without attempts at problematizing and critical thinking. Students must be

- made aware that this is unsatisfactory within an establishment of tertiary education, from an academic point of view.
- xii. The quality of Final Year research and dissertations is somewhat poor and this should be handled through constant/consistent supervision of Special Degree students' research.
 - xiii. Teachers complained that plagiarism among students in producing assignments and examination answers is a problem. Proper awareness of the consequences of plagiarism must be made clear to every student of the Department at entry level.
 - xiv. The teachers (from the Ministry of Education) among the undergraduate students requested that they be given more opportunity to improve their spoken English skills. This should be arranged within the deliver of the curriculum where possible.
 - xv. The purchase of an additional photocopying machine and a printer is required for the effective producing/copying of study material.
 - xvi. Students are dissatisfied with the quality of food available at student canteens. Although the matter lies beyond the Department's control, the Head of Department could make representations in this regard at the University Senate.

Level of judgement: Satisfactory

4.3 Quality of Students including Student Progress and Achievements

Strengths

- i. The students of the Department of English are few in number (49), and seem to be happy and united. They rate the Department highly, and consider themselves to be fortunate to be taught by such Lecturers, and in such a friendly environment. This is a tribute to the Department since the students are admitted on their performance in an aptitude test, and are not necessarily familiar with English literature or western cultures.
- ii. The Lecturers state that the students are very hardworking and demonstrate progress and achieve high standards within the time allotted for their degree.
- iii. The students seem to be well rounded personalities with a clear sense of where they are heading, as in wanting teaching jobs or being self-employed.
- iv. The students' presentation skills are well developed and they have a good grasp of the technicalities of PowerPoint presentations.

Weaknesses and Recommendations

- i. The students claim that the challenges of the course units system prevent them from participating in extra-curricular activities.
- ii. The student body as a whole seems to be male dominant, with the female students showing diffidence in expressing opinions in public discourse.
- iii. Student politics and the ragging of freshmen, which are interrelated, hamper the Department's efforts at developing students' English language skills. During the first three months of their university life, the freshmen are debarred from attending General English classes.
- iv. Students complained that they are segregated by others in the domain of student activities due to the fact that their chosen discipline happens to be English. This in turn discourages new students who wish to select the subject.

Level of judgement: Good

4.4. Extent and use of Student Feedback

Strengths

- i. The Head of Department informed us that there is no formal structure in place to get qualitative and quantitative student feedback. However, the students said that they have ample opportunities to provide feedback and that the comments given by them are acted upon.
- ii. Some evidence of obtaining student feedback is available at the Department.

Weaknesses and Recommendations

- i. In terms of institutional norms, it would be in the best interests of the Department to design a course evaluation form, because the Department is currently involved in curriculum reform.
- ii. A regular process of obtaining student feedback should be initiated forthwith, so that archival records of student opinions will be available.

Level of judgement: Satisfactory

4.5 Postgraduate Studies

Strengths

- i. The Department has offered two PG programmes in the past - Postgraduate Diploma in Teaching English as a Second Language and Master of Arts in English Language Teaching.
- ii. The majority among the Department's Academic Staff have completed postgraduate studies in Sri Lanka and/or overseas.

Weaknesses and Recommendations

- i. The Review Team was informed that the two PG courses conducted earlier are not being offered now. These two courses have been terminated since 2006. Some of the PG students the Review Team met expressed their view on the two courses. They were satisfied with the knowledge and experience they acquired by following the two courses and felt that it would be beneficial if the Department could recommence the two courses as there is a growing demand for such courses. Further, the students expressed the view that it would be even more beneficial if the Department could offer higher degrees such as MPhil with research components.
- ii. Interest among the Academic Staff in engaging themselves in research seemed minimal. Only two members of staff have published research articles and presented papers at seminars. The Review Team found this lack of interest in postgraduate studies and research among the staff a major drawback for the development of the Department.
- iii. Students who completed the Postgraduate Diploma at the Department feel that they could have been offered teaching practice in government schools during their period of study which would have been useful from a career point of view. This may be taken into account when reviving the Diploma programme.
- iv. Former Diploma students also felt that the aspect of course design had been inadequately covered as only some Internet material had been made available for this topic. This too, can be rectified in the future.
- v. Topics chosen by some Postgraduate Diploma students in the past seem to be too broad and unrealistic. Such weaknesses may be averted when the programme recommences.

Level of judgement: Unsatisfactory

4.6 Peer Observation

Note:

As in the case of many other universities, the Academics of the Department of English have reservations about including Peer Observation in their teaching-learning process. Therefore, this is non-existent in the Department.

Weaknesses and Recommendations

- i. The Academic Staff of the Department seemed to be unaware of the significance of Peer Observation. This may be due to the lack of experienced senior members on the staff. Most of the Lecturers are almost in the same age group and as a result they may not be feeling very comfortable in observing the teaching of their colleagues. The Department could take some encouraging steps to establish this useful culture of Peer Observation by introducing a mechanism under which senior members from other disciplines (including the Dean of the Faculty) engage in observation of teaching for a start and share their experiences in a friendly manner with junior members of the Department.
- ii. Although there is no regular or formal Peer Observation, the Head of the Department could guide the junior members in designing courses and by checking the content of the lectures of each Lecturer. As the Department has been holding regular staff meetings, the staff could devise a mechanism for comparing and sharing their experience in classes and discussing problems.

In this way, Peer Observation could be woven into staff discourse and scheduled in a non-threatening manner.

Level of judgement: Unsatisfactory

4.7 Skills Development

Strengths

- i. The Reviewers were happy to meet groups of students of the Department who were confident, and extremely happy about the courses, as well as the teaching. Students were well trained and guided in making presentations using modern technology such as PowerPoint. They were comfortable in handling the Internet and gathering information, as well as using the traditional means such as the Library.
- ii. The students' skills in handling technology as well as the language are at remarkable high standards. This was specially noted as the students enrolled for courses in the Department of English come from diverse windows of opportunity such as the Advanced Level Examination, the Aptitude Test, the quota available to teachers and the external examinations. The Department has successfully guided all these students of different levels of knowledge and background. The Team noted this as a unique achievement of the Department of English.

Weaknesses and Recommendations

- i. The Department does not offer adequate opportunities for its students to develop creative writing skills. More opportunity for the development of such skills as in the form of a wall magazine already in use and a print magazine could be planned for the future.

Level of judgement: Good

4.8 Academic Guidance and Counseling

Strengths

- i. Members of the Academic Staff are accessible to students at most times for consultations on academic and related matters.
- ii. Academic Counsellors appointed at Faculty-level provide redress to the grievances of the Department's students. Male/female Academic Counsellors are in service.

Weaknesses and Recommendations

- i. The non-availability of professionally trained counsellors at the Faculty of Arts adversely affects its counselling programme. Steps should be taken to provide training opportunities to the present counsellors through university funds so that they may develop themselves as professional counsellors.
- ii. The Faculty has not allocated a separate room for counselling purposes and this must be rectified.

Level of judgement: 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	Satisfactory
Quality of Students including Student Progress and Achievements	Good
Extent and Use of Student feedback, Qualitative and Quantitative	Satisfactory
Postgraduate Studies	Unsatisfactory
Peer Observation	Unsatisfactory
Skills Development	Good
Academic Guidance and Counseling	Good

6. RECOMMENDATIONS

The Team of Reviewers wishes to recommend the following:

1. The Department needs to recruit a Professor and Lecturers at senior level.
2. The Department can enhance student enrollment via the Additional Intake or other means, since the ratio of 47 students to 10 Lecturers provides sufficient room for more students to benefit from the expertise and space the Department offers.
3. While the Lecturers encourage questions and create an interactive setting, it would also be beneficial to the students if more critical thinking is encouraged. For example, the content of seminal articles on Second Language Acquisition needs to be challenged in

- light of the Sri Lankan situation. Basically, the students can be guided to be aware of Eurocentric research, which neglects postcolonial reality.
4. Incorporate IT in course assignments, teaching and professional development.
 5. In terms of assessments, the 20% assignments/tests and 80% end-of-semester examination system seems to be entrenched in the Department. This requires re-thinking since most Lecturers seem to be involved in many classroom activities and assignments which would benefit from being assessed for the final grade. The 40% assignments (including presentations, book reviews, in-class tests, poster presentations) and 60% end-of-course examination scheme would better reflect the classroom activities already conducted by the Department. This would also provide more opportunities for students to be creative.
 6. Titles of course units can be more focused and less intimidating as in 'Postcolonial Literature in English' being modified to 'Postcolonial Theories' or 'Postcolonial Fiction' or any other genre.
 7. The Department needs a well equipped mini library. The existing resource centre may be developed with more text books, journals and computers with high speed Internet access.
 8. Members of the Academic Staff need to concentrate more on gaining postgraduate qualifications beyond Master's level, and undertaking research related to the subject or in an interdisciplinary context. Specialization in Computer Assisted Language Learning (CALL) would be beneficial because of the under-utilization of the language lab.
 9. As the current expertise of the teachers appears to be predominantly in linguistics, some of them could concentrate on reading literature, literary criticism and drama for higher degrees.
 10. It appears that there is a demand for an MA Programme in TESL, specially among those who completed the Postgraduate Diploma offered by the Department. As qualified members of the Academic Staff are available, the possibility of offering such a programme can be explored.
 11. Formalize the system of Student Feedback for purposes of record and revision of curriculum.
 12. Initiate Peer Observation in a consultative manner.
 13. The Department in the future could pay attention to recruiting Lecturers who are not involved in private teaching, unless permission to do so is given by the authorities.
 14. Students of the Department need to be encouraged to engage in extra-curricular activities and interaction with students taking other subjects. For example, even in cultural activities such as making Vesak kuudu with the other students, the English Department students remain uninvolved.
 15. Purchase of an additional photocopying machine and a computer printer will increase the efficiency of producing study material.

7. ANNEXURES

Annex 1: AGENDA OF THE REVIEW VISIT

24/05/2010

TIME	ITEM
8.00 – 8.30 am	Private meeting: Review Panel and the Director, QAA
8.30-9.00 am	Meeting with the Vice Chancellor, Dean of the Faculty, Head of the Department
9.00-9.30am	Cont. Private meeting: Review Panel and the Director, QAA
9.30-10.00 AM	Tea
10 AM – 11 AM	Department Introduction and presentation of Quality Assurance Report
11.00 AM -11.30 AM	Discussion with the Department Head
11.30 AM – 12.30 PM	Meeting with Postgraduate students
12.30 – 1.30 PM	Meeting with the General Degree Students
1.30 PM – 2.30 PM	Lunch
2.30 PM- 3.15 PM	Meeting with the academic staff and tea
3.15 PM – 4 PM	Document inspection of the Department (Post -graduate)
4PM –5 PM	Meeting with the Visiting Lecturers
5 PM – 6 PM	Meeting with the students of the English Literary Association

25/05/2010

TIME	ITEM
8.30 AM – 9.30 AM	Observation of teaching (First Year)
9.30 AM – 10 AM	Document inspection of the Department (Undergraduate)
10. AM – 10.30 AM	Visiting the library
11 AM – 11.30 AM	Tea
11.30 AM – 12.30 PM	Meeting with faculty counselors and academic advisors
12.30 PM -1.30 PM	Lunch
1.30 PM – 2.30 PM	Observation of teaching (Third Year)
2.30 PM – 3 PM	Meeting with the non- academic staff
3 PM -3.30 PM	Tea and meeting with the Special students
3.30 PM – 4 PM	Meeting with reviewers

26/05/2010

TIME	ITEM
8. AM -9.30 AM	Examination of students' dissertations (undergraduate and post-graduate)
9.30 AM – 10 AM	Observation of teaching (Second Year)
10 AM – 10.30 AM	Final Discussion, comments by reviewers
11 AM – 11.30 AM	Tea

Annex 2. 'Z' SCORE OF STUDENTS 2007-2009

Academic year 2009/2010		Academic year 2008/2009		Academic year 2007/2008		Academic year 2006/2007	
Reg. No.	Z' core	Reg. No.	Z' core	Reg. No.	Z' core	Reg. No.	Z' core
AR/62311	1.2449	AR/58708	1.5029	AR/55223	ENG.TEA	AR/55220	ENG. TEA
AR/62127	1.502	AR/58726	1.3652	AR/54720	1.3472	AR/55221	ENG. TEA
AR/62349	1.3867	AR/58728	1.4193	AR/54896	1.3938	AR/55222	ENG. TEA
AR/62520	1.3486	AR/58784	1.4286	AR/55005	1.5359	AR/55223	ENG. TEA
AR/62355	1.2823	AR/58834	1.3400	AR/55028	1.2958	AR/55224	ENG. TEA
AR/62328	1.4732	AR/58864	1.5521	AR/55104	1.3383	AR/55225	ENG. TEA
AR/62141	1.4766	AR/58889	1.3413	AR/55178	1.3993	AR/55226	ENG. TEA
AR/62562	1.475	AR/58892	1.5518	AR/55186	0.4162	AR/55227	ENG. TEA
AR/62530	1.4891	AR/58967	1.2409	AR/56984	ENG.TEA	AR/55228	ENG. TEA
AR/62412	1.4576	AR/59046	1.4435	AR/56503	1.4569	AR/55229	ENG. TEA
AR/62144	1.5097	AR/59082	1.4626	AR/56626	1.3415	AR/56981	ENG. TEA
AR/62369	1.5253	AR/59147	1.2514	AR/56997	0.7092	AR/56982	ENG. TEA
		AR/63240	ENG.TEA	AR/60801	ENG.TEA	AR/56983	ENG. TEA
		AR/63241	ENG.TEA	AR/60802	ENG.TEA	AR/56984	ENG. TEA
		AR/63242	ENG.TEA	AR/60803	ENG.TEA	AR/56985	ENG. TEA
		AR/63243	ENG.TEA	AR/60804	ENG.TEA	AR/54165	1.4196
		AR/63244	ENG.TEA	AR/60805	ENG.TEA	AR/54386	1.6738
		AR/63245	ENG.TEA	AR/60806	ENG.TEA	AR/54405	1.4319
		AR/63246	ENG.TEA	AR/60808	ENG.TEA	AR/54424	1.4757
		AR/63247	ENG.TEA	AR/54129	1.4961	AR/54489	1.3599
		AR/63248	ENG.TEA	AR/54165	1.4196	AR/54579	1.4038
		AR/63249	ENG.TEA	AR/54405	1.4319	AR/54618	1.4211
		AR/63250	ENG.TEA	AR/54489	1.3599	AR/54633	1.5225
		AR/63265	ENG.TEA	AR/54579	1.4038		

ENG. TEA = English Teacher