

SUBJECT REVIEW REPORT

**DEPARTMENT OF LANGUAGES AND
ENGLISH LANGUAGE TEACHING**



**FACULTY OF SOCIAL SCIENCES & LANGUAGES
SABARAGAMUWA UNIVERSITY OF SRI LANKA**

25th to 27th October, 2006

Review Team :

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1. SUBJECT REVIEW PROCESS

The Quality Assurance and Accreditation (QAA) Council of the University Grants Commission (UGC) of Sri Lanka helps to provide public assurance that the quality and standards of Higher education are being safeguarded and enhanced by conducting academic reviews of higher educational provisions. Thus this process ensures the accountability of the universities towards the public since our universities run mostly using public funds. The QAAC currently carries out individual Subject Reviews as well as Institutional Reviews in Higher Educational Institutions which come within the purview of the UGC.

Subject Review (SR) is a peer review process. Such reviews are conducted on individual departments/subjects in the universities in accordance with the guidelines stipulated in the Quality Assurance Hand Book published jointly by the Committee of Vice Chancellors and Directors (CVCD) and the University Grants Commission in June 2002. This process starts when higher educational institutions evaluate their own provision in a particular subject/programme in a Self-Evaluation Report (SER). This document is submitted to the QAA Council for use by a team of reviewers who gather evidence to enable them to report their judgements on the academic standards and the quality of learning opportunities.

The main purpose of the SR assessment conducted in the Department of Languages (DL), Faculty of Social Sciences and Languages (FSSL) of the Sabaragamuwa University of Sri Lanka, is to evaluate the academic quality in the subjects/programmes offered by the DL, mainly focusing on the quality of student learning experience and student achievement, as against the aims and learning outcomes that the DL aspires to achieve.

The review attempted to identify the good practices and constraints found in the teaching and learning process and also the strategies that can be used to overcome such constraints experienced by the DL.

The review team carried out the following activities to ensure a thorough evaluation through peer evaluation:

- Pre-study of the SER submitted by the Department of Languages.
- Discussions with the Dean of the Faculty of Social Sciences and Languages, Head, and the academic staff of the Department of Languages.
- Discussions with students taken in two groups: a group of students who had just finished the first year of studies and the discussion with them was mainly focused on the Core Curricular conducted in the first year; another group of students representing all batches and the discussion with them was focused on the over-all study programme.
- Observation of student activities: three classroom observations were done in the following subjects: English, Japanese Studies, and Sinhala. In addition, the review team observed two practical sessions of teacher training that the final year students offering English as Major are required to conduct in secondary schools at the level of GCE A/L, and also a multi-media presentation by two students which was assigned to them for evaluation.
- Discussion with technicians and other service personnel who have inputs in the academic programmes of the Department.

- Study of the Student Hand Book, curricular, learning/teaching material, question papers, randomly selected answer scripts, samples of assignments, annual reports, publications by the academic staff of the Department. The review team also perused different forms issued by the Department for various purposes such as maintaining records of daily academic activities, questionnaires, teacher evaluation by students, etc.

2. THE UNIVERSITY, FACULTY AND THE DEPARTMENT

On 20th November 1991, the Affiliated University in Sabaragamuwa was commissioned under the Sabaragamuwa province Affiliated University College (AUC) Ordinance No. 14 of 1992 in the location where the present university is situated. The AUC in the Sabaragamuwa province had been attached to the University of Sri Jayewardenepura in Nugegoda. The academic programme of the university commenced on 7th July 1992.

In 1995, a commission was appointed by the authorities to look into the factor of affiliated universities in Sri Lanka. This commission having studied the existing stage of its development in the infrastructure facilities and the on going study programmes, recommended that this AUC be given the independent national university status.

Accordingly, by virtue of powers vested in him by clause No. 21 of the University Act No. 16 of 1978, the Minister of Education and Higher Education has, by Gazette Notification No. 896/2 of 7th November 1995, published in the Gazette extra ordinary of the Democratic Socialist Republic of Sri Lanka, announced the establishment of the Sabaragamuwa University of Sri Lanka to be effective from the date of the said gazette. Subsequently, it also announced the establishment of the Uwa campus attached to the Sabaragamuwa University of Sri Lanka.

At present, the University offers eleven degree programmes through the following five Faculties:

1. Faculty of Social Sciences and Languages
2. Faculty of Agricultural Sciences
3. Faculty of Management Studies
4. Faculty of Geomatics
5. Faculty of Applied Sciences

The Vision of the FSSL is *“to be a centre of academic and intellectual excellence for arts students so as to equip them to contribute productively to the nation in its path to prosperity”*.

The Mission of the FSSL is *“to produce arts graduates equipped with essential knowledge, specializes as well as general, plus intellectual disciplines, analytical skills and imagination that will enable them to contribute creatively in any sphere of employment”*.

The FSSL prepares students for professional careers, by providing them with a board understanding of the humanistic tradition in combination with a sound knowledge of subjects in several disciplines. The programmes of the FSSL emphasize the ability to apply this knowledge to problems and tasks in the contemporary world of work. The FSSL strives to develop the students' capacity for independent and critical thought, logical analysis, effective communication, and informed participation in team work. Therefore, the Bachelor of Arts programme integrates classroom work and students' independent reading and writing with hands on research and project work.

The FSSL consists of two Departments of study, the Department of Social Sciences and the Department of Languages. The English Language Teaching Unit (ELTU) which will be shortly converted to the English Language Teaching Department (ELTD) functions at present under the Department of Languages.

The FSSL has at present 32 members in the academic staff on permanent basis including 17 in the Department of Social Sciences and 15 in the Department of Languages, and 7 members imparting instructions in the DL. The Faculty offers two special degrees through the two Departments, viz, Bachelor of Arts (Special) Degree in Social Sciences and the Bachelor of Arts (Special) Degree in Languages, enabling students to specialize in subjects offered by the respective Departments.

The Major subjects offered currently by the Departments are as follows:

Department of Social Sciences:

Economics (ECO), Geography (GEO), Political Science (POL), Sociology and Anthropology (SOC) and Statistics (STC)

Department of Languages:

English (ENG), Japanese Studies (JPS), Sinhala (SIN), Tamil (TAM), and Hindi (HDL)

In addition, the following are offered as Minor subjects by the DL:

Computer Studies (COM), German Language (GRL), Hindi Language (HDL), Japanese Language (JPL) and Journalism (JRN).

In order to obtain the degree, a student should have accumulated a minimum of 122 credits in accordance with the criteria laid down by the faculty, and the Classes are determined according to the Grade Point Average obtained by the student.

Academic and Academic Support Staff in the Department of Languages:

<i>Academic Staff</i>			
	NAME	HIGHEST QUALIFICATION	POSITION
1.	Prof. Rajiva Wijesinha	DPhil	Chair
2.	Mr. J.K.C. Dissanayake	MPhil	Senior Lecturer
3.	Mr. K. Nageshwaran	MA	Senior Lecturer
4.	Mr. W. Manoj Ariyaratne	MA	Senior Lecturer
5.	Ven Ayagama Wijitha	MA	Senior Lecturer
6.	Ms. G.K.C.S. de Silva	MPhil	Lecturer
7.	Mr. S.Y. Sirithar	BA	Lecturer
8.	Mr. S.S.A. Seneviratne	BA	Lecturer
9.	Ms. S.M. Herath	BA	Lecturer
10.	Ms. P. Thevakumari	BA	Lecturer
11.	Ms. R.A.D.P. Weerasekara	BA	Lecturer
12.	Ms. Nirosha Paranavithana	BA	Lecturer
13.	Mr. Sangeeth Rathnayaka	BA	Lecturer
14.	Mr. H.A.M.A. Hapugoda	BA	Lecturer
15.	Mr. K.R.W.K.H. Abeywickrama	BA	Lecturer

Academic Support Staff			
1.	Ms. I.N.J. Bogamuwa	BA	Instructor
2.	Mr. K.S. Siveyesunesan	Trained Teacher	Instructor
3.	Mr. Mahinda Pathirana	MA	Instructor
4.	Shirani N. Kolambage	BA	Instructor
5.	Mr. R.M.N.B. Rathnayake	BSc	Instructor
6.	Mr. K.S. Senthikumar	MSc	Instructor
7.	W.H.D. Premawardana	BSc	Instructor

3. AIMS AND LEARNING OUTCOMES (as stated in the SER)

3.1 Aims

In general, the DL aims to provide students with

- a high quality learning opportunity in a nationally and internationally recognized atmosphere that will enable students to continue learning in their chosen fields
- a reasonable level of knowledge in particular areas that will facilitate employment in fields requiring specialized knowledge
- communication and presentation skills that will enable them to interact productively and convincingly in the world of work and in society
- confidence in their abilities and the willingness and ability to seek improvement in areas where they are deficient
- flexibility of outlook and creative and analytical skills that would facilitate productivity in any working environment
- a friendly learning environment that encourages cooperation and synergy across different ethnic and social groups

3.2. Learning Outcomes

The subjects in which students can Major or Minor in Special Degrees are Sinhala, Tamil, English, German, Japanese and Hindi. The first two are first languages, English is considered the second language and German, Japanese and Hindi are Foreign Languages. Japanese is taught at two levels, for those who have previous knowledge of the language, and those who are commencing study of the language.

3.2.1. Learning Outcomes of First Language Teaching and Learning

After the completion of the degree students will have:

- developed writing skills and the ability to deal with different topics so as to work productively in fields requiring such skills, including journalism
- developed reading skills including sensitivity and social awareness which will facilitate interpretation and constructive criticism
- learnt technical and intellectual skills necessary to perform as a skilled translator/interpreter.

3.2.2. Learning Outcomes of Second Language Teaching and Learning

After the completion of the degree students will have:

- gained language and communicative competency in English that facilitate employment in contexts in which the language is actively used
- enhanced understanding of language learning in the Sri Lankan context and other pedagogical skills that may be productively used in the teaching of English and teaching in English, at secondary or tertiary level.
- developed students' ability to read and appreciate literature and analyse it critically with due attention to social relevance
- an understanding of the importance of precision, brevity and accuracy in writing, and the ability to communicate this in any teaching situation

3.2.3. Learning Outcomes of Foreign Language Teaching and Learning

After the completion of the degree students will have:

- gained a reasonable command of the target language in the areas of speaking, listening, reading and writing, and the ability to apply these skills in practical situations
- the capacity to translate and interpret to and from the target language
- developed understanding of literature and the culture of the target language and ability to communicate this to others

3.2.4. Learning Outcomes of Core Subjects

Apart from their specialized academic disciplines, students are required to gain soft skills which include English and Computing. These and subjects such as Library Skills, Scientific Thinking and Basic Mathematics are designed to enhance the productivity of students in the world of work, through understanding of the contexts in which they operate and the capacity to think creatively.

3.2.5. Learning Outcomes of Optional Subjects

These are intended to give wider multidisciplinary knowledge that will reinforce subject knowledge in the world of work. Though students are given a choice, the general aim is to ensure awareness of social and personal realities and needs in the context of a globalized world.

4. FINDINGS OF THE REVIEW TEAM

4.1. Curriculum Design, Content and Review

Strengths:

The members of the review team were unanimous in expressing that the courses and subjects offered by the DL are of a sufficient academic level. The structure and the contents of the courses, as the review team understood, intend to offer good quality education and to provide opportunities for students to enhance their skills.

Under the course unit system, different subjects are offered by the DL under four main categories:

- (a) Major subjects
- (b) Minor subjects, both are for academic specialisation
- (c) Core subjects
- (d) Optional subjects

A good understanding of the distribution of different subjects and modules is important to have an over-view appreciation of the curriculum. During the first year of the Degree programme which consists of three academic years (or six semesters), the students are expected to pursue Core and Optional subjects in addition to their selected Major and Minor subjects. The number of credits offered for major and minor subjects in the first year amounts to 28 credits (each semester being allocated 14 credits). 6 credits and 4 credits are offered in the two semesters respectively through the core subjects and 2 credits in each of the semesters under optional subjects.

According to the SER, subjects are offered under four categories:

Major subjects:

English (ENG), Japanese Studies (JPs), Sinhala (SIN), and Tamil (Tam)

Minor Subjects:

In addition to the above four subjects that can be offered also as minor, the following subjects can be offered only as minor.

Computer Studies (COM), German Language (GRL), Hindi Language (HDL), Japanese Language (JPL) and Journalism (JRN).

It was revealed during the review that from this current academic year, Hindi Language could be offered also as a main subject and German Language could be offered as a main subject for the next academic year.

Core Subjects:

Core English language (CEL), Core Instruction Technology (CIT) and Core General subjects (CGS).

Under the Core General Subjects, the following course units are offered:

Library skills, Mother tongue Academic Proficiency, Third Language, Scientific Thinking and Basic Mathematics. (Methods and Techniques of Social Research are offered as a core module in the 1st semester of the third year.)

Optional Subjects:

Foundation of Modern Society, Elementary Linguistics and Third Language Enhancement (out of which students are expected pursue at least two during their first year,)

During the second and third years respectively a total number of 32 and 38 credits worth of modules are being offered in major, and 8 and 2 credits worth of modules in minor.

As mentioned earlier, a 2 credits optional module is also offered during the 1st semester of the third year.

The syllabus concerning the Major Subjects seems to be very comprehensive and self contained.

Thirty different course modules that are being offered by the DL under different disciplines and the four categories mentioned above (Major, Minor, Core and Optional), inclusive of practical training and independent research for each special degree programmes, reflect academic adequacy in the said study programmes. Nature of the courses is relevant to the respective field of study and the general outcome expected from each category of subject, is adequately stated in the SER.

Due to the availability of four main subject streams (five from this year and hopefully six from next year), there is sufficient flexibility in the choice of the subject of specialization to be done by the students.

Possibility offered to students to select a subject of specialization without pre-requisites at the commencement of the 1st year and allowing them to opt for that particular subject from the second year depending on their performance, is commendable. This offer motivates the students to peruse the selected subject with assiduity during the first year.

Proposing a wide range of subjects in the category of Core General Subject is commendable and these modules enable the students to acquire and enhance communication, IT and other skills required to face challenges in the job market. Since they are incorporated into the main study programme, it adds value to the Degree obtained by the students.

The review team appreciated very much the importance given to the mother tongue in the syllabus, enabling students to develop writing skills which is very much desired among the undergraduates irrespective of fields of study, in universities in Sri Lanka.

It was revealed during the discussion with the teachers of the DL that the students' requests and views of other stakeholders were taken into consideration in designing and then revising the curricula which the team considered very positively.

Weaknesses:

The amount of work the students are expected to do seems to be overwhelming. In addition to the contact hours, the time they spent on completing assignments is so much that most of the students do not have sufficient time to get involved in extra-curricular activities.

Relatively too much time is spent on Core and Optional Subjects compared with the time spent on main subjects.

Further, the students do not have the opportunity to continue in certain subjects that they would have pursued in the first year due to the streamlining of their academic programmes from year 2 onwards. In certain cases, since they have to give up certain subjects like foreign languages after starting and learning only for one year, they feel that it has been a "Waste of time" to learn them.

The learning outcomes are given at the level of each category of subjects only (at least as it appears in the SER). It does not give the aims and learning outcomes of each of the Course Units offered at different levels.

In view of the number of strengths and impact on the improvement of quality and relevance, the judgement on this aspect is GOOD.

4.2. Teaching, Learning and Assessment Methods

Strengths:

The review team noted that the DL has taken the full advantage of belonging to a new university that has taken the experience of other existing universities to start their teaching, learning and assessment methodologies in a manner which was innovative and effective in their application.

The members of the review team learnt, and in some cases observed, that several methods of delivery were used by the teachers such as lectures, seminars, discussions, practical sessions, in-learning training, etc. which contribute to achieving learning outcomes determined by the DL, especially those that are oriented towards application of gained knowledge by the students. The teachers' attempt to make the lecture sessions interactive is important specially in teaching a language aiming at enhancement of communicative skills. The manner in which the student learning process is supported by field visits, guest lectures and training sessions organized by the DL is also noteworthy.

The review team also noted that the learning environment is adequate and conducive for the purpose. Apparently, problems concerning the number of classrooms available, or the space for each group of students for their learning activities are non-existent. The development of infrastructure expected in the near future would definitely enhance this situation further, enabling more independence in academic activities at subject levels (similar to the Department of Japanese which is already enjoying that kind of facilities with the "Japanese Centre"). The overall timetable is evenly distributed throughout the day during the working hours.

The availability and the use of technological support for teaching and learning purpose are at a commendable level in certain class room activities. The use of multimedia seemed to be an integrated part of the method used. Its use renders class environment more lively and interesting. Central Computer Centre of the university with Internet facility is available for the students in the DL and the newly established modern type of computer based language laboratory with Internet is a remarkable demonstration of modernizing the methodology of teaching languages. (The interactive self learning/monitored learning software has been acquired by the Faculty and is about to be installed at the time of the review).

The Course Unit System based on two semesters per academic year seems to function adequately. The use of Continuous Assessments to evaluate 40% of each Course Unit and the rest by end of course unit examination is very much commendable.

The review team noted that the degree of commitment of the academic staff was at a very satisfactory level. This seems to be one of the main factors for the very good relationship prevailing between the students and the teachers.

Weaknesses:

It has to be noted that the value of Credit Hour and the Grade Point values are not in conformity with the accepted system in other Sri Lankan universities.

Though the evaluation system of 40% by Continuous Assessments and 60% by End of Module Examination is being practised, the duration of the examination which is 03 hours seems to be too heavy to evaluate only 60% of the total marks.

Non-availability of course modules prepared by the staff of the DL for the foundation course as well as the non-availability of skill manuals with regard to the courses have to be considered as weaknesses and addressed by the department. .

It was revealed during the discussions with students that they feel that more time is required for personal study of minor subjects than for major subjects which give them the impression of a waste of time. Further, majority of students feel that since the entire programme is spread over 03 years they do not have sufficient time for extra curricular activities.

In relation to the Teaching, Learning and Assessment Methods the judgment of the team is GOOD.

4.3. Quality of Students, including Student Progress and Achievements

Strengths:

Based on limited observation during the visit, the review team felt that the attitude and the behaviour of the students in the DL are relatively positive.

Another positive aspect noted by the review team was the high rate of attendance for lectures which is 80%. According to some tracer studies, a considerable amount of students had the opportunity of getting a job in the private sector within a short period after completion of their Degree.

Most probably due to the proper information that the students get regarding their academic programmes and the appropriate support they get from the academic staff, the rate of completion of the degree remains between 94% to 97% which can be considered as remarkable compared to the other national universities.

There is a practice of recognizing the best academic performance by the students through the goal medal award scheme which is very encouraging for students to enhance their quality of study.

The DL maintains proper and regular record of academic activities discharged by academic staff as well as by the student community.

Final Results of Undergraduates of the Study Programme (Re: SER)

Year of completion	First Class		Second Upper		Second Lower		Pass		Total Number of Graduates
	No	%	No	%	No	%	No	%	
2000	-	0	-	0	18	14.3	108	85.7	126
2001	-	0	04	8.5	04	8.5	39	83.0	47
2002	-	0	03	9.7	03	9.7	25	80.6	31
2003	-	0	13	21.3	09	14.8	39	63.9	61
2004	-	0	11	20.8	11	20.7	31	58.5	53
2005	-	0	03	6.6	07	15.6	35	77.8	45

Weaknesses:

The Student Hand Book though technically of a very good standard, level of comprehension by average student is far from been satisfactory. It has to be noted that the language used is rather difficult and the explanations are not very clear due to the use of technical terminology.

The academic advice received by students is inadequate since there is no proper academic counselling system at the department level, and there are no academic counsellors properly appointed by the departments. Though there is a career guidance unit in the university, almost all the students in the DL seems to ignore its existence.

In spite of the few number of students (which may be a subjective correlative), there is not a single student who has obtained a First Class between 2000 and 2005.

It is the view of the review team that the Quality of Students, Student Progress and Achievements can be judged as GOOD.

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

Strengths:

The curricula of the degree programme offered by the DL have been subject to several revisions taking into consideration requests made by the students. As such, the students' participation in designing the curricula is appreciable.

There is a "student questionnaire" method for obtaining the student evaluation on the quality of teaching. Students are expected to answer the questionnaire on methods of teaching and the way of teaching.

The contribution of the student representatives during the meetings of the Faculty Board is considered very positive by the members of the faculty and by the students as well. Another positive aspect is the "open door" policy which allows students to meet any academic and also the Heads of departments and the Dean to discuss their problems.

Weaknesses:

Non-existence of a staff-student committee representing each batch of students at subject level prevents the formal feedback of students.

In relation to the Extent and Use of Student Feedback the judgment of the team is GOOD.

4.5. Post Graduate Studies

There are no opportunities for postgraduate studies offered by the Department. At the moment there is no attempt being taken to introduce a Master Degree Programme due to very limited number of qualified senior lecturers.

In relation to Postgraduate Studies the judgment of the team is UNSATISFACTORY.

4.6. Peer Observation

There is a strong understanding among the academic members about the importance of peer observation as a powerful tool for improving the quality of teachers. By the time of the subject review, an attempt was made to develop a systematic mechanism for peer observation. Some academics have done observation and given the feedback using an evaluation sheet indicating various aspects of teaching. Several academics have tried on their own. However, there is no formal common mechanism being practiced.

Judgment is SATISFACTORY with regard to this aspect.

4.7. Skills Development

Strengths:

There is a strategy for skill development as part of the curriculum. The Department of Languages has introduced practical training, and continuous assessments of the development of skills relating to the technical aspects of the field of study.

Students have been given the opportunities to learn and practice computer skills and communication skills. Further, the Department is in discussion with the Faculty and the University authorities to increase the available equipment.

The students are given the opportunity to improve their presentation skills, report writing skills and analytical skills under the supervision of the teachers. They are also given the reading task designed for improving their skills in both reading for knowledge and reading for pleasure.

Weaknesses:

Review team views the non-availability of skills modules for at least very important courses as a weakness of the DL.

It is the view of the review team that the Skills Development in the DL can be judged as SATISFACTORY.

4.8. Academic Guidance and Counselling

Strengths:

There is a serious and well prepared orientation programme for new students entering the DL, based on academic guidance and counselling.

A very comprehensive handbook is available and given to all new students which contains information on degree programmes and other academic matters.

A close and positive link exists between the faculty and the students which offer the latter with a learning-friendly atmosphere.

Weaknesses:

Non-availability of service by professionally trained counsellors is one of the notable weaknesses in this regard.

There is no satisfactory link between the students and the Career Guidance Unit of the university.

Though a comprehensive handbook is available for students there is no evidence that the particular book is given to the students at the very moment they enter the university. The handbook is comprehensive containing necessary information but the language and the style used seem to be of a higher level and too technical which render it difficult for an average student to understand.

In relation to Academic Guidance and Counselling the judgment of the team is GOOD.

5. CONCLUSIONS

5.1. Good Practices

1. The curricular of the courses offered by the DL are clearly formulated and they are of a sufficient depth and breadth for the levels indicated.
2. The curricular have been recently revised taking into account the requirements in the job market and the student needs while maintaining the academic values of the subjects.
3. Offering a wider range of subjects in the first year enables the students to gain a broader knowledge in various fields and to select their main subject of specialization from among them. Inclusion of Core and Optional subjects aiming at developing the soft skills of students is very much commendable.
4. Among the Core subjects, introduction of Mother Tongue Academic Proficiency in order to improve the writing skills of the undergraduates should be emphasized. Two other important Core subjects are the Core English Language and the Core Information Technology.
5. Use of different methods of delivery by teachers such as lectures, discussions, seminars, practicum, in-learning training etc. rendering the learning process more effective and interesting.
6. Use of technological support in classroom work; conducting lectures with the use of power point presentations is appreciated.
7. Students are given handouts and other learning material adequately and giving the objective of each lecture at the beginning gives a clear understanding to the students of what is going to be done during the lecture.
8. The Course Unit System based on two semesters in the academic year seems to function adequately.
9. Implementation of an evaluation system comprising various means of continuous assessment covering up to 40% in certain cases and the end of Course Unit Examinations is commendable.
10. Rate of student participation in lectures and other learning activities is relatively high.
11. Though the number of students per course is limited, the rate of completion at Degree level is satisfactory.
12. The degree of commitment of the academic staff is very high and their contribution to voluntary student services is also appreciable.
13. According to the administration, the high rate of employability of graduates of the DL is prevalent.
14. Student feedback on courses and teaching obtained using questionnaires help not only to improve learning outcome but also to maintain a good rapport between the teachers and the students.
15. The DL maintains a proper and regular record of academic activities discharged by academic staff as well as by the student community.
16. System of awards of excellence for the undergraduates in various disciplines encourages them to enhance their quality of learning.

5.2. Weaknesses

1. The students find it difficult to share time proportionately. Much more of their personal time is taken to prepare for the subsidiary subjects leaving less time for personal study on main subjects.
2. Inability to pursue further certain subjects that they have commenced in the first year in the Core or Optional category
3. Non compliance of the credit value system as per the accepted norms in the national university system.
4. The inapt duration of the written paper at the End of Course Unit Examination to give only 60% of the total marks (40% is given through CA)
5. Lack of formal academic advisory mechanism.
6. The Student Hand Book is not reachable for the proper comprehension by most of the students.
7. Lack of opportunity for the young academic staff to gain foreign exposure.
8. Lack of postgraduate qualification among the academic staff. (At present there is only one PhD holder in the Department).

5.3. Judgements

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

Aspect Reviewed	Judgment Given
Curriculum Design, Content and Review	GOOD
Teaching Learning and Assessment Methods	GOOD
Quality of students including student progress and achievements	GOOD
Extent and use of student feedback, qualitative and quantitative	GOOD
Postgraduate studies	UNSATISFACTORY
Peer observation	SATISFACTORY
Skills development	SATISFACTORY
Academic guidance and counseling	GOOD

The overall judgment is suspended

6. RECOMMENDATIONS

1. It is recommended that the young members of the academic staff be encouraged and given facilities to obtain their postgraduate qualifications.
2. The DL may consider establishing links with foreign agencies in order to develop exchange programmes (resource persons, scholarships, teaching materiel, etc.)

3. The DL may consider establishing a formal academic advisory mechanism and also Staff-Student committees.
4. The table on page 15 indicates a gradual decrease in the number of graduates every year. Hence, remedial measures need to be taken to attract more students to the DL; for example by making the courses more attractive. (Reports provided by the UGC indicate that the SUSL is not among the top listed universities as for the choice made by many candidates seeking admission to universities.)
5. It was understood by the review team that most of the language courses are oriented towards helping graduates to enter the teaching profession, for that, the attempt to introduce a practical component in secondary schools is commendable. However, the review team is of the opinion that the students should be given more practical training in teaching in order to improve the effectiveness in class-room delivery.
6. More prominence should be given to the linguistics component in the syllabus with emphasis on the applied aspects of the subject (Applied Linguistics).

Final Note: Most of the weaknesses in the DL are also due to the fact that it belongs to one of the new and regional universities in the country which still struggles for development compared to the so-called established universities. However, the DL should continue to take remedial measures to solve the problems that it encounters every day based on a short term plan. Considering all the potentials that the DL is in possession at present, the commitment of teachers, conducive teaching-learning environment, if the DL can work on a well thought long term plan of development for at least ten years, and if the DL is encouraged and supported by the university authorities to work along its guide-lines with a certain autonomy, the review team is convinced that the DL of the Sabaragamuwa University of Sri Lanka has the capacity to become the *centre of excellence* for languages among all other higher educational institutions.