

SUBJECT REVIEW REPORT

DEPARTMENT OF SOCIAL SCIENCES



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

18th to 20th June, 2007

Review Team :

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1. SUBJECT REVIEW PROCESS

Subject review process evaluates the quality of education within a specific subject or discipline. It is focused on the student learning experience and on student achievement. It is designed to evaluate the quality of both undergraduate and taught postgraduate programmes. However, the responsibility for quality and standards lies within the institution itself, since it alone has the powers to control and to change existing practices.

Review process was conducted according to the guidelines given in the quality assurance handbook for Sri Lankan universities, published by the CVCD and University Grants Commission in July 2002. The Department of Social Sciences (DSS) submitted a Self Evaluation Report (SER) consisting of six sections, namely: (1). aims, learning outcomes and programme details, (2) students, staff and facilities, (3) The evaluation, curriculum design, content and review, (4) teaching, learning and assessment methods, (5). Student profile, (6) feedback, monitoring, and student/peer evaluation. The quality of education was reviewed according to the aims and learning outcomes given in the SER.

The following eight aspects of education were reviewed at the subject level:

1. Curriculum design, content and review
2. Teaching learning and assessment methods
3. Quality of students including student progress and achievements
4. Extent and use of student feedback, qualitative and quantitative
5. Postgraduate studies
6. Peer observation
7. Skills development
8. Academic guidance and counseling

The Review Team comprising of Prof. D. Atapattu, University of Ruhuna, Dr. S.M.M. Ismail, South Eastern University of Sri Lanka and Dr. (Ms.) S.M.K. Herath, University of Colombo visited the DSS from 18th – 20th June, 2007. The agenda for the Review Visit is annexed (Annex 1).

The evaluation of eight aspects was based on:

- Meetings held with the Vice Chancellor, Dean, Head of DSS, academic staff, non-academic staff, undergraduate students, Librarian and IT instructors at the faculty computer unit
- Observation of facilities at the department and the faculty (library, Computer Unit etc)
- Observing teaching and practical classes and student presentations
- Reviewing documents available at the department

Each of the eight aspects was judged as good/satisfactory/unsatisfactory, in light of strengths, good practices and weaknesses in each.

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

The Sabaragamuwa University of Sri Lanka has been a short history among the National Universities in Sri Lanka. 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 at Belihuloya. The AUC in the Sabaragamuwa province had been attached to the University of Sri Jayawardenepura in Nugegoda. The academic programme of the university commenced on 7th July 1992.

In 1995, a commission was appointed by authorities to look in to 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 dependent 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 High 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 to be effective from the date of the said gazette.

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

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

The Faculty of Social Sciences and Languages consists of three Departments:

1. Department of Social Sciences (DSS)
2. Department of Languages
3. English Language Teaching Department (ELTD)

The DSS is one of initiated departments at the beginning of Sabaragamuwa University of Sri Lanka. The DSS prepares students for professional careers, by providing them with a broad understanding of the humanistic tradition in combination with a sound knowledge of subjects in several disciplines in Social Sciences. The program of the DSS emphasizes the ability to apply this knowledge to problems and the tasks in the contemporary world of work. The DSS strives to develop students' capacity for independent and critical thought, logical analysis, effective communication, and informed participation in teamwork. Therefore, the all Social Sciences programs integrate classroom work and students' independent reading and writing with and-on research and project work.

In the first year, through its core courses, the DSS exposes students to skills and knowledge from a broad range of academic disciplines of social sciences with research components, in order to compensate for the uneven levels of knowledge acquired in the school system. During their second and third years students are expected to specialize in subject designated as their Major or Special subject. They should also offer a Minor subject and in addition to this they will continue to follow courses in English and Information Technology as well as in other core and optional subjects that will enhance their general, academic and practical abilities.

The program aims in particular to foster study skills that will encourage students to make productive use of reference materials. It also provides an intellectual orientation that enables them to make connections across disciplines and to think creatively and coherently, as well as the disposition to develop initiative and imagination in a systematic fashion. The DSS strives

to produce university graduate who is flexible, self-confident and innovative, and is thus empowered to meet the challenges of the future.

3. AIMS AND LEARNING OUTCOMES

Vision: *To be a center of academic and intellectual excellence for Social Sciences students so as to equip them to contribute productively to the nation in its path to prosperity.*

Mission: *To produce Social Sciences graduates equip with essential knowledge, specialized as well as general, plus intellectual discipline, analytical skills and imagination that will enable them to contribute creatively in any sphere of employment.*

4. FINDINGS OF THE REVIEW TEAM

4.1. Curriculum Design, Content and Review

The DSS offers BA Special Degree Programmes in Economics, Geography, Political Science, Sociology & Anthropology and Statistics. The course duration is three years and the minimum credit requirement is 122. The degree programme comprises of four types of course modules with total credit value of 127.

- (a) Major subject (49 credits)
- (b) Minor subject (36 credits)
- (c) Core subjects (36 credits) and
- (d) Optional subjects (6 credits).

An important feature of this degree programme is all students offering special degree programmes must select another subject as minor (second subject) from several subjects offered by the faculty. In the first semester of the second year, students have to select major and minor subjects for their degree programme. Selection of the major subject depends on the student performance at the first year second semester examination.

There are three categories of core subjects as follows:

- (a) Core English Language (11 credits)
- (b) Core Information Technology (12credits) and
- (c) Core General Subjects (13 credits).

Core general subjects include a number of courses aimed at developing skills among undergraduates. There are six core general subjects as shown below:

1. CGS 111 – Library skills
2. CGS 112 – Mother Tongue Academic proficiency
3. CGS 113 – Third Language
4. CGS 121 – Scientific Thinking
5. CGS 122 – Basic Mathematics
6. CGS 311 – Methods and Techniques of Social Research.

The Review Team made the following observations on the curriculum design and content.

The non traditional and innovative curriculum design adopted by the DSS has several limitations in achieving the objectives of the study programme. According to the course structure and design, the duration of the Special Degree Programme in the DSS is three years. This is a major deviation from the standard practice in all other universities in Sri Lanka. Consequently, the graduates with three-year special degree may be disqualified for certain jobs which insist four-year special degree.

Because of this particular course structure, the workload is too heavy on students. To be qualified for the Special Degree, a minimum of 122 credit points need to be achieved in three years. This amounts to an average of over 40 credits per year. Furthermore, the distribution of workload among different academic years is also a matter concern from the efficiency point of view. The first year workload is 42 credits while second and third year workload is 40 and 45 credits respectively. Especially in the first year, heavy workload may discourage some students in continuing their studies. This may be a possible reason for a relatively high drop out rate experiencing the DSS especially in the first and second years. The drop out rate was estimated at 11.4% for the batch of students admitted during the academic year 2000/01.

There is no flexibility in the study programmes offered by the DSS. Only programme available is specialization of one out of five disciplines with minor subject. Students who do not need specialized knowledge but prefer to have broader knowledge in several disciplines cannot be accommodated under this rigid curriculum structure. This problem arises due to the omission of aims and learning outcomes for the study programme. It is very important to identify the aims and learning outcomes for the study programme, because an effective curriculum cannot be developed without identifying the objectives of the study programme.

The credit weights assigned to major subject and other courses do not reflect their relative importance. For example, the major subject has been assigned only 49 credits whereas other courses (i.e. minor subject, core subjects and optional subjects) have been assigned 75 credits. It should be the other way for a special degree programme. At least a minimum of 70 course credits should come from the major subject or specialized subject in order to cover essential subject knowledge required for a special degree.

The present curriculum does not permit specialization within a major subject. For example, Economics as a major subject may still have a number of special fields such as Monetary Economics, Agriculture Economics, Transport Economics etc. and student may select one of these fields for further specialization. However, under the existing curriculum, all course modules in the major subject are compulsory and students who read for the special degree do not have a choice for special fields.

Curriculum review has not been undertaken for a period of over 10 years. It is encouraging to note, however, that the DSS is currently working towards a comprehensive curriculum reform. According to the proposed curriculum, four-year special degree programme and a three-year general degree programme will be introduced. An increase in course duration from three years to four years can significantly reduce the burden of heavy workload imposed on students under the current system.

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

4.2. Teaching, Learning and Assessment Methods

The learning process still depends heavily on teacher-centred instructions. Formal lectures are conducted with restricted use of audio visual and interactive learning methods. Study guides consisting of course objectives, learning outcomes, detailed syllabus, assessment

methods, weekly work plan and recommended readings are provided for most of the course modules offered by the DSS. However, students are not provided with handouts along with their lectures.

In addition to lectures, tutorial and practical classes are also conducted to supplement the teaching programme. They are very useful to create more conducive learning environment.

Another good practice adopted by the DSS with respect to teaching is the preparation of lesson plans by the lecturer for his or her lecture schedule. The lesson plan enables the lecturer to form an idea about the lesson objectives, lesson topics and the relevant reading material etc. It also enables the teacher to have a clear idea about the learning outcomes of the lesson. However, at present, only few lecturers have been continuing with this practice. A significant improvement in the quality of teaching can be expected if all lecturers are encouraged to follow this practice.

Due to the non availability of adequate number of modern teaching equipments such as multimedia projectors, laptops, OHPs, chalk board has become the main means of teaching in the department. It should be mentioned, however, that the use of an overhead projector to show transparencies would have certainly increased the effectiveness of the lectures.

The Review Team observed some of the lectures conducted by the staff. There was a wide variation in the quality of teaching in the observed classes. Some lecturers displayed very well their competency and preparedness in conducting lectures for undergraduates. The pace at which lectures were conducted was good. Lecture rooms are well ventilated and fitted with ceiling fans and seating arrangements are also satisfactory. It was disturbing to observe some lectures where the lecturer did not display his preparedness and familiarity with the subject matter. As a result he had to rely heavily on the lecture notes to conduct the lecture and could not respond effectively to the questions raised by the students. The students who met the Review Team also expressed their dissatisfaction regarding the quality of teaching by some staff members. It is important to take some remedial action to improve the quality of teaching. It is the view of the Review Team that the introduction of peer evaluation on lectures can significantly improve the quality of teaching.

Another good practice observed with respect to teaching is the maintenance of a register in the department to record all lectures, tutorials and practical classes by the staff on daily basis. This is a very useful tool for academic administration as it helps monitoring the progress of teaching programme in conformity with the syllabus.

As mentioned in Section 4.1, one of the implications of three-year special degree programme of 122 credits is heavy workload imposed on students in each academic year. In order to accommodate teaching programmes, the lecture timetables have been scheduled to run from 7.00 a.m. to 7.00 p.m. The students who met the Review Team informed that they participate in the learning process under severe stress partly due to the heavy lecture schedules running throughout the day and partly due the deadlines for submission of several assignments are falling on the same week owing to the lack of coordination among lecturers.

The university main library is well stocked with most recent textbooks and other relevant publications. However, the availability of textbooks published in Sinhala language in the library is inadequate. Students are also concerned with this issue of non availability of Sinhala textbooks in adequate numbers.

The computer facilities available for students are also inadequate. This is an additional burden on students who are expected to submit their assignments before deadlines. Often long queues of students can be seen in front of the computer unit to get a placement in the unit.

With respect to assessments, the Review Team observed that the DSS utilizes a combination of different assessment methods for the overall evaluation of student progress throughout the course. Each course module is evaluated by a course grade which is based on the total marks obtained for continuous assessments and end-semester examination. The relative weights assigned to continuous assessments and end-semester examinations are 40% and 60% respectively. The methods used for continuous assessment may vary between courses and they are decided by the respective subject lecturers with the approval of the Faculty Board. It is interesting to observe that the end-semester examination has been structured according to credit value of the course module. For example, the final examination in respect of the subjects taught of 3 to 4 hours per week (3 or 4 credits) is of 3 hours duration and the final examination for 2 hour duration is held in respect of subjects taught 2 hours per week (2 credits). In a 3 hour duration examination, 8 questions are set of which 5 questions have to be answered whereas in a 2 hour duration examination, 5 questions are set of which 3 questions have to be answered.

To pass a course unit, a candidate must obtain a minimum grade of C- and this grade should be achieved in both aspects of evaluation, viz. continuous assessment and end-semester examination. However, a performance slightly below a C- in either aspect may be compensated for by a better performance in the other aspect.

Another positive aspect of the assessment process is that the assessment of end-semester examination is conducted on a marking scheme based on model answers. This is a very important practice as it contributes to maintain the uniformity in marking by both first examiner and the second examiner.

The DSS displays high degree of efficiency in the release of examination results. The DSS has managed to release its results three weeks after the examination and before the commencement of the next semester.

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

4.3. Quality of Students Including Student Progress and Achievements

Recruitment and admission of students to the Faculty of Social Sciences and Languages are carried out by the UGC as in other universities and the DSS has no control over this process. Initially, the students recruited to the faculty came only from the Arts stream but subsequently, the faculty has received a special privilege from the UGC to select students from a mixture of Arts, Commerce and Science streams. This arrangement has certainly contributed to improve the quality of students admitted to the DSS. Z-scores of students recruited in the last three years are given below:

Academic Year	Z- Score
2003/04	1.6785 – 1.5918
2004/05	1.6070 – 1.5228
2005/06	1.7596 – 1.2257

The quality of students is also reflected in the performance at the Final Examinations. The data indicate that nearly over one-third of students graduate with Honours passes.

Year of completion	First Class		Second Class Upper Division		Second Class Lower Division		Pass		Total No. of Graduates
	No	%	No	%	No	%	No	%	
2004	--	--	09	7.8	28	24.4	78	67.8	115
2005	--	--	15	15.0	23	23.0	62	62.0	100
2006	--	--	09	10.4	17	19.5	61	70.1	87
Average	--	--	33	10.9	68	22.5	201	66.6	302

The DSS promotes always English as the medium of instruction in all courses of study. This factor would directly address the requirements of contemporary job market in the country. Waiting time before the first job measures the employability and quality of the study programme. The DSS has estimated that the majority of graduates' had secured jobs within six months. It is important to maintain a graduate profile by the department.

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

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

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

For example, students had pointed out the need for revising the existing curriculum of three-year Special Degree programme which is not consistent with the Special Degree programmes conducted by other universities. In response to this request, the DSS has taken steps to introduce a four year Special Degree Programme with effect from the next academic year.

The Faculty Board is another avenue for the students to express their views on the study programs and teaching learning process. Further, there are student associations pertaining to different subject disciplines (i.e. Economics Society, Sociology Society etc.) and their meetings are conducted with the participation of both students and staff. Open discussions on the issues related to development of the particular subject disciplines take place at these meetings.

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

4.5. Postgraduate Studies

At present, the DSS does not conduct its own postgraduate programmes largely due to limited capacity of the staff, but its staff have been involved in various aspects of post graduate studies such as supervision, teaching a research. The DSS is very active in its research programmes. It conducts annual research symposium with the participation of both local and international researchers. The DSS has played a major role in the establishment of the Indigenous Community Studies Centre at the university

Another positive development with respect to postgraduate studies is the initiation taken by the department to launch a Post Graduate Diploma in Economics in 2008. This has been

included in the University Co-operate Plan and the University Development Plan also. The duration of the Diploma Programme is one academic year comprising of two semesters. The admission requirement for the Diploma is the completion of a Bachelors Degree with Economics as the major subject.

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

4.6. Peer Observation

As in the case of student feedback, the importance of the peer observation has also been recognized by the DSS and for this purpose, department has designed a comprehensive observation schedule to obtain peer reviews of certain aspects of teaching. These aspects include (a) preparation and planning (b) class management and communication techniques (c) use of resources and (d) monitoring effectiveness. It is important to extend this process to cover all members of the academic staff. Especially when young lecturers are conducting special degree programmes, the appointment of peers at the very beginning of the academic year would be very important.

In addition to peer review of teaching, all question papers pertaining to the degree programmes are moderated and the answer scripts are sent for evaluation by an experienced second examiner.

It is the view of the Review Team that the Peer Observation of the DSS can be judged as GOOD.

4.7. Skills Development

The DSS has taken steps to improve generic skills as well as subject specific skills of their graduates. As far as subject specific skills are concerned, the DSS has adopted various methods to improve the skills of their students. The DSS has introduced new courses of study, such as Principles of Management, Methods and Techniques of Social Research, Current Affairs etc. Also, the students are being trained to conduct independent research studies that enhance their research capabilities. The students in the DSS have been given the opportunity to offer Computer Science as a minor subject and these graduates with Social Science and Computer Science subject combination have attracted a considerable demand in the job market.

The DSS has also made arrangements to improve generic skills of their students through the provision of language (English and Tamil) proficiency, IT skills, time management skills, presentation skills, analytical skills, interpersonal skills etc.

The opportunity to follow the study programme in English medium and emphasis on IT skills have significantly contributed to the improvement of employability of Social Science graduates.

At the discussion with the undergraduate students it was revealed that due to heavy academic programme, the students hardly have time to engage in activities such as sports, creative work, aesthetics etc. While endorsing the view of the students, the Review Team feels that with the proposed revision of the curriculum by extending the study programme from three years to four years, students will have more time to engage in extracurricular activities aimed at skills development

It is the view of the Review Team that the Skills Development of the DSS can be judged as GOOD.

4.8. Academic Guidance and Counseling

Although the DSS does not have an organized academic counseling system, all members of the staff engaged in counseling in an informal manner. Academic counseling is taking place in the form of advising students in the selection of course modules, especially at the beginning of academic year. Student Hand Books are provided to the newly admitted students during the first week of the academic year. Study Guides are provided all students in the first week of the semester.

In addition, the DSS plays a very active role in conducting the Orientation Programme organized by the Students Counseling Centre of the university for the all students of the all faculties in the Sabaragamuwa University. Sometimes students have personal problems that could have an effect on their studies and, in such instances, members of the academic staff do assist them.

The members in the DSS function as student counselors of the university and they play a bigger role in students' affairs at university and faculty levels. Although the efforts of the members of the academic staff are commendable, it would be much better if the DSS could establish an organized system for academic counseling within the department.

At the discussion with the undergraduate students it was revealed that they still find it difficult to understand the main features of the existing curriculum. Students stated that they have not been properly guided with respect to selection of minor and major course modules, credit points pertaining to different course modules, and assessment methods.

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

5. CONCLUSIONS

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

1. Curriculum Design, Content and Review

Strengths/Good Practices

- Curriculum has been designed on the basis of credit-based course module system.
- Knowledge and skills development objectives have been sufficiently addressed within the curricula.
- A number of innovative modules have been integrated to the curriculum modules to improve skills.
- The current curriculum has been subjected to a major review and a new curriculum has been proposed.

Weaknesses

- Study programme has not specified the aims and learning outcomes
- Academic programme (122 credits) is too heavy to be covered within three years

- There is no flexibility to offer optional course modules within the major discipline
- Credit weights (49/122) assigned to the major subject is inadequate
- Three-year specialization programme is not in conformity with the special degree programmes available in other national universities in the country.

2. Teaching, Learning and Assessment Methods

Strengths/Good Practices

- Methods followed are standard and adequate to deliver the planned curriculum.
- The DSS utilizes a combination of different assessment methods for the overall evaluation of student progress throughout the course.
- Tutorial classes are also conducted in addition to lectures.
- A register is maintained in the DSS to record daily progress of the teaching programme.
- Weights assigned to continuous assessment are satisfactory.
- A minimum grade has been assigned to both types of assessment, viz. continuous assessments and end-semester examination.
- Marking schemes based on model answers are used for assessment of end-semester examination.

Weaknesses

- Use of modern teaching technologies such as multimedia and OHP is very limited.
- A handout to accompany each lecture is not provided.
- Timetables are heavily loaded and students hardly find free time to engage in extracurricular activities.
- The computer facilities available are inadequate.
- The lack of coordination among different lecturers regarding the fixing of deadlines for the submission of assignments has caused severe stress on students as the deadline for a number of assignments falls on the same day or same week.

3. Quality of Students

Strengths/Good Practices

- The department has been able to recruit better quality students because of the possibility of admitting non-Arts stream students into the study programme.
- Employability of graduates is very high as the waiting period to get an employment is less than six months.

Weaknesses

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

4. Extent and Use of Student Feedback

Strengths/Good Practices

- A formal evaluation is carried out in all course modules in order to obtain student feedback.

5. Postgraduate Studies

Strengths/Good Practices

- The DSS has developed a Postgraduate Diploma Programme in Economics to be implemented in year 2008.

6. Peer Observation

Strengths/Good Practices

- A structured format has been designed for the purpose of peer observation of teaching programmes.
- Moderation of question papers and second marking of answer scripts by senior academics within and outside the department are carried out.

7. Skills Development

Strengths/Good Practices

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

Weaknesses

- Overloaded academic timetable prevents students participating extracurricular activities such as sports, creative works and aesthetics etc.

8. Academic Guidance and Counseling:

Strengths/Good Practices

- All members of the staff are engaged in academic guidance and counseling in an informal manner.

Weaknesses

- Students are not familiar with the selection of different categories of course modules and the assessment methods.
- Staff have not been given a proper training in academic guidance and counseling.

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

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

6. RECOMMENDATIONS

Based on the findings indicated above, the Review Team wishes to make the following specific recommendations.

1. A major revision of the existing curriculum with stakeholder participation is recommended.
2. Three-year specialization programme need to be extended to four-year Special Degree programme. Those who are not willing to undertake four year Special Degree programme should be allowed to read for a General Degree.
3. There should be flexibility in the selection of course modules. The DSS may explore the possibility of incorporating practical training into curriculum.
4. The DSS may consider assigning relatively higher weightage in terms of credit point to course modules related to major subject.
5. It is recommended to carry out continuous assessments for the courses conducted by the visiting lecturers as well.
6. It is recommended to encourage the lecturers to provide a handout along with their lecture.
7. When deciding the deadlines for the submission of assignments by different lecturers, coordination is required to avoid undue stress on students.
8. It is recommended to encourage the staff to use modern teaching technology when conducting lectures.
9. Peer observation of junior lecturers needs to be strengthened
10. Computer Unit need to strengthened by providing an adequate number of computers to meet students demand.
11. It is recommended to purchase the Sinhala medium textbooks available in the markets with multiple copies for the main library
12. The DSS may pay attention to construct a database of their graduates
13. It would be advisable to establish a formal system of academic guidance within the DSS.

Annex 1. AGENDA FOR THE SUBJECT REVIEW VISIT

DAY 1 – 18th June 2007

08.30 - 09.00	Private Meeting of Review Panel with QAA Council Representatives
09.00 – 09.30	Discuss the Agenda for the Visit
09.30 - 10.30	Meeting with the Vice Chancellor, Dean/Social Sciences and Head/Social Sciences
10.30 – 11.30	Department Presentation on the Self Evaluation Report
11.00 – 12.30	Discussion
12.30 – 13.30	<i>Lunch</i>
13.30 – 14.30	Observing Departmental Facilities
14.30 – 15.30	Observing Documents
15.30 – 17.00	Meeting with Department Academic Staff (Dean's Board Room)
17.00 – 18.30	Meeting with Undergraduate Students (1 st and 2 nd Years)
18.30 - 19.00	Observing Student Presentation (IT: Database Normalization)

DAY 2 – 19th May 2007

08.30 - 09.30	Observing Teaching (Practical Class GIS GEO 221)
09.30 – 10.00	Observing Teaching (ECO 221)
10.00 - 10.30	Observing teaching (SOC 223)
10.30 - 11.00	Observing Documents
11.00 – 11.30	Meeting with Technical Staff and Other Non-academic Staff
11.30 - 12.30	Meeting with Students Counselors
12.30 – 13.30	<i>Lunch</i>
13.30 – 14.00	Observing Teaching (Tutorial Class on Mathematics)
14.00 – 15.30	Observing Other Facilities (Library, Computer Unit)
15.30 – 17.00	Meeting with Special Degree Students (3 rd and 4 th Years)
17.00 – 17.30	Meeting of Reviewers

DAY 3 – 20th May 2007

08.30 – 09.00	Observing Teaching (Lecture: Geography -2 nd Years)
09.00 – 09.30	Observing Teaching (Lecture: STC 223)
09.30 – 10.00	Observing Teaching (Lecture: CIT 121)
10.00 – 10.30	Reviewers' Private Discussion
10.30 – 12.30	Meeting with Dean, Head, and Staff for Reporting
12.30 – 13.30	<i>Lunch</i>
13.30 – 17.00	Report Writing

Annex 2. LIST OF DOCUMENTS OBSERVED BY THE REVIEW TEAM

- Handbook 2003/2004, Faculty of Social Sciences and Languages, Sabaragamuwa University of Sri Lanka
- Corporate Plan, 2006 – 2010, Sabaragamuwa University of Sri Lanka
- Development Plan, 2006 – 2010, Sabaragamuwa University of Sri Lanka
- Study Guides
- Examination question papers
- Examination question papers moderated by external examiners
- Marking Schemes
- Answer scripts marked by second examiners
- BA Special Degree Syllabus
- BA General Degree Syllabus
- Questionnaire developed by the department to obtain students' feedback (course and teacher evaluation sheet)
- Teachers Peer Evaluation Sheet
- Time Table – 2007
- Lecture handouts
- Some books published by the academic staff of the department

Annex 3. STAFF OF THE DSS

1. Academic Staff

At the moment Academic Staff of the Department of Social Sciences is consist with one senior professor, number of four Grade I senior lecturers, number of five Grade II senior lecturers, number of thirteen probationary lecturers as the following:

	Name	Educational Qualifications	Designation
1.	Prof. JWD Somasundara	BA Hons. (Vidyodaya), MEc. (New England) Professor of Social Sciences	Senior Professor Chair
2.	Dr. (Ms) JMNG Samarakoon	MSc. (Kharkov) PhD. (Kiev)	Senior Lecturer GR I Economics
3.	Mr. M Sunil Shantha	BA Hons (USJ), MA (USJ) Reading PhD in Economics (University of CMB)	Senior Lecturer GR I Economics
4.	Mr. HMS Priyanath	BA Hons (USJ), MA (USJ) Reading PhD in Economics (University of CMB)	Senior Lecturer GR I Economics
5.	Mrs. KVD Edirisooriya Menike	BA Hons (USJP), MPhil (USJP) Reading PhD in Geography (USJP)	Senior Lecturer GR I Geography

6.	Mr. H Ranjith	BA Hons (Peradeniya), MPhil (Peradeniya)	Senior Lecturer GR II Political Science
7.	Mr. KPL Nishantha	BA (Colombo), Reading PhD in Geography (Kelaniya)	Senior Lecturer GR II Geography
8.	Dr. AR Rupasinghe	MSc (Sofia, Bulgaria), PhD (Sofia, Bulgaria)	Senior Lecturer GR II Geography
9.	Mr. Sarath Ananda	BA Hons, MPhil (Wuhan) P.R. China	Senior Lecturer GR II Sociology
10.	Ms. RML Rathnayake	BA Hons (Kelaniya), MA (Peradeniya)	Senior Lecturer GR II Statistics
11.	Ms. RJM Uduporuwa	BA Hons (USJ) Post graduate Diploma in Urban Development (University of Moratuwa, Reading MA in Geography (Kelaniya)	Lecturer in Geography
12.	Ms. RP Shanthi Hemalatha	BA Hons (Colombo), Reading Mphil in Political Science (University of CMB)	Lecturer in Political Sciences
13.	Mr. Saman K. Handaragama	BA Hons (Colombo) Reading Mphil in Sociology (University of CMB)	Lecturer in Sociology & Anthropology
14.	Mr. A Aruna Shantha	BA Hons (Kelaniya), MSc (Pera.), CTHE (Colombo), SEDA (UK)	Lecturer in Economics
15.	Ms. DJ Jagoda	BA Hons (USJ), Reading Mphil in Statistics (University of Peradeniya)	Lecturer in Statistics
16.	Mr. WNNK Perera	BSc Hons (Colombo), MSc (Belgium), MSc (Belgium)	Lecturer in Statistics
17.	Mr. MACSS Fernando	BSc Hons (USJP), Reading MPhil (USJP)	Lecturer in Statistics
18.	Mr. WMJ Welgama	BA Hons (Peradeniya), Reading MPhil (Peradeniya)	Lecturer in Sociology & Anthropology
19.	Mr. SK Hemakody	BA Hons (Colombo), Reading MPhil	Lecturer in Political Science
20.	Ms. A Anuradha Rodrigo	BA Hons (Colombo), Reading MPhil (England)	Lecturer in Political Science
21.	Ms. Nadeera S. Jayathunga	BA Hons (Kelaniya) MA (Kelaniya)	Lecturer in Sociology
22.	Mr. AM Indika Gunarathna	BA Hons (Colombo), Reading MA in Economics (University of CMB)	Lecturer in Economics
23.	Mrs. GRSRC Samaraweera	BA Hons (Colombo) Reading MA in Economics (University of CMB)	Temporary Lecturer in Economics

2. Academic & Academic Supporting Staff from the Other Centers

In addition to the above permanent academic staff, the Department of Social Sciences employs following visiting lecturers to fulfill its tasks.

	Name	Education Qualifications	Designation
1.	Mr. RMNB Rathnayake	B.Sc (Hons) (Pera), M.Sc In Computer Science (Pera), CTHE (SUSL)	Lecturer in Computer Studies
2.	Mr. SV Priyan	B.Sc in Computer Science	Lecturer in Computer Studies
3.	Mr. WHD Premawardene	B.Sc. (Science), Post Graduate Diploma in Computer Science (Colombo)	Instructor in Computer Technology
4.	Mr. SPK Ranathunga	BA (Hons)(SJP) Post Graduate diploma in Computer Science (Colombo) M.Sc (Colombo)	Instructor in Computer Technology
5.	Mr. KD Roshan Kumara	B.Sc. Computer Sceicne, M.Sc in IT (Reading)	Instructor in Computer Technology
6.	Mr. HACS Hettiarachci	B.Sc (Applied Sciences) in Physical Science (SUSL)	Instructor in Computer Technology
7.	Ms. SMN Nanayakkara	B.Sc in Applied Sciences (Physical Sciences) – Computer Specialized (SUSL)	Instructor in Computer Technology
8.	Mr. AADR Kumara	BA (Social Sciences) (SUSL)	Demonstrator
9.	Ms. WCS Amarasinghe	BA (Social Sciences) (SUSL)	Demonstrator
10.	Ms. CLV Pathirana	B.A (Social Sciences) (SUSL)	Demonstrator
11.	Ms. WDAK Damayanthi	BA (Social Sciences) (SUSL)	Demonstrator

3. Visiting Staff

	Name	Education Qualifications	Designation
1.	Prof. KAP Siddhisena	BA, MA, BPhil (Colombo), MA (ANU), PhD (Michigan)	Professor of Demography / Visiting Lecturer in Quantitative Research Methods
2.	Dr. Premakumara de Silva	BA, MPhil & PhD	(Senior Lecturer) Visiting Lecturer in Qualitative Research Methods
3.	Mr. KLS Kusumarathna	BA (Peradeniya)/Mphil (Buddhist Pali Literature & Indigenous Medicine	Visiting Lecturer in Sociology
4.	Mr. NWPT Jayasena	MSc in Statistics (USJP)	Visiting Lecturer in Statistics
5.	Mr. RP Kumarasinghe	BA Hons International Relations (Colombo)	Visiting Lecturer in Political Science

6.	Ms. WDAK Damayanthi	BA Hons Special Statistics (SUSL)	Visiting Lecturer in Statistics
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Following Non Academic Staff is always dedicates for their services to be obtained the administrative, managerial and academic tasks of the Department.

4. Non Academic Staff

	Name	Education Qualifications	Designation
1.	Mrs. SDK Dharmadasa	O/L, A/L, BA (SUSL)	Clerk
2.	Mr. LRDMRK Bandara	O/L	Office Machine Operator
3.	Mr. SMW Bandara	O/L, A/L	Labourer