PROGRAM REVIEW 2017

University of Sri Jayawardanapura
Faculty of Humanities and Social Sciences
Cluster - 3

Programme Review Report
of
BA Honours Degree Programmes in
Languages and Performing Arts

BA (Hons) in Sanskrit
BA (Hons) in Hindi
BA (Hons) in Dance
BA (Hons) in Music
BA (Hons) in Sinhala
BA (Hons) in English
(Cluster 3)

Faculty of Humanities and Social Sciences
University of Sri Jayawardanapura

Quality Assurance and Accreditation Council
University Grants Commission
2018

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Section 1: Brief Introduction to the Programmes

1.1 The University

Vidyodaya Pirivena of Sri Lanka was granted university status by the Vidyodaya University Act No. 45 of 1958. The Vidyodaya University was opened on 16th February 1959, but it was renamed as the University of Sri Jayewardenepura in 1978. Currently the University consists of seven faculties, namely, the Faculties of Humanities and Social Sciences, Applied Sciences, Management Studies and Commerce, Medical Sciences, Graduate Studies, Technology and Engineering. In addition, the Postgraduate Institute of Management, which is located outside the University too comes under the purview of University.

1.2 Faculty of Humanities and Social Sciences

The Faculty of Humanities and Social Sciences (FHSS) is the oldest faculty of the University and its origin dates back to the foundation of the *Vidyodaya Pirivena* in 1873. It was established as the Faculty of Arts and was renamed as the Faculty of Humanities and Social Sciences in 2011. Currently, it is the largest Faculty of Humanities and Social Sciences in Sri Lankan university system, and it is composed of the two broader streams of disciplines of humanities and social sciences.

All academic and administrative activities of the FHSS come under the purview of the Dean of the Faculty. Academic activities are organized under 11 departments, covering 25 fields of study. The 11 departments include, Departments of Economics, English, Geography, History and Archaeology, Languages, Cultural Studies and Performing Arts, Pali and Buddhist Studies, Political Science, Sinhala and Mass Communication, Social Statistics, Sociology and Anthropology, and Criminology and Criminal Justice. While offering a wide variety of study opportunities in numerous fields, undergraduates of the FHSS are encouraged to explore knowledge, change attitudes positively and develop skills to be 'humanists' and 'social scientists'.

The Faculty offers a wide range of fields of study in the University system in Sri Lanka. At present, students have access to degree programs in Criminology, Economics, English Language, English Literature, Teaching English as a second Language, Geography, History, Archaeology, Music and Cultural Studies, Dance and Cultural Studies, Sanskrit, Hindi, French, Pali, Buddhist Civilization, Buddhist Philosophy, Philosophy and Psychology, Political Science, Sinhala, Mass Communication, Social Statistics, Management and Information Technology, Information Management and Communication Technology, Sociology and Anthropology.

At present, the FHSS offers 03 degree programmes, namely, Bachelor of Arts - General, Bachelor of Arts - Special and Bachelor of Science in Information and Communication

Technology. In addition to its internal degree programmes, the Faculty also offers a three, 4-year external degree programme. Currently there are over 3000 undergraduates in the internal compartment while external compartment carrying approximately 60,000 students. The academic staff consists of 128 members including 22 Professors and 47 senior academics holding doctoral degrees..

1.3 Vision and Mission of the University and Faculty of Humanities and Social Sciences

The University's vision is to *'Prosper lives through learning' and its mission is to pursue the transmission of knowledge through teaching, scholarship and research and active service to the community in an environment which values creativity, freedom of intellectual thought and expression, equal opportunity, fairness and professional growth. The university's endeavor is to contribute to national development by providing a balanced education which blends the finest in theory and practice and by forging interactions between the university and the wider community".*

Going along with the University vision and mission, the Faculty of Humanities and Social Sciences is committed to the development of the community and the nation through the dissemination and enhancement of knowledge enriched with the country's cultural heritage. The Honours degree programmes offered by the Faculty are expected to provide variety of knowledge, skills and attributes for enhancing the employability of students by matching with diverse needs of employers in the current market.

1.4 Cluster of Languages and Performing Arts

Cluster of languages and performing arts (Cluster 3) consists of 3 Departments which offer Honours Degree programmes in Languages and Performing Arts, namely, the Departments of Languages, Cultural Studies and Performing Arts, Sinhala and Mass Communication and English and Linguistics.

Under this cluster the following honours degree programmes are offered.

- Bachelor of Arts Honours degree in Sinhala
- Bachelor of Arts Honours degree in English
- Bachelor of Arts Honours degree in Sanskrit
- Bachelor of Arts Honours degree in Hindi
- Bachelor of Arts Honours degree in Music and Cultural Studies
- Bachelor of Arts Honours degree in Dance and Cultural Studies

1.4.1. Department of Languages, Cultural Studies and Performing Arts

Department of Languages and Cultural studies was established in 1972, and in 2014, the Department has been renamed as Department of Languages and Cultural studies and Performing Arts to include performing arts subjects - Music and Dance. Introduction of Music Technology into the curriculum is a significant milestone of the Department and has added a uniqueness to the programme.

The Department of Languages, Cultural Studies and Performing Arts offers subjects in languages, cultural studies and performing arts. Subjects in languages include Sanskrit, Hindi and French. However, French is offered only as a General degree. Performing Arts degrees are in Dance and Music.

Sanskrit is one of the oldest subjects taught at the University. The curriculum has been designed with the needs of the country and the existing resources in mind. It has been designed in such a way to emphasis on traditional religions and philosophy, and help students to perceive an interest in Art and Archeology. Students who follow Hindi as a Bachelor's degree or Honours degree are imparted a comprehensive knowledge of Hindi language, literature and culture.

Honours degree programme in Music covers both in theoretical and practical aspects within research oriented and creative framework. In the four-year Music Honours degree apart from majoring Hindustani Classical Music, students are offered the opportunity to study Western Music, Karnatic Music, Applied Music, Musicology, Ethnomusicology, Creative Music Technology and Digital Video Production.

Honours degree in Dance covers both the practical and theoretical knowledge of the discipline. The three traditional dance styles, namely, *'udarata'*, *'pahatharata'* and '*Sabaragamu'* are taught in the first year while from the second year the Indian styles of Bharatha Natyam and Kathak are offered. Students are also able to gain knowledge of folk dance, western ballet and creative dance.

1.4.2. Department of Sinhala and Mass Communication

The Department of Sinhala and Mass Communication offers two Honours Degree programmes; one in Sinhala and the other in Mass Communication. The Honours degree programme in Mass Communication is not considered under this cluster for review. At the Department of Sinhala and Mass Communication, around 35 students are enrolled for the Honours Degree programme in Sinhala.

1.4.3. Department of English and Linguistics

The Department of English and Linguistics is committed to the promotion of English Literature, English Language and Linguistics with the view to producing graduates of the highest caliber who would contribute to the development of the English language, Literature and Linguistics. The Department of English offers two Honours degree programmes; Honours Degree programme in English and Honours Degree programmes for Teaching English as a Second Language. The Department also enrolls government teachers of English for the undergraduate degree programme based on their performance at the G.A.Q External Examination and subsequent viva voce.

1.4.4 Staff profile

All the three Departments have adequate number of well-qualified and competent staff, and many of them are qualified with PhD degrees. The Department of Languages, Cultural Studies and Performing Arts has 13 staff members; one Chair Professor and six PhD holders. Some of the staff members have won international recognition and acclaim for their performance and creativity. The Department of Sinhala and Mass Communication has 13 Academics staff members; 3 Professors, and 9 senior lecturers with 2 PhD holders and 7 with master's level qualifications. Of the eight members of the academic staff of the Department of English and Linguistics, 3 are PhD holders while all the others are PhD candidates and senior lecturers. Each Department has temporary lecturers, instructors and tutors to provide academic support. Academic staff is specialized in diverse fields in humanities and social sciences. Many of retired academics also continue to contribute to the programmes in the visiting capacity. In additions, each Department has two non-academic staff who provide assistance for administrative work and to attend to other duties.

1.4.5 Study Programmes

The Degree programme leading to B.A Honours degree in the Faculty of Humanities and Social sciences are of four-year duration and are conducted under semester-based, credit currency and GAP grading system, extending over eight semesters. Undergraduates are admitted to the Bachelor of Arts (Special) Degree Programs at the beginning of the second academic year. These degree programmes allow undergraduates to specialize in a chosen field of study while acquiring satisfactory knowledge in a limited number of additional fields of study.

1.4.6 Student Intake

Number of students admitted to a given special degree programme depends on the resources available in the respective Departments. In order to gain admission into a special degree program, an undergraduate must satisfy both the general rules and regulations specified by the FHSS as well as the special admission requirements imposed by respective Departments. The number of students enrolled in different BA Honours degree programmes in 2011/2012,2012/2013,2013/2014, 2014/2015 and 2015/2016 batches are given in Table 1.1.

Table 1.1: Students Enrollment in Honours Degree Programmes.

Department	Programme	2015/2016	2014/2015	2013/2014	2012/2013	2011/2012
Languages, Cultural Studies and Performing Arts	Sanskrit	2	7	4	6	7
	Hindi	8	6	10	15	3
	Music	17	11	9	2	3
	Dancing	13	11	16	12	9
Sinhala	Sinhala	34	25	30	35	16
English and Linguistics	English	4	8	12	10	8
	TESL	16	8	14	-	-

Source: SER

1.5 Student Support Services and Infrastructure

1.5.1 Learning Resources Centres/Units

1.5.1.1. English Language Teaching Unit (ELTU)

The English Language Teaching Unit of the University of Sri Jayewardenepura is committed to improve the English language proficiency of undergraduates in the Faculties of Humanities and Social Sciences, Applied Sciences and Engineering and Technology.

From 2013, the Faculty of Humanities and Social Sciences has expanded teaching English as a Second Language for first year undergraduates. A course of 150 hours per semester offers compulsory English classes from 8 am -10 am every weekday. In this course, apart from the teaching of reading, writing, speaking and listening, the undergraduates take part in drama workshops, choral singing, poetry recitation, news watching, meditation workshops, and a library session on a regular basis. Watching films and audio-books sessions are accommodated during the off-class periods, where undergraduates will learn English instinctively. The idea behind this approach is not only to make improvements in the proficiency level of the student, but also to make English more appealing to them

1.5.1.2 Computer Center of the Faculty.

The Computer Center is established for the undergraduates of the Faculty of Humanities and Social Sciences to enhance their knowledge and skills in information and communication technology (ICT).This unit, offers wide spectrum of courses on ICT applications such as Website Designing, Graphic Designing, Audio Video Technology, Geographic Information System, Computer Hardware Maintenance, Computer Networking, Microsoft Office, Microsoft Project and Data Analysis with SPSS, etc., which aim to provide the latest skills in ICT application required for improving the employability of undergraduates of the FHSS.

1.5.1.3. Library

The University is blessed with one of the best libraries in the country, and its mission is to provide easy access to the library and information services in an efficient, effective and useful manner to support teaching, learning and research activities of the intellectual community by making resource materials available, and by assisting users to be acquainted with skills in locating information deemed necessary in the modern information age.

1.5.1.4. Career Guidance Unit (CGU)

Career Guidance has been recognized as an important part of the university education. The CGU helps undergraduates to develop their skills and abilities in 'soft skills', information seeking, and decision making required for coping with the needs of complex of world of work, and to develop lifelong learning ambitions. Success in career guidance depends on providing up to date information on training and employment opportunities and having a good knowledge of available opportunities in the local and international employment markets. The mission of this unit has been identified as "*To be a service center of quality and excellence", while also being a role-model for the Sri Lanka University System, supporting the university in its objective of helping produce capable, employable and satisfied graduates and potential leaders empowered to contribute positively to their own well-being, to the economy within the context of an ever-changing macro environment"*.

1.5.1.5 Physical Education and Sports Center (PESC)

The Physical Education Division and Sports Center provide an opportunity to students to take part in different recreational and sports activities and to develop personalities and qualities of team work through such participation. The PESC is managed by a director and instructors.

1.5.2 Infrastructure and other Service Facilities.

1.5.2.1. Medical Centre and Medical Facilities

Medical Center is served by a Chief Medical Officer, four Medical Officers, Dental Surgeon, Staff Nurses and Pharmacist. Medical Centre is opened from 8.00 a.m. to 4.00 p.m. and patients are treated during this period. Dental surgery is opened during week days from 8.30 a.m. to 3.30 p.m. The medical center provides routine health care service and emergency services to the students as well as to the staff.

1.5.2.2. Residential Facility to the Students

The University has 28 hostels to offer for accommodation. Some of these hostels are located within the university premises while others are situated in close-by areas. The total capacity of these hostels can provide accommodation up to 37% of the student population.

First and third year students are given priority in providing accommodation in order to provide more assistance to their studies. Hostels are administered jointly by two senior members of the academic staff and fulltime sub-wardens. In addition, there are other part-time sub-wardens appointed from the academic staff to assist hostel administration.

1.5.2.3. Student Support Services and Welfare Network

The Student Welfare Division is an active body which handles many issues relevant to the well-being of students. Hostel facilities, canteens, *'Mahapola'* and other scholarships, bursaries, transport season tickets and other such facilities are handled by this division. At the same time, it also handles administrative aspects of students' unions, student associations and student elections**.**

1.5.2.4. Student Counselling Center

The University operates very committed Student Counselling Center. Senior Student Counsellor and faculty level student counsellors are involved both in counselling activities and in overseeing student disciplinary matters.

1.6. Constraints Faced by the Faculty.

During the desk review of SER and later during the site visit of the review team, several important gaps and constraints faced by the study pogramme have been identified. These issues would undoubtably affect the quality and the long-term sustainability of the study programmes. The concerns highlighted by the academic and nonacademic members of the staff during the meetings had also been taken into consideration in identifying constraints.

The Faculty caters to a very large student population. Available physical resources are inadequate to cater to the present student population. Lack of physical space and infrastructure

facilities have negatively affected the quality and attractiveness of the learning environment. Faculty buildings need renovations and refurbishment. Moreover, the available space is not adequate for further expansion of Departments.

Besides the above-mentioned deficiencies, the Faculty needs modern teaching equipment, lecture theaters, laboratory equipment, space to expand IT facilities, audio-visual theater and practice rooms for music and dancing. While some study programmes have high student-staff ratio, several others programmes are operating with limited staff. As a result, the student admission into some programmes is restricted, depriving the opportunity of some students in following the study programmes of their choice. Internet access through Wi-fi facility is inadequate to the staff and students for both teaching and learning purposes.

Limitations in opportunities due to lack of funds to participate in local, regional and international, trainings, workshops, research symposia and exposure to international and regional events related to their subject areas for the Faculty staff are also identified as constraints.

Poor entrepreneurial skills among the university community, contribution to research and development activities, lack of close interaction between students and staff, lack of accommodation facilities for foreign students and resource persons visiting the university through collaborative programmes, and lack of regional circuit bungalows for staff members & resource persons are other limitations identified.

Access is limited for discipline related recent publications, online journals, e-books, software packages. There is a necessity to upgrade the facilities available for differently-abled students as FHSS is one of the few faculties willing to accommodate such students.

Section 2. Review Team's Observations on the Self Evaluation Report (SER)

2.1 General Comments

The SER compiled by the Faculty of Humanities and Social Sciences is a comprehensive document, and has been prepared in conformity with the guidelines given in the Programme Review Manual (PR Removal). A participatory approach has been adopted in preparation of the SER.

Section 1 of the SER gives a comprehensive overview of the historical background of the University. The Vision and Mission of the University are clearly stated. The report then goes on to introduce the Faculty of Humanities and Social Sciences and this section is followed by an overview of the cluster of Languages and Performing Arts. Each study programme is briefly described and the reader is able to acquire a general overview of them. The ILO's are briefly

mentioned in the descriptions of the study programmes, and the review team was able to study the course descriptions in detail during the site visit.

Section 2 of the SER describes the process of preparing the SER. The last institutional review of the University took place in 2011 and since then the institution has strived to enhance quality in academic programmes offered, and learning resources and infrastructure available. In 2017, the University initiated the process of quality assurance by establishing Internal Quality Assurance Unit (IQAU) at the centre and Internal Quality Assurance Cells (IQACs) at faculty level. Internal quality assurance matters are given a permanent a place in the agendas of both the Faculty Board and Senate meetings.

An initial meeting of members appointed for compiling the SER was convened by the Dean of the FHSS in early May 2017 to create an awareness and provide guidelines for preparing the SER. Thereafter, subsequent regular meetings and workshops were also held to facilitate the process of compiling the SER. The degree programmes offered by the faculty were clustered (Cluster 3) by including Honours Degree Programmes in Dance, English, Hindi, Music, Sanskrit and Sinhala. A preliminary reading of the SER shows that much emphasis has been placed on the Degree Programmes on Dance and Music. However, during the visit, the review team was able to make a comprehensive study of the other study programmes as well.

The SER writing team had taken a participatory and collective effort in compiling the document, and was amply reflected in their interactions, that the review team had with them during the entire site visit. The support team from the Faculty was aware of the importance of the review process and, therefore contributed and responded in a positive manner to the requests for information and documentation.

Section 3 of the SER devoted to describing the degree of compliance with review criteria and quality standards prescribed in the PR Manual. It has claimed that the curricula of study programmes and courses are designed and developed in line with respective SBSs and SLFQ guidelines and requirements. The evidence documents clearly showed that the Faculty has closely adheres to the requirements stipulated by the Faculty Curriculum Committees and the Faculty Quality Assurance Cell in course design and development. The study programmes in Dance and Music appear to have made a significant progress in adopting some elements outcome-based and student-centered learning (OBE-SCL) approach while other study programmes, namely Sanskrit, Hindi and Sinhala have not made much effort to embrace the OBE-SCL approach fully, and this perhaps maybe due to the scope and subject content of those programmes. The SER states as follows regarding these three study programmess:

Sanskrit: Study programme and course curricula have been designed with due emphasis given to traditional religions and philosophy.

Hindi: Focus of the study programme to impart full knowledge of Hindi Literature and Culture as well as language.

It is however recommended that the syllabi of these two study programmes are re-visited to embrace OBE-SCL approach in design and delivery of respective curricula.

Sinhala: The SER only talks about the number of students enrolled in the Honours Degree Programme and does not give even a brief about the content of the programme. Thus, it was difficult to analyze and comment on the curriculum and subject content. However, the documentary evidence presented during the site visit indicates that this programme too needs to reconsider embracing OBE-SCL approach.

It needs to be reiterated that the programme and course curricula of English need to be revisited since the course delivery relies heavily on teacher-centered and class-room oriented course delivery mechanism in spite of having resources such as a language laboratory and access to LMS.

The reference material made available to the review team was organized and compiled in such a manner that perusal of documents was made easy. However, the review team noted the absence of student feedback forms pertaining to study courses, student satisfaction survey reports and course evaluation reports. Review team regrets their failure to view some of the audio and video documents developed by the Music and Dance Programmes even though they were available as reference documents.

2.2 SWOT Analysis

The SER presented a comprehensive profile of SWOT analysis. This analysis covered the entire Faculty, and the following profile gives aspects more pertinent to the programmes under review..

2.2.1 Strengths

- Close proximity to metropolitan Colombo.

- Maximum usage of available resources by most study programmes.

- Dedication and commitment of all staff to make the Faculty environment even more conducive for academic pursuits.

- University's commitment to internalize quality research culture.

- Provision of special window for students to join the special degree programme in the third year.

- Availability of some areas of specialization not currently offered by other local Universities such as Creative Music Technology, Anthropology, Criminology, etc.

- Offering a credit-based, GPA-counted, compulsory English courses during the firdst year of study.

- Very committed Student Counselling Center.

- Well-functioning Soft Skills Center and Career Guidance Unit.

- Resourceful and student-centered Library

- Well-equipped gymnasium.

- Effort taken to facilitate differently-abled students; however, much more needs to be improved.

- Diversity of entry points into the study programmes,

- Availability of generated funds for research and a reward system for researchers.

- Favorable environment at girls's hostels.

- Green spaces and sitting areas.

2.2.2 Weaknesses

- Underutilization of LMS for teaching and learning.

- Inadequate efforts taken to internalize prescribed best practices and achieve quality standards, particularly in programme design and delivery.

- Inadequate cadre of academic, non-academic and technical staff, particularly in some study programmes.

- Failure to embrace OBE-SCL approach fully in design and delivery of study programmes, particularly the English, Hindi, Sanskrit, and Sinhala.

- Failure to adopt flexible assessment methods and grading scheme, depending on the type of courses, their scope and expected learning outcomes; large majority of courses adopt a grading scheme of 20% and 80% - mid semester assignments, group work and / or practicals carry a weightage of 20% and end-semesters 80%.

- Non-availability of scholarships for overseas training for academic staff, particularly to facilitate to improve their English language competencies.

- Failure to compile databases that should include all required information on student intake and outputs, postgraduate student intake and outputs, research publications and outputs, and findings of tracer studies - student satisfaction surveys, employability surveys, employer satisfaction surveys, etc.
- Lack of institutional arrangement for monitoring mechanism for student- feedback, peer observation, graduate satisfaction surveys at exit point, employability studies, and employer feedback.

- Lack of spacious and purpose- designed buildings for music and dance programmes.

- Delays in processing examinations and release of results.

- Absence of multiple exit points and fallback options for students, particularly for those who fail to complete the study programmes successfully.

- Failure to give due consideration for specific needs of study programmes in allocating funds.

- Inadequacy of advanced technology equipment for music and dance, and for differently-abled students

- Failure to formalize the collaborations with external partners through appropriate MOUs and agreements.

- Limitations of Wi-Fi connectivity

- Inadequate use of LMS for teaching and learning.

2.2.3 Opportunities

- Availability of diverse expertise within the faculty.

- Academic staff who are eager to embrace new ideas and bring in academic reforms to enhance the relevance and quality of study programmes.

- Vice Chancellor's fund to foster research culture through award research grants and facilitation academics in participation in national and international forum.

- Local and international links for student and staff exchanges.

- Opportunities presented by metropolitan Colombo to strengthen the 'industrial training' component.

- Increasing demand from public and private sectors for professional courses.

2.2.4 Threats

- Financial constraints

- Difficulties in obtaining sufficient cadre positions.

- Space limitations to expand educational facilities.

Section 3: A Brief Description of the Review Process

The review process was started with the desk review of SER, conducted by individual review members. At the pre-site visit meeting arranged by UGC, the review team had a preliminarily discussion on the SER covering the 6 Honours Degree Programmes in Sanskrit, Hindi, Dance, Music, Sinhala and English (Cluster 3).The site visit was conducted during 23rd to 26th October 2017.

The review consisted of inspection of the documentary evidences for each criterion and standard, meetings with persons involved directly and indirectly with the study programmes under review, visits to each Department of study, all Centres and Units cited in the SER and making observation of the facilities provided for students and staff and the environment prevailing within the university in general.

The Review team had discussions with the following persons during the three days of the review/site visit:

- Vice Chancellor
- Director, IQAU
- Dean of The Faculty of Humanities and Social Sciences
- Coordinator of IQAC
- Heads of three Departments namely, the Departments of Languages, Cultural Studies and Performing Arts, Sinhala and Mass Communication and English and Linguistics.
- Academic staff of three Departments
- Directors of the Centres, Heads of Units and administrative staff of the Faculty.
- Student counselors and academic support staff
- Students of the study programmes under review
- Non -academic staff members

On 24th October 2017, the review visit commenced at 8:00 am, with a meeting with the Dean of the Faculty and Coordinator of IQAC at the Dean's office. The Dean explained briefly about the Faculty and its programmes. Then at 8:30, there was a meeting with the Heads of Department and academic staff at the board room of the Faculty. At this meeting Heads of Departments explained about respective study programmes. Then at 10:30 am, review team had a discussion with the Vice Chancellor and Director of IQAU of the University. The Vice Chancellor explained how the University manages and facilitates its academic activities. He also stressed how the University motivates the academic staff of the faculties by providing research grants, travel grans and research excellence awards. Following that at 11:30 am, the review team had a discussions with academic staff of the Departments and this was followed by a meeting with administrative staff of the Faculty, and review of documents provided as evidences. Day's work was concluded with a discussion among the review team members.

On 25th October 2017, from 8:00 am to 10:00 am, the review team continued with the perusal of documents. After that, the review team had a meeting with students representing all study programmes and years of study. The students candidly shared their views about the programmes and facilities. They expressed their general satisfaction with programmes and facilities. They also pointed out their grievances as well. Then we had a discussion with technical staff and other support staff. In the afternoon, review team visited and observed the facilities relevant to the programmes.

Review team visited the following places:
- Office of the Dean of FHSS
- Departments of Languages, Cultural Studies and Performing Arts, Sinhala and Mass Communication and English and Linguistics.
- Lecture halls and auditoriums
- Computer laboratories
- Central library
- Student welfare facilities
- Student hostels

- Medical Centre
- Differently-abled Student's Centre
- Student Counselor's Centre of the Faculty
- Career Guidance Unit
- Staff Development Centre (SDC)
- Gymnasium

Then after 3:30pm, the review team continued with perusal of documents, and this was followed by meeting of review members.

On 26th October 2017, the final day of the site visit commenced with continuation of perusal of documents. At 9:30 am, the review team had a meeting with non-academic staff, and from 10:00am to 12:00 am, the review team observed the classroom teaching and learning. In the afternoon, the review team had a group meeting and prepared a summary report. Then at 2:30, the review team had a wrap meeting with the Dean, Heads of Departments and academic staff where key findings were presented.

The documents relating to the evidence of the claims made in the SER were made available to the review team. The documents were made available in the Faculty Board Room. The documents were collated as per each standard of respective criteria, and filed in folders and the folders were arranged according to criteria. It appears some standards were not properly grasped by SER writers. The team inspected each file to check the evidence with each claim and cross checked the information with what was mentioned in the examples provided in the PR Manual.

The review team was extremely satisfied with all necessary arrangements made by the Faculty and the University administration for the smooth conduct of the programme review and wishes to extend their appreciation to the Dean of the Faculty, Heads of Departments and Academic staff for their cooperation extended during the entire review process.

Section 4: Overview of the Faculty's Approach to Quality and Standards

The Faculty of Humanities and Social Sciences has established two committees for curriculum related matters; Curriculum Planning and Development Committee and Curriculum Review Committee. The IQAC which monitors the quality aspects closely liaises with the two committees.

Though, the IQAC has been established, the review team could not find much evidences to support its active insolvent in quality enhancement. There was no evidence of conducting internal awareness workshops and seminars organized by the IQAC, though such activities should find a regular space on the Faculty calendar /programme. Reports on such workshops and seminars were either rare or not available for review.

There were evidences to suggest the existence of feedback system from students on courses and on teachers by peers. Student feedback forms were available as reference documents and it seems that they are considered in the review and development of courses. However, peer evaluation of staff and staff appraisals are carried out only to a limited extent, and there were evidences about to the use of feedback from assessment for improvement of teaching both through training programmes offered by SDC and by self-improvement.

Study programmes, Music and Dance appears to have adopted learner-centered teaching–learning methodologies by way of independent projects and group work. Though, the review team was presented some of the audio and video documents relating to their claim, it was not possible to view such evidences due to technical problems. It is recommended that the other study programmes in this cluster also adopt more outcome-based and student-centered approach in the programme design and delivery. It was observed that even though the Faculty has made claims as regard to existence of mechanism to obtain stakeholder views and involve potential stakeholders in the curriculum development, planning and review mechanism, the review team felt that the documents available for reference were hardly adequate to convince the existence of such practices.

The Central Examination Unit and the Examinations Unit of the Faculty handles results and maintains related confidential documents. By-laws pertaining to examinations and examination offences are adopted and practiced in the Faculty. Question papers are moderated for accuracy, even though the Faculty claims to have a scheme for second marking, the documentary evidence on this was scarce. However, at the meetings with students, they have brought forth the question of discrepancies in results. In such a situation, students do not appear have a mechanism at their disposal where they could appeal for a re-scrutiny of marks or of their examination answer papers.

The review team believes the Faculty, particularly the IQAC should play more determined and committed role to internalize quality culture by promoting adoption of best practices prescribed by the QAAC through the PR Manual. Review teams was impressed with the academic staff of their appreciation of importance of external review process in promoting quality culture and with their commitment for engaging in quality enhancement activities. The Faculty should obtain internal and external assistance to create greater awareness and promote the adoption of best practices within it all spheres of activities, particularly in study programme design, delivery and assessments procedures.   Review team believes that all study programmes in the cluster, particularly the Sinhala, English, Sanskrit and Hindi study programmes certainly need to revisit their curricula as those programmes have not yet fully embraced the SLQF guidelines and OBE-SCL approach in study programme design and curricula, course curricula and in teaching and learning and assessments methods,

Section 5: Judgment on the Eight Criteria of Programme Review

5.1 Criterion 1: Programme Management

The organizational structure that supports the management of the study programmes is adequate. Student Handbook is prepared and updated annually and made available to new students at the time of enrollment and commencement of the orientation programme. The handbook contains necessary information including details of all study programmes and courses offered, academic calendar, a list of facilities provided, rules and regulations governing student conduct and disciplinary matters.

The curricula related matters are handled through two committees; curriculum planning and development and curriculum review committee. Work norms and duty lists of all categories of staff was provided. Faculty has established links with industry, operationalized through MOUs to facilitate industrial training of students. The Website of the Faculty is up to date and contains most of the necessary information.

The University has appointed the Director of the IQAU only recently and quality enhancement activities are being planned. The IQAC at the Faculty cell is still in early stages.

One of the main weakness of the Faculty is the lack of records of its activities. Feedback about the orientation programme was not found. Data on the usage of ICT platform for program management, was not found and the use appears to be at a minimum level. There was no strong evidence of stakeholder consultation and/or feedback and also of a performance appraisal system. Use of student feedback for programme/course improvement was not evident and peer evaluation is not practiced across all study programmes.

5.2 Criterion 2: Human and Physical Resources

The academic staff profile provided in the SER is outdated and need revision. The Honours degree programmes in Music and Dance seriously lack both human and physical resources. These two programmes lack proper class rooms/ lecture halls, studio space, musical instruments and related technological equipment. These two programmes also needs more academic staff for programme administration, and support staff for proper maintenance audiovisual equipment, studio facilities and also to ensure safety and security of teaching and training equipment.

Most of the existing academic staff is adequately trained, at least locally and are adequately awarded with grants and other incentives for research by the University.

The main library is very well supplied with material and modern technologies and has a very committed library staff. The ELTU is quite resourceful and offers several GAP counted, credit bearing courses in addition to the certificate courses and optional courses offered. Computer/ICT facilities are also quite adequate.

5.3 Criterion 3: Programme Design and Development

Faculty offers 30 credits per year which totals to 120 credits for the four-year honours degree programme which is aligned with the requiremet prescribed by the SLQF. Programme design and development has been carried out by a Curriculum Planning and Development Committee. There was no evidence for use of students', employees', external parties' and stakeholders' feedback and views in programme and course curricula development. There was no evidence of regular training on application of OBE-SCL approach in programme design and development and delivery. Although, ILOs were defined for courses, there was no evidence to support that ILOs of courses are aligned with Programme ILOs.

5.4 Criterion 4: Course/Module Design and Development

Course design and development has been carried out by a Curriculum Planning and Development Committee. Course curricula and specifications have been developed using standard formats in satisfactory manner by defining / listing specified objectives, ILOs, detailed course contents, credit value, assessment methods and recommended reading.

Use of students' feedback, stakeholders' feedback and external stakeholders' feedback for the design and implementation process is not practiced. Course evaluation reports were not evident. Use of the external and internal examiners reports for the designing and evaluating courses is not practiced.

5.5 Criterion 5: Teaching and Learning

Faculty has provided course specifications and timetable before the commencement of the academic activities in each year and semester. Group work is embedded in the course specifications. Appropriate research and scholarly activities are incorporated in the course of teaching. Student research activities and self-study are promoted and embedded in the course specifications. Publishing of students' research was facilitated by the Faculty.

However, teaching learning strategies in some programmes are mainly teacher-centered. There was no evidence to suggest that teaching and learning activities were monitored routinely for their appropriateness and effectiveness. There was no evidence of obtaining external examiners reports, students', peers', and stakeholders' feedback and the utilizing of such information for improving the teaching and learning process. No award scheme in place for rewarding the best students' research. Faculty does not have a defined set of indicators for choosing excellence in teaching to evaluate performance of teachers. No evidence of existence of a gender equity policy or procedure for dealing with gender-based sexual harassment. Use of LMS in teaching and learning process is very minimal..

5.6 Criterion 6: Learning Environment, Student Support and Progression

The Faculty has a very effective and committed Counselling Centre. However, it lacks a permanent cadre. University and Faculty has adopted all disciplinary by-laws for students which is introduced to new entrants through the induction programme and the details are also provided

in the Students' Handbook. University also has an active Deputy Proctor's office. Students are provided ICT facilities with in faculty computer facility as well as at well-equipped ICT Centre of the University. University has provided a very well-equipped and modern Library with committed staff which also loans laptops to students on demand. Faculty has provided ample opportunities to foster e active social interaction among the students through Department- and Faculty-based co-curricular activities. Industrial training is secured through MoUs with industry. Any interaction with alumnus was not visible

No student satisfaction survey reports were available and many voiced dissatisfactions at the available choice of subjects. Furthermore, feedback on industrial training was not available. Even in the cases where student feedback is obtained, no analysis of the feedback is done to utilize information to make improvements in the study programmes or to address concerns of the students

5.7 Criterion 7: Student Assessment and Awards

Faculty has an established policy for examinations. There were some delays in releasing results. Student appeals related to exams are handled through the academic staff of each department. Use of external examiners is not evident. There was no evidence of seeking feedback from students on examinations and assessment.

5.8 Criterion 8: Innovative and Health Practices

The University amply support academic staff in research and communication activities. Vice Chancellor's awards and annual research sessions are carried out to encourage academics in achieving academic excellence in research. Students' research sessions are regularly practiced to foster a research culture in the faculty. However, it was unfortunate to note that despite all incentives, research by academics of the Faculty is at a very low level. Industrial training is secured for students by the Faculty by entering into MoUs with designated industrial training facilities. Use of ICT facilities, particularly the LMS for teaching and learning process is at a minimal level. No credits transfer mechanism or fallback options are available.

Section 6: Grading of Overall Performance of the Programme

The review team used the prescribed standards and grading system prescribed by the PR Manual to assess the overall performance of the 6 honours degree programmes in languages and performing arts offered.by the Faculty of Humanities and the Social sciences of the University of Sri Jayawardenapura The Table 6.1 provides the detail information on raw and actual criterion-wise scores, overall score, letter grade and the interpretation of the grade.

Table 6.1: Raw and Actual Criterion-wise Scores, Overall Score, Grade and Interpretation

Criteria	Weightage	Minimum Weighted Score	Raw Criterion-wise Score	Actual Criterion-wise Score
1. Programme Management	150	75	57	106
2. Human and Physical Resources	100	50	28	78
3. Programme Design and Development	150	75	49	102
4. Course/Module Design and Development	150	75	44	116
5. Teaching and Learning	150	75	42	111
6. Learning Environment, and Student Support and Progression	100	50	55	76
7. Student Assessment and Awards	150	75	44	129
8. Innovative and Healthy Practices	50	25	34	40
Total Score on Thousand Scale				758
Total Score as a Percentage				76%
Letter Grade Obtained				B
Interpretation of the Letter Grade				
Satisfactory level of accomplishment of quality expected of a programme; requires improvement in a few aspects.				

Section 7: Commendations and Recommendations

Detailed recommendations and commendations are included in the relevant sections and most important aspects are highlighted in this section

7.1. Commendations

The Faculty of Humanities and Social Sciences of the Sri Jayawardenapura University of Sri Lanka offers Honours degree programmes in English, Sinhala, Music, Dance, Hindi and Sanskrit (Cluster 3). The study programmes are catered by academic staff who have extensive experience with required competencies in different study areas. Majority of them have completed the teaching methodology programme offered by the SDC. Academic staff who cater to the Cluster three has 12 PhD holders and 11 members who are pursuing their PhD studies.

The noteworthy features of its programmes and allied activities are listed below:

- Faculty offers specialization in several disciplines that are not currently offered by several local universities in Sri Lanka and include Dance and Cultural Studies, Music and Cultural Studies, Creative Music Technology, Anthropology, Criminology, to name a few.

- Commitment of the Faculty towards accommodating differently-abled students is praiseworthy, but it needs to provide more facilities. The Faculty had made available resources/facilities specially for the visually-impaired students including language laboratory and music studio.

- Faculty offers certificate or degree level courses in a variety of languages including, English, French, Hindi, Sanskrit, and Tamil.

- A special window is available for students to join the special degree program in the third year. A credit-based compulsory English course is available for First Year students.

- Faculty organizes a very informative induction programme for newcomers and it covers rules and regulations of the institution, introduction to student-centered learning, outcome-based education and technology-based learning.

- University and Faculty have adopted all disciplinary by-laws for students and is introduced to new entrants during the induction programme.

- Students' handbook carries all necessary information and guidance to facilitate students in their academic pursuits.

- Faculty has a very effective and committed Counselling Center, well-functioning Soft Skills Center, well-equipped gymnasium, modern student center and well-resourced Library.

- Availability of generated funds for research and reward system for researchers foster and promote the research culture in the University.

- A very favorable environment was observed at the girls' hostel complex.

- ICT facilities are provided within faculty ICT laboratory as well as in the well-equipped university ICT center.

- Faculty has initiated coordinating and facilitating mechanisms for fostering research and cultural activities, promoting community and industry engagement. and encouraging dissemination of research findings. However, the staff need more knowledge, training and guidance on how to supervise research students.

- Faculty has made successful attempts to establish links with various international and national institutes and to build the reputation of the institution and expose students to 'world of work'.

7.2. Recommendations

The Review Team wishes to reiterate the following which require immediate attention:

- Maintain up-to-date databases as regard to internship records, tracer studies, scholarships won by students, admissions to advanced study courses, student satisfaction surveys, MOU's, etc.

- Revise and reform the curricula of English, Hindi, Sanskrit, Sinhala Study Programmes adopting OBE-SCL concept and approach.

- Redesign course curricula in accordance with the UGC/QAAC prescribed course description guidelines to include course aims, objectives, ILO's. course contents/synopsis, teaching and learning methods, assessments and recommended readings.

- Take immediate steps to resolve space problem faced by most study programmes, particularly for Music and Dance, and Hindi. Spacious and purpose-designed building for music and dance programmes is seen as an immediate requirement.

- Strengthen the security and safety measures provided on Campus for students.

- Define the roles and responsibilities of Student Counsellors, Deputy Proctors, and Marshalls.

- Promote wider use of ICT platform, particularly LMS in teaching and learning, and assessments.

- Address the issue of inadequacy of cadre of academic, non-academic and technical staff.

- Accommodate the flexible assessment and grading system instead of the prototype scheme of 20% for mid semester assignments, group work and / or practicals and 80% for end-semester examinations.

- Establish academic links with overseas universities and seek foreign scholarships for academic staff, particular to expose them to advance teaching and learning environments and facilitate acquiring competencies in Foreign Languages.

- Formalize the MOUs that exist between the University and external partners.

- Develop monitoring mechanisms to conduct and evaluate student- feedback assessment, peer observations, graduate satisfaction surveys at exit points, employability studies, and employer feedback surveys on regular basis and use findings from such studies/surveys for further improvement of quality of study pogrammes.

- Strengthen the links between Faculty and Alumni.

- Address the issue of delays in processing of examinations and expedite the release of results in timely manner.

- Introduce fallback and exist options for students who fail to complete the study programmes successfully.

- Adopt need-based fund allocation system for allocating funds for study programmes

- Provide advanced technology equipment for music and dance study programmes, and for differently-abled students.

- Expand the physical resources required, such as lecture theaters, computers, multimedia, smart boards, etc.

- Ensure and improve Wi-Fi connectivity.

- Improve the condition of lecture theaters and fulfill the requirement of additional lecture theaters.

- Provide common rooms for students and staff.

- Design and introduce study guides for all courses that will provide students all relevant information of the courses - course aims, objectives, ILO's. course contents/synopsis, teaching and learning methods, assessments and recommended readings.

- Consider gradual introduction of English as medium of instruction wherever possible as it would help the students' ability to explore their subject material further and secure gainful employment, particularly in private sector.

- Improve facilities for co- curricular and extracurricular activities.

- Provide financial assistance for student research projects.

- Consider preparation of a priority list of activities annually with proactive planning approach and linking the activities closely with the funds available for that year.

- Encourage to use part of the generated funds for capacity building of academic, technical and academic support staff.

- Liaise with the IQAU to formulate and adopt internal policies and strategies for important areas such as staff recruitment, promotion and retention, performance appraisal of staff and rewards, continuing professional development of staff, career guidance services for students, leaves and leave approval procedures, grievance redress mechanism, occupational health hazards and safety policies, credit-transfer policy, fallback and exist options, etc.

Section 8: Summary

This report presents the findings of the Programme Review Team on the quality of six honours study programmes, conducted by three departments, namely, the Departments of Languages, Cultural Studies and Performing Arts, Sinhala and Mass Communication, and English and Linguistics of the University of Sri Jayawardenapura.. The honours degree programs offered under this cluster are listed below;

- Bachelor of Arts Honours degree in Sinhala
- Bachelor of Arts Honours degree in English
- Bachelor of Arts Honours degree in Sanskrit
- Bachelor of Arts Honours degree in Hindi
- Bachelor of Arts Honours degree in Music and Cultural Studies
- Bachelor of Arts Honours degree in Dance and Cultural Studies

The review was conducted from 23rd to 26th October 2017 adhering to the guidelines provided in the Manual for Review of Undergraduate Study Programmes of Sri Lankan Universities and Higher Education Institutions.

The review process was based on the desk review of Self Evaluation Report and on-site evaluation of evidences presented, observations made on facilities and teaching and learning methods and discussions held with key stakeholders.

During the review, attention was focused on 8 review criteria prescribed by the PR Manual, namely, Programme Management, Human and Physical Resources, Programme Design and Development, Course Module Design and Development, Teaching and Learning, Learning Environment, Student Support and Progression, Student Assessment and Awards and

Innovative and Healthy Practices. Assessment and scoring were done by examining the extent of internalizing the recommended best practices and degree of achievement of respective quality standards defined under respective review criteria.

The IQAU of the University together with IQAC of the Faculty has initiated an internal quality enhancement and monitoring policy, strategies and processes to evaluate, review, and improve program design and development.

The organizational structure that supports the management of the study programmes is adequate for successful conduct of its study programmes under review. The strategies and activities pursued by the FHSS are in alignment with the corporate plan of the university. The Student Handbook made available to new students at the time of enrolment and commencement of the orientation programme contains necessary information including details of all programmes and courses offered, academic calendar, a list of facilities provided, rules and regulations governing student conduct and disciplinary matters. Except, some, most of the programmes are adequately served by qualified staff and supported by minimum required facilities, though some department are constrained by shortage of staff, space and resource limitations.

The scope of study programmes, programme outcomes, courses and teaching and learning, and assessment strategies specified in the curriculum documents comply with the institutional mission. Except two study programmes, namely Dance and Music, all others have failed to adopt OBE-SCL concepts and approach fully in their curricular planning, delivery and assessments.

The student support services and facilities provided for the students in terms of medical services, counseling, sports, recreational facilities, library, medical facilities and hostels for female students are satisfactory.

Constraints faced by the six study programmes are inadequacies of infrastructure, particularly for Dance and Music and Hindi programmes, absence spacious, purpose-built teaching facilities for Dance and Music programmes, inadequate service facilities and access to internet, inadequacies of trained human resources, and inadequate opportunities provided for academic staff for overseas training.

Notable weakness shown by the cluster with regard to delivery and sustainability of the programmes include, lack of records of its activities, lack of ICT platform for programme management, poor usage of ICT platform, particularly the use of LMS, and absence of institutional mechanism to collect, collate, analyse feedback from students, peers of academics, graduates, and employers.

Though the students are generally satisfied with academic experience and the qualification they obtained, they expressed the their desire to see the medium of delivery of study programmes gradually shift to English, where ever possible as it would help the students' ability to explore their subject material further and secure gainful employment, particularly in private sector. Further, they also expressed the need for expansion of facilities for co-curricular and extracurricular activities and granting financial assistance for student research projects.

Areas which require urgent attention and therefor recommendation includes, development of necessary databases, addressing shortages of physical space and inadequacies of learner support services, expanding and modernizing teaching facilities, reforming study programmes to be more outcome-based and student-centered, promotion of use of blended teaching and learning, with greater use of ICT platform to reach out the students, facilitation of scholarships and training opportunities for staff, establishing more links and collaborations with foreign universities, establishing more efficient institutional mechanism to obtain student- feedback, conduct peer observations, graduate satisfaction surveys at exit points, employability studies and employer feedback surveys, and use of such feedback derived from such assessments for further improvement of quality and relevance of study programmes.

The six honours study programmes mentioned above and offered by the FHSS have secured the above minimum scores required for all 8 review criteria prescribed by the PR Manual and has achieved an overall score of 76%. Therefore, it is recommended to award Grade 'B' for all the six honours study programmes reviewed, which is interpreted as "Good" indicating a satisfactory level of accomplishment of quality expected of a programme of study, requiring improvements in a few aspects.

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