PROGRAM REVIEW 2017

University of Sri Jayawardanapura
Faculty of Humanities and Social Sciences
General Degree

Programme Review Report
of
BA (General) Degree Programme

Faculty of Humanities and Social Sciences
University of Sri Jayewardenepura

Quality Assurance and Accreditation Council

University Grants Commission

2018

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Section 1: Brief Introduction to the Programme

1.1 University of Sri Jayewardenepura

The Sri Jayawardenepura University has its roots extending to *Vidyodaya Pirivena*, established in 1883 at Maligakanda by Rev. Hikkaduwe Sri Sumangala Thero, which was upgraded to university status in 1959, and named as *Vidyodaya* University of Ceylon. Together with this transformation, the newly established University was shifted to Gangodawila, Nugegoda, and in 1978 it was re-named as University of Sri Jayewardenepura. Today, it is one of the leading national universities in the country hosting more than eight thousand students. The University consists of seven faculties, namely: Faculties of Arts, Applied Sciences, Management Studies and Commerce, Medical Sciences, Graduate Studies, Technologies and Engineering.

1.2 Faculty of Humanities and Social Sciences

The Faculty of Humanities and Social Sciences (FHSS) is the oldest faculty of study at the University of Sri Jayewardenepura, and was formed in 1958 concurrent with the establishment of the university. Initially, the main goal of FHSS was to promote national languages and culture. However, since then, the Faculty has evolved into a modern centre of higher education in social sciences and humanities in the country with more focus on research in these areas. The Faculty offers a General degree programme in Bachelor of Arts (BA) and 23 special degree programmes in the fields of Humanities and Social Sciences. As of 2017, the FHSS is served by 122 academic and 45 non-academic staff, and approximately 40% of the academic staff possess doctoral level training. The FHSS has made incremental increases in admission over the years, and in 2017, it has accommodated approximately 3,300 students in its general and special degree programmes.

The FHSS is located in one of the "oldest" buildings of the University and reviewers felt that the Faculty has not expanded and modernized with respect to infrastructure and teaching facilities when compared to some other faculties of the university. As a result, some of the departments face severe space constraints. Review team also observed a discrepancy of resource allocation (both physical and human resource) among departments of the Faculty. It should be noted that academic staff in certain departments have no adequate space to work productively, and this appears to have constrained academic activities in terms of availability staff rooms, lecture rooms, discussion classes and student -staff interactions. It is expected that space constraints will be alleviated by the planned building programme of the Faculty. As it may take another 3 years to utilize the new space, reviewers feel that an urgent short term (temporary) solution may be required until additional space is provided.

It is commendable to note that the university has established a well-organized Internal Quality Assurance Unit (IQAU). It was also revealed that an external consultant was also appointed to facilitate and guide the establishment of internal quality assurance system. Although FHSS has established the Internal Quality Assurance Cell (IQAC), reviewers noted that it is yet to

commence its role in fostering and internalizing quality culture in all spheres of activities of the Faculty.

1.3 The Bachelor of Arts (General) Degree Programme

The Bachelor of Arts (General) Degree Programme of the Faculty has been designed to fulfil the requirements of undergraduates who wish to complete their degree programmes within three academic years and receive a broad knowledge in several fields of study of their interests. Student are admitted through a common window and after the end of first year of study, depending on their performance and choices, they will be streamed to read for either the BA (General) Degree or one of the BA (Honours) Degrees offers by the Faculty. At present 25 subjects, including subjects such as Anthropology, Criminology, etc., which are unique, are offered by 11 Departments of the Faculty for the BA General Degree programme.

In order to obtain the BA (General) Degree, a candidate is required to complete 100 credits which include 30 credits from each 2 major fields of studies, 24 credits from other fields of studies and 16 credits from a basket of compulsory courses, which includes English, Sinhala, Tamil, Information Technology and Quantitate Techniques. It was noted that the general degree programme has been designed in line with the guidelines prescribed by the Sri Lanka Qualification Framework (SLQF). The Faculty has taken initiatives to adopt outcome-based education and student centered-learning (OBE-SCL) approach in curricular design and development and teaching and learning. However, the reviewers observe that more determined efforts are needed to internalize OBE-SCL approach into the academic programmes, particularly in teaching and learning and assessments. Although the review team is satisfied on how the BA (General) degree programme is conducted by the FHSS, they also noted that resource (both physical and human) constraints and certain level of 'reluctance to change' seem act as barriers to introduce timely reforms required to evolve into a 'center of excellence' in offering academic programmes in social sciences and humanities.

Section 2: Review Team's Observation on the Self-evaluation Report

The Programme Review Team (PR Team) was happy to note the Self-evaluation Report (SER), prepared in accordance with guidelines provided in the Programme Review Manual (PR Manual), was well organised and provided most of the required information. It was also found that the team of writers appointed for this task have adopted participatory approach in compiling the SER. Documentary and other evidences cited to in the SER were also well organised and comprehensive. Furthermore, the profile of SWOT analysis included in the SER was comprehensive and covers most of the important aspects, directly and indirectly related to the BA (General) degree programme. Review team was very happy about the way the review visit and review process were organized by the FHSS during the site visit.

Section 3 – A Brief Description of the Review Process

The review process comprises of various steps such as familiarization with the process of programme review, individual desk evaluation of SER., review team's discussion on individual evaluations, site visit and compiling the review report. Familiarization of the review process was conducted by UGC where procedures, possible issues and terms of references relating to reviews were discussed and clarified. At the same time, a hard copy of the Self Evaluation Report (SER) was provided to the reviewers. Later, the entire team was given the opportunity to compare and discuss individual evaluations.

During the three-day site visit, conducted from 20th to 22nd September, 2017, the review team had discussions with the Vice- Chancellor of the University, and Dean, Heads of Departments, academic staff, support staff and students of the FHSS. Facilities such as lecture rooms, laboratories, cafeterias, rest rooms, university medical centre, physical education unit, career guidance unit (CGU) and staff development centre (SDC) were observed. In addition, few lecture and practical sessions were also observed.

All the documentary evidences listed in the SER were examined. In order to verify certain processes and practices, additional information was requested by reviewers. All additional information requested was promptly provided. The reviewers are very impressed and happy with the hospitality extended, the way the review process was facilitated, and how the documentary

evidences were organised and presented. For this, the team would like to commend the Faculty, IQAC and especially staff members who were assigned to support the team.

Based on evidences examined, facilities observed and, observations of lecture and practical sessions, the assessments were made on the extent of achievement of prescribed standards listed under eight criteria. The review was concluded a with wrap-up meeting held with higher management of the Faculty. During this meeting reviewers explained their observations and findings, and also had a very productive discussion about the ways and means making further improvements of the quality of the academic programme and allied aspects.

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

The submissions through the SER, outcomes of meetings with relevant stakeholders, observations made on documentary evidences and facilities have amply demonstrated that the University and the Faculty have taken progressive and determined efforts to internalize quality culture within their all spheres of activities. As prescribed by the UGC Circular of 2015, University has established the internal quality assurance system by establishing the Inernal Quality Assurance Unit (IQAU) at the centre and Internal Quality Assurance Cells (IQACs) at faculty level. Further, the University has obtained services of an external consultant to design and implement quality enhancement activities. Furthermore, with the assistance of the consultant, the Faculty too had been able to introduce reforms into the existing academic programmes and course specifications.

The IQAC of the Faculty, headed by a very able and committed Coordinator has adopted participatory approach in spearheading it activities. Meetings of the IQAC management committee are held regularly and activities of the IQAC and the progress in quality enhancement efforts are monitored by the Faculty Board. Review team was convinced that the Faculty possesses the capacity to internalize quality culture within it all spheres of activities and enhance the standards of all academic programmes and research and development efforts.

The positive attitude of the Faculty towards the quality enhancement, however is not shared among academic members unanimously. Within the Faculty there appears to exist some resistance to change, and instances where tradition stands against the modern practices stated as quality standards were noticeable. For example, the BA Arts degree programme is stilled named

as BA (General) though the SLQF recommendation is to name the degree without the word 'General' in case of 90 credit programs such as this particular one and to add the word 'honours; in case of the same with 120 credits. Similar resistance was observed in delivery of courses: some lecturers still continue with monotonous dictating of lecture notes ignoring modern teaching and learning methodologies.

Though the IQAU and IQAC together have taken commendable efforts to internalize best practices and achieve the prescribed standards through provision of guidance and training, their activities must further be expanded to include a suitable performance appraisal system for monitoring of implementation of the curriculum; both the delivery and the outcomes, so that based on the findings, the Faculty could make progressive changes into its academic programmes and allied activities. It is also necessary to perform curricula revisions, minor revisions on annual basis and major revisions in 4-5 five year intervals, by taking into consideration of student feedback, peer reviews, external review reports, employment surveys, and also with participation of all stakeholders. Furthermore, it is also recommended to design codes of practice as a policy document for areas such as program and course and development, programme approval, programme delivery, monitoring and review, assessment of students, external assessors, student support and guidance services, career guidance services, postgraduate research programs, etc. The review team earnestly believe that through such determined efforts, the Faculty could internalize quality culture in its all spheres of activities and raise the quality and standards of the academic programmes to global standards while retaining their unique features as they are.

Section 5: Judgement on the Eight Criteria of Programme Review

5.1 Criterion 1: Programme Management

Strengths

- Availability of an appropriate governance and management structure and mechanisms to manage the administrative and academic activities of the FHSS.

- Faculty Strategic plan developed in line with the vision, mission and goals of the University.

- Existence of well-defined mechanism and procedures for curricula development and planning.

- Availability of comprehensive Student Handbook/Prospectus which include all relevant information on study programmes, courses and assessments, learning resources, and student support services.

- Conducting student orientation programme that helps new undergraduates to adjust to the 'new life' in the university.

- Regularly updated and very informative Faculty Website.

- Faculty level IQAC with well- defined functions and operational procedures and working in close liaison with the IQAU of the University.

- Efforts taken by the FHSS to reach both local and international institutions/organizations and operationalizing active partnerships through well-defined Memoranda of Understanding (MoUs) which would help to increase the visibility of the Faculty and improve quality of academic pursuits and research and scholarship.

- Availability of very good health care, recreational and sports facilities

- Active student involvement of extracurricular activities

- Strong support provided to differently-abled students.

- Nonexistence of evidence relating to gender-based issues.

Weaknesses

- Academic departments offering courses which do not come under their mandate such as Department of English and Linguistics offering Information and Communication Technology courses. However, the reviewers were informed that issue would be addressed and the said operation would be transferred to more appropriate department/unit.

- Staff shortages in some Departments despite the availability of vacant cadre positions.

- Absence of information management system to manage and store student information, course information and marks.

- Despite the initiatives taken by the IQAU and IQAC, the rate of adoption of OBE-SCL approach curricula development and planning and delivery appears to be low.

- Although an IQAC has been established, it is yet to commence measures to monitor, evaluate, review and improve study programmes and courses.

- Absence of efforts taken to evaluate the quality of the degree programs and outputs through measures such as student satisfaction surveys, employability surveys, employer feedback surveys, etc.

- Inadequate emphasis given for academic and student counselling.

- Absence of functional institutional mechanism to prevent and address issues relating to gender equity and equality and gender-based sexual harassment.

5.2. Criterion 2: Human and Physical Resources

Strengths

- Resourceful central library of the university which is rated as one of the best available among state universities.

- ICT platform and IT services provided to both staff and students.

- Emphasis given and measures taken to improve general English language competencies of students.

- Promotion of ethnic harmony and social cohesion among students through multicultural activities.

Weaknesses

- Shortage of qualified academic staff in some academic Departments.

- Relatively low percentage of staff with doctoral level training; only about 30% of academic staff have doctoral level training.

- Inadequacy of infrastructure facilities; space allocated to some departments is highly insufficient.

- Inadequacy of common facilities despite gradually increasing student population, particularly female students.

- Failure to expand ICT facilities and internet access in par with increasing student numbers.

- Inadequate emphasis and support given to internalize SLQF guidelines and OBE-SCL in curricula planning, teaching and learning, and assessments.

5.3 Criterion 3: Program Design and Development

Strengths

- Existence of Faculty Curriculum Development Committee and its active involvement in curricular reforms.

- Stand-along approved curriculum for BA (General) Degree Programme which consists of 96 credits and extends over three academic years.

- Progressive reforms introduced into curriculum by adopting some of the basic principles of curriculum design and development.

- Curriculum structure which has been designed in a logical order that promotes students progression while facing with more challenges on their intellectual skills and autonomy of learning as they move up over three academic years.

- Supplementary courses on ICT and English in the study programme which need to be expanded give wider coverage, particularly on application of ICT software and tools.

Weaknesses

- The curriculum design process does not demonstrate sufficient evidence of use of inputs from external stakeholders and employability and needs assessment surveys.

5.4 Criterion 4: Course/Module Design and Development

Strengths

- Well-designed course specifications using standard formats which have integrated appropriate learning strategies with appropriate content such as ILO, course contents, teaching and learning, and assessment strategies, and contact hours in terms of lectures and practical exercises.
- Well informed and trained staff with adequate competencies in course design and development.

Weaknesses

- Failure to adopt notional hours and credit currency system prescribed by the SLQF to define volume of learning.

- Failure to separate and indicate students' independent learning component in teaching and learning hours.
- Inadequate use of ICT-based teaching and learning tools (such as LMS or VLE applications) in teaching and learning.
- Absence of evidence to indicate the use or involvement of external resource personnel/experts in course design and development teams.
- Inadequate course monitoring, evaluation and review system
- Absence of performance monitoring system of staff to assist continuous improvement of their competencies in teaching, research and communication.

5.5 Criterion 5: Teaching and Learning

Strengths

- Constructive alignment of course contents, teaching and learning methods, and assessments with course outcomes in some courses.
- Commendable efforts taken to address the needs of visually-impaired students.

Weaknesses

- Minimal use of modern teaching and learning technologies in some courses.
- Inadequate emphasis given to adopt student-centered learning approach to integrate students as active learners.
- Issues relating to management of teaching / learning activities and time-table scheduling resulting clash of some essential courses in the semester timetables.
- Data collected on curriculum implementation are not being analyzed and hence not being used for continuous improvement of teaching and learning.

5.6 Criterion 6: Learning Environment, Student and Progression

Strengths

- Provision of conducive environment for academic pursuits.
- Efforts taken to internalize OBE-SCL approach in teaching and learning.
- Provision of learning resources through ICT facility and library.
- Provision of learner support services – academic and student counselling
- Well organized co- curricular activities.
- Students - lead association and student-teacher social gatherings.
- Provision of training programmes aimed at 'soft skill' development.
- Institutional mechanisms to address student complaints and student grievances.

Weaknesses

- Inadequacies in provision of student support systems and services
- Absence of evidence to assess student views and opinion on the study programme and their experiences in the university.

- Inadequacies in student counseling service and programmess.
- Absence of evidence to assess the existence of peer helpers and mentoring programmes.
- Inadequate links with alumni.

5.7 Criterion 7: Student Assessment and Awards

Strengths

- Examination regulations and by-laws are well laid down and documented.
- Timely release of examination results.

Weaknesses

- Weightages given for different components of assessment are not satisfactory.
- Absence of appropriate assessment strategies to cater for differently-abled students.

5.8 Criterion 8: Innovative and healthy practices

Strengths

- Presence of favourable research and development culture.
- Implementation of reward systems to encourage academics for achieving excellence in research and development.
- Well organized social and cultural activities with the support of academic staff and students.
- Student participation at regional and national level competitions.

Weaknesses

- Paucity in adoption of ICT-based tools and applications (LMS, VLE, e-learning, etc.) to complement conventional class-room based instructions.
- Non-existence of a industrial training component as a part of teaching and learning strategy.
- Absence of credit transfer policy and system.

Section 6 - Grading of Overall Performance of the Programme

The BA (General) Degree Programme offered by the Faculty of Humanities and Social Sciences of University of Sri Jayewardenepura was reviewed in accordance with the procedures prescribed by the PR Manual, and the overall performance of the study programme in terms of actual criterion-wise scores, overall score, grade and interpretation are given in the Table 6.1 given below.

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

Assessment Criteria	Number of Standards	Maximum Raw Criterion-wise Score	Raw Criterion-wise Score	Weightage	Actual Criterion-wise Score
1. Program Management	27	81	63	150	117
2. Human and Physical Resources	12	36	27	100	75
3. Program Design and Development	24	72	49	150	102

4. Course/ Module Design and Development	19	57	47	150	124
5. Teaching and Learning	15	45	35	150	117
6. Learning Environment, Student Support and Progression	24	72	44	100	61
7. Student Assessment and Awards	17	51	45	150	132
8. Innovative and Healthy Practices	14	42	24	50	29
Total in Thousand Scale					757
Total as a Percentage (%)					75.7
Grade Awarded					B
Interpretation					
Satisfactory level of accomplishment of quality expected of a program of study; requires improvement in a few aspects.					

As shown in the Table 6.1, all review criteria secured scores above the required minimum, and based on the overall score of 75.7% obtained, it is recommended to award the grade of "B" (Good) to the BA (General) Degree Programme in Arts which is interpreted as a satisfactory level of accomplishment of quality expected of a program of study requiring improvements in a few aspects.

Section 7: Commendations and Recommendations

7.1. Programme Management

Commendations

- Existence of institutional mechanism and well-defined processes and procedures for curriculum design and development, and regular revision.
- Availability of comprehensive Student Handbook/ Prospectus which include information on study programmes, courses, learning resources, learner support services, common amenities and welfare measures.
- Provision of a student orientation programme that helps new undergraduates to adjust to the 'new life' in the university.

- Efforts taken to internalize quality culture through a well-structured internal quality enhancement through central IQAU and faculty level IQACs, operating with well-defined functions and operational procedures.

- Effort taken by the Faculty to reach-out both local and international organizations, and operationalizing agreed partnerships through well-defined MoUs.

- Availability of very good health care, recreational and sports facilities

- Active student involvement in extracurricular activities

Recommendations

- Develop and adopt relevant by-laws for internal quality assurance system that will ensure mandatory enforcement of quality principles, practices and monitoring and evaluation procedures covering academic and allied activities.

- Foster and promote internalizing best practices prescribed by the PR Manual across all spheres of administrative and academic activities of the Faculty.

- Rigorous promotion of implementation of approved policies and procedures relating to curriculum design, development and review, and management of degree programs.

- Take timely measures to fill vacant carder positions to ensure adequacy of staff requirements.

- Install a comprehensive information management system to manage administrative and academic information, including student information, course information and marks.

- Rigorous promotion of adoption of OBE-SCL approach in programme design and development, teaching and learning and assessments.

- Ensure outcomes of student feedback and peer reviews are analyzed, and action are taken, where necessary.

- Conduct tracer surveys, student satisfaction surveys, employer feedback, employability surveys, etc. as part of curriculum revision process.

- Strengthen academic and students counseling system and provide required training for academics on these two important aspects.

- Establish an institutional entity with appropriate policies and procedures to coordinate activities to promote gender equity and equality and deal with gender-based sexual harassment.

- Strengthen career guidance services to cover provision on information on career opportunities, eligibility requirements and competency profiles demanded by the employment market so as to assist students to make informed choices in selecting course combinations.

7.2. Human and Physical Resources

Commendations

- Main Library of the University which is rated as one of the best available among state universities.
- Measures taken by the FHSS and ELTU to impart general English language skills.
- Measures taken by the Faculty to promote multicultural activities and foster ethnic harmony and social cohesion among students.

Recommendations

- Design and adopt human resource development policy and strategies to ensure the availability of sufficient number of academics to teach relevant fields of study,
- Ensure availability of sufficient resources to academic departments, particularly to those which are poorly resourced.
- Encourage academic staff to seek doctoral level training in their chosen or assigned fields of studies.
- Ensure provision of adequate infrastructure facilities such as building space to those department which are severely constrained by space shortages.
- Ensure provision of adequate common facilities such as washroom, study areas, cafeteria, etc., particularly to cater for increasing number of female students.
- Strengthen IT facilities including provision of access to computer more computer workstations.
- Ensure all departments are adequately provided with the required resources.

7.3. Programmme Design and Development

Commendations
- Adequately trained and competent staff to conduct study programme design and development, including the development of course curricula and specifications.
- Compliance with SLQF guidelines, at least to some extent, in designing study programme curriculum.
- Offering supplementary courses on IT and English.
- Inclusion of interdisciplinary courses into the study programme.

Recommendations

- Adopt SLQF guidelines in defining volume of learning (i.e. notional hours).
- Ensure wider stakeholder participation, including external stakeholders when designing and revising programme and course curricula.
- Conduct student satisfaction surveys, needs analysis and employer surveys on regular basis and give due consideration to the findings of such analyses and surveys when designing and revising programme and course curricula.
- Consider introduction of 'industry-based training' component into the study programme structure.

- Strengthen and encourage the IQAC to play its due role in monitoring and review of implementation and management of study programme curriculum.

7.4.   Course/Module Design and Development

Commendations

- Adequately trained and competent staff to conduct study programme design and development, including the development of course curricula and specifications.
- Constructive alignment of course content, learning activities and assessment with the course ILOs
- Constructive alignment of course outcomes with the programme outcomes.
- Integration of appropriate learning and assessment strategies into course curricula.

Recommendations

- Adopt notional hours in defining volume of learning and thereby ensuring integration of multiple teaching and learning, and assessment methods into the course curriculum and to accurately indicate time allocated for individual components, including student self-learning hours into credits hours.
- Encourage the adoption of blended-teaching and learning methods (i.e. conventional, ICT-based, self-cleaning, etc.) for study programme delivery.
- Consider seeking services of external experts when designing course curricula.
- Commence a monitoring, evaluation and review system to improve quality and relevance of courses.

7.5.   Teaching and Learning

Commendations

- Constructive alignment of teaching and learning and assessment strategies with learning outcomes.
- Efforts taken to foster supplementary skill in students - independent learning, creativity, analytical and writing skills, etc.
- Facilities that are provided to address the needs of visually-impaired students.

Recommendations

- Promote adoption of the use of student-centered learning with wider use of modern ICT-based technologies.
- Widen the options available for students to improve their English language competencies by expanding ELTU courses.
- Encourage the use of blended learning to improve effectiveness of teaching and learning.
- Improve academic programme management process to eliminate time-table clashes so as to allow students to take appropriate courses based on their preference.
- Analyze and use the information arising from student feedback surveys and peer observation reports to improve the quality of teaching and learning.

- Consider use of performance devaluation system for teachers to promote the adoption of student-centered teaching and learning practices.

7.6. Learning Environment, Student Support and Progression

Commendations

- Availability of conducive environment for academic pursuits.
- Availability of common resources center like ICT Facility and library.
- Commendable services provided by SDC, CGU, library, etc.
- Well organized co- curricular and extracurricular activities.
- Good relationships between students and academic staff
- Availability of recreational and sports facilities.
- Availability of mechanism to address student complaints and grievances.

Recommendations

- Expand and strengthen academic, career counselling and mentoring system.
- Conduct student satisfaction surveys.
- Encourage use of LMS to deliver learning material and reach students.
- Provide mentoring and peer support for students.
- Design and implement a mechanism to monitor student progression along the academic programme.
- Improve relationship with alumni
- Use of field visits and industrial training to improve of effectiveness of teaching and learning.
- Introduce fallback and exit points for who wish could not complete the study programme successfully.

7.7. Student Assessment and Award

Commendations

- Availability of well-defined and clearly laid down examination by-laws, rules and regulations.
- Well defined assessment strategy
- Clear policies and guidelines with ToRs to appoint internal and external examiners.
- Assessment procedures are informed to students at the beginning of the semester.

Recommendations

- Provide timely feedback to students on their performance in continues assessment
- Release result of courses within reasonable and acceptable time
- Design and adopt new mechanisms to cater the differently-abled students.

7.8.   Innovative and Healthy Practices

Commendations

- Implementing performance appraisal and reward systems to encourage academics for achieving excellence in teaching and research.
- Well organized social and cultural activities with the support of academic staff and students.
- Student participation at regional and national level competitions.

Recommendations

- Encourage the academics to adopt multimode delivery using ICT platform and tools such as LMS for all possible courses.
- Foster interaction with 'world of work'.
- Collaborate with other universities workout a credit transfer system to facilitate the lateral mobility of students from one university to another.

Section 8 – Summary

The programme review of the University of Jayewardenepura (General Degree) was successfully completed by the review team during four months including a site visit conducted from 20th to 22nd of September 2017. During review process, the review team met the higher management of the University and Faculty including staff of the IQAU and IQAC, academic staff members, administrative staff members and students. Furthermore, the review team evaluated documentary evidences submitted, made observations on class room teaching, and visited departments, learning resource centres and common amenities. On the final day the review team had a debriefing with the programme management team and academic staff, and discussed the findings in terms of strengths and weaknesses and possible recommendations briefly.

As prescribed by the UGC Circular of 2015, University has established the internal quality assurance system by establishing the Internal Quality Assurance Unit at the centre and Internal Quality Assurance Cells at faculty level. Further, the University has obtained services of an external consultant to design and implement quality enhancement activities. Furthermore, with the assistance of the consultant, the Faculty of Humanities and Social Sciences too had been able to introduce reforms into the existing academic programmes and course specifications.

The review team was impressed with the progressive and determined efforts by the University and the Faculty to internalize quality culture by gradual adoption of best practices recommended in the PR Manual, even though there was some resistance to embrace best practices and standards to reform the existing, traditional practices. Nevertheless, the review team was convinced that the Faculty possesses the capacity and determination to overcome such challenges and make progressive steps to internalize quality culture within it all spheres of activities and enhance the standards of all academic programmes and research and development efforts.

In conclusion, the BA (General) Degree Programme offered by the Faculty of Humanities and Social Sciences of University of Sri Jayewardenepura has secured above minimum required scores for all review criteria and achieved an overall score of 75.7%, and therefore, is recommended to award the grade of "B" (Good) which is interpreted as a satisfactory level of accomplishment of quality expected of a program of study requiring improvements in a few aspects.

The review team hope this report will help the Faculty of Humanities and Social Sciences of University of Jayewardenepura to make further improvements of quality of BA (General) Degree Programmes to highest possible level.

Finally, the review team wishes to express their appreciation of the excellent cooperation extended by the University and Faculty during the entire review process.
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