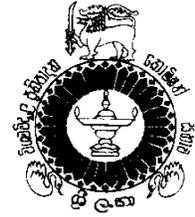




PROGRAM REVIEW 2017

University of Kalaniya
Faculty of Social Sciences
Honors Degree



Programme Review Report

Bachelor of Arts (Honours) Degree Programme

Faculty of Social Sciences

University of Kelaniya

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**University Grants Commission
Quality Assurance and Accreditation Council
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Section 1 - Brief Introduction to the Programme

The Faculty of Social Sciences (FSS) at the University of Kelaniya (UoK) was instituted in the academic year 1981/82 by dividing the Faculty of Arts into two faculties; Faculty of Social Sciences and Faculty of Humanities. The Faculty of Arts has a long history which dates back to the Vidyalankara University of Ceylon, the predecessor of the University of Kelaniya. The majority of the departments of study that comes under the Faculty of Social Sciences has existed from the inception of the university in 1959.

The FSS which is the largest faculty in the UoK in terms of the number of students is comprised of nine departments of study; Archaeology, Economics, Geography, History, Library and Information Science, Mass Communication, Philosophy, Sociology and Sport science and Physical Education. Of these, the Department of Mass Communication and the Department of Sport Science & Physical Education have been established in 1974 and 2007 respectively. The FSS of the UoK was the first to establish these departments in a University in Sri Lanka.

The 9 departments of study offer 17 Honours degree programmes. Of these Honours degree programmes, 5 have been introduced considering the demand in the job market and with the aim of expanding employment opportunities for students. Further, the degree programmes of BA in Sport and Recreation Management, Library and Information Science, International Studies, Development Studies and Public Relations and Media Management are unique in the higher education system in Sri Lanka. All departments of study contribute to the General degree programme.

Owing to their common origin, 2 Faculties of Social Sciences and Humanities share many academic activities among them. Both faculties share a common academic calendar, semester time tables, and examination time tables. For both faculties, student registration, preparation of semester and examination time tables, special degree selections, student enrolment for examinations, processing of marks and issuing examination results and academic transcripts are handled by the Inter-Faculty Centre for Coordinating the Modular Systems (ICCMS).

The academic staff of the FSS consists of 98 permanent members, 31 temporary members and 04 demonstrators. Profile of the academic staff shows that out of 98 permanent staff members, 20% hold the positions of senior professor, professor and associate professor and 32% of the staff are PhD holders. As given in the SER (Table 4, page 10) the Department of Economics has the highest number of PhD holders (10 out of 26) followed by the Department of Sociology (07 out of 12) while the number of PhD holders in other six departments vary from 3 to 0. The

academic staff of the FSS are supported by 40 members of non-academic staff consisting of technicians, lab assistants, clerks, computer application assistants and labourers and administrative staff.

The UGC allocates students to both faculties; FSS and FH. Students are registered in each of the faculties based on the subjects chosen by them. Since 2007, additional intakes of students have not been admitted to the FSS considering the merits and demerits of additional intakes of students to some of the subjects. In the intake year 2014/15, 731 students were registered in the Faculty of Social Sciences. After successful completion of the first year of studies, students are selected for the Honours degree programmes based on their academic performance in the first year in the subject of their choice. Staff student ratio of the FSS is 29.3.

Faculty has good facilities and is well equipped with audio-visual aids and well-maintained lecture rooms, staff rooms, computer labs and auditoriums. Physical resources have been improved recently from the funds received under some projects and also utilizing earned funds. However, as perceived by some of the Heads of the Departments, staff members and students, resources are not being allocated fairly among the departments.

Section 2 - Review Team's Observations on the SER

The self-evaluation report of the BA (Honours) degree programme is written in line with the guidelines stipulated in the Manual for Review of Undergraduate Study Programmes of Sri Lankan Universities and Higher Education Institutions of the UGC. The key features of the SER are concise, readable, easily comprehensible, and represent all the degree programmes.

Though the manual suggests that the reviewing institutions should have done an analysis of Strengths, Weaknesses, Opportunities and Threats (SWOT), the current SER has not done such analysis. By not doing such analysis the FSS has lost a valuable opportunity to do a self-assessment. Moreover, the SER does neither discuss previous reviews, nor the major changes introduced to the programme or their impacts on the overall quality assurance of the study programme.

There is no indication of the mission, goals and objectives set out in its Corporate plan and also the FSS follow the student-centred learning and outcome-based education approach has been

adopted along with a clearly laid down graduate profile. However, the SER includes a section on ILOs and graduate profile (see pg. no. 06-08) which seems to be not adequate to discuss 17 Honours degree programmes. The SER's claim for the applicability of the desired graduate profile for General degree programme (which is 3 years of duration) is applicable for the BA Honours degree programme (which is 4 years) is debatable. There are no discussions or highlighting of the differences of two graduate profiles and ILOs.

Even though the SER highlights that the FSS adopts SLQF and University of Kelaniya Quality Framework (UoKQF) there is no adequate discussion in the SER (introduction) or anywhere else how the quality and standards of the graduates are in accordance with those guidelines. Perhaps, UoKQF can be contradictory or replication of the SLQF and better to adhere to one framework if there is no special need to have UoKQF. However, the review team appreciate having a special framework for the university.

During the site visit, the team was informed by the SER writing team that they did not have adequate time to prepare the report and it was compiled within 4-5 weeks. This was partly due to the communication gap between the various level authorities in the university as well as the UGC. Initially SER team expected to submit the SER to UGC in 2018 and that was advanced to 2017.

The SER writing process too has been constrained by the fact that the SER writing team originally appointed had to be replaced due to lack of progress. This situation has very serious impact on the quality assurance, teaching and learning, assessments, peer reviewing, research, programme or curriculum development, faculty or the university development, implementations of cooperate plans etc., as all those activities demand for healthier interactions among academics as well as administrative staff.

Even the second SER writing team appointed by the dean of FSS seems have not worked well. It appears that most of the aspects of SER, i.e., organising, writing have come from the junior staff and it was evident in the list of participants for the meetings. The faculty has 19 professors and only 2 have taken part in the SER writing process due to some reasons. Moreover, out of two professors one professor is the dean of the faculty. This was highlighted even during the meeting review team had with the staff members of the faculty. Even among the SER writing team more than half of the members are from among the assistant lecturers who are mostly the own departmental students graduated very recently. Perhaps, this situation may reflect the commitment and determination of the faculty to strengthen the quality of the education of the faculty. The said lack of commitment from the staff might have contributed in shaping the quality of the SER.

The SER also has limitations drawn from the nature of SER and also less organisation of the work from the SER writing team. The SER has written for 17 programmes representing 9 departments does not satisfactorily permit to focus on specific programmes in details. That limited the SER review teams' capacity to grasp the nature of the programmes adequately. The SER highlighted the good qualities of the some programmes while no indication at all of other programmes. Therefore, it is more advisable to have one SER per a programme basis would be helpful to have a good review in the future.

There was no evidence of the previous subject review reports. Therefore, the review team had no opportunity determine whether the deficiencies identified previous reports have been rectified.

Section 3 - A Brief Description of the Review Process

The preparation for the PR by the review team involved the following steps. The first was the desk-based evaluation of the SER. After completion of this step the team had a meeting, organized by the QAAC at the UGC, to discuss the outcomes of the desk evaluation. Before leaving for the site visit, schedule prepared by the FSS for the site visit was circulated among members of the review team and necessary changes to it were made. The team had a brief meeting at the site to discuss the review process before commencing the review.

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

The review team met with the following persons during the three days of the review/site visit:

- Director, IQUAC
- Vice Chancellor. Deputy Vice Chancellor, Dean of the FSS and the Director ICCMS
- Heads of all Departments
- Academic staff of all departments in the faculty
- Administrative staff and Directors of the Centres, Heads of Units

- Student Councillors, academic support staff
- Students of the Study Programmes under review
- Non -academic staff members

The documents relating to the evidence of the claims in the SER were made available to the review team. The documents were made available in a room which was used by the both review teams of the General and Honour degree programmes of the FSS who visited the FSS at the same time period. The documents were filed as per each standard in each criterion and the files were arranged according to criteria. Each file was labelled under each criteria and the standard.

The review 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 manual. The adjustments to the marks given previously were made when and where necessary. Any issues arising from this was noted for further discussion at the end of each day.

In addition to the above listed meetings the review team visited the following places:

- All Departments of the FSS
- Palm Leaf Manuscript Study and Research Library
- ICCMS
- Auditorium
- Computer Laboratories.
- Faculty library
- ICT centre
- Lecture Halls
- Research Library & Information Centre

Apart from the above, the review team had its meetings at the end of the first and second day to summarise the review activities, discuss issues if any and to plan for the following day. On the third day the team had another meeting to prepare for the wrap up meeting. Since the Vice Chancellor, Dean and the Director, IQAU who is also the Dean of the Faculty of Medicine, were due to attend a COPE meeting at the Parliament in the afternoon of the 3rd day, a special wrap up meeting was held with them prior to the scheduled wrap up meeting with the faculty. In both meetings, key findings were presented. It was followed by an interactive session with the participants.

The UoK was well-prepared for the visit of the review team. The team was warmly welcomed by members of the faculty. All arrangements made by the university to facilitate the review process were more than satisfactory.

Section 4 - Overview of the faculty's approach to quality and standards

The faculty has taken some significant effort to assure quality of the programmes, i.e., infrastructure development, improvement of skills/qualifications of academic and non-academic staff members, introducing internship and practical training for students, improving computer facilities and Internet/ Wi-Fi facilities etc. The review team appreciate the commitment of the university to use earned funds for the staff and student development. The academic staff members are provided financial assistance to enrol for their postgraduate qualifications in any of the universities. However, the review team felt that it is necessary to motivate staff to go for their higher studies in developed countries in general and high ranked universities in particular.

The Faculty of Arts of Kelaniya University has been divided in to two as Faculty of Humanities and Faculty of Social Sciences from the academic year 1981/82. As the review team observed during the site visit these two faculties are very much tied to each other and are interdependent. The review team could not see any clear-cut divisions of the subjects, orientations and the quality of the graduates in practical operations in the university. If the bifurcation of the Faculty of Arts had been done with clear objectives, understanding and definition of the specializations of the two faculties there should be a difference in the approaches used by the graduates in understanding and analysing issues and problems in their respective subject areas. Within the given social realities prevailing in the FSS and FH the review team recommend that the two faculties review the decision for bifurcation and conduct programmes in a manner the student population of both faculties have clear comprehension of their approaches and subject areas.

The review team commends the idea of having UoKQF in a context where there was no nationally accepted quality assurance framework. Having accepted UoKQF the review team encourages the University of Kelaniya in general and the FSS in particular to adhere to SLQF as it is practiced by all the national universities.

Section 5 - Judgment on the eight criteria of programme review

Criterion 1: Programme Management (55/81)

Strengths:

- The Action Plan of the FSS is prepared annually in line with the UOK Corporate Plan.
- Adherence to the annual academic calendar which is shared with all the staff members and the students.
- Conducting an orientation programme for new entrants annually.
- Student handbook and course unit book which is prepared annually and made available to new students at the time of registration or orientation programme. Course unit book of the Faculties of Humanities and Social Sciences includes general guidelines for students, information on all courses offered by the 2 faculties, rules and regulations governing study programmes.
- Well-managed webpage providing profiles of the staff in the respective departments, course details, contact numbers, nature of the programmes etc. More importantly, it allows the students to give their feedback on-line on the study programmes anonymously.
- Faculty Quality Assurance Committee (FQAC) functioning since 2015 which liaises with the Internal Quality Assurance Unit (IQAU) of the university.
- Faculty curriculum development committee which was established in 2004 is functioning.
- Establishment of a coordination centre to help with special needs, “Kalana Mithuru Sevana” to help distressed students and adoption of a gender policy.
- The FSS has signed MOUs with several universities from India, China and Poland. However, the outcomes of the MOUs are not evident.
- Several measures have been adopted to prevent ragging and any other form of harassment and intimidation including conducting awareness programmes, taking legal actions against such activities, forming a task group for stop ragging, taking advice from relevant personal/bodies and setting up an online system for report ragging.
- Considering the increasing number of females in intakes of students, female security guards have been recruited.

Weaknesses:

- Faculty has not implemented a performance appraisal system to enhance the performance of the staff. However, though it is not indicated in the SER, there is evidence that a

performance appraisal system is implemented at the university level (i.e. VC Awards, Cash Awards, Best Researchers of the Faculties, Best Young Researchers of the Faculties, Most Outstanding Researcher etc.).

- Measures taken to monitor the implementation of the curriculum and the quality of education provision are not sufficient. No evidence of employability surveys or graduate tracer studies, peer observation or regular feedback from students.
- Awareness among staff of the activities to enhance the standards of study programmes is not satisfactory.
- Use and awareness of LMS is low.

Recommendations:

- Introducing student feedback and peer observation for all course modules, annual graduate satisfaction surveys at exit points, employability studies and employer feedback surveys.

Criterion 2: Human and physical resources (27/36)

Strengths:

- Provision of financial support to academic staff to carry out their postgraduate studies using earned funds.
- Induction programme for the newly recruited staff offered as per UGC guidelines conducted by the SDC twice a year. SDC also conducts training programmes for administrative and non-academic staff.
- Faculty encourages the academic staff to upgrade and enhance their capacity on regular basis by providing financial support to attend foreign conferences/seminars/training twice a year from earned funds. Research activities of the staff is also facilitated by the Social Science Research Centre and the Faculty library.
- Faculty has well equipped with audio-visual aids and well maintained lecture rooms, staff rooms, computer labs and auditoriums. Physical resources have been improved recently from the funds received under some projects and utilising earned funds.
- Enhanced ICT facilities for students and staff including free WIFI access for students and provision of laptop computers with latest versions of software for staff.

Weaknesses:

- Except in the Departments of Economics and Sociology, number of staff holding PhD qualifications is low.

- The majority of the staff has obtained their postgraduate qualifications from the same university.
- Some members of the staff and students feel that physical resources are not equally and fairly allocated among the departments. Partly this issue has arisen due to the preference of every department to have their own facilities (for example lecture halls etc.) rather than sharing them.

Recommendations:

- Encourage academic staff to carry out their postgraduate studies in reputed universities other than in their own university. Exposure to high ranked foreign universities would surely enhance the skills and competencies of the staff.
- It would be a good practice if the staff members of FSS of UOK can follow staff development courses from staff development centres of other universities. It would benefit them in learning best practices from other universities as well as to compare the standards of teaching, learning and assessment, etc.

Criterion 3: Programme Design and Development (35/72)

Strengths:

- Establishment of the Faculty Curriculum Development Committee (FCDC) which is responsible for the development and monitoring of curriculum.
- Availability of a range of courses that allows for flexibility in students' choices.
- Introduction of internship programmes for almost all the degree programmes as a core course. Efforts towards getting relevant outside parties involved will be a good measure to secure proper, safer, productive and systematic training for the learners.

Weaknesses:

- No adequate evidence to support active and regular functioning of the FCDC.
- Failure to get sufficient involvement of the stakeholders at the key stages of curriculum design and development.
- Students and some of the Heads of the Departments expressed their concerns over the unavailability of sufficient funds for field visits and internship components of the study programmes.

Recommendations:

- Establish a mechanism to provide necessary funds for field study programmes.
- Incorporate feedback from all stakeholders in design and development of study programmes.

Criterion 4: Course Module Design and Development (37/57)**Strengths:**

- Course modules have been developed with specified ILOs, detailed course contents, credit value, assessment methods and references using standard formats.
- The required guidelines are followed in course designing and approvals are obtained from relevant bodies.
- Designing of the course structure and the schedule of courses in such a manner as to allow students to complete them within the stipulated period of time.

Weaknesses:

- There was inadequate evidence to support that the ILOs are carefully designed and assessments are connected to test ILOs.
- Final mark sheets available at the ICCMS indicate that in most of the courses, the final grade is based on final examinations only. Marks obtained by students in continuous assessments if any, were not entered in final mark sheets¹.
- Needs of students with special needs have not been taken into account in course design and development. There is no special teaching strategy for those students and they attend the regular classes with other students.

Recommendations:

- The FSS should develop measurable ILOs for practical training sessions/ internship.
- Syllabuses of the Honours degree programmes must be revised/ aligned to clear ILOs. The ILOs should be clearly connected to the methods of assessment as well.

¹ Review team inspected samples of final mark sheets available at the ICCMS. In the final mark sheets inspected, except in the final mark sheets of the department of Economics, marks for continuous assessments were not entered in the mark sheets and final grade is calculated based on the marks obtained in the final examination only.

- Special teaching methods for students with special needs to be introduced according to their needs.
- Introduction of new Honours degrees should be done after a proper assessment of resources available and requirements of the country.

Criterion 5: Teaching and Learning (39/57)

Strengths:

- Providing students with a copy of the course unit book that contains general guidelines of degree programmes and lists of all the course units offered for each of the degree programmes.
- Availability of lecture halls that are equipped with required facilities for teaching and learning.
- Use of new methods of teaching by some teachers. We observed a lecture that was conducted using a Standard English text book which is a very praiseworthy effort in familiarizing students towards the special subjects.
- Engagement of every student, registered in the Honours degree programme in research through an undergraduate dissertation.

Weaknesses:

- Almost all the courses offered for Honours degree programmes by some of the departments are compulsory courses. Choice of students in selecting courses is minimum. (For example, see the course listings of Honours Degree programmes of the Departments of Archaeology, Philosophy and Library and Information Science given in their websites)
- Cancellation of lectures without proper notice given to students. This adversely affects efficient delivery of lecture and disrupts the learning process of students.
- Minimum use of Virtual Learning Environment (VLE) in the delivery of study programmes. According to the observations and evidence, only a few of the staff make use of the VLE to make learning materials available to students and submission of student assignments. Many staff members are not aware of the use of VLE and its utilisation is at a minimal level.
- Inclusion of OBE/SCL methods in teaching is not visible. According to the evidence that were available to the review team, teaching and learning strategies are mainly teacher centred.
- There is no evidence for practice of peer review of teaching. Student feedback is obtained in only few courses. Even in the cases that student feedback is obtained, no analysis of the feedback is done. Therefore, feedback has not been utilised in making improvements in the study programmes or to address concerns of the students.

Recommendations:

- Initiation of a mechanism to monitor teaching and learning activities and to make recommendations to improve quality.
- Training workshops to familiarize lecturers with blended learning and encourage the use of them in teaching and improve student engagement in learning activities.
- Introduction of a mechanism to identify and reward excellence in teaching.
- Establishment of a process for peer observation of teaching.

Criterion 6: Learning Environment, Student Support and Progression (45/72)**Strengths:**

- All new entrants to the faculty follow a four week orientation programme. They are provided a copy of the student handbook which provides information about the general rules and regulations, course details and examination by-laws etc.
- Satisfactory learning environment and student support provided by the university.
- Appointment of an academic staff member as the career guidance counsellor recently. Awareness of students of the changing subject knowledge of the courses and degree. Appointment of a welfare committee to address student requests, grievances and complaints.
- Availability of access to counselling for students where confidentiality is maintained.
- Support for students with special needs by providing them with facilities as required. All new buildings in the faculty has disability access.

Weaknesses:

- No evidence to support the existence of well-planned orientation/ familiarisation sessions for the students who enrol for special degree programmes.
- Lack of awareness of career guidance among the students.
- Despite the availability of good and improved physical facilities, students are unhappy regarding facilities available to them and services provided. Students explained a few cases in which they were denied access to the available facilities. Students feel that their views are not well received by the departments.

Recommendations:

- More commitment of the FSS is needed to secure “student centeredness” in the faculty.
- Take measures to increase awareness of career guidance among the students and to conduct programme through which students will be benefitted.
- Introduce more sustainable supporting mechanism to address student stresses, financial issues, learning difficulties and to produce globally qualified graduates.

Criterion 7: Student Assessment and Awards**Strengths:**

- The ICCMS which is a common to Faculties of Humanities and Social Sciences handles processing of examination results, issue results and academic transcripts.
- Adoption of a policy of releasing examination results within a month of holding examinations.
- Introduction of a procedure to conduct make-up examinations for students who were unable to sit for examinations due to justifiable reasons.

Weaknesses:

- Students are allowed to offer courses worth more than 120 credits which is the minimum requirement for graduation. But they do not have any role in deciding which courses are to be included in calculating final GPA which sometimes leads to disputes.
- There is no practice of preparing marking schemes or model answers for marking of answer scripts.
- Handling of processing of examination marks and releasing examination results and transcripts by an academic staff member who is not vested with the authority to do so can be legally contested. According to the university regulations, the SAR/AR of the faculty is responsible for this work.
- Undue delays faced by students regarding getting examination results related issues resolved and lack of a proper mechanism to address various issues of the students.

Recommendations:

- Implementation of a system that allows students to choose the 120 credits that are to be included in final GPA calculation.

- Preparation of detailed marking schemes. It will improve the reliability of assessment strategies and resolve any disputes in marking.
- Need to seriously rethink the role of the ICCMS and the legal justification of this procedure of handling marks.

Criterion 8: Innovative and Healthy Practices (32/42)

- Introduction of some innovative teaching and learning practices though the majority of them appears to be still in the preliminary stages.
- Use of LMS, ICT even though many of the staff and students do not use them on regular basis. The combination of ICT, language subjects with the main programmes seems to be very popular among the students. They also felt such combination is very much useful.
- Incorporation of possible practical components such as field trainings, internships and project work. However, the fundraising activities introduced as projects for the students have been a heavy burden and very stressful for the students. Therefore, the review team feels the quality assurance and curriculum development units of the FSS and the respective departments should review such activities very carefully. It is very good of having link with the industry but should be very cautious of the objectives of the universities and not to be vocational training institutes.
- The FSS in general and the departments in particular encourage students to disseminate their findings as journal articles, conference presentations especially in conferences organised for students. However, it is more advisable to organize such activities in more transparent manner than practiced at present in which all the students have reasonable opportunities to participate.
- The FSS is offering an external degree programme for a large number of students and earn income for the university which is used for the internal development. However, there is a need to carefully review the quality of the external degrees, how the departments involve and how they manage time for internal programmes and external programmes.

Table 1: Raw and actual criteria wise score

No	Criteria	Weightage	Weighted minimum score	Raw Marks	Actual criteria wise score
1	Programme Management	150	75	55	101.85
2	Human and Physical Resources	100	50	27	75.00
3	Programme Design and Development	150	75	35	72.90
4	Course/ Module Design and Development	150	75	37	97.36
5	Teaching and Learning	150	75	39	102.63
6	Learning Environment, Student Support and Progression	100	50	45	62.50
7	Student Assessment and Awards	150	75	37	108.82
8	Innovative and Healthy Practices	50	25	32	38.09
	Total on a thousand scale				659.09
	%				65.90
	Grade awarded				C

Section 6 - Grading of Overall Performance of the Programme

Based on the judgment on the eight criteria, BA (Hons) Degree Programme of the Faculty of Social Sciences of the University of Kelaniya scored 65.9 percentage overall. Actual criteria-wise scores for seven of the eight criteria exceed the weighted minimum score. **Therefore, the overall performance of the study programme is “C” and performance descriptor is “Satisfactory”.** The overall score of the study programme indicates a minimum level of accomplishment of quality expected of a programme of study and requires improvement in several aspects.

Section 7- Commendations and Recommendations

The strengths, weaknesses and recommendations under each of the 8 criteria are discussed in Section 5 in detail. This section presents the most important commendations and recommendations only.

Commendations:

- Adherence to the annual academic calendar which is shared with all the staff members and the students, practice of conducting an orientation programme for new entrants annually, student handbook and course unit book is prepared annually and made available to new students at the time of registration or orientation programme.
- Well-managed webpage which provides necessary information.
- Establishment of the Faculty Quality Assurance Committee (FQAC) in 2015 which liaises with the Internal Quality Assurance Unit (IQUAU) of the university.
- Establishment of a faculty curriculum development committee.
- Establishment of a coordination centre to help students with special needs, “Kalana Mithuru Sevana” to help distressed students and the adoption of a gender policy.
- Provision of financial support to academic staff to carry out their postgraduate studies and to upgrade and enhance their capacity continuously by providing financial support to attend foreign conferences/seminars/training twice a year from earned funds.
- Development and improvement of physical resources from the funds received under some projects and utilising earned funds.
- Incorporation of internship programmes in almost all the degree programmes as a core course.
- Appointment of a welfare committee to address student requests, grievances and complaints.
- Providing support for students with special needs with accessibility and other facilities as required. All new buildings in the faculty has disability access.

Recommendations:

- Introduction of a mechanism to identify and reward excellence in teaching.
- Introduction of a method for obtaining student feedback and peer observation of teaching for all course modules, annual graduate satisfaction surveys at exit points, employability studies and employer feedback surveys.

- Encourage academic staff to carry out their postgraduate studies in high-ranked world recognized universities other than their own. An exposure to high ranked foreign universities would surely enhance the skills and competencies of the staff.
- Establish a mechanism to provide necessary funds for field study programmes.
- Incorporate feedback from all stakeholders in designing and development of study programmes.
- Inclusion of measurable ILOs for practical training sessions/ internship.
- Adoption of special teaching methods for students with special needs according to their requirements.
- Introduction of new Honours degrees should be done after a proper assessment of resources available and requirements of the country.
- Introduce training workshops to familiarize lecturers with blended learning and encourage the use of them in teaching and improve student engagement in learning activities.
- More commitment of the FSS is needed to secure ‘student centeredness” in the faculty.
- Take measures to increase awareness of career guidance among the students and to conduct programme through which students will be benefitted.
- Introduce a procedure to conduct make-up examinations for students who are unable to sit for examinations due to justifiable reasons.
- Ensure the optimal use of available VLM facilities.

Section 8 - Summary

The Faculty of Social Sciences (FSS) was instituted in the academic year 1981/82 by dividing the Faculty of Arts into two faculties as Faculty of Social Sciences and Faculty of Humanities. The FSS which is the largest faculty in the UOK comprised of nine departments of study and offers 17 Honours degree programmes. All departments contribute to the General Degree programme. Among the 17 Honours degree programmes, 5 were introduced recently considering the employment opportunities for students and the demand. Two (2) of the new degree programmes are unique to the higher education system in Sri Lanka. The FSS maintains common activities with the Faculty of Humanities. These common academic activities are coordinated by the ICCMS which is unique to the UOK. Physical and human resources in the FSS

are sufficient for the efficient and effective conduct of the study programmes. According to the SER, staff student ratio of the FSS is 29.3. Faculty's interest and efforts in enhancing capacity of human resources and improving physical resources utilizing funds received under some projects and earned funds is commendable.

As indicated in Section 2, the SER is written in line with the guidelines stipulated in the PR manual. However, there are number of shortcomings in the SER including, non-inclusion of a SWOT analysis and discussion of previous reviews. Further, in many cases, claims made by the FSS do not match with the standards and evidence provided are not in line with the claims. Also, there were cases where the evidence listed in the SER were not available. There is no evidence to support the claim that a participatory approach has been adopted in compiling the SER. The review team felt that it was done by a small group of academics, of which the majority is from the junior staff and within a short period of time. Not having adequate time to prepare the report was partly due to the communication gap between authorities at different levels in the university as well as the UGC. Having to appoint two writing teams as mentioned in pg. no 13 of the SER reflects the non-commitment of the staff members in the process.

The steps followed in the review process are explained in the section 3 of the report. The UoK was well-prepared for the visit of the review team. The team was warmly welcomed by members of the faculty. All arrangements made by the university to facilitate the review process was more than satisfactory. The Dean, Director, IQAC, members of the staff, Heads of the Units and others involved in the study programme extended their fullest cooperation for the review during the site visit. There were a few committed members of the staff who were ready to give their best to the faculty. Among them, particularly younger members worked with enthusiasm and dedication and their keenness was quite evident.

As explained in Section 4, some significant steps have been taken to assure quality of the programmes, i.e., infrastructure development, academic and non-academic staff members, internship and practical training for students, improving computer facilities and internet/ Wi-Fi facilities etc. Provision of financial support to academic staff for postgraduate studies for further enhancement of their capacity by using earned funds reflects the commitment of the FSS in improving the quality of study programmes. While commending the idea of having UOKQF in a context where there was no nationally accepted quality assurance framework, adhering to SLQF is encouraged as it is practiced by all the national universities.

According to the Section 5, which presents the judgment on the eight criteria of the programme review, the degree programme under review has attained the "minimum of accomplishment of quality attained expected of a programme of study and requires improvement in several aspects. The strengths, weaknesses under each criterion are listed under section 5 along with

recommendations. Among them, the most important recommendations are presented in section 7 and not stated here to avoid repetition.

Section 6, indicates that based on the judgment on the eight criteria, the **overall performance of the BA (Hons) Degree Programme of the Faculty of Social Sciences of the University of Kelaniya attained the grade “C” and performance descriptor is “Satisfactory”**. The review team is of the view that the FSS will take this as an opportunity to identify their strengths and deficiencies and take necessary steps to improve the quality of the degree programme in the aspects that requires improvement.

Key commendations and recommendation are presented in section 7 and not stated here to avoid repetition.

The review team wish to acknowledge the cooperation and support extended by the Dean, Heads of Departments, Heads of the Centres and Units, Director, IQAC, Coordinator, FQAC and all academic and non-academic staff members and students of the faculty during the site visit.