



# PROGRAM REVIEW 2017

University of Peradeniya  
Faculty of Arts  
Cluster - 2



**Programme Review Report  
Cluster 2 – Bachelor of Arts (Honours) Degree**

**Faculty of Arts  
University of Peradeniya  
2017**

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**University Grants Commission  
Quality Assurance and Accreditation Council  
Sri Lanka**

## REVIEW REPORT

**UNIVERSITY OF PERADENIYA, FACULTY OF ARTS  
CLUSTER 2 (B. A. Special Degree)**

### REVIEW TEAM



01 November 2017

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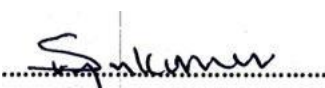
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## Contents

|     |  |    |
|-----|--|----|
| 1   | Brief Introduction to The Programmes.....                                      | 5  |
| 1.1 | Programmes included in Cluster 2 review.....                                   | 5  |
| 2   | Review team's observations on the Self Evaluation Report (SER).....            | 8  |
| 2.1 | The SER writing committee.....   | 8  |
| 2.2 | Process of Preparing the SER at the Faculty of Arts.....                       | 8  |
| 3   | Brief Introduction to The Review Process Programmes.....                       | 10 |
| 3.1 | Review Team.....   | 10 |
| 3.2 | Pre Site Visit Evaluation.....   | 10 |
| 3.3 | Site Visit Schedule-University of Peradeniya, Faculty of Arts (Cluster 2)..... | 12 |
| 4   | Overview of the Faculty's approach to Quality and Standards.....               | 19 |
| 5   | Judgment on the eight criteria of Programme Review.....                        | 20 |
| 5.1 | Programme Management.....  | 21 |
| 5.2 | Human and Physical Resources.....  | 21 |
| 5.3 | Programme Design and Development.....  | 22 |
| 5.4 | Course Module Design and Development.....                                      | 23 |
| 5.5 | Teaching and Learning strategies.....  | 23 |
| 5.6 | Learning Environment, Student Support and Progression.....                     | 23 |
| 5.7 | Student Assessment and Awards.....   | 24 |
| 5.8 | Innovative and Healthy Practices.....  | 24 |
| 6   | Grading of Overall Performance of the Programme.....                           | 26 |
| 6.1 | Program Name: Cluster 2--- Bachelor of Arts (Hons) in Economics.....           | 26 |
| 6.2 | Program Name: Cluster 2--- Bachelor of Arts (Hons) in Geography.....           | 26 |
| 6.3 | Program Name: Cluster 2--- Bachelor of Arts (Hons) in History.....             | 27 |
| 6.4 | Program Name: Cluster 2--- Bachelor of Arts (Hons) in Political Science.....   | 27 |
| 6.5 | Program Name: Cluster 2--- Bachelor of Arts (Hons) in Sociology.....           | 28 |
| 6.6 | Program Name: Cluster 2--- Bachelor of Arts (Hons) in Psychology.....          | 28 |
| 7   | Commendations and Recommendations.....   | 29 |
| 8   | Summary.....   | 32 |

## **List of Tables**

|  |    |
|--|----|
| Table 1. Cluster 2- Faculty of Arts of University of Peradeniya at a glance..... | 5  |
| Table 2. The number of students enrolled during last five years .....            | 6  |
| Table 3. Number and the qualifications of academic staff in 2016.....            | 6  |
| Table 4. Students' Views on Quality Standards .....                              | 15 |
| Table 5. Students' Views on 8 Quality Standards by Different Departments.....    | 16 |

## List of Figures

|  |    |
|--|----|
| Figure 1. Overview of the review process ..... | 11 |
|--|----|

## **Section 1: Brief Introduction to the Programmes**

The history of the Faculty of Arts, University of Peradeniya dates back to the early beginnings of University education in Sri Lanka. The predecessor to the Faculty of Arts was established in Colombo as part of the University of Ceylon in two faculties called Faculty of Arts and Faculty of Oriental studies. These two faculties were moved to Peradeniya

in 1952, and were amalgamated in 1972 to form the Faculty of Arts as it is known today. Currently the Faculty of Arts has 17 departments and the current review (cluster 2) was focused on 6 Honours Degree programmes offered from respective departments as below. This programme review is a process of the UGC, QAAC to ensure that the Faculty of Arts is complying with the standards and outcomes as set out in Programme Review (PR) Manual.

### ***1.1 Programmes included in Cluster 2 review***

- a. Bachelor of Arts (Hons) in Economics
- b. Bachelor of Arts (Hons) in Geography
- c. Bachelor of Arts (Hons) in History
- d. Bachelor of Arts (Hons) in Political Science
- e. Bachelor of Arts (Hons) in Psychology
- f. Bachelor of Arts (Hons) in Sociology

Table 1. Cluster 2- Faculty of Arts of University of Peradeniya at a glance

|                          |  |
|--------------------------|--|
| University               | University of Peradeniya   |
| Faculty                  | Faculty of Arts  |
| Dates of Visit           | 20-22 September 2017   |
| Programmes Reviewed      | <p>The 6 programmes included to Cluster 2 are</p> <ul style="list-style-type: none"> <li>• Bachelor of Arts (Hons) in Economics</li> <li>• Bachelor of Arts (Hons) in Geography</li> <li>• Bachelor of Arts (Hons) in History</li> <li>• Bachelor of Arts (Hons) in Political Science</li> <li>• Bachelor of Arts (Hons) in Psychology</li> <li>• Bachelor of Arts (Hons) in Sociology</li> </ul>  |
| Histories of Departments | <ul style="list-style-type: none"> <li>• Sociology is the largest department and the best-known in the University system</li> </ul>  |
|                          | <p>and was established in the University of Ceylon in 1949. Then it was moved to Peradeniya in 1954.</p> <ul style="list-style-type: none"> <li>• Economics was among the first departments transferred from Colombo to Peradeniya in 1952</li> <li>• Geography was started in 1942 with the establishment of University of Ceylon and was shifted to University of Peradeniya in 1952</li> <li>• History was one of the main departments in the University of Ceylon and was established in 1950</li> <li>• Political Science was started in 1980 but several courses in Political Science were offered in the special degree well before this period</li> <li>• Psychology was started 2017 as the first department among state universities in Sri Lanka (Since 1950 this was together with Philosophy)</li> </ul> <p>All these programmes have produced illustrious academics and well-known professionals</p> |



Table 2. The number of students enrolled during last five years

| <b>Academic Year</b> | <b>Economics</b> | <b>History</b> | <b>Geography</b> | <b>Political science</b> | <b>Psychology</b> | <b>Sociology</b> |
|----------------------|------------------|----------------|------------------|--------------------------|-------------------|------------------|
| 2011/2012            | 53               | 48             | 95               | 45                       | 50                | 56               |
| 2012/2013            | 50               | 53             | 66               | 25                       | 20                | 54               |
| 2013/2014            | 48               | 49             | 36               | 34                       | 28                | 50               |
| 2014/2015            | 64               | 51             | 33               | 25                       | 24                | 56               |
| 2015/2016            | 104              | 89             | 39               | 64                       | 45                | 74               |

According to the Table 2, there is a remarkable increase in student number for Economics, History, Political Science and Sociology over last five years. However, Geography and Psychology have a decreasing trend in student number over last five years.

Table 3. Number and the qualifications of academic staff in 2016

| <b>Department</b>      | <b>PhD &amp; Equivalent Degree</b> | <b>Masters Degree</b> | <b>Bachelors Degree</b> | <b>Total</b> |
|------------------------|------------------------------------|-----------------------|-------------------------|--------------|
| Economics & Statistics | 16                                 | 07                    | 01                      | <b>24</b>    |
| Geography              | 12                                 | 10                    | --                      | <b>22</b>    |
| History                | 08                                 | 05                    | 01                      | <b>14</b>    |
| Psychology             | 04                                 | 01                    | -                       | <b>05</b>    |
| Political Science      | 06                                 | 05                    | -                       | <b>11</b>    |
| Sociology              | 09                                 | 05                    | 02                      | <b>16</b>    |
| <b>Total</b>           | <b>50</b>                          | <b>34</b>             | <b>08</b>               | <b>92</b>    |

According to the information recorded in 2016 (Table 3), academic staff strength is strongest in the Department of Economics while the weakest reported in Psychology. Since, the Psychology programme is offered only in English medium and action in been taken to recruit new academic staff with required qualifications and experience.

## **Section 2: Review team's observations on the Self Evaluation Report (SER)**

### **2.1 The SER writing committee**

The SER writing committee consisted of representatives from each department and a Coordinator as per details given below.

**Coordinator:** Dr. Dhammika Herath

#### **Department representatives**

Dr. R. M. Abeyrathne

Dr. M. Balamayuran

Dr. S. J. S. De Mel

Dr. G. R. K. Dissanayaka

Dr. Shantha Hettiarachchi

Ms. C. S. Hewawasam

### **2.2 Process of Preparing the SER at the Faculty of Arts**

- The need to compile a SER was communicated at the Faculty Board
- Followed by this, the formation of clusters, members of the writing team with a coordinator for each cluster was appointed
- Faculty Quality Assurance Cell (FQAC) provided the training on the writing through series of workshops
- At the programme levels, series of staff meetings were held to inform and train the staff
- Evidence document collection was completed with the support given by any academic and academic supportive staff members
- Actual writing was conducted through special staff meetings
- Cluster Coordinator compiled the final SER report with the input from 6 honours degree programmes
- This SER was further discussed and adopted by a special Faculty Board on the 12<sup>th</sup> June 2017
- SER was submitted to QAAC, UGC by 30<sup>th</sup> June 2017

#### **2.2.1 Strengths**

Systematic approach, necessary trainings and continuous meetings coordinated by the Dean of the Faculty are considered as an effective methodology in SER preparation. Criterion and Standard wise documentation/filing system is user-friendly. Further, compliance of the content in SER with PR manual criteria, meeting the deadline and commitment of both academic and non-academic staff are positively considered by the review team.

### **2.2.2 Weaknesses**

However, the detailed analysis of the SER as a whole has reported following weaknesses:

- SER writing has poor coordination among 6 programmes. The common standards that are applied at the Faculty level have not considered in some programmes (i.e. Psychology, History, and Sociology).
- Lack of coherence, and inconsistency in coding system in SER. Since SER is a cluster report, it would have been better if all the programmes followed the same coding system. It was very user-friendly in some programmes while others had a very complicated coding system.
- Evidences were not compliance with the standards due to lack of comprehensive understanding of some standards.
- Number of standards in some programmes was excluded in the SER.
- Although the documents were provided as evidences, the related text for some of the standards were not correctly identified in relevant documents.
- It was evident that the students' participation and input are marginal in SER preparation process.
- In some programmes, related to the standards no evidences were available (i.e. Psychology, History).

## **Section 3 - A Brief Description of the Review Process**

### **3.1 Review Team**

Review team was appointed by the University Grants Commission that consists of four members; Prof. Asha Karunatane, Dr. Aminda Perera, Dr. SuthakarDr. S. Vijayakumar.

### **3.2 Pre---Site Visit Evaluation**

Self-evaluation report (SER) prepared by Faculty of Arts of Peradeniya University was initially handed over to the Quality Assurance and Accreditation Council of the UGC adhering to the given deadline. The SER was forwarded to the individual members of the review team well before the site visit that allowed ample time for them to read it before the site visit. Reviewers were assigned 5 weeks for the desk evaluation. Members of the team conducted the desk-evaluation independently and the desk scores were sent to QAAC. Finally, the team was in a common agreement on the individual desk score for the SER after the discussion at the pre-site visit workshop that was held on 23<sup>rd</sup> of August 2017 at UGC. Further clarifications that are needed on submitted evidences were selected at the pre-site visit meeting for careful inspections at the site visit. Tentative schedule was prepared for the 3-day site visit in collaboration with Dean of the Faculty and UGC. The Chairperson of the team submitted the key findings within 7 days and final review report within 6 weeks from the last date of site visit.

Figure 1. Overview of the review process



### **3.3 Site Visit Schedule--- Faculty of Arts (Cluster 2), University of Peradeniya**

#### **3.3.1 Day 1: Meetings with Key Stakeholders**

##### **Director IQAU:**

The stakeholder meetings commenced with the introduction of review team to the Acting Director/IQAU, Prof Kosala Marambe. The IQAU office is situated next to the DVC office in the Senate building. Monthly MC meetings are being conducted regularly and have evidences of minutes of 11 meetings. Monthly progress is presented at the Senate on regular basis. IQAU facilitates the FQAC of Faculty of Arts by means of providing workshop funds through annual budget. In addition, it maintains activity calendar, IQAU Performances score card (70%) and 3 years' budget. Overall IQAU of the University of Peradeniya and FQAC of the Faculty of Arts are performing at a high satisfactory level.

##### **VC/DVC/ Dean/ Registrar/Bursar:**

The meeting commenced with a general introduction of review team to the VC/ DVC and the Dean of the Faculty. The Vice Chancellor emphasized the importance of quality culture in HEIs. He stated that a self-motivation in inculcation of quality culture within the University of Peradeniya has been developed. There is an Academic Development and Planning Committee (ADPC) to handle all the academic development matters in addition to the IQAU. The VC has proposed 2 Diplomas for students of Arts Faculty, students in IT and English to add value to the BA degree.

##### **Heads of Departments (HoD):**

All 6 HoDs were present at the meeting. The initial communications of PR process were notified to the departments in February 2017. According to the HoDs, all the staff members of the departments, including probationary lectures, have contributed for SER and site visit arrangements. There was controversy in arguments on the strategy for fund allocation among the departments (student ratio). Psychology department is the newest and has least human and physical resources. The Dean stated that Psychology department which bifurcated from the Department of Philosophy has least human resources, because they offer the degree programme in one language and new recruitments are in process. LMS is functions for some courses as Geography and Economics only. HoDs facilitate staff members in postgraduate studies through the link with Postgraduate Institute at the Faculty.

##### **Senior Academic Staff**

The meeting was held with 44 Senior Academics from the Cluster programmes. They explained the task forces that completed the SER and the overall coordination. Some of them envisaged that they are following academic traditions but have not tried to preserve hard evidences to measure the quality. The key issue was with staff recruitment procedure, which encountered difficulties in selecting the most suitable applicant for the post. It has been

suggested to have 2-3 rounds of interviews instead of one for the selection of the best applicants. The Coordinator of Cluster SER, Dr. Dammika Herath from the Department of Sociology presented the overall process together with their strengths and gaps in quality standards.

### **Probationary Staff**

Six probationary staff members were present at the meeting. They explained that two of their representatives are present at Faculty Board meetings to discuss issues related to junior staff. Further, they are pleased about the enormous support given by senior staff members in their postgraduate studies. However, lack of opportunities for the participation in international conferences due to limitation of funds is a severe constraint to their career advancement. The junior members were not well aware of the process to be followed to obtain funds for postgraduate studies from the UGC and NCAS.

### **Administration Staff**

Assistant Registrar (AR) and Actg. Deputy Bursar (A/DB) were present at the meeting. The AR explained the procedure of maintaining student records in the office ensuring confidentiality. In addition to the routine office administration, AR is handling the examination results (calculation of GPA and finalising) of approximately 4000 students with one Computer Application Assistant (CAA). This is an area to consider in future at human resource allocations. Though there is an action and strategic development plan no compliance with the annual budget was observed. The Student request committee operates successfully to address the matters raised by the students. Approximately Rs.5-6 million is allocated to the Faculty and it is distributed among the 17 departments on pre-determined ratios based student numbers. The SDC is provides satisfactory professional training to administrative staff. The AR and A/DB informed that the human and physical resources allocated for the routine activities of the Faculty and examination matters are not sufficient.

### **Technical and Academic supportive staff**

Three Technical officers and 14 Academic supportive staff attended the meeting. They explained the difficulties of only having 09 technical staff members for the entire Faculty in spite of the Department of Geography having 04 laboratories (audio visual, GIS, remote sensing, soil science and surveying). Some departments lack technical staff even to support academic activities in lecture theatres and laboratories.

## **Students**

There was fair student representation of specialization groups, gender groups and different levels of the programmes. A separate discussion was held with 10 members of the Student Union. The students are satisfied with first year and second year orientation programmes. But Psychology students complained of not having a proper induction programme for them. They appreciated the undergraduate symposium organized by the Faculty and the opportunity provided to publish their abstracts. Further, they elaborated the importance of Courses in Research Methodology and Academic Writing which supports in their publications. They have active societies and cultural events. The students are well aware of assessments (C1 Form). There is evidence for student centred teaching and learning in some specialization courses (i.e. Geography).

The students were not aware of SER and PR process in their respective programmes. They complained of the inadequate availability of resources. Though the student evaluation is conducted, it was not clear to them how the feedback is incorporated in teaching for further improvements. The lack of internship arrangements for them by the University to enhance some real-time experience is another negative point highlighted. The students are facing difficulties to follow up semesters since some contents of the courses are not completed due to time constraints. The library facilities are not satisfactory because available resources are not updated on a regular basis. Some depts. i.e. the resource centres of Department of Sociology has specialised books but these books are not updated.

The ELTU and the English course were subjected to severe criticism since there was no support for students to enhance their English knowledge. Having different examination papers with varied standards of English has resulted in high variation in grades in the final transcript of especially English exempted students. Selection criteria for specialization is not transparent and is finalised before the release of year 1 semester 2 results. As a result, students are penalised in selecting their desired specializations.

The students pointed out that the high unemployment rate among Social Science and Humanities graduates is due to gaps between the expectations of the current job market and quality of the graduates as a result of following issues in the curriculum;

- Old curricula (some programmes nearly 10 years old)
- No continuous update of the courses
- Lack of innovations in course content, teaching and learning
- Lack of practical exposure in courses and teaching methods
- Inadequate Industrial exposure due to lack of opportunities for internships



### **3.3.2 Day 2: Observations of facilities and documentary evidence**

**Library:** There are 9 databases, E-learning facilities and a working process for access to other recognised databases. They reported that the usage is below the expected margin. There is a library orientation programme for new intake and final years. There are poor responses from some departments regarding new reference materials but satisfactory responses from Geography and Sociology. Fund allocation is only 1.6 million for the materials for Faculty of Arts. Although the students complained that "The library facilities are not satisfactory because of not regular updating of materials", the librarian refused the claim saying that most of the academics are not sending lists of books that they need.

Usage report

- Final year = approximately 65%
- Second year = approximately 30%
- First year = approximately 30%

**ICT labs:** Usage and functioning are satisfactory.

**GIS/SOIL/ other Geography labs:** Basic facilities area available. Some of the equipment are funded from external grants. Infrastructure is adequate

**Special Needs Resource Unit (SNRU):** Excellent initiative to the HEIs. Currently 32 students have enrolled as disabled category. The functioning, maintenance and funding have some drawbacks. Although SNRU is equipped with resources, there is poor access to the central teaching facilities in multistoried buildings. Some departments make arrangements to have them only in ground floors whenever necessity arises.

**SDC:** Excellent infrastructure facilities. The Director/SDC warmly welcomed the team and facilitated with the documentary evidences about staff induction programmes and other CPDs. Unbiased selection process is operated for trainings based on open advertisements (01 from each department). SDC has provided induction for all categories of staff from the Faculty of Arts.

**Student Welfare Centre:** This is operated by 03 Students representing each year on voluntary basis. They organise employment and soft skills development events (monthly events).

### **3.3.3 Day 3: Observations of processes and final remarks**

#### **Observations of teaching:**

The team had opportunities to visit some of the teaching sessions conducted by Departments of Sociology, Economics, Psychology and few ELTU classes. The classroom facilities were excellent. The team was unable to observe any student-centred teaching session during the site visit. Almost every teaching session was the traditional teacher centred teaching. The Faculty has separate study and examination rooms for students with special needs.

## **Section 4 -Overview of the Faculty's approach to Quality and Standards**

The Faculty follows the standard government administrative and financial regulations in its operations (ARs and FRs). Programmes provide necessary information through timely notifications to staff and students. The Faculty has mechanisms for decision making via regular committee meetings and the Faculty Board meetings. The student representatives are invited to the Faculty Board meeting to discuss the student matters. There are ample staff-student interactions in a myriad way (societies and multi-cultural activities). The information on the study programmes and assessments are effectively communicated to the students via C1 and C3 forms. Highly competent academic and non-academic staff of the cluster is the key to maintenance of quality standards in the programmes. The graduate profile of BA Honours Degree consisted of key generic attributes that are considered as programme level learning outcomes. Teacher evaluations based on student and peer feedback are increasingly becoming a norm.

Despite limitations, cluster has made the maximum use of available resources to provide quality education. Programmes are mainly with teacher-centred traditional method of teaching having some student-centred methods in very few courses. Fieldwork and team work components actively in few departments of the cluster 2 (i.e. Geography). Comprehensive Curriculum Development that aligns with SLQF, Subject Bench Marks and stakeholder feedback has partially completed and ongoing in Geography and Economics departments. SNRU for differently abled students and special arrangements for teaching and examination matters are considered as an acceptable quality standard in the Faculty. Having suggestion box and student request committee provide evidences on incorporation of student feed back to the programmes. Undergraduate student research symposium and staff publications are well established within the Faculty.

Well-structured orientation programmes for the first and second years and undergraduate prospectus are some of the best practices that provide adequate information about the programmes in advance.

## **Section 5 -Judgment on the eight criteria of Programme Review**

### **5.1. Criterion 1: Programme Management**

#### ***5.1.1 Strengths***

Out of the eight criteria that were evaluated the programme management is at the top ranking that adapt most of the criteria in PR manual. The Faculty operates satisfactory approaches towards the effective delivery and management of the study programmes. The provision and management of central teaching facilities and master timetable across 17 departments is functioning efficiently under the purview of Dean's office. The Faculty operates an organogram, strategic plan, 3-year budget, systematic fund disbursements among departments and the vision and mission statements that are updated as appropriate. Management generally follows standard government administration and financial regulations (ARs and FRs). The Faculty level Academic Planning and Committee Development (APDC) to handle curriculum monitoring and approval is strength in programme management. Student Handbook/Student Charter communicates required information regarding examination By-laws, student disciplinary By-laws etc. to students. The Faculty conducts an orientation programme for new intakes and at the department levels for specializations. The maintenance of student records and handling the examination matters are at a satisfactory level. The degree programmes are completed in time to a greater extent despite many closures, holidays etc. The Internal Quality Assurance Cell of the Faculty of Arts functions at a high standard although it was a recent initiative from the UGC-QAAC. The staff has the opportunity for CPDs from the training workshops and induction courses conducted by University SDC. Student welfare measures and SGBV policy are in process. There are number of National and International collaborative partnerships.

#### ***5.1.2 Weaknesses***

However, the Graduate profile and the ILO's do not fully comply with SLQF. Implementation of OBE-SCL and staff training are not fully accomplished. There is no formal mechanism for analysis of student feedback and staff appraisals. The measures taken for the safety and security within the Faculty and access for students with special needs are not adequate. There is no clear strategy for discontinuation of previous curricula. Though the Special Need Resource Unit (SNRU) is in place to assist students with special needs it is not functioning effectively. No Graduate exit surveys/ employment surveys have been carried out.

## **5.2. Criterion 2: Human and Physical Resources**

### **5.2.1 *Strengths***

The Faculty has a satisfactory number of competent academic staff and physical resources to ensure that the programmes are effectively delivered. Academic staff includes young, mid-career and highly experienced lecturers and researchers. The Faculty offers incentives for postgraduate trainings that are operated internally. Staff development programme (SDC) is in place for additional training of both academic and non-academic staff. Available infrastructure is effectively utilized for the provision of classrooms, IT laboratories, GIS and soil science laboratories, ELTU, library resources and student welfare centers. New 7 storied building is to strengthen the infrastructure facilities for the entire Faculty. The allocation of human and physical resources is based on the student ratio.

The Department of Geography has the basic facilities in soil science and GIS laboratories in their teaching. The strengthening of laboratory facilities with the equipment purchased from external research grants (i.e. NRC) has strengthened the teaching and research in Geography. The Department of Sociology has one of the best libraries for humanities and social sciences including Ola Leaf Collection and publications on Sri Lanka resource.

### **5.2.2 *Weaknesses***

The academic supportive and technical staff numbers are not adequate to cater the 6 departments in the cluster. Since the examination matters are operated within the Faculty, separate supportive staff is required to the Senior Assistant Registrar to maintain the quality standards and confidentiality of the examination results. Extra training is needed for academic staff for OBE-SCL. Currently, there are no training theatres for teaching.

Currently, the Department of Psychology has limitations in human resources since it is a newly established department. However, the recruitment of probationary lecturers to the department is in progress.

### **5.3. Criterion 3: Programme Design and Development**

#### **5.3.1 *Strengths***

The graduate profile emphasises the generic graduate attributes that are considered as learning outcomes of the programmes. APDC constantly maintains the standards of the programme through well-structured approval process. The programmes are moderately consistent with University mission and national needs. Courses sequencing assures intellectual progression of the students. Programme specifications are effectively communicated to the students.

There were satisfactory evidences for Department of Economics about on-going curriculum revision to meet the prescribed quality standards (i.e. SLQF, SBS and ILOs) and completed revision in Geography.

#### **5.3.2 *Weaknesses***

Overall Programme Design and Development process is not satisfactory in cluster 2 specializations. Most of the curricula have not revised for the last 6-7 years to meet the global demand in the labour market except in Geography and Economics (revisions in progress). Some curricular are nearly 10 years old (i.e. history). The outdated nature of existing curricula has serious implications on the quality standards that are evaluated in PR manual. They are not complying with SLQF and SBS (except Economics in new revision). Programme level ILOs are not clearly mapped with the graduate profile for specializations considering the subject attributes that are necessary for Graduate profile. The Graduate profile needs further elaborations based on the specializations. No mandatory internship training component in the programmes. The ‘non-credit’ courses are to be given credits weightage in order to give benefit to the students even though these courses not counted in final GPA.

## **5.4. Criterion 4: Course Module Design and Development**

### **5.4.1 Strengths**

The courses are designed to build different types of abilities and with the use of appropriate media and technology with some level of adaptation to accommodate students with special needs. The courses within programmes provide opportunities for intellectual enhancement, soft skills development and integration of fieldwork.

### **5.4.2 Weaknesses**

Some courses are designed traditionally without addressing the issues in labour market (i.e. history). The nature of OBE and innovations in both in teaching and assessments are generally weak in the cluster.

## **5.5. Criterion 5: Teaching and Learning strategies**

### **5.5.1 Strengths**

Teaching and learning are consistent with Faculty mission. Course specifications are clearly elaborated in Faculty Board/Senate approved procedure, with the aid of C1 form and timely distributed to students. Objectives, course content and assessments are included in C1 form. The students contribute to scholarship, engage in research and publish the research findings in student journals, congress etc.

### **5.5.2 Weaknesses**

Mostly the Cluster programmes have teacher centered teaching along with limited blends student-centered teaching/learning where fieldwork, and collaborative group work are used. Integration of blended learning and own research and other activities/experiences into teaching was evident only in few courses (Geography). Although student centred and OBE is practiced in some of the courses it is necessary to give more weightage towards theoretical subjects. There is no motivation to learn English (Department of English Language) since it is non- credit and not credited to the FGPA of subjects of the final degree. There is no standard procedure of conducting student feedback, peer evaluation and incorporation of comments to improve teaching. Theses to be strengthen in theoretical subjects.

## **5.6. Criterion 6: Learning Environment, Student Support and Progression**

### **5.6.1 Strengths**

The environment is conducive for learning and working. In the Orientation programs the rules, code of conduct, courses, outcomes, methods, support systems and personal development are addressed. There is Special Need Research Unit (SNRU) for students with special needs and enhanced library and ICT facilities. Sports and aesthetic programmes are in place. Staff and students receive training in IT, Library use etc. Staff-student, academic/social interaction in many forms are been organized. Career guidance programs, mentoring and counseling are in place. Non-discriminatory treatment of all for everyone is been promoted (SGBV policy). The review team observed an almost zero dropout rate. Only in some departments the complaints/suggestions boxes are available.

### **5.6.2 Weaknesses**

Although fairly standard way of student feedback, peer evaluation and stakeholder feedback are in place actions on feedback received is currently ad-hoc and needs to be formalized. Unavailability of updated reading materials and limited materials in all three languages (Sinhala, English and Tamil) are considered as weaknesses. Currently, there are limited facilities for student centered teaching and learning.

## **5.7. Criterion 7: Student Assessment and Awards**

### **5.7.1 Strengths**

Assessment Criteria are well-established and integrated into the C1 forms which are distributed to the students at the beginning of the courses. Academic staff is competent to undertake assessment tasks and the examiners are systematically appointed and approved at the Faculty Board. In assessments provisions are available for adjustments for students with special needs. The examination By-laws and student disciplinary actions are well adapted. Overall there is timely release of examination results and other continuous assessments marks. Transcripts are made available to students.

### **5.7.2 Weaknesses**

The SLQF compliance for programme assessment and assessment of level descriptors are not illustrated clearly. Only some programmes use well-defined marking schemes for making the answer papers. The second marking of answer scripts is not the norm in the Faculty.

## **5.8. Criterion 8: Innovative and Healthy Practices**

### **5.8.1 Strengths**

The undergraduates' research project is a compulsory component in all programmes. In teaching and learning ICT based platforms (LMS)/OERs are moderately used. There are well



established relationships with governmental organizations, NGO sector and industry for student internships and research. Credit-transfer facilities are available. There are ample opportunities for student participation in social/cultural/aesthetic/voluntary activities. Co-curricular activities are integrated into some of the programmes (C1s). The student participation in regional/national/international programmes have continued over the past 5 years.

#### **5.8.2 Weaknesses**

Marginal use of ICT in teaching and learning hinders the achievements in generic graduate attributes.

## Section 6 - Grading of Overall Performance of the Programme

### 6.1 Program Name: Cluster 2--- Bachelor of Arts (Hons) in Economics

| No | Criteria  | Weighted minimum score | Actual criteria-wise score |
|----|---|------------------------|----------------------------|
| 1  | Programme Management                                  | 75                     | 117                        |
| 2  | Human and Physical Resources                          | 50                     | 72                         |
| 3  | Programme Design and Development                      | 75                     | 79                         |
| 4  | Course/ Module Design and Development                 | 75                     | 95                         |
| 5  | Teaching and Learning                                 | 75                     | 116                        |
| 6  | Learning Environment, Student Support and Progression | 50                     | 68                         |
| 7  | Student Assessment and Awards                         | 75                     | 118                        |
| 8  | Innovative and Healthy Practices                      | 25                     | 37                         |
|    | Total on a thousand scale                             |                        | 701                        |
|    | %   |                        | <b>70</b>                  |
|    | <b>Grade</b>  | <b>B - Good</b>        |                            |

### 6.2 Program Name: Cluster 2--- Bachelor of Arts (Hons) in Geography

| No | Criteria  | Weighted minimum score | Actual criteria-wise score |
|----|---|------------------------|----------------------------|
| 1  | Programme Management                                  | 75                     | 107                        |
| 2  | Human and Physical Resources                          | 50                     | 78                         |
| 3  | Programme Design and Development                      | 75                     | 102                        |
| 4  | Course/ Module Design and Development                 | 75                     | 103                        |
| 5  | Teaching and Learning                                 | 75                     | 103                        |
| 6  | Learning Environment, Student Support and Progression | 50                     | 67                         |
| 7  | Student Assessment and Awards                         | 75                     | 106                        |
| 8  | Innovative and Healthy Practices                      | 25                     | 31                         |
|    | Total on a thousand scale                             |                        | 696                        |
|    | %   |                        | <b>70</b>                  |
|    | <b>Grade</b>  | <b>B - Good</b>        |                            |

### 6.3 Program Name: Cluster 2--- Bachelor of Arts (Hons) in History

| No | Criteria  | Weighted minimum score | Actual criteria-wise score |
|----|---|------------------------|----------------------------|
| 1  | Programme Management                                  | 75                     | 102                        |
| 2  | Human and Physical Resources                          | 50                     | 69                         |
| 3  | Programme Design and Development                      | 75                     | 75                         |
| 4  | Course/ Module Design and Development                 | 75                     | 84                         |
| 5  | Teaching and Learning                                 | 75                     | 100                        |
| 6  | Learning Environment, Student Support and Progression | 50                     | 53                         |
| 7  | Student Assessment and Awards                         | 75                     | 106                        |
| 8  | Innovative and Healthy Practices                      | 25                     | 25                         |
|    | Total on a thousand scale                             |                        | 614                        |
|    | %   |                        | <b>61</b>                  |
|    | <b>Grade</b>  | <b>C-Satisfactory</b>  |                            |

### 6.4 Program Name: Cluster 2--- Bachelor of Arts (Hons) in Political Science

| No | Criteria  | Weighted minimum score | Actual criteria-wise score |
|----|---|------------------------|----------------------------|
| 1  | Programme Management                                  | 75                     | 107                        |
| 2  | Human and Physical Resources                          | 50                     | 72                         |
| 3  | Programme Design and Development                      | 75                     | 96                         |
| 4  | Course/ Module Design and Development                 | 75                     | 79                         |
| 5  | Teaching and Learning                                 | 75                     | 87                         |
| 6  | Learning Environment, Student Support and Progression | 50                     | 58                         |
| 7  | Student Assessment and Awards                         | 75                     | 88                         |
| 8  | Innovative and Healthy Practices                      | 25                     | 32                         |
|    | Total on a thousand scale                             |                        | 620                        |
|    | %   |                        | <b>62</b>                  |
|    | <b>Grade</b>  | <b>C-Satisfactory</b>  |                            |

### 6.5 Program Name: Cluster 2- Bachelor of Arts (Hons) in Sociology

| No | Criteria  | Weighted minimum score | Actual criteria-wise score |
|----|---|------------------------|----------------------------|
| 1  | Programme Management                                  | 75                     | 100                        |
| 2  | Human and Physical Resources                          | 50                     | 67                         |
| 3  | Programme Design and Development                      | 75                     | 60                         |
| 4  | Course/ Module Design and Development                 | 75                     | 84                         |
| 5  | Teaching and Learning                                 | 75                     | 89                         |
| 6  | Learning Environment, Student Support and Progression | 50                     | 72                         |
| 7  | Student Assessment and Awards                         | 75                     | 106                        |
| 8  | Innovative and Healthy Practices                      | 25                     | 27                         |
|    | Total on a thousand scale                             |                        | 605                        |
|    | %   |                        | <b>61</b>                  |
|    | <b>Grade</b>  | <b>C –Satisfactory</b> |                            |

### 6.6 Program Name: Cluster 2- Bachelor of Arts (Hons) in Psychology

| No | Criteria  | Weighted minimum score  | Actual criteria-wise score |
|----|---|-------------------------|----------------------------|
| 1  | Programme Management                                  | 75                      | 98                         |
| 2  | Human and Physical Resources                          | 50                      | 64                         |
| 3  | Programme Design and Development                      | 75                      | 46*                        |
| 4  | Course/ Module Design and Development                 | 75                      | 74                         |
| 5  | Teaching and Learning                                 | 75                      | 74                         |
| 6  | Learning Environment, Student Support and Progression | 50                      | 56                         |
| 7  | Student Assessment and Awards                         | 75                      | 74                         |
| 8  | Innovative and Healthy Practices                      | 25                      | 23*                        |
|    | Total on a thousand scale                             |                         | 507                        |
|    | %   |                         | <b>51</b>                  |
|    | <b>Grade</b>  | <b>D-Unsatisfactory</b> |                            |

\*Actual criteria wise score is less than weighted minimum score in Programme Design and Development and Innovative and healthy Practices

## **Section 7 - Commendations and Recommendations**

### **7.1 Commendations**

- Strengths of eight criteria that are elaborated in Section 5 are considered as commendations of the cluster.
- As a whole well-structured Programme management, programme approval process, FQAC, human and physical resources, staff-student interactions, various types of co-curricular and multi-cultural activities and excellent infrastructure facilities are highly commended.

### **7.2 Recommendations**

- The current graduate profile need to strengthen with both generic and subject specific attributes to match with the dynamic system and the expectations of the national and international labour markets.
- Revision of the existing curricula based on need analysis is a timely requirement in all the degree programmes in Cluster 2. Although the Geography has completed their curriculum review in 2016, some fine adjustments are required to meet the quality standards stipulated in PR manual, SLQF, SBS and OBE-SCL.
- All programmes should be restructured to meet the demands of the labour market and should be outcome based.
- The urgent requirements of the Faculty of Arts will include, staff training and awareness on SLQF, SBS and OBE-SCL for the design and development of new curricula and courses.
- Curricula (overall programme) and the course modules should be developed based on ILOs that are mapped with attributes in graduate profile.
- Incorporate industrial training/internship component to the degree programme depending on the field of specializations (i.e. Psychology).
- More practical oriented courses are required for the enhancement of real time applications of theory knowledge.
- Since there are some initiatives in the use of LMS at the Department of Economics and Geography, it is an area to consider for further improvements across all the programmes to provide quality, efficient and effective teaching and learning environment to the students.
- The English language and ICT are considered as the courses that enhance the soft skills among graduates. Therefore, it is vital to consider, whether to revise the non-credit status of those courses to be credited to the final degree.

- The need for extra courses on soft skill enhancement among the graduates from each specialization programme has to be seriously discussed at the Faculty level.
- Academic staff training on CPDs is considered as enhancements of staff profiles.
- Since the students have some concerns on the selection process of specializations, information regarding the process needs to be communicated to the students in an effective manner.

## **Section 8 - Summary**

Faculty of Arts, University of Peradeniya, Cluster 2 programme review site visit was successfully conducted from 20<sup>th</sup> to 22<sup>nd</sup> September 2017. The schedule consisted of stakeholder meetings, observation of facilities, evaluation of documentary evidences, observations of classroom teaching and final wrap with the high-level management that consisted of Dean of the Faculty, Heads of Departments (Economics, Geography, Political Science, History, Sociology and Psychology), academic staff and administrative staff on key findings.

Review team started its review process on 19<sup>th</sup> evening at the hotel with a pre-review meeting where the scheduled site visit plan was discussed.. The review team conducted meetings with Director/IQAU, Vice Chancellor, Deputy Vice Chancellor, Dean, Registrar, Bursar, Heads of Departments, Senior Academics, Probationary staff, Administrative staff, Technical and Academic supportive staff and students. During the student session, a questionnaire survey was conducted to collect a representative feedback about the programmes. The library, ICT laboratories, SDC, Student welfare centre, ELTU, GIS/Soil/ survey laboratories, Special Need Resource Unit (SNRU) and student canteen were observed with interactions with key responsible persons. The documentary evidences were evaluated at programme level for all the 6 specializations in cluster 2. Followed by this on second day evening the review team further discussed the strengths and weaknesses of individual programmes for the overall agreements of quality and standards in individual programmes. The team observed the teaching sessions of different programmes in the cluster both in English and Tamil medium on the final day of the site visit.

According to the evaluations, the overall cluster 2 reported the highest satisfaction out of the 8 criteria for the Section 1, Programme management. However, programme design and development, human and physical resources, teaching and learning and innovations and healthy practices are at marginal satisfactory level. These findings are consistent with student survey results. Based on the evaluation results, overall strengths and weaknesses were discussed at the final wrap up session.

Finally, the team would like to appreciate the support given by the UGC, QAAC, University of Peradeniya, and especially Faculty of Arts, University of Peradeniya in this important process of programme evaluation. We sincerely hope that our comments will help in improving the quality of the Honours Degree Programmes of Faculty of Arts, University of Peradeniya.



## APEENDIX

### APPENDIX 1: Site Visit Schedule- University of Peradeniya, Faculty of Arts (Cluster 2)

#### DAY 1: MEETINGS AND FACILITIES VISITS

20 September Wednesday

|  |   |
|--|---|
| 8:00 to 10:00  | <b>Meetings</b>   |
|  | Meeting with IQAU Director – who will be the focal point during the visit<br>Meeting with Vice Chancellor/Deputy Vice Chancellor<br>Meeting with Dean of Faculty<br><br>Meeting with Academic Heads of Departments separately |
| 10:00 to 10:30   | <b>MORNING TEA BREAK</b>  |
| 10:30 to 12:00   | <b>Meetings</b>   |
|  | Meeting with administrative staff of Faculty and relevant programs<br>Meeting with technical officers<br><br>Meeting with support staff<br><br>Meeting with students  |
| <b>**Please note that it is necessary to have 1 hour each for following meetings</b> <ul style="list-style-type: none"><li>• Heads of 6 departments together (Economics, Geography, History, Political Science, Psychology, Sociology)</li><li>• Academic staff --(representing all the categories)</li><li>• Students -- (A representative student group (gender, ethnicity, level in study program) should be selected by the program for the reviewers to meet with. The names of such students, year of study should be made known to you in advance</li></ul> |   |
| 12:00 to 13:00   | <b>LUNCH BREAK</b>  |
| 13:00 to 15:00   | <b>Facilities Visits</b>  |
|  | ICT facilities<br>SNRU<br>Library<br>Career Guidance Unit<br>SDC<br>Sports Facilities engage with Cluster 2 students  |
| 15:00 to 15:30   | <b>AFTERNOON TEA BREAK</b>  |
| 15:30 to 17:00   | Review team internal meeting  |
|  | END OF DAY  |

## APEENDIX

### DAY 2: OBSERVATION OF DOCUMENTARY EVIDENCES

#### 21 September Thursday

|                       |                                      |
|-----------------------|--------------------------------------|
| <b>8:00 to 10:00</b>  | <b>Documentary evidences</b>         |
|                       | Checking of Documentary Evidences    |
| <b>10:00 to 10:30</b> | <b>MORNING TEA BREAK</b>             |
| <b>10:30 to 12:00</b> | <b>Documentary evidences</b>         |
|                       | Checking of Documentary Evidences    |
| <b>12:00 to 13:00</b> | <b>LUNCH BREAK</b>                   |
| <b>13:00 to 15:00</b> | <b>Additional Evidences</b>          |
|                       | Additional evidences for gap filling |
| <b>15:00 to 15:30</b> | <b>AFTERNOON TEA BREAK</b>           |
| <b>15:30 to 17:00</b> | Review team internal meeting         |
|                       | END OF DAY                           |

### DAY 3: OBSERVATION OF PROCESSES AND FINAL REMARKS

#### 22 September Friday

|                       |  |
|-----------------------|--|
| <b>8:00 to 10:00</b>  | <b>Evaluation of Teaching/Learning processes</b>   |
|                       | Observing teaching/learning sessions relevant to program<br>Any other meeting deemed to be important for the program review  |
| <b>10:00 to 10:30</b> | <b>MORNING TEA BREAK</b>   |
| <b>10:30 to 12:00</b> | <b>Evaluation of Teaching/Learning processes</b>   |
|                       | Observing teaching/learning sessions relevant to program<br>Any other meeting deemed to be important for the program review= |
| <b>12:00 to 13:00</b> | <b>LUNCH BREAK</b>   |
| <b>13:00 to 14:30</b> | <b>Internal meeting</b>  |
|                       | Review team preparation for final wrap up  |
| <b>14:30--14:45</b>   | <b>AFTERNOON TEA BREAK</b>   |
| <b>14:45 to 16:00</b> | Final wrap up meeting with senior management of Program  |
|                       | END OF DAY   |