

# SUBJECT REVIEW REPORT

DEPARTMENT OF HISTORY



**FACULTY OF ARTS  
UNIVERSITY OF JAFFNA**

22<sup>nd</sup> to 24<sup>th</sup> June 2009

**Review Team :**

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## CONTENTS

	<i>Page</i>
1. Subject Review Process	1
2. Brief History of the University, Faculty and the Dept. of Fine History	3
3. Aims, Learning Outcomes and Programme Details	8
3.1. Aims	8
3.2. Learning Outcomes	9
4. Findings of the Review Team	10
4.1. Curriculum Design, Content and Review	10
4.2. Teaching, Learning and Assessment Methods	11
4.3. Quality of Students including Student Progress and Achievements	15
4.4. Extent and Use of Student Feedback, Qualitative and Quantitative	16
4.5. Postgraduate Studies	16
4.6. Peer Observation	17
4.7. Skills Development	17
4.8. Academic Guidance and Counseling	18
5. Conclusions	19
6. Recommendations	21

Quality Assurance and Accreditation (QAA) Council, established in 2005 under the University Grants Commission/Ministry of Education with financial support from the IRQUE (Improvement of Relevance and Quality of Undergraduate Education) project, is to ensure quality, continuous development and efficient performance of Sri Lankan higher education institutions, and to help gain the confidence of the community in their graduates in accordance with internationally recognized evaluation mechanisms. University accountability for quality and standards is a key factor in promoting and safeguarding public confidence in Sri Lankan higher education.

Subject Review being a key component in the national quality assurance system for Sri Lanka, it evaluates the quality of education within a specific subject or discipline. Subject Review is carried out in relation to the aims of the subject and objectives set out by each course of study pertaining to both undergraduate and postgraduate programmes. It is focused on the student learning experience and on student achievement. It is designed to evaluate the quality of both undergraduate and postgraduate programmes. However, the responsibility for quality and standards lies within the institution itself, since it alone has the powers to control and to change existing practices.

The review procedure conducts according to the guidelines given in the quality Assurance Handbook for Sri Lankan Universities, published by the CVCD and University Grants Commission in July 2002. The Department of History and Archaeology (DH&Arch) at the University of Jaffna submitted a self- evaluation Report. It consists of the following 11 sections. 1) Inception and Evolution of the Department of History, (2) Objectives, Learning Outcomes and Details of Programme (3) Design of the Curriculum, Content and Review (4) Students, Staff and Facilities (5) Teaching, learning and Assessment Methods (6) Admission and Quality of Students (7) Student Feedback (8) Postgraduate Research Study Programmes (9) Achievements of the Department (10) Peer observation (11) Academic Guidance and Counseling

The following eight aspects of education were reviewed at subject level.

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

The review method has two main processes, internal and external evaluations. Internal evaluation is the self- assessment done by the Department on the aims and objectives of the programs own aims and objectives. The external evaluation comprise of a three-day review visit carried out by a team of Reviewers.

The purpose of the review visit is to review, consider and test the evidence provided by the study programmes in the light of the aims and intended student learning outcomes. Reviewers do not use any externally set standards to judge the programs. There are three options open to

all judgment concerning the quality of provision in the evidence, limited confidence and no confidence.

In all cases, the overall judgment will be supported by the evidence contained in the report. In addition to the overall judgment review team will provide a separate judgment of each subject review aspect. The review team will summarize its findings on each aspect emphasizing strengths, good practices and weaknesses. At the end of each aspect, they will use one of three judgments, Good, Satisfactory, Unsatisfactory.

### ***Review Team and the Collection of Information***

Professor Collin N. Peiris Quality Assurance Specialist of the QAA Council by a letter dated 22 May 2009 notified that the following team has been appointed to accomplish the subject review in the Department of History and Archaeology University of Jaffna from 21<sup>st</sup> to 23<sup>rd</sup> June.

Prof. Malani Endagama ó University of Sri Jayewardenepura

Dr. D.K. Jayarante ó University of Peradeniya

Prof. S. Pathmanathan ó University of Peradeniya

The Agenda for the Review Visit is annexed. (Annexure I). The evaluation on eight aspects is based on

- Meetings held with Vice-Chancellor, The Head of the Department of History and Archaeology, academic staff, non-academic staff, undergraduates, postgraduate students, and the passed out graduates.
- Reviewing the documents available at the Department
- Observing teaching and students presentations
- Observing the facilities available at the Department and Faculty  
(University library, Computer Unit, Archaeological Museum at the Department etc.)

The Review Team visited the Department of History and Archaeology of the University of Jaffna during the period 22<sup>nd</sup> to 24<sup>th</sup> May 2009 and initiated the review process. The purpose of the visit was to search for evidences pertaining to the aims and the intended learning outcomes as stated in the self-evaluation report of the Department and evaluate them according to the set guidelines. At 8.00 a.m. on the 24<sup>th</sup> May the Review Team ó met the Assistant Quality Assurance Dr. W.G.S. Kelum at the University of Jaffna to further familiarize with the subject review process.

The next item of the agenda was the meeting with the Vice-Chancellor. However, it had to be postponed for the next day due to the difficulties he had to face in coming to the University in time because of the closure of the roads by the convoys of the Army, a regular difficulty faced by the people in Jaffna town and the areas around.

The Review Team began its work with the Head and the Academic Staff of the Department of History and Archaeology. The agenda for the review process was discussed and was finalized and the Head of the Department then presented their self- evaluation report. All the members of the staff were present at the meeting and the open and out right discussion that followed was extremely helpful for the evaluation activity. The staff members clarified certain points in response to the queries made by the Review Team and explained the information included in the self evaluation report.

r Prof N.Shanmugalingam met the Review Team and  
ersity in general and specially on the current trends in  
ing in the Faculty of Arts.

Additional data was collected through meetings with undergraduates, postgraduate students, passed out graduates and observing presentations of the lecturers and the students. The Review Team also went through relevant documents inspected facilities provided by the Department of History & Archaeology including lecture theaters, computer laboratory, staff rooms, department library and the main library.

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

### **Brief History of the University**

On 15<sup>th</sup> July 1974 Dr. Al.Haj. Badi-Ud-Din Mohamud, Ministry of Education made the declaration on the establishment of the University of Jaffna at the Parameshwara College premises. On 19<sup>th</sup> July 1974, Dr. K. Kilasapathy, the Head of the Departemnt of Tamil and Hindu Studies, of Vidyalankara Campus was appointed as the first President of Jaffna Campus. The Jaffna Campus of the University of Sri Lanka with proposed Faculties of Science, Law, Humanities and the Department of Physical Education was established with effect from 1<sup>st</sup> of August 1974. It was ceremonially inaugurated by the

Hon Prime Minister of the Republic of Sri Lanka Mrs. Sirimavo Bandaranaike on Oct. 1974 as the sixth Campus of the University of Sri Lanka. With the implementation of the Universities Act. No. 16 of 1978, the Jaffna Campus became an independent and autonomous University as the University of Jaffna with effect from January 01, 1979.

### **Vision of the Jaffna University**

The Vision of the University is to be a Centre of excellence in teaching, learning, research and scholarship.

### **The Faculty of Arts**

The Faculty of Arts was founded with the establishment of the Jaffna Campus and later in 1979 as the University of Jaffna. At present the Faculty of Arts at the University of Jaffna is a well-established Faculty offering Bachelors, Masters and Doctoral Degrees in a wide spectrum of disciplines of diverse character. The Faculty is composed of 25 Departments including the Department of History and Archaeology.

### **The Department of History and Archaeology**

The Department of History was established at the inception of the University in the Faculty of Arts as one of the most important disciplines of the Faculty. With the intention of introducing Archaeology as a subject for Special Degree, some courses in Archaeology were included in the Curriculum of History from the inception of the Department. Archaeology as a subject was introduced for the General Degree Course in 2001 and during the academic year 2002/2003 it was started to teach as a special Degree Course as well. At present the Department under review consists of two disciplines, namely History and Archaeology and known as the DH & Arch. The Department has produced many graduates who have contributed towards the development of the country in general and to the fields of Archaeology and historical research in Northern Region of Sri Lanka and South Asia in particular.

icipated the Department to take up the challenges of Archaeology in the Northern Region and the Ancient Jaffna. of Archaeological Survey and the intellectual community expect the DH & Arch. at the University of Jaffna to provide the relevant expertise in meeting these challenges at the best of its ability.

### **The Mission of the Department**

The sole objective of the Department as given in the self -evaluation report is to study the past cultural roots, the evolution and the challenges of the multi-cultural people of Sri Lanka in their long history, and to produce Graduates with unique characteristics such as independence of mind, voluntary thinking, inquiring mind and to make them as citizens who believe in social harmony, cultural unity and cultural pluralism at regional and national levels.

### **The Academic Staff, students and the available facilities of the Department**

#### **Academic Staff**

The DH & Arch. has two Professors, one Asso. Professor, one Senior Lecturer Grade I and two Senior Lecturers Grade II. There are 2 Temporary Lecturers for Archaeology, 2 visiting lecturers and one Temporary Tutor for History. One Visiting Professor's service in Archaeology is also been utilized.

The academic staff members of the DH&Arch engage not only in teaching but also consider Research and Publication of academic works as one of their major duties. Before the war situation began and during the short period when disturbances eased, they have engaged in archaeological excavations. Together with the students they have discovered more than 50 archaeological sites and have found lot of valuable artifacts. Some of them are placed in the Departmental museum and awaiting for facilities to categorize and exhibit them. They also have edited and completed cataloguing more than 500 ancient and medieval, local and foreign coins found from the archaeological sites.

The staff members have published 26 books during the last five years and they have received National and Provincial Council awards as follows.

Five books have been published by the University of Jaffna.

Four books received the State Sahitya Award.

Five books received the North East Provincial Council Sahitya Award.

More than 125 Research Articles have been published by the staff members of the Department of History & Archaeology.

ns and areas of specialization of

Name and highest qualifications	Position	Year of first appointment	Field of Specialization
S. Sathiaselvan Ph.D (Jaffna)	Professor (Presently the Dean of the Faculty of Graduate Studies)	1975	Modern History & Politics of South Asia
T.S. Krishnarajah M.A. (Mysore)	Associate Professor	1980	Ancient History and Archaeology
G. Krishnakumar M.A. (Jaffna)	Senior Lecturer Grade I	1980	Modern History
P. Pusparatnam Ph.D (Tanjore)	Professor and Head of the Department of History & Archaeology	1985	Archaeology
S. Arulanantham	Senior Lecturer Grade II	1996	Medieval and Modern History of South Asia
K.Arunthavarajah M.Phil (Jaffna)	Senior Lecturer Grade II	1998	Modern History

The Academic members of the DH & Arch. have very often contributed to administrative work of the University. At present the Senior most Professor is holding the post of the Dean of the Faculty of Graduate Studies thus missing his services for the DH & Arch. which is deeply felt by the Department. The other members serve as student counselors and members of various committees involved in administrative work of the University. In addition the Head of the Department and one of the Associate Professors also contribute for the smooth functioning of the Faculty of Post-graduate Studies one of them as the Coordinator of the M.A.Programme in Cultural Studies.

### Students

Students are selected by the University Grants Commission (UGC) based on a National Admission Policy. Students are allowed to offer History and Archaeology as a subject in the First Year on their admission to the University. In addition History and Archaeology students are admitted to the First Year under the Special Intake Policy.

Students for the Special Degree Programme are selected on their performance in the First Year Examination. Students who have followed History or Archaeology as a main subject in the First Year are eligible for the Special Degree Course provided their performance in the examination is satisfactory. Students who follow the First Year Curriculum in History or Archaeology will be eligible to follow a Special Degree Programme in either of the subjects if only they obtain more than 60 marks for the subject. Since 2005 they in addition should obtain a GPV of not less than 1.7 in Auxiliary Course Units.

The number of students registered for General and Special Degree Programmes conducted by the DH & Arch. in the recent years are given below.

Number of students in the Department of History and Archaeology 2005-2009.

Degree in Archaeology

Academic Year	Level	Special Students	General Students	Total
2008	First Year		32	
	Second Year	11	01	
	Third Year	08	--	
	Fourth Year	10		
	Total	29	33	62
2007	First Year	--	13	
	Second Year	08	01	
	Third Year	10	06	
	Fourth Year	04	--	
	Total	22	20	42
2006	First Year		08	
	Second Year	10	04	
	Third Year	04	02	
	Fourth Year	07	--	
	Total	21	14	35
2005	First Year		40	
	Second Year	07	03	
	Third Year	07	02	
	Fourth Year	--	--	
	Total	14	45	59
Grand Total				198

Table B 6 Special and General Arts Degree in History

Academic Year	Level	Special Students	General Students	Total
2008	First Year		56	
	Second Year	06	01	
	Third Year	--	--	
	Fourth Year	11		
	Total	17	57	74
2007	First Year	--	21	
	Second Year	--	01	
	Third Year	12	03	
	Fourth Year	04	--	
	Total	16	25	41
2006	First Year		15	
	Second Year	13	03	
	Third Year	04	02	
	Fourth Year	07	--	
	Total	24	20	44
2005	First Year		42	
	Second Year	06	02	
	Third Year	11	--	
	Fourth Year	25	--	
	Total	42	44	86
Grand Total				245

### **Rooms and the Lecture Halls**

The Department of History and Archaeology occupies the ground floor of Arts Block. This room is only 25 by 20. The Head of the Department, Temporary Academic Staff, Senior Staff Assistant and Temporary Labourer is occupying this room. Due to lack of staff rooms, the Archaeology staff members are using the Archaeology Museum as staff room. Personal rooms are provided by the Dean/Arts only for the permanent staff of the Department

There are only two permanent lecture halls to conduct classes. The small photography unit room is been used as a lecture room temporarily due to inadequate classrooms. Sometimes the DH & Arch. use the classrooms of other Departments when they are vacant.

### **Equipments**

Three Computers with the printer and UPS are available in the Department. Only two are in working condition. One is used for the administrative purposes and the other is used by the staff members. Internet and software facilities are not available in the Department. Hence the staff members have to get these facilities on their own or use the facilities available in the computer unit of the University.

The library maintained by the Department of History that contained valuable books. Journals and rare historical documents have destroyed by the disturbances that took place in 1987. Currently the DH & Arch. is in the process of reorganizing a small departmental library with the help of the senior staff members and the Government Department of Archaeology.

### **Facilities provided by the Central Departments of the University**

The Central Library, Computer Unit, Physical Education Unit, Welfare Services Unit and the Career Guidance Unit are some of the Central Departments that provide facilities for all the students in the University and hence benefited by the students of the DH & Arch. as well.

The Central Library is located close by the D.H. & Arch premises and hence convenient for the students of the Department to use the Library.

The main Computer Unit in the University of Jaffna is well equipped with 200 computers and it is well organized. The Teaching Lab of the Computer Unit has 40 computers and the computer literacy course for all the first year students are been taught in this lab. Further any other computer courses demanded by any academic department in the University also will be taught in this computer lab. There are 35 computers in the Research lab and the students as well as the staff members are allowed to use them. Further there are 44 computers in the Internet Unit and in addition to the Computers available in the library 6 computers from the main computer center are being assigned to the library.

There is also a Computer Unit in the Faculty of Arts with 15 computers and the students of the Faculty can use them as well.

Physical Education Unit provides latest sports equipments and the students who live in the Halls of Residence within the University premises can use them. Those students who travel daily to the University do not get very much opportunity to enjoy this facility.

by an important part in providing Bursars, Mahapola and students.

The Career Guidance Unit was established very recently and yet it provides satisfactory service to the student community.

### 3. AIMS AND LEARNING OUTCOMES

#### Aims

The main aim of the DH & Arch is basically to grant degrees in the two subjects of History and Archaeology.

Keeping in line with the mission of the University of Jaffna the DH & Arch has two major groups of aims and objectives. The first of them, addresses the development of students historical knowledge and awareness on Archaeology. The second involves in improvement of transferable skills that average University students must acquire to prepare themselves for the world to work.

Both History and Archaeology are interdisciplinary, yet distinct branches of social sciences. Hence the Curriculum offered by the Department is varied according to each discipline and the professionalism of some of the staff members.

However, the description of social sciences that gives prominence to social inquiry the Department expects to meet some common aims through the various course units offered.

The following are some of the aims of the DH & Arch at the University of Jaffna.

- To provide a sound knowledge of the historical past with a view to understand its relevance to present developments.
- To make aware of the contribution of different multi-ethnic, multi-religious and multi-cultural factors in the History of Sri Lanka.
- To develop self discipline, self direction, independence of mind and initiative of the students and the Teachers.
- To inculcate the ability to work amicably with others and to have respect for others.
- To provide a knowledge of methodological and analytical skills especially with regard to the proper study and treatment of primary sources.
- To enable the student to acquire a proper understanding of the relationship between historical development in Sri Lanka and those of the rest of the world, in particular that of South Asia.
- To obtain a broad social understanding of other special fields of study which have a bearing on the study of History and Archaeology.
- To enable the student to realize the relevance of history not only to understand past but also to understand the present trends.
- To study the Culture of Sri Lanka using Archaeological Sources.
- To collect, document, preserve, analyze, edit and disseminate Archaeological artifacts, inscriptions, coins and related documents pertaining to the History of Sri Lanka.
- To explore and excavate sites of Archaeological importance to study the History of Sri Lanka.

Sri Lanka both in time and space to study the political, social and cultural history of Sri Lanka using primarily archaeological and other

- To create cultural unity and cultural pluralism through Historical and Archaeological studies.

### 3.2 Learning Outcomes

On successful completion of the implemented programmes students should have :

- Gained capacity to fulfill any work load with accuracy and full responsibility
- Gained conceptual, theoretical and empirical understanding of the subjects they have selected to study.
- Gained practicability in applying the research skills they have learned as undergraduates in doing higher studies or as researchers in Social Sciences.
- Gained ability to apply the skills acquired such as critical thinking, analytical skills, team working, planning, leadership, presentation skills in their future careers.
- Have being successful in building cultured and patriotic personalities with good interpersonal skills.
- Developed the skills such as creativeness, independent thinking, the ability of making decision, and planning.

In order to achieve the above mentioned outcomes the Department offer study courses of multidisciplinary nature that intend to :

- Offer a range of courses of multidisciplinary nature allowing students to select course units according to their interest.
- The Department offers several compulsory course units, which are important in obtaining theoretical knowledge and developing research skills on the subject areas where the students have chosen to follow.
- Encourage Staff to participate in workshops and seminars to enhance their teaching abilities and methods.
- Offer a research paper for final year special degree students to apply the research skills they have gained and to train them for future research endeavors.
- Organize field trips and workshops to provide students a more active learning environment outside the class room.
- Use the available resources to the maximum level to provide a more student centered learning and good quality learning experience.
- Do occasional assessments at formal and informal level to receive student feedback on the study courses offered.

#### Programme Details

Teaching programmes of the DH & Arch have been formulated in keeping with the curriculum of these subjects in other Universities.

The DH & Arch conducts four first degree programmes. The postgraduate programmes are conducted by the Faculty of Postgraduate studies and the Department only co-ordinates its subjects History and Archaeology.

The Degree Programmes and their Details

In Concurrency with the Faculty of Arts the DH&Arch offers four first degrees namely;

B.A. Special Degree in Archaeology - 4 years

The functioning of the programmes are based on Semester, Course Unit and Credit Value Systems. Approximately 45 hours are allocated for one Course Unit, out of which 30 hours are for lectures and the balance 15 hours are allocated for tutorials, Assignments, discussions etc.

According to the present curriculum the students who follow a special Degree Course have to choose:

In the First Year ó four Course Units in History or Archaeology

In the Second Year ó eight Core Courses and four electives.

In the Third Year ó eight Core Courses and two electives.

In the Fourth Year ó eight Core Courses and no electives

All Core Courses are compulsory for Special Degree Students. The General Degree students who have chosen History or Archaeology as a main subject may select core Courses from the 2<sup>nd</sup> and 3<sup>rd</sup> year Courses, but core courses are not offered to the students of other disciplines.

#### **4. FINDINGS OF THE REVIEW TEAM**

##### **4.1. Curriculum Design, Content and Review**

B.A. General Degree and Special Degree programmes are structured according to the Semester based Course Units System.

##### **Curriculum Design**

Curriculum is designed with the aim of providing subject specific knowledge and of developing skills. There is no Unified or a systematic method with regard to curriculum designing in the Department. The bulk of the designing had being done when the curriculum was subject oriented by the Professors attached to the Department. These curriculums were revised in 2001 and again in 2005 to update to suit the course unit, Credit Value System. Yet due to unavoidable difficulties existed during that time the few qualified staff members revised the curriculum without the assistance of any experienced or external expertise. It is evident that the curriculums of both subjects History and Archaeology have a bias towards traditional system of designing and hence do not explicitly reflect the expected learning outcomes.

One of the main defects of the curriculum designing is that they have not taken into consideration the fact that these study courses come under Course Unit System where the contact hours of most of the Course Units are limited to 45 contact hours. It is evident that while the contact hours are limited to 45 hours the volume of contents is very extensive and they might need more than 60-90 contact hours to complete them. AHYC 12023, AHYE 31013, AHYC 22043, AHYC 42033 can be sighted as few such defective study courses.

courses. AHYC 12013 , AHYE 12023, AHYC 21033 and contents of all of them could be the same. The contents of includes more or less the same period while AHYC 21033 also includes an in between period which does not bear any reasonable justification to be treated as a separate unit after studying the History up to 1600 AD in the previous two units.

The Review Team observed that Jaffna University been a Sri Lankan University, its History curriculum has not done justice to Sri Lankan History. There seems to be a bias towards Europe and India with 8 units on Europe 9 units on India and only 7 units on Sri Lanka when the concentration essentially should be on Sri Lanka.

### Curriculum Contents

The Review Team found that Course Outlines consisting of objectives, expected outcomes, course contents, methods of assessments and suggested readings are not provided. C1 Form explaining the plan of lectures covering the contents of the Study Course are also not provided to students by the staff members as expected for them to accomplish at the beginning of the Semester. This situation tends to leave the students uncertain and the Review Team also found it difficult to judge about the contents of the Course Units and hence to get an overall picture of the curriculum.

Multi disciplinary approach is evident on the curriculum. Some of the courses conducted under Archaeology are included in History curriculum and vice-versa. Courses conducted by other Departments such as Geography have also made available for the students of the DH & Arch.

### Curriculum Review

The Staff Members have acknowledged the need to revise the existing curriculum that had designed in 2001 and 2005 when the Course Units System had introduced and they have initiated an over all programme of revising it. The Review Team observed and discussed the tentative proposals to revise the curriculum as well. The Team is of opinion that the existing staff alone is not competent enough to revise the curriculum to suit the requirements of the modern system of education and the current trends of development.

Therefore the Review Team is of opinion that the staff should take steps to have a broad discussion on revision of curriculum getting also the services of more qualified and experienced academics from the other Universities as well.

***The view of the Review Team is that the curriculum design, contents and revision can be judged SATISFACTORY.***

## **4.2 Teaching, Learning and Assessment methods**

### The Staff

There are six permanent members in the academic staff of the DH & Arch out of which the senior most Professor is away functioning as the Dean of the Faculty of Postgraduate Studies and one Senior Lecturer is away in India reading for his Ph.D. The other four staff members together with the Assistant Lecturers (on contract) and one Tutor do all the lectures, practical work, assessments etc. and they are always over burdened with work. The following table2 explains the details of minimum number of hours expected the lecturers of different grades to be engaged in academic work per Semester and the actual number of hours those teachers in

ing activity. It exhibits the unbearable work load that the shoulder.

Table 2

Name of the Lecturer	Designation	Minimum No. of hours expected to perform official duty	Actual No. of hours engaged in teaching activities	
			Lectures	Tutorials
P. Pushparatnam	Professor. and Head of the Dept.	90	240	240
T.S.Krishnarajah	Associate Professor	180	260	265
S.Krishnakumar	Senior Lecturer Gr. I	180	170	75
S. Arulananthan	Senior Lecturer Gr.II	180	240	40

The Review Team observed few lectures delivered by staff members. The PowerPoint System they had planned to use did not function properly, and hence they had to display their own skills, They exhibited their teaching and presentation skills to the fullest satisfaction of the students and of the Review Team.

The Review Team is satisfied that the Lecturers displayed commendable teaching abilities. However, it is heartening to say that the inadequacy of qualified lecturers is a grave problem. Hence the Team is strongly of opinion that the Grade I and Grade II lecturers who have completed MA/MSc should be provided with leave, funds and other facilities to obtain Ph.D and fill the existing gap in the list of qualified and experienced academic staff of the Department. Further the Review Team is of opinion that the existing vacancies should be filled with qualified academics and the regulated cadre of the Department should be increased to suit the increasing numbers of the students.

**Facilities**

There are two lecture rooms allocated to the DH&Arch. However, the space available for conducting lectures is not sufficient. This situation affects not only the quality of teaching but also the possibility of catering for the increasing demand of the students to study the two subjects History and Archaeology.

The DH & Arch maintains a small departmental library on the sole efforts of the staff and the Government Department of Archaeology who has donated several valuable publications. Although at present this library is not a very extensive resource center, the Review Team is of opinion that it can be and should be expanded by adding more historical resources, latest publications, space to accommodate the books and to avoid seating capacity for the readers.

The well equipped Archaeology Museum that the Department had developed was destroyed due to disturbances in 1987. At present it has only a room with sufficient space and few artifacts. It is un-organized due to the lack of display boxes, other tools and a curator to manage it. The expectation of the staff and the students is that that this museum should be provided with a curator, required furniture such as display boxes, and equipments such as compass, GPs, Theodolight, Dumpy Level etc. to develop it as a museum plus a practical lab.

adopted to replace the curriculum it was necessary to  
ents of teaching and learning process such as writing  
outs. In the DH & Arch. at Jaffna University there is no  
practice of writing course manuals and handouts are also prepared only occasionally.

One of the admirable features in teaching methodology used is the student centered system. Almost all the lecturers try to get the students involved in the teaching procedures instead of just delivering the lecture in the traditional way. Teaching aids such as slide projectors, overhead projectors and televisions are been used as and when they are available.

The tutorial classes are conducted for small groups of students. This helps them to enhance their knowledge, encourage in working independently, learn to collect information by using sources and present their views critically and in an organized manner. The successfulness of this training and skills development were evident in the presentations made by the students in front of the Review Team.

According to the curriculum the History as well as Archaeology special students have to submit a research dissertation and the Archaeology students have to submit a Project Report as well. Workshops are conducted if possible on the field and in the class rooms to help the students to prepare the reports. These Research Reports help the students to develop their research and writing skills. The obstacle that hinders these activities is the war situation that prevents the students collecting data in the field and hence the compulsion for them to depend on the library and limited data collected from their villages for all types of research.

It is interesting to note that the students are satisfied with teaching and the new methodologies followed by the staff members. The students participate very enthusiastically when discussions are being held and are carried on successfully.

The Team observed several studentsø presentations. They reveal that in the midst of various difficulties, shortcomings and disturbances the students of every batch in the DH & Arch do study their subject contents, develop skills and come forward without hesitation to express their ideas.

The Team had a long discussion with the students and they presented several ideas with the intention of getting their learning activities improved. They are very worried that those who study Archaeology will be handicapped because they do not get proper practical training and that they do not get any training to use modern implements such as Compass, GPS, Dumpy levels, lap-top computers etc.

The students are prevented from visiting the archaeological places due to the war situation that existed for the last nearly 30 years. Hence the students who study archaeology at the University of Jaffna are worried that while the Archaeology students in other Universities are directly connected with the excavations and conservation work done at the sites of the Cultural Triangle and enjoy practical training the students at the DH & Arch at Jaffna University do not get that opportunity. The students feel that they are in a very disadvantage situation because they are alien to the modern equipments used in the study of archaeology, do not get any practical experience in excavations and have to be satisfied with a Archaeology Degree that studied only the theoretical parts of excavations.

be prepared to suit the modern developments and that  
the staff, library, Archaeological Museum, the office  
etc. They are also of opinion that the students feed-back  
should be taken into consideration when revising the curricula. As also observed by the  
Review Team and indicated above ( P18 ) the students complain that the contents of most of  
the course units are too extensive and they propose that more new study courses should be  
added to the curricular to suit the modern developments and give the students a sound  
knowledge on the subject.

Special mention should be made on the situation of the main library. The Review Team  
observed the library and found that the books accommodated there are old. Most of the books  
available on History and Archaeology are the ones published prior to 1970 and are decaying.  
The lack of required up-to-date sources in the main library of the University is a grave draw  
back when other libraries are not available close by the University.

### Assessment Method

The DH & Arch follows the guidelines of the faculty in designing methods of assessments.  
Mid-term test, assignments and Semester-end examinations are the main methods of  
assessments. The major assessment is Semester end examination and 75% marks are set apart  
for the examination. Mid-Semester assessments carry a total of 25% marks which consists of  
a test assignment or a presentation.

The Department follows the University guidelines in preparing question papers and marking  
answer scripts. Question papers get moderated at the Department level by Senior Lecturers.  
Semester end examination answer scripts are marked by two examiners independently. The  
services of external Professors are not used in this evaluation task.

The students who follow a special Degree Programme should successfully earn a total of 120  
credits to be qualified to obtain a B.A Special Degree. The students who follow a General  
Degree Programme should earn a total of 90 credits to be qualified to obtain a B.A General  
Degree.

When calculating the credit value of any study course, the acceptance is that one contact hour  
per week is equal to one credit. Hence the general practice of the DH & Arch is to implement  
courses with three contact hours per week and therefore carrying 3 credits, except the  
Research Report which carries 6 credits.

Honors passes awarded are based on the Grade point average (GPA) earned by the student.  
The GPA is calculated as a weighted average on the grade points obtained from the different  
courses and the number of Course Credit hours. The student shall have earned an overall  
GPA 3.5 and above to be awarded a Degree with a First Class. A GPA from 3.5 down to 3.49  
to be qualified for a Second Class Upper Division and a GPA 3.49 down to 2.7 is required for  
the Second Class Lower Division,

With regard to assessment activity the Department is entrusted only with the in-course  
assessment and marking of the scripts of the End Semester examination.

Department should be sent to the Faculty Board and after the Faculty Board of the Branch of the University will be making arrangements in accordance with the University Rules and Regulations.

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

### 4.3 Quality of Students including Student Progress and Achievements

#### Recruitment and admission procedure

Recruitment and admission of students to the faculty of Arts are carried out by the UGC as in other Universities, and the Department has no control over this process.

In accordance with the policy of the UGC the Department gets a special intake for History and the number that will be entering can be decided by the Department. However, since History was made compulsory in school curricula the demand to enter the Department to study History is increasing and because of the popularity of the subject there is a great demand to study Archaeology.

There are no prerequisites to offer History or Archaeology for the general degree program yet only a limited number of students are selected for special programmes. Students with highest marks at the two semester examinations of first year will be selected to follow a special degree in History & Archaeology.

#### Progress and achievements

The percentage of students achieved Honors passes are relatively high and varied between 60% and 100% during the period 2002-2006.

Details of Students' Achievements of the Department for the Last Five Years

Year	Total No. of Pass	First Class	Second Class Upper Division	Second Class Lower Division	Ordinary
2002	03	01	02		
2003	16		05	09	02
2004	10		06	04	
2005	22		12	08	02
2006	09		04	04	01
Archaeology					
2006	07	01	03	02	01

The above statistics prove the high quality of students. The students' presentations made before the Review Team were of very high quality. In the midst of lack of any modern techniques, they very clearly argued their case and proved their subject knowledge as well as the presentation skills.

***It is the view of the Review Team that the Quality of Students Including Student Progress and Achievements can be judged GOOD.***

back

back in several ways. Students are given questionnaires at the end of each Course Unit to comment on the structure contents and teaching. The Review Team examined the questionnaire and it has parts comprising of quantitative and qualitative evaluations.

Students are also given opportunities to express their views through their representation in the Faculty Board and informal consultations with the staff members specially with the Head of the Department. Further the students also use the Historical Society and Archaeological Circle to highlight their views through discussions at their meetings.

However, there is no clear procedure for the Department to inform the students that their views had been taken into consideration and that necessary steps have been taken to respond to the feed-back.

The observation of the Review Team is that the student feed back with regard to teaching has been taken into consideration by almost all the teachers because there were no complaints about the teaching procedures of any of the teachers, but appreciations. Yet with regard to revision of curricula the same positive remark cannot be made. The discussions of the Review Team with the students and the observations on the curricula proved that the Department has not had a proper revision of the curricula for the last five years and even those that they had in 2001 and 2005 have not done with a proper understanding. Therefore it is essential that the department should revise the Curricula systematically and the student feed back should be taken into consideration in that Endeavour.

***It is the view of the Review Team that the extent and use of student feed back can be judged as SATISFACTORY***

#### **4.5. Postgraduate Studies**

Faculty of Graduate Studies administers the Postgraduate Degree Programme. Former Senior Professor of History S.K. Sitrapalam has served as the Dean of the Faculty of Graduate Studies from 2003-2006. Prof. S. Sathayaseelan the senior most Professor of History at present is serving as his successor. Prof. S.T.Krishnarajha is one of the Coordinators of the Faculty of Postgraduate Studies and he with Prof. P. Pushparatnam is functioning as members of the Board of Study in Historical and Social Studies of the Faculty.

It is evident that the Senior Academic Members of the DH & Arch are very active in functioning the Faculty of Graduate Studies. Yet there are no registered students who read for Postgraduate Degrees in History or Archaeology. In case any of the students register themselves to follow a Postgraduate Degree Programme in History or Archaeology the available qualified staff in the DH & Arch. to supervise them is inadequate. Therefore the Department is not in a situation to encourage the students to get them registered for Postgraduate Programmes. Accordingly the Postgraduate activities of the DH & Arch. at the University of Jaffna cannot be treated as encouraging.

***It is the view of the Review Team that the Postgraduate Programme has to be judged UNSATISFACTORY.***

and informal peer observation. Formal peer observation is mainly on examination work. The question papers of the year end examinations are moderated by senior academic members of the Department. With regard to assessment work the same procedure is been followed. This peer observation method has been very useful in examination work to maintain the quality of the degree conferred.

The formal peer observation with regard to teaching was started recently and follows faculty guide lines. The evaluation forms are distributed among the staff members and one teacher is selected to be in-charge of the implementation of the procedure.

The Head of the Department supervise the performance of the academic members in teaching and guide them accordingly.

The staff members perceive peer observation as a useful method of enhancing the quality of teaching. Yet there is no evidence of using peer observation to enhance the quality of teaching hitherto, but since following the guidelines of recent faculty review the Department has made arrangements to implement formal peer observation and use them to enhance the quality of teaching.

***It is the view of the Review Team that the Peer observations of the DH & Arch. can be judged SATISFACTORY.***

#### **4.7. Skills Development**

There are several methods and programmes followed by the Department to develop various skills of the students. They intend to envisage critical and analytical thinking, team work, planning, leadership and presentation skills in students so that they can apply in their future careers and to develop interpersonal skills.

Developing English Language skills and IT skills are major concerns of the University and the Department also contributes towards developing those skills.

Instructions are given to the students to use computer in writing assignments and Research Papers and to use Internet sources to obtain current and updated knowledge. The main computer centre that is well equipped and well organized provides facilities for the students to develop their skills.

In the First Year itself all the students who entered the University are given a training in computer literacy and then onwards the students have the opportunity to develop IT skills by using the facilities in the Computer Unit.

It is compulsory for all the students who enter the University to successfully complete the auxiliary Course in English to be qualified to obtain the BA Special or the General Degree. Hence they are compelled to develop their skills to use English Language in their studies and day to day activities.

Special Degree Programme have to write a Dissertation it helps to develop lot of skills such as self-discipline, presentation, planning etc. The History Society and the

Archaeology Circle also provide opportunity to develop debating, discussing, writing and printing skills.

***It is the view of the Review Team that skills Development Efforts of the DH & Arch. can be judged GOOD.***

#### **4.8. Academic Guidance and Counseling**

The Department works jointly with the faculty programme on academic guidance. The academic members of the Department are being appointed as student Counselors and they serve as coordinators between the students, Dean/Arts, teachers and the parents. The student counselors of DH&Arch. provide guidance and counseling in both academic and personal problems of the students.

The DH&Arch has appointed one academic staff member as the student Counselor of the Department. She looks after the students' academic problems as well as personal problems.

The unique feature of the DH&Arch is the cordial relationship that exists between the staff and the students. They have built up such friendly relations through the History and Archaeology Societies and the Counselor of the Department. During the times of trouble the academic staff of the Department has collected through the counselor nearly Rs. 35000 to 45000 and distributed among the needy students who were unable to go to their parents and were in a situation of misery.

***It is the view of the Review Team that Academic Guidance and Counseling of the DH&Arch can be judged GOOD.***

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

<b>Aspect Reviewed</b>	<b>Judgment Given</b>
Curriculum Design, Content and Review	Satisfactory
Teaching, Learning and Assessment Methods	Good
Quality of Students including Student Progress and Achievements	Good
Extent and Use of Student feedback, Qualitative and Quantitative	Satisfactory
Postgraduate Studies	Unsatisfactory
Peer Observation	Satisfactory
Skills Development	Good
Academic Guidance and Counseling	Good

Weaknesses identified by the Review Team in each of the eight aspects of evaluation of this review as follows.

## 1. Curriculum Design, Content and Review

### Strengths/Good Practices

- Curriculum has been designed on the basis of Credit-based Course module system
- Programme to revise the curriculum has been initiated

### Weaknesses

- The curriculum has been prepared by mostly inexperienced lecturers
- The curriculum is not satisfactorily in conformity with the learning outcomes identified by the Department.
- Amalgamation of two very extensive subjects History and Archaeology in one Department debars the appropriate study of the two subjects.
- Some Course Units are very extensive
- The lack of comprehensive course outlines.

## 2. Teaching, Learning and Assessment Methods

### Strengths/Good Practices

- Availability of excellent teaching and presentation skills in the existing staff
- Very effective teaching methods used by the lecturers
- Methods followed are standard and adequate to deliver the planned curriculum
- The interest on research and publication activities found in the academic staff members
- The student feedback with regard to teaching has taken into consideration and improved the quality of teaching accordingly
- The students are happy and satisfied with teaching and learning procedures
- The Department maintains a Museum and a small sectional library.
- The Cordial relations between the staff and students are a stimulating factor in teaching and learning activity.

### Weaknesses

- The lack of Senior qualified and experienced staff members.
- Insufficiency of office and class room space, modern teaching equipments such as multimedia and OHP
- The shortcomings in the sectional library and the museum
- Lack of secretarial service ó the only laborer available has to work in three departments
- Not writing course manuals and the handouts not provided regularly
- Failure to revise the curricula to suit the expected learning outcomes modern developments and the student feed back.
- The lack of facilities to gain practical experience in archaeological excavations.

## Student Progress and Achievement

- Students are enthusiastic and motivated.
- Student performance at the examination is very impressive, high performance levels recorded at the final examinations are a good indicator of the student's quality of achievements
- The student's subject knowledge and presentation skills are very high

### Weaknesses

- The DH & Arch does not maintain a data base to monitor the progress of their graduates.

## 4. Extent and Use of Student Feedback

### Strengths / Good Practices

- Student's feed back is obtained by using a standard questionnaire
- Informal feed back is also implemented occasionally
- Student feed back has been utilized to improve the teaching procedure

### Weaknesses

- Student feedback has not been utilized to improve the curriculum
- No clear procedure to incorporate students feed back to curriculum development and to remedy the drawbacks in teaching activity accordingly

## 5. Postgraduate Studies

### Strengths / Good Practices

- The staff members of the DH& Arch contribute immensely to the smooth functioning of the Faculty of Graduate Studies.

### Weaknesses

- No qualified staff in the Department to supervise the students or to confer postgraduate degrees.

## 6. Peer Observation

### Strengths / Good Practices

- Moderation of question papers by senior staff members.
- Marking of answer scripts also done by two independent examiners who are the senior staff members of the Department
- Peer observation in teaching activity performed through guiding the Junior Staff by the Head of the Department.

### Weaknesses

- Lack of qualified staff members to perform a satisfactory peer observation.

- The DH& Arch has made many efforts to important subject specific skills and several transferable skills among the students.
- The existing arrangements to provide English Language skills and IT skills are adequate and satisfactory.

#### Weaknesses

- There is no mechanism to judge whether the students utilize the benefits of the measures provided for them to develop there skills.

### **8. Academic Guidance and Counseling**

#### Strengths / Good Practices

- The appointment of a special student counselor in the Department
- Students are given sufficient and convenient times to meet the counselor and discuss the problems
- The majority of the students make use of the academic guidance and counseling facilities available to them
- All the teachers maintain cordial relations with the students an encourage them to come for guidance.

#### Weaknesses

- The Review Team did not come across any features that can be sighted as weaknesses.

### **6. RECOMMENDATIONS**

After a careful review made on the several aspects of the Department of History and Archaeology at Jaffna University, we wish to make the following recommendations to help the University authorities to take necessary measures to improve the existing situation of the Department.

#### **1. To enhance the quality of the academic staff of the Department we recommend**

- that opportunities should be provided for all the Grade I and Grade II Lecturers to broaden their knowledge and know how by obtaining postgraduate qualifications. This recommendation should be given urgent consideration, because there are only two Professors in the Department, one for History and one for Archaeology.
- that qualified Lecturers should be recruited at least to the level of the approved Cadre
- that the approved Cadre should be increased.
- that academic members should be provided with personal rooms to be occupied when they are on duty.

expanded and the facilities in the room of the Head of the Department should be expanded.

- The secretarial Services should be provided
- Few more computers to use for office work and also to use by the academic members for their academic work should be provided.
- The sanitary facilities of the Department should be urgently improved.
- Comparatively the DH&Arch should be given equal treatment with most of the other Departments of the Faculty.

### **3. For the development of curriculum we recommend**

- that the existing curriculum should be completely revised
- that Services of external expertise should be obtained for the revision activity
- that a regular and unified method be implemented to review and update curriculum so as to reflect the expected learning outcomes.
- that new study courses should be introduced to suit the modern developments.

### **4. To improve teaching and learning activities we recommend**

- that lecture room space and modern teaching equipments be expanded as soon as possible.
- that the Departmental library should be expanded and improved by adding new books., journals etc.
- that current publications of books, journals (specially foreign issues) on History and Archaeology should be purchased and made available in the main library.
- that special measures should be taken to re-organize the archaeology museum by appointing a Curator and providing other requirements such as display boxes, and equipments like GPS Dumpy Level, etc.
- that field training programmes needs to be provided for Archaeology students.
- that writing course manuals and handouts should be started and regularized.
- that the Department should be provided with a full pledged Conference Hall equipped with modern teaching instruments
- that the planners of Higher Education in the Country should reconsider and make arrangements to remedy the inherent defects of the Course Unit System as implemented by the Arts Faculties of almost all the Universities in the country including the DH&Arch at Jaffna University

### **5. To improve the quality of assessment functions it is recommended:**

- that facilities should be provided to obtain the services of external expertise.

### **6. To use the student feed back to the development of the Department it is recommended**

- that student feed back should be utilized to remedy the existing defects specially in the curriculum
- that an organized system should be prepared to utilize the student feed back and also to let the students know that their feed back has been utilized.

### **7. To develop the postgraduate program we recommend:**

- that measures should be introduced to re-organize the programme
- that qualified academics should be recruited to the Department



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**skills development, it is recommended**

should be provided practical work in the process of their

degree programme

- that the History and Archaeology societies should be made more lively and organized to work activity so that the students could develop lot of skills.
- that the students should be motivated to utilize the opportunities provided for them to develop their skills.