

# SUBJECT REVIEW REPORT

**DEPARTMENT OF SANSKRIT**



**FACULTY OF ARTS  
UNIVERSITY OF JAFFNA**

24<sup>th</sup> to 26<sup>th</sup> August 2009

**Review Team :**

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Prof. Walter Marasinghe, University of Sri Jayewardenepura

Rev. Dr. Induragare Dhammaratana, University of Kelaniya



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Under the guidance of the Quality Assurance and Accreditation Council of the University Grants Commission of Sri Lanka, with the object of assuring the quality of teaching and research in Departments in charge of teaching various subjects in the Universities of Sri Lanka. Achievements and maintenance of excellence and high quality of teaching and research undertaken by the academic staff, improvement in learning skills of the students, the outcome of teaching and learning, good practices of higher studies at university level etc. are the objectives and areas observed by the subject review team. Further the team is expected to observe several other aspects such as whether advanced and modern teaching methods are practiced, the use of modern technology, facilities available to both the students and the staff, the availability of supporting staff in the relevant Department, infrastructural facilities, qualifications and experience of the academic staff and whether the good habits of peer observation, student evaluation and counseling are practiced.

A subject review team normally consists of three experienced professors/teachers familiar with the subject taught in the relevant Department. The Review Team appointed for the Department of Sanskrit of the University of Jaffna consisted of Rev. Dr. Induragare Dhammaratana, the Head of the Department of Sanskrit, University of Kelaniya, Prof. Walter Marasinghe, formerly Professor of Sanskrit and Head of the Department of Languages and Cultural Studies, University of Sri Jayewardenepura and Prof. Udaya Prasanta Meddegama, formerly Professor and Head of the Department of Sinhala, University of Peradeniya. The review team arrived in Jaffna on the 23<sup>rd</sup> and visited the University of Jaffna for the first time in the morning of the 24<sup>th</sup> of

August, 2009. After the initial formal meetings with the Vice-Chancellor, Dean of the Faculty of Arts and the Head of the Department and other members of the academic staff at the office of the Dean, the Team conducted the review process following the guidelines provided by the QAA Council. In the process, the Team mainly focused its attention on eight aspects identified by the QAA Council as of prime importance, to wit., (1) Curriculum Design, Content and Review, (2) Teaching, Learning and Assessment Methods, (3) Quality of Students, (4) Extent and Use of Student Feedback, (5) Post-graduate Studies, (6) Peer Observation, (7) Skills Development and (8) Academic Guidance and Counseling. The Review Team, while observing the activities and resources of the Department related to these eight aspects, carried out the process according to the agenda prepared by the Department, having made minor adjustments in it on the first day.

On the third day of review, the Team met the academic staff and some of the post-graduate students in order to discuss the method of peer observation and guidance provided by the Department to its post-graduate students. Then the Team had a private meeting to sum up the procedure and to compare their notes and discuss important points needed to draft the report. After finalizing the judgments on each of the eight aspects under review, and thanking the Dean of the Faculty of Arts and academic staff of the Department of Sanskrit for their co-operation and warm hospitality accorded to it, the Team left the University on 26.08.2009 to return to Colombo.

## UNIVERSITY AND THE DEPARTMENT

University of Jaffna came into existence at Thirunelvely in 1974 as a Campus of the University of Sri Lanka which was established by an Act of Parliament, namely, Sri Lanka Universities Act 1 of 1972, which brought all the then existing Sri Lankan Universities as Campuses under one umbrella organization. It became an independent University in 1978 by the new Universities Act No. 16 of 1978, which replaced the Universities Act of 1972. The first Vice-Chancellor of the University was the renowned Sanskrit scholar Prof. Kailasanatha Kurukkal who is still remembered with great respect as a pioneer of Sanskrit studies in Jaffna.

The Faculty of Arts of University of Jaffna exists from the inception of the University. Prof. K. Indrapala was the first Dean of Arts, who held that office from October, 1974 to May, 1976. Since then there have been 12 Deans of Arts, and at present the office is being held by Prof. N. Gnanakumaran. Besides the Faculty of Arts, University of Jaffna has ramified into four more Faculties, namely, Science, Management, Medicine and Agriculture. The Faculties of Medicine and Agriculture are located at different premises close to the Thirunelvely Campus. The courses of Music and Dance are conducted at Ramanathan Academy which is situated about eight kilometers from the main Campus. U.G.C. approval has already been obtained for a Faculty of Engineering, which may be established as the sixth Faculty in the near future.

The University has a student population of about 5000, of which arts students constitute the majority. The Faculty of Arts comprises 19 Departments including Law, Education, Dance, Music and Fine Arts. The Department of Sanskrit is one of oldest Departments of the Faculty of Arts. Sanskrit is taught as one of the subjects from the inception of the University. The Department of Sanskrit was founded in 1975. Dr. A Sivasamy was appointed as Lecturer in charge of the Department in 1976. Later he functioned as the Head of the Department in 1979 till his retirement in 1998. As the first Head of the Department, and later as Professor of Sanskrit, he organized and directed the academic activities of the Department with the help of other academics till his retirement.

The Special degree course of Sanskrit was introduced in 1979. There were 07 students offering Sanskrit for the Special degree in 2001. This number has drastically come down over the years. There are only 04 students doing Sanskrit Special at present.

But the Department of Sanskrit helps a number of other Departments in the University in teaching Sanskrit to those students who specialize in other subjects than Sanskrit. Thus basic Sanskrit is taught as a course unit for the four-year Special degree courses of Hindu Civilization, Hindu Philosophy, Tamil, Music and Dance. This year there are 06 students offering Tamil, 36 students offering Dance and 39 offering Music as their special subjects learning Sanskrit. In 2007 there were 16 students from the Department of Hindu Culture and Hindu Philosophy who studied Sanskrit as a subject.

It is, however, sad to note that the number of students studying Sanskrit has been dwindling gradually. Even the number of candidates who appear for G.C.E. (A/L) Examination in Tamil medium in the whole island has come down to a pathetic 20 or so. A number of reasons can be attributed to this unhappy situation. The main reason is the lack of qualified teachers. Only three schools in the whole of Jaffna peninsula teach Sanskrit as a subject. They are the Ramanathan College, Manipay Ladies College and Inuvil Hindu College, all

a.. The syllabus and the prescribed texts are not even the subject. Prescribed texts in Devanagari characters are not available to teachers, therefore, rest on past question papers for content of the syllabus and the style of questions. This is a very unsatisfactory situation to say the least. And the new subject combinations for G.C.E. (O/L) schematized by the Ministry of Education greatly discourage students from selecting Sanskrit as a subject. Sanskrit is a subject which is as useful as English for Sinhala and Tamil students. It is unfortunate that the authorities in this country look down upon Sanskrit as a dead and useless language, when the Western world is exploring the possibilities of declaring Sanskrit as an international link language. Sanskrit is not a dead language in any sense of the term. Therefore, all encouragement should be given for pursuing Sanskrit in schools at least as a third language.

Academic staff too is not adequate. There are only 03 lecturer posts in the existing cadre. The most qualified among them (who has a Ph.D) has been served with vacation of post notice since 2006, and her vacancy still remains unfilled. The other two are holders of M.Phil. Degree from Jaffna University. One of them who have secured a placement at Madras University for his Ph.D. is presently facing problems in obtaining his visa. The Department has also enlisted the services of two Visiting Professors, two Assistant Lecturers on contract and one Tutor.

### **The Facilities of the Department:**

The Department of Sanskrit is located just behind the Kailasapathy Auditorium on the second floor of the building. The facilities available at the Department are as follows:

1. The Department is functioning without a permanent clerk or a labourer for a long time. This has seriously affected the administration of the Department.
2. The Department has two permanent lecture rooms with a seating capacity of 65 and 07 (?) respectively. Basic Sanskrit courses are taught in the bigger room.
3. No information technology facilities are available for the students. E-mail and internet facilities too are limited to the students.
4. The University provides such facilities as health service, student counseling services and career guidance. The Physical Education Unit provides sport and playground facilities. University Health Centre provides basic medical care for the University community.

## **3. AIMS AND LEARNING OUTCOMES**

### **3.1 Aims**

The aims and objectives of the various course units provided by the Department of Sanskrit as given in the self-evaluation report submitted by the Department may be summarized as follows:

2. To enhance the knowledge and raise the standard of Sanskrit of the students following degree courses.
3. To encourage the students to read further so that they may improve their knowledge of Vedic and Classical Sanskrit literature.
4. To impart to the students a deeper and detailed knowledge of Sanskrit grammar and to train them further in translating Sanskrit passages into Tamil and vice versa.

with a comprehensive view of Sanskrit studies in Sri Lanka from ancient times to the present day.

the Special degree in certain allied subjects, and others, who wish to acquire some knowledge of Sanskrit.

7. To introduce the students into research methodology and train those in the art of writing research articles on topics related to Sanskrit studies.
8. To promote skill in understanding the applicability of the present training given in order to serve the community and to meet the demands of regional, national and global needs.

### **Teaching Load of the Academic Staff:**

Teaching hours have been allocated among the academic staff in accordance with the Faculty norms. Thus the Head of the Department has been allocated 8 hours per week, a Senior Lecturer 12-14 hours, a Probationary Lecturer 14-16 hours and the visiting staff 3-6 hours each.

The lack of an adequate academic staff has posed a problem. The bulk of the teaching load has to be shouldered by the two permanent members other than the Head of the Department. This has affected the up-grading of the courses and maintaining a good research atmosphere.

### **3.2 Learning Outcomes**

1. The Sanskrit degree programme is aimed at imparting a sound knowledge of and understanding in Sanskrit and to develop personal skill and to preserve the traditional heritage of Sanskrit in the present context.
2. The curriculum provides the learning that would improve the student's capacity in respect to the use of language, time management and mastering the subject with confidence.
3. As Sanskrit is closely related to Tamil and Hindu religion and culture, students can make a significant contribution to the language development of the society and the nation as translators, literary critics and exponents of Hindu religion and culture which are part of the Tamil heritage.

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

The Department of Sanskrit is a small Department in the Faculty of Arts, but Sanskrit is by no means less important than any other subject taught in the Faculty. It is really unfortunate that neither the authorities nor the people at large do have any clear idea of the importance of this subject in the modern world. All important universities in the West, particularly in the U.K., France, Germany and the United States as well as Australia have strong Departments of Sanskrit. The importance of this subject in the Sri Lankan context cannot be over-rated. In Jaffna in particular, Sanskrit is closely linked with the Tamil language, the Hindu worship and Hindu culture, *Siddhayurveda*, Archaeology and *Silpa-sastras*.

The Department says that the Sanskrit graduates get a variety of career opportunities such as university lecturers, teachers, administrative officers, cultural officers, librarians etc., and that the curriculum is designed to provide understanding of basic concepts in Sanskrit in order to fulfill the current needs in the field and apply the knowledge and talents accordingly in the present context.

## and Review

two degree courses in Sanskrit, a General degree programme of three-year duration and a Special degree programme of four-year duration. In compliance with the policies adopted by the Faculty reform in the curriculum (based on the semester system), new degree courses were introduced in 2001.

Further modifications in the syllabuses were done in January, 2005, in accordance with the U.G.C. policy of G.P.A. (Grade Point Average) system, which introduced the modularized credit-based system in place of the course unit system. Both curricula adopted a credit system where an inclusion of 120 credits for Special degree programmes is demanded. A course unit comprises 45 contact hours of which 30 hours are allocated for lectures and 15 hours for tutorials, assignments etc.

The Sanskrit syllabus adopted in 2005 contains a number of new and interesting course units such as, Sanskrit dramatic literature, Introduction to Sanskrit theatre, Buddhist Sanskrit literature, and a number of course units providing a basic Sanskrit language study. This latter study introduces the students who pursue secular subjects like music, dance and Tamil Language into the study of Sanskrit. We presume that Sanskrit and Tamil inscriptions in Sri Lanka are also discussed in the course unit titled Sanskrit literature in Sri Lanka. The Department deserves a word of praise for introducing such secular topics to the new syllabus. We would also like to suggest that a new course unit like *Silpasastra* Literature in Sri Lanka be introduced in a future revision of the syllabus, as there are a number of old Sanskrit *silpa* texts dealing with monastic architecture, image-craft and painting produced in Sri Lanka, some of which are already available in print.

However, we are quite satisfied with the curricular design, content and review of the Sanskrit degree programme currently operative in the Department of Sanskrit.

### 4.2. Teaching, Learning and Assessment Methods.

Lectures are the most common means of imparting knowledge. No mention is made of using audio-visual aids or multimedia for illustrations. Chalk board method appears to be the most popular way of delivering lectures. The Department has no multimedia facilities. The multimedia projector used for the presentation of the Self-evaluation Report was a borrowed one. However, the Department hopes to improve the quality of teaching by using multimedia facilities in the near future. Tutorials are conducted at the end of a series of lectures. Tutorials for the final year students are conducted by the senior academic staff. Assistant Lecturers and Tutors conduct tutorial discussions for all the other students due to the heavy work load of the senior staff members. But no mention is made of assignments or individual presentations, though three students did present papers before the review team. There appears to be no practice in holding periodical seminars where teachers and students could present papers for discussion, or holding lectures by invited guest speakers and scholars.

#### Assessment Methods

The assessment procedure is based on the Faculty's new examination regulations adopted in 2001 and 2005. Examinations are held at the end of each semester. A written examination carries 75 marks, tutorial and other assignments 25 marks.

## Student Progress and Achievements

Sanskrit students are selected for following the degree programme of Sanskrit are selected by the University Grants Commission on the results of the General Certificate of Education (Advanced Level) Examination held in that year. Students who have obtained a good pass in Sanskrit along with passes in two other subjects in the Tamil medium and who have secured the minimum Z-score points deemed necessary for university admission are selected for the Sanskrit course in the University of Jaffna.

Sanskrit being a subject which has a very low demand in this country, few offer Sanskrit for the G.C.E. (A/L) Examination. In the Sinhala medium, the vast majority of G.C.E. (A/L) candidates are supplied by the Pirivenas. There being no similar institutions providing courses in Oriental subjects, in the Jaffna Peninsula or any other Tamil-speaking area, the supply of Sanskrit candidates entirely depends on just three schools in the Valigamam region. Under these circumstances, the University has to rely on the special intake provision in order to keep the subject alive. Therefore, the Sanskrit undergraduates offering Sanskrit as their major subject constitute a mixed lot consisting of regular intakes and special intakes. Under the special intake system, those students who have performed well in less popular subjects such as Sanskrit, Pali, English, Tamil and History may get a chance to secure university admission, even though they have failed to obtain the minimum Z-score points.

In this Department the door is also open to those students who have offered other subjects than Sanskrit at G.C.E. (A/L) Examination. Thus those with a keen interest in the subject would be able to follow the course without much difficulty, because the first-year Sanskrit course provided by the Department starts almost from grass root level.

New entrants to the University are assisted to become themselves familiarized with the university set-up and the university life, and with the Departmental activities by a programme of orientation lasting for about a week. This programme includes lectures by the academic staff and invited guest-speakers, cultural programmes, tours, visits to the Library, Sports Complex, and University Health Centre etc.

Further, information about the course units and various subject combinations is also given during the inauguration programme, and displayed on the Department notice board. A copy of the latest Faculty Handbook is given to each of the new entrants for their guidance. Staff members actively engage themselves in helping the students to select their study programmes.

### Quality of Students

We are happy to note that the quality of students appears to be quite good. Since almost all the students have had offered Sanskrit as a subject at G.C.E. (A/L) Examination, we found their ability to read and write the Deva-nagari script was thorough. They were able to taken down immediately whatever illustrations the teacher had put on the blackboard. Three students belonging to the third, second and first year respectively made three presentations on interesting topics, which were conducted quite satisfactorily. The two Assistant Lecturers recruited recently on contract basis bear testimony to the general quality of the students. This may be due to the fact, despite the limited resources available in the Department, the students possess a good background of cultural and traditional studies, for which the Jaffna region is well known.

students from the Department of Sanskrit. All have completed the Special degree course of Sanskrit, many with First or Upper Second Class Honours. The attendance at Sanskrit classes by those students offering other subjects for their Special degree has been very satisfactory.

Almost all Sanskrit graduates from University of Jaffna are employed in various capacities such as teachers, cultural officers, librarians and university lecturers. The young Assistant Librarian in the University Library, who is a First Class Honours graduate in Sanskrit proved himself to be a promising young scholar of high calibre. We also met a charismatic teacher of Sanskrit from the Manipal Ladies College, who is a graduate from University of Jaffna.

#### **4.4. Extent and use of Student Feedback**

As in many university academic departments, there appears to be no formal system of ascertaining student feedback. However, the students are given an opportunity to express their views through their representatives at the Faculty Board meetings. Anonymous questionnaires are also provided to the students to express their views. However, this being a small Department, the informal relationship between the teachers and the students is very cordial. Every student is known to the teachers by name. They meet the teachers very often, even without prior appointment. So the teachers informally get a feedback from the students, about their problems, their satisfaction with teaching or otherwise. The Department, therefore, needs to focus its attention on this important aspect and devise ways and means of getting student feedback formally and regularly.

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

The Department provides guidance and supervision for postgraduate students reading for M.A. and M.Phil. Degrees. Since the only Ph.D. holding teacher has been served with vacation of post notice in 2006, no Ph.D. student has been accepted since then. At present only two students have registered themselves for the M.Phil. Degree. We met these two students during our visit and were informed that they were carrying on their research programmes under the guidance of the two Senior Lecturers of the Department. No formal lectures are being conducted for postgraduate students. It is, however, essential that they be given a thorough training in research methodology.

The shortage of Senior Staff is a pressing problem the Department is facing in developing research programmes. However, the Department is seeking ways and means of strengthening its research component and attracting more and more postgraduate students.

#### **4.6. Peer Observations**

Peer observation appears to exist in some measure as the Department claims that the Head of the Department and the senior academics are in the habit of overseeing the performances of the junior academics in teaching and tutorial discussions. They also advise and guide them to improve their teaching and academic standards. However, this process needs to be more formalized and strengthened if it is to be really effective.

tsø skill development is embedded in the curriculum design and the learning, teaching and assessment methods. This we witnessed at the presentations made by the students may be specially prepared for the observation of the Review Team. If this is a regular activity, it is praiseworthy. The first-year students who have made their presentations would learn from the presentations of their seniors. But we noted that the students were not able to take advantage of power point facilities as the Department does not possess multimedia equipment.

We also noted that the *Devanagari* script is being used in teaching as well as learning processes. They will further develop their skill in using the *Devanagari* script in their research programmes.

#### 4.8. Academic Guidance and Counseling

General guidance on academic matters and social co-existence in the University is given during the Orientation Programme conducted for the new entrants. All particulars regarding study courses and course units are given in the Faculty Handbook, a copy of which is given to each new entrant. Further guidance on academic matters can be obtained from the academic staff on request. Curriculum design has taken into account resources available in and the requirements of the Jaffna region. There are special course units in the syllabus, on Hindu religious worship, Hindu culture, Tamil studies etc.

Since this is a small Department, teachers and students are much closer than in most other Departments. Most of the counseling is, therefore, done at an informal level. Day to day arrangements are communicated through staff announcements during teaching sessions and the Department Notice Board. Lecturers guide the students in selecting and using reading materials.

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

Aspect Reviewed	Judgment Given
Curriculum Design, Content and Review	Good
Teaching, Learning and Assessment Methods	Satisfactory
Quality of Students including Student Progress and Achievements	Good
Extent and Use of Student Feedback	Satisfactory
Postgraduate Studies	Satisfactory
Peer Observation	Satisfactory
Skills Development	Good
Academic Guidance and Counseling	Good

ects for development by attracting more students and introducing new course units. As the Department conducts a number of courses on Sanskrit Drama, it could think about producing a Sanskrit play, may be in the Tamil medium, at least one every year. If the Department thinks it has no resources or experience to do so, they could easily join hands with the Drama and Theatre Unit in the Department of Fine Arts and the Ramanathan Academy. The Drama and Theatre Unit has already produced Kalidasa's *Abhijnana-Sakuntala* in the Tamil medium.

1. Is it possible to maintain some balance between the courses? When we look at the courses taught in the Department, it seems that, despite all the revisions made in the past, the Department could revise it further by adding more attractive course units, by prescribing popular text, *kavyas*, dramas and perhaps, language courses incorporating theories or methods of modern linguistics. ASN 3102: Vedic Grammar and Composition. Are these two components compatible? ASN 3103: Sanskrit Studies in Sri Lanka, and ASN 104: Sanskrit Literature from A.D. 1200 to the present day, may be noted as two of the good courses. Instead of the several courses of Classical Sanskrit Literature and Vedic Literature, the Department could think of introducing some new courses, e.g, Comparative Study of Indian and Western Literary theories, *Silpasastra* Literature in Sri Lanka, Study of Medicinal Texts in Sanskrit.
2. The Department could, with the assistance of the Dean of the Faculty of Arts, organize some attractive programmes with students from other universities where Sanskrit is taught. Perhaps, if a renowned Sanskrit scholar could be invited to visit the University to give a series of lectures at least once a year, it could create enthusiasm among the students offering Sanskrit and help attract more students.
3. The teaching of writing and reading the *Grantha* Script, the Review Team noted as an impressive innovation.
4. The Department of Sanskrit is understaffed although the number of students is small; the existing staff has to teach the same number of courses and hours as any other Department, as they conduct classes for both the General and Special degrees in Sanskrit. Therefore, the Review Team wishes to recommend that at least one more permanent cadre position should be allocated to this Department.
5. The Department of Sanskrit at present does not have permanent supporting staff. There is neither a permanent clerk nor a permanent peon. They have to manage with the service of one trainee-clerk and one peon whom the Department must share with three other Departments.
6. The Department of Sanskrit being one of the oldest departments in the University of Jaffna, should develop its postgraduate department. The senior academic staff should pursue their Ph.D. programmes in earnest in order to strengthen the research potential of the Department. For the success of postgraduate research, the Department could, perhaps, establish links with some local and Indian universities to obtain services of senior Professors.

graduate students registered for the M.Phil. Degree in the team highly as he proved himself to be a capable and with talent and aptitude to undertake research at a higher level. The Review Team wishes to congratulate the Department for being able to produce graduates of such caliber.

8. Facilities and resources in the University Library too are insufficient. Although there is a capable Librarian and space in the main library, the Team found that the available resources for Sanskrit studies leave much to be desired. Further, the Department should think of developing a library for the use of the staff and students at the Department. For this, the Department could approach the Department of Cultural Affairs and the Indian High Commission for donations of books. If the purpose and the need for such a library for Sanskrit is advertised, support is bound to come from other public and private organizations we well.
9. Students offering Sanskrit as a subject should be guided in skills development in subjects such as modern languages and computer literacy. The University/U.G.C. should provide more computers and internet connection to this Department.
10. The students learning Sanskrit in general, including those from the Ramanathan Academy of Music and Dance expressed their interest in learning not only English but also Sinhala. If a one-year Diploma or a Certificate Course of Sinhala could be introduced and offered to the students of the Jaffna University that will be beneficial in more ways than one.

**Day 01 (24.08.2009)**

08.30-09.00	Private meeting of Review Panel with QAA Council Representatives
09.00-09.30	Discuss the Agenda for the Visit
09.30-10.30	Meetings with the Vice-Chancellor, Dean/Arts, Head of the Department (Working Tea)
10.30-11.30	Department Presentation of Self-evaluation Report
11.30-12.30	Discussion
12.30-13.30	Lunch
13.30-14.30	Observing Departmental Facilities
14.30-15.30	Visits to University Library and Computer Centre
15.30-16.30	Meeting with Department Academic Staff.
16.30-17.00	Brief Meeting of Reviewers

**Day 02 (25.08.2009)**

09.00-09.30	Observing Teaching ó Lecture
09.30-10.00	Observing Teaching ó Lecture
10.00-11.00	Observing Documents (Working Tea)
11.00-12.00	Meeting with Technical Staff & other Non-academic Staff.
12.00-12.30	Meeting with Postgraduate Students
12.30-13.30	Lunch
13.30-14.00	Observing StudentsøPresentations
14.00-14.30	Observing StudentsøPresentation
14.30-15.00	Meeting with Senior Students
15.00-15.30	Meeting with First-year Students
15.30-16.00	Observing StudentsøPresentation
16.00-16.30	Meeting of Reviewers

**Day 03 (26.08.2009)**

09.00-09.30	Meeting with Past Students
09.30-10.30	Meeting Student Counselors/Academic Advisors/Personal Tutors (Working Tea)
10.30-11.00	ReviewersøPrivate Discussion
11.00-12.00	Meeting with the Head and the Staff for Reporting
12.00-13.00	(Lunch)
13.00-17.00	Report Writing

-Chancellor

2. Prof. S. Krishnarajah/ Dean of Faculty of Arts
3. Mrs. S. Jegnathan/Head of Department of Sanskrit
4. Mr. S.K. Krishnanandasarma/Senior Lecturer
5. Dr. V. Sivasamy/Visiting Lecturer (formerly Professor of Sanskrit)
6. Miss A. Nalini/Assistant Lecturer on contract
7. Miss K. Kalagini/Assistant Lecturer on contract
8. Acting Librarian/University Library
9. Mr. Navanita Krishnasarma/Assistant Librarian
10. Sanskrit Teacher from Manipay College
11. Head/Department of Hindu Civilization
12. Mr. Vimal Swaminathan/Lecturer in Linguistics
13. Prof. P. Balasundarampillai/former Vice-Chancellor
14. Dr. Mrs. N. Krishnaverny/Head, Department of Fine Arts.

### **Annex 3. TEACHING SESSIONS OBSERVED**

Apart from the Head of the Department, the only Senior Lecturer present was Mr. S. K. Krishnanandasarma. We could, therefore, observe only one teaching session presented by him.

### **Annex 4. LIST OF FACILITIES OBSERVED**

1. The Departmental Library
2. The University Library
3. The Computer Centre
4. Class Room Facilities
5. Office Facilities of the Academic Staff
6. Teaching Aids available in the Department
7. Exhibition on the late Prof. Kailasanatha Kurukkal, organized by the University Library

### **Annex 5. LIST OF DOCUMENTS OBSERVED**

1. Self-evaluation Report (revised) submitted by the Head of the Department.
2. Syllabus of B.A. Special degree in Sanskrit
3. Syllabuses of courses provided for the B.A. General degree
4. Final-year Dissertations submitted by students who have followed the B.A. Special degree in Sanskrit
5. A few M. Phil. Theses submitted by past students.
6. Publications of the academic staff.
7. Literature hand-outs distributed during lectures
8. Students' signature sheets
9. Sets of past question papers in Sanskrit
10. Profiles of the academic staff.