

# **SUBJECT REVIEW REPORT**

**DEPARTMENT OF SINHALA**



***FACULTY OF HUMANITIES  
UNIVERSITY OF KELANIYA***

28<sup>th</sup> to 30<sup>th</sup> January 2008

**Review Team :**

Prof. U. Meddegama, University of Peradeniya

Prof. (Ms.) Kusuma Karunaratne, University of Colombo

Prof. D. Atapattu, University of Ruhuna

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## **1. SUBJECT REVIEW PROCESS**

The primary objective of the Quality Assurance and Accreditation 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 higher education institutions of Sri Lanka, and to gain confidence of the community in their graduates in accordance with internationally recognized mechanisms of evaluation. University accountability for quality and standards is a key factor in promoting and safeguarding public confidence in Sri Lankan higher education. There are four main components of a quality assurance programme.

Being a key component in the national quality assurance system for Sri Lanka, the Subject Review evaluates the quality of education within a specific subject or discipline. Subject review is carried out in relation to the aims and objectives set by each programme of study pertaining to both undergraduate and taught 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 taught postgraduate programmes. However, the responsibility for quality and standards lies within the institution itself, since it alone has the power to control and to change existing practices.

Review process is conducted 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 Sinhala submitted a self evaluation report consisting of eleven sections, namely: (1) background (2) aims, learning outcomes and programme details (3) students, staff and facilities (4) curriculum design, content and review (5) teaching, learning and assessment methods (6) quality of students (7) extent and use of student feedback (8) postgraduate studies (9) peer observation (10) skills development and (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 observation.
7. Skills development.
8. Academic guidance and counseling.

The review method has two main processes, i.e. internal and external evaluation. Internal evaluation is the self- assessment in the subject, based on the programme's own aims and objectives, and set out in the structure provided by the core set of aspects of provision. The external evaluation comprises 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 programme in the light of the aims and intended student learning outcomes. Reviewers do not use any externally set standards against which the programmes are judged. There are

three options open to the review team in making the overall judgment concerning the quality of provision in the department of study concerned:

- Confidence
- Limited Confidence
- 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 teams 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

Prof. Colin N. Peiris, Quality Assurance Specialist of the QAAC by a letter dated 10<sup>th</sup> January 2008 notified that the following team has been appointed to perform the Subject Review in the Department of Sinhala, University of Kelaniya from 28<sup>th</sup> to 30<sup>th</sup> January 2008:

Prof. U. P. Meddegama, University of Peradeniya  
Prof. (Ms.) Kusuma Karunaratne, University of Colombo  
Prof. D. Atapattu, University of Ruhuna

The agenda for the Review Visit is annexed (Annex 1).

The evaluation of eight aspects was based on:

- Meetings held with the Dean of the Faculty of Humanities, Chairman of the Internal Quality Assurance Unit, Head of Department, academic staff, non-academic staff, undergraduate students and postgraduate students.
- Observation of facilities at the department and the faculty (library, Computer Unit etc).
- Observing teaching and student presentations
- Reviewing documents available at the department.

The Review Team visited the Department of Sinhala of the University of Kelaniya during the period 28<sup>th</sup> to 30<sup>th</sup> January 2008 and initiated the peer review process. The purpose of the visit was to search for evidences and observe those pertaining to the aims and the intended learning outcomes as stated in the SER of the department and evaluate them according to the set guidelines. At 8.00 a.m. on the 28<sup>th</sup> January, the Review Team met the Quality Assurance Specialist, Prof. Colin N. Peiris at the University of Kelaniya to be further familiarized with the Subject Review process. At 9.00 a.m. on the 28<sup>th</sup> January, the Team met Prof. Kulatilake Kumarasinghe, the Dean of the Faculty of Humanities, Prof. N.K. Dangalle, Chairman, Internal Quality Assurance Unit of the University of Kelaniya and Prof. J. Danansooriya, the Head of the Department of Sinhala. The Dean briefed the Review Team of the activities of the faculty in general and current trends in undergraduate and postgraduate teaching in the Faculty of Humanities.

The agenda for the review process was discussed and finalized with the Head of the Department. Senior Professor Chandrasiri Palliyaguru, then made a presentation on the self evaluation report, highlighting the strengths and weaknesses of the department, clarifying certain points and explaining where necessary, some information included in the report. The

other members of the academic staff of the department were also present at this meeting. The open and frank discussion that followed was extremely helpful for the evaluation exercise.

Data were gathered additionally by meeting with academic staff, undergraduate and postgraduate students, and observing lectures and student presentations. The Review Team also went through relevant documents (see annex 2), inspected facilities provided by the department including lecture theatres, computer laboratory, staff rooms, faculty library and main library and the equipment available for teaching, research and other activities.

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

The University of Kelaniya originated as the Vidyalankara University of Ceylon which was established as an independent university in 1959, by granting university status to a traditional seat of learning, namely the Vidyalakara Pirivena founded in 1875 as a centre of learning for Buddhist monks. It was one of the two great national centres of traditional higher learning, heralding the first phase of the national movement and national resurgence. Renowned scholar monks such as Venerable Ratmalane Sri Dharmarama, Lunupokune Dharmarama and Kiriwattuduwe Sri Pragnarama have been the former Principals of Vidyalankara Pirivna, who had developed it as a major educational institute that produced a number of eminent scholars. The status of the Vidyalankara University was changed to that of a campus in 1972 under the University of Ceylon Act, No. 1 of 1972, which created a single national university. With the implementation of the Universities Act No. 16 of 1978, the Vidyalankara Campus became an autonomous university under the name and style, University of Kelaniya.

The University consists of six faculties and three institutions. The six faculties are the following:

- Faculty of Commerce and Management Studies
- Faculty of Humanities
- Faculty of Medicine
- Faculty of Science
- Faculty of Social Sciences and
- Faculty of Graduate Studies

Two postgraduate institutes, namely, the Postgraduate Institute of Archaeology, the Postgraduate Institute of Pali and Buddhist Studies, and an Institute dealing with indigenous medicine, i.e. the Gampaha Wickremarachchi Ayurveda Institute, are affiliated to the University of Kelaniya.

The University of Kelaniya has pioneered a number of new developments in higher education in the country. It was one of the first universities to begin teaching science subjects in Sinhala, and also first to restructure the traditional Arts Faculty into three separate faculties of Humanities, Social Sciences and Commerce and Management. It also has several unique Departments not generally found in the Sri Lankan university system. These include the departments of Industrial Management and Microbiology in the Faculty of Science; Departments of Linguistics, Fine Arts, Modern Languages and Hindi in the Faculty of Humanities; Mass Communication and Library & Information Sciences in the Faculty of Social Sciences.

Today, the University of Kelaniya is one of the major national universities. The main campus is located about 8 km away from Colombo along the Colombo-Kandy highway, and it

consists of about 58 acres. The University of Kelaniya serves over 8000 internal students while its affiliated institutes serve about 1000 students. Over 25,000 students are registered for various external degree programmes conducted by the university.

The Department of Sinhala is one of the oldest departments in the University, and Sinhala has been one of the most popular subjects in the Faculty of Humanities. The Department of Sinhala is also the largest department in the Faculty of Humanities in terms of the number of staff and students. The number of permanent academic staff members is 21 at present. In addition to the permanent cadre, there are 4 temporary assistant lecturers.

Five of the former professors of this department have held the post of Dean of the Faculty of Humanities. The present Dean of the Faculty, Prof. Kulatilake Kumarasinghe has also served as Head of the Department of Sinhala. At present, out of all the departments in this university, it is the Department of Sinhala, which has the highest number of professors in the academic staff. Most of these professors have mastered foreign languages such as Japanese, Chinese, Hindi, Pali, Sanskrit, Urdu etc. which is a very important qualification for teaching and research in a department like Sinhala. Senior Professors attached to the department such as Prof. C. Palliyaguru and Prof. K. Kumarasinghe, have a number of publications to their credit and they have become highly acclaimed scholars and critics of literature in their respective fields. The senior members of the academic staff also serve in various national bodies and committees pertaining to language, culture and art.

#### **Academic Staff of the Department of Sinhala**

Name	Highest Degree Obtained	Designation
Prof. Chandrasiri Palliyaguru	Ph.D. Sri Lanka	Senior Professor
Prof. Kulatilaka Kumarasinghe	Ph.D. Kelaniya	Senior Professor
Prof. Somaratne Balasooriya	Ph.D. Sorbonne	Professor
Prof. J. Danansooriya	M.A. Kelaniya	Professor
Prof. T.R. Gamini Dela Bandara	Ph.D. London	Professor
Prof. U.G. Herson Dias	Ph.D. Kelaniya	Professor
Prof. N.D. Gunawardena	Ph. D. Kelaniya	Associate Professor
Rev. Dr. O. Pannasara	Ph. D. Pune	Senior Lecturer Gr. I
Dr. Nimal Karunaratne	Ph.D. Hitotsubashi	Senior Lecturer Gr. I
Mr. J.K.D.R. Ratnayake	M.Phil. Kelaniya	Senior Lecturer Gr. I
Mr. W.M.S.P. Abeysekera	M.Phil. Kelaniya	Senior Lecturer Gr. II
Ms. H.A.A. Swarna Ihalagama	M. Phil. Kelaniya	Senior Lecturer Gr.II

<b>Name</b>	<b>Highest Degree Obtained</b>	<b>Designation</b>
Ms. Anusha de Silva	M. Phil. Ketaniya	Senior Lecturer Gr. II
Rev. Malwane Chandaratane	B.A. Kelaniya	Probationary Lecturer
Ms. Kusum Herath	B.A. Kelaniya	Probationary Lecturer
Ms. Anurin Indika Divakara	M.Phil. Kelaniya	Probationary Lecturer
Ms. Anuruddhika Kumari	B.A. Kelaniya	Probationary Lecturer

The number of students registered for the Special and General Degree programmes conducted by the Department in the recent years, are given in the Tables below.

#### **Number of Students following B.A. Special Degree Programme**

<b>Academic Year</b>	<b>Year of Specialization</b>	<b>No. of Students</b>
2004/2005	Year 2	33
	Year 3	32
	Year 4	23
2005/2006	Year 2	25
	Year 3	15
	Year 4	30
2006/2007	Year 2	18
	Year 3	25
	Year 4	15

#### **Number of Students following B.A. General Degree Programme**

<b>Academic Year</b>	<b>Year of Study</b>	<b>No. of Students</b>
2000/2001	Year 1	215
	Year 2	397
	Year 3	188
2001/2002	Year 1	146
	Year 2	114
	Year 3	369
2002/2003	Year 1	279
	Year 2	61
	Year 3	109
2003/2004	Year 1	167
	Year 2	116
	Year 3	50

### **Facilities in the Department:**

Class Rooms	02 (with seating capacity for 30 and 100 students respectively)
Seminar Room	01
Desktop Computers with Internet facility	14
Laptop Computer	01
Lacer Printer	01
Multimedia Projector	02
OHP projector	01
Photocopying Machine	01
Duplo Machine	01
TV set	01

### **3.0 AIMS AND LEARNING OUTCOMES**

#### **3.1 Aims**

Broadening the horizons of emotions and knowledge of students in the subjects of language, literature and culture through the process of teaching and learning. Thus the graduates of the Department of Sinhala will be equipped with skills and “*shraddha sangatha jivana santhustiya*” that is ideally suitable to serve the world.

#### **3.2 Learning Outcomes**

- The department expects to provide a deep knowledge based on tradition through a combination of a variety of courses in the curriculum.
- For achieving this objective, the department encourages students to improve skills in languages such as English, Pali and Sanskrit.
- For the Special Degree in Sinhala, courses covering a wide range of subjects are offered. In this curriculum, there are 15 main courses including the classical and modern Sinhala literature, performing and documentary arts etc.
- The department wishes to teach these courses by revising and updating them to suit the needs of the time and expectations of teachers and students. For maintaining high academic standards, question papers are moderated by external examiners.
- For the purpose of introducing all the course units, limits and boundaries of each subject area have been clearly defined.
- It is only the Department of Sinhala at Kelaniya, which teaches cinema as a literary subject. No other department of Sinhala in Sri Lankan universities has included cinema as a subject in its curriculum.
- This department offers Arts and Craft, Culture, Folklore and Folklife as optional subjects.
- For the benefit of the students taking the course Arts and Crafts, an annual field trip is organized. This trip is planned to provide the students with theoretical as well as practical knowledge.
- The department provides courses as well as guidance for candidates of postgraduate degrees such as M.A., M. Phil. and Ph.D.
- In addition to the above mentioned courses, both at undergraduate and postgraduate levels, the department offers courses in Sinhala for a number of foreign students.

## **4.0 FINDINGS OF THE REVIEW TEAM**

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

The Department of Sinhala conducts two first degree programmes, B.A. (General) Degree and B.A. (Special) Degree. B.A. General Degree programme is designed according to the semester-based course modular system. The General Degree programme covers three academic years of six semesters of 15 weeks each. To be eligible for the BA General Degree, a student must accumulate a minimum total of 24 credits in Sinhala with at least 8 credits in each academic year in addition to the credits accumulated from the two other subject disciplines.

For the B.A. Special Degree in Sinhala, the academic programme is not strictly adhered to semester-based course modular system. The department is of the view that course content of the Special Degree Programme cannot be sufficiently covered by course modules designed for one semester. Therefore, they have obtained special faculty approval not to hold semester-end examinations but to hold end of the year examinations.

To be eligible for the B.A. Special Degree in Sinhala, the credit requirement is a total of 130 credits and the relevant minimum period of study is of four academic years (8 credits in the Foundation Year, 40 credits each in the Special First and Second Years, and 42 credits in the Final Year).

The independent research report (dissertation) to be submitted in the Final Year is assigned 10 credits. The dissertation is considered as one course unit. The Review Team feels that the credit value assigned for the dissertation is not compatible with the credit points awarded to the other course units in the department.

The credit structure adopted for the Special Degree curriculum appears to be non-conventional. For example, all course modules are eight credit one-year courses. Furthermore, ten credits assigned for the final year dissertation is also very high for an undergraduate project.

Courses prescribed for the General Degree Programme cover a wide range of subjects aimed at improving knowledge, skills and attitudes of students offering courses in Sinhala for the General Degree. However, the Review Team is of the view that some of these courses could be further improved by including more relevant and modern texts.

Courses taught in the Special Degree Programme cover a wide range of subjects. While teaching traditional subjects such as grammar, linguistics, paleography, classical and modern literature including all the major genres of literature namely, fiction, poetry and drama, the Department has introduced a few new subjects viz. Culture studies, Cinema and Performing arts, Study of folklore and folk-life and sociology of literature.

All Special Degree candidates are required to submit a dissertation based on an independent research conducted in their final year. This aspect of the curriculum aims at improving research and presentation skills of students.

The Department has taken steps to review the existing curriculum for the Special Degree Programme.

The Special Degree first and second year students who met with the Review Team expressed their concern over the fact that it is difficult for them to participate in extra curricular activities and attend courses in foreign languages and IT, due to the heavy work load in the main time table.

One of the main features of the curriculum reforms in the university system at present is to make the academic programmes more flexible and multidisciplinary. Nevertheless, the Review Team feels that the Department of Sinhala at Kelaniya University has not yet taken any positive steps in this direction. As a result, the undergraduates of this department whom the Review Team had interaction with do not seem to be aware of opportunities available to them within the university.

***The view of the Review Team is that the curriculum design, content and review, is SATISFACTORY.***

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

The Review Team feels that the department of Sinhala at the University of Kelaniya with regard to the number, qualifications and experience of the academic staff, as a very strong department of studies. Among the 21 members of the academic staff, there are two Senior Professors, four Professors, one Associate Professor and six Senior Lecturers. Most of these academic staff members are experts in a number of fields relevant to the academic programme, viz. cultural anthropology, cinema, folk arts, mass media, fine arts etc.

The Review Team observed several lectures conducted by the senior members of the department. The teachers are highly knowledgeable in their areas of teaching. However, the presentations were not student-centred and the Review Team felt that teaching aid technology should be used by the lecturers.

The space available for conducting lectures is very limited and this sometimes affects the quality of teaching. The use of multimedia and OHPs is not possible when appropriate rooms to fix such appliances are not available. The absence of technical staff in the department has also prevented the use of modern teaching equipment in conducting academic programmes.

Conditions of class rooms are not up to the standard. Insufficiency and lack of space for class rooms were pointed out to the Review Team by several academics of the department

A comprehensive course outline consisting of course objectives, learning outcomes, detailed syllabus, assessment methods, and recommended readings is hardly made available to students. However, some lecturers occasionally provide handouts for students. When the course module system is adopted to replace the traditional curriculum, it is necessary to introduce other innovative components of teaching/ learning process such as course guides and course outlines to improve the effectiveness of teaching process.

The assessment method adopted by the department for the General Degree course modules comprises of 70% for the end-semester examination and 30% for the assignment. In other universities, under the semester-based course modular system, several different methods of in-course assessment such as class-room tests, take home (open book) exams, quizzes etc. are being used. However, this department has been using only assignments and presentations for

in-course assessment. In the Special Degree Programme, the course assessment in the first semester is entirely based on the written assignment and presentation.

It was brought to the notice of the Review Team that the assignments submitted by the students are not returned to them with the grades allocated after evaluation. It is important to make sure that the students are aware of their strengths and weaknesses in their disciplines. The learning process will be more effective when they know their grades for what they produced as assignments.

Classes are awarded based on the Grade Point Average (GPA). The minimum GPA required for a First Class Honours in BA Special and General Degrees is 3.5. The GPA will be calculated as a weighted average on the grade points obtained for the different courses and the number of course credit hours.

***It is the view of the Review Team that the teaching, learning and assessment methods of the department can be judged as SATISFACTORY.***

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

The students who met with the Review Team expressed their interest and motivation in selecting Sinhala as the main subject of their degree programme. They seem to be very happy with their decision. The students expressed their satisfaction with these courses because they are based on their national language, which provide them with opportunities to gain a deep knowledge of the national culture, traditions, language and literature of their own country. An interesting remark made by some students was that unlike other subjects, Sinhala adds something very valuable for their lives. This is because the courses such as modern literature, poetry and drama help them understand the reality of life and society.

Probably these are the reasons for the students to select Sinhala as their major subject and continue with the programme until completion, as the Head of the Department also pointed out that the drop out rate is less than 1%.

Recruitment and admission of students to the Faculty of Humanities are carried out by the UGC as in other universities and the department has no control over this process.

However, in order to recruit quality students to the Special Degree programme in Sinhala, students are selected on the basis of the results of the two semester examinations of the first year. A student should obtain at least an average of B grade and GPA of above 2.8 for Sinhala and GPA of 2.00 for all other subjects at the first year examination to qualify to follow the Special Arts Degree course in Sinhala.

High performance levels recorded at the final examinations are a good indicator of the students' quality and achievements. 100% of students achieved honours passes at the Special Degree Examination in 2004/05.

#### **Performance at the Special Degree Examination – 2004/2005 (Number of Students)**

Academic Year	1 <sup>st</sup> Class	2 <sup>nd</sup> Class Upper	2 <sup>nd</sup> Class Lower	Pass	Total
2004/05	05	08	03	00	16

***It is the view of the Review Team that the quality of students including student progress and achievements can be judged as GOOD.***

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

The Department has not adopted any formal method to obtain student feedback. However, informally student feedback is obtained through tutorials, discussions, presentations etc. The Review Team noted that the students are free to meet the staff and discuss their academic problems.

The department states that students' suggestions and ideas are taken into account and appropriate changes have been made in curriculum and teaching process.

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

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

The Department of Sinhala offers several postgraduate programmes leading to the Degrees of Master of Arts (MA), Master of Philosophy (M.Phil.) and Doctor of Philosophy (Ph.D.).

Master of Arts Degree is a two year programme where the first year focuses on four course modules and the second year on one course module and the dissertation based on an independent research project. The number of students enrolled in the post graduate programmes conducted by the Department of Sinhala is given in the Table below:

#### **Student Enrolment in Postgraduate Programmes 2001 – 2005**

Year	Number Registered		
	MA	M.Phil.	Ph.D.
2001	310	NA	NA
2002	332	NA	NA
2003	252	02	01
2004	151	05	01
2005	NA	01	01

The Review Team met some of the postgraduate students. Senior members of the department have been appointed as supervisors for the postgraduate students. Postgraduate students have selected interesting subjects for research at the end of which they will write dissertations on their findings.

Generally they seem to be well-guided and the Review Team found them to be highly motivated and dedicated research students. Most of them have selected rare topics with potential for further research.

***It is the view of the Review Team that the postgraduate studies of the department can be judged as GOOD.***

#### **4.6 Peer Observation**

Peer observation does not appear to be a structured and systematic activity in the Department. However, it should be noted that the absence of peer reviewing processes with respect to delivering of lectures is a faculty-wide phenomenon.

The Department has taken several measures to improve peer observation process. Senior academic staff members of the department help junior staff members in academic matters such as preparation of lectures, conducting tutorial classes and the preparation of their research papers.

In addition, all question papers pertaining to special degree courses are moderated and the answer scripts are sent for evaluation by an experienced second examiner.

***It is the view of the Review Team that the peer observations of the department can be judged as SATISFACTORY.***

#### **4.7 Skills Development**

The department has taken several steps to improve generic skills as well as subject specific skills of their graduates. These skills include, presentation skills, organizational skills, research skills etc. The department has also established Critics' Forum and Creative Forum to improve critical and creative abilities of students.

All students in the Special Degree Programmes are expected to submit a dissertation in their final year. One of the main objectives of this activity is to develop research skills such as data collection, data analysis and report writing skills.

However, the efforts made by the department to improve the IT and English language skills are inadequate. The students who met with the Review Team expressed their dissatisfaction over their poor IT and English language skills. It is necessary to introduce mandatory course modules to improve these skills in order to improve employability of graduates.

***It is the view of the Review Team that the skills development of the department can be judged as SATISFACTORY.***

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

Although the Department does not have an organized academic counseling system, all members of the staff are engaged in counseling in an informal manner. Academic counseling is taking place in the form of advising students in the selection of course modules, especially at the beginning of academic year. The Review Team observed that a very cordial relationship exists between students and the academic staff in the department.

Five members of the academic staff serve as Student Counsellors. Although the efforts of the members of the academic staff are commendable, it would be much better if the department could establish an organized system for academic counseling within the department.

All final year students in the special degree programmes are assigned an academic supervisor to guide their research project and the preparation of the dissertation.

*It is the view of the Review Team that academic guidance and counseling can be judged as GOOD.*

## **5. CONCLUSIONS**

The strengths/good practices and weaknesses identified in each of the aspects of evaluation of this review are summarized below:

### **5.1 Curriculum Design, Content and Review:**

**Strengths/Good Practices:** Curriculum has been designed on the basis of credit-based course modular system. The curriculum is in conformity with the learning outcomes identified by the department. Courses prescribed for both General and Special Degree Programmes cover a wide range of subjects. Several new subjects have been introduced.

**Weaknesses:** The curriculum for the B.A. Special Degree Programme does not strictly adhere to the semester-based course modular system. Multidisciplinary approach and the flexibility characteristics in the curriculum are very limited. The number of credit points assigned to the BA General and Special Degree programmes are different from the standard practice.

### **5.2 Teaching, Learning and Assessment Methods:**

**Strengths/Good Practices:** The Department has a very strong faculty who are experts in number of fields relevant to the academic programme. Assessment comprises of both assignments and semester-end examinations. The criteria used for determining honours are standard.

**Weaknesses:** Non availability of course outlines and course guides prevents achievement of successful learning process. Use of modern teaching technologies such as multimedia and OHP is very limited. Lack of lecture room facilities has adversely affected the quality of the academic programme.

### **5.3 Quality of Students including Student Progress and Achievements:**

**Strengths/Good Practices:** Students are enthusiastic and motivated. Their performance at the examinations is very impressive. High performance levels recorded at the final examinations are a good indicator of the students' quality and achievements.

**Weaknesses:** Department does not maintain a database to monitor the progress of Its graduates.

### **5.4 Extent and Use of Student Feedback:**

**Weaknesses:** No systematic effort has been made to formally obtain students feedback.

### 5.5 Postgraduate Studies:

**Strengths/Good Practices:** The Department of Sinhala conducts three postgraduate programmes leading to the Degrees in Master of Arts (MA), Master of Philosophy (M.Phil.) and Doctor of Philosophy (Ph.D.).

### 5.6 Peer Observation:

**Strengths/Good Practices:** Moderation of question papers and second marking of Answer-scripts by senior academics within and outside the department are carried out.

**Weaknesses:** Despite the availability of senior members in the department, peer observation with respect to the conducting of lectures by junior staff is not practiced.

### 5.7 Skills Development:

**Strengths/Good Practices:** Department has made many efforts to impart subject specific skills and presentation skills among the students. The establishment of Critics' Forum and the Creative Forum are very useful in skills development among students.

**Weaknesses:** The present arrangement to provide foreign language skills and IT skills is inadequate and far from satisfactory.

### 5.8 Academic Guidance and Counseling:

**Strengths/Good Practices:** Personal tutors are assigned on the basis of one per 25 students at the beginning of each academic year. Many academic staff members function as Student Councilors. All members of the staff are engaged in counseling in an informal manner. Student-staff relationships in the department are very good.

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

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

*The overall judgment is suspended*

## **6. RECOMMENDATIONS**

Based on the findings indicated above the review team wish to make the following specific recommendations:

1. BA General and Special Degree programmes should be redesigned to be consistent with the standard minimum credit requirement and semester-based course modular system.
2. Incorporation of multidisciplinary and flexible features into the curriculum is necessary.
3. Introduction of mandatory course modules on IT and English for both General and Special Degree students is desirable.
4. Reduction of the workload assigned to Special Degree first and second year students is necessary for them to devote more time on learning foreign languages and IT in addition to engaging in extra curricular activities.
5. The assignments submitted by students should be returned to them with assigned grades and comments.
6. Course outlines or Course Guides needs to be prepared for every course module in order to develop more student-centred learning process.
7. Staff should be encouraged to use modern teaching technology and lecture handouts when conducting lectures.
8. Provision of suitable class rooms in adequate numbers to facilitate student-centred learning process is vital.
9. Recruitment of a technician to the department to handle teaching equipment such as multimedia and OHPs is necessary.
10. Explore the possibility of implementing a formal and effective mechanism for peer observation.
11. The department should pay attention to construct a database of their graduates
12. Establishment of a department seminar room with suitable furniture and equipment is important to strengthen research and postgraduate studies.

## 7. ANNEXES

### **Annex 1: AGENDA FOR THE SUBJECT REVIEW VISIT**

#### **DAY 1 – 01<sup>st</sup> January 28, 2008**

08.30 - 09.00	Private Meeting of Review Panel with QA Specialist
Prof. Colin Peiris	
09.00 – 09.30	Discuss the Agenda for the Visit
09.30 – 10.30	Meeting with the Dean/Humanities, Head/ Sinhala and Director/Internal Quality Assurance Unit, Prof. Nimal Dangalla
10.30 – 11.30	Department Presentation on the Self Evaluation Report
11.00 – 12.30	Discussion
12.30 – 13.30	<i>Lunch</i>
13.30 – 14.30	Observing Departmental Facilities
14.30 – 15.30	Observing other Facilities (Faculty Library, Computer Unit)
15.30 – 16.30	Meeting with Department Academic Staff
16.30 – 17.30	Meeting with undergraduate students
17.30 – 18.30	Brief Meeting of Reviewers

#### **DAY 2 – 02<sup>nd</sup> January 29 2009**

09.00 – 09.30	Observing Teaching – Lecture
09.30 – 10.00	Observing Teaching – Lecture
10.00 – 11.00	Observing Documents
11.00 – 12.00	Meeting with Non-Academic Staff
12.00 – 12.30	Meeting with Postgraduate Students
12.30 – 13.30	Lunch
13.30 – 14.00	Observing Teaching – Lecture
14.00 – 14.30	Observing Teaching – Lecture
14.30 – 15.30	Observing Teaching – Lecture
15.30 – 16.30	Meeting with Students
16.30 – 17.30	Meeting of Reviewers

#### **DAY 3 – 03<sup>rd</sup> January 30 2008**

09.00 – 09.30	Observing teaching - Lecture
09.30 – 10.30	Observing Students' Presentations
10.30 – 11.00	Meeting Student Counselors
11.00 – 12.00	Reviewers' Private Discussion
12.00 – 13.30	Meeting with Head and Staff for Reporting
13.30 – 14.30	<i>Lunch</i>
14.30 – 17.00	Report Writing

## **Annex 2: THE REVIEW TEAM STUDIED THE FOLLOWING DOCUMENTS**

- University of Kelaniya: Calendar 2006
- Minutes of Staff Meetings
- Examination question papers
- A set of answer scripts marked by a second examiner
- BA Special Degree Syllabus
- BA General Degree Syllabus
- Handouts given to MA Degree students
- MA Degree Syllabus
- Staff Time Tables
- Students' attendance sheets for lectures
- Dissertations submitted by BA Special Degree Students
- Staff Research Publications