

SUBJECT REVIEW REPORT

DEPARTMENT OF SINHALA AND MASS COMMUNICATION



FACULTY OF ARTS UNIVERSITY OF SRI JAYEWARDENEPURA

24th to 26th February 2010

Review Team :

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Under the guidance of the Quality Assurance and Accreditation Council of the University Grants Commission of Sri Lanka for the purpose of quality assurance in the teaching and research in departments teaching various subjects in the universities in Sri Lanka. Achievement and maintenance of excellence and high quality in teaching and research undertaken by the academic staff, improvement of 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 Review Team is expected to observe several other aspects such as whether advanced and modern teaching methods are practiced, whether modern technology is used in class rooms, facilities available to the students and the staff, the availability, qualifications and experience of support staff in the relevant department, infrastructural facilities, qualifications and experience of the academic staff and whether the good practices of peer observation, student feedback and counseling are followed.

A subject review team normally consists of three or four experienced professors/ lecturers in the subjects taught in the relevant department and one member outside the subject. The Review Team appointed for the Dept. of Sinhala and Mass Communication of the Sri Jayawardhanapura University consisted of Prof. Udaya Meddegama/ University of Peradeniya, Prof. Chandrasiri Rajapaksa/ University of Kelaniya, Dr. Tudor Weerasinghe/ Sri Pali Campus and Ven. Agalakada Sirisumana/ University of Colombo. The review team arrived at and visited the Sri Jayawardhanapura University on the morning of 24 the February, 2010. Prof. Colin Peiris, Director/ QAA Council, met with the Team and briefing them on the purpose, salient features of the review process and providing them with the up to date progress of the Subject review project, took the Team to meet with the Vice Chancellor. After the initial, formal meetings with the Vice Chancellor, and the Head of Department and other members of the academic staff at the Vice Chancellor's Office, the Review Team then checked the Agenda prepared by the department and making minor adjustments began the review process following the guidelines provided by the QAA Council and according the Agenda. In the process, eight aspects, namely [i] Curriculum Design, Content and Review, [ii] Teaching, Learning and Assessment Methods, [iii] Quality of Students including Student progress and achievements [iv] Extent and Use of Student Feedback, qualitative and quantitative [v] Postgraduate Studies, [vi] Peer Observation and [vii]. Skills Development and [viii] Academic Guidance and Counseling were reviewed. The Review team, while observing the activities, documents, facilities and resources of the department relevant to these eight aspects, carried out the process covering all the items in the Agenda. The Team concluded the Review process with a wrap up meeting with the Academic staff of the Department.

2. BRIEF HISTORY OF THE UNIVERSITY, FACULTY AND DEPARTMENT

The Vidyodaya Pirivena of Maligakanda, founded by Ven. Hikkaduve Sumangala was promoted to the status of a university on January 01, 1959 by the Parliamentary Act no. 45. Academic work of the new university commenced on the January 16, 1959 by its first lecturer Ven. Velivitiye Sorata on the subject of Buddhist Civilization. Following were among the pioneers in the campaign to promote Vidyodaya Pirivena to the status of a university: Ven. Velivitiye Sorata, Prof. Palonnoruve Wimaladhamma, Prof. Paravahera Vajiragnana Nayaka

Ananda Guruge, Mr. S.W. R.D. Bandaranayke and Mr.

University were held in the class rooms of the Pirivena and at that time it was known as the Pirivena University. As the results of the efforts of Ven. Velivitiye Sorata who was the first Vice Chancellor of the University, the University was established at Gangodawila on a land of 25 acres that belonged to the Sunethradevi Pirivena of Pepiliyana. The Campus was further expanded by purchasing a land of 25 acres.

The Sri Jayawardhanapura University functioned from the beginning with five Faculties. The student population comprised of 376 students, of whom 366 were undergraduates and ten were postgraduates. On 22 November 1961, the first Convocation of the University was held at the Bandaranayke Hall of the University with the Governor General and the Chief Nayaka Theros of Malwatta and Asgiriya as chief guests. On the same day, foundation stones for the main halls, Sumangala Hall, Ratnasara Hall and Gneswara hall were laid.

Some important changes in the university structure were affected by the Higher Education Act no, 20 of 1966 as follows:

- Giving up the Pirivena nature
- Admitting both male and female students without discrimination
- Making available the post of Vice Chancellor to both laity and clergy

The Universities Act no 01 of 1970, declared all the universities independent. Accordingly the Vidyodaya University was renamed Vidyodaya campus of the University of Ceylon. Dr. Hema Ellavala was its first Vice Chancellor. Under the re-organization of 1973, A Faculty was established for Commerce and Management and Faculty of Arts were established by combining the Buddhist Studies, Religion and Languages. In 1978, by the Universities Act no. 16, the UGC was established with Prof. Stanley Kalpage as the first President. One of the major reorganizations introduced by the UGC was making the Universities independent once again and introducing the Post of Chancellor. The first Chancellor of Vidyodaya University was Dr. E.W. Adikaram.

The Establishment of the Dept. of Sinhala:

The Department of Sinhala and Mass communication is one of the pioneer departments of Sri Jayawardhanapura University. It has made remarkable contribution to the enhancement of Sinhala language, literature and culture. Further the academics in the Mass Communication field have made valuable contributions in the field of journalism, broadcasting, TV and Cinema in Sri Lanka. The Department of Sinhala and Mass Communication offer General and Special Degrees and a number of Post graduate Degrees.

The vision of the department as stated in its SER is to develop Sinhala, Sinhala language, culture, creativeness, oriental studies and classical literature. Mass Communication aims at developing new media culture creating awareness among the public on media and communication.

The subject of Sinhala was introduced in 1959, in the same year that the university was born. Thus it becomes one of the oldest departments in the Sri Jayawardhanapura University. The first Head of the Department was the renowned scholar Ven. Kalukondyave Pragnasekhere Thero. Some members in the first Department of Sinhala were Prof. Ven. Kalukondyave Pragnasekahara, Prof. Wimal G. Balagalle, Prof. A.V. Suraweera, Prof. Nandasena Ratnapala and Prof. Vinee Witharana. All these Professors can be mentioned as renowned and eminent scholars in the country who have made immense service to the development of Literature, language and culture of Sri Lanka.

It was introduced in 2001 as a career oriented subject. The lecturers who were Prof. Tissa Kariyawasam and Prof. Ganganath served as the lecturers in this new subject at the

beginning.

The mission of the Dept. of Sinhala and Communication may be stated as follows:

- Disseminate knowledge in language, literature and Communication
- Create awareness of the significance and effective role language, literature and mass media can play in society.
- Inculcate deep knowledge of theoretical aspects and ethical attitudes in the field of Sinhala and Communication.
- Develop skills in the fields of Sinhala and Mass Communication to produce graduates equipped with the right understanding, skills and experience to become productive citizens.
- Motivate teaching, learning and research at a higher level.
- Provide opportunities for academic staff of the department to engage in research and disseminate new knowledge.

Academic Staff:

Name and Qualification	Present position	Field of Specialization	Date of Appointment
Sunil Ariyaratne, PhD-USJ	Senior Professor	Literature of Lyrics	01-04-85
Rathnasiri Arangala, M.A. USJ	Professor	Classical Literature	01-01- 92
Dhammika Dissanayake, M.A. Tokai	Associate Professor	Mass Communication	02-01-1994
Ven.Kiulegedera Narada, Ph.D. Pune	Senior Lecturer 1 HOD	Eastern Art Criticism	01-03-94
Senani Harischandra, MCMs-Pune	Senior Lecturer 11	Mass Communication	16-06-2004
Jayalatha Medawatta, M.Phil , USJ	Senior Lecturer 11	Modern Literature	01-05-96
Kusumalatha Lankamulla M.Phil. USJ	Senior Lecturer 11	Modern Literature	01-03-94

In addition to the above mentioned permanent staff, the Department of Sinhala and Mass Communication obtains the service of six visiting lecturers for teaching courses in Mass Communication.

STUDY PROGRAMMES and STUDENT NUMBERS

Sinhala

Programme	Duration	Number of Students			
			2003/04	2004/05	2005/06
B.A. Special	4 years	21	33	25	19
B.A. General	3 years	35	24	21	07
First year		347	309	585	259
Total		403	366	631	285

		ber of Students			
		2003/04	2004/05	2005/06	2006/07
B.A.Special	4 years	14	24	20	28
B.A. General	3 years	25	18	25	25
First year		352	266	570	227
Total		391	308	615	280

See the Annexure for further details of Course units, Teachersø Work loads, and Students per course unit etc.

3. AIMS, LEARNING OUTCOMES AND PROGRAMME DETAILS

3.1 Aims

The Department of Sinhala and Mass Communication aims to develop Sinhala literature, Sinhala language, culture, creativeness, transformation of characters, oriental studies classical literature etc. Similarly, the courses in Mass Communication aim at developing new media culture and give the public an understanding on mass media and communication. Further, the two subjects taught in this department are designed to:

- Impart deep knowledge in Sinhala language, literature, culture and Mass media.
- Create awareness and sensitivity to effectiveness of language and literature as a powerful medium of communication
- Provide theoretical and analytical perceptions to the language as foundation of culture.
- Improve skills necessary for effective use of language and Mass media.

3.2 Learning Outcomes

The graduates of Sinhala and Mass Communication will be competent in:

- Developing ability to understand concepts and fundamentals.
- Gaining knowledge of new developments and trends in the discipline.
- Applying the acquired knowledge to life.

Further the successful graduates in Sinhala will be able to become teachers of language, literature, appreciation of arts and drama. The Sinhala graduates with a Special Degree will compete successfully in examinations such as SLAS and find prestigious jobs in the state sector.

The Graduates in Mass Communication will find employment in the State as well as Private sector as executives, journalists, Radio and TV personalities, script writers, producers and directors.

TEAM

and Review:

Sinhala: The curriculum of the Department of Sinhala is satisfactory but it is theory oriented to a large extent. The curriculum, which is now in use, has been revised twice, in 2001 and 2005. Nevertheless, the department is at present in the process of reviewing its curriculum. The senior members of the department have attended a 3 day workshop held for this purpose. Both the staff as well as the students feels that the curricula should be revised to suit the needs of modern times. The students, especially expressed the view that teaching is of a high standard, however, the course content is not up to date. They think that the curriculum should be revised in a way to impart new knowledge geared towards practical experience

Although the syllabuses are, on the whole, of good standard, there are some shortcomings as well. The Team observed that there are some defects in the references listed for some syllabuses. The readings or books for further reading are not given according to the standard methods. However, the staff seems to be aware of this and in the ongoing revisions of the curriculum they are rectifying this defect. All the course units need to be revised with suggested readings/further readings complete with reference details.

Mass Communication: Curriculum for Mass Communication too should be updated taking into consideration the new developments in the field. The students' view of the syllabi is that they are rather old fashioned or out dated. Students expect the curricula to be modernized and more practical oriented. Provision should be made for the students to visit media centers and gain knowledge in the practical aspects of the subjects they learn in class rooms. The curriculum for Mass Communication, need to be reviewed taking the contemporary national and global situation into consideration. Attention should be paid to revise the syllabi giving more emphasis and weight to Special Degree courses.

There is an on going process of curriculum review. This shows that the staff members are aware of the need to revise its curriculum.

Some of the courses taught in the departments are innovative i.e.

Lyric Methods

SINH 4105 Publication methods

Sinh 3103 Folk Arts

Sinh 2105 Internet and Literature

Computing for language and communication

Internet- literature and e-culture

Tamil Language

This kind of innovative courses can be mentioned as a unique feature in the curriculum and such innovation should be encouraged and commended.

In the structure of the curricula for both Sinhala and Mass Communication, General and Special courses have not been clearly demarcated until the final [4th] year. It is advisable that this should be revised to conform to the General- Special course unit system as practiced in other universities in Sri Lanka.

The existing syllabuses, as they have not been regularly revised do not accommodate opportunities for the use of modern teaching methods and for extra curricular activities to enable students to gain practical knowledge.



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s should be revised with full details or reference.

4. 2 Teaching, Learning and Assessment Methods

The Department of Sinhala and Mass Communication follows a combination of Teaching, Learning and Assessment methods focusing on lectures and tutorials. Under the present Course unit system, writing of assignments and making presentations by students are prominent features.

The Department organizes Seminars, conferences, guest lectures, field trips, discussions, surveys, research projects and group activities for teaching and learning.

Teachers provide hand-outs in classes.

There are study guides for most of the course units, which are approved by the faculty.

According to the Self Evaluation Report of the departments, modern technology, mainly, multi media, slide projectors, overhead projectors are used for imparting specific knowledge and making learning more attractive and interesting.

For improving writing skills, research experience, and independent study and for presenting findings of research, tutorials and presentations are organized by the department.

Assessment Methods:

Assessment is mainly through Assignments and end-semester examinations.

Traditional methods of examination are generally practiced.

Total Marks for a course unit is 100. 80% for examination and 20 % for CA. Credit value of a course is 3.

Question papers are moderated and answer scripts marked by a second examiner.

The Final year dissertations are assessed at three stages i.e. at research level, at presentation and the final product. Total Marks for the dissertation is 100.

For awarding the Degree, the marks obtained for assignments, examinations and dissertation are taken into account.

The students' view of the Teaching was that they are satisfied with the teaching in general. The Review Team felt, in their observation of teaching that it is not up to the standard, as the teachers were not using any of the modern methods or technology. The lectures the Team observed were of conventional type, where the instructors were lecturing without making attempts to draw the students' attention or making them interested in the subject. Some lecturers provide hand outs, which were not used to arouse the interest and to persuade the students for reading further.

The class rooms were too large for the groups of students in the classes and as a result the lectures were not clearly audible to the students sitting in back rows. These lecture rooms, or halls should be provided with sound systems.

Assessment methods are mainly based on conventional methods. Modernization of Assessment methods would be useful for the enhancement of quality.

For assessment in Mass Communication, an oral component may be introduced for the purpose of modernization and enhancement of quality.

ould be, according to the standard norms as practiced in
ons and 40% for assignments etc.

Level of Judgment: SATISFACTORY

4.3. Quality of Students including Student Progress and Achievements.

The Department enrolls the students selected by the UGC on merit of their Advanced Level results and the relevant Z score. Apart from the selection by the UGC and agreement with the general requirement of the Faculty, there are no specific requirements for entry into the courses in Sinhala and Mass Communication.

Students who wish to follow Special courses in Sinhala and Mass Communication should obtain B passes or above for each subject they offer at the GAQ level. Those who have obtained $\text{D}\emptyset$ grade in the first year are not eligible to follow the Special courses offered by the Department.

The Review Team was happy to note the high quality exhibited by the students in their presentation skills as well as General knowledge and interests in pursuing university level education.

From some of their extra curricular activities such as the *‘Nala Mudu Suvanda’*, *‘Gimhana Kandavura’* and the Literary Festival, conducted by the Students Societies under supervision and guidance of their teachers, the students have shown their interest in serving Society, building up interaction with the society in general and specially with the talented artists in the country. They have contributed to the glory of the institute and especially the Department through these activities and improved their organizational and leadership skills through such activities.

The Students who were not selected to follow the Special Courses at the end of the First year can apply to follow the Special course in their 3rd year. The Review Team, however, felt this as an unusual practice as such students may not be able to acquire the same level of knowledge expected of the regular students in the Special streams. Such students or late comers to the program may not have sufficient time to complete the required number of special course units and further, they may find it difficult to do research work for writing the Final Year Dissertation.

Further the practice of not conducting Special and General Degree courses separately too seems to be an unusual and unsatisfactory system in this Department. The Review Team felt that it is more advisable and practicable to identify the course units specially designed for Special and General Courses. It is, certainly, alright to have a few course units common to both the Degrees. It may be equally important for the enhancement of quality in the academic field, to organize more workshops, seminars, public lectures etc. related to academic subjects. The Research Team finds the field visits too to be fruitful as exhibited by the students who made the presentation on *‘Wevaø*

Level of Judgments: GOOD

ss Communication, according to the SER, follows the quality management procedures through Student Feedback through methods recommended by the Faculty. The students express their views and comments informally in classes. The student feed back is qualitatively sought through, discussions, questionnaires and meetings. Student Representative can express their views on the quality of academic programs at the Faculty Board.

The Department of Sinhala and Mass Communication engages in extracurricular activities and community services through well established student societies. Through the functions of these societies, the academic staff can interact closely with students and obtain feedback.

For obtaining quantitative feedback forms have been provided since 2007. However the Review Team did not see any evidence of gathering Student feedback by means of forms specially designed for the purpose. Documentary evidence was not available on the student evaluation or feed back. This is an important issue which should be addressed in a systematic way to ensure the quality of teaching in the department.

Level of Judgment: UNSATISFACTORY

4.5 Postgraduate Studies

Strengths and Good Practices:

This was an aspect of which the Review Team was impressed. The Team could meet with only a few Postgraduate Students registered for Postgraduate programs conducted by the Department. The Students who were present were satisfied with the support and guidance received from the Department. Some of them have progressed halfway through their research projects. The Dept. conducts the following postgraduate Degree programs:

- Ph.D. in Sinhala, Mass Communication and Drama and theatre. This is a fully individual research based program. The students are given supervision by the department.
- M. Phil. in Sinhala, Mass Communication, Drama and Theatre
- M.A. by research.
- M.A. by course work plus dissertation
- Post Graduate Diploma in Writership and Communication
- M.A.Q.

Details of Post Graduate Studies [2003-2004]

Academic Year	Subject	M.A.	M.Phil.	Ph.D.	P.G. Dip.	Completed	
2003/2004	Sinh	3			24	3 M.A	
2004/2005	Sinh./Maco	10			50	none	
2005/2006	Sinh.	12			40	10 M.A, 30 PG Dip, 05 M.A. Maco	
	MACO	05					

			10	02	41	07 M.A. 10 M.Phil., 02 Ph.D. ,35 P.G. Dip, 5 M.A. and 01 Ph.D. in MACO	
	MACO	05		01			

The PG students should have a place/ room to engage in their research/ discussions at the Department or a common place for such purposes at the Faculty. At the department or Faculty they do not have access to IT facilities. The PG students are not aware of any financial support or scholarships available to them. Guidance or support is not, at the moment, available to them in regard to such matters.

A core course common to all candidates for post graduates degrees is not available. According to the students, the lectures at M.A. Q. level are limited to six hours per course, which the Team believes not sufficient. Courses in writing and language skills are not available or conducted at a regular and formal level.

The Handbook on P.G courses says that some scholarships for the students who gain merit passes are available. However, the PG students in Sinhala and Mass Communication, the Research Team met were not aware of this facility.

Level of Judgment: GOOD

4.6 Peer Observation

The SER states that the senior teachers observe the performance of the junior teachers in teaching and practical sessions. Guidance and instructions are given to junior academics to improve their capabilities in respective fields.

Apart from the above statement there is no other mention of the Peer Observation, which is now considered to be one of the most important aspects in quality assurance.

The Review Team observed that peer observation may be taking place at an informal way though close contacts at common activities and discussions at the department. However, as two units, Sinhala and Mass Communication are operating under one department a well organized; formal method of peer observation may not be possible.

Apart from the informal peer observations as mentioned in the SER, there is no other formal practice of peer observation in the department. There was no documentary evidence of any kind of peer observation taking place in the department of Sinhala and Mass Communication. Peer Observation ideally should take place not only in regard to the teaching of juniors but the teaching of seniors too should happen by their peers.

There were no records available to the Reviewers on staff meetings of the department. If Regular Staff meetings were held, that would provide a good forum to discuss matters related to teaching and other academic issues.

Level of Judgment: UNSATISFACTORY

Mass Communication claims that Skills Development is embedded in their curriculum design and in the teaching, learning and assessment methods. The two degrees, B.A. General and B.A. Special offered by the Department are mentioned as examples of the Department's commitment to keep with the academic and professional needs of the country.

In addition to the normal instruction and guidance provided by the department, it trains the students in skills such as presentation, conducting surveys and research, organizing social events and a number of other extra curricular activities.

Some new courses designed and conducted by the department in IT, E-Literature, Publication methods etc. too can be taken as new courses that help students in developing their skills and creativity. Each course unit aims at developing the proficiency and enthusiasm required for lifelong learning. All the skills required to meet the needs of the Literary Socialization and present media industry are developed in our students who follow Special Degree in Sinhala and Mass Communication. SER p. 12

Despite the claims made in the SER, as quoted above, the Reviewers found most of the Course units of the department as theory oriented. They should be revised or redesigned taking into consideration the needs of the times for preparing the graduates to face challenges in the job market.

Although the Department claims to conduct classes in languages such as Tamil and English, the reviewers did not find evidence for teaching these subjects.

The students were not satisfied with the facilities available to them to develop skills in IT and languages. Students taking the Mass Communication do not receive practical training; most of the courses are theory oriented and also they have not been reviewed for some time. As the students claimed, they wish to gain more practical knowledge in the fields in combination with the theoretical knowledge they receive in class rooms.

Level of Judgments: SATISFACTORY

4.8 Academic Guidance and Counselling

The academic staff of the department provides the students with academic guidance. The day-to-day activities are formally and informally communicated. Text books and other learning aids are recommended by the relevant lecturers. In addition, student counselors of the faculty help and guide the students in academic work as well as in personal problems to overcome difficulties. SER p. 14.

The academic staff, as observed by the Reviewers, guide students in a variety of aspects in academic and personal life such as friendly interaction with students and accompanying them on their field visits and helping them in organizing social activities. The groups of students the Team met were full of praise for their teachers for the guidance they were getting from them.

No obvious defect with regard to Academic guidance was noted. However, the Reviewers feel that more guidance is needed to prepare the students to plan their future, by developing skills in IT and language, to engage in more creative activities such as producing drama, acting and gaining practical experience in the fields of media. Students the team met were not

them at the University. For example they were not aware and obtain financial support for extracurricular activities. ng of career prospects as well as counseling services.

Level of Judgment: SATISFACTORY

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

Aspect Reviewed	Judgment
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	Unsatisfactory
Postgraduate Studies	Good
Peer Observation	Unsatisfactory
Skills Development	Satisfactory
Academic Guidance and Counselling	Satisfactory

5. CONCLUSIONS

The Review Team arrived at the following judgments on the eight aspects under review based on the good practices, strengths and weaknesses. The Review Team was satisfied and happy with the performance of the department of Sinhala and Mass Communication of the University of Sri Jayawardhana pura. The Reviewers appreciate the support extended to them throughout the entire period of reviewing.

1. Curriculum Design, Content and Review

Strengths/ Good Practices:

Sinhala and Mass Communication courses cover a wide range of subjects. Courses in both subjects, however, are more theory oriented while some course units in Mass Communication could be more practice oriented.

Weaknesses:

The current curriculum of the Department consists of too many course units on literature, creative writing, journalism etc. The students feel that they need some course on grammar as well as courses that would improve their writing skills.

ent Methods

Teaching is praiseworthy. Teachers are committed in imparting knowledge to students. However, teaching in general, needs modern methods and approach. End-semester and mid-semester exams are held. Good rapport with students is maintained by the lecturers.

Weaknesses:

Not much interaction with students in class. Quality of some lectures does not meet the expected standards. Infrastructural facilities are not sufficient to enhance quality of teaching.

3. Quality of Students including Student Progress and Achievements

Strengths/Good practices:

Responsibility of student intake lies with the UGC. Teacher/student interaction is satisfactory. Students are well motivated and dedicated to learning. Students have developed individual visions for their future. Students are encouraged to engage in social work and research.

Weaknesses:

No noteworthy weakness was found in this aspect.

4. Extent of Use of Student Feedback

Strengths/Good Practices:

Informal methods are adopted for gathering student evaluation and feedback. Due to the nature of most of the courses students can associate with teachers amicably although teaching is mostly conventional based on lecturing and note-taking.

Weaknesses:

Lack of formal methods to obtain student feedback, and unavailability of documentary evidence on student feedback.

5. Postgraduate Studies

Strengths/Good Practices:

Postgraduate study program has been operative for several years. The department conducts a number of Postgraduate programs and some diplomas. Diploma in Writership and Journalism has been a very popular program.

Weaknesses:

Lack of teaching for M.A. and M. Phil courses. At present only lectures are held only for the M.A.Q. Unawareness of the junior staff members and post graduate students of the funds and scholarships available to them.

Peer observation is practiced informally. The Department believes that constant contact with senior professors and lecturers makes it easy for the junior lecturers to get feedback from them and improve the quality of their teaching.

Weaknesses:

Non-existence of the practice of using standard forms for peer observation as stipulated in the UGC guidelines.

7. Skills Development

Strengths / Good Practices:

Several methods have been adopted for skills development. Presentation skills of students are of high standards.

Weaknesses:

Not much emphasis or focus on developing language and IT skills.

8. Academic Guidance and Counseling

Strengths/ Good practices:

Common orientation program for first year students is the main forum where guidance on academic matters and welfare activities are given. In their day-to-day interaction and contact with students the teachers provide guidance and counseling. Students have free access to their teachers for discussions on academic as well as private problems.

Weaknesses:

No evidence of teachers' engagement in Academic guidance and Counseling.

6. RECOMMENDATIONS

1. In the final examination in Mass Communication an oral test also should be introduced.
2. An independent/ fully fledged Department for Mass Communication should be established,
3. The present Departments of Sinhala and Mass Communication must be bifurcated as Department of Sinhala and Department of Mass Communication and it should be renamed 'Department of Communication Studies.'
4. Syllabuses for the two departments must be separately drafted as Course Units for General Degree and Course Units for Special Degree.
5. Both the departments should be provided with infrastructure facilities.
6. In recruiting lecturers/ professor for Mass Communication, only applicants with Special /Honors degrees must be selected.
7. The present system of conducting lectures jointly for General and Special up to the 3rd year should be changed and the lectures for the two degrees should be held separately.
8. Assessment methods should be modernized.



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10. Facilities and mechanisms for providing students with opportunities to gain practical experience should be provided.
11. A specialized library for the use of the academic staff, undergraduates and post graduate students should be established at the department.
12. Computers with internet connection should be provided to all the members of the academic staff and to the Department office.
13. The Department of Mass Communication is handicapped in their teaching and research due to lack of equipment such as Cine and Digital Cameras, lighting system, Cam Coders, etc., which are necessary for Video production, Drama production, and other related activities in the department.

(i) Sinhala

Programme	Duration	Number of Students			
		2003/04	2004/05	2005/06	2006/07
BA Special Degree	4 Years	21	33	25	19
BA General Degree	3 Years	35	24	21	7
GAQ		347	309	585	259
Total No. of Students		403	366	631	285

Mass Communication

Programme	Duration	Number of Students			
		2003/04	2004/05	2005/06	2006/07
BA Special Degree	4 Years	14	24	20	28
BA General Degree	3 Years	25	18	25	25
GAQ		352	266	570	227
Total No. of Students		391	308	615	280

Annexure 02

Academic Year	Sinhala						Total Number of Students Per Academic Year
	1st	2nd		3rd		4th	
		Special	General	Special	General	Special	
2003/04	347	25	100	33	35	21	-
2004/05	306	19	-	25	24	33	-
2005/06	589	-	-	19	21	25	-
2006/07	254	-	-	-	7	19	-

Academic Year	Mass Communication						Total Number of Students Per Academic Year
	1st	2nd		3rd		4th	
		Special	General	Special	General	Special	
2003/04	338	20	-	24	25	14	-
2004/05	260	28	-	20	18	24	-
2005/06	573	-	-	28	25	20	-
2006/07	223	-	-	-	25	28	-

- Not Available

Staff Workload for Academic Years 2006/2007

Name	Position	1st Semester				2nd Semester			
		L	T/A	C	Total	L	T/A	C	Total
Prof. T.Kariyawasam	SP	90			90	60		60	120
Prof.W.Wijerathne	SP	Sabbatical Leave							
Prof.S.Ariyaratne	SP	60	30		90	60	30		90
Prof.D.Dissanayake	AP	90	45	60	195	60	30	60	150
Ven.Dr.K.Narada	SL 1	60	30		90	60	30		90
Mr.S.Harischandra	SL 11	90	30	60	180	60	30	60	150
R.Arangala	SL 11	60		60	120	60	30	60	150
Mrs.J.Madawaththa	SL 11	30	15	60	105	60	15	60	135
Mrs.K.Lankamulla	SL 11	30	15	60	105	60	30	60	150
Mr.N.Bandara	PL	60	30	60	150	45	20	60	125
Ven.K.Chandajothi	PL	30	15	60	105	*		60	60
Mr. Thilina Ruwan Malalasekara	PL	30	15	60	105	45	20		65
Mrs.Imesha Dharmasena	PL	*		60	60	90	45	60	195
Buddhist Nun N.Anuradha	PL	30	15	60	105	*		60	60
Ms.Hansamala Ritigahapola	PL	30	45	60	135	30	30	60	120
Ms.K. K. Sunethra	PL	30	45		75	30	15	60	105
Mr.S.Pirashanthan	PL	30	15		45	30	30		60

L Lectures
T/A Tutorial/ Assignment
C Consultation
*** Study Leave**

Postgraduate Studies (2003-2004)

Academic Year	Subject	No of Registration				No of Dropouts
		M.A	M.Phil	Ph.D	P.G Dip.	
2003/2004	SINH	3			24	Not Available
	MACO					Not Available
2004/2005	SINH	10*			50	Not Available
	MACO					Not Available
2005/2006	SINH	12			40	10 P.G. Dip.
	MACO	5				5 M.A of MACO
2006/2007	SINH	7	10	2	41	7M.A, 10 M.Phil, 2 Ph.D
	MACO	5		1		35 P.G.Dip. 5 M.A and 1Ph.D of MACO

* 2 Students of M.A.Q. Included

Postgraduate Courses

Course	Subject
Ph.D	Sinhala
Ph.D	Mass Communication
Ph.D	Drama and Theatre
M.Phil	Sinhala
M.Phil	Mass Communication
M.Phil	Drama and Theatre
M.A With Reasearch	Sinhala
M.A With Reasearch	Mass Communication
M.A With Reasearch	Drama and Theatre
M.A.Q.	Sinhala
M.A.Q.	Mass Communication
M.A.Q.	Drama and Theatre
Post Graduate Diploma	Writeship and Communication