



# PROGRAM REVIEW 2017

University of Sri Jayawardanapura  
Faculty of Humanities and Social Sciences  
Cluster - 1



**Programme Review Report  
Cluster 1  
BA (Honours) Degree Programmes  
In**

- **Economics**
- **Social Statistics**
- **Geography**
- **Political Science**
- **History and Archaeology**

**Faculty of Humanities and Social Sciences  
University of Sri Jayewardenepura  
2017**

**Prof. GDRUU Abeyrathne  
Prof. Janaki Eeswara  
Dr. P. Elango  
Dr. V. Sivalogathan**

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

<b>Content</b>	<b>Page</b>
Section 1 – Brief Introduction to the Programme	3
Section 2 – Review Team's Observations on the Self Evaluation Report	8
Section 3 – A Brief description of the Review Process	12
Section 4 – Overview of the Faculty's Approach to Quality and Standards	14
Section 5 – Judgment on the Eight Criteria of Programme Review	18
5.1. Criterion 1: Programme Management	18
5.2. Criterion 2: Human and Physical Resources	20
5.3. Criterion 3: Programme Design and Development	22
5.4. Criterion 4: Course/ Module Design and Development	24
5.5 Criterion 5: Teaching and Learning	26
5.6. Criterion 6: Learning Environment, Student Support and Progression	27
5.7. Criterion 7: Student Assessment and Awards	29
5.8. Criterion 8: Innovative and Healthy Practices	31
Section 6 – Grading of Overall Performance of the programme	33
Section 7 – Commendations and Recommendations	35
Section 8 – Summary	37

## **Section 1 - Brief Introduction to the Programme**

The origin of the Faculty of Humanities and Social Sciences dates back to the foundation of University of Sri Jayewardenepura as Vidyodaya Privena in 1873. Faculty of Arts was renamed as the Faculty of Humanities and Social Sciences in year 2011. It was one of the main Faculties of Vidyodaya University. The Faculty had initially offered BA degree programs such as History, Economics, Geography, Anthropology and Education under the guidance of pioneer Dean, Prof S.F. de Silva. At present Faculty of Humanities offers more than 20 undergraduate degree programs. The programs conducted by the faculty were clustered into five for the program reviewing process of Bachelor of Arts Degree of Faculty of Humanities and Social Sciences by the University Grants Commission, Sri Lanka based on the interconnection of departments which offer these degree programs.

The Cluster 1 of the Faculty of Humanities of the University of Sri Jayewardenepura consists of 5 Honours Degree programs in Economics, Geography, History and Archeology, Political Science and Social & Business Statistics. The Departments of Economics, Geography and History & Archeology were established in 1959 with the inception of the Vidyodaya University. At the beginning statistics and political science degrees were offered under the Department of Economics and separate Departments for Social Statistics and Political Sciences were evolved in 1995 and 2009 respectively. The Department of Social Statistics is the only Department which conducts Honours Statistics degrees in the Humanities and Social Science in the Sri Lankan University System.

### **1.1 Strength of the Academic Staff**

The cluster 1 of the Faculty of Humanities of the University of Sri Jayewardenepura has qualified academic staff (Table 1.1). Majority of the staff has Doctoral degrees in their relevant fields and almost all staff, except few probationary lectures is trained up to PhD/MA/MSc level (Table 1.2). However, reviewers observed that some departments of the Cluster 1 has less opportunities for training and it would be very important to enhance the facilities/scholarships to enhance the strength of the staff further.

**Table 1.1: Composition of the Academic Staff**

	Professors	Associate Professors	Senior Lectures	Lectures	Total
Department of Economics	-	01	08	01	10
Department of Geography	01	02	07	01	11
Department of History and Archeology	03	01	05	03	12
Department of Political Science	01	-	06	02	09
Department of Social and Business Statistics	-	-	06	03	09
<b>Total</b>					51

**Table 1.2: The Strength of the Academic Staff**

	PhD	MSC/MA	BA	Total
Department of Economics	05	04	01	10
Department of Geography	07	03	01	11
Department of History and Archeology	04	08	-	12
Department of Political Science	02	06	01	09
Department of Social and Business Statistics	-	08	01	09
<b>Total</b>	18	29	04	51

It was also noted that some of the departments have few number of academics with the PhD qualification. The review team also observed that some departments (e.g. History and Archeology and Political Science) lack sufficient infrastructure facilities. The lack of space hinders the development of a sound intellectual and academic culture. Lack of staff rooms is another issue faced by the faculty. Many members of the faculty share small rooms which hinders the healthy conduct of activities of the degree programs. However, faculty informed that cabinet approval has been granted for a new building complex to solve this problem.

## **1.2 Students**

A total of 792 students are enrolled each academic year, for the 5 honours degree programs offered by the Cluster 1 of the University of Sri Jaywardenepura (Table 1.3). The student to staff ratio of the 5 departments of the Cluster is in the range of 12-19.

It is impressive to note that all students following the degree programs under the cluster 1 of the Faculty of Humanities is given an opportunity to improve their soft skills through the Student Associations such as, Economics, Geography, Political Science and Social Statistics. These associations are established with the aim of improving the knowledge of the students through various extracurricular activities and to make interaction with the outside community. As an example Geography Student's Association donated a new library building to Dehiathhthakandiya Rathmalkanda Maha Vidyalaya in 2014 and packs of stationeries were distributed to the school students affected by floods in Ambathale Tikirikumara Vidyalaya in 2016. Furthermore, all the departments under Cluster 1 of the faculty offer many awards at the General Convocation to recognize the students with high academic performances

**Table 1.3: Student Profile**

	2 <sup>nd</sup> year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	Total	Student/St aff Ratio
Department of Economics	54	54	48	156	16
Department of Geography	54	68	69	191	17
Department of History and Archeology	60	79	88	227	19
Department of Political Science	38	37	30	105	12
Department of Social and Business Statistics	42	42	29	113	13
<b>Total</b>	248	280	264	792	

### **1.3 Improvements from the previous subject reviews**

The review team observed that some of the academic departments had seriously thought of internalizing the constructive suggestion made by the previous subject review.

All the departments of cluster 1 of the faculty incorporated plant training programs to their degree programs as recommended by the reviewers of the previous subject review. However, during the site visit, reviewers observed that time schedules in plant training programs and subjects are overlapping, resulting to difficulties in completing it successfully. Thus it is possible to solve this problem by synchronizing the time table among the different departments during the in plant training programs.

Access for computer facilities to all academic staff were made available by providing laptops and to students by establishing subject related laboratories (e.g. GIS laboratory and IT laboratories). In addition students are provided with 5 resources centers (1 by each Department) with computer facilities and special attention is given to improve the learning environment of the students with special needs.

It was also observed the non-uniformity in the course unit system. Many departments had followed the three credit norms in designing course units while Department of Political Science had offered course units which prolong for two academic semesters almost giving the shape of an annual degree format.

The review team observed that the Cluster 1 of the Faculty of Humanities and Social sciences is progressing towards excellence in University Education. The relevant departments have highly qualified staff and required physical resources such as IT Centers, Library facilities, laboratories, conference halls and class rooms equipped with modern teaching aids. Furthermore, the university is located in the administrative capital of Sri Lanka and very near to the commercial Capital City Colombo. This gives very good opportunities for the university to develop interactions with the industry and attract many students from the different parts of the island.

However, resources available (e.g. Wi-Fi Zones, Space for lectures, IT Centres) is still inadequate proportionate to large student population and it is essential to develop these areas by allocating extra funds for infra-structure development.

Reviewers noted that the departments clustered in this SER had not expected separate grading but cluster grading and therefore grading was given to the cluster 1. If individual grading were given, some of the departments could have received a lower or higher grade according to the manual of evaluating criteria.

## **Section 2 – Review Team’s Observations on the Self-Evaluation Report (SER)**

This self-evaluation report (SER) was prepared for the cluster 1 for the five honours degree programs offered at the Faculty of Humanities and Social Sciences. The honours degree programs included in this SER were Economics, Geography, History and Archaeology, Political Science, and Social and Business Statistics. Even though there are five degree programmes to be reviewed, only one SER was prepared. Also in this SER, there were no different chapters for the different degree programmes. Therefore, the review team assessed those five degree programmes on the basis of only one SER and judgment was made for all five programmes in this cluster. The review team observed that some of the departments presented adequate documentary evidence for the standards in the SER while others did not submitted sufficient documents. While evaluating the final grading, each department obtained the average grade so the weaker departments got some bonus points by using the stronger department’s points and vice versa. If there were separate SERs, some of the stronger departments may have obtained higher grades than the awarded grades. Here the stronger departments mean the departments followed good practices and adopted the quality assurance process in an appropriate manner.

In completing the SER the recommended format has been maintained well. The required sections were included in the SER. There was a mistake in numbering; there were two different pages with the same numbering (page 22 and 23). This might be a mistake made during the final compiling stage.

In section one, each department presented their student numbers and the number of academic, academic support and non-academic staff details including the academic staff profile. However, the profile of the academic support and the non-academic staff were not presented though required in the PR manual (PR manual, page-89). The required graduate profile with the intended learning outcomes of the study programmes was also not included in the SER though it is important information about the programme review process, the Heads of Departments have not taken adequate measures to include this important document. The information of the learning resource system (library, ELTU, computer facilities) and the student support system and management were not described in this section. The information of the students’ associations in this cluster was given in this section and the infrastructure facilities were given in the Annex-3.

In summary, this section did not contain the graduate profile, intended learning outcomes of the five study programmes and information of the learning resource systems.

In section two, which is to explain the process of preparing the SER, contains the information of the process followed to prepare this SER. The appointment of a special consultant by the IQAU, assisted the cluster 1 to clearly understand the programme review manual and the methodology of the review process. It was informed that there weekly meetings held to finalize the SER and a full day workshop was conducted to review the progress of each committee. The review team noted these good practices adopted in this cluster. The team of reviewers observed that many of the members of the faculty were aware of the SER process but some members declared that they were not aware of the process. The discussion with academic staff and their points of arguments indicated the need of inculcating a team work culture within the faculty in the quality improvement process. However, it was noted that the Dean of the faculty had done his best to educate faculty members of the SER process and developing a team work culture. We have observed the ToR for the SER writing team and the responsibilities of the working teams in charge of the chapters and criteria were not given as a weakness in the report and it was justifiable in the context of time constrain of the submitting the report.

The review team noted that the Section 3 in PR review manual: “Compliance with the Criteria and Standard” which is the main section for the programme review was not prepared according to the given format in the PR review manual (PR manual, page-105). Actually, the first column was not presented according to the required format; the required format is to mention the “Standard” with its serial number and its’ name (standard name). But in the submitted SER, only the standard’s serial number was presented but the name of the standard was not presented. It was made very difficult for the reviewers to understand the required standard and consequently every time the reviewers had to refer the PR manual to identify the standard with its serial number. Other than this omission, all other required fields were presented in the report. Considering the documentary evidence, in some places the standards were not fully understood by the relevant team, so they submitted documents which were not relevant to those standards. As an example, for the standard 5.4, the student registration of faculty was submitted as evidence whereas the standard was related to the teaching learning strategies offered for the students with special needs. These types of mistakes had occurred only in few places.

There was duplication of documentary evidences presented. Different standards required the same documentary evidence in many places. Without using the same document with one code number, the cluster-one took multiple copies of the same documentary evidence (as example; course specifications and programme specifications) and used them with different code numbers. This has increased the workload of the writing team and an extra cost to the faculty. This section structured well with the required eight criteria and relevant standards. Presentation of the documentary evidences was very clear and the code numbers were given accurately and the style of presenting documentary evidence made the work of the reviewers easier. Each criterion was summarized at the end of each criterion as required in the PR manual.

The last section summarized the SER report and the annexures were attached at the end of the SER.

The SWOT analysis was done in a proper manner and it was given at the end of the section three. SWOT demonstrates the strengths and weaknesses of the programme of study, including the physical and human resources at the faculty. Evidence for the SWOT was given with the SER documents and was perused by the review team. The important documents such as cooperate plan, action plan (faculty) and the strategic plan (faculty) were also presented to the reviewers during the site. The team observed that the programme reflects the mission, goals and objectives set out in the cooperate plan of the university. The graduate profile was presented during the site visit and the team observed that the SCL and OBL approaches were adapted to the programme. However, the alignment with these SCL and OBL with the graduate profile was not sufficiently demonstrated in any document.

Even though, the programme is aligning with the SLQF; the team observed that some of the subjects are not aligned with the Subject Benchmark Statements (SBS). This also was reported in the teams' key finding report. There were claims that the cluster 1 has improved their activities based on the recommendations of the previous subject review reports. These were explained separately for each department in section two. Team observed evidence for the claims of such improvements and reviewers were satisfied that most of the previous recommendations have been adopted.

The team observed that the resources are not properly distributed equally among the departments. Some departments are rich in resources, while others are in need of basic resources. Reviewers were informed that some departments in this cluster are rich in resources due to donations received from different projects such as SIDA SAREC. However newly established departments are not enriched and equal in resources to that of well-established old departments. Furthermore faculty has submitted a proposal to allocate sufficient space for all the departments, in which the problem of insufficient resources too is identified.

### **Section 3 – A Brief Description of the Review process**

The University Grant Commission (UGC) and the Ministry of Higher Education (MoHE) decided to review programs of studies in the Sri Lankan Universities and the Higher Education Institutions under the Quality Assurance Frame of the UGC. The UGC in agreement with the authorities of the program of study to be reviewed decides on a review team as well as a schedule for the review. The review team was guided by the Director of Quality Assurance, UGC, Sri Lanka, explaining the way of conducting a review under the direction of the Manual for Review of Undergraduate Study Programmes of Sri Lankan Universities and Higher Education Institutions prepared by UGC for the Program Review by conducting a workshop in 2016.

The University of Sri Jayewardenepura invited UGC to review the Bachelor of Arts Degree-Faculty of Humanities and Social Sciences Cluster 1, which consisted of 5 honours degree programs (Economics, Social Statistics, Geography, Political Science, History and Archaeology) in June 2017. UGC in agreement with the Faculty of Humanities and Social Sciences, University of Sri Jayewardenepura entrusted the review task to a team of 4 members selected based on their expertise. The Director, Quality assurance, UGC and Prof. U. Kumaraswamy met the review team on 5<sup>th</sup> July 2017 and explained the objective of the review and identified lines of inquiry as well as further information and documentation necessary for the review.

The self-evaluation report (SER) of the said program cluster was made available to review team on 5<sup>th</sup> July 2017. The review team conducted the desk evaluation individually based on the information provided by the SER and submitted the report to UGC on 5<sup>th</sup> August 2017. Then the team members met on 23<sup>rd</sup> August 2017 and discussed the results of the desk evaluation reports. Furthermore, during this meeting review team identified individuals as well as groups the team wish to meet during the site visit and submitted a list to the Dean, Faculty of Humanities and Social Sciences, University of Sri Jayewardenepura.

The site visit was carried out during 2<sup>nd</sup> to 4<sup>th</sup> October 2017. Review team was welcomed by Coordinator, Quality Assurance Cell, Faculty of Humanities and Social Sciences and provided a schedule for the entire period (Annexure 1). The initial meeting of the review team with the Dean of the Faculty and Deputy Director, Internal Quality Assurance Unit (IQAU) of the University Sri Jayewardenepura was held. Director, IQAU explained the process of quality

assurance within the University. Thereafter Heads of the Departments (Annex 2), academic staff members (Annex 3) and the administrative staff (annex 4) were met separately on 2<sup>nd</sup> October to brief them regarding the objectives of the review, clarify why and for whom the evaluation is being done, describe the benefits to the institution and cultivate support for the evaluation. All the Heads of Departments made presentations based on the submitted SER and there were question and answering sessions at the end of each meeting.

The review panel held discussions with members of different categories of staff (Academic Staff, Technical Officers, Administrative and Supporting staff) during these meetings. On the second day ( 3<sup>rd</sup> October) review team observed undergraduate lectures and also visited to observe facilities available for students and staff (Student Welfare Centre, Proctor's Office, Health Centre, Student Centre, Career Guidance Unit, Centre for students with special needs and the staff development centre). During these visits discussions were held with the officers attached to each unit. In addition review team perused the documents to verify the documentary evidences included in the SER.

A meeting was held with the students (Annex 5) on 5<sup>th</sup> October 2017. The objectives of the meeting were to gather information on quality of teaching, availability of welfare facilities and services provided by the University. The problems faced by students too were discussed. Immediately following the above meeting a discussion was held with the Vice Chancellor, University of Sri Jayewardenepura. Finally the wrap-up meeting was held with all academic and non-academic staff members of Cluster 1 of the Faculty of Humanities and Social Sciences, University of Sri Jayewardenepura.

The review team observed that Cluster 1 of the Faculty of Humanities, Sri Jayewardenepura has organized the review process very well and schedule was well arranged giving ample opportunities to complete the review task easily. It was also observed that documentary evidences were collected in an organized manner saving time and making reviewers task easier. Furthermore, review team wish to appreciate the very friendly working environment provided to the team throughout the reviewing process.

#### **Section 4 – Overview of Faculty’s/Institution’s approach to Quality and Standards**

Quality Assurance (QA) means the Policies, Attitudes, Actions, Procedures etc. by which an Institution can guarantee with confidence and certainty, that the standard and quality of its educational provision are being maintained and enhanced. Quality Assurance needs to be a continuous and an on- going process. All staff employed in an institution must take responsibility for building it into their day- to- day routine activities. This can be achieved only through Internal Quality Assurance (IQA). Hence IQA is considered as the corner stone of QA in higher education. Internal Quality Assurance Unit (IQAU) have been established in all state universities in 2005 and a broad framework has been prepared (Internal Quality Assurance Manual for Sri Lankan Universities, 2013).

The Internal Quality Assurance Cell (IQAC) was first established in Faculty of Humanities and Social Sciences under the direction of IQAU of University of Sri Jayewardenepura and the QAAC of the UGC in October 2016. The 1<sup>st</sup> IQAC meeting was held to discuss the future plans of the cell. IQAC has organized workshops for academics, administrative and non-academic staff

Faculty issues duty lists and communicates work norms and Codes of Conduct to all categories of staff and monitors their activities regularly. Furthermore, the faculty has established an IQAC which works in liaison with the IQAU of the university with well-defined functions and operational procedures to implement an internal quality enhancement system.

Coordinator of IQAC also stated that different workshops were conducted within the departments and university level prior to the syllabus revision (aligning with the SLQF and Subject Benchmark Statements) of all departments which are currently being reviewed. All staff members were trained on how to write course descriptions, modules or units using constructive alignment.

The Report writing team of IQAC commenced writing of the SER following receiving proper guidance from a Sri Lankan expert in Quality Assurance.

As discussed hitherto, the review team confirms that the IQAC of faculty works with IQAU of University of Sri Jayewardenepura in accordance with Internal Quality Assurance Manual for Sri

Lankan Universities, 2013 and the IQA circular of 2015. The team observed that IQAC of faculty has taken initial steps to establish quality assurance as a continuous process with best practices that would move towards ensuring a quality culture.

In developing the SER of the programme review, firstly the Dean and the members of programme review committee made separate presentations on 9<sup>th</sup> of May to the Faculty of Humanities and Social Sciences of the University of Sri Jayewardenepura to create an awareness of the process among the academics of the university. Accordingly, the degree programmes offered by the faculty were clustered in to five as follows. The clustering was basically based on the categorization of the degree programs as Humanities and Social Sciences.

**Table 4.1: Clusters of Degree Programmes**

<b>Cluster no</b>	<b>Degree programmes</b>
Cluster 01	Economics, Geography, History, Archaeology, Social and Business Statistics and Political Science
Cluster 02	Sociology, Anthropology, Criminology, Mass Communication
Cluster 03	Sanskrit, Sinhala, English, Hindi, Music, Dancing
Cluster 04	Philosophy & Psychology, Buddhist Civilization, Buddhist Philosophy, Pali
Cluster 05	Bachelor of Humanities and Social Sciences

The following time frame for preparing the report was informed at the first meeting.

**Table 4.2: Time Frame for Preparing the Report**

<b>Activities</b>	<b>Schedule of Activities</b>
Introduction	09th May 2017 - (09 am)
Progress Review (Round 01)	18th May 2017 - (12 noon)
Progress Review (Round 02)	24th May 2017 - (11.30 am)
Workshop & Final Submission	02nd June 2017 – (Full Day)

The cluster 1 consisted of five departments namely Department of Economics, Department of Geography, Department of History and Archeology, Department of Political Science and Department of Social Statistics. These departments offer the following honours degree programmes. BA (Hons) in Economics, BA (Hons) in Geography, BA (Hons) in Archeology, BA (Hons) in History, BA (Hons) in Political Science, BA (Hons) in Business Statistics and BA (Hons) in Social Statistics. To prepare the SER, a member representing each programme was appointed and the team was as follows. Further, two academics from the ELTU were appointed to provide guidance on matters linked to English language in the process of writing of the SER.

**Table 4.3: Names of the Members of Cluster One**

<b>Name</b>	<b>Degree programme</b>
Dr. H.A. NishanthaHettiarachchi	Geography
Mrs. WasanaKalansooriya	Economics
Mr. KaushalyaAbeynayake	Archaeology
Mr. RavindraGunasekara	Political Science
Ms. U.N.K Rathnayake	History
Mrs. BuddhiSeneviratne	Social Statistics
Mr. SampathPushpakumara	ELTU
Mrs. VaruniEkanayake	ELTU

The first meeting of the cluster was held on 11<sup>th</sup> of May followed by weekly meetings until 29<sup>th</sup> of June. In these meetings, the standards under 8 criteria were discussed at length and finalized highlighting how each study program adheres to the standards. The documentary evidence to be provided in relation to each standard was also discussed. A full day workshop was held on 2<sup>nd</sup> of June to review the progress of each committee and suggestions were given by the members of programme review committee chaired by the Dean of the Faculty. Prof. Kalyani Perera, special consultant, IQAU chaired several sessions to guide each team to prepare a successful report. Relevant changes were made to the SER based on ideas and suggestions immersed at the above deliberations.

A draft of the report was presented to the Heads of the Departments on 26<sup>th</sup> of June and necessary final changes were incorporated into the SER according to their comments. The final SER was compiled by the 30<sup>th</sup> of June.

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

### 5.1. Criterion 1: Programme management

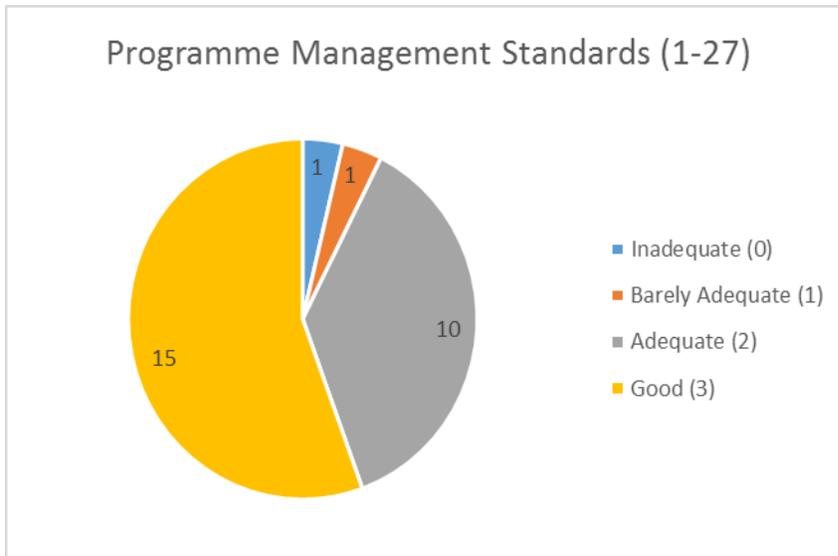
Organizational structure, governance and management procedures; strategic/action plan and implementation, management capacity and procedures, by-laws relating to examinations, disciplinary procedures, student unions; duty lists and Codes of Conduct for staff and Charter for students which are related to programme management are well in place at the University of Sri Jayewardenepura.

A separate strategic plan is available along with the activity plans highlighting the financial requirements, prepared under each strategy to ensure the achievement of objectives indicated in the strategic plan and to align with the university strategic plan.

Although a Handbook is available to new students, information in this book is inadequate. Handbook has to be prepared in the form of a guide to be used by students throughout the study period.

**Table 5.1: Programme Management (Standards 1=27)**

<b>Standards</b>	<b>Inadequate (0)</b>	<b>Barely Adequate (1)</b>	<b>Adequate (2)</b>	<b>Good (3)</b>	<b>Total</b>
Programme Management (1 – 27)	01	01	10	15	27
<b>Weighted Score</b>	<b>00</b>	<b>01</b>	<b>20</b>	<b>45</b>	<b>66</b>



**Figure 5.1: Programme Management (Standards 1=27)**

The participatory approach adopted by the faculty in its governance and management has enabled student representation on faculty committees and student welfare committees. While providing access to health care services, cultural and aesthetic activities; recreational and sports facilities, the faculty adheres to the annual academic calendar to ensure that the students complete the relevant study programmes and graduate at the stipulated time. Faculty adopts university approved by-laws pertaining to examinations, examination offences, student discipline, and student unions and the adopted such by-laws are made widely available to both staff and students.

The faculty issues duty lists and communicates work norms and Codes of Conduct to all categories of staff and monitors their activities regularly. It has implemented a performance appraisal system prescribed by the University. Moreover, performance of staff is enhanced through a training and rewarding system. Furthermore, the faculty has established an Internal Quality Assurance Cell (IQAC) which works in liaison with the Internal Quality Assurance Unit (IQAU) of the University with well-defined functions and operational procedures to implement an internal quality enhancement system.

Best Practices:

The FHSS has adopted several new best practices in the recent past to ensure optimum use of programme management in all academic activities engaged by academics, students, and non-academics. The key such practices are;

1. The student Handbook in three languages and including all the necessary information in it.
2. University Action Plan forecasting the future five years.
3. Students are properly oriented to the norms, values, disciplinary processes and facilities provided by the University.
4. Faculty Quality Assurance Committee re-established in 2015.
5. Gender Equity Policy.
6. Improving physical facilities to conduct all academic activities.

All these new best practices are enhancing quality of education and smooth functioning of academic procedures related to the FHSS focusing on BA (Hon) Degree Programmes.

Weaknesses:

1. There are no evidences of stakeholder participation in programme management besides the three external representatives in the Faculty Board.
2. MIS is not fully operational in the faculty.
3. Performance appraisal system of teaching is not in place. The team observed that the annual increment recommending/not recommending by the Head of the Department is not communicated to the teacher concerned.

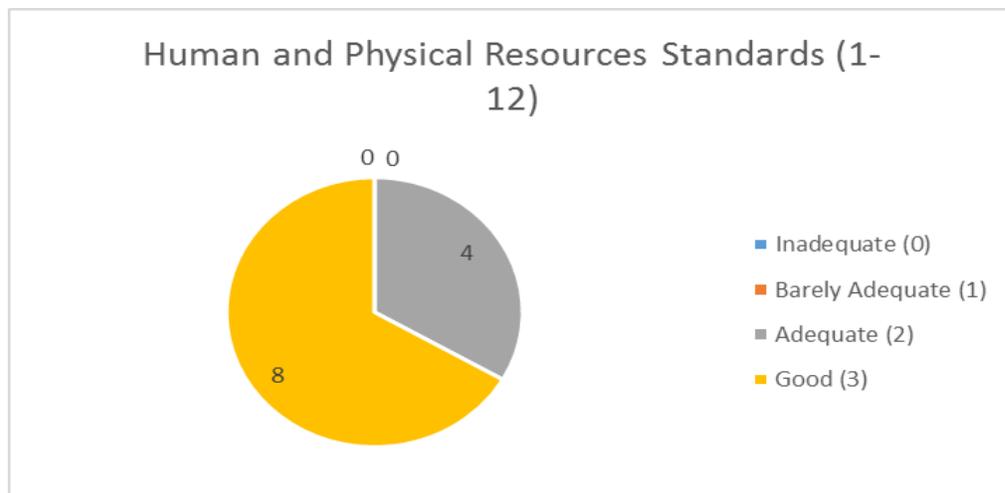
### ***5.2 . Criterion 2: Human and Physical Resources***

Human and physical resources management of the FHSS is in a satisfactory stage as a result of progressive steps taken by the University of Sri Jayewardenepura. Many academic staff members under each department have been recruited in last couple of years and they have undergone a satisfactory level of staff training under the USDC. Many of them gained their highest academic qualifications and others are reading for their highest qualification. It shows the level of motivational among the academic staff members. Simultaneously, non-academic staff members

are engaging in improving their capacity by following academic and technical qualification programmes.

**Table 5.2: Human and Physical Resources Standards (1-12)**

<b>Standards</b>	<b>Inadequate (0)</b>	<b>Barely Adequate (1)</b>	<b>Adequate (2)</b>	<b>Good (3)</b>	<b>Total</b>
Human and Physical Resources (1 – 12)	00	00	04	08	12
<b>Weighted Score</b>	<b>00</b>	<b>00</b>	<b>08</b>	<b>24</b>	<b>36</b>



**Figure 5.2: Human and Physical Resources Standards (1-12)**

The cluster comprises six degree programmes namely Economics, Geography, History and Archaeology, Political Science and Social Statistics. Senior Professors, Professors, Senior Lecturers and as well as Lecturers (Probationary and other) representing each study programme are involved in designing, developing and delivering of study programmes. Also, visiting lecturers, consultants, visiting local and international research fellows are appointed to enhance the quality of the degree programmes. However, it was observed that visiting lecturers in some of the study programme had only master level higher degrees while in some other departments

appointing retired academics on visiting basis using the funds allocated for permanent cadre posts and not filling those vacancies. This practice may have a negative impact on the quality of degree programmes in the future. Most of the study programmes are conducted both in English and Sinhala. While adequate infrastructure facilities are made available to the students, workshops and training programmes are conducted locally and internationally at regular intervals to improve the human resource profile of the academics. Similarly, a number of programmes have been introduced to enhance the graduate profile of the students including the English language, ICT and soft skills of the students. Further, cultural and religious festivals are held to enhance the social harmony and cohesion among different ethnic and religious groups. In addition to the above practices, the faculty had sent some of its senior academics abroad for trainer training utilizing the generated funds of the university, which is commendable. However, the team observed the spillover impact of this practice on the young and capable academics.

#### Best Practices:

1. The Faculty had strived their best to develop its human resources through generated funds.
2. Innovative steps to establish skill development Centre is a good practice.
3. Some departments under this cluster are equipped with modern teaching learning facilities adequately.

#### Weaknesses:

1. It is reported that faculty had attempted to, train the trainers, from among the academic staff. Yet there is no evidence for such training conducted.
2. It is observed that there is no equitable and fair mechanism for resource allocation among the academic entities under the cluster one.

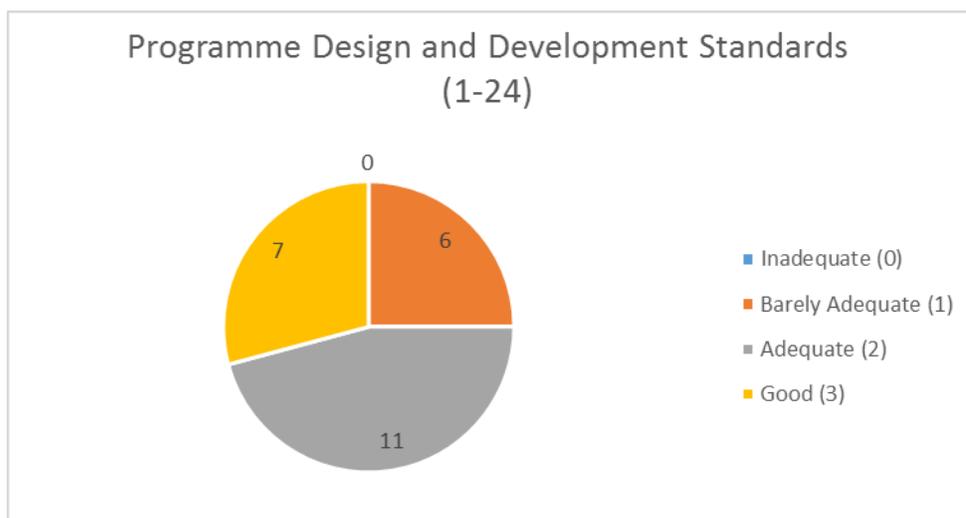
### ***5.3. Criterion 3: Programme Design and Development***

Academic Programmes of study should reflect University/ HEI's mission, goals and objectives. They are offered according to needs analysis based on an audit of existing courses and programmes, market research, liaison with industry, national and regional priorities and according to approved procedures. Subject Benchmark Statements (SBS) and requirements of

professional bodies act as valuable guide/external reference points when formulating a structure and content of a new degree programme. Curriculum is outcome driven and equips students with knowledge, skills and attitudes to succeed in the world of work and for lifelong learning.

**Table 5.3: Programme Design and Development Standards (1-24)**

<b>Standards</b>	<b>Inadequate (0)</b>	<b>Barely Adequate (1)</b>	<b>Adequate (2)</b>	<b>Good (3)</b>	<b>Total</b>
Programme Design and Development (1 – 24)	00	06	11	07	24
<b>Weighted Score</b>	<b>00</b>	<b>06</b>	<b>22</b>	<b>21</b>	<b>49</b>



**Figure 5.3: Programme Design and Development Standards (1-24)**

There is evidence for adopting a participatory approach to develop curriculum inclusive of academic staff, students, alumni, external stakeholders such as industry and professional bodies. Employability of graduates at present is very high. Considerable number of students conveyed their intentions to follow advanced degree programs after completion of the basic

degree. However, the review team had observed some of the course units in some of the degree programmes had dealt only with the knowledge domain of study even though they were offered at the fourth year. It was also observed there is no uniformity of the course unit structure. They varied from department to department and there is no English Translation of the degree programme in some of the study programmes. The lengthy content of course units particularly in political science, shows the necessity of training the academics for course unit system.

There is an ongoing curriculum revision which is in near completion and the process is in accordance with SLQF. Courses designed are expected to be professional, semi- professional, and inter-disciplinary. The programme will have outcome-based performance indicators such as student progress and success rates, student satisfaction with the programme and incorporates the feedback from employer/ professional satisfaction survey.

Best Practices:

1. There is a systematic mechanism in place to revise the programme in every five years.
2. Internship and soft skills had been incorporated into the programme.

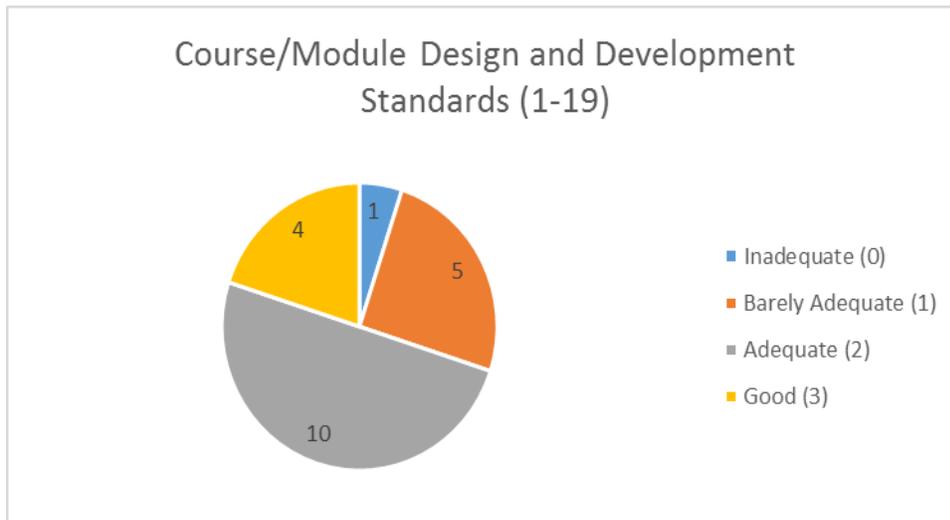
Weakness:

1. There is no participatory approach to programme design and development with stakeholders.

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

**Table 5.4: Course/Module Design and Development Standards (1-19)**

<b>Standards</b>	<b>Inadequate (0)</b>	<b>Barely Adequate (1)</b>	<b>Adequate (2)</b>	<b>Good (3)</b>	<b>Total</b>
Course/Module Design and Development (1 – 19)	00	05	10	04	19
<b>Weighted Score</b>	<b>00</b>	<b>05</b>	<b>20</b>	<b>12</b>	<b>37</b>



**Figure 5.4: Course/Module Design and Development Standards (1-19)**

Course design and development including the ILOs, course content, teaching and assessment are designed in alignment with SLQF credit definition, programme outcomes and current trends and changes in the area of study while taking the subject benchmarks into consideration. A copy of the course schedule outlining these is given to each student at the beginning of the semester. The course content of each course covering the necessary breadth, depth and balance is designed to ensure the gradual progresses of the students. Necessary training is given to the staff in instructional design and development. While a standard procedure is followed to approve a course, each study programme is monitored and reviewed and appropriate revisions are made to improve the quality of the study programme.

**Best Practice:**

1. The faculty had revised the course syllabi in 2014 and up dated programme specification.
2. They had followed SLQF.

**Weakness:**

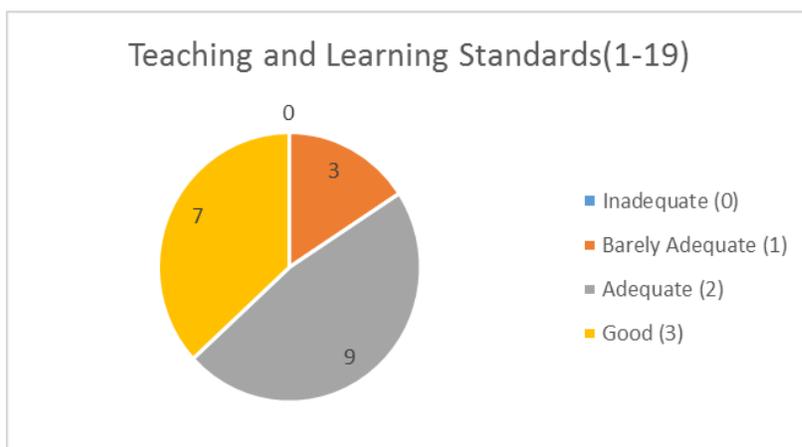
1. Some of the departments had not properly understood the philosophy behind the Course Unit System.
2. Syllabi are not up to the subject bench marks.

- Some of the syllabi at advance level of learning had not touched the different domains of education.

### 5.5. Criterion 5: Teaching and Learning

**Table 5.5: Teaching and Learning Standards (1-19)**

<b>Standards</b>	<b>Inadequate (0)</b>	<b>Barely Adequate (1)</b>	<b>Adequate (2)</b>	<b>Good (3)</b>	<b>Total</b>
Teaching and Learning (1 – 19)	00	03	09	07	19
<b>Weighted Score</b>	<b>00</b>	<b>03</b>	<b>18</b>	<b>21</b>	<b>42</b>



**Figure 5.5: Teaching and Learning Standards (1-19)**

All the teaching and learning strategies are gender, religion and race neutral and primarily based on the values addressed in the mission statement of the faculty and the goals and objectives of the respective curricular of the degree programme. The course specifications are stipulated in the prospectus given to the students at the beginning of the intake. The ILOs of each study programme are reflected in the teaching and learning strategies and assessments. Diverse learner centered teaching methods are integrated into learning to promote soft skills

and enhance collaborative learning. Further, the faculty creates platforms for both the students and academics to present and publish their research findings. Allocation of work to the staff members is done at department meetings based on the work norms under each job description. Teaching and learning activities are routinely monitored through peer reviews, preparation of attendance of students, student feedback surveys. In addition, various mechanisms are used to enhance the academic and personal wellbeing of the students.

Best Practices:

1. Course Specification is given to every student.
2. Student Feedback and peer reviews are in place.

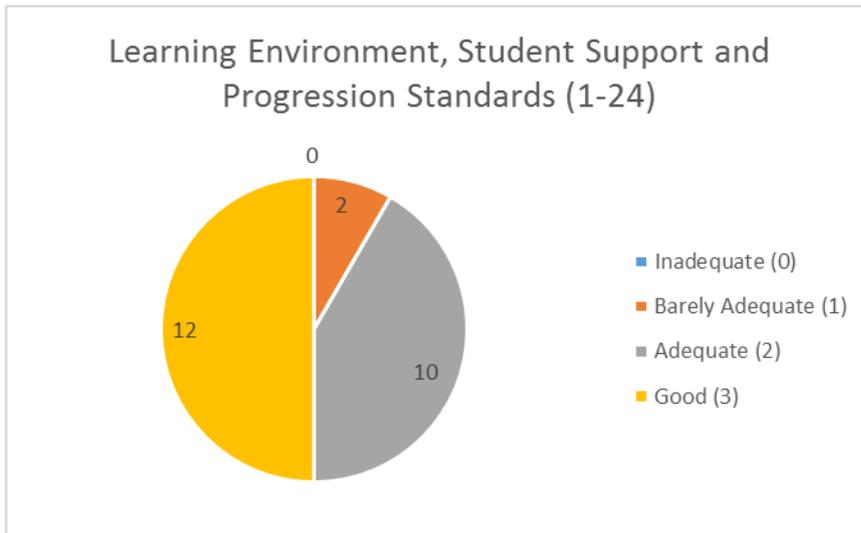
Weaknesses:

1. There is no mechanism to evaluate teaching excellence.

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

**Table 5.6: Learning Environment, Student Support and Progression Standards (1-24)**

<b>Standards</b>	<b>Inadequate (0)</b>	<b>Barely Adequate (1)</b>	<b>Adequate (2)</b>	<b>Good (3)</b>	<b>Total</b>
Learning Environment (1 – 24)	00	02	10	12	24
<b>Weighted Score</b>	<b>00</b>	<b>02</b>	<b>20</b>	<b>36</b>	<b>58</b>



**Figure 5.6: Learning Environment, Student Support and Progression Standards (1-24)**

Faculty provides facilities to students and makes arrangements to expose students to inclusive educational environments by providing access to various facilities. The faculty monitors and evaluates student support services constantly. Programme specific laboratories provide training in specialized areas of study such as Physical Geography and Archaeo-Chemistry. Mid semester examinations and assignments are evaluated and returned to the students with lecturers' feedback. Academic and social interaction is promoted through the co-curricular activities to enhance cultural and social harmony. Students who fail to complete the programme have the option of either to revert back to the Bachelors General Degree program from the Honours programme or get an extension for a maximum period of seven years to complete the study programme. These steps have been taken to provide opportunities for the students while maintaining the quality of the study programmes.

The students complained that some academics of departments' were not available for consultation and academic guidance. They did not engage in student contact hours fully.

Best Practices:

1. Staff Development and Career Guidance.

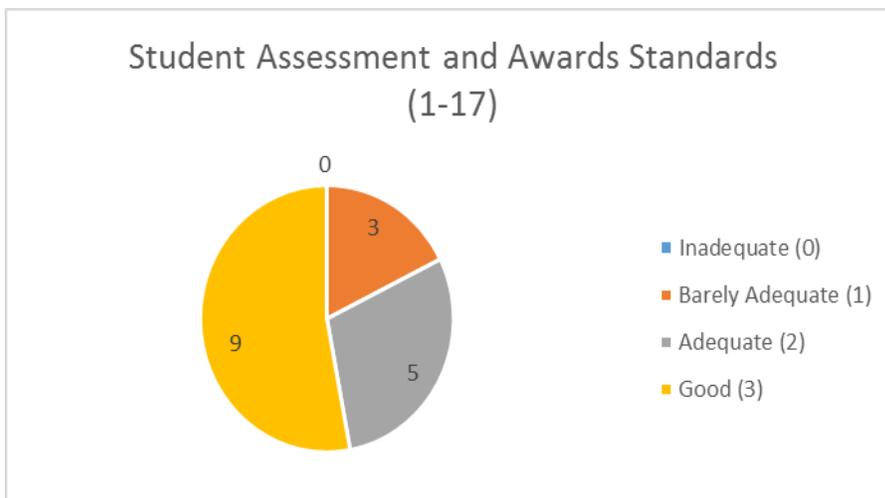
Weakness:

1. LMS Platform is not adequately used by students and all staff.
2. There is no evidence of need analysis.

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

**Table 5.7: Student Assessment and Awards**

<b>Standards</b>	<b>Inadequate (0)</b>	<b>Barely Adequate (1)</b>	<b>Adequate (2)</b>	<b>Good (3)</b>	<b>Total</b>
Student Assessment (1 – 17)	00	03	05	09	17
<b>Weighted Score</b>	<b>00</b>	<b>03</b>	<b>10</b>	<b>27</b>	<b>40</b>



**Figure 5.7: Student Assessment and Awards**

Faculty adopts an assessment strategy that is aligned to specified qualification/level descriptors of the SLQF, with a clear relation between assessment tasks and the programme outcomes. Published regulations, and procedures that are adhered to by the staff and communicated to students at the time of enrollment are used to assess students. The faculty reviews and amends assessment strategies and regulations periodically. Further, competent examiners are appointed for examination work. Facilities are made available by the faculty regarding examination requirements for students with special needs wherever necessary. Feedback on formative assessments is made available to the students. Examination results are documented and communicated to the students within the stipulated time. The faculty ensures that the degree awarded and the name of the degree complies with the guidelines credit requirements and competency levels of the SLQF. Faculty also implements the examination by-laws and acts strictly if they are violated. A complete transcript indicating the courses followed, grades obtained and the aggregate GPA/grades, and class (where appropriate) is made available to all students at graduation.

**Best practices:**

1. Assessment strategy is explained to students through prospectus and course specifications.

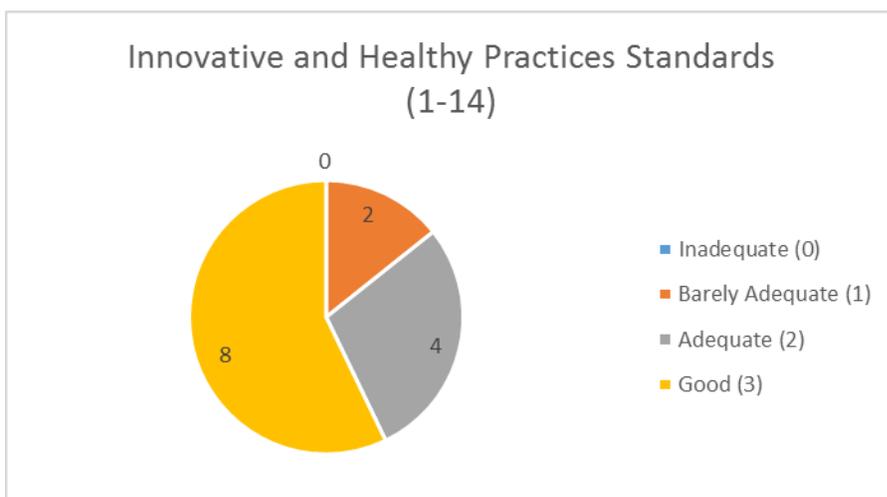
**Weakness:**

1. Questions in the question papers set by some departments (e.g. Political Science and History) are not in alignment with relevant course specifications and assessment information is not given.

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

**Table 5.8: Innovative and Healthy Practices**

<b>Standards</b>	<b>Inadequate (0)</b>	<b>Barely Adequate (1)</b>	<b>Adequate (2)</b>	<b>Good (3)</b>	<b>Total</b>
Innovative and Healthy Practices (1 – 14)	00	02	04	08	14
<b>Weighted Score</b>	<b>00</b>	<b>02</b>	<b>08</b>	<b>24</b>	<b>34</b>



**Figure 5.8: Innovative and Healthy Practices**

Faculty has established mechanisms for fostering research and innovation and promoting community and industry engagement to expose students to the ‘world of work’. Students are trained to carry out research and disseminate the research findings through student research symposium. Further, the faculty builds strong links with various international, national, governmental and non-governmental agencies and uses such linkages to promote staff and student exchange. Institutional training component of the study programmes links the university and the industry. However, it was noted that some departments had shown disinterests in arranging industry training for students. There are diverse sources of income generated through

fee levying courses. The faculty also practices a credit-transfer policy. Faculty further promotes students and staff engagement in a wide variety of co-curricular activities. Students who do not complete the Honours Degree programmes can revert back to the Bachelors General Degree or get an extension for a period of seven years to complete the study programme.

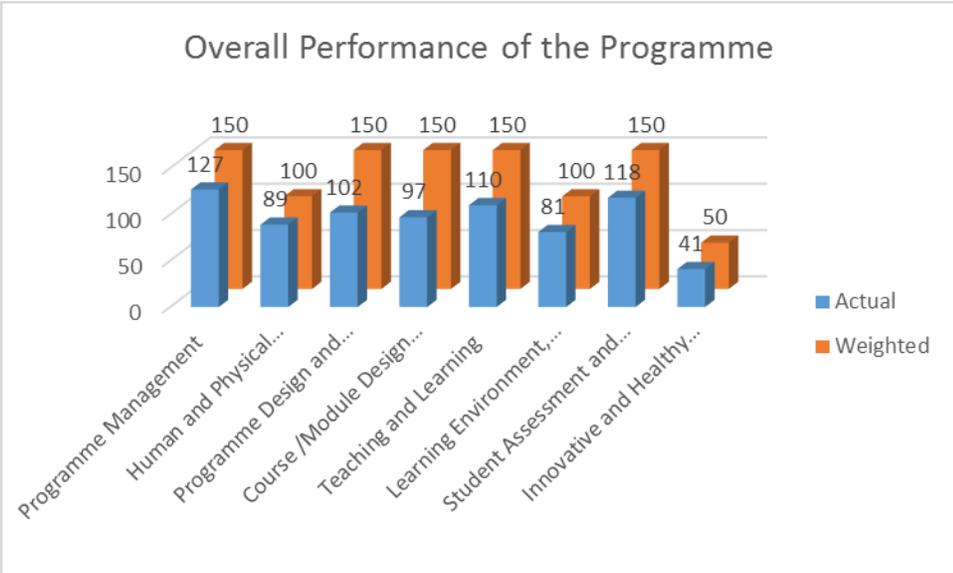
### Best Practices

1. Establishment of Skills Development Centre, Internship Programme

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

**Table 6.1: Overall performance of the Programme**

No	Assessment Criteria	Weighted Min. Score	Weightage on a thousand scale	Number of Standards	Row criterion-wise score (given by the reviewers)	Actual criterion-wise score (by the calculation)
1	Programme Management	75	150	26	66	127
-2	Human and Physical Resources	50	100	12	32	89
3	Programme Design and Development	75	150	24	49	102
4	Course/Module Design and Development	75	150	19	37	97
5	Teaching and Learning	75	150	19	42	110
6	Learning Environment, Student Support and Progression	50	100	24	58	81
7	Student Assessment and Awards	75	150	17	40	118
8	Innovative and Healthy Practices	25	50	14	34	41
	Total		1000			765
	Total %					77
	<b>Grade</b>					<b>B</b>



**Figure 6.1: Overall performance of the Programme**

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

The Dean of the Faculty and his team had done a commendable task in compiling the Self Evaluation Report.

The initiative taken by the faculty to have trainer training programme through earned funds is commendable. However, it is recommended that the faculty must devise a plan to make those training programme more effective and productive.

The initiatives taken to assure social harmony through cultural and religious festivals are commendable.

It is also recommended that faculty should develop a reasonable set of criteria to allocate resources among different departments. When a department is bifurcated, resources must be reasonably distributed.

It is recommended to fill the existing vacant carder positions and train young academics to shoulder the responsibilities of study programmes with immediate effect.

If departments wish to hire outside academics on visiting basis, they should possess high level of qualifications and expertise.

It is recommended to arrange a training workshop on the course unit system for the entire faculty.

There is no uniformity in the course units among the different study programmes under this cluster. Some of the Course Units in the Department of Political Science seems to be all most annual. If this is the case, no meaning is attached to Semester System. It is recommended to revisit the present practice.

The industry training given to students in some of the study programme are organized on an ad hock basis and without the individual academic member's intervention. It is recommended to formalize this system of industry training with immediate effect.

Students complained that some academic staff members of few departments were not available for consultation and academic guidance. The faculty must address this issue very seriously.

It is appropriate to have English Translation of the Syllabi of all the study programmes.

A syllabi revision with help of an expert and stakeholder participation is recommended.

There is no adequate and sufficient budgets for the departments to organize field work and we do understand that it is beyond the capacity of individual departments. This matter must be communicated to the University Grants Commission and seek their intervention to remedy this situation.

## **Section 8 - Summary**

Review team following the individual desk evaluation visited Faculty of Humanities, Social Sciences of the Faculty of Sri Jayewardenepura during the period of 2<sup>nd</sup> to 4<sup>th</sup> October 2017 with the objective of verifying the documentary and physical evidence. The three subjects under the review Viz, Economics, Geography and History, established with the very inception of the Faculty of Arts of the Vidyodaya University which was renamed as Faculty of Humanities and Social Sciences while the other two degree programmes were of recent origin.

The Honours Degree Programmes included in this SER were Economics, Geography, History and Archaeology, Political Science, Social and Business Statistics. The format of the SER is good. The required sections were included in the SER. Even though there were five Honours Degree Programmes to be reviewed, only one SER was prepared. It was noted that the departments clustered in this SER had not expected separate grading but cluster grading and therefore graded accordingly. If individual grading were given, some of the departments could have received higher/lower grade according to the manual of the evaluating criteria.

The team observed the necessity of inculcating a team work culture within the faculty in the quality improvement process. The ToR for the SER writing team and the responsibilities of the working teams in charge of the chapters and criteria were not given. This shows that a limited number of academics were involved in the preparation of the SER and in review process. This is a setback to maintain the quality of the study programmes and unless each and every staff member involves in the process, the quality of a study programme may not improve. Considering the documentary evidence, in some places the standards were not fully understood by the relevant team or they submitted documents which were not relevant to the relevant standards.

There were duplication of documentary evidences presented. Different standards required the same documentary evidence in many places. Without using the same document with one code number, the cluster-one took multiple copies of the same documentary evidence (as example; course specifications and programme specifications) and used them with different code numbers. This made the workload of the writing team excessive and additional cost to the Faculty.

Evidence for the SWOT was given with the SER documents and were evaluated by the review team. The important documents such as Cooperate plan, Action plan (faculty) and the Strategic plan (faculty) were also presented during the site visit to the reviewers.

The team observed that the resources were not properly distributed equally among the departments. Some departments are rich in resources while others are still in need of basic resources. This may be a setback for the faculty even after the subject review recommendations, if the faculty fails to address on them.

The participatory approach adopted by the faculty in its governance and management has enabled student representation on faculty committees and student welfare committees.

Human and physical resource management of the FHSS is in a satisfactory stage as a result of progressive steps taken by the University of Sri Jayewardenepura. Many academic staff members under each department have been recruited in last couple of years and they have undergone a satisfactory level of staff training under the USDC. Many of them gained their highest academic qualifications. However, it was observed that visiting lecturers in some of the study programme had only master level higher degrees. In some other departments retired academics on visiting basis have been done, using funds allocated for permanent cadre posts, without filling those vacancies. This practice may have a negative impact in the future on the quality of degree programmes.

There is evidence for adopting a participatory approach to develop curriculum inclusive of academic staff, students, alumni, external stakeholders such as industry and professional bodies. Considerable number of students admitted that they will follow advanced degree programs after completion of the basic degree.

All the teaching and learning strategies are gender, religion and race neutral and primarily based on the values addressed in the mission statement of the faculty and the goals and objectives of the respective curricular of the degree programme. The course specifications are stipulated in the prospectus given to the students at the beginning of the intake. The ILOs of each study programme are reflected in the teaching and learning strategies and assessments.

Diverse learner centered teaching methods are integrated into learning to promote soft skills and enhance collaborative learning.

Faculty has established mechanisms for fostering research and innovation and promoting community and industry engagement to expose students to the 'world of work'. Students are trained to carry out research and disseminate the research findings through student research symposium. Further, the faculty builds strong links with various international, national, governmental and non-governmental agencies and uses such linkages to promote staff and student exchange. Institutional training component of the study programmes links the university and the industry.

After lengthy deliberations among the members of the review panel, **it was decided to award an overall “B” grade to the study programmes in cluster 1.** However, it must be noted that some of the study programme could have received a higher/lower grade if they were assessed individually.

Review team appreciates very much the work undertaken by the academic, administrative and support staff of the faculty to conduct the degree programmes in cluster 1 under many challenges and difficulties. The members of the review team wish to thank the Dean, Heads of Departments, Centers and Units, Director of IQAC and all academic and other members in the faculty for facilitating the Programme Review and providing the support during our stay at University of Sri Jayewardenepura.