

SUBJECT REVIEW REPORT

DEPT. OF HINDU CIVILIZATION



**FACULTY OF ARTS AND CULTURE
EASTERN UNIVERSITY OF SRI LANKA**

28th to 30th December 2009

Review Team :

Prof. S. Pathmanathan, University of Peradeniya

Prof. Gopala Krishnan, University of Jaffna

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and safeguard public confidence in Sri Lankan higher education is accountability for quality and standards. As higher education is a public good, universities must conscientiously exercise their responsibility for quality and standards. The subject review is one of the components of the external quality assurance programme carried out in Sri Lankan universities. It evaluates the quality of education within a specific discipline. It is focused on evaluating the student learning experience, student achievement and the teaching and learning process at the subject level.

Key features of the subject review process include the critical analysis of the self evaluation report (SER) prepared by the academic department concerned, peer observation of teaching, observation of documents, observation of the facilities available, and gathering information on activities towards quality assurance through conducting discussions with stakeholders to evaluate how the teaching-learning process helps in the achievement of intended learning outcomes.

Peer observation carried out during the review process includes observing teaching both in the theory and laboratory classes, and if possible in the field classes. The documents that are observed include, examples of student work, student handbooks, student handouts, lesson guides, statistics on student achievements and progress, samples of answer scripts, external examiners reports, peer evaluation reports, student evaluation reports, minutes of Departmental committees etc. The stakeholders with whom the discussions are carried out include the Head of the department, members of the academic and non-academic staff, undergraduate students, postgraduate students, alumni, academic administrators, and student counsellors.

The subject review is carried out to evaluate the success of the processes employed to achieve the aims and intended learning outcomes stipulated in the self evaluation report.

Aspects of the subject review

In the subject review process, the following eight aspects are evaluated.

- Curriculum design, content and review
- Teaching, learning and assessment methods
- Quality of students including student progress and achievements
- Extent and use of student feedback, qualitative and quantitative
- Postgraduate studies
- Peer observation
- Skills development
- Academic guidance and counselling

Review Process

The review team consisted of the following members.

1. Prof. S. Pathmanathan, University of Peradeniya
2. Prof. P. Gopalakrishna Iyer, University of Jaffna
3. Prof. S. Mohanadas, formerly of University of Jaffna
4. Prof. S. Pathmanathan served as the Review Chair.

by the Department was provided to the review team on Assurance and Accreditation Council of the University n carried out the review process on 28th, 29th and 30th of

December, 2009.

On 28th morning, the review team met the Acting Vice-Chancellor together with the Head of the Discipline. The Vice-Chancellor at this meeting briefed the reviewers on the present situation at the University.

The review team then finalized the agenda for the review process with Coordinator of the Discipline. The Agenda for the review visit is given in Annexure 1. After finalizing the agenda, the review team met the other members of the academic staff. Thereafter the session started with the yoga and dhyana, Gayatri Mantra demonstration by the students. Head of the Discipline then presented the contents of the SER with discussion.

The review team thereafter had discussions with the members of the University Student Support Services, namely Vice Chancellor, Dean, Director/Staff Development and Coordinator/Sports as listed in Annex 2.

Several documents were also perused. These included the Faculty handbook, handouts given to students, minutes of the Departmental meetings, answer scripts, question papers, student feedback forms, peer evaluation reports etc. The complete list of the documents examined is given in Annex 3.

The review team also examined the facilities available for teaching and learning. These included the lecture theatres, teaching laboratories, equipment, research laboratories etc. The list of facilities observed is given in Annex 4.

On the 30th December, the review team gave a feedback of the findings to the Head of the Department and other members of the academic staff.

Publications the review report

A report will be prepared after the review visit incorporating the findings of the review team. In the report, the strengths and good practices will be highlighted and the weaknesses will also be stated together with some recommendations. Each aspect will be given a judgment of good, satisfactory or unsatisfactory. The draft report will be sent to the Department and the feedback will be obtained. If there is disagreement with any judgment, it would be resolved by the Quality Assurance and Accreditation Council (QAAC) through discussion. The judgment will be submitted to the Standing Committee on Quality Assurance of the UGC for approval. After its approval, the report will be published in the QAAC website, www.qaacouncil.lk. The Discipline has to improve the quality of the aspects that receive a judgment of unsatisfactory within 6 months of approving the judgments by the Standing Committee on Quality Assurance of the UGC.

UNIVERSITY, FACULTY AND DEPARTMENT

The Batticaloa University College was established on 1st August 1981 to meet a long felt need of establishing a Higher Educational Institution in the Eastern Province, Sri Lanka. This College began with two faculties; Faculty of Science and Faculty of Agriculture. Both these faculties were affiliated to the University of Peradeniya. In 1986, this University College was upgraded to the status of a University under the name of Eastern University of Sri Lanka (EUSL). Accordingly, the EUSL was established on the 1st October 1986 by a University order dated 26th September 1986 issued under section 2 of the Universities Act No. 16 of 1978.

The Eastern University, Sri Lanka is located in the village of Vantharumoolai, 16 km north of Batticaloa and about the same distance south of Valaichchenai. The University lies on either side of the Batticaloa-Colombo Main Road. The Senate block, the Library, the Senior Common Room and the buildings, which presently house the faculties, lie on the western side of the road. The new Science Block, some buildings belonging to Faculties of Arts and Culture and Commerce and Management, English Language Teaching Unit (ELTU), Students Hostels, Staff Quarters, Sports Centre, Play Ground and a building for Centre for Information and Communication Technology (CICT) lie on the eastern side of the road.

In 1988, two new faculties namely the Faculty of Commerce and Management and the Faculty of Cultural Studies were established. The Faculty of Cultural Studies was then expanded and renamed the Faculty of Arts and Culture in 1991. The Eastern University of Sri Lanka has obtained the approval to establish the Faculty of Health-Care Sciences and the students were admitted to this faculty from 2006 onwards. A Campus of the Eastern University functions at Trincomalee with the Faculties of Applied Sciences and Communication and Business Studies. Swami Vipulananda College of Music and Dance at Kallady, Batticaloa is attached to the Eastern University and renamed the Swami Vipulananda Institute of Aesthetic Studies where degree programmes in music and dance are conducted.

History of the Discipline of Hindu Civilization:

The study programme in Hindu Civilization was started in 2001 in response to representations made by the students and Hindu Institutions in the Eastern Province. Since then the students have been admitted to the General and Special Degree courses. Some new courses that have a contemporary academic relevance are included in the curriculum syllabi. The first batch of students who were in the special degree programme sat for the final examination in Feb/March 2009.

Vision of the Discipline of Hindu Civilization

To develop into a centre of excellence in studies relating to Hindu Civilization paying special attention to (a) producing an adequate number of graduates with multidisciplinary skills and a capacity for engaging in a variety of roles in the fields of education, heritage management and dissemination of knowledge.

Mission of the Discipline of Hindu Civilization

To conduct undergraduate courses and to promote research on various aspects of Hindu Civilization, particularly on matters that have a contemporary social relevance in accordance with the vision.

COMES

graduates with adequate knowledge, skills and attitude.

Develop the Hindu traditions and norms in the Region.

Enable the students accept the good aspects of other Faiths and cultural values.

Build up social harmony, peace, love, understanding, spirituality, mental health among the students.

Create a generation with active and dynamic personality through this subject.

Programmes of Study

- | | |
|--------------------------------------|---------|
| 1. Bachelor of Arts (General Degree) | 3 years |
| 2. Bachelor of Arts (Special Degree) | 4 years |

4. FINDINGS OF THE REVIEW TEAM

4.1. Curriculum Design, Content and Review

The semester based course unit system was introduced to the Department in 2000 replacing the traditional three-term system. The curriculum is formulated at the discipline level and forwarded to the Faculty for recommendation. Prior to approval by the Senate it will be scrutinized by the curriculum evaluation committee which is a sub committee of the Senate. The curriculum is finally approved by the university Council.

Curriculum was most appropriate, broad based, contemporary relevant and focusing on the multi- disciplinary character of the discipline. The curriculum has been well designed, very fairly and appropriately. It has been revised in 2008.

The review panel properly understood the nature of various problems facing the discipline at present. At the time of conducting the review only two lecturers were in service in the department! The shortage of senior academic has tremendously affected the curriculum development process. The services rendered by the present two staff members were highly appreciated by the panel. Under this condition, it is commendable that a special degree course in Hindu Civilization has commenced.

It is the view of the review team that the Curriculum development, Content and Review of the Department can be judged as GOOD.

4.2. Teaching, Learning and Assessment Methods

The teaching activities of the discipline include lectures, tutorials, Individual presentations, Group Presentation, Seminars, Directed reading and library use, Field studies, Lectures and seminars by invited guest speakers/scholars, and Independent research projects/reports.

sometimes with the support of Multimedia. The review is satisfied with the performance of the staff in teaching. Lectures are made available to students. Lectures are the best method in imparting the knowledge of the discipline. They provide specific information to students and directing them for further study. The team noted regular attendance of the students for the lectures is recorded, which reflects as a good practice.

Common lecture halls are being used by the Discipline. Library facilities are inadequate. The collection of books required to the Discipline of Hindu Civilization is severely insufficient. There is only one computer and one printer for the use of whole staff. Now the printer also is out of order. They have no internet facilities. However Students can use the common IT unit internet facilities. There are not enough office table and chairs for staff. Presently the Discipline use the office furniture of another Department. Photocopier, telephone facilities also are not available and they make use of laptop and screen from the Dean Office.

As the syllabus is comprehensive, in order to facilitate the students to improve their capacity of learning process the strength of the staff need to be increased. The two permanent lecturers are doing their part with a heavy load of work. They are assisted by two temporary lecturers who in a way help the unit in the academic work. The unit should be treated in par with other discipline in the faculty.

There are 02 visually impaired students at present offering Hindu Civilization. The non availability of facilities to teach the students is needed to be addressed seriously.

Assessment Methods:

A combination of assessment methods are used depending on the attributes to be tested. They include tutorials, Individual and group reports, field survey reports, continuous assessments, Mid-Semester Test (MST), formal written examinations, dissertations and viva voce examinations.

Examinations are the most efficient means to measure the academic achievements of the students and they are potential. The Review Team observed that the examination papers are reviewed by both the Internal and External or Second Examiners. Marking scheme for the examination question papers are prepared to maintain uniformity. This helps the Internal and External Examiners to perform their duty well and which is considered as another good practice. Assessment of performance is based on the Grade Point Average system as in other discipline of the Faculty of Arts and Culture. High level of success is noted at the special degree examination.

Students complained that sometimes their tutorials are not scrutinized and discussed in time because of the shortage of staff. This was revealed at the meeting of the students.

It is the view of the review team that the Teaching, Learning and Evaluation of the Department can be judged as SATISFACTORY.

4.3 Quality of Students including Student Progress and Achievements

Admission to the degree programme is carried out by the UGC according to the national policy, which is based on performance at the G.C.E. Advanced Level examination and the choice of students. Therefore, student admission is not under the preview of the University.



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ber of students per annum requested for the Faculty of actual number allocated is less than 50% of the number

Hindu Civilization-internal- 1st year

Year	Male	Female	Total
2001	30	26	56
2002	17	10	27
2003	12	23	35
2004	05	02	07
2005	11	24	35
2006/2007	31	53	84
2008	04	36	40
2009	16	43	59

Availability of an orientation programme at the beginning helps students to be aware of the basic requirements of the academic programmes the students follow. It appears that all students have the opportunity to acquire good skills as they progress through first two years of the degree programme. However, the review team found that the students were deprived from following a special degree in Hindu Civilization for a long time due to dearth of Senior Academics in the discipline. The review team is happy to note that admission to special degree programme has commenced in 2006 and wished that such programme shall be continued without interruption.

The Review Team found that the quality of the students was up to the mark through the exhibition organized by them. The exhibition is an outcome of the students' skills. Various exhibits related to Agamic and non Agamic traditions, Architecture, Iconography sculpture and Hindu Sciences, etc were displayed. This was organized by the unit with the cooperation of the staff & the students. The demonstration was in accordance to the discipline they study. This reflects the strength, good practices and achievement of the students. Further, this reflected that students have a strong capacity of skill development.

Review Team was able to identify the student progress through their successful presentation by utilizing the multimedia. This can be considered as strength of the student progress.

General Degree- The criteria for admission are the same as those for other subjects in the faculty concerned.

Special Degree- Students who have obtained over an average marks of over GPA 3.1 (over 60 marks) in the first year are admitted to the special degree courses.

There would be no difficulties in attracting students to the discipline if there is sufficient number of qualified staff and other facilities.

Graduates are appointed as teachers and as officers in government departments and also in the private sector. As Hinduism and Hindu Civilization are taught as subjects in schools there will be a continuing demands for teachers qualified in the subject.

It is the view of the review team that the Quality of Students, Student Progress and Achievement of the Department can be judged as GOOD.

back

student feedback about the academic programme and the requirement of infrastructural facilities at various forums such as student sessions and lectures and tutorial classes. This is possible as the student number of a batch is about 50. Students expressed unhappiness about the unavailability of adequate space and facilities.

The Discipline has perceived the importance of quantitative student feedback. The teaching process is evaluated by student feedback using a questionnaire since 2008. The questionnaire includes feedback on several aspects of teaching and learning such as student awareness of learning outcomes, organization and clarity of the lecture, motivation and interaction of the lecturer, speed and audibility of the lecture, etc. Student feedback data obtained by the lecturer have been not analyzed to identify the strengths and weaknesses of each staff of the discipline. The Review Team recommends that the same practice may be extended to visiting staff. The outcome of the quantitative student feedback shall be discussed at a meeting for others to share the information to strengthen the academic programmes.

It is the view of the review team that the Extent and Use of Student Feedback, Qualitative and Quantitative of the Department can be judged as SATISFACTORY.

4.5. Postgraduate Studies

Due to lack of facilities and resources, the discipline of Hindu Civilization is not in a position to conduct postgraduate programmes.

It is the view of the review team that the Postgraduate Studies of the Department can be judged as UNSATISFACTORY.

4.6 Peer Observation

It was observed that the importance of the peer observation process has been perceived by the department and a formal peer observation process has been commenced in late 2009 using an evaluation form. However it has been done between the two lecturers in the discipline on a mutual understanding basis. In future external peer review within the help of peer from the Faculty/University shall be encouraged as there are only two lecturers available in the discipline. The practice of peer observation shall be extended to visiting academics as well. Peer observation obtained over the years shall be analyzed to evaluate the progress.

The peer observation report and the student feedback report of the same lecturer can be correlated to develop a staff development programme for the lecturer concerned, if required.

The Review Team noted that the discipline engages peers from same department and other universities for moderation of question papers and second marking of the answer scripts.

It is the view of the review team that the Peer Observation of the Department can be judged as SATISFACTORY.

activities for skill development of the students. IT skills are developed through the special courses conducted by the Centre for Information and Communication Technology (CICT). The effort taken by the ELTU for the development of communication and writing skills in English is commendable.

The discipline has introduced team presentations by students. The review team has an opportunity to attend one of such presentation in the form of an exhibition of Hindu Art Objects. That indicated the ability of students for the effective use of all facilities available for presentations. The proper guidance given by the staff for that type of activities also noted during the exhibition. The Review Team recommends that all assistance shall be made to the unit for setting up a permanent Arts and Cultural Museum.

It was observed by the review panel that the discipline has realized the importance of the museum training as an important component of skill development. The prevailing situation in the area has hindered this activity.

It is the view of the review team that the steps taken by the department for Skill Development can be judged as GOOD.

4.8 Academic Guidance and Counseling

When new students are recruited, they are provided with the Faculty Handbook and an orientation programme is being conducted during the first week of their entry. The handbook provides information about the University, Faculty, Departments, subjects offered, subject combinations, academic programmes and details of course units. The university website too provides the basic information. On the first day of the orientation programme, the Vice-Chancellor, Dean of the Faculty, Heads of Department, Career Guidance Officer, Academic Advisors and Senior Student Counselor address the students. At this programme an introduction is given to the students on various departments/disciplines in the faculty, the courses offered by the departments, and the selection criteria to offer the subject concerned for a year 3-year-general-degree programme/4-year-special degree programme. The Review Team found that students are satisfied about the selection procedures but wished that the teaching process for the special degree be continued without interruption.

Whenever students encounter personal problems they can meet the faculty student counselors or any staff member to this effect. In addition, there is a Senior Student Counselor to attend to the student welfares but his office is unorganized. For health related problems students can approach University Health Centre. There is a Career Guidance Officer who facilitates students by giving trainings/seminars on job related matters.

It is the view of the review team that the Academic Guidance and Counselling of the department can be judged as SATISFACTORY.

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

5. CONCLUSIONS

1. Curriculum Design, Content and Review

Good Practices/Strengths

1. Curriculum was most appropriate, broad based, contemporary relevant and focusing on the multi- disciplinary character of the discipline.
2. The curriculum has been well designed very fairly and appropriately.
3. The curriculum is being revised periodically.

Weaknesses

None

2. Teaching, Learning and Assessment Methods

Good Practices/Strengths

1. Teaching is done competently and sometimes with the support of Multimedia and teaching materials.
2. Regular attendance of the students for the lectures is recorded, which reflects as a good practice.
3. Students are using the common IT unit internet facilities.
4. Examination papers are reviewed by both the Internal and External or Second Examiners. Marking scheme for the examination question papers are prepared to maintain uniformity

Weaknesses

1. As the syllabus is comprehensive, in order to facilitate the students to improve their capacity of learning process the strength of the staff need to be increased.
2. The unit is not being treated in par with other department in the faculty.
3. Non-availability of permanent office space for the discipline.
4. Non-availability of adequate furniture to the discipline.
5. Library facility for this discipline is inadequate. The required collection of books for this discipline need to be increased.
6. Tutorials are sometimes not scrutinized and discussed in time because of the shortage of staff.

Student Progress and Achievement

1. Orientation programme conducted at the beginning of the academic year makes the students aware of the basic requirements of the academic programmes the students follow.
2. High level of success is noted at the special degree examination.

Weaknesses:

1. Dearth of Academics in the department hinders the further progress and achievements of the students.

4. Extent and Use of Student Feedback

Good Practices/Strengths

1. Obtaining qualitative student feedback is in practice.
2. Obtaining quantitative student feedback procedure has begun.

Weaknesses:

1. Obtaining quantitative student feedback practice may be extended to presentation (exhibition sessions) as well as to visiting academics.
2. Student feedback data shall be analyzed,

5. Postgraduate Studies

Good Practices/Strengths

1. Nil

Weaknesses:

1. Dearth of Senior Academics and resources in the department hinders the offering of postgraduate programmes

6. Peer Observation

Good Practices/Strengths

1. Obtaining peer observation procedure has just begun.

Weaknesses:

1. Peer observation data not correlated with the student feedback responses for staff development programme of the lecturer concerned.

7. Skills Development

Good Practices/Strengths

1. Lesser number of students and therefore more attention can be paid.
2. Enough library and IT facilities are available compare to the number of students.

Weaknesses:

1. Museum preservation techniques training not being provided.

1. Availability of student handbook.
2. Availability of an organized orientation programme.
3. Availability of Academic staff for academic guidance and Student Counselors for counseling.

Weaknesses:

1. The Senior Student Counseling Unit is unorganized.
2. The service of the CGU not being sought/provided.

6. RECOMMENDATIONS

1. Development a syllabus for postgraduate diploma/degree in Hindu Civilization.
2. Number of academic staff cadre positions shall be increased.
3. Permanent office/room space and furniture and teaching equipment shall be provided to the discipline.
4. The assistance of visiting staff shall be increased to cover the different subject areas in Hindu Civilization. Special benefit packages may be given to visiting staff.
5. 4 The unit should be elevated to the Department status as early as possible to facilitate more conducive student learning environment.
6. 5 The unit should be provided with more computers to the staff with printers & multimedia as well.
7. 6 Library books for the discipline are inadequate. Measures to be taken to increase accordingly. The Coordinator is advised to prepare a list of relevant books needed by the unit.
8. A separate room shall be provided to the Discipline to keep and display the Art objects.
9. For students to progress on the four year special degree, an inter-university collaborative programme may be organized with another university until the discipline become strong enough to carry out its special degree programme with sound research training.
10. Obtaining quantitative student feedback procedure shall be extended to practical sessions (exhibition/museum) as well to visiting academics.
11. Findings of the student feedback practice may be discussed at staff meetings.
12. Seeking for an inter-departmental and inter-university collaborative programmes in order to offer a Postgraduate programme related to Hindu Civilization until the department becomes a strong entity to carry out such undertaking independently.
13. 1. The steps taken to obtain a sample of peer observation data shall be extended to all staff imparting knowledge to the students.
14. Peer observation data shall be correlated with the student feedback responses for staff development programme of the lecturer concerned.
15. Findings of the peer observation practice may be discussed at staff meetings.
16. Introduce some practical and presentation that involved more application of computer knowledge.
17. Availability of special degree programme in Hindu Civilization shall be made known to students at the orientation programme.
18. The Senior Student Counseling Unit may be organized at a common place near student welfare section for better access to the students.

Day 01 (28.12.2009)

- 08.30 - 09.00 - Private Meeting review panel
- 09.00 - 09.30 - Discipline Presentation on self evaluation report
- 09.30 - 10.30 - Discuss the Agenda for the visit
- 10.30 ó 11.30 - Meeting with Discipline academic staff
- 11.30 ó 12.30 - Observing the studentø exhibits and discussion
- 12.30 - 13.00 - Meeting with VC/ Chairman, supportive staff
- 13.00 - 14.30 - Lunch
- 14.30 - 15.30 - Observing Teaching Lectures
- 15.30 ó 17.30 - Observing Documents

Day 02 (29.12.2009)

- 08.30 ó 09.30 - Observing Teaching ó Lecture
- 09.30 ó 10.30 - Observing Teaching ó Lecture
- 10.30 ó 12.00 - Observing Studentø Presentation
- 12.00 ó 12.30 - Meeting with undergraduate students
- 12.30 ó 13.30 - Lunch
- 13.30 ó 14.00 - Observing studentø Presentation
- 14.00 - 14.30 - Meeting with special Degree Students
- 14.30 ó 15.00 - Meeting with 1st Year Students of Hindu civilization
- 15.00 ó 16.00 - Observing Teaching ó Lecture
- 16.00 ó 17.00 - Meeting with Reviewers

Day 03 (30.12.2009)

- 08.30 ó 09.00 - Reviewers Private Discussion
- 09.00 ó 10.00 - Observing Teaching ó Lecture
- 10.00 ó 11.00 - Meeting with Coordinator and staff for Reporting
- 11.00 ó 13.00 - Report Writing
- 13.00 ó 14.00 - Lunch

Annex 2. LIST OF PERSON MET BY THE REVIEW TEAM

Vice Chancellor
Dean of Faculty of Arts and Culture
Head of the discipline of Hindu Civilization
Director, Quality Assurance Unit
Director, Staff Development Centre
Librarian
Coordinator, Physical Education
Senior Student Counselor
Coordinator, CGU
Student Counselors
Academic staff of the department
Non-academic staff of the department
Students of 1st, 2nd, 3rd and final year
Temporary Academic Staff



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BY THE REVIEW TEAM

Lesson guides
Statistics on student achievements and progress
Samples of answer scripts
External examiners reports
Peer evaluation sample reports
Student reports on teacher evaluation
Minutes of Departmental committees

Annex 4. FACILITIES

Common lecture hall and seminar room.
Common IT facilities
Library
Staff rooms with one computer