

SUBJECT REVIEW REPORT

**DEPARTMENT OF
WESTERN CLASSICAL CULTURE &
CHRISTIAN CULTURE**



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

16th to 18th January 2007

Review Team :

Prof. R. S. Gunatunge, University of Sri Jayewardenepura

Dr. Mervin Fernando

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1. SUBJECT REVIEW PROCESS

Subject review process evaluates the quality of education within a specific subject or discipline. It is focused on the student learning experience and on student achievement. It is designed to evaluate the quality of both undergraduate and taught postgraduate programmes. However, the responsibility for quality and standards lies within the institution itself, since it alone has the powers to control and to change existing practices.

Review process was conducted according to the guidelines given in the Quality Assurance Handbook for Sri Lankan Universities, published by the CVCD and University Grants Commission in July 2002. The department of Western Classical Culture and Christian Culture submitted a Self-Evaluation Report (SER) consisting of ten sections, namely: aims, learning outcomes and programme details; students, staff and facilities; curriculum design, content and review; teaching, learning and assessment methods; quality of students in relation to recruitment, admission, student progress and achievement; the extent of student feedback; postgraduate studies; peer observation; skills development and academic guidance and counseling.

The quality of education was reviewed according to the aims and learning outcomes given in the SER.

The following eight aspects of education were reviewed at the subject level:

1. Curriculum Design, Content and Review
2. Teaching Learning and Assessment Methods
3. Quality of Students including Student Progress and Achievements
4. Extent and Use of Student Feedback, Qualitative and Quantitative
5. Postgraduate Studies
6. Peer Observation
7. Skills Development.
8. Academic Guidance and Counseling

The review team visited the department from 16th - 18th January, 2007. The agenda of the three day visit is annexed. The evaluation of eight aspects was based on:

- Meetings held with the Dean, Head of department, academic staff, non-academic staff, undergraduate students representing all four years and postgraduate students
- Observation of facilities of the department and the faculty
- Observing teaching classes
- Reviewing documents available at the department

Each of the eight aspects was judged as good/satisfactory/unsatisfactory, in light of strengths, good practices and weaknesses in each. Considering the judgment of the eight aspects, an overall judgment was given as confidence/limited confidence/no confidence.

2. BRIEF HISTORY OF THE UNIVERSITY AND THE DEPARTMENT

The University of Kelaniya has origin in the historic Viyalankara pirivena, founded upon in 1875 as a centre of learning for Buddhist monks. It became the Vidyalankara University in 1959, later the Vidyalankara Campus of the University of Ceylon in 1972 and, ultimately, the University of Kelaniya in 1978.

At present there are six faculties in the university: Faculties of Humanities, Commerce & Management, Science, Social Sciences, Medicine and Graduate Studies. The Faculty of Humanities has nine academic departments. They are: Departments of English, Fine Arts, Hindi Studies, Linguistics, Sanskrit, Sinhala, Western Classical Culture & Christian Culture, Modern Languages, Pali & Buddhist Studies. Additionally there is a separate unit in the faculty for English language teaching.

The department of Western Classical Culture & Christian Culture functions as a two-subject department with one teaching Western Classical Culture and the other Christian Culture. It is one of the smallest departments in the faculty of Humanities. The section on Christian Culture offers a unique opportunity for students of any religious affiliation, Christian or not, to learn of Christianity as one of the worlds' religions whereas the Western Classical Culture section deals with the ancient civilization of Greece and Rome: the study includes areas such as civilization, history, antiquities, art, philosophy, drama and theatre, literature, literary criticism and languages, Greek and Latin etc.

The aim and objective of the department is to produce students of a higher intellectual quality with a human understanding and outlook of issues to enable them to observe beyond the surface. This is mainly done through the analytical and critical study of the classics and its environments in which it flourished.

The department offers three year BA general degree in Western Classical Culture and Christian Culture and four year BA special degree in Western Classical Culture and Christian Culture. Students to special degree programmes are selected on the basis of highest grade point average (GPA) obtained by students in the first year examinations.

The total number of students registered in BA general degree in Western Classical Culture is 35, BA general degree in Christian Culture is 16, BA special degree in Western Classical Culture is 2, and BA special degree in Christian Culture is 4. Additionally, both sections of the department offer BA general degrees to external students through Open and Distance Learning (ODL). The number of students registered for ODL in Western Classical Culture is 8 and in Christian Culture is 184.

Special students follow research projects during the 4th year. The department consists of 5 senior lecturers and a probationary lecturer. One of the senior lecturers has acquired doctoral qualification from the University of Louvain, Belgium. The probationary lecturer has submitted his MPhil thesis for examination. Department has 2 non-academic staff members, a clerical officer and a staff assistant.

The faculty lecture rooms are equipped with audio visual aids such as blackboard, whiteboard and an overhead projector. The space available for staff is inadequate however all the senior lectures were provided computers with internet access.

3. AIMS AND LEARNING OUTCOMES

3.1 Aims

The aims of the programme are:

- To enable students to understand the basic principles of Christianity, and the characteristics of Christian culture
- To enable students to analyse critically its history, literature and development thought throughout its history
- To help students to "situate" Christianity in the context of a pluralistic society in religion-wise
- To equip the students to communicate the knowledge acquired through diverse media
- To provide students with an overview of the ancient civilizations of Greece and Rome, with respect to western Classical culture
- To broaden and deepen the ability of student to understand an issue at depth, with respect to classical studies,

3.2. Learning Outcomes (as stated in the SER)

3.2.1. Christianity Culture

CHCU 11012 Introduction to Christian Culture

The undergraduates will learn the basic characteristic of a culture, obtain a panoramic view of cultural studies, be introduced to the basic elements of Christian Culture. The students are expected to be competent in handling at least 15 basic questions on the paper.

CHCU 11022 History of Christianity

The students will be able to understand the diverse trends in the history of Christianity. Being an introductory course the students will be able to see a panoramic view of history from the First Century Christianity to the making of Christian history in the last decades of the 20th Century.

CHCU 12032 Diverse Christian Churches

Those following the course will be able to recognize the main characteristics of the three main traditions of Christianity, namely the Roman Catholic Tradition, the Orthodox Tradition and the Protestant Tradition. They will also understand the emergence of Fundamentalism in the course of history.

CHCU 12042 The Religions of Sri Lanka

The students will acquire a basic understanding of the three world religions practiced in Sri Lanka, namely, Hinduism, Buddhism and Islam. They will be able to distinguish between the agapeic and wisdom traditions.

CHCU 21012 Hebrew Scriptures

The students will know the main methods of biblical criticism such as form criticism, redaction criticism, source criticism, historical criticism and narrative criticism. They will also learn to

analyse biblical texts on creation, exodus, prophets and the body of biblical literature called "writings". The students are expected to master the philological analysis of some texts.

CHCU 21022 Christian Art

The students will learn the history and characteristics of art that has been influenced by Christian doctrine, tradition, usage and worship.

CHCU 22032 Christian Scriptures

The undergraduates will be able to learn the history of Gospel criticism, themes of Pauline literature and Johannine literature.

CHCU 22042 Christian Literature

The students will be introduced into the world of literature influenced by Christianity. They will learn the Christian influence on Sinhala, English and Russian literature.

CHCU 32012 Philosophy of Religion

The students will learn an overview of the general approaches to religion from the perspective other disciplines such as philosophy, psychology and sociology. They will learn basic texts on "Modern Critique of Religion" by classical authors such as Emile Durkheim, Rudolf Otto, Max Weber.

CHCU 32022 History of Christianity in Sri Lanka

The student will learn the history and development of Christianity in South Asia beginning First Century C.E., and history of Christianity during the Portuguese, Dutch, British and the post-independence periods in Sri Lanka.

CHCU 32032 The Founder of Christianity

The students will learn to apply the historical critical method in the analysis of texts on Jesus of Nazareth. They will be able to distinguish between the three strata namely, the words and deeds of historical Jesus, the contribution of the first generation of preachers, the contribution of the first century authors.

CHCU 33042 Development of Christian Doctrine

The undergraduates will learn the development of Christian thought as it came into conflict with what were considered various doctrinal errors and cultural traditions. They will be able to understand the influence of Western Philosophical Thought on the formulation of Christian doctrine. They will also learn the development of Christian T

3.2.2. Western Classical Culture

WCCU 11012 Civilizations of Greece and Rome

The main objective of this course is to provide the students with an overview of the Ancient civilization of Greece and Rome. This course hopes to provide the students of Western Classical Culture with a firm foundation and background knowledge. The different aspects of the culture they will be studying in the next two years. By the end of the course the students will also be familiar with the archeological findings and the archeologists associated with these findings.

WCCU 11022 Greek and Roman Heroic Epic

The objective of this course will be to provide the students of the historical, social and literary background of the epics and the society reflected in them. The study of the civilizations will provide the background to this course.

WCCU 12032 Greek and Roman Art

The objective of this course is to provide the students with knowledge of the arts of the Greek and the Romans relating them to the historical, political and social experiences of each age.

WCCU 12042 Greek and Roman Antiquities

The main objective of this course will be to provide the students with a general knowledge of the more prominent social, cultural and religious institutions, observances and beliefs of the Greeks and the Romans.

WCCU 12052 Greek and Roman Drama

The main objective of this course is to introduce the students to Greek and Roman theatre and drama.

WCCU 21012 Greek and Roman Drama

This course seeks to provide the students with knowledge of the Greek theatre and its conventions, types of drama performed there, the dramatists of Athens and the religious, political and social background to which these dramas belong.

WCCU 21012 Greek Dramas

This course seeks to provide the students with knowledge of the Greek theatre and its conventions, types of drama performed there, the dramatists of Athens and the religious, political and social background to which these dramas belong.

WCCU 21022 Roman Drama

The objective of this course is to provide the students with knowledge of the Roman theatre the influence of Greek drama and the Romanization of Greek drama. They will also gain knowledge of the Latin dramatists and the social background of their dramas.

WCCU 22032 Greek Philosophies

The purpose of this course is to give the students knowledge of Greek philosophy from Thales to Aristotle and his contemporaries.

WCCU 22042 Greek and Roman Religion

The objective of this course is to provide the student with knowledge of the religions of the ancient Greeks and the Romans in their respective social settings. An analytical study of the social and psychological function of religion in society will also be concentrated on.

WCCU 22052 Greek Thought (Socrates, Plato, and Aristotle)

The purpose of this course is to provide knowledge of the essence of Greek thinking through a study of three thinkers.

WCCU 22062 The Divine in Greek Thought

To provide the student with an analytical study of the various concepts of 'the divine' in Greek thought. The study will lead towards an observation of the origin, nature, status and function of the divine according to the varying social, political and psychological needs of man in the period and environment in which he lived.

WCCU 31012 Greek Literatures

The purpose of this course is to provide the students with knowledge of the variety of literary genres in Greek literature other than the epic and drama they are most familiar with.

WCCU 31022 Roman Literature

The objective is to give the students knowledge of the variety of literary genres in Roman literature.

WCCU 32032 Greek Literary Theory

This course will provide knowledge of the various theories on literature presented by the Greeks in the diverse forms in which they appear.

WCCU 32042 Roman Literary Theory

This course will provide knowledge of the different theories on literature presented by the Romans in the diverse forms in which they appear. Knowledge of the Greek influence on Roman literary theory will also be included.

WCCU 32052 Greek and Roman Literary Theory

This course will provide knowledge of the different theories on literature presented by the Greeks and the Romans.

WCCU 32062 Greek and Roman History

The purpose of this course is to provide the students with knowledge of the development of history and the different forces at work which determined this process.

4. FINDINGS OF THE REVIE TEAM

4.1. Curriculum Design, Content and Review

The students follow a general degree programme of three years and a special degree programme of four years. At the end of the first year of the general degree the students who excel in the subject and who wish to follow a special degree programme are recruited to follow the special degree programme. Hence the special degree programme begins already in the second year as a completely different programme. A total number of 90 credits are required to complete the general degree programme and a total number of 120 credits are required to complete the special degree programme.

The academic year consists of two semesters. In addition to the core courses, students need to select two courses from auxiliary and elective courses. During the 4th year, special students need to carryout a dissertation. This gives an opportunity for undergraduates to apply their learnt knowledge in practical situations, and to gain experience in real-world problems.

The review team is of the opinion that the content of the courses offered are adequately covered the requirements for a degree programme of this nature. However, learning outcomes of the overall degree programme are not well recognized. The team also has noted that a significant effort has been made by the staff members of the Department to ensure high quality graduates in the overall programme. The students in the Christian culture programme follow the entire course in Sinhala medium and the students in the western classical culture follow the programme in English medium. Since most of the literature on topics of Christian culture are available only in English the student, specially for the special degree course, may not be able to have the breadth and depth of knowledge required.

The team noted that revisions of course content were made from time to time which indicates awareness on part of staff to maintain a close link between content and aims of the programmes. However, the review team view that module outlines of each course should be further improved by including learning outcomes, breakdown of the total time among each topic, reading list under each topic, and an indication of how learning outcomes of each course is related to the overall learning outcomes of the Degree programme.

The present curriculum has been designed recently and the department itself identified the need for a further revision in order to address the future needs. The team would like to suggest the introduction of a course unit to study the changes that the religions (Christianity, in particular) are going through under the impact of globalisation, technologisation and other post-modern phenomena. The team also suggests that a formal mechanism for curriculum revision be introduced in the department.

In relation to the Curriculum Design, Content and Review, the judgment of the team is SATISFACTORY.

4.2. Teaching, Learning and Assessment Methods

A range of teaching methods are presently used by the department staff. The most common method of imparting knowledge is through lectures. In addition, a range of individual and group presentations, take home assignments, term papers, reports, tutorials, and field studies etc. are used. The over-head projector and multi-media presentations are used occasionally. Some-times hand-outs are given.

Students expressed satisfaction with the quality of teaching; they specially appreciated the good rapport between them and the staff which made them free to ask questions, clarify doubts, more explanations to questions etc.

However, in the classes observed during the visit, the review team noted that the teaching was by and large of the lecture type with students taking notes. The team also noted that there is little or no interaction between the teacher and the students.

The teaching and learning environment is conducive. The review team noted that the students are highly motivated and enthusiastic. It was found that the department has a group of qualified academics guiding the students. Both academic and non-academic staff displayed a high level of commitment.

Both summative and formative assessment methods are being used. Approximately 1/5 of the final marks come from summative assessments, whereas the remaining 4/5 is through an end

semester examination combining structured and unstructured essay type questions. The papers are scrutinized, moderated and double marked. The general degree papers are usually marked by two lecturers of the department itself. The special degree papers are marked by an internal examiner and an external expert. In general, the question papers for each course are adequately covered the material included in the course outline.

In relation to the Teaching, Learning and Assessment Methods the judgment of the team is SATISFACTORY.

4.3. Quality of Students including Student Progress and Achievements

Since the students have been screened for intellectual ability by the UGC selection system, there should be no question of IQ weaknesses. It was noted by the review team that various measures have been taken to ensure students' progress to achieve expected aims of the programme, though learning outcomes were not clearly identified. These include: assessing performance through continuous assessments, advising and counseling of weaker students, helping students to find out material from other libraries, contacting resource persons outside the university system etc.

Students demonstrated interest in and enthusiasm for study through positive motivation. Students in the Western Classical Culture section demonstrated good communication skills in English whereas students in the Christian Culture proven poor communication skills in English. Though the department has taken certain measures to improve the quality of English language proficiency of students in the Christian Culture programme, the English language skills have not been improved. This will tell particularly on special students who are expected to have a wider and deeper knowledge of the chosen subjects beyond the level of general degree. Though there is a special English Language Teaching Unit (ELTU) located in the faculty of Humanities, not many students appear to make use of it.

The discussions held with staff members and final year students revealed that all the graduates of this programme are presently employed, both in the private and public sector organizations. Although the members of the staff believe that their students are successful in securing employment after graduation, it was noted that the department does not maintain a record of their past students. However, the head of department maintain register of names of few past graduates. The team stongly recommended that the department developed a database of their graduates.

In relation to the Quality of Students, Student Progress and Achievements the judgment of the team is GOOD.

4.4. Extent and Use of Student Feedback, Qualitative and Quantitative

The student feedback is obtained mostly through informal way. The feedback obtained from such surveys is mainly used by staff members to improve the quality of teaching. The team noted that this method of knowing from students is adequate given the small number of students in the Department. The review team also noted that the existence of a close rapport between the students and the staff. The review team suggested the staff to consider putting in places some lines of formal feedback too.

In relation to the Extent and Use of Student Feedback the judgment of the team is GOOD.

4.5. Postgraduate Studies

There are only five post-graduate students. Few staff members supervise M.Phil students in Christian Culture and the department is planning to introduce a new Master of Arts (MA) degree in Christian Studies. All the students are happy about the guidance of the supervisor in their theses work. And it is clear that every effort was being made to get the M.Phil candidates to come up to expected standards. The monitoring and evaluation of these will be done according to standard academic procedures. One student has already completed the thesis and it has submitted for evaluation. However, the team noted that most of the students are supervised by one staff member. Some students have been supervised by external experts in the field. The review team consider the lack of involvement of other members of the department in postgraduate studies as a weakness.

In relation to the Postgraduate Studies the judgment of the team is GOOD.

4.6. Peer Observation

Peer observations are being practiced to some extent at an informal level, but the staff should also become aware of incidental and anecdotal peer observation in the form of double marking of answer scripts, moderating of question papers by an internal or an external expert etc. The teaching conducted by probationary lecturer has been assisted by the senior academic staff. Lack of a formal mechanism for peer observation was noted as a weakness by the review team. The review team is in view that establishing a formal mechanism for peer observation would further help to enhance the quality of teaching.

In relation to Peer Observation the judgment of the review team is SATISFACTORY.

4.7. Skills Development

The team note that attention is confined to getting students to perform well academically without much consideration given to development of related human skills such as logical thinking, presentations of ideas in oral and written forms, dialogical and debating skills, communication skills etc. This is mainly due to the fact that the department has not identified related learning outcomes of the overall degree programme.

The department has not made adequate arrangements to improve generic skills of their students through the provision of language (English) proficiency, computer training and in-service training in the institutions outside the university to enhance their employability.

Besides development of the knowledge-acquisition skills of the students, the subjects taught in the department, especially Christianity will require communication skills too. Effective communication of religious concepts in particular does not come naturally. And most of the students in Christian Culture stated that they will go into teaching after they graduate. Hence some attention should be paid to helping students to acquire communication skills. As stated

above, minimum proficiency in both spoken and written English should be a strict requirement for graduation.

In relation to the Skills Development the judgment of the team is SATISFACTORY.

4.8. Academic Guidance and Counseling.

The department has taken adequate measures to ensure effective academic guidance and counseling. All students agreed that the friendly environment and supportive relationship between themselves and the staff enables them to seek guidance with regard to personal problems without difficulty from a chosen staff member. However, guidance regarding choice of subjects at the commencement of university life leaves much to be desired. Guidance about methods of study, use of library and the electronic media should be strengthened.

During the research project period, the internal supervisor also provides guidance for students. The university appoints student counselors from all faculties. Sometimes students have personal problems that could have an effect on their studies, and in such instances members of the academic staff do assist them. In the final year, each student has a supervisor from the department who has close contacts with the student's academic and personal life. The student-staff relationship is satisfactory.

In relation to Academic Guidance and Counseling the judgment of the team is GOOD.

5. CONCLUSIONS

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

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

The overall judgment is suspended

6. RECOMMENDATIONS

- It is strongly recommended that the overall learning outcomes of the degree programme be identified.
- The module outline could be further improved by including learning outcomes for each module, comprehensive description of evaluation method, breakdown of the total time

among individual topics, reading list under each topic, and relationship of learning outcomes of each module with the overall learning outcomes of the degree programme.

- It is recommended that more attention be paid on the assessment of student progress. Records of students' performance need to be maintained semester by semester. Quality and assessment of tutorials, seminar presentations need to be further looked at.
- Teaching could be further strengthened by greater use of audio visuals as needed, e.g. maps of the Holy Land of ancient Middle East and Europe indicating places mentioned in the New Testament and history of the Church.
- Establishment of a formal mechanism for curriculum revision with involvement of all the stakeholders is strongly recommended.
- Department may consider the introduction of formal systems for peer observation and student feedback.
- It is recommended to develop and maintain a database of the present and past students including the employment records. If possible it is worth to establish alumni of the department.
- It is strongly recommended that the English language courses be introduced right through the degree programme particularly for Christian Culture students. Further, the staff could consider teaching certain subjects in English medium for Christian Culture students.
- Facilities such as staff rooms and their conditions need to be further improved in both sections.
- More interaction and integration between the Classical Culture students and the Christian Culture students is recommended.

7. ANNEXES

ANNEX 1: AGENDA FOR THE REVIEW VISIT

Day 1 – 16th January 2007

08.30 -09.00	Discuss the Agenda for the visit
09.00 -09.30	Private meeting of Review Panel with QAA Council Representatives
09.30 -10.00	Meeting with the Dean and Head of Department
10.00 -10.30	<i>Tea</i>
10.30 -11.30	Department Presentation and Staff Evaluation Report
11.30-12.30	Discussion
12.30 -13.30	<i>Lunch</i>
13.30-16.00	Observing Teaching CHCU General Degree Level I students Meeting with Undergraduate Students CHCU
16.00-16.30	Brief Meeting of Reviewers

Day 2 – 17th January 2007

09.00-09.30	Meeting with Postgraduate Staff and Students
09.30 -10.00	Observing Teaching WCCU General Degree Level I students
10.00 -10.30	<i>Tea</i>
10.30 -11.00	Observing Teaching WCCU General Degree Level II students
11.00-11.30	Observing Documents
11.30- 12.30	Meeting with Undergraduate Students WCCU
12.30 -13.30	<i>Lunch</i>
13.30-14.30	Meeting with Department Academic Staff
14.30-15.00	Observing Departmental Facilities
15.00-15.30	Observing Other Facilities (Library, Computer Centre, Farms etc.)
15.30-16.00	Meeting Student Counselors/Academic Advisors/Personal Tutors
16.00-16.30	Brief Meeting of Reviewers

Day 3 – 18th January 2007

09.30 -10.00	Observing Teaching CHCU General Degree Level III students
10.00 -10.30	<i>Tea</i>
10.30-11.00	Observing Teaching WCCU General Degree Level I students
11.00-11.30	Observing Teaching CHCU Special Degree Level IV students
11.30- 12.00	Reviewers Private Discussion
12.00-13.00	<i>Lunch</i>
13.00-14.00	Meeting with Head and Staff for Reporting
14.00-18.00	Report Writing

ANNEX 2: STAFF MEMBERS AND RESEARCH CARRIED-OUT BY STAFF MEMBERS

Ms. Kamani Jayasekera (*Senior Lecturer I*)
B.A., M.A. (Kelaniya)

Ms. Kamani Jayasekera has published a book entitled "Ancient Greek Historiography" and the second book "Ancient Roman Historiography" is in press.

Ms. Pulsara Liyanage (*Senior Lecturer I*)
B.A., M.A. (Peradeniya)

Ms. Pulsara Liyanage read a paper "Problems faced by women in modern Sri Lanka". She also lectures in three other departments of this university namely, the Department of Archaeology, the Department of Fine Arts and the Department of Sport and Recreation Management. She is continuing her Ph.D. research on "Crisis of Democracy in Ancient Athens".

Dr. Shirley Lal Wijesinghe (*Senior Lecturer I*)
Dip. Phil. (Colombo); B.Th., S.S.L. (Rome); Élève titulaire (Jerusalem);
Ph.D. (Louvain-la-Neuve)

Dr. Shirley Lal Wijesinghe is the Head of the Department of the Department of Western Classical Culture and Christian Culture.

- In July 2006, he coordinated the seminar "Training for Justice and Peace: Building a Better World with the Victims of Globalisation".

In the course of 2005 Dr. Wijesinghe attended 4 international conferences/workshops.

- (1) Participant at the sixth Asian Theological Conference (ATC VI) of the Ecumenical Association of the Third World Theologians held in Colombo in March 2006 on the theme "Beyond Globalisation Inter-Faith Praxis".
- (2) Participant at the international consultation on "Sri Lankan Theology: Retrospect and Prospect" held in Kandy in June 2006 and presented a paper organised by the Theological College of Lanka, Pilimatalawa.
- (3) Participant at the General Assembly of the EATWOT (Ecumenical Association of Third World Theologians) held in Johannesburg, South Africa from 24.07.2006-07.08.2006, and discussed the paper on Asian Theology.
- (4) Presented a paper "Theology of Religious Life in the Context of Globalisation at the Annual Convention of the Oblates of Mary Immaculate of the Philippine Province in Kidapawan City, Philippines in October 2006.

At the moment he is engaged in three research fields namely, Christian grassroots peacemaking, theology of water, and the Pentateuch.

In the course of 2006 he was invited to lecture at the following academic centres:

- *Sath Pahana*, Sinhala Theologate of the Roman Catholic Diocese of Kurunegala (this institution prepares students to sit the B.A. in Christian Studies in the Urban University, Rome);
- Institute of Sister Formation of the Aquinas College of Higher Education, Colombo;
- Postgraduate Diploma in Conflict Analysis and Resolution conducted by the Faculty of Graduate Studies of the University of Colombo.

Publications:

- (1) "Exodus 1-2: A Narrative Analysis", *Daham Diyamba* 8 (2006) 43-50.
- (2) "Burning Bush not Consumed. Narrative Analysis of Exodus 3,1-4,17", *Daham Diyamba* 8 (2006) 51-59.
- (3) "Exodus 19: A Narrative Analysis", *Daham Diyamba* 8 (2006) 61-72.
- (4) "The Image of the Golden Calf: Narrative Analysis of Exodus 32-34", *Daham Diyamba* 8 (2006) 73-80.
- (5) "A Theology Suitable to the Nation" (in Press).

Ms. Isha Gamlath (*Senior Lecturer I*)

B.A., M.A. (Kelaniya)

Ms. Isha Gamlath is the coordinator of the Western Classical Culture section. Ms. Gamlath researches in the areas of Roman Drama and Greek and Roman Religion. She has presented following papers:

- 1) "Perversions and Promiscuities: Manifestations of Divine Madness" Paper presented at the Classical Association Annual Conference of the University of Newcastle Upon Tyne.
- 2) "Theoi Meilichioi and Theoi Maimaktakoi in Graeco-Roman Religion" at the Prometheus Trust Conference, Glastonbury, Somerset, UK.

Ms. Neeta Lowe (*Senior Lecturer II*)

B.A. (Kelaniya); M.A. (Sri J'Pura)

Ms. Neeta Lowe has returned to the department after her Sabbatical leave. She is planning to publish the following:

1. The Diverse Churches of Christianity
2. An Analysis of Icons which indicate Spiritual Meanings
3. The Development of Christian Art (till the Middle Ages)
4. The Spread of Christianity amidst Pluralism of Churches

Mr. Wijith Rohan Fernando (*Probationary Lecturer*)

B.Ph. B.Th. (Rome)

Mr. Wijith Rohan Fernando will be completing the M.Phil. Thesis on "the history of Easter-Passion Plays in Sri Lanka by the end of the year".

In the course of 2006 Mr. Fernando has published the following:

- A series of short articles on the book of Genesis for the popular consumption in *Bakthi Prabodhanaya*.
- He edited the book "Vignettes of Parish Life" a *Festschrift* in honor of Rev. Fr. Ernest Poruthota.
- He conducted a seminar on "Passion Plays" in the Unit Image Arts.