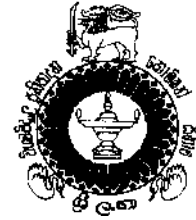




PROGRAM REVIEW 2017

Eastern University of Sri Lanka
Faculty of Arts and Culture
General Degree



Programme Review Report General Degree Programme

**Faculty of Arts and Culture
Eastern University of Sri Lanka
Vantharumoolai
Chenkalady
2017**

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Chapter 1: Programme Review Process

This report presents the findings of the programme review (PR) conducted at the Faculty of Arts and Culture (FoAC), Eastern University (EU) during 09th to 11th of October 2017 under the guidance of Quality Assurance and Accreditation Council (QAAC) of the University Grants Commission of Sri Lanka (UGC). Programme review process evaluates the quality of education within a specific study program. Thus, this PR focuses on the Bachelor of Arts (BA) General Degree Programme (GDP) of FoAC of EU. The review process is focused to evaluate the quality of students' learning experience where the responsibility of maintaining quality and standards lays within the institution with program managers of the institution.

PR process was conducted according to the guidelines given in the Manual for Review of Undergraduate Study Programmes of Sri Lankan Universities and Higher Education Institution, published by the UGC in July 2015. The FoAC, EU submitted a Self-Evaluation Report (SER) that consist of an introduction, the process of writing SER, and an self-assessment on eight criteria, namely; programme management, human and physical resources, programme design and development, course design and development, teaching and learning, learning environment, student support and progression, and student assessment and awards. The quality of the study program was reviewed based on the evidence provided in SER and ground realities witnessed by various means by the PR review team during the site visit.

As an essential part of the review process review team members reviewed SER thoroughly and sent their desk review results including the marks given for each criterion to the Director/QAAC on an individual basis. It was a transparent process and then, they met at the UGC to synthesize each reviewer's facts and findings. Then, the review team visited all departments in the FoAC from 09th to 11th of October, 2017 under the direct coordination done by the QAAC. The agenda of the three days visit was prepared by the chairman of the review team and circulated among the other review team members and relevant authorities in the EU and the final Programme Schedule is attached herewith (see Appendix I).

The evaluation of eight criteria was based on:

- Meetings held with Director of the QAAC of the UGC of Sri Lanka;
- Deputy Vice Chancellor of the EU, Dean of the FoAC, Director of the Internal Quality Assurance Unit (IQAU), Heads of Department, Coordinator of faculty quality assurance cell, academic staff, non-academic staff, Librarian and library staff of the university, Registrar, Deputy registrar examination, Senior Assistant Registrar student welfare, Deputy Registrar of the faculty, Chief Student Counsellor, Proctor, Marshal, Student Counsellors of the faculty, Director/career guidance unit, Coordinator/sports of Physical Education Department, staff of ELTU, Acting Director of Centre for Information and Communication Technology (CICT), Medical Centre, and undergraduate students including differently able students;

- Observation of physical facilities in each department, lecture rooms of the faculty and departments, the faculty CICT, University libraries, male and female hostels, canteens, etc.;
- A discussion with SER writing team;
- Reviewing research publications and available documents at the Department; and
- Reviewing all documentary evidence furnished related to the GDP allowing the reviewers to further clarification of certain points at the ground level.

Each of the eight fold criteria was judged as very good/good/satisfactory/unsatisfactory, based on qualities such as openness, strengths, good practices and weaknesses in each. At the end of site visit, the review team briefed the Dean of the Faculty, Heads of Departments and academic staff members to conclude the review process.

The review team was equipped with a member who can read and speak Tamil language well and it was an advantage as the team could communicate with all relevant individuals during the review visit. Among the team members who prepared SER (Annex 2/1 of the SER) Dr.J.Kennedy made substantial ground support at the time of site visit by the review team. Junior staff of the Faculty did a tremendous job in supporting the review team to find documentary evidence.

Chapter 2: Brief Introduction to the Programme

The Eastern University of Sri Lanka was established in 1986. The University has five faculties. FoAC is one of the faculties. This Faculty was initially established in 1988 with three departments (Department of Arabic, Department of Islamic studies and Department of Fine arts) with the name of Faculty of Cultural Studies and then it expanded its activities to another two departments (Department of Languages, Department of Social Sciences and Geography) was renamed as FoAC in 1991. Now the Faculty has 11 departments and two disciplines. Presently the Faculty has a student population of around 2150. Its intake for the 2013/2014 academic year was 689. However, it was increased to 1213 in the next academic year 2014/2015.

Currently, there are 57 permanent academic staff members involving in teaching, research and disseminating knowledge at the Faculty, and of them, there are 2 Professors, 10 Senior Grade 1 lecturers, 29 Senior Grade 2 lecturers, 15 lecturers, and 17 temporary assistant lecturers. The Faculty offers both special and general degree programmes. During the year 2000, semester system was introduced in the curriculum. The Faculty SLQF in the year 2015 was with outcome based education and student centered learning. While the total number of credits required for a special degree is 120 and 90 for a general degree.

Both degree programs provide students the opportunities to make choice among the subjects. In terms of learning resource system, the Library Network holds over 86000 titles of books and about 250 journal titles (foreign and local). These resources are available in both print and electronic formats. Library has subscribed to many online journal databases which can be access full text. Services of the library include lending facilities, reference facilities, interlibrary loan systems, current awareness programs, Information Literacy programs, workshops and library website maintenance. Useful links for online resources are also provided through the library website. The library catalogues can be seen through Online Public Access Catalogues (OPACs.) University Institutional Repository maintains by the Library. The library has arranged a special place for academics for doing their research with full internet and access facilities for e-journals with guidance. This place is reserved for those who want to do their research work free from any disturbance.

The ELTU facilitates English learning with the English Language laboratory, which is equipped with more than 300 books, including IELTS materials and a mini theatre for the purpose of active learning. In addition to that the ELTU conducts an intensive course in English for new entrants.

In terms of computer laboratory, while the University has a large laboratory to cater all faculties, the FoAC also has a separate own computer laboratory to cater the specific needs of its students.

Chapter 3: Review Team's Observations on the Self Evaluation

Following the guidance received from QAAC and UGC, the EU has prepared its Internal Quality Enhancement Policy Framework (IQEPF) and the University Council has approved it on 28 May, 2016. The IQEPF provides all necessary legal provisions to establish the Internal Quality Assurance Unit (IQAU) for the University and Internal Quality Assurance Cells (IQAC) for each faculty. The SER has been prepared under the purview of IQAC of FoAC.

The SER has been prepared by a forty-two-member team spearheaded by Rev. Fr. A.A. Navaretnam, Dr. G. Thillainathan, and Dr. J. Kennedy under supervision of the Dean and the coordinator of IQAC, FoAC. As highlighted in the Appendix 2/1 of the SER, a Steering Committee has been established for preparation of all SERs in this second round of quality assurance review process of the QAAC. The Steering Committee chaired by the Dean has met on several occasions to discuss the progress. The SER highlights the outcome of these meetings as follows. They are;

1. The programme review manual was issued to every senior staff.
2. Awareness programmes of the programme review were conducted by internal IQAC of the Faculty in regular interval.
3. The ideas and guidelines on the programme review have been shared by the senior staff and representatives to the faculty members.
4. Ideas and suggestions of the experts on the programme review have been received on a regular basis.

These factors confirm that the SER is prepared by senior staff members of the faculty which is a positive trend. In addition, there are 8 subcommittees established to work on each criterion as per the Manual for Review of Undergraduate Study Programmes of Sri Lankan Universities and Higher Educational Institutions.

The entire process of preparation of the SER has followed the milestones scheduled by the Chairman (Dean/FoAC) of the Steering Committee. The milestones scheduled are listed in table 01.

Table 01: Key Milestones Scheduled by the Steering Committee

TASK 2017	MARCH				APRIL				MAY				JUNE			
	1w	2w	3w	4w	1w	2w	3w	4w	1w	2w	3w	4w	1w	2w	3w	4w
Programme Introduction	■															
Information Collection		■	■	■												
Report Preparation					■											
Filing						■										
Data Scrutinization									■							
SER Compilation										■	■					
Discussing Draft Report												■	■			
Finalization & submission														■	■	■

The review team observes that the leadership given by the Dean, FoAC is remarkable to complete the SER.

As highlighted in Chapter 1, the review team following the desk review met at the pre-site visit meeting at the UGC to identify gaps and weak areas of the SER that need to be probed in the site visit.

Chapter 4: Overview of the Faculty's Approach to Quality and Standards

The Faculty has established an Internal Quality Assurance Cell (IQAC) (physically established few weeks prior to the site visit) that works in liaison with the University IQA Unit in accordance with the Internal Quality Assurance Manual of the UGC and the IQA Circular of 2015. As revealed by the IQA Director, senior academic members are reluctant to take up the leading roles in the quality assurance process due to heavy work involved in the study programmes. Under the guidance of IQA Director, several measures have been taken by the Faculty to streamline the quality assurance mechanism.

One such measure is the establishment of Faculty Curriculum Development Committee in May, 2017 which facilitated the adoption of SLQF and SBS for the study programmes as reference points. Further, a series of workshops and seminars were conducted for internal academics to develop skills in writing Intended Learning Outcomes and aligning them with student centered teaching methodologies and assessment strategies. According to SER, a standard lesson plan template has been prepared to ensure the quality in the course design and development though no evidence was available to prove whether such procedures have been built into day to day practices. Further, the outcomes of the recently introduced mechanisms such as student feedback and stakeholder feedback are yet to be explored and they must directly link with the revisions of the curriculum and strengthening of the teaching -learning process of the programme.

The steps taken by the Faculty to ensure participation of external stakeholders at key stages of planning, designing, development and review of programmes must be appreciated. The initiative taken by the Faculty in collaboration with the outside agencies to support the students with special needs can be further strengthened. The limited number of qualified and experienced academic staff and allocation of large number of students by the UGC in recent years are acting as hindering factors to maintain quality in the programme delivery. Further, limited lecture halls and lack of modern facilities for teaching-learning sessions also affect negatively for the implementation of student centered methodologies.

Several procedures are underway to introduce the internship programme even for the students following the General Degree programme. However, before expanding it to them, proper procedures should be in-place to give the maximum benefit to students while assuring the quality of the training provided. The Bachelor of Arts General Degree programme is offered only in Tamil medium which might act as a barrier for obtaining employment after graduation.

Chapter 5: Judgment on the Eight Criteria of Programme Review

5.1. Criterion 1: Programme Management

In relation to program management, among the 27 standards, 6 achieved a score of 3, 7 standards achieved a score of 2 indicating adequate quality with few issues about the quality in relation to those standards and 13 standards achieved a score of 1 indicating major issues in either the quality maintained in relation to those standards or the strength of evidence provided. Furthermore, 1 standard received a score of 0. The program achieved a raw criterion-wise score of 45 and hence an actual criterion-wise score of 83 out of 150.

The Faculty organizational structure is adequate for effective management. However, proper monitoring systems have to be developed. The Faculty By-laws was not included in the evidence. Although the Faculty Action Plan is up to date and aligned with the University's Strategic Plan, monitoring and activities of implementation committee was not found. The Faculty adopts management procedures that are in compliance with national and institutional Standard. The Faculty adopts a participatory approach in its governance and management and accommodates student representation on Faculty Boards. Their requests are discussed at the Faculty Boards. However, there is no follow up action taken for students requests. The Faculty prepares the annual academic calendar. However, it was not followed due to many reasons such as unexpected strikes and natural disasters. This led the students not to complete the programme and graduate at the stipulated time.

The Faculty makes available a Student Handbook to all incoming students; it provides general information on the history, current status of the Faculty/Institute and brief descriptions of study programme(s) offered. The Faculty also provides information on the curricula of the study programme(s) and courses offered, examination procedures and grading mechanism, graduating requirements etc. Faculty offers an induction/orientation programme for all new students to facilitate student learning.

The Faculty uses few ICT applications for its key functions and manifestation of academic programmes. However, an updated data base which is linked to the University Management Information System (MIS) is not available (implemented). Although the Faculty implements duty lists the performance of staff is not monitored regularly. Although the Faculty implements the performance appraisal system through staff evaluation by students, proper follow up is not taken.

The Faculty has established an Internal Quality Assurance Cell (IQAC) with well- defined functions and operational procedures; it works in liaison with the Internal Quality Assurance Unit (IQAU) of the University. The Faculty follows the SLQF and SBS as reference points and Outcome- based Education and Student- Centered Learning (OBE-SCL) approach in curriculum development and planning.

The Faculty has no evidence of any collaborative partnerships with national and foreign universities for academic and research cooperation. The students of the Faculty have access to health care services, cultural and aesthetic activities; recreational and sports facilities. The Faculty offers (few) special support and assistance for students with special needs. However, their many needs are not satisfied. Especially having classes in different places subject them to many difficulties.

The Faculty practices measures to ensure gender equity and equality (GEE) and deter any form of sexual and gender-based violence (SGBV) amongst all categories of staff and students. In terms of ragging the faculty practices the policy of zero-tolerance to ragging; it adopts strategies and implements preventive and deterrent measures through coordinated efforts of all stakeholders to prevent ragging and any other form of harassment.

5.2. Criterion 2: Human and Physical Resources

The criterion has 12 standards and 10 standards achieved a score of 2 while 2 standards received a score 3. The program achieved a raw criterion-wise score of 26 and hence an actual criterion-wise score of 72 out of 100.

As highlighted in Section 2, there are few qualified professors (02), but several senior lecturers (39) and lecturers (32) in many departments. About 13.7% of them are having PhDs earned in local or foreign universities. Most of them have done their postgraduate studies locally. The Faculty earns a moderate score for measures taken to ensure that its human resource profile is compatible with its needs and comparable with the national and international norms. Therefore, the FoAC needs to make a great effort to further enhance the quality of teachers by directing them to other local universities or foreign universities. The review team observed a clear distinction between locally trained and overseas trained academic staff members in the FoAC. Thus, the University should take very progressive actions to send her young lecturers for foreign training.

The University has given about 25 carder positions by the UGC and it will fill the gap of human resources in both academic and non-academic sectors. The review team identified that some departments do not have sufficient number of academic members to carry out their programmes. Some departments do not have any supportive or technical assistants (in their teaching) to facilitate the teaching-learning process. Thus, the FoAC already accepted their carders given by the UGC (15 academic and 10 non-academic) in this year. It is a progressive event that will enhance the quality of teaching and research.

Apart from human resource development aspect, FoAC earned a low score on the availability of physical resources at the department level. The major issue is the insufficient space for academic staff for their research and academic affairs. Most of the academic staff members are having very small rooms while some of them are not having at least such a facility. They are sharing the available space. Most of the lecture halls are not equipped with basic facilities such as multimedia, magi boards, smart boards, chairs, desks, etc. Especially, some departments are located in two different locations in the University premises (for example; fine arts and geography). This situation made inconvenience for students in attending lectures on time.

However, the UGC and the EU has ensured the allocation of money for the second stage of the new building for the FoAC that will provide more physical space in future.

The University ensured students' access to a well-resourced library facility with internet facility and provides a user-friendly service. As highlighted in chapter 2, the library has OPACs. The library has arranged a special place for academics for doing their research with full internet and access facilities for e-journals with guidance, in addition to the facilities given for students. However, it is notices that the University has cut down the library budget by 50% which is not a progressive measure. Also, the library staff is facing some issues pertaining in the procurement process of books.

The FoAC is having a newly established computer laboratory (Centre for Information and Communication Technology – CICT) that can serve over 100 students at a time. The review team observed the computer facility and witnessed that they maintain well. There is trained staff for all necessary guidance for students. Computer literacy is a mandatory course unit in the first semester of the first year onward. The space in CICT is not maximized and there is a possibility to place more computers in each lab. In addition, Department of Geography is having their GIS laboratory with a substantial number of computers. However, there are several computers not being used due to poor space management in this laboratory.

The students who are following GDP is having industrial training programme (Internship) introduced by the FoAC recently (2016). Thus, they are having opportunity to improve their hard and soft skills to compete in the job market. However, the management of internship should be further reviewed and changed as per the students' necessities. It seems that the career guidance unit of the University conducts several programmes for all students in all degree programmes. But, the Director Career guidance says that the students from FoAC always seeking opportunities to get training and education than the students from other faculties. According to him students are punctual.

As usual, EU also has several programmes that make avenues for GDP students to engage in multicultural activities promoting social harmony between student groups as well as communities. It depends on the university calendar and the annual ritual calendar. In addition, there are interuniversity multicultural programmes such as Kavitha.

5.3. Criterion 3: Programme Design and Development

In relation to program design and development, among the 24 standards only 3 achieved a score of 3 and 10 standards achieved a score of 2 indicating adequate quality with a few issues about the quality in relation to those standards, and 9 standards achieved a score of 1 indicating major issues in either the quality maintained in relation to those standards or the strength of evidence provided. Moreover, 2 standards received a score 0. The program achieves a raw criterion-wise score of 38 and hence an actual criterion-wise score of 79 out of 150.

There are eleven departments and two centres involved in offering the General Degree programme. The Programme is aligned with the missions, goals and objectives of the University and the Faculty and it is integrated to the Corporate Plan of the Faculty and University (2013-2017). However, there is hardly any evidence on a need analysis or an audit of existing courses

conducted prior to development and offering of the programme. However, it was evident that experts from different fields, employers and other external stakeholders were consulted when revising the programme in 2014/2015. Regional as well as national needs were considered up to a certain extent during the revisions. Only the Student Manual was provided for the review team to show the alignment of the design and standards of the programme with the Sri Lanka Qualification Framework and Subject Benchmark Statements (SBS). Further, reliable information on Senate approved curriculum design policy or Programme specification Template of the Faculty were not available for reference. However, programme design and development procedures include specific information on entry and exit pathways related to the programme. No fallback options available for students.

The Intended Learning Outcomes (ILOs) of the programme are based on the graduate profile and they are somewhat congruent with the programme objectives. However, there was no sufficient information on the ILOs in relation to all courses to do a fair judgement about their realistic, deliverable and achievable nature. Further, the linkage between ILOs and teaching-learning and assessment process could not be explored due to insufficient information provided.

Students can select any combination of courses out of the 16 main courses offered in the programme. According to observations of the review team, no multi-disciplinary or inter-faculty courses are incorporated into the programme. However, it was revealed that the incorporation of subject components such as gender issues, social diversity, equity and social justice, ethical and cultural values are taking place where relevant. Further, it was revealed that English and IT are compulsory courses offered throughout the programme which can be considered as a positive feature.

Even though the Faculty is heavily concentrating on the quality improvement of the programme, no proper procedures are in-place yet to monitor its implementation. Further, it is yet to observe whether the revision of the curriculum is going to take place in every five years. It is recommended that the Faculty should formalize the destination surveys of Graduates, tracer studies and studies on dropouts and apply their findings for continuous improvement of the programme.

The Faculty of Arts and Culture is the only faculty which conducts programmes in Tamil medium thereby limiting the intake to a specific category of students. Students from diverse religious and ethnic backgrounds can be attracted if the programme is offered in English medium.

5.4. Criterion 4: Course and Module Design and Development

The course design and development criterion has 19 standards only 2 achieved a score of 3, 10 standards achieved a score of 2 indicating adequate quality with a few issues about the quality in relation to those standards, 3 standards achieved a score of 1 indicating major issues in either the quality maintained in relation to those standards or the strength of evidence provided, and 4 standards achieved a score of 0 indicating inadequate quality or irrelevant evidence provided. The program achieve a raw criterion-wise score of 29 and hence an actual criterion-wise score of 76 out of 150.

A major revision of the curriculum has taken place very recently (2015) in consultation with the external stakeholders in the planning, designing and developing stages. Further, it was noted that a series of training workshops were conducted for the Faculty staff with the support of external experts on Outcome Based Education (writing ILOs) and Student Centered Learning methodologies. External subject experts as well as internal course designing teams participated in those workshops. In this curriculum development process, a graduate profile was developed and in line with the graduate profile a set of Intended Learning Outcomes related to the study programme was also developed. Details of the revised curriculum are incorporated in to the student manual of 2016-2020.

It is evident that the revised curriculum of the programme was approved by the Faculty Board, University Curriculum Development Committee and Senate before its implementation. However, there was no detailed information provided to take a clear decision on the alignment of Intended Learning Outcomes of course units with the levels of study specified in the SLQF framework.

Student manual gives details about the Core courses (67%), Ancillary courses (20%), Optional courses (10%) and Internship Training (3% for special degree) and their weightages which will be further clarified at the orientation programme. However, only the student manual was provided as evidence to reveal about the alignment of the academic standards of the programme with the SLQF level 5.

The SER refers to a standard lesson plan template for course design and development which was missing from the evidence. Further, the alignment of ILOs with the content, teaching and learning and assessment tasks could not be explored due to unavailability of evidence. Course design specify credit values but they are not detailed out as face-to-face contact hours, field work, self -learning hours etc. The SER specifies a variety of learning strategies such as collaborative learning, creative and critical learning, self directed learning etc. for which reliable evidence was not provided as proof. The academic staff uses multi-media and other technologies with very much difficulty and the use of LMS is limited among staff and students. The certificates were provided to prove the participation of academics in the CEDEC and SDC workshops on instructional design and development. It is questionable whether they apply them in the programme concerned.

The Faculty tries to take care of the students with special needs by providing a variety of facilities to them (Daisy recorders, Brail type writers, software packages and a stipend (Rs. 2000) from Social Services Ministry etc.). However, the lecture halls used for the General Degree programme are dispersed all around the University which might create problems for students with visual and physical disabilities.

5.5. Criterion 5: Teaching and Learning

The teaching and learning criterion also has 19 standards only 3 achieved a score of 3, 13 standards achieved a score of 2 indicating adequate quality with a few issues about the quality in relation to those standards, 1 standard achieved a score of 1 indicating major issues in either the quality maintained in relation to those standards or the strength of evidence provided, and 2 standards achieved a score of 0 indicating inadequate quality or irrelevant evidence provided.

The program achieved a raw criterion-wise score of 36 and hence an actual criterion-wise score of 95 out of 150.

Teaching and learning strategies are based on the Faculty's curriculum requirements. Although the Faculty provides course specifications and timetables before the commencement of the course, according to the students' opinion, the time table is not properly followed. Teaching learning strategies, assessments and learning outcomes are closely aligned. However, there is little evidence on adopting innovative pedagogy and appropriate technology into teaching learning process. Teaching and learning activities are not properly monitored routinely for their appropriateness and effectiveness. Further, no mechanism adopted by the Faculty to obtain regular feedback on the effectiveness of the quality of teaching from students and peers. Thus, student satisfaction surveys and peer evaluations should be carried out regularly and the outcomes should be integrated into programme operation. Teaching learning strategies offered by the Faculty should pay more attention on improving appropriate and accessible to students with special needs. There are few facilities and aids provided to these students, though the Infrastructure and human resource facilities are not adequate to assist them. Although the Faculty encourages blended learning (mixture of diverse delivery methods) as a way of maximizing student engagement with the programme/courses, the use of LMS is not much evidenced. Continuous Assessments are not considered as a leaning tool and there are delays in giving feedback to students.

According to the student responses evidence for well- equipped and resourced career guidance unit is not found. In terms of finding placement for internship, students are facing many difficulties. The Faculty should assist the students to find placements. For this purpose proper MOUs can be signed with industry and monitored. Student satisfaction survey reports should be regularly obtained and their issues should also be addressed without any delay. Excess number of unplanned new intake of students has created lot of problem to the students and the Faculty.

External examiners reports are obtained. Allocation of work for staff is fair and transparent, and equitable as far as possible. However, there is no Senate/Faculty approved indicators for evaluating teachers for excellence in teaching; evidence of using the indicators for evaluation; awards scheme for excellence in teaching; evidence of awards. Although few teaching methods and tools are used there is no any single SMART board available in the Faculty.

5.6. Criterion 6: Learning Environment, Student Support and Progression

Learning environment, student support and progression is another vital criterion to promote the quality of teaching. It helps to motivate them in their learning process. In relation to this criterion, among the 24 standards only 2 achieved a score of 3 and 14 standards achieved a score of 2 indicating adequate quality with a few issues about the quality in relation to those standards, and 8 standards achieved a score of 1 indicating major issues in either the quality maintained in relation to those standards or the strength of evidence provided. The criterion achieved a raw criterion-wise score of 42 and hence an actual criterion-wise score of 58 out of 100.

The Faculty adopts a student friendly administrative, academic and technical support system that ensures a conducive and caring environment, and greater interaction among students and staff.

Students are invited for the Faculty Board meetings and their requests are considered. However, student feedback; student satisfaction survey reports are not obtained in terms of learning environment. The Faculty offers all incoming students an induction programme regarding the rules and regulations of the institution, student-centered learning, outcome based education and technology based learning. It was noticed that the Faculty guides the students to comply with the Code of conduct for students (Student Charter), discharge their rights and responsibilities and utilize services available in a prudent manner. Although student feedback; student satisfaction survey reports are obtained there is no proper monitoring mechanisms or monitoring committee reports. Many training programmes are conducted for the benefit of the staff. The Faculty infrastructure is not sufficient. Although it has a new building, space is not enough to cater the increased number of students. The usage rate of the library and ICT Centre is not (enough) very inspiring. Therefore, it is suggested to encourage the students to make use of library resources and ICT Centre. Therefore, the teachers in partnership with library and information resources personnel ensure that the use of library and information resources is integrated into the learning process. Teachers should motivate the students to use library facilities. It is also observed that the fund allocated to the library is not utilized as the University is strictly follows the red tapes and quotations procedures. Library committee is meeting regularly. Examination results are not released on time. This has lead to high dissatisfaction among students. Therefore, it is suggested to implement a mechanism to release the results in time. Students learning experience is enhanced through opportunities such as industrial placement or internships. Good monitoring system is implemented through a progress report method where supervisors and Head of the Department can report on it. The Faculty has internalized the policies on gender equity and equality and ensures that there is no direct or indirect sex discrimination or harassment. The Faculty regularly gathers relevant information about the satisfaction of students with the teaching programmes or courses offered and support services. As students have many grievances it is suggested to deal with students' complaints and grievances, and deliver timely responses.

5.7. Criterion 7: Student Assessment and Awards

Student assessment and awards is a vital criterion to promote the quality of teaching. It helps to motivate them in their learning process. There are 17 standards under the criterion. Among the 17 standards 9 achieved a score of 3 and 4 standards achieved a score of 2 indicating adequate quality with a few issues about the quality in relation to those standards, and 4 standards achieve a score of 1 indicating major issues in either the quality maintained in relation to those standards or the strength of evidence provided. The criterion achieved a raw criterion-wise score of 40 and hence an actual criterion-wise score of 118 out of 150.

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The EU provides all students a comprehensive Student Hand Book (SHB) and it contains information in detail of all degree programmes offer by each faculty. Thus, FoAC degree programmes are sufficiently described in SHB including GDP. It provides examination By-laws and other regulations in details focusing both GDP and HDP. The curriculum of GDP is revised in 2016 and many disciplines have introduced continuous assessments, assignments and presentations to encourage process and skills developments and could be noted as positive signs.

Some examiners are appointed from other universities, but it is very limited. Most of the examinations are governed by internal examiners. It is noted that when external examiners are in place, it delays releasing examination results. However, as confirmed by the Deputy Registrar the students are receiving their transcripts without a delay.

There are special provisions made for evaluation of visually challenged students. The FoAC has taken external support (Ministry of Social Empowerment and Welfare) for students with special needs and they are given necessary equipment and financial support (Rs. 2000) monthly. In this effort, current Dean's commitment is highly appreciable.

It seems that the FoAC of EU has no scholarships and awards system for both students and teachers. However, the UGC urges universities to implement appreciation and award system for both students and teachers. Therefore, it is a good time to think and plan such system in the Faculty.

Overall, the GDP of FoAC adhere its curriculum to SLQF and SBS declared by the UGC. Entirely, this criterion is satisfactory addressed assuring the quality of education.

5.8. Criterion 8: Innovative and Healthy Practices

In relation to innovative and healthy practices, among the 14 standards non achieved a score of 3, 7 standards achieved a score of 2 indicating adequate quality with a few issues about the quality in relation to those standards, 4 standards achieved a score of 1 indicating major issues in either the quality maintained in relation to those standards or the strength of evidence provided, and 3 standards achieved a score of 0 indicating inadequate quality or irrelevant evidence being provided. The criterion achieved a raw criterion-wise score of 18 and hence an actual criterion-wise score of 21 out of 50.

The FoAC does not have a Virtual Learning Environment (VLE) associated with newly established ICT facilities. ELTU is having some Learning Management System (LMS) uploaded but other department does not practice VLE or LMS in their teaching process. Another standard which receives a low score is the presence of a research experience in GDP. It is unique situation to other Sri Lankan universities too, but it can be incorporated in a new curriculum developed for GDP. As highlighted above, the students in the GDP do have an opportunity to get an industrial training or internship in the way it is planned now. Perhaps, this may facilitate the development of links between the industrial sector and University/FoAC.

There is no much evidence of providing Open Educational Resources (OER) or facilities to undergraduate in the GDP of FoAC. Some departments claim the availability of such facilities, but there is no way to verify it since the web page of the FoAC is not available or updated. One major innovative action taken in the new curriculum is introducing a mechanism to measure the students' attendance in learning. It is commendable. Furthermore, the Faculty has taken some initiatives to introduce English medium teaching under some departments.

There are some research activities carried out by the staff members in different departments. However, there is no way to confirm the opportunities for GDP students joining those. It seems that such opportunities are bagged by HDP students. In many departments, the numbers of GDP

program students have drastically reduced in recent years and majority of them register as HDP students. The SER itself provides statistical data (see page 6 of section 1) to confirm above comment.

There is no special mechanism to appreciate the contribution of academic staff members in research and development. Though there is a UGC circular on this matter, it is not been made effective yet. The standard received 0 score in the assessment. However, their performance is considered in promotion schemes as per the UGC circulars as applicable to any other university. Another standard received 0 score is lack of credit transfer system in the FoAC. Thus, it should be taken as an innovative action early as possible.

There is no clear evidence of maintaining external links with local or international agencies by the FoAC. However, the University is attempting to have a Memorandum of Understanding (MOU) with Asian Institute of Technology (AIT), Thailand. It is an innovative action that can be considered as an example for other departments to plan their learning, teaching and research capacities. Majority of academic staff members in the FoAC are young and they can utilize such links if kept in place.

In addition, there are no initiatives by both students and teachers to collect funds for academic and students' recreational activities. There are no sustainable avenues to generate a sufficient fund and conducive environment to enhance the teaching, learning and research activities. However, the FoAC has an external degree program having the highest number of students than other faculties in the University. It generates some income for the institution.

Sports and recreational activities are available for both HDP and GDP students. They participate in sports activities organized by the University and in the interfaculty and interuniversity games. As instructor/Sports highlighted, the EU does not have sufficient space to have an indoor sports complex. Thus, it is an essential sector to expand the physical infrastructure for sports and it will further expand the opportunities in sports. There is a gap between male and female students in their engagement in extracurricular activities. Another such facility need to focus is the University Health Centre. There is no space at all and the service delivered in the existing medical centre is substandard. The entire medical centre is very unclean and un-hygienic. Especially, it is not in not maintained in an orderly manner too. The pharmacist is mainly in charge of day to day activities while the medical doctor's involvement is minimal. The review team witnessed the dispensing of drugs by the pharmacist without a diagnosis nor a prescription by a doctor.

As highlighted above, the FoAC does not have a policy on fall back option for students to explore the future education options and opportunities. If a student in HDP wishes to leave the study programme there is no faculty policy explaining the mechanism describing how to do so.

Overall, the EU and the FoAC has many new, innovative and healthy practices to be followed to improve the quality service and quality delivery of academic activities.

Chapter 6: Grading of Overall Performance of the Programme

After a careful observation and review of the existing situation in the FoAC, EU, the review team has finally concluded the scores for each criterion and standard with a thorough desk review and a site visit. The overall result is furnished in the table 02.

Table 02: Programme of Study Score Conversion to Percentage

Criteria	Minimum Weighted Score	Actual Criteria Wise score
1. Programme Management	75	83.3
2. Human and Physical Resources	50	72.2
3. Programme Design and Development	75	79.2
4. Course /Module Design and Development	75	76.3
5. Teaching and Learning	75	94.7
6. Learning Environment, Student Support and Progression	50	58.3
7. Student Assessment and Awards	75	114.7
8. Innovative and Healthy Practices	25	21.4
	Total on a thousand scale	600.2
	%	60

When it compares with desk review the actual score given in each criterion varies a little. The variation is shown in the chart given below.

Chart 01: Score Variation between Desk Review and Site Visit by the Review Team

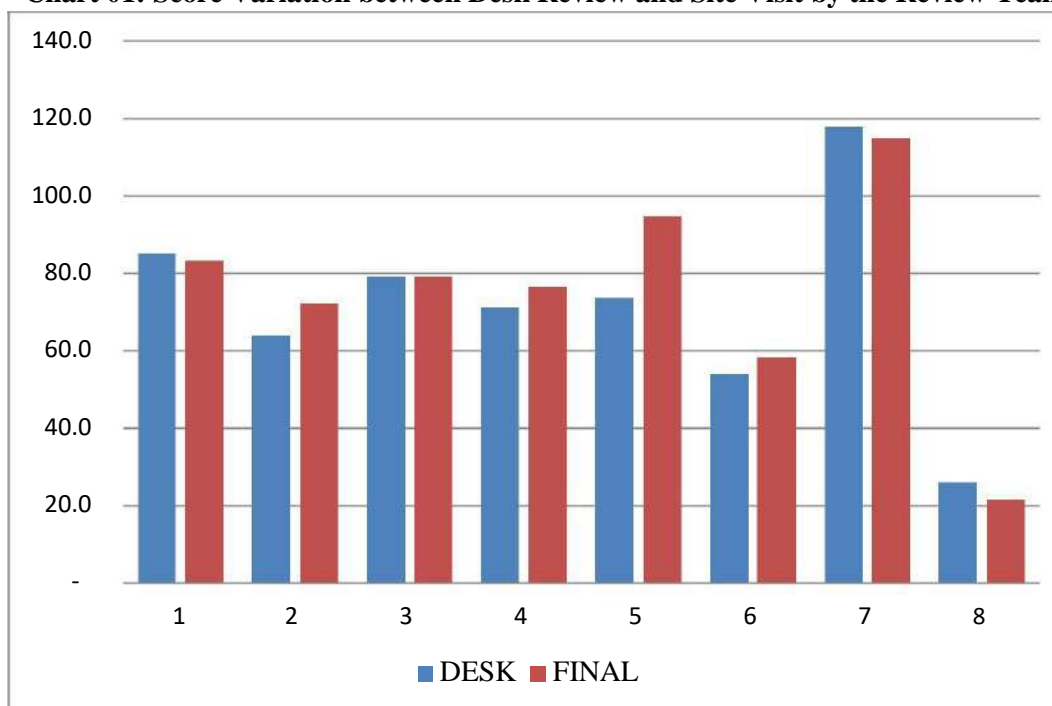


Table 03: Overall Performance of the GDP

Study Programme Score %	Actual Criteria Wise Score	Performance Descriptor	Interpretation of Descriptor
≥ 60	60	Satisfactory	Minimum level of Accomplishment of quality expected of a programme of study: requires improvement in several aspects such as Innovative and Healthy Practices, Learning Environment, Student Support and Progression, etc.

Chapter 7: Commendations and Recommendations

The entire exercise of the programme review by the three-member team was to assess the quality of the GDP of FoAC, EU based on the criteria stipulated by the QAAC of the UGC as defined in the Manual for Review of Undergraduate Study Programmes of Sri Lankan Universities and Higher Educational Institutions. Thus, following 29 key points are given to summarize the review on the GDP.

1. The SER was in a very concise format. It showed that the academics who had prepared it had not understood the requirements properly which led to produce unreliable evidence.
2. The review team observed that the most of Faculty members were keen on this subject review process and their participation was high in the process.
3. Majority of academic staff members are young. It is a positive factor and can be considered as an investment if they really transformed or improve their further academic qualifications and experience with a sound vision and mission aligning to the university vision and mission.
4. However, it is witnessed that the Faculty did not produce vision and mission statements in the SER though it is available in the newly prepared student Hand Book.
5. Simultaneously, the Faculty and the departments have shortage of human resources. Last year the University lost about 30 cadres due to its inability to fill the cadre within the stipulated time. The University has given about 25 carder positions (15 academic and 10 non-academic) to the Faculty this year also.
6. When compared with the existing degree programs, number of established departments and newly created departments, there is a need of improving many more academic and non-academic carder position in the Faculty.
7. The unplanned sudden increase in number of students taken under special intake category many problems to the Faculty. It is a 100% increase when compared with previous academic years. Thus, the teacher student ratio has gone up.
8. The curriculum had been revised in 2015 and it is a great achievement of the Faculty ensuring the quality. The revision had provided a very good platform for young staff to be familiarized with ILOs, programme objectives and SBL. Their application in the teaching-learning process should be strengthened to give the full benefit to students.
9. The new curriculum has a new element which is internship and it is a positive sign of academic staff commitment to increase the practical knowledge and experience of the students. Simultaneously, it is a fact that increases the graduate employability.
10. Another good practice of the new curriculum is verification of 80% attendance of the students. However, the team noticed some complaints from the students on lack of transparency in keeping records of students' attendance.
11. Assuring quality of a programme should be a continuous process. There was no clear evidence about the procedures adopted by the Faculty to monitor the implementation of the programme and to get feedback from relevant stakeholders continuously to develop it further.
12. The Faculty has a severe problem of physical space. Thus, certain departments are not having a minimum space to continue their activities. It is observed that some departments are located in other faculties or buildings resulting that the students need to cross either sides of the University. Especially this has created problem for students with special needs.

13. There is no sufficient number of lecture halls for some departments to continue their lectures as per the schedule. It was revealed that there are some cancelations of lectures due to lack of sufficient number of lecture halls.
15. Among the available lecture halls, there are few lecture halls equipped with essential equipment (multi-media projectors and sound systems). The team observed there is no SMART board facility in the faculty. It was revealed that the Faculty has a new building (Second Phase of Faculty of Arts and Culture) approved by the UGC and it has gone to the National Planning Department of the Treasury for fund allocation. Once the building is completed the space will be resolved.
16. The review team observed that some lecturers are using modern equipment in their lectures where that the halls are modified with required facilities. They used bi-lingual delivery system (power point presentation prepared in English language and discussed in Tamil language) in their lectures. This should be the practice of all academics involved in the TL process.
17. The Faculty has taken several steps to improve the facilities provided for differently abled students. However, there is a need for improving the facilities further to assure offering a quality programme to all.
18. Both students' and teachers' habit of using the library has gone down. It should be motivated.
19. The library finance allocation has cut down drastically (by 50%) and it will affect negatively to the quality of graduates and the academic staff.
20. Academic staff should get more opportunities to do their research as well as opportunities to present and publish their research findings locally and internationally. Then, there should be more avenues and institutional support system to promote research. For this purpose the faculty can involve in some fund generation activities.
21. Computer labs in the Faculty and departments are underutilized and there should be some ways to maximizing them. For example; introducing practical training specific to subject disciplines.
22. The academic year/calendar is prolonging due to various reasons and that affects to quality of degree program. Students are in a frustrated level due to this problem. Thus, this matter should be solved early as possible.
23. Some subjects delay the release of results which leads to serious frustration among the students. The same outcome is experienced by students in relation to student grievances.
24. The Faculty has a student support centre which a progressive step is taken by the faculty to minimize students issues related to the academic process.
25. Currently, the examination process of the degree programs is managing under the Faculty. It is an action taken by the University to decentralize the roles among Faculties. However, the review team witnessed that it needs improvements introducing management information system and it will enhance the confidentiality of the examination process of the degree programs.
26. The Faculty takes steps to introduce English medium which is a very progressive step.
27. The ELTU unit and the ICT unit have to do many things to improve the efficiency of the degree programme.
28. The Health centre for urgent medical treatment has to be properly maintained in hygienic manner.
29. The hostel and canteen facilities are sufficient and well maintained. The service of the welfare division is also very supportive. However, the payment of Mahapola and bursary

to the students are delayed due to the delayed receipt of attendance lists of students from the Faculty. The Faculty should introduce remedial measures to prevent such delays to ensure the timely payment of Mahapola and bursary.

Chapter 8: Summary

Programme review is not a new practice for the Sri Lankan University system since it was introduced in 2009. The present programme review in the FoAC, EU of Sri Lanka is the second of its kind after eight years for this Faculty. However, The EU has suffered heavily due to the three-decades long conflict/war prevailed in the Eastern and Northern provinces in Sri Lanka. Thus, assuring quality is a challenge for the University due to repercussions of the conflict/war situation.

The present programme review conducted is focused on GDP of FoAC and the review team clearly witnessed that the existing GDP program is newly designed and reviewed by the academic staff. The curriculum for the GDP was revised in 2016. Thus, the undergraduates get an exposure with certain innovative measures to match with the national and international standards for a GDP. Following the UGC, QAAC criteria and the guidelines for programme review, **the review team has given its judgment, which is *satisfactory* for the GDP of FoAC, EU of Sri Lanka.**

However, the review team focuses and suggests some specific concerns listed under the commendations and recommendations. These concerns will help to improve the GDP up to a level that nationally and internationally recognized.

Programme Review Team

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