



**Programme Review Report
Programme Reviews – 2018
Bachelor of Education Honours degree
Department of Education
Faculty of Arts and Culture
Eastern University of Sri Lanka
12th – 16th August 2018**



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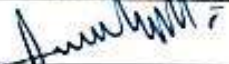
**Quality Assurance Council
University of Grants Commission**

University: Eastern University of Sri Lanka

Faculty: Arts & Culture

Program: Bachelor of Education Honours Degree

Review Panel:

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Date: 16.08.2018

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Section 1 – Brief Description of the Programme

1.1 Introduction to Eastern University, Sri Lanka

The Eastern University, Sri Lanka (EUSL) was established on 1st October, 1986 by a University Order dated 26th September, 1986 issued under section 2 of the Universities Act No. 16 of 1978. The University was preceded by Batticaloa University College, established on 1st August, 1981 at Vantharumoolai, Chenkalady, Batticaloa. The University comprises of five faculties namely, Agriculture, Arts & Culture, Commerce & Management, Science and Health Care-Sciences.

1.2 Faculty of Arts and Culture

Faculty of Cultural Studies with the Departments of Arabic, Islamic Studies and Fine Arts were established in 1988. FCS was then expanded with the Departments of Languages, Social Sciences and Geography; and was renamed as the Faculty of Arts and Culture (FAC) in 1991. At present the faculty consists of 11 departments. The FAC comprise with 57 academic staff and 1822 students.

The faculty organogram is given in the students' manual and the Dean is the Head of the Faculty. The Faculty Board minutes and the Head of the Department minutes are recorded and maintained in the FAC. The academic calendar of FAC was prepared for the academic year 2016/2017. The students' records are maintained in the FAC and each student has a personal file in the FAC office. The faculty has identified the needs of differently able students and the essential facilities are provided to them using special financial support obtained from different funding agencies.

1.3 Department of Education and Childcare

This was first established in 1998 as an education unit, a discipline under the Faculty of Arts and Culture. Due to the huge demand for the said programme, Education was introduced as a subject to the B.A. degree programme in the year 1999. In the year 2005 the unit commenced Bachelor of Education degree programme (B.Ed.). Later on, the discipline of Education was promoted to the status of Department of Education and Childcare in 2007 and the Gazette notification for the establishment of the department issued.

1.4 Vision and Mission of the Department of Education and Childcare

Vision

Our vision is to provide internationally comparable quality teacher education to the youth. The aim is not only focused on imparting subject knowledge and skills, but also to mould the students with better conduct and character committed to the needs of the society and national development.

Mission

The Department of Education and Childcare is in pursuit of excellence by promoting human values for social harmony, providing quality teacher education for the rural and unreached students and to make education excel through innovative teaching, research and extension activities.

1.5 Bachelor of Education Honours Degree Programme

The Bachelor of Education Honours degree, known as B.Ed. Honours, is a four-year professional programme in the field of Teacher Education. It is stated that programme is designed to provide opportunities to the students to extend as well as deepen their knowledge and understanding of education, develop competencies and skills that contribute to make an effective teacher and to train and create equality human resource with positive attitudes towards learners, leading to specialization in either primary education or secondary education.

The department consists of only five cadre positions and currently four positions are filled with permanent academic staff members. Head of the Department, Dr. C. Arulmoly, who has obtained a PhD in Education, is the only senior lecturer present in the department and other three are probationary lecturers graduated with B.Ed. Honours degree. One of them has completed the MPhil degree and waiting for the oral examination, other two are not yet registered for postgraduate degrees. Two temporary demonstrators with B.Ed. Honours degree have been recruited on contract-basis to support the teaching activities in the department in the beginning of 2018. Since only one cadre position is available for non-academic staff members (one management assistant) and not filled yet, non-academic staff members in the Dean's office of the FAC are helping to carry out other routing work in the Department.

The students are selected to follow B.Ed. Honours degree programme after successful completion of the first year and those who obtains grades above B⁺ are entitled to apply for the degree programme. The number of students intake for last five academic years are given in the Table 1.1. The curriculum is prepared according to the SLQF 6 and ILOs are prepared for all the course units using guidelines given in the SLQF.

Two to three weeks duration orientation programme is organized for new students and prospectus and the faculty calendar are distributed among all the students as they enter the university. The Student Charter is prepared for the university and distributed among students during the orientation programme.

The curriculum of the study programme had been revised according to the SLQF and SBS in 2014. The HOD is a member of CDC in the FAC. The study programme contains 120 credits as given in SLQF 6 and 10 weeks internship programme has been introduced for the final year students as the research project which is equivalent for 6 credits (Table 1.2). After completion of the internship programme, a dissertation should be submitted and criteria for evaluation of the dissertation are given in the prospectus. The faculty has published a manual of examination procedures, which include examination By-laws. Annual research symposium is organized in the faculty to provide opportunity for research presentations of final year students. Department of Education has established a society called B.Ed. society and a magazine is published by the society.

Although the student staff ratio should be 18:1 for a Faculty of Art, the work norm of the academic staff is above the said ratio and it was stated that 2-3 visiting lecturers from National College of Education are invited to conduct lectures of the study programme. However, all the staff members have successfully completed the Staff Development Programme (SDP) offered from the University Staff Development Centre (SDC) as the university has well established SDC.

Table 1.1 Student Enrolment for the Past Five years

| Programme | Batch | | | | |
|----------------------------------|-----------|-----------|-----------|-----------|-----------|
| | 2016/2017 | 2015/2016 | 2013/2014 | 2012/2013 | 2011/2012 |
| B.A. (General Degree Programme) | 497 | 158 | 164 | 138 | 145 |
| B.Ed. (Honours Degree Programme) | 30 | 30 | 18 | 12 | 10 |

Table 1.2 Honours Degree Programs Offered by the Bachelor of Education Programme

| Year | Core Courses in Education | Core Courses (from two discipline) | Ancillary/Optional/Soft Skills Subjects | No. of Credits |
|---------------------------------|----------------------------------|---|--|-----------------------|
| 1 st Year | 04 | 08 | 18 | 30 |
| 2 nd Year | 15 | 06+06 | 3 | 30 |
| 3 rd Year | 15 | 06+06 | 3 | 30 |
| 4 th Year | 30 | - | - | 30 |
| Total Numbers of Credits | | | | 120 |

The Department of Education is a part of FAC, but the Department Office, Head's office room and the office rooms of academic staff members are located in the top floor of Faculty of Commerce and Management, which is rented from the said faculty and far away from the FAC main building where all the lecture halls are located. Lecturers of the study programme are conducted in the lecture halls available in the FAC premises. Therefore it is very inconvenient for the students in this study programme to meet the HOD or other staff members. All the courses offered in this programme are conducted in Tamil medium and only three course units are offered from ELTU, of which one 2 C compulsory course unit is considered to calculate the GPA whereas other two course units are non-credit courses, but compulsory to follow. The Deputy Registrar (DR) of the FAC is responsible for releasing results of the faculty. Due to lack of academic staff members in the FAC, for moderation of all the question papers and second marking of all the answer scripts are sent to external examiners in other universities. External examiners reports were properly saved and available when necessary. However, there is a major issue in releasing the examination results. All the students who discussed with the review team were very unhappy because of undue delay in releasing results, which consequently delay in completing the academic year. On the last day, the Dean of the FAC revealed that since all question papers and answer scripts are sent to external staff members for moderation and second marking, the release of results is totally depend on external staff. Teacher evaluation, peer evaluation and self-appraisal are practiced in order to maintain the quality and standard of teaching. Students in this study programme are encouraged to publish newspaper articles to promote soft skills of the students and these are assessed to calculate the final grade of that subject. It was found as one of the good practices the department maintains in the study programme. Continuous assessment is one component in most of the examinations and the used different evaluation methods, are defined in the handbook.

A well-established library is available in the university. Most of the books are in English and only few books in Tamil are available in the library for the subject of Education although the medium of instruction is Tamil in the FAC. Although adequate ICT and LMS facilities are

available in the university, it was revealed that the lecturers in this study programme do not use LMS facilities to communicate with students as well as for lecturing purposes.

It was noted that students have created a friendly environment with administrative and academic staff members in the FAC. The Alumina Association has been initiated for the study programme and the first meeting of it has been held in this year and will be continued in the future too. It was noticed that Career Guidance Unit (CGU) of the university is active and has organized many activities to develop the soft skill of undergraduate students.

Section 2 – Review team observation on the Self-Evaluation Report (SER)

The SER of the programme is prepared according to the guidelines given in the Programme Review manual. The FAC has prepared the corporate plan, the action plan and these are in accordance with the University Corporate Plan. The progress of the action plan was monitored and discussed in the FAC Board meetings. It was noticed that the study programme is prepared to reflect the mission, goals and objectives given in the corporate plan. Student Centred Learning (SCL) and Outcome Based Education (OBE) approach has been initiated to a certain extent, but need to improve to match with the graduate profile. The curriculum of the B.Ed. (Honours) degree programme offered by the FAC is accordance with SLQF and SBS. One of the key issues observed by the review panel was the lack of adequate human resources in the study programme because of the limited number of staff members (academic and non-academic) available in the Department of Education. This is the last programme review of the FAC and all the deficiencies have been identified and stated under the recommendations. However it was revealed that financial support from the FAC is limited for this study programme although the department has self-generated funds through the postgraduate programmes of the department. However such generated funds raised by the department are not made available to develop the infrastructure facilities and other requirements in the Department of Education.

Section 3 - A brief description of the review Process

The review process was initiated on 13th August 2018 and the first meeting was held with the Deputy Vice Chancellor (DVC) as the Vice Chancellor was on overseas leave. During the discussion with the DVC, it was emphasized that university has a well-established Staff Development Centre (SDC), Career Guidance Unit (CGU), Centre for Information Communication Technology (CICT), ELTU and Gender Equity and Equality (GEE). The university is in the process of establishing an Ethics Review Committee for the clinical studies to support the research culture of the university. It was revealed that due recognition has been given to the innovative activities of the employees. Vice Chancellor's awards have been introduced for academic staff members for publications in peer review journals and for the best researcher in the university. All employees who have been in service for more than 25 years have been awarded a token of appreciation for the services rendered by them to the university. The university organizes an annual research symposium to allow all the academic staff members, postgraduate students and undergraduate students to present their research findings. The strategic plan and the action plan of the university are in operation and regularly monitored. It was revealed that progress of the QAAC is one of the agenda items of the Senate meetings.

The hospitality given by the Dean and all staff members during our stay in the university is very much appreciated. The members of the FAC were well prepared for the review process and ensured that the review process will be concluded without undue delays. The review panel wish to appreciate the commitment of members of the department, maintenance of transparency during the programme review and their immense cooperation to carry out the review process.

Review Panel

The review panel appointed by the UGC consists of Prof P A Paranagama (Chairperson, University of Kelaniya), Dr P R K A Vitharana (University of Peradeniya) and Dr A L M Riyal (South Eastern University of Sri Lanka).

Pre-site Visit Evaluation

The SER prepared by the FAC, Eastern University of Sri Lanka was handed over by QAC of the UGC to the individual members of the team well before the site visit. Members of the panel perused the report and the individual assessment was reported to the QAC. Team met at the Pre – Site Visit meeting/workshop held on 31st July 2018 at the UGC auditorium and discussed the individual scores and it was found that each individual reviewer has awarded similar assessments.

The review process has been based on the Self Evaluation Report (SER) of the FAC submitted by the Department of Education for their study programme of Bachelor of Education (Honours)

Degree and supported by the information gathered during the four-day site visit made by the review team from 12th to 16th August to the faculty.

In the process of the Programme Review, attention was given to the following eight aspects as described in the Manual for Review of Undergraduate Study Programmes of Sri Lankan Universities and Higher Education Institutions:

1. Programme Management
2. Human and Physical Resources
3. Programme Design and Development
4. Course Module Design and Development
5. Teaching and Learning
6. Learning Environment, Student Support and Progression
7. Student Assessment and Awards
8. Innovative and Healthy Practices

The evaluation of eight aspects was analysed carefully with the information gathered at different meetings held with academic staff members, non-academic staff members, students in all four levels, passed out students, wardens of girls and boys hostels, librarian and their staff, Directors of QAAC, QAAU, ELTU, SDC, CGU, physical education and GEE.

Site visit

Team visited the FAC, Eastern University of Sri Lanka on Monday 13th August at 8.00am and concluded the review at 4.00pm on 16th August 2018. The stakeholder meetings commenced with the introduction of the review team to the Director, Internal Quality Assurance Unit (IQAU). The monthly Management Committee Meetings have been conducted regularly and confirmed by the submitted minutes of those meetings. The Director, IQAU described the support provided by the IQAU to IQAC of the FAC. IQAU has provided necessary training and assistance in preparing the SER and monitoring process.

Faculty Quality Assurance Cell (FQAC) has been established with a Coordinator. IQAU facilitates the FQAC by means of providing funds for workshops through the annual budget. The activities of quality assurance have been identified as a compulsory agenda item in Faculty Board meetings.

Meeting with the Vice-Chancellor /Dean

The team met the Deputy Vice Chancellor (as the Vice Chancellor was on overseas leave) at the Senate Room located in the main administrative building in order to explain the purpose of the visit and to gain his views about the process. The DVC emphasized the importance of quality in

learning-teaching culture in Higher Educational Institutes (HEIs) and explained the below listed facilities already available in the university.

- VC awards for best researcher and publications in peer review journals
- Award of research grants to academic staff members
- Establishment of Ethics Review Committee
- Well established SDC, CGU, CICT, GEE, ELTU and QAAC
- Receipt of a special grant for GEE from UNESCO
- Annual Research Symposium in the university
- Strategic plan and the action plan
- Progress of QAAC as an agenda item of the Senate meetings

Meeting with acting Dean, Heads of the Departments, Academic Staff members and the Deputy Registrar

This meeting was held with the acting Dean, Heads of Departments, all academic staff members and the Deputy Registrar. At this meeting the acting Dean made a presentation, which gave an overview of the faculty and the process involved in the QA by the faculty. The Dean of the faculty was absent on the first day as he had to participate in the control marking of the A/L examination. He has given his authority to a senior representative to act on his behalf. However, the Dean was available on the second day and the review team observed that the Dean of the FAC was very cooperative towards the review process. The following observations and comments were gathered at the discussions and meetings with them.

The Orientation Programme of the faculty is well organized and held over a period of 2-3 weeks. The FAC has its own strategic plan and action plan and the progress of these have been discussed in the Faculty Board meetings. The FAC has prepared a students' manual, which is similar to the prospectus and is distributed among all the students as they enter the university. The FAC has prepared a Student Charter with all the By-laws and students' disciplinary actions and UGC circulars important for student's disciplinary actions. It is distributed among the first year students as they enter the university. The review team was informed that the medium of instruction in B.Ed. Honours programme is Tamil for all undergraduate students. The FAC has Wi-Fi and LMS facilities, although LMS is not used in the B.Ed. study programme. One of the good practices observed in the FAC is the specific facilities provided for differently abled students including financial support for needy students etc. During the discussion with the Deputy Registrar, it was revealed that students' personal files are properly maintained with all the necessary details. Graduate profile is given for the study programme in the student manual. The non-academic staff members of the faculty informed that long service awards are given for all the staff members who have served for more than 25 years.

Meeting with the HOD and Academic staff members in the Department

The following observations and evidences were confirmed after meeting with the academic staff members. The Gazette notification for the establishment of the Department of Education is available. Each permanent lecturer is given an office room with well-furnished and adequate space. The academic staff members informed that programme design complies with the Sri Lanka Qualification Framework (SLQF), and is guided by Subject Benchmark Statements (SBS). Although the study programme has been designed with Intended Learning Outcomes (ILOs), needs improvement to align with each course unit offered. It was revealed that the HOD is a member in the faculty of FAC. The internship programme (10 weeks) has been introduced as the research project with 6 credits in the study program. There is no Dean's award or special staff award available for students who excel in the study programme. Selection criteria for the study programme has been given in the Handbook and only 30 students are selected for the study programme. Only five academic cadre positions are available and four already filled. A senior lecturer with a postgraduate qualification is available in the department. The three probationary lectures have completed SDP. Visiting lecturers from other state universities or National College of Education are invited to conduct lectures. Moderating and second marking of all the examinations are carried out by external academic staff members. Student evaluation, peer review and external examiners' reports were made-available to the team. Undergraduate students are given assignments and encouraged to publish at least one newspaper article.

Meeting with the Students

Several meetings were held with students in all four levels separately. The following observations were made after the discussion with students in all four levels.

- Lack of adequate number of optional subjects in the curriculum.
- Minimum number of multidisciplinary or interdisciplinary course units in the curriculum.
- No proper continuous monitoring system to improve the skills of teaching during the internship programme.
- Skills of student centred teaching should be improved.
- Although LMS facilities are available in the faculty it is not practiced to upload lecture materials, tutorials etc. in the study programme.
- Strategic plan for the department is not available but the action plan is available.
- No credit transfer system is implemented to the study programme.
- Fund allocation is not adequate for the department and suggest to use generated funds of the postgraduate degree programmes.

- No entry or exit points are given for the students who wish to opt for the fall-back option or leave the programme.
- Credit transfer system is not available.
- Since internship is the heart of the study programme, involvement of probationary lectures who do not have postgraduate experience is not recommended to evaluate the internship programme.
- Initiation of Alumina Association for the study programme.
- Use of different evaluation strategies for monitoring of continuous assessments.
- Criteria for evaluation of dissertation is given to the students.
- Availability of marking scheme for each examination.
- Organization of faculty research symposium to disseminate undergraduate research findings.
- Publication of a magazine by B.Ed. society.
- Availability of manual of examination for the study programme.
- One of the main issues raised by the students is the non-release of examination results as per set deadlines.

Section 4 – Overview of the Faculty’s approach to Quality and Standards

The university has established an Internal Quality Assurance Unit (IQAU) and it was provided with an office located in the main administrative building of the university. A senior academic member has been appointed as the Director of the IQAU to direct the internal quality assurance (IQA) programme within the university.

The Faculty of Arts and Culture has established an Internal Quality Assurance Cell (IQAC). A senior academic member has been appointed for the post of Coordinator IQAC. Although the review team noticed the proper maintenance of files by the IQAC coordinator, the office space for IQAC was not adequate. The study programmes offered in the faculty were regularly monitored by IQAC to enhance the quality of teaching, learning and assessment. As evident from the documents, observations and interviews, regular course evaluations are undertaken through internal monitoring by the IQAC. However the findings of such evaluations were not used to improve the course content, delivery and assessment process. It was observed that at each Faculty Board meeting IQA matters are discussed. It was noted that faculty and the academic staff of the Department of Education are aware of the QA activities.

It was further observed that faculty and the departments do not have a proper mechanism to obtain stakeholder views on the content of study programmes, programme delivery and quality of graduates. Therefore, it is necessary to revise the curriculum with all stakeholder participation including students and employers and external experts.

The Faculty of Arts and Culture organizes 2-3 weeks orientation programme for all new students and students are provided with the student manual which contains vision and mission of the faculty, role of Faculty of Arts & Culture, admission criteria of the UGC, examination By-laws and the evaluation mechanisms. It was noted that a separate student handbook for B. Ed. Honours degree is not provided to the students who are enrolled for B. Ed. Honours degree.

It was noted that although faculty enrol a large number of students each academic year, faculty does not have adequate number of lecture halls to accommodate the students in the study programme. The university has a well-organized Career Guidance Unit and it continuously provides training opportunities for undergraduates to enhance their soft skills, which help students to succeed in future life.

Authorities of the university have paid due attention to the safety of students as well as to provide them with health facilities and hostel facilities. Faculty maintains students’ records and typing of question papers are done in a reliable manner. The Department of Education and Childcare does not maintain any records of B. Ed. students and this needs to be rectified by introducing a database of all B. Ed. students. It was observed that results are not released within the stipulated time periods.

Section 5: Judgment on the eight criteria of Programme Review

The section below provides an analysis of the strengths and weaknesses of the study programme reviewed with respect to each criterion and recommendations for enhancement of quality.

5.1. Criterion - Program management Strengths

The faculty established the Internal Quality Assurance Cell (IQAC) towards the effective management of their activities. It was revealed that the student Handbook has been distributed to all the incoming students as they enter the university and orientation programme is organized to the new students to educate the students about the university as well as the study programme. Further, the Student Charter is prepared with all the necessary information and distributed among the students to prevent ragging in the university premises which is one of the impressive strengths.

However, ILOs did not match with the Graduate Profile. It was noticed that measures taken by the faculty on implementation of the CDC decisions were not sufficient and the review team observed that the availability of ICT facilities for undergraduates is limited.

5.2. Criterion - Human and Physical Resources

It was noticed that human resources with required academic qualifications and competencies were not available for teaching and research activities of the study programme. All the probationary lecturers have completed the staff development programme offered by the university. The faculty does not contain adequate infrastructure facilities for administration, teaching and learning. Therefore space of the Faculty of Commerce and Management is used until the master plan is completed. The ELTU of the university served the students to provide proficiency in learning English. The CGU director in the university ensured students training on 'soft-skills' and engaged students to participate in multicultural programs to promote social harmony and cohesion among students of diverse ethnic and cultural backgrounds.

5.3 Criterion: Programme design and Development

The curriculum of Bachelor of Education Degree programme introduced in 2007 has been revised in 2015. B.Ed. degree programme complies with the basic requirements for Honours Degrees at Level 5 of SLQF. Students are required to complete 120 course credits, with a minimum 30 credits per each year. In the final year, the completion of a research project with 06 credits is mandatory. Internship/Teaching practice in a school worth of 3 credits is a major

component in which students gain pedagogical skills required for effective teaching. The study programme consists of different categories of courses namely educational courses, ancillary courses and optional courses. B.Ed. students are provided with an opportunity to learn English and ICT during their first year and Non-native language competence is given as a non-credit foundation course.

Programme structure comply with the Sri Lanka Qualification Framework (SLQF) and it is guided by subject benchmarks statements. Programme ILO's and course ILO's are in alignment with graduate profile and the mission of the department. However stakeholder participation in the programme design and development of the curriculum was not clear. Stakeholder feedback on subject content of the curriculum has not been taken into consideration in planning the new curriculum. Entry or exit points are not given for the students who wish to opt for fall-back option or who wish to leave the programme. Credit value given to the internship/teaching practice in a school is not sufficient as students spend considerable amount of time in a school during the period of internship.

Therefore it is suggested to incorporate the views of all stakeholders when the curriculum is revised in future. Credit value given to the internship/teaching practice in a school should be at least 4 as Bachelor of Education is a professional degree.

5.4 Criterion: Course/Module design and development

It was evident that all members of the academic staff were involved in preparation of the curriculum. Course modules have been developed with specified ILOs, detailed syllabuses, assessment methods and reference materials using standardized formats. Courses are designed to meet the program outcomes. Courses are designed in compliance with SLQF and guided by subject bench marks statements. Each course is designed with clear ILO's and Course ILO's are aligned with programme ILO's. Course design and development integrate appropriate learning strategies. With respect to credit weight courses are scheduled and offered in a manner, which allows the students to complete within the intended time period.

Faculty has given due consideration for differently able students when designing courses. The faculty has given opportunity to obtain necessary skill training for the academic staff members who are involved in the study programme. A proper mechanism is not introduced to monitor the students' progress and develop their skills of teaching during internship period.

Therefore it is suggested to use LMS for teaching, tutoring and communication with students in the study programme. Although regular course evaluation is undertaken through internal monitoring by the IQAC, the findings of the evaluation were not used to improve the course content, delivery and assessment process.

5.5 Criterion – Teaching and Learning

Teaching and learning processes of the study programme are based on the mission of the department. As it was observed department timetables are displayed in the notice boards. Although there are physical resources to use SCL methods in programme delivery, the department still continues with teacher-centred teaching and training approach. However all staff members have already completed the staff development programme and they have gained professional training on application of SCL methods and outcome-based education. Students have been encouraged to publish articles in magazines and to facilitate to do so B.Ed. Society has published a magazine. In addition it was revealed that students have been encouraged to publish articles in newspapers.

As B.Ed. Honours Degree Programme is a professional degree programme the internship/teaching practicum is an essential important part of the degree programme. It is the practical opportunity by which students gain pedagogical skills required for effective teaching. However in this degree programme students are not monitored continuously by the lecturers of the department during the teaching practicum period. Furthermore in order to develop professional skills of prospective teachers, staff members should possess professional experience and expertise of teaching especially in school context. Therefore it is recommended to obtain the services of experienced teachers or teacher educators to observe the engagement of students practicing teaching in schools and provide a feedback to students.

Although faculty has sufficient IT facilities, there is hardly any evidence of using such facilities to strengthen the teaching and learning of the study programme. Students should be provided with more facilities to engage in deep learning to enhance academic achievements as well as personal wellbeing of individuals. Workloads of probationary lecturers are very high. Hence there is no adequate time available for them to engage in continuous professional development nor participate in research or apply for scholarships. Peer evaluation of teaching was carried out but there was no evidence of using the results of peer evaluation to improve teaching of students.

Peer review and student feedback are obtained for some courses, but it is done merely as a formality. Feedback has not been used appropriately to make improvements in the study programmes or to address student concerns since the feedbacks have not been analysed appropriately.

Therefore it is recommended to utilize student centred teaching learning approach and ICT facilities effectively for the improvement of teaching and learning. Further, it was observed that faculty and the departments do not have any mechanism to monitor the performance of teachers and reward teachers for teaching excellence. Hence it is suggested to introduce performance appraisal and a reward mechanism such as a teaching excellence award scheme for academics.

5.6 Criterion: Learning Environment, Student Support and Progression

After the discussion with students and the academic staff members, it was revealed that student friendly administrative and academic structure is available in the faculty. Student Charter and student manual are distributed as they enter to the university. SDC training programmes are well organized and all the academic staff members have completed the staff development programme. The university library is equipped with all modern facilities, technological infrastructure and facilities for differently able students. The department has a strategy to promote employability of students as all the passed out students can obtain teaching appointments through the Ministry of Education. The evidence provided indicated the availability of monitoring system for graduation rate of students in each academic year. Infrastructure facilities for CGU was evident and it was also revealed that due considerations have been given for activities of CGU and GEE in each academic year. Alumni Association for the Department of Education has been initiated and first activity of the association, which include introduction of the logo, was held in the recent past. Physical resources for the Health Centre of University are available. However although majority of students are females, a female nurse is not available in the medical centre.

Although the faculty has adequate ICT facilities, LMS has not been introduced into the study programme yet. During the peer observation, it was revealed that skills of student centred teaching should be improved. It is suggested to introduce a grievance committee in the faculty.

5.7 Criterion: Student Assessment and Awards

It was revealed that assessment strategies used in the study programme are defined and different evaluation strategies were used in continuous assessments. Further the assessment procedures and the weightage assigned for different components are clearly stated in the handbook. The moderation and second marking of the question papers were carried out by external staff members and marking schemes and the second examiner reports were available. The research projects were evaluated properly and criteria for evaluation of dissertation are given to the students. However, it was noticed that abstracts of the students thesis is given only in Tamil and suggested to translate and given in English too. It was revealed that assessment strategies are aligned with ILOs. The faculty ensures that the degree awarded in the study programme complies with SLQF and a complete transcript indicating all the courses followed, grades obtained and the aggregate GPA and the class obtained is given for all the students at the graduation.

One of the major issues observed during our review was the non-release of examination results within the stipulated time, hence the term gets extended. It was noticed that a scheme for appreciation of excellence in teaching of academic staff is not implemented yet.

5.8 Criterion: Innovative and Healthy Practices

Some of the best practices seen in the faculty are listed below;

- The faculty organize an annual research symposium to dissemination undergraduate research findings.
- The students in the study programme are encouraged for to make oral presentations and publications of their findings.
- Publication of a magazine by B.Ed. society of the students.
- Introduction of internship programme for the study programme as a part of the teaching and learning strategy.
- Availability of manual of examination of the study programme
- The department master programme and obtaining generated funds.

Although the faculty has established a platform to facilitate LMS in teaching and SCL for delivery of learning material, tutorials, assignments and assessments, the Department of Education is not practicing LMS to upload lecture materials, tutorials etc. The faculty has not implemented any policy to encourage the staff and students to use OBE and not developed a credit transfer system either. Although the department conducts a Master's Degree programme, the generated funds are not given to the department to strengthen departmental facilities. There is no exit point in the curriculum for students who are unable to complete the study programme successfully.

Section 6: Grading of Overall Performance of the Programme

The table below (Table 5.1) presents the review team’s judgment of the level of attainment of quality under each criterion by the Bachelor of Education Honours degree in the Faculty of Arts and Culture. Each standard was evaluated based on evidence provided and a score was assigned from 0 – 3 (0= inadequate, 1= barely adequate, 2= adequate, 3= good). Raw criterion-wise score was estimated based on the scoring system given in the PR manual. The raw score of each criterion was converted to the actual criterion-wise score using the formula given in Chapter 3 of the PR Manual. The sum of actual criterion-wise scores was taken as the overall score of the degree programme.

Table 6.1 - Criteria Performance

| No | Criteria | Weighted minimum score* | Actual criteria wise score |
|----|--|-------------------------|----------------------------|
| 01 | Programme Management | 75 | 103.7 |
| 02 | Human and Physical Resources | 50 | 80.6 |
| 03 | Programme Design and Development | 75 | 116.7 |
| 04 | Course / Module Design and Development | 75 | 110 |
| 05 | Teaching and Learning | 75 | 110.5 |
| 06 | Learning Environment, Student Support and Progression | 50 | 86.1 |
| 07 | Student Assessment and Awards | 75 | 132.2 |
| 08 | Innovative and Healthy Practices | 25 | 32.1 |
| | Total on a thousand scale | 1000 | 771.9 |
| | % | | 77.2 |

Based on the final assessment of the performance of the B. Ed. Honours degree program, it receives a B Grade with an overall score of 77.2%.

Section 7 – Commendations and Recommendations

The following commendations and recommendations were made during the programme review.

7.1 Commendations

1. Development of the study programme according to SLQF 6 and aligned with the programme and course units ILOs.
2. Strategy plan and the actions plans of the university are available and regularly monitored and updated.
3. Well-established library with all the necessary facilities.
4. Availability of facilities for differently able students.
5. Well-equipped ICT laboratories for students as well as staff members.
6. Availability of Directors for QAAC and QAAU and their offices.
7. Physical resources and Directors for SDC, GEE, CGU, ELTU.
8. Availability of Manual of Examination Procedures, Student Charter and Standard Operational Procedures (SOPs).
9. Students and employer appreciation systems are available in the university.
10. Students of the study programme are requested to write newspaper articles and evaluation system has been implemented for it.
11. The university organizes national and international symposiums that allows the students / academic staff in the study programme to present their innovative research findings.

7.2 Recommendations

1. The academic calendar of the study programme not properly implemented for the study programme. Therefore time tables are not fixed, semester is not 15 weeks duration, changes in examination time tables made and examination results are not released within three months as per UGC circular. The undue delays in releasing results badly affects the commencement of the subsequent academic year.
 - **Hence it is recommended to introduce a fix year planner for the study programme.**
2. There is no deadline to release of results, hence undue delay in releasing results. As an example, the results of the examination held in January 2018 has not been released yet. This is the major grievance among all four levels of students who follow the degree programme. As a result the academic year is extended and the students' completion date of the course is delayed.

- **It is recommended to release the examination results within the stipulated time as given in the UGC circular (3 months).**
3. The graduates of the B.Ed. Honours degree programme need to develop professional skills, though only one senior academic with postgraduate degree in Education is available in the department to do so. This is one of the major constraints in the department and it was revealed that the three probationary lecturers have not completed their postgraduate degrees are also involved in teaching in this degree programme due to lack of qualified academic staff members.
 - **Hence it is recommended to request more cadre position to the department and recruit more academic staff members with postgraduate qualifications and teaching experience to conduct lectures and other academic work in the department.**
 4. Lack of a non-academic staff member in the department was observed and as a result the department totally depends on the non-academic staff members in the faculty. This effects on the sustainability of the degree programme.
 - **It is recommended to request more non-academic cadre positions, at least two management assistants and two works-aids for the department.**
 5. Since the main office, Head's office room and office rooms of academic staff members' are located in the Faculty of Commerce and Management and lectures are conducted at the FAC, it is inconvenient for the students to meet the Head and other academic staff members as the two department are far away from each other.
 - **It is recommended to implement the master plan of the faculty / university as early as possible.**
 6. Medium of instruction of all courses offered in the faculty is Tamil. All students who passed out from this degree programme are recruited as teachers. Hence this can be considered as a disadvantage for students who wish to join international schools as the medium of language in the international schools in Sri Lanka is English.
 - **It is recommended to implement a universal language as the medium of instruction.**
 7. Many books in the library are in English but the medium of instruction in B.Ed. programme is Tamil. The generated funds are not in separate ledger and not available for the development of the department.
 - **It is recommended to use generated funds to introduce a Departmental Library and purchase books in Education in Tamil medium as many books on Education available in the main library are in English medium.**

8. It was revealed that the department has not introduce LMS for this programme although LMS facilities are available in the faculty as well as university.
 - **It is recommended to implement LMS facilities to the B.Ed. (Honours) programme.**
9. Introduce teaching excellence awards and student awards (Dean's awards / Vice-Chancellor awards for teaching excellence) in the faculty and the university.
 - **It is recommended to introduce a Dean's award for the appreciation of the best teacher / researcher / student etc.**
10. During the discussion with the students, it was revealed that ~~insufficient~~ space in lecture halls is insufficient as the student number is high.
 - **It is recommended to improve the facilities available in the lecture halls and increase the number of lecture halls.**
11. It was revealed that no female nurse is available in the Health Centre, although majority of students in the university are females.
 - **It is recommended to recruit a female nurse for the Health Centre in the university**
12. In addition to above, the panel wish to make following recommendations too.
 - **Initiate collaborative research activities with other national universities.**
 - **Introduce more optional course units for the study programme.**
 - **Student feedback should be analysed and used for improvement of teaching skill of the academic staff members.**
 - **Formative assessment and feedback of students should be considered as key components of teaching and learning.**
 - **Timely procedures should be introduced in the faculty for handling student complaints and academic appeals.**
 - **After each examination, the results should be analysed and this feedback should be conveyed to the relevant examiners in the faculty to improve the assessment strategy.**

Section 8 – Summary

The Programme review of Bachelor of Education (Honours) degree programme, offered by the Department of Education and Childcare, Faculty of Arts and Culture, Eastern University, Sri Lanka (EUSL) was carried out from 12th to 16th August 2018. The review panel involved was Prof Priyani A Paranagama from University of Kelaniya (Director, IIM, University of Colombo, Dr P R K A Vitharana from University of Peradeniya (Head, Department of Education) and Dr A L M Riyal from South Eastern University.

The B. Ed. (Honours) is a four-year degree programme offered in Tamil medium and only four permanent academic staff members are available , of them, only the Head of the Department, with a PhD in Education is the only academic with the postgraduate qualification in the relevant field. All staff members have successfully completed the Staff Development Programme (SDP) offered by the University Staff Development Centre (SDC) as the university has a well-established SDC. It was revealed that only five cadre positions are available for academic staff of the degree programme and the work norm of the academic staff exceeds the approved level of 18:1. Further, there are no non-academic staff members in the department and the only one cadre position available is vacant-

The main objective of the degree programme is to produce competent skilled undergraduates in the field of primary or secondary education. The students are selected to follow B.Ed. Honours degree programme after successful completion of the first year and those who obtained grades above B⁺ are entitled to apply for the degree programme. The maximum number of student intake is 30 per academic year and the curriculum of this programme is prepared according to the SLQF 6 and ILOs are prepared for all the course units using guidelines given in the SLQF. It was observed that the orientation programme of the new intake of students is organized for 2-3 weeks and the prospectus and the student Charter are given to all the new students during the orientation programme. The curriculum of the study programme has been revised according to the SLQF and SBS in 2014. The study programme contains 120 credits as given in SLQF 6 and the FAC maintains the regular meetings of CDC. Ten weeks internship programme has been introduced for the final year students as the research project, which is equivalent to 6 credits. The facilities for ICT, ELTU, and CGU are available in the university for the students in the study programme. However, it was revealed that SCL and LMS were not properly implemented for the study programme. The faculty has published a manual of examination procedures, which include examination By-laws. But undue delay in releasing results is one of the major constrains in the study programme and the students in the study programme expressed their displeasure over this. Further due to this issue, the FAC has to extend the completion of the academic year.

The university has a well-established library, but only few books on Tamil are available in the library. Although adequate ICT and LMS facilities are available in the university, it was revealed that LMS facilities are not used by the lecturers when teaching.

An Annual Research symposium is organized in the faculty to provide an opportunity for final year students to make their research presentations. The students of the Department of Education have established a society called B.Ed. Society and a magazine is published by the society.

The Department of Education is a part of FAC. However, the Department Office, Head's office and the office rooms of academic staff are located in the top floor of Faculty of Commerce and Management which is rented from the said faculty and far away from the FAC main building where all the lecture halls are located. All the lectures of the study programme are conducted in the lecture halls available in the FAC premises. Therefore it is very inconvenient for the students in this study programme to meet the HOD and other staff members as two faculties are far away from each other. All courses offered in this programme are conducted in Tamil medium. Only three course units are offered from ELTU, of which only one 2C compulsory course unit is taken to calculate the GPA and the other two course units are non-credit courses, but compulsory to follow.

The Deputy Registrar (DR) of the FAC is responsible for releasing results of the faculty. Due to lack of academic staff members in the FAC, moderation question papers and second marking of answer scripts are mainly done by external examiners in other universities. Reports given by each external examiner have been properly saved and available when necessary. However, there is a major issue in the releasing of examination results. Almost all students who spoke to us were very unhappy of the undue delay in releasing results, which consequently delayed the completion of the academic year. At the final discussion with the Dean it was revealed that the delay was due to the moderation and second marking done by the external staff members on whom the release of results totally depends on. The external staff members neither receive the packets back on scheduled dates, which contributes to the problem further.

Teacher evaluation, peer evaluation and self-appraisal programmes are available. The students in this study programme are requested to publish newspaper articles as it is assessed and marks are awarded for such publications. This was a good practice observed during the programme review. Continuous assessment is one of the component in each examination and uses different strategies for monitoring continuous assessments. It was revealed that the methods used for continuous assessments are clearly described in the student manual / the website.

It was noted that students have created a friendly environment with administrative and academic staff members in the FAC. The Alumni Association has been initiated for the study programme and the first meeting held this year and will be continued in the future too.

Annexures

- Annexure 1 Attendance of meeting with the Vice Chancellor
- Annexure 2 Attendance of Programme Presentation by the Faculty
- Annexure 3 Attendance of meeting with academic staff
- Annexure 4 Attendance of discussion with administrative staff of the Faculty
- Annexure 5 Attendance of discussion with management staff
- Annexure 6 Attendance of scrutinizing documentary evidence
- Annexure 7 Attendance of discussion with Directors of ELTU, ICT, CGU & SDC, Librarian, Wardens of girls and boys hostels, Doctor of the Health Centre, Marshal of the Physical Education Unit.
- Annexure 8 Attendance of observation of physical resources
- Annexure 9 Attendance of meeting with Students
- Annexure 10 Attendance of scrutinizing documentary evidence
- Annexure 11 Attendance of observation of physical resources
- Annexure 12 Attendance of scrutinizing documentary evidence
- Annexure 13 Attendance of meeting with IQAC
- Annexure 14 Attendance of scrutinizing documentary evidence
- Annexure 15 Attendance of documents for major findings
- Annexure 16 Attendance of Debriefing