



PROGRAM REVIEW 2017

Eastern University of Sri Lanka
Faculty of Arts and Culture
Social Sciences

**Programme Review Report
of
BA (Honours) Degree Programmes
in Social Sciences**

**BA (Hons) in Economics
BA (Hons) in Geography
BA (Hons) in History
BA (Hons) in Political Science
BA (Hons) in Sociology
(Cluster 2)**

**Faculty of Arts and Culture
Eastern University of Sri Lanka.**

**Quality Assurance and Accreditation Council
University Grants Commission
2018**

Table of Contents

Section 1: Brief Introduction to the Study Programmes	03
1.1 History of Faculty of Arts and Culture	03
1.2 Bachelor of Arts Honours Degree programme in Social Science	03
1.3 Academic and Academic Support Staff	03
1.4 Graduate Profile	04
1.5 Learning Outcomes of Social Sciences Study Programmes	04
1.6 Student Intak	05
1.7 Learning Resources and Student Support Services	06
1.7.1 Learning Resources	06
1.7.2 Student Support Services	07
1.8 Constraints Faced by the Faculty	07
Section 2: Review Team’s Observation on Self-evaluation Report (SER)	09
2.1 General Observation on SER	09
2.2 SWOT Analysis	10
2.2.1 Strengths	10
2.2.2 Weaknesses	10
2.2.3 Opportunities	11
2.2.4 Threats	11
Section 3: Brief Description of the Review Process	12
Section 4: Overview of the Faculty’s Approach to Quality and Standards	15
Section 5: Judgement on the Eight Criteria of Programme Review	16
5.1 Criterion 1: Programme Management	16
5.2 Criterion 2: Human and Physical Resources	17
5.3 Criterion 3: Programme Design and Development	18
5.4 Criterion 4: Course/Module Design and Development	19
5.5 Criterion 5: Teaching and Learning	20
5.6 Criterion 6: Learning Environment, Student Support and Progression	20
5.7 Criterion 7: Student Assessment and Awards	22
5.8 Criterion 8: Innovative and Healthy Practices	22
Section 6: Grading of Overall Performance of the Programme	24
Section 7: Commendations and Recommendations	25
Section 8: Summary	27
Programme Review Team	29

Section 1: Brief Introduction to the Programme

The Eastern University of Sri Lanka (EUSL), was established on the 1st of October 1986 with four faculties, namely the Faculties of Science, Agriculture, Commerce and Management, and Cultural Studies.

1.1 History of Faculty of Arts and Culture

Faculty of Cultural Studies, established in 1988 with three departments, namely the Departments of Arabic, Islamic Studies and Fine Arts, was expanded in 1991 to include the Departments of Languages, Social Sciences and Geography, and renamed as the Faculty of Arts and Culture (FAC). At present, the FAC consists of 11 departments and 2 disciplines, namely Departments of Arabic, Comparative Religion and Social Harmony, Education and Childcare, Fine Arts, Geography, Hindu Civilization, History, Islamic Studies, Languages, Philosophy and Value Studies and Social Sciences. Two disciplines are Christianity and Economics.

As of October 2017, the FAC consists of 58 academic staff and 2150 students. Apart from the above there are 23 non-academic staff, a senior assistant registrar and a part time assistant bursar. The FAC presently offers three types of degree programmes; Bachelor of Arts - General [BA (General)], Bachelor of Arts Honours [BA (Honours)] and Bachelor of Education Honours [B Ed (Honours)].

1.2 Bachelor of Arts (Honours) Degree Programme in Social Science.

The BA (Honours) in Social Sciences degree programmes (Cluster 2) are offered jointly by three Departments, namely the Departments of Geography, History and Social Sciences, and two disciplines namely Economics and Politics. The Cluster 2 includes the following honours degree programmes; BA (Hons) Degree in Economics, BA (Honours) Degree in Geography, BA (Honours) Degree in History, BA (Honours) Degree in Political Science, and BA (Honours) Degree in Sociology.

1.3 Academic and Academic Support Staff

Total of 23 academics, attached to the 3 Departments and two disciplines contribute to honours degree programmes in Social Sciences. The Department of Social Sciences, the largest of the three departments is served by 10 senior academics (one professor, 8 senior lecturers, and 1 probationary lecturer), while the Department of Geography, the next largest is served by 7

academics (5 senior lecturers and 2 probationary lecturers. The Department of History is the smallest of all three, is served by three academic staff with one senior lecturer and two probationary lecturers. The discipline of Economics is served by three academic staff of two senior lecturers and one probationary lecturer category. Except 4 senior staff with PhDs, all other senior academics have only MA/MPhil level qualifications, mostly obtained from local universities.

Academic support, technical and other support staff include senior assistant registrar, audio visual technical officer, senior staff assistant, stenographer, five computer application assistants, four clerks, technical officer, laboratory attendant, office machine operator, and eight labourers,

1.4 Graduate Profile

The primary learning objective of the degree programmes is identified as branding students to be excellent in their selected areas of study. The programmes are expected to impart advanced knowledge, and skills on chosen fields of studies, and essential graduate attributes to students to ensure gainful employment following graduation. Accordingly, the FAC shall produce graduates with the following attributes:

- ✓ Possess knowledge in the field of social sciences.
- ✓ Identify and critically analyse anything for the development of the community, nation and at large to global.
- ✓ Active in the fields of information technology, and communication.
- ✓ Be professional in the areas of research, academia and management with life-long learning.
- ✓ Be sound ethically, socially, economically, artistically, culturally, aesthetically and politically.
- ✓ Good in interpersonal, team work, and leadership qualities.

1.5 Learning Outcomes of Social Sciences Study Programmes

At the end of the programme, the students will be able to;

- ✓ outline the salient features of civilizations, languages and dialects, cultural and social phenomena, historical and political dimensions, and the importance of religious beliefs and moral values,
- ✓ describe texts in their contexts, including the diversity of different geographical, historical, ethnic and cultural environments,
- ✓ practice inter religious faith and moral values for the betterment of the community and world at large,

- ✓ interpret a personal value system based on their broad socio-scientific background knowledge of the history,
- ✓ compare and contrast religious, socio-economic, educational and political changes around the world, and
- ✓ evaluate normative standards governing social relations practices and institutions including a wide range of human activities which depends upon moral and value judgments.

The curricula of study programmes and courses have been designed by adhering to some extent with the prescribed guidelines of Sri Lanka Quality Framework (SLQF). The study programmes are delivered through a blend of teaching and learning methods that includes lecturer-discussions, tutorials, assignment and report submission, seminars, group activities and presentations, laboratory work, studio work, and field work.

1.6 Student Intake

The Degree programmes leading to B.A (Honours) degrees in the FAC are of four-year duration and are conducted under semester and credit currency system and GPA-based assessment scheme, and spreaded over eight semesters. At the beginning of the 2nd year of study, students could choose a field of specialization and apply to follow a special degree programme from a relevant department / discipline. Medium of instruction is Tamil. The total student intake for the FAC during 2017/2017 academic year was 1078 which included 219 males and 859 females. Total number of students in all four years of honours degree programmes amounts to 2120.

Table 1.1 shows the number of students enrolled in BA (Hons) degree programmes in 2010/2011,2011/2012,2012/2013,2013/2014, and 2014/2015 academic years. Student numbers are high in the specialization study programmes of political science and sociology.

Table 1.2. Student Enrolment in BA (Honours) Degree Programmes in Social Sciences

Subject	Academic Year				
	2014/2015	2013/2014	2012/2013	2011/2012	2010/2011
Political Science	200	109	106	187	30
Sociology	183	115	91	181	53
Geography	119	71	88	199	49
History	95	46	40	200	27
Economics	46	29	38	88	11

Source: Office of Dean of Arts and Culture, 2017.

1.7 Learning Resources and Student Support Services

1.7.1 Learning Resources

1.7.1.1. English Language Teaching Unit

The English Language Teaching Unit (ELTU) serves all the Faculties of the University and is responsible for teaching English as a second language to the undergraduates who enter the University with varying levels of proficiency, with a view to improving their English knowledge to enable them to engage in advanced learning, follow the academic programme, and read the literature available in English in their chosen disciplines. The ELTU also conducts an Intensive Course in English for new entrants, as and when requested by the Deans of Faculties concerned.

1.7.1.2. Centre for Information and Communication Technology

The Centre for Information and Communication Technology (CICT) of Eastern University is administratively linked to the Faculty of Science and caters to the ICT needs of all Faculties of the University. CICT conducts core as well as supplementary ICT courses to students of all five Faculties.

1.7.1.3. Library

The Main Library is the central learning resource centre and information service unit of the University, which offers range of resources and services to support the academic activities. It caters to the needs of the all Faculties. The Main Library is housed in a new building with a floor area of 23250.05 sq.ft., and has a seating capacity of around 250. Presently, the library has a collection of 85,600 of books and 31 periodicals.

1.7.1.4 Career Guidance Unit (CGU).

Career Guidance has been recognized as an important part of the university education. Undergraduates are assisted by the CGU to identify their future careers to suit their abilities and expectations. Major functions of CGU are, facilitating the young person's transition from school to university, providing counselling services, advising students on career choices and opportunities, inculcating 'soft skills', provision of career-related information, promoting networking with the 'world of work', arranging places for work experience and graduate placement, and imparting entrepreneurship skills.

1.7.2 Student Support Services

1.7.2.1 Sports and Recreational Facilities.

The Department of Physical Education of the University provide services to all Faculties, and it is responsible for the organization and administration of physical education and recreational programmes of the university. Sports activities are promoted and guided by the Sports Council and Sports Advisory Board. In addition to the main playground, the sports complex includes a mini-gymnasium, basketball court and netball court.

1.7.2.2 Medical Centre

The Medical Centre provides outdoor patient care and emergency services to the students as well as to the staff. It provides the service during the day time, and as and when required during night time, the students are taken to nearby Government Hospital at Chenkalady

1.7.2.3 Residential Facilities

Hostel facilities are available for both male and female students. All the hostels are located within the university premises. There are six blocks to male students, and currently accommodating approximately 710 male students. Nine blocks are allocated for female students and currently approximately 1400 female students are given hostel accommodation. The hostels are managed by sub-wardens with assistance from academic sub-wardens. .

1.7.2.4 Student Welfare

The welfare branch of the central administration of the University overseas welfare needs of both students and staff. Some of the welfare activities coordinated by this branch are, hostel accommodation, disbursement of student stipends, allocating staff quarters, maintenance of the cafeteria, monitoring student union activities and facilitating student counselling activities. Senior student counsellor and faculty-level student counsellors are involved in providing counselling services and overseeing student disciplinary matters.

1.8 Constraints Faced by the Faculty

The Self Evaluation Report (SER) has identified several important gaps and constraints faced by the FAC in the delivery of study programmes under review. These issues are not only affect the quality, but also the long-term sustainability of the programmes. The concerns highlighted by the academic and nonacademic members of the staff and students during the review meetings are also taken into consideration in identifying constraints.

Lack of infrastructure has been identified as one of the major limiting factors. There is also inadequacy of essential teaching equipment in lecture halls and laboratory facilities for soil and water analysis. Multimedia facilities are available only for three lecture theaters while ten lecture theaters do not. Access is limited for online journals, e-books, and software packages. Internet access/Wi-fi facility is inadequate and non-functional in most instances. Inadequacies in social interaction, industrial and inter-institutional relationships, academic and student counseling and career guidance have also been noted. The

inadequacies in infrastructure, teaching equipment, laboratory facilities and service facilities appear to affect negatively the quality and attractiveness of the overall work environment and may adversely affect the sustainability of degree programmes offered.

Limitations in opportunities to participate in of local and overseas training and exposure to international and regional events related to their subject areas for the academic staff are also identified as constraints. Though the FAC is one of the few faculties willing to accommodate differently-abled students, the facilities available for such students are hardly adequate. Absence of close interaction between Faculty and faculty alumni has also been identified as one of the shortcomings.

Section 2: Review Team’s Observation on Self-evaluation Report (SER)

2.1 General Observation on SER

The SER was prepared in accordance with guidelines provided in the Manual for Review of Undergraduate Study Programmes of Sri Lankan Universities and Higher Education Institutions (PR Manual). Self-Evaluation Committee comprising fourteen academics members from the three Departments, and two disciplines, in liaison with eight sub-committees had prepared the SER.

The SER covered all five BA (Honours) degree programmes offered at the Faculty of Arts and Culture, namely, BA (Honours) degree programmes in Political Science, Economics, Geography, History, and Sociology. Therefore, the review team assessed those five-degree programmes based on composite SER, and the judgments, therefore may not accurately reflect the actual situation as regard to quality and standard in each and every programme.

Section 1 of the SER, included student numbers, number of academic, academic support and non-academic staff, qualification profile of academic staff, graduate competency profile, programme learning outcomes, information of the learning resource system (i.e. library, ELTU, CICT, etc.) and details of student support system and governance and management aspects of the FAC. The information on infrastructure facilities and students’ associations have also been included in this section. Further, the details of SWOT analysis and SWOT profile were also given in this section.

Section 2 explained the process of preparing the SER. The appointment of a special consultant by the IQAU was expected to help the faculty staff to become conversant with quality assurance process, quality criteria, best practices and standards, and also about SER writing process. In spite of such inputs, the review team, during the site visit, observed that some members of academic staff were not fully conversant with the concept of quality, and quality assurance process, and unfortunately most of them were ignorant of the significance of internal and external quality assurance procedures. Further, the SER has not given the TOR of the writing team, and required information on the efforts gone into the process, suggesting that the SER may have been prepared without wider involvement of staff.

Section 3, titled “Compliance with the Criteria and Standard”, the main section for the SER, was not prepared according to the format prescribed in the PR Manual. The Column 1 was not developed according to the prescribed guidelines; i.e. list the “Standard” by its serial number followed by its’ description. But in the Column 1, only the serial numbers of standards were indicted. Hence, it was difficult for the reviewer to understand what is presented, and hence, its relevance without referring the PR Manual for each and every number mentioned. Nevertheless, other than this shortcoming, all other columns were filled as instructed. However, it was noted that the evidences cited in some instances were not directly relevant to the referred standard indicating lack of comprehension on the quality standards prescribed, and instructions given in the PR Manual. Further, there was duplication of documentary evidences presented as same evidences were cited for many standards. Apart from those shortcomings, the presentation of the

documentary evidences was clear and the code numbers of documents were given in proper manner. Each criterion was summarized at the end of each section as required by the PR manual.

The Section 4 of SER summarized how the Faculty and the Departments responsible for the study programmes under review have taken efforts to internalize best practices recommended and to achieve the prescribed quality standards.

2.2 SWOT Analysis

The SWOT analysis was done in a proper manner and it was detailed Section 1 of SER. SWOT profile presented in SER is elaborated below.

2.2.1 Strengths

- Enthusiastic staff with required capabilities and commitment.
- Availability of different categories of staff (i.e. professors, senior lecturers, and lecturers, probationary lecturers).
- Large student population with multi ethnic and religious composition.
- Access to wide-ranging subjects in the fields of humanities and social sciences.
- Community recognition and respect for gender equality.
- High retention rate among undergraduates.
- Availability of interactive subjects.
- Opportunities for wide variety of extracurricular activities.
- Up to date curricula meeting the current job market requirements.
- Curricula designed in alignment with SLQF guidelines and OBE and SCL concepts and approach.
- Inclusion of industrial placement component in all study programmes.
- Students admitted on merit basis, based on island wide ‘z’ scores.
- Multi-disciplinary nature of study programmes.

2.2.2 Weaknesses

- Inadequacies of infrastructure facilities (i.e. building space to house some departments/units, lecture hall, lab, seminar hall, etc.) and teaching resources and aids.
- Limited access to online journals, e-book and software packages.
- Limited internet access to the staff and students.
- Inadequate social interaction and university/faculty-industry relationships.
- Inadequacies in career guidance services.
- Non-availability of opportunities for graduates to present themselves for job interviews with potential employers.
- Scarcity of part-time employment opportunities for undergraduates while they are studying.
- Lack of interaction between Faculty and Alumni.

- Lack of adequate local and overseas training opportunities for faculty staff.
- Lack of staff for certain departments and courses.
- Non-availability of transport facilities for faculty activities.
- Unavailability of residential facilities for academic staff.
- Excess workload assigned to staff over and above the work norms.
- Budgetary constraints.

2.2.3 Opportunities

- Ability to establish national and international academic exchange programmes.
- Availability of human resources to strengthen the academic programmes of the University.
- Opportunity to embrace OBE-SCL concept and approach to reform curricula and teaching and learning, and assessment to enhance the quality and relevance of academic programmes.
- Opportunities available to enhance peace, harmony and ethical conduct among the university community.
- Promotion of local arts and crafts as means of promoting local cultural heritage and economy.
- Availability of faculty-level referred journals for staff (*Neithal*) and student's journal (*Veli*) and a research forum for presenting research findings.
- Opportunities for inter- department and inter-faculty courses.
- Ability to offer external study programs for the community.
- Ability to strengthen the relationships with the external community and university through educational and cultural activities, and community services.

2.2.4 Threats

- Exposure to frequent natural disasters as the University is located in a disaster-prone area – frequent floods, droughts and contagious diseases.
- Frequent students' unrest resulting frequent closure of university/faculties.
- Lack of adequate canteen facilities.
- Lack of adequate recreational facilities for staff and students.
- Inadequacies in facilities for differently-abled students.
- Administrative and financial barriers and budget management restrictions
- Societal and student perception of education solely as a means of securing a job.
- Inadequate facilities and opportunities offered to fulfill the high expectations of village community toward the university.

Section 3: Brief Description of the Review Process

The programme review process commenced with the desk review of SER submitted by FAC for the five study programme of BA (Hons) degree in geography, sociology and anthropology, political science, history and economics, by individual members. Subsequently, at the pre-visit workshop held at the UGC, review members discussed the observations made by individual members and consensus were reached. The tentative programme for the site-visit was agreed upon. The on-site review was conducted in accordance with the guidelines prescribed in the PR Manual at the FAC of EUSL from 09th to 11th October, 2017.

The Programme Review was focused on the following eight criteria as prescribed in the PR Manual:

- Programme Management
- Human and Physical Resources
- Programme Design and Development
- Course/Module Design and Development
- Teaching and Learning
- Learning Environment, Student Support and Progression
- Student Assessment and Awards
- Innovative and Healthy Practices

The findings of the desk evaluation were supplemented by the observations and judgments made through perusal of evidences presented during the site-visit, and information gathered at discussions held with key stakeholders.

The Review Team arrived at 8.00 am on 09th October at the FAC, and first discussion was held with the Director/IQAU at his office. Internal quality assurance system was established in 2014, and IQACs at faculty-level were established in 2016. The Director/IQAU described the internal quality enhancement programme and activities spearheaded by the unit that are implemented in liaison with respective IQACs.

Next discussion was held at the VC office at 9.30 am with the acting Vice Chancellor. Acting VC explained past and current situation of the University, and administrative support and assistance rendered by the administration to accommodate requests from the FAC. This meeting was followed by the discussion held with the Dean and academic and administrative staff of the FAC. The Dean made a brief presentation which enlightened the review team on programmes conducted, infrastructure, learning resources, and other facilities available, and highlighted the major constraints faced by the University and Faculty, and also the future plans made to address some of the issues sated. As emphasized, limited infrastructure facilities to house some of the academic departments and conduct lectures has been a major problem faced by the Faculty. For example, lecture halls and the Department of Geography are located at the Faculty of Commerce and Management as a makeshift arrangement.

The meeting with the Dean was followed by a series of meetings with Heads of Departments. The review team discussed the curriculum layout of the BA Honours Degree Programmes and the Heads of Departments emphasized that the BA (Honours) degree programmes they offer comply closely with those standards of BA (Honours) degree programmes offered by Faculties of Arts of other universities. Further, they also have highlighted various constraints faced, particularly due to infrastructure limitations and inadequacy of learning resources, in the delivery of study programmes,

Meeting with students was held in the board room of the FAC. Students from relevant academic programmes and the representatives of the students' union of FAC were present in this meeting. Though the students were hesitant at the beginning, they began to express their opinions candidly on the academic programmes and other matters as the discussion progressed. Students expressed their general contentment with the academic experience that they receive, and appreciated internship programme, field visits and basic language programme built into their academic programmes. Student also expressed a wide array of grievances that includes, lack of infrastructure facilities, learning resources, teaching aids, learning support services, etc., for academic training, inadequacy of accommodation facilities for male students, lack of facilities for sports and recreational activities, absence of sports instructor, lack of proper security for female students, delay in processing examinations and release of results, frequent closing of the Faculty with each and every crisis situations erupts in the University, etc. Some of students expressed their desire to see the study programme adopts bilingual approach, so that the first two years of the programme could be in Tamil medium while the latter years could be offered in English medium.

The meeting with support staff (i.e. computer instructors, assistant network manager, computer programmer, and audio-visual technical officer, etc.) was held next. Requirements and needs of the supporting staff were discussed; limited space, lack of relevant short-term training opportunities, staff shortages, etc. were cited as their main concerns.

The next meeting was held with Coordinator of the Internal Quality Assurance Cell of the FAC, and the coordinator explained the activities pursued by the cell. Following that a series of meetings were held with academic staff of the Departments of Geography, Social Sciences, History and discipline of Economics. Specific issues related to academics staff were discussed, and the staff raised their concerns over some of the acute needs and shortcomings; infrastructure limitations, lack of training opportunities, inability to participate in national and international conferences, etc., were emphasized.

Following that, the review team visited to CICT of the University at around 6.00 pm. There were only a few students in the facility at that time, and the review team noted, by checking the register maintained in the centre, the extent of underutilization of ICT facilities. The team visited the ELTU at 6.30 pm. Review team came to understand through discussion that the ELTU appears to give high priority to cater external parties such as teachers, officers and selected school leavers, on fee levying basis, rather than concentrating on their obligatory services to internal students. Review team thereafter, visited to physical education unit and observed that students are unable to use,

even the limited facilities available in this facility due to the time table clashes. Physical education unit appears to be faced with many shortcomings.

On the same day, review team also met the Bursar at his office. This meeting was followed by the meeting with the medical officer in-charge for Medical Centre. The team observed the routine operational aspects of the centre and noted delays in providing acute health needs due to inadequacies of staff. Subsequently, the review team met the Director of Career Guidance Unit. The unit appears to be providing training to student to improve 'soft skills'. The review team had an opportunity to observe an ongoing training programme. Review team also visited Library and also had discussions with the acting Librarian. He gave the information on the latest improvements occurring in the library, particularly, improving e-learning facilities. Review team also visited student canteen. At the end of the day, the review team had a discussion with the Director of IQAU, Dean of FAC, Heads of Departments, and with other academic members of the details regarding the programme delivery. Final event of the day was observing documents which were stacked up in the Faculty Board Room.

The day two of the visit was devoted for meeting of staff of the respective academic Departments, visiting and observing facilities including lecturer theaters and laboratories, examining timetables and checking the extent of adherence to time tables, and general attendance of staff, observing teaching sessions, and perusing documentary evidences. The review team observed that some facilities of the Faculty have been underutilized due to technical problems.

The review team also observed the teaching sessions conducted by few lecturers. Most of young lecturers have used the available teaching aids, such as multi-media, white boards, black boards, etc, and lecture-discussions were supplemented with handouts, and their delivery approach was bilingual. However, some lecturers, particularly senior lecturers have continued with teacher-centered teaching approach; went on reading notes and delivery was almost in Tamil. Review team also noted high rate of cancellation of scheduled lecture sessions.

The day three was devoted for perusal of documents. Discussion among the review team members were held to discuss about the observation and impressions. They also reached consensus on their assessment on standards listed under 8 review criteria. At around 12.00 noon, team had a debriefing with the Dean, Heads of Department and academic staff members. Main findings were highlighted and proposed suggestions for improvement were emphasized.

The review team wishes to expresses their appreciation to the Dean of FAC and Heads of Departments, academic and academic support staff, and the administrative staff of the University and FAC of all the arrangements made for successful conduct of the site visit.

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

The IQAC of the FAC, established in 2016 works in close liaison with IQAU of the University, and it is guided by well-defined functions and operational procedures. The FAC has issued duty lists, work norms and codes of conduct to all categories of staff. The Faculty through IQAC has taken initial steps to promote quality culture by internalizing best practices in all spheres of activities and engage in internal quality assurance activities as a continuous process.

As stated by the coordinator of the IQAC, several training workshops were conducted at university- and faculty-level to train academic staff on the application and use of OBE-SCL approach, SLQF guidelines and Subject Benchmark Statements (SBSs) in curricula reforms. Furthermore, all staff members were trained on how to develop course specifications and use modern teaching and training and assessment methods.

In order, to ensure the continuous enhancement of quality of study programmes, the Faculty has taken several progressive steps.

- ✓ IQAC has been formed and functioning.
- ✓ Curricula of BA (Hons) study programmes were designed and developed as per the guidelines of SLQF and respective SBSs.
- ✓ Academic Staff were trained on application of OBE-SCL approach in programme and course design and development.
- ✓ Teaching and learning activities and assessment strategies were designed in alignment with course ILOs.
- ✓ Course ILOs were aligned with programme ILOs.
- ✓ Study programmes are blended with core, ancillary and optional subjects.
- ✓ Student feedback on courses and teaching and peer review of academics are carried out.
- ✓ 'Industrial placement' component has been introduced into the study programme to expose the students to 'world of work'.
- ✓ Students' performance is assessed in accordance with the standards and procedures prescribed in SLQF guidelines and SBSs.
- ✓ Preparation and use of Student Handbook
- ✓ Preparation and use of Students Charter.
- ✓ Learning materials and resources are provided to students to facilitate student-centered learning.
- ✓ Providing conducive learning environment through provision of common amenities and opportunities, and facilities for co-curricular, recreational and sports activities.
- ✓ Upholding the institutional policy of anti-ragging and gender equity & equality.
- ✓ Provision of special facilities for differently-abled students.

Section 5: Judgement on the Eight Criteria of the Programme Review

The review team's assessments of eight review criteria as strengths and deficiencies /weaknesses, based on SER, documentary evidences provided, direct observations of facilities, and impressions made through stakeholder discussions are given below. The overall judgement on the BA (Honours) Degree Programmes under review, was made as per the procedure prescribed in the PR Manual and the details are given in Table 5.1.

5.1 Criterion 1 - Programme Management

Strengths

Adoption of an appropriate governance and management mechanism to manage the administrative and academic activities of the FAC.

- ✓ Vision and mission of the University are reflected in action plans and programmes undertaken by the Faculty.
- ✓ Availability of comprehensive Student Handbook which includes information on study programmes, courses, examination procedures, disciplinary procedures, student support services, etc.
- ✓ Student orientation programme that helps new undergraduates to adjust to the 'new life' of the university.
- ✓ Faculty has setup an Internal Quality Assurance Cell (IQAC) with well-defined functions and operational procedures.
- ✓ Use student feedback and peer reviews to effect continuous improvement of the quality of teaching and learning.
- ✓ Efforts taken by the Faculty to reach both local and international organizations; FAC has entered into MoUs for collaborative partnerships with national and foreign universities (i.e. several universities in India and Thailand) for academic and research cooperation.
- ✓ Special facilities provided to differently-abled students.
- ✓ Absence of any adverse reports on gender-based issues.

Weaknesses

- ✓ Failure to adhere to the academic calendar agreed upon; frequent closures and other disruptions causing disruptions in academic programmes.
- ✓ Faculty Website has not been regularly updated and most relevant information such as information related to study programmes and curricula, research and student information was not posted in the Website.
- ✓ Absence of a comprehensive information management system to manage student information, programme and course information, academic calendar, examination dates and results, etc.
- ✓ Inadequate use of ICT platform and ICT application for teaching and learning.
- ✓ Inadequate application of OBE-SCL approach in study programme design and delivery.

- ✓ Failure to conduct tracer studies - student satisfaction surveys, employer feedback surveys, employability surveys, etc., to obtain stakeholder feedback for continuous improvement in academic programmes.
- ✓ Inadequate emphasis given to academic and student counselling.
- ✓ Inadequacies in provision of health care services, and recreational and sports facilities.
- ✓ Inadequate attention paid to establish a mechanism to promote students' awareness about gender-based sexual harassment and gender equality, and on the institutional mechanism that have been put in place to mitigate such issues.

5.2 Criterion 2: Human and Physical Resources

Strengths

- ✓ Efforts taken by the Faculty to function in a satisfactory manner with limited staff and infrastructure facilities.
- ✓ Library with sufficient facilities and learning resources to cater BA Arts degree students
- ✓ Efforts taken to enhance English language skills of students; nevertheless, more focus must be given to develop basic language skills such as listening, writing, reading and speech.
- ✓ Recent acquisition of required academic and non- academic cadre provisions.
- ✓ Implementation of student feedback mechanism and peer review process.
- ✓ Career Guidance Unit which provides training to enhance 'soft skills' of students.
- ✓ Efforts taken to foster and promote multiethnic culture and social harmony among students.

Weaknesses

- ✓ Inability of some departments to offer their courses in satisfactory manner due to lack of academic staff.
- ✓ Dependency on central examination to conduct of examinations.
- ✓ Fewer academic staff with doctoral level training; approximately only less than 25% of the academic staff have acquired doctoral level qualifications.
- ✓ Inadequacy of infrastructure facilities; ill-suited lecture rooms which were not properly ventilated and maintained.
- ✓ Inadequacies of common amenities for female student populations despite ever increasing numbers.
- ✓ Inadequate ICT facilities and services provided for both staff and students.
- ✓ Inadequate competencies of staff at the ICT Centre; their qualification and competency profile to carry out basic functions and duties of the ICT Centre are less than what is required.
- ✓ Inadequate emphasis and institutional support given to promote adoption of modern teaching and learning approaches such OBE-SCL approach; academic staff does not appear to have sufficient grasps of OBE-SCL concept, principles, and methods and tools.

- ✓ Inadequate understanding and appreciation among the academic staff on academic and student counselling,
- ✓ Inadequate understanding and appreciation among the academic staff on university policies and administrative procedures.
- ✓ Failure to consolidate administrative and teaching facilities under one-roof; students are compelled to travel long distance in-between lecture-practical sessions, impacting their ability to manage time efficiently.

5.3 Criterion 3: Programme Design and Development

Strengths

- ✓ Adoption of participatory and collaborative approach for programme and course curricula development.
- ✓ Attempts made to align the study programmes aims and outcomes with the mission, goals and objectives of the institution, national needs, global trends and current knowledge and practice.
- ✓ Attempts made to accommodate supplementary vocational, professional, inter-disciplinary and multi-disciplinary courses to broaden the outlook and enrich the generic skills of students.
- ✓ Attempts made to design and develop programme structure/curriculum layout consisting of coherent set of courses while allowing flexibility in students' choices of courses.
- ✓ Efforts taken to integrate appropriate teaching and learning strategies in the programme and course delivery.
- ✓ Initiation of an institutional mechanism to collect, collate and analysis information about students' destination after graduation and use the feedback received for continuous improvement of study programmes.
- ✓ Efforts taken to integrate topics of emerging interests/topics such as cultural and social diversity, equality and equity, social justice, ethics, gender and gender-based issues, etc. into the course curricula, where relevant.

Weaknesses

- ✓ Some of the Programme designs were not in compliance with the Sri Lanka Qualification Framework (SLQF) guidelines and relevant Subject Benchmark Statements (SBS).
- ✓ Though the graduate profile has been developed as the foundation for curriculum development, the degree of alignment of the course contents and course outcomes with the attributes of graduate profile is questionable.
- ✓ Failure to adopt OBE-SCL approach, strategies and tools in teaching and learning and assessments.
- ✓ Absence of information on graduation rates and employment rates.

- ✓ Absence of institutional mechanisms monitor the relevance and quality of study programmes to ensure that the programmes remain current and valid in the light of expanding knowledge and technological advances.

5.4 Criterion 4: Course/ Module Design and Development

Strengths

- ✓ Course design and development appears to have been done by the faculty members with the involvement of internal and external subject experts.
- ✓ Efforts taken to design study programme objectives and outcomes in line with the current knowledge and developments in the relevant field of study/ subject areas.
- ✓ Course approval decisions appear to have been taken after full consideration of design principles, academic standards, and appropriateness of the learning opportunities available, monitoring and review arrangements and content of the course specifications.
- ✓ Relevant staff appear to have been made aware of the criteria against which the course proposals/specifications are assessed in the course approval process.
- ✓ Course design and development appear to have taken into account the needs of differently-abled students by employing appropriate teaching and learning strategies to make the delivery of the course as inclusive as possible.

Weaknesses

- ✓ SLQF guidelines and formats for curricular development have not been sufficiently considered in designing and developing course curricula
- ✓ Courses were not systematically designed in a manner that contents, learning activities and assessment tasks are aligned with the course outcomes (constructive alignment).
- ✓ Course design and development has not taken into account student-centered teaching and learning and assessment strategies enabling the students to engage in self-learning.
- ✓ Though the course specifications indicate the credit value, the volume of learning or workload has not been defined as per the SLQF guidelines; indicate the time in terms of notional hours allocated for different types of teaching-learning-assessments such as lecture-discussions, tutorials, laboratory/field practicals, self-learning, assignments, assessments, industrial training, student research project, etc.
- ✓ Failure to integrate appropriate learning strategies such as self-directed learning, collaborative learning, creative and critical thinking, interpersonal communication and teamwork into course design and development.
- ✓ Feedback received at the end of each course/module with regard to its content, appropriateness and effectiveness of teaching, achievement of learning outcomes of courses have not been adequately evaluated and hence not used for further improvement of the course.

5.5 Criterion 5: Teaching and Learning

Strengths

- ✓ Teaching and learning strategies appear to be in conformity with the Faculty's mission, and curricula requirements.
- ✓ Teachers appear to encourage students to contribute to creative work, and discovery of knowledge to relate theory and practice appropriate to their programmes and to publish their work in journals, conference proceedings and newsletters.
- ✓ Teaching learning strategies appear to include providing opportunities for students to work in study groups to promote collaborative learning.
- ✓ Allocation of work load for staff appear to be fair and transparent, and equitable.

Weaknesses

- ✓ Delay in releasing the examination results.
- ✓ Poor communication between student and staff regarding semester plans and changes in lecture schedules.
- ✓ Absence of evidence to prove continuous conduct of peer review of teachers.
- ✓ Inadequate emphasis given to obtain student feedback in regular manner and use such feedback for continuous improvements.
- ✓ Failure to use ICT platform and ICT-based tools such as LMS for teaching and learning
- ✓ Underutilization of laboratory resources such as GIS computer lab for teaching and learning
- ✓ Failure to consider adoption of blended teaching and learning approach with the adequate mix of conventional and modern teaching and training methods and tools.
- ✓ Failure to adopt measures to encourage students and teachers in their academic engagements; absence of any award or reward system for students or teachers.

5.6 Criterion 6: Learning Environment, Student Support and Progression

Strengths

- ✓ Provision of comprehensive induction programme to incoming students which provide information on the study programme, teaching and learning environment, student support services, facilities, rules and regulations of the institution, etc.
- ✓ Healthy interaction between staff and students.
- ✓ Provision of exposure to 'world of work' through compulsory industrial training component.
- ✓ Prompt dealing with students' complaints and grievances, and delivery of timely responses.

- ✓ Provision of adequate facilities to differently-abled students; however, it is advised to transfer the special center maintained for differently-abled students to a convenient place in the ground floor of the library with easy access

Weaknesses

- ✓ Failure to provide student-friendly administrative, academic and technical support system.
- ✓ Failure to maintain common teaching and learning resources such as lecture theaters, laboratories and computer facilities.
- ✓ Failure to monitor and evaluate teaching and support services offered by ELTU, CICT an CGU.
- ✓ Inadequate human resources at the CICT to ensure provision of required services to students.
- ✓ Absence of personal counselling system to address the student's personal issues.
- ✓ Failure to update the Faculty Website with relevant information; very limited information of staff profile; course specifications, student hand books, lectures materials are provided in the web; hardly any information is provided on research interests and research publications of the faculty staff.
- ✓ Inadequate and inefficient ICT network and services.
- ✓ Inadequate use of the library and library resources by teaches as well as students.
- ✓ Failure to maintain a database of students with up to date records of student examination/assessment results and their progression.
- ✓ Absence of any evidence on departmental meetings and staff appraisals.
- ✓ Inadequate encouragement given for sports and other extracurricular activities; very minimal facilities are provided for sports and recreational activities.
- ✓ Failure to seek any feedback information from students on learner support services offered and common amenities provided.
- ✓ Absence of any evidence as regard to regular functioning of student counselling unit or service.
- ✓ Failure to conduct employer and employability surveys.
- ✓ Absence of multiple exist points and fallback options for those students who fail to complete the honours degree programmes successfully.
- ✓ Absence of any option given the honours degree students to revert into general degree programme, if they wish to do so.
- ✓ Long delays encountered by students to graduate; it appears, on average of 5-6 years are taken to complete the honours degree.
- ✓ Absence of information as regard to admission, drop out and graduation rates.
- ✓ Absence of links with Alumni.

5.7 Criterion 7 – Student Assessment and Awards

Strengths

- ✓ Students are appeared to be assessed using the given criteria, and procedures that are adhered by the staff and communicated to students at the time of enrollment.
- ✓ Appropriate arrangements appear to have been made to accommodate special requirements for students with disabilities, wherever relevant.
- ✓ Graduation requirements are ensured in the degree certification process and the transcripts accurately reflects the stages of progression and student attainments.
- ✓ A complete transcript indicating the courses followed, grades obtained and the aggregate GPA/grades, and class is made available to all students at graduation.

Weaknesses

- ✓ Failure to provide adequate information on assessment with course specifications.
- ✓ Too many assessments built into courses which appear to create undue burden on students.
- ✓ Absence of mechanism to provide constructive feedback to the students on their continuous assessments before holding semester-end examinations.
- ✓ Absence of rational policy on weightage given to different components of assessment.
- ✓ Absence of evidence on appointment of external examiners.
- ✓ Inadequate training provided to academics by the SDC on OBE-SCL approach in teaching and learning and assessment methods.
- ✓ Absence of evidence as regard to moderator reports, second marking reports and staff feedback.
- ✓ Long delays in releasing results.

5.8 Criterion 8: Innovative and Healthy Practices

Strengths

- ✓ The Faculty appears to have established coordinating and facilitating mechanisms for fostering research and cultural activities and promoting community and industry engagements.
- ✓ The study programme contains an undergraduate research project as a part of the teaching and learning strategy that encourages students to learn basic concepts of research and information dissemination.
- ✓ The Faculty appears to have established and operationalized strong links with various international and national institutes and use such linkages to build the reputation of the institution.
- ✓ The Faculty appear to engages in income-generating activities to supplement limited grants received through Government funding.

Weaknesses

- ✓ Failure to establish and operate ICT platform to promote the use of ICT-based teaching and learning approach and tools (eg. LMS).
- ✓ Absence of encouragement given for the staff and students to use OER to supplement teaching and learning.
- ✓ Absence of any records on international and national recognitions received by academics.
- ✓ Absence of evidences on research publications on Google Scholar or Research Gate.
- ✓ Absence of reward system to encourage academics for achieving excellence in research and outreach activities.
- ✓ Failure to align aims and objectives and credit value of internship programmes with the SLQF guidelines.
- ✓ Absence of a credit-transfer policy.

Section 6: Grading of Overall Performance of the Programme

The PR Team used the standards and grading system prescribed in the PR Manual to assess the overall performance of the following BA (Hons) Degree Programme (Social Sciences) offered by the Faculty of Arts and Culture of the Eastern University (Cluster 2).

- Bachelor of Arts Honours degree in Economics
- Bachelor of Arts Honours degree in Geography
- Bachelor of Arts Honours degree in History
- Bachelor of Arts Honours degree in Political Science
- Bachelor of Arts Honours degree in Sociology

The Table 6.1 provides the detail information on raw and actual criterion-wise scores, overall score and letter grade obtained and the interpretation of the letter grade.

Table 6.1 Raw Criterion-wise and Actual Criterion-wise Score, Total Score and Letter Grade Obtained and Interpretation of the letter grade.

Criteria	Raw Criterion-wise Score	Maximum Score Possible	Weightage in Thousand Scale	Weighted Minimum Score	Actual Criterion-wise Score
1. Programme Management	53	81	150	75	98
2. Human and Physical Resources	31	36	100	50	86
3. Programme design and Development	63	72	150	75	131
4. Course Design and Development	47	57	150	75	123
5. Teaching and Learning	29	57	150	75	76
6. Learning Environment, Student Support and Progression	47	72	100	50	65
7. Student Assessment and Awards	34	51	150	75	100
8. Innovative and Healthy Practices	33	42	50	25	39
Total on 1000 scale					722
Total Score as a Percentage					72
Grade Obtained					B
Interpretation of Descriptor					
Satisfactory level of accomplishment of quality expected of a programme of study; requires improvement in a few aspects.					

Section 7: Commendations and Recommendations

Detailed comments as regard to strengths and weaknesses of the Faculty and study programmes are included in the relevant sections and most important recommendation which need urgent attention and actions are highlighted in this section.

7.1. Commendations

The FAC caters to well over 2000 student population with multi ethnic, multi religious and multi-cultural backgrounds coming from all districts of the country, and it is indeed noteworthy to mention that they appear to live in harmony. Impartiality in attitude of the faculty towards gender, religion and ethnicity, and the efforts taken by the Faculty to function in a satisfactory manner with limited staff and infrastructure facilities and amidst many other limitations are commendable.

The BA (Hons) degree programmes in Political Science, Geography, Sociology, History and Economics in Tamil medium have been very popular among prospective students. Academic staff is well experienced and with multidisciplinary knowledge in different areas. Steps taken to resolve the issue of staff shortages by securing 15 academic cadre positions in the year 2017 was praiseworthy. Majority of the staff have postgraduate qualifications and undergone the training programmes on teaching and training methods. Junior academic staff are encouraged to pursue postgraduate studies abroad under the MOU's signed with foreign universities. Commitment of young staff towards quality culture is commendable. Incoming students are well informed through the Student Handbook of the university, faculties and study programmes and other relevant information.

Besides offering undergraduates programmes, the FAC has taken commendable efforts to offer postgraduate programs and certificate courses which are of relevance to regional and national development. Ongoing postgraduate degree programmes include Master of Education and Doctor of Philosophy. Certificate courses are in Office Management, Counselling, Disaster Management, and Journalism, English for Communication and Psychology and Personality Development. The practice of using the funds generated through postgraduate training for improving infrastructure facilities and conducting staff training is commendable.

7.2. Recommendations

- ✓ Take determined efforts to reform the existing curricula by adopting SLQF guidelines, relevant SBSs, if available and OBE-SCL approach.
- ✓ Adopt OBE-SCL approach in course curricula design and development.
- ✓ Introduce more blended teaching and learning approach by adopting a sound mix of conventional and ICT-based teaching and learning methods.
- ✓ Develop the staff capacity through staff development programmes to promote adoption modern teaching and learning and assessment methods.
- ✓ Introduce a study guide which gives detailed information on course aims, objectives, ILOs, course synopsis/list of course contents, teaching and learning hours, assessments methods, and recommended readings.

- ✓ Expand the scope of the orientation programme by adding more weightage on improving English language and ICT competency of incoming students.
- ✓ Maintain an electronic student database/student portfolio to collect and collate data on students to monitor the progression of students during their courses of studies and also their employability after graduation.
- ✓ Improve infrastructure facilities and physical resources required, such as lecture theaters, computers, multimedia, smart boards, Wi-Fi facility, etc.
- ✓ Improve the condition of lecture theaters and fulfill the requirement of additional lecture theaters.
- ✓ Take determined steps to improve the student support services; more formal academic and student counselling services must be established and strengthened.
- ✓ Take determine efforts improve learning environment by improving and strengthening common amenities; health services, residential facilities, cafeteria facilities and sports and recreational facilities must be expanded.
- ✓ Conduct tracer studies / surveys on regular basis to assess the employability of graduates and employers' feedback on graduates.
- ✓ Strengthen the conduct of peer review process and student feedback assessment process and use information/results from such assessments to make further improvements of the study programmes.
- ✓ Consider gradual conversion of medium of instruction from Tamil to English;
- ✓ Provide financial assistance for research/ student projects.
- ✓ Preparation of a priority list of activities annually with a proactive planning approach and linking the activities closely with the funds available for that year is recommended as funds are limited.
- ✓ Design and introduce Management Information System which facilitates efficient means of information collection, collation, analysis and sharing.
- ✓ Request, IQAU to formulate internal policies for important areas such as staff recruitment, promotion, leave, grievance, performance appraisal and rewards, occupational health and safety policies, credit transfer policy, etc.
- ✓ Systematize the continuing professional development of the academic staff by drawing up necessary plans indicating the requirements of specializations and individual needs and utilize part of the generated funds for this purpose.
- ✓ Provide soil testing and water quality monitoring laboratory/ facility for the Geography Department.
- ✓ Strengthen GIS laboratory and make use of the existing facility efficiently.
- ✓ Establish small museum and archive center for the Department of History.
- ✓ Take steps to increase human resources and facilities available, and services provided by the Medical Center; services of female employees, air-conditioning for the area used to store drugs, transport facilities during emergencies, etc.
- ✓ Establish a resourceful student facility to cater for the students' needs on academic and personal matters.
- ✓ Take steps to expedite the processing and release of examination results.
- ✓ Establish an institutional mechanism to monitor and review the effectiveness, relrvance and quality study of programmes at regular intervals to ensure that the programmes remain current and valid in the light of advancing knowledge and changes in the 'world of work'.
- ✓ Strengthen the links between Faculty and Alumni and seek their assistance to arrange placements for internship training.

Section 8: Summary

This report presents the findings of the review panel on the quality of 5 honours degree programmes, namely, B.A (Hons) Degree in Economics, B.A (Hons) Degree in Geography, B.A (Hons) Degree in History, B.A (Hons) Degree in Political Science, B.A (Hons) Degree in Sociology by the Faculty of Arts and Culture of Eastern University of Sri Lanka. The review was conducted at the University from 9th to 11th October 2017 adhering to the guidelines provided in the Manual for Review of Undergraduate Study Programmes of Sri Lankan Universities and Higher Education Institutions.

The programme review process was based on the Self Evaluation Report (SER), submitted by the Faculty of Arts and Culture for their 5 BA Arts Honours Degree Programmes in Social Sciences and supported by the information gathered from the three-day site visit made by the review team to the Eastern University. During the review process attention was focused on eight review criteria prescribed by the PR Manual, namely, Programme Management, Human and Physical Resources, Programme Design and Development, Course Module Design and Development, Teaching and Learning, Learning Environment, Student Support and Progression, Student Assessment and Awards and Innovative and Healthy Practices.

The Eastern University is a unique place with full of cultural diversity. The academic environment provided in general is conducive for academic pursuits. BA Honors Degree programmes in Social Sciences is of a four-year duration, and the primary learning objective of the degree programmes is identified as branding students to be excellent in their selected areas of study. The programmes are expected to provide variety of knowledge, skills and attributes for enhancing the employability of students by matching with diverse needs of employers in the current market. Curricula and courses of study programmes have been designed and developed giving some consideration into current SLQF Guidelines, adopting to some degree the OBE-SCL approach. However, FAC is yet to internalize effectively the above-mentioned guidelines and approaches. The FAC provides a suitable learning environment that enables the students to successfully achieve ILO's but needs further strengthening/improvements of the learning environment and student support services.

The IQAU of the Eastern University together with IQAC of the Faculty of Arts and Culture adopts internal quality monitoring strategies and processes to evaluate, review, and improve program design and development. Teaching and learning strategies specified in the curriculum documents comply with the institutional vision, mission and curricula requirements.

Constraints and inadequacies faced by the University and Faculties with regard to delivery and sustainability of the programme include inadequacies of infrastructure, educational and student support facilities and services, inadequacies of common amenities including hostels, sports and recreational facilities, dearth of human resources, absence of required awareness, appreciation and competencies in application of modern educational technologies such as use SBSs, SLQF Guidelines, and OBE_SCL approach for study programme design and development, failure to use ICT platform and ICT-based applications for programme delivery, shortcomings in ICT facilities

and inadequacies of governance and management, including absence of management information system and feedback systems such as student feedback, peer observations and tracer studies.

Recommendations which require urgent attention include provision of required infrastructure facilities, teaching facilities, learning resources and ICT network and facilities, capacity building of staff on the application of modern education technologies including the adoption of SLQF guidelines and OBE-SCL approach and blended teaching and learning in programme and course curricula development. teaching and learning, and assessments, establishment of formal and effective mechanism to obtain and use student feedback, peer observation on teachers, and tracer studies on student assessment on the learning programme and experience, employability of graduates and employer feedback, introduction of study guides, restructuring and improving the Student Handbook, providing modern teaching equipment like multimedia projectors and other teaching aids, improvement of basic services for the students in terms of health care, sports, recreational facilities, common rooms, canteens, sanitary facilities and hostels for male students,. In addition, a strong suggestion is made to consider gradual conversion of medium of instruction from Tamil to English with a view to prepare graduates to ‘world of work’ which demand adequate competencies in communication as a prerequisite for employment, and also introduce them to global job market and economy. Further, it is recommended that the FAC to initiate urgent actions with the University to formulate internal policies for important areas such as staff recruitment, promotion, leave, grievance redress, performance appraisal and rewards, occupational health and safety policies, credit transfer policy, etc., with a view to improve the governance and management of the institution.

The 5 honours degree programmes reviewed together have earned an overall score of 72%, and the grade ‘B’ which is interpreted as “Good” indicating a satisfactory level of accomplishment of quality expected of a programme of study, requiring improvements in a few aspects.

The review team wishes to thank the Dean of the Faculty of Arts and Culture, the Director/ IQAU, Coordinator of the IQAC, Heads of Departments, administrative staff of the Faculty, and members of staff of Departments of Geography, History, and Social Science Economics for their hospitality and support rendered in making the review process a success.

Programme Review Team

Prof. J.M.P.K. Jayasinghe

Dr. A.N. Wijayanayake

Dr. V. Sivalogathan

Dr. S. Santhirasegaram