

# Self- Evaluation Report



## **Cluster Program**

Bachelor of Arts Honours in Economics

Bachelor of Arts Honours in Geography

Bachelor of Arts Honours in Political Science

Bachelor of Arts Honours in Sociology

Bachelor of Arts Honours in Statistics

Faculty of Social Sciences and Languages, Sabaragamuwa University of Sri Lanka

P.O. Box 70140, Belihuloya.

2017

# **SELF - EVALUATION REPORT**

## **For the Degree Program of**

Bachelor of Arts Honours in Economics (1 + 3)	}	Cluster Program
Bachelor of Arts Honours in Geography (1 + 3)		
Bachelor of Arts Honours in Political Science (1 + 3)		
Bachelor of Arts Honours in Sociology (1 + 3)		
Bachelor of Arts Honours in Statistics (1 + 3)		

**Faculty of Social Sciences and Languages**

**Sabaragamuwa University of Sri Lanka**

**P.O. Box 70140, Belihuloya.**

## **List of Abbreviations/ Acronyms**

CEOs	Chief Executive Officers
CEL	Compulsory English Language
CGEE	Centre for Gender Equity and Equality
CGS	Core General Subjects
CEL	Core English Language
CIT	Core Information Technology
CPD	Continuous Professional Development
CRC	Curriculum Revision Committee
DE	Distance Education
EDP	External Degree Programmes
ELTU	English Language Teaching Unit
DELT	Department of English Language Teaching
EQA	External Quality Assurance
FSSL	Faculty of Social Sciences and Languages
GEE	Gender Equity and Equality
HEIs	Higher Education Institutions
HoDs	Head of Departments
ICT	Information & Communication Technology
ILOs	Intended Learning Outcomes
IQA	Internal Quality Assurance
IQAU	Internal Quality Assurance Units
IQAC	Internal Quality Assurance Cells
MIS	Management Information System
MoHE	Ministry of Higher Education
MOUs	Memoranda of Understanding
OBE	Outcome – Based Education
OBE – SCL	Outcome – Based Education and Student – Centred Learning
ODL	Open and Distance Learning
OER	Open Educational Resources
PG	Post Graduate
PT	Practical Training

PTU	Practical Training Unit
QA	Quality Assurance
QAAC	Quality Assurance and Accreditation Council
R&D	Research and Development
SBS	Subject Benchmark Statement
SCL	Student – Centered Learning
SDC	Staff Development Centre
SER	Self – Evaluation Report
SGBV	Sexual and Gender – Based Violence
SLQF	Sri Lanka Qualifications Framework
SOP	Standard Operational Procedures
TOR	Terms of Reference
VLE	Virtual Learning Environment

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**CHAPTER 01**  
**INTRODUCTION TO THE STUDY PROGRAMME**



## **INTRODUCTION TO THE STUDY PROGRAMME**

### **1.1 Overview of the Faculty of Social Sciences and Languages**

The Sabaragamuwa University of Sri Lanka was established under the Universities Act Number 16 of 1978 on 7<sup>th</sup> November 1995 and ceremonially inaugurated on 2<sup>nd</sup> February 1996. It consists of six faculties namely The Faculty of Agricultural Sciences, The Faculty of Applied Sciences, The Faculty of Geomatics, The Faculty of Graduate Studies, The Faculty of Management Studies and The Faculty of Social Sciences and Languages.

The Faculty of Social Sciences and Languages had its beginning at the same time, when the University commissioned her study programs in 1996. The Faculty initially possessed two departments of studies namely The Department of Languages and The Department of Social Sciences. The third Department of the Faculty, The Department of English Language Teaching was initiated in 2004 while the fourth, The Department of Economics and Statistics commenced in 2009. The Department of Geography and Environmental Management was established as the fifth Department in 2015. Currently, the Faculty consists of the following five Departments:

1. Department of Economics and Statistics
2. Department of English Language Teaching
3. Department of Geography and Environmental Management
4. Department of Languages
5. Department of Social Sciences

The Faculty of Social Sciences and Languages prepares students for professional careers, by providing them with a broad understanding of the humanistic tradition in combination with a sound knowledge of subjects in several disciplines. Our program emphasizes the ability to apply this knowledge to problems and tasks in the contemporary world of work and strive to develop students' capacity for independent and critical thinking, logical analysis, effective communication, teamwork and imparting a range of similar soft skills. Therefore, the Bachelor of Arts program integrates classroom work and students' independent reading and writing with hands-on research and project work.

In the first year, through its core courses, the Faculty exposes students to skills and knowledge from a broad range of academic disciplines of humanities and social sciences, in order to compensate uneven levels of knowledge and skills acquired at the level of secondary education. From second year onwards, students are expected to specialize in a subject designated as their Major or Special subject. They should also follow a Minor subject. In addition to this, students will continue to follow CEL (Core English Language), CIT (Core Information Technology) as well as other CGS (Core General Subjects) that will enhance their general academic and practical skills (Table 1.1). All these subjects are credited and counted for GPA.

Table 1.1: Course Distribution for Core Subjects

<b>CEL Subjects</b>	<b>CIT Subjects</b>	<b>Core General Subjects (CGS)</b>
English Language –Level 1 (CEL 111)	Preparatory CIT Part I (CIT 111)	Mother Tongue (CGS 111)
English Language – Level 2 (CEL 121)	Preparatory CIT Part II (CIT 121)	Basic Mathematics (CGS 121)
English Language – Level 3 (CEL 211)	Principles in Web Design (CIT 211)	Third Language (CGS 211)
English Language – Level 4 (CEL 221)	Advanced Data Analysis Tools (CIT 221)	Soft Skills (CGS 221)

The program aims in particular at fostering study skills that will encourage students to make productive use of reference material. It also provides an intellectual orientation that enables them to make connections across disciplines and to think creatively and coherently, as well as the disposition to develop initiative and imagination in a systematic fashion.

## 1.2 Honours Degree Program and Departments Contribution

The Faculty offers fourteen Honours Degree Programs. Table 1.2 shows the Honours Degree Programs offered by each Department in the Faculty.

Table 1.2: Honours Degree Programs Offered by the Faculty

Department	Name of the Degree
Economics and Statistics	Bachelor of Arts Honours in Economics (1+3)
	*Bachelor of Arts Honours in Information and Communication Technology (1+3)
	Bachelor of Arts Honours in Statistics (1+3)
Geography and Environmental Managemet	Bachelor of Arts Honours in Geography (1+3)
Languages	*Bachelor of Arts Honours in Sinhala (1+3)
	*Bachelor of Arts Honours in Tamil (1+3)
	*Bachelor of Arts Honours in English (1+3)
	*Bachelor of Arts Honours in German (1+3)
	*Bachelor of Arts Honours in Japanese (1+3)
	*Bachelor of Arts Honours in Chinese (1+3)
	*Bachelor of Arts Honours in Hindi (1+3)
	*Bachelor of Arts Honours in Translation Studies (4)
Social Sciences	Bachelor of Arts Honours in Political Science (1+3)
	Bachelor of Arts Honours in Sociology (1+3)

*\*These degree programs are not evaluated as there should be at least one passed out batch of students to evaluate a degree program.*

Students must obtain 127 credits in total in order to obtain an Honours Degree. Condition of the fulfillment of the credits are as follows:

Honours Degree Subject	-	75 Credits
Minor Subject	-	24 Credits
Core Subject	-	28 Credits

Minor subjects can be selected from different Departments in the Faculty and core subjects are offered by all the Departments in the Faculty, CEL subjects are offered by the Department of English Language Teaching and CIT subjects are offered by the Department of Economics and

Statistics. CGS subjects are offered by all the Departments in the Faculty. Details of the basic credit requirement for the Honours Degrees are given in Table 1.3. The final row shows the total number of credits in each subject category.

Table 1.3: Credit Structure for Honours Degree Program.

Year	Semester	Credits for Foundation Subjects			Credits for the Core Subjects		
					CEL	CIT	CGS
1	I	3	3	3	3	3	2
	II	3	3	3	3	3	2
		Major Subject	Minor Subject				
2	I	3+3+3	3		2	2	2
	II	3+3+3	3		2	2	2
3	I	3+3+3+3+3	3				
	II	3+3+3+3+3	3				
4	I	3+3+3+3+3					
	II	Practical Training/ Dissertation 6					
Total		75	24		28		

### 1.3 Overview of the Department of Economics and Statistics

The Department of Economics and Statistics is one of the largest Departments and it is the fourth Department which is attached to the Faculty of Social Sciences and Languages in the Sabaragamuwa University of Sri Lanka. This Department was initially established under the Gazette Extraordinary No. 1602/19 May 21, 2009 by the Ministry of Higher Education with the recommendation of the University Grants Commission.

Breaking from the initial concept of three year Special Degrees in the Faculty, in 2007, the Faculty introduced four year Honours Degree programs in Economics and Statistics in addition to its three year Social Sciences Special Degree Program under the newly established Department, Department of Economics and Statistics, due to the large number of students and the heavy workload to the Department of Social Sciences. Further, in 2014, the Faculty introduced Bachelor

of Arts Honours in Information and Communication Technology as the third Degree Programme of the Department of Economics and Statistics.

The Department of Economics and Statistics currently offers the following subjects as major and minor.

1. Economics
2. Statistics
3. Information and Communication Technology

The mission of the Department of Economics and Statistics is to produce Economics and Statistics graduates equipped with essential knowledge specialized as well as general plus intellectual discipline, analytical skills and integration that will enable them to contribute creatively in any sphere of employment.

For this persistence, the course contents of the Degree Programs in Economics and Statistics were developed, well-balanced under the supervision of highly qualified academic staff (Table 1.4 and Annex 01 – Staff profile Economics and Statistics). Table 1.5 and Table 1.6 depict student enrolment for degree programs of Economics and Statistics, respectively, for the last three academic years.

Graduate Profile and Intended Learning outcomes of the degree programs of BA Honours in Economics and BA Honours in Statistics are included in the Annex 05 and Annex 06.

Very recently, Department of Economics and Statistics has introduced postgraduate degree programs in Economics and Statistics.

Table 1.4: Number of Academic and Non-academic staff members in the  
Department of Economics & Statistics

<b>Academic Staff</b>	<b>Quantity</b>
Associate Professor	02
Senior Lecturer (Gr. I)	05
Senior Lecturer (Gr. II)	04
Lecturer (Prob.)	02
Lecturer (Temp.)	03
Lecturer (Visiting)	02
<b>Total</b>	<b>18</b>
<b>Non-Academic Staff</b>	
Staff Assistant	01
Official Machine Operator	01
<b>Total</b>	<b>02</b>

Table 1.5: Student Enrolment – Economics

<b>Academic Year</b>	<b>No: of Students Overall Enrolment</b>	<b>No: of Students Subject Enrolment</b>		<b>Contribution (%)</b>
		<b>Major</b>	<b>Minor</b>	
2011/2012	275	41	59	36.36
2012/2013	237	38	42	33.70
2013/2014	260	40	27	25.70

Source: Internal Database - FSSL

Table 1.6: Student Enrolment - Statistics

<b>Academic Year</b>	<b>No: of Students Overall Enrolment</b>	<b>No: of Students Subject Enrolment</b>		<b>Contribution</b>
		<b>Major</b>	<b>Minor</b>	
2011/2012	275	42	57	36.00
2012/2013	237	38	32	29.54
2013/2014	260	22	43	25.00

Source: Internal Database - FSSL

#### **1.4 Overview of the Department of Geography and Environmental Management**

The Department of Geography and Environmental Management is one of the strongest Departments and it is the latest department attached to the Faculty of Social Sciences and Languages in the Sabaragamuwa University of Sri Lanka. This Department was initially established under the Gazette Extraordinary No. 1903/63 of 27<sup>th</sup> February, 2015 by the Ministry of Higher Education with the recommendation of the University Grants Commission and the Department was officially established 27<sup>th</sup> February 2015.

Breaking from the initial concept of three year Special Degrees in the Faculty, in 2007, the Faculty introduced four year Honours Degree Programs in Geography in addition to its three year Social Sciences Special Degree program under newly established Department.

The mission of the Department is to be a national and international center of excellence in research and imparting knowledge in the field of Geography and Environmental Management. Where the Department of Geography and Environmental Management is aimed at producing Geography graduates equipped with essential knowledge specialized as well as general plus intellectual discipline, analytical skills and integration that will enable them to contribute creatively in any sphere of employment.

For this persistence, the course contents of the Degree Programme in Geography are developed well-balanced under the supervision of highly qualified academic staff. (Table 1.7 and Annex 02 – Staff profile Geography). Table 1.8 depicts student enrolment for degree programs of Geography respectively, for the last three academic years.

Graduate Profile and ILOs of the Degree Programs of BA Honours in Geography are included in the Annex 06.

In the Honours Degree Program in Geography, students follow GIS, Basic and Advanced Cartography, Remote Sensing, Disaster Management, Urban and Settlement Geography, Population Geography, Medical Geography, Climate and Watershed Management, Geomorphology, Bio and Environmental Geography and Tropical Agroforestry etc.

Currently, the Honours Degree Program in Geography conducts group discussions, assignments, presentations, seminars, laboratory practices, practical sessions and field visits despite the class room teaching. In addition, more components of practical geography have

been introduced for the course content to enhance the spatial and analytical skills of Geography undergraduates. Department has a cartography laboratory and the Faculty Computer Center facilitates requirements for GIS and Remote Sensing subjects.

Very recently, Department of Geography and Environmental Management has decided to introduce Postgraduate Degree Programmes in Geography and Environmental Management.

Table 1.7: Number of Academic and Non-academic staff members in the Department of Geography and Environmental Management.

<b>Academic Staff</b>	<b>Quantity</b>
Senior Lecturer (Gr. I)	03
Senior Lecturer (Gr. II)	01
Lecturer (Prob.)	01
Lecturer (Temp.)	01
Lecturer (Visiting)	02
Demonstrator (Temp.)	01
<b>Total</b>	<b>09</b>
<b>Non-Academic Staff</b>	
Computer Application Assistant	01
Laborer	01
<b>Total</b>	<b>02</b>

Table 1.8: Student Enrolment – Geography

<b>Academic Year</b>	<b>No: of Students Overall Enrolment</b>	<b>No: of Students Subject Enrolment</b>		<b>Contribution (%)</b>
		<b>Major</b>	<b>Minor</b>	
2011/2012	275	28	06	12.36
2012/2013	237	38	14	21.94
2013/2014	260	41	05	17.69

Source: Internal Database - FSSL



### **1.5 Overview of the Department of Social Sciences**

The Department of Social Sciences, one of the oldest Departments in the Faculty of Social Sciences and Languages, was established right at the beginning of the Sabaragamuwa University of Sri Lanka in the year 1996.

The Department at the inception offered five subjects namely Economics, Geography, Political Science, Statistics and Sociology. The Department could narrow down its focus into two subjects as Geography, Economics and Statistics later separated and became as new Departments. Currently the Department of Social Sciences and Languages offers the two subjects of Political Science and Sociology as major or minor subjects. This new focus has reduced its thus far held work load enabling a quality service towards its clients assuring an output of more versatile human resource serve the needs of all sectors of work.

Breaking from the initial concept of three year Special Degrees in the Faculty, in 2007, the Faculty introduced four year Honours Degree Programs in Political Science and Sociology in addition to its three year Social Sciences Special Degree Program under the Department of Social Sciences. The Department of Social Sciences is dedicated to produce Political Science and Sociology graduates equipped with specialized knowledge along with a wide range of skills that will enable them to contribute creatively in spheres of work.

The Department of Social Sciences has relatively young, qualified and dedicated staff (Table 1.9 and Annex 03- Staff Profile Dept. of Social Sciences).The departmental capacity to successfully offer some core courses in both media of instruction covering the standard number of credits, is reflective of the dedication and commitment of the staff relatively small in numbers.

Table 1.10 and Table 1.11 depict student enrolment for degree programs of Political Science and Sociology, respectively, for the last three academic years. Graduate Profile and Intended Learning outcomes of the degree programs of BA Honours in Political Science and BA Honours in Sociology are included in the Annex 07 and Annex 08.

Table 1.9: Number of Academic and Non-academic staff members in the  
Department of Social Sciences

<b>Academic Staff</b>	<b>Quantity</b>
Senior Lecturer (Gr. I)	05
Senior Lecturer (Gr. II)	03
Lecturer (Confirmed)	02
Lecturer (Visiting)	06
<b>Total</b>	<b>16</b>
<b>Non-Academic Staff</b>	
Computer Application Assistant	01
Laborer	02
<b>Total</b>	<b>03</b>

Table 1.10: Student Enrolment – Political Science

<b>Academic Year</b>	<b>No: of Students Overall Enrolment</b>	<b>No: of Students Subject Enrolment</b>		<b>Contribution (%)</b>
		<b>Major</b>	<b>Minor</b>	
2011/2012	275	13	-	4.73
2012/2013	237	11	-	4.64
2013/2014	260	14	27	15.77

Source: Internal Database - FSSL

Table 1.11: Student Enrolment - Sociology

<b>Academic Year</b>	<b>No: of Students Overall Enrolment</b>	<b>No: of Students Subject Enrolment</b>		<b>Contribution (%)</b>
		<b>Major</b>	<b>Minor</b>	
2011/2012	275	09	-	3.27
2012/2013	237	02	-	0.84
2013/2014	260	05	33	14.62

Source: Internal Database - FSSL

## 1.6 Learning Resource System

The Faculty is moderately equipped with most of the world's modern technologies which are essential in providing quality education in the 21<sup>st</sup> century.

- **Library Facilities:** There are over 86, 500 books including 59, 000 lending books and there are about 22,400 reference books. Large number of Journals/periodicals and E-Journals are available for students to refer on the areas of Social sciences. The library has organized their collection using the Dewey Decimal Classification (DDC) system and the publications were catalogued according to the Anglo American Cataloguing Rules & Regulations 2nd edition(AACR II) and the library used the Library of Congress Subject Headings for information retrieval. The library serves its users exposing them to the global interaction and connectivity through E-Learning. It has allocated a separate spacious reading room for undergraduate students and offers SDI services, references, lending and in-house photo copy services at reasonable prices.

- **Department of English Language Teaching:**

The Department of English Language Teaching was founded in 2004 as the first Department of its nature in the Sri Lankan University system.

At present, the Department functions under the Faculty of Social Sciences and Languages and offers English language courses for those who follow General and Honours Degrees in the University. Furthermore, English as a Second Language (ESL) was introduced in 2011 and now it could be studied as a minor subject in any Honours Degree and major or minor in General Degree Programmes. Currently, DELT is responsible for designing all English language courses offered by the respective Departments of the University and plays a predominant role in enhancing quality and relevance of the Degrees offered.

Most of the existing English Degree programmes in the University system have not specifically been designed to produce teachers of English since those programmes have their own unique objectives. Consequences of that, English Language Teaching related course units are not prioritized in such curriculum. However, the syllabi for ESL in the

Department include practical as well as theoretical units thereby to produce skillful graduates who can cater to the requirements in the field of English Language Teaching.

- **Computer Laboratory Facilities:** There are two computer labs available for students with 24 hour access to internet and the computers are equipped with latest software with various statistical packages such as E-Views, Stata, SPSS, Minitab & R-Package and GIS software.
- **Learning Management Systems (LMS):** The Faculty has introduced online Learning Management System (Moodle). The lecturers use that system to upload content of the courses and students use the system to interact with each other. Apart from that separate individual online contents are maintained by lecturers and some use Google Drive as a way to share content with students.
- **Software for the 21<sup>st</sup> Century – *Microsoft Partnership*:** As part of the new initiative in Sri Lanka titled "software for the 21st Century", Microsoft Sri Lanka is providing our university with many of the latest cutting edge software, which would enable our students to be exposed to the best of world class Technology, absolutely free of charge. This software is also available to our staff members (free of charge), enabling them to use these technologies at home as well. Eg: Microsoft Office.

### 1.7 Student Support System & Management

There are different student support services & amenities provided for the wellbeing of students during their undergraduate time period.

- **Accommodation Facilities – Hostels:** The University provides almost every student with accommodation facilities within the University hostels and in some rented out houses throughout their whole University life.
- **Sports Facilities:** The University facilitates sports and physical wellbeing of their members. The University possesses one of the best gymnasiums and international level swimming pools in Sri Lanka, giving ample opportunities for enhancing students' sport abilities. The University Gymnasium is used for Karate, Weight Lifting, Badminton, and Table Tennis.

- **Canteens:** There is a main cafeteria and canteens at respective hostels, which cater mainly the needs of students, where students may obtain food and beverages at reasonable prices. There is a separate canteen for staff members.
- **Students' Centre:** The Student Centre provides a common meeting place for students and staff. The Centre has a spacious Common room for men and women, a music room and special common rooms for women and for the clergy. The Centre provides facilities to hold exhibitions, symposia, discussions and organize guest lectures.
- **Career Guidance Unit:** The career guidance unit, established at the time of commencement of the University has been carrying out a great deal of services in the area of developing undergraduates' personalities for the new millennium.
- **Banking Facilities:** A branch of Bank of Ceylon operates within the University premises with two teller machines. University accounts are maintained at this Branch which also handles all transactions. The students receive their Mahapola Scholarship installments through this branch.
- **Post Office:** The Sub- Post Office for the use of staff and students of the University is situated along the Pambahinna - Samanalawewa road within the University. It is open from 8.00 a.m. to 4.00 p.m.
- **Medical Centre:** Medical Centre is open from 8 a.m to 4 p.m. in all week days. It has ample storage of medicines and medical equipment necessary to treat common illnesses. Health education programs are constantly conducted in prevention of diseases. Frequent inspection of all canteens and regular medical checkup of people working in canteens are being conducted to reduce the spread of food borne diseases. Individual files of students are maintained to keep medical records.
- **Sitharana Counseling Center:** Obviously some of the members in the University community are distressed with psychological issues and problems. *Sitharana* records show that such problems root from a wide range of reasons such as relationship issues, addictions, lack of coping skills, academic problems, violence, poverty psychiatric illness etc. Those who are affected find it difficult to show their productivity as students

or staff. Addressing these issues probably can endanger student lives and staff commitment, the Faculty established *Sitharana* Counselling Centre by the year 2010. This Centre offers a friendly service to the clients while maintaining records. *Sitharana* clients represent all five Faculties.

### 1.8 SWOT Analysis

SWOT Analysis			
Strengths	Weaknesses	Opportunities	Threats
<ul style="list-style-type: none"> <li>❖ Pleasant and beautiful location, ideal for studies.</li> <li>❖ Good working environment and collaboration among academic and non-academic staff.</li> <li>❖ Well qualified dynamic academic staff.</li> <li>❖ Approachable academic, administrative and non-academic staff readily available as it is a residential university.</li> <li>❖ Good image and reputation among other local universities for innovation.</li> <li>❖ Consistent awareness of quality assurance practice.</li> <li>❖ ILOs of the programme are well defined and clearly related to the courses offered.</li> <li>❖ The essential skills are imparted through core compulsory courses (CEL, CIT, CGS).</li> <li>❖ Up-to-date communication and information support systems (LMS, Online Results Review System).</li> </ul>	<ul style="list-style-type: none"> <li>❖ Unbearable workload due to insufficient staff</li> <li>❖ Dearth of visiting resource personnel due to distance from the metropole.</li> <li>❖ Small number of foreign students.</li> <li>❖ Non-availability of a faculty library.</li> <li>❖ Low Bandwidth of Internet Connection.</li> <li>❖ Non-availability of alternative power sources to encounter regular power failures.</li> </ul>	<ul style="list-style-type: none"> <li>❖ A high demand for educational programs (Postgraduate, Diploma, and Distance Learning) as the faculty is in a regional university.</li> <li>❖ Rising demand for internships in government and private sectors.</li> <li>❖ Enrollment of foreign students and teachers.</li> <li>❖ Scholarships and learning opportunities in foreign universities.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Poor awareness among A/L students about the degree programmes.</li> <li>❖ Insufficient sub-urban university township.</li> <li>❖ Lack of part-time study and employment opportunities for students.</li> <li>❖ Influence of external political forces.</li> <li>❖ Brain-drain in academic staff looking for greener pastures.</li> <li>❖ Extreme variations of weather.</li> </ul>

<ul style="list-style-type: none"> <li>❖ Satisfactory employment rate.</li> <li>❖ Organization of cultural events and sport activities.</li> <li>❖ MOUs with foreign universities for exchange programs and academic collaboration.</li> <li>❖ Easily accessible geo-cultural diversity for field research.</li> <li>❖ FSSL counseling center and mentoring programs.</li> <li>❖ Availability of a wide range of choices in subject combinations.</li> <li>❖ The staff engage in national level research and consultancy.</li> <li>❖ Preference of students with high aggregates in GCE (A/L) from both Arts and Commerce streams to apply for Degree Programs.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Unlawful student behavior.</li> </ul>		
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## **CHAPTER 02**

### **PROCESS OF PREPARING THE SER**



## PROCESS OF PREPARING THE SER

Initially, The Faculty decided to compile SERs for the Degree Programs of BA Honours in Economics and BA Honours in Statistics. Accordingly, the Faculty appointed two teams from the Department of Economics and Statistics chaired by Dr. W.N.N.K Perera. Table 2.1 shows the tasks assigned to each team to complete the SERs for BA Honours in Economics and BA Honours in Statistics. Dean of the Faculty, Heads of the Departments, and the Assistant Registrar are responsible for overall guidance and supervision.

Table 2.1: Composition and Responsibilities of SER Teams for Degree Programs of BAHons (Economics) and BAHons (Statistics).

<b>SER for BAHons (Economics)</b>	
<b>Team Leader: Dr. S.J.M.N.G. Samarakoon</b>	
<b>Team Member</b>	<b>Task</b>
Dr. S.J.M.N.G. Samarakoon	Criterion 1
Prof. H.M.S. Priyanath	Criterion 2
Dr. G.R.S.R.C. Samaraweera	Criterion 3
Mr. A.M.I. Gunarathna	Criterion 4
Dr. A. Aruna Shantha	Criterion 5
Ms. M.D.J.W. Wijesinghe	Criterion 6
Mr. W.A. Senathissa	Criterion 7 and Criterion 8
Mr. W.S.P. Fernando	Chapter 1
<b>SER for BA(Hons) Statistics</b>	
<b>Team Leader: Dr. W.N.N.K. Perera</b>	
<b>Team Member</b>	<b>Task</b>
Mrs. R.M.L. Rathnayake	Criterion 1 and 2
Mrs. D.J. Jagoda	Criterion 3 and 4
Dr. W.N.N.K. Perera	Criterion 5 and 6
Ms. U.S.Thathsarani	Criterion 7 and 8
Mr. N.C. Weeraratne	Chapter 1
Ms. N.M. Wijesekara	

According to the letter dated 23<sup>rd</sup> January 2107 (UGC/QAAC/PR/01), the UGC has decided to conduct Program Review of study programs conferring Bachelor of Arts degrees in Faculties of Arts, Social Sciences and Humanities as the first cluster of degree programs to be reviewed in year 2017. In agreement with this, the Faculty decided to write SERs for the General Degree Program and Honours Degree Programs. Though the Faculty offers fourteen Honours Degree Programs only five programs have at least one passed out batch of students. Hence, the Faculty would be evaluated only on five Honours Degree Programs namely BAHons (Economics), BAHons (Statistics), BAHons (Geography), BAHons (Political Science) and BAHons (Socailology). In line with this, the Faculty formed three more teams from the Departments of Geography and Environmental Management and the Department of Social Sciences representing the degree programs of BAHons (Geography), BAHons (Political Science) and BAHons (Socailology). Table 2.2 depicts the composition and responsibilities of working teams in charge of the chapters and criteria for SER of the degree programs of BAHons (Geography), BAHons (Political Science) and BAHons (Socailology).

*Table 2.2: Composition and Responsibilities of SER Teams for Degree Programs of BAHons (Geography), BAHons (Political Science) and BAHons (Social Sciences).*

<b>SER for BAHons (Geography)</b>	
<b>Team Leader: Dr. K.P.L Nishantha</b>	
<b>Team Member</b>	<b>Task</b>
Dr. K.V.D. Edirisooriya Menike	Criterion 1 & 2
Mrs. R.J.M. Uduporuwa	Criterion 3 & 4
Mrs. E.M.T.K. Senevirathna	Criterion 5 & 6
Mrs. H.M.P. Herath	Criterion 7 & 8
Dr. K.P.L. Nishantha	Chapter 1
<b>SER for BAHons (Political Science)</b>	
<b>Team Leader: Dr. Sarath Ananda</b>	
<b>Team Member</b>	<b>Task</b>
Mr. H. Ranjith	Criterion 1 and 2
Mr. H. U.S. Pradeep	Criterion 3 and 4
Mr. G.C.L. Pathirana	Criterion 5 and 6
Mr. R.C. Palliyaguruge	Criterion 7 and 8

Dr. Sarath Ananda	Chapter 1
<b>SER for BAHons (Sociology)</b> Team Leader: Dr. Sarath Ananda	
Dr. W.M.J. Welgama	Criterion 1 and 2
Mr. Saman Handaragama	Criterion 3 and 4
Mrs. N.S. Jayathunga	Criterion 5 and 6
Mrs. Gihani De Silva	Criterion 7 and 8
Dr. Sarath Ananda	Chapter 1
<b>Languages Editors</b>	
Mr. J.K.C. Dissanayake	
Dr. K.S.N. Prasangani	
Mrs. B.M.L.R.K. Basnayake	
Ms. Sajani Weerasinghe	

The SER teams went through the analysis, interpretation and discussion of the guidelines provided by the Manual for Review of Undergraduate Study programs of Sri Lankan Universities and Higher Education Institutions and also over the definition and planning of the previous curriculum process in order to achieve the best advantage from the Department program assessments. Further, the FQAC organized a workshop on writing SER and the Prof. B.D. Nandadeva was the resource person.

The final report was compiled to one cluster draft report by the Chairman of the writing team with a series of constant discussion with the Dean of the Faculty, Heads of all Departments, team leaders, team members, all the academic staff and the Assistant Registrar of the Faculty. The draft report was presented to students and incorporated their suggestion to the final report.

## **CHAPTER 03**

### **COMPLIANCE WITH THE CRITERIA AND STANDARDS**

## COMPLIANCE WITH THE CRITERIA AND STANDARDS

This chapter describes the extent to which the following cluster study program complies with the standards of the eight criteria described in Chapters 2 and 3 in the Manual for Review of Undergraduate Study Programs of Sri Lankan Universities and HEIs.

The cluster program includes the following five degree programs:

Bachelor of Arts Honours in Economics (1 + 3)	}	Cluster Program
Bachelor of Arts Honours in Geography (1 + 3)		
Bachelor of Arts Honours in Political Science (1 + 3)		
Bachelor of Arts Honours in Sociology (1 + 3)		
Bachelor of Arts Honours in Statistics (1 + 3)		

Most of the corresponding best practices for criteria are common to all degree programs. Hence, separate chapters are not included according to the Degree Programs for criteria and special points, if available, are pinpointed along with the best practice under each criterion.

# **Criterion 01**

## **Program Management**

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Table 3.1: Program Management

	<b>Standard</b>	<b>Claim of the degree of internalization of Best Practices and level of achievement of Standards</b>	<b>Documentar y Evidence to Support the Claim</b>	<b>Code No. of the Document</b>
1.1	The Faculty/Institute organizational structure is adequate for effective management and execution of its core functions.	<p>The existing administrative structure of the Faculty; The Dean, Heads and Subject Coordinators, Academic staff and Assistant Registrar function effectively with the implementation of its main functions. Following resources /strategies are utilized at present to internalize best practices:</p> <p>a) Availability of by - laws and possibility of revising them, if required.</p> <p>b) Monthly Faculty Board meetings, where students’ representatives and senior members of the academic staff interact in discussing and finalizing academic and examination matters related.</p> <p>c) Appointment of members for different committees by the Faculty Board for solving academic &amp; administrative issues of the Faculty.</p>	The University Act; Students’ Handbook; Faculty Board minutes; Minutes of Ad-hoc committees	<p>FB/SSL/161</p> <p>FB/SSL/167</p> <p>FB/SSL/168</p> <p>SHB/2015-16</p> <p>Uni. Act</p>
1.2	The Faculty/Institute Action Plan is up to date and aligned with the University’s/HEI’s Strategic	Annual Faculty action plan is prepared in line with Strategic Management Plan of the University which demonstrates flexibility	Strategic Management Plan;	<p>SMP/2014_18</p> <p>www.sab.ac.lk</p> <p>AP_2016</p> <p>AP_2017</p>

	Plan; demonstrates readiness to adopt new trends in higher education; is implemented as planned and monitored regularly	to accept latest developments in HE.	Annual Action Plans of the Faculty; Master Plan of the University (2012_2032).	Master plan/2012_32
1.3	The Faculty/Institute adopts management procedures that are in compliance with national and institutional Standard Operational Procedures (SOPs), and they are documented and widely circulated.	Faculty implements management procedures in compliance with the SOPs.	Procurement Guideline; Financial Regulations; Annual Audit Report	<a href="http://www.ssl.sab.ac.lk/">http://www.ssl.sab.ac.lk/</a> SMP/2014_18  AR/2015 AR/2016
1.4	The Faculty/Institute adopts a participatory approach in its governance and management and accommodates student representation on faculty committees and student welfare committees.	Continuous communication with students and staff is maintained through following practices;  a) Meeting with student representatives (all four batches) prior to the monthly Faculty Board meetings. b) Invitation of two students to represent students at the Faculty Board. Students' comments and views were considered at the design of concept paper for the	Minutes of the meetings with the student representatives;  Faculty Board minutes;  Faculty concept paper (Phase II) and students' suggestions.	FB/ SSL/155 FB/ SSL/156  Mts/Stud. Rep./2016  SSL PhaseII/Stud. Sugg.



		construction of Faculty building (Phase I, II).		
1.5	The Faculty/Institute adheres to the annual academic calendar that enables the students to complete the programme and graduate at the stipulated time.	The annual academic calendar prepared by the Dean with the participation of Heads prior to each academic year is approved by the faculty and senate accordingly.	Academic Calendar; Faculty Board Minutes; Senate Minutes.	SSL/AC. Cal.  FB/SSL/142  Senate/176 Senate/186 Senate/196
1.6	The Faculty/ Institute makes available a Handbook to all incoming students; it provides general information on the history and current status of the Faculty/Institute, brief descriptions of study programme (s) offered, learning resources, student support services, disciplinary procedures, welfare measures, the rights and responsibilities of students, and grievance redress mechanisms.	<p>Faculty yearly updates &amp; distributes Student Handbook to newly enrolled students at the Orientation Programme.</p> <p>This Handbook contains: Essential information of the history and the current status of the Faculty, offered study programme(s), aims and objectives, course contents, evaluation criteria and facts related to proper academic conduct.</p> <p>At the inception of the program students are provided Students' Declaration which includes the code of disciplinary conduct and the 'Prohibition of Ragging and other forms of Violence in Educational Institutions'', Act No. 20 of 1998.</p>	Students' Handbook; Students' Declaration Student Information Package sent by SAR- Academic and Student Services .	SHB/2015_16 SHB/2014_15 Stud. Declaration Stud. Inf. Package

1.7	The Faculty/Institute makes available a Study Programme Prospectus to all incoming students; it provides information on the curricula of the study programme(s) and courses offered, options available to exit at different levels, optional courses and electives offered, examination procedures and grading mechanism, graduating requirements, examination by-laws, etc.	Student Handbook contains the curricula of the respective study programme(s), prospectus of study programs, examination procedures and grading mechanism, graduating requirements, examination by-laws, including electives offered, exit level options at Bachelors Level (SLQF Level 5).	Students' Handbook; Faculty Website; Schedule of the Orientation Programme;  Exam Application	SHB/2015_16 SHB/2014_15  www.sab.ac.lk/fssl/  OP/2015_16 OP/2014_15  Exam Application
1.8	The Faculty/Institute Website is up to date with current information and provides links to all publications such as handbooks/prospectus, special notices, announcements, etc.	The University and the Faculty Website are continuously updated with relevant information and necessary links to all publications Faculty Handbook, special notices and announcements.	Faculty Website and links	<a href="http://www.sab.ac.lk/">http://www.sab.ac.lk/</a>
1.9	Faculty/Institute offers an induction/orientation programme for all new students to facilitate students' transition from 'school' to 'university' environment.	Orientation Programme (OP) is annually organized by the Student Services Unit of SUSL hand in hand with University Counselling and Career Guidance Centre for a duration of 1.5 Months.  10 students are assigned to each member of the academic staff of the Faculty appointed as a mentor.	Schedule of the Orientation Programme of last 3 years  List and the Guideline for mentoring programme	OP/2015_16 OP/2014_15 OP/2013_14  Ment. Prog./2015_16  Ment. Prog./2014_15

1.10	The Faculty/Institute securely maintains, updates and ensures confidentiality of permanent records of all students, accessible only to authorized personnel with provision for secure backups of all files.	The Academic and Student Services Branch maintains an archive of permanent records of the students in a confidential manner.  Attendance records of lectures and CA mark records are maintained by the Departments.	Personal files of students;  CA marks;  Attendance records of lectures	Personal files  CA Marks/ECO CA Marks/STC CA Marks/GEO CA Marks/POL CA Marks/SOC  Stud. Attendance
1.11	The Faculty/Institute uses an ICT platform and applications for all its key functions and maintains an updated data base which is linked to the university Management Information System (MIS).	The University has maintained updated database for staff information using ICT platform and the Faculty follows the procedure respectively. It interconnects the university Management Information System (MIS) consequently.	Faculty Website Link to the MIS System	<a href="http://www.sab.ac.lk/fssl/">www.sab.ac.lk/fssl/</a>
1.12	The Faculty/Institute issues a copy of the Code of Conduct/ Student Charter prescribed by the University to each and every incoming student; it is communicated to all students and students' adherence to the prescribed code of conduct is closely monitored and promoted	At the inception of the program students are provided with Students' Declaration by the Academic and Student Services Unit which includes the code of disciplinary conduct and the 'Prohibition of Ragging and other forms of Violence in Educational Institutions'', Act No. 20 of 1998. The Faculty maintains records of the Code of Conduct violations of students	Students' Declaration  Student Information Package sent by SAR-Academic and Student Services.  Student penalty records	Stud. Declaration  Stud. Inf. Package  Student penalty records

1.13	The Faculty/Institute implements duty lists, work norms and Codes of Conduct for all categories of staff, communicates those to all and monitors regularly.	<p>Duty lists and work norms are provided for all staff members and closely monitored by the Dean, Assistant Registrar and Heads of the Departments</p> <p>Code of Conduct is included in the appointment letters of all staff members</p>	<p>Lecture Record Book in the Department;</p> <p>Lecturers' individual time tables;</p> <p>Non-academic staff duty list;</p> <p>Appointment Letters;</p> <p>Department minutes</p>	<p>LRB/Econ &amp; Stat LRB/SS LRB/Geo &amp; EM</p> <p>TT/ECO TT/STC TT/GEO TT/SOC TT/POL</p> <p>Duty list/Non AC</p> <p>Mts/Dept. Meet./Econ &amp; Stat Mts/Dept. Meet./Geo &amp; EM Mts/Dept. Meet./SS</p> <p>Letters/Appt./Non AC Letters/Appt./AC</p>
1.14	The Faculty/Institute implements the performance appraisal system prescribed by the University/H EI; performance of staff is enhanced through training and rewarding high performers.	<p>The University Strategic Management Plan has identified the need of appreciating the staff members with the objective of validating their achievements.</p> <p>The Faculty regularly provides the training needs of its staff and nominates them for training programs facilitated by the external institutions and SDC.</p> <p>University anniversaries identify and award high performance staff members.</p> <p>Faculty staff members possess letters of appreciation they have earned through their dedicated work and performances.</p>	<p>Strategic Management Plan;</p> <p>Documents of nominating staff for training;</p> <p>Certificates got through SDC workshops;</p> <p>Certificates offered by external institutions;</p> <p>List of awardees in the Faculty;</p> <p>Collection of appreciation letters received by Faculty members.</p>	<p>SMP/2014_18</p> <p>Letters /Nominee/WS/ Econ &amp; Stat</p> <p>Letters /Nominee/WS/SS Letters /Nominee/WS/Geo &amp; EM</p> <p>Certificates/SDC/WS</p> <p>Certificates/Outside /WS</p> <p>Letters /Appr./Econ &amp; Stat</p> <p>Letters/Appr./SS</p> <p>Letters /Appr./Geo &amp; EM</p> <p>Certificates/Awardee</p>

1.15	<p>The Faculty/Institute has established an Internal Quality Assurance Cell (IQAC) with well-defined functions and operational procedures; it works in liaison with the Internal Quality Assurance Unit (IQAU) of the University/H EI and implements internal quality enhancement system.</p>	<p>The Faculty Quality Assurance Cell(FQAC) closely follows the guideline of the Internal Quality Assurance Unit (IQAU). Quality Assurance has been a compulsory agenda item in the Faculty Board as well as in the Senate.</p> <p>Teachers and the course units are evaluated through teacher evaluation forms. Faculty has analyzed all the students' feedback forms for each course/lecturer and prepare a concise report to the Faculty Board for necessary remedial actions. This has been practiced for the last three academic years. Finally, the academic personally receive students' feedback forms at the end of the evaluation.</p>	<p>Minutes of QA Steering Committee;</p> <p>Appointing FQAC Coordinator;</p> <p>Faculty Board Minutes;</p> <p>Minutes of the Senate;</p> <p>Report of the analysis of Teacher Evaluation Forms</p>	<p>Mts/QA St. Com./4</p> <p>FB/SSL/168</p> <p>FB/SSL/155</p> <p>TER/2015 TER/2016 TER/2017</p> <p>Form TE</p> <p>Letters/Appt./ FQAC coordinator</p> <p>FB/SSL/140 FB/SSL/159</p>
1.16	<p>The Faculty/Institute has established a Curriculum Development Committee (CDC) or alternative mechanisms for monitoring, reviewing and updating the curriculum.</p>	<p>The Faculty has already appointed a Curriculum Revision/Development Committee, encompassing all Heads and Subject Coordinators of the Faculty and external experts (academic and industrial)</p> <p>Curriculum revisions are done after an accepted review process and it is evident through discussion with resource persons, meeting with academics and resources persons, curriculum revision committee.</p> <p>The initiative for new curriculum revisions will be executed by the year 2018 and the need analysis has been planned to be done by the end of 2017 having allocated financial resources for this purpose.</p>	<p>Curriculum Revision Committee Minutes;</p> <p>Final Curriculum Revision Report;</p> <p>Faculty Board Minutes;</p> <p>Annual Faculty Budget (2017)</p>	<p>Mts/CRC/2009</p> <p>Mts/CRC/2016</p> <p>FCR/2009</p> <p>FB/SSL/155</p> <p>BA/2017</p>

1.17	<p>The Faculty/Institute takes into consideration the SLQF and SBS as reference points and Outcome-based Education and Student-Centred Learning (OBE-SCL) approach in academic development and planning and education provision.</p>	<p>Faculty frequently uses both the documents SLQF, SBS's that are revised already as reference points in formulating and revising the faculty study programme.</p> <p>OBE-SCL are implemented with relevant strategies in academic development and planning.</p> <p>Faculty uses the relevant criteria and benchmarks that are outlined in the SLQF and SBS manuals.</p> <p>The Faculty has renamed its special/general degree programs following the SLQF guidelines.</p>	<p>Students' Handbook;</p> <p>Study guides;</p> <p>UGC Admission Handbook - 2015/2016.</p>	<p>SHB/2015_16</p> <p>SG/STC SG/ECO SG/POL SG/GEO SG/SOC</p> <p>Senate/205</p> <p>UGC_HB/2015_16</p>
1.18	<p>The Faculty/Institute adopts a clear policy and procedure on programme approval and implementation and programme discontinuation to ensure that students enrolled into the programme will complete their education without any disruption.</p>	<p>The Faculty maintains a well-defined policy and procedure on programme approval and implementation.</p> <p>The majority of the admitted students complete their education without any disruption, while a small minority with low performance rates are compelled to repeat exams, which extends their study period.</p> <p>The Faculty maintains a low dropout ratio.</p>	<p>Convocation lists of graduates;</p> <p>Student completion rates;</p>	<p>Conv.Book/18 Conv.Book/17</p> <p>Enroll &amp; Dropout/2010_11</p> <p>Enroll &amp; Dropout/2009_10</p>

1.19	The Faculty/Institute monitors the implementation of the curriculum and the quality of education provision through multiple measures, the findings of which are used for continuous improvement of learning provision.	<p>Teacher evaluation is done by students to ensure the academic quality of the programme.</p> <p>Peer evaluations are conducted by senior academics for a better feedback.</p> <p>The quality of implemented program is reviewed by collecting data through a questionnaire given to graduates.</p> <p>The level of students' satisfaction on teaching and learning has been measured.</p>	<p>Graduate Employability Survey Questionnaires;</p> <p>Teacher evaluation forms;</p> <p>Feedback sheets;</p> <p>Peer Evaluation</p>	<p>TER/2015 TER/2016 TER/2017</p> <p>Grad.Surv.Ques_1 Grad.Surv.Ques_2</p> <p>Grad. DB</p> <p>Peer Eva./STC Peer Eva./ECO Peer Eva./POL Peer Eva./GEO Peer Eva./SOC</p> <p>Form TE Form PE</p>
1.20	The Faculty/Institute has established collaborative partnerships with national and foreign universities/HEIs/ organizations for academic and research cooperation.	<p>Several MoUs have been signed with foreign universities promoting mutually beneficial partnerships. Student exchange programs, scholarships and concessions for higher studies, services of the voluntary lecturers from foreign universities were the benefits obtained.</p> <p>JAICA and Hong He University- China in collaboration have facilitated voluntary lecturers.</p>	<p>MoUs signed with; (a)Shivaji University, India (b) Hong He University, China (c) Durham University, UK. (d) Huazhong University, China.</p> <p>File of voluntary lecturer appointments</p>	<p>MoU/Shivaji MoU/Hong He MoU/Durham MoU/Huazhong</p> <p>FB/SSL/165 FB/SSL/144</p> <p>Letters/Appt./JAICA Letters/Appt./Hong He</p>

1.21	<p>Faculty/Institute operates academic mentoring, student counselling and welfare mechanisms and procedures and ensures that the personnel responsible for the tasks are adequately trained to fulfil their roles.</p>	<p>Faculty mentoring program assures that each lecturer is responsible for looking after ten students in their university life.</p> <p>The Faculty has established a Psychological Counselling Centre (<i>Sitharana</i>) addressing the psychological issues and grievances.</p> <p>A substantial number of Student Counsellors and Academic Wardens in the University are represented by the Faculty including the Deputy Senior Student Counsellor.</p> <p>University Student Counsellors, Psychological Counsellors and all staff in the Faculty have been given adequate training.</p> <p>Senior Assistant Registrar (Academic and Student Services) and the Team attend students' welfare and accommodation facilities.</p>	<p>Documents of mentoring program;</p> <p>Sitharana Log book and Client Files, Memos;</p> <p>Appointment Letters of Student Counsellors/ Psychological Counsellors, Academic Wardens, Senior Student Counsellor.</p> <p>Certificates of workshops</p> <p>Records of Senior Assistant Registrar(Academic and Student Services)</p>	<p>Ment. Prog/2015_16 Ment. Prog/2014_15</p> <p>Sitharana/Log Book Sitharana/Client File Sitharana/Memo</p> <p>Letters/Appt./Stud. Counsellor Letters/Appt./Phy. Counsellor Letters/Appt./AC Warden Letters/Appt./Sen. Stud. Counsellor</p> <p>Certificate/ Phy. Counsellor</p> <p>Stud. Accom./2015_16 Stud. Accom./2014_15</p> <p>Records of SAR</p>
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1.22	Faculty/Institute assures that all its students have access to health care services, cultural and aesthetic activities; recreational and sports facilities.	<p>University Medical Centre with a full time Medical Practitioner and a Nurse assures students' easy access to health care services.</p> <p>Faculty Arts Centre in collaboration with the University Arts Centre (<i>kala Kendraya</i>) under the supervision of a coordinator from the academic staff maintains continuous musical and dancing programs utilizing musical instruments and costumes available.</p> <p>The Faculty administration provides support for the annual Arts Festival of Students (<i>Girihisin Uda Sanda</i>)</p>	<p>Documentary evidence for health care at Medical Centre.</p> <p>Documents of Arts Centre.</p> <p>Proposal and permission letters for Annual Arts Festival of Students.</p>	<p><a href="http://www.sab.ac.lk/medical-services">http://www.sab.ac.lk/medical-services</a></p> <p>Letters/Perm./Arts Centre</p> <p>Letters/Perm./Art Fest.</p> <p><i>Girihisin Uda sanda/2016</i></p> <p><i>Girihisin Uda sanda/2015</i></p>
1.23	Faculty/Institute implements measures to ensure the safety and security of students.	<p>University provides all students with accommodation for whole university career with 24 hour security service.</p> <p>The roads leading to hostels are lighted.</p> <p>Students are governed by the hostel rules and monitored by Sub-Warden.</p> <p>Fire brigade system is available in the Faculty and the Hostels.</p>	<p>Roster of Security Service in hostels and the Faculty</p> <p>Hostel by-laws</p>	<p>Stud. Accom./2015_16</p> <p>Stud. Accom./2014_15</p> <p>Stud. Accom./by-laws</p> <p>Stud. Declaration</p> <p>Roster/Security Ser.</p>

1.24	The Faculty/Institute adopts and practices University/HI approved by-laws pertaining to examinations, examination offences, student discipline, and student unions; the adopted by-laws are made widely available to both staff and students.	Faculty keeps widely available the by-laws pertaining to proper examination practice, examination offences and maintaining student discipline for both staff and students and apply them appropriately.  Faculty establishes student union in line with University rules.	Students' Handbook;  Admission of the Examination;  Examination guidelines for staff;	SHB/2015_16 SHB/2014_15  Exam. Adm.  Guidelines/Exam/Staff
1.25	The Faculty/Institute offers special support and assistance for students with special needs or differently-able students.	Faculty has established "Sith Arana" to treat students who needs counselling.  Faculty does not enroll physically disabled students.	Sitharana Log book and Client Files.  Appointment letters of physiological counsellor.	Sitharana/Log Book Sitharana/Client File  Letters/Appt./Phy. Counsellor  <a href="http://www.sab.ac.lk/fssl/sith-arana-counselling-unit">http://www.sab.ac.lk/fssl/sith-arana-counselling-unit</a>
1.26	The Faculty/Institute practices measures to ensure gender equity and equality (GEE) and deter any form of sexual and gender-based violence (SGBV) amongst all categories of staff and students.	University has established Center for GEE (CGEE) with a Director with a network of faculty coordinators to ensure GEE and deter any form of Sexual and Gender-Based Violence (SGBV).  Policy framework for GEE has been developed by the CGEE of SUSL and implemented since January 2017.	Policy Framework document for GEE has been forwarded for the approval of the Council  Minutes of the University CGEE Meetings	Policy Framework document for GEE & SGBV  Mts/ CGEE  Letters/Appt./ CGEE Director  Establishment of CGEE (council decision)  <a href="http://www.sab.ac.lk/centre-for-gender-equity-and-equality">http://www.sab.ac.lk/centre-for-gender-equity-and-equality</a>

1.27	The Faculty/Institute practices the policy of zero-tolerance to ragging; it adopts strategies and implement preventive and deterrent measures through coordinated efforts of all stakeholders to prevent ragging and any other form of harassment and intimidation.	<p>Faculty implements the policy of zero-tolerance to ragging;</p> <p>Senior/Deputy Student Counsellor, Proctor, Marshal, Student Counsellors and Faculty members are responsible for preventing ragging and any other form of harassment.</p> <p>Reported harassments at University during the study period especially during orientation is brought up before a Disciplinary Committee and the violators are punished accordingly.</p> <p>Faculty members have informed their dissatisfaction against ragging in certain crucial events.</p>	<p>Appointment letters;</p> <p>Record of punishments;</p> <p>Faculty Board minutes</p>	<p>Letters/Appt./Stud. Counsellor</p> <p>Letters/Appt./Proctor</p> <p>Letters/Appt./Marshal</p> <p>Letters/Punishment</p> <p>FB/SSL/158</p>
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#### **Summary for Criterion 1: Program Management**

The Faculty comprises an adequate administrative structure which enables the implementation of its core functions. The Action Plan of the Faculty is structured in line with the Strategic Management Plan of the University, which demonstrates flexibility to accept latest developments in the University. The Faculty also implements management procedures in compliance with the SOPs. Quality Assurance is a paramount component of the Faculty, and it ensures that the FQAC is on par with the guidelines of the IQAU. Curriculum revisions are conducted in due cause with the assistance of a Curriculum Revision Committee, which encompasses all Heads and Subject Coordinators of the Faculty, and both academic and industrial external experts. In the process of formulating and revising the Faculty Study Programme, the Faculty frequently utilizes both SLQF, SBS's documents. Further, Outcome- based Education and Student-Centered Learning are also executed in academic development and planning. The significance of performance appraisal has been identified and specific measures have been implemented with the intention of

acknowledging the high performance of the staff members. Work ethics and Code of Conduct for staff members are emphasized by incorporating them in the authorized letters and documents. The University has established collaborative partnerships with national and foreign universities as Several MoUs have been signed which indorse mutually beneficial partnerships. Further, academic and personal well-being of students is constantly taken into consideration. The Faculty maintains a well-defined policy and procedure on programme approval and implementation by retaining an effective and efficient study programme which enables students to complete their education within the stipulated time period. The Student Handbook is yearly updated and distributed to all newly enrolled students with the expectation of providing general information. The University and Faculty Website are constantly updated with relevant information, whereas an updated database is maintained. At the inception of the program students are provided with Students' Declaration which includes the code of disciplinary conduct, and the 'Prohibition of Ragging and other forms of Violence in Educational Institutions'. The personal welfare of students is ensured by means of orientation programmes, mentoring, and counselling while maintaining gender equality and equity among students.

## **Criterion 02**

### **Human and Physical Resources**

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Table 3.2: Human and Physical Resources

No	Standard	Claim of the degree of internalization of Best Practices and level of achievement of Standards	Documentary Evidence to Support the Claim	Code No. of the Document
2.1	The staff of the Faculty/ Institute, in terms of the number, qualifications and competencies is adequate for designing, development and delivery of academic programmes, research and outreach.	<p>Delivery, designing and development of academic programmes are carried out by qualified and competent staff.</p> <p>The Faculty for the time being efficiently manages available staff despite heavy workload.</p>	<p>HR Profile;</p> <p>List of Cadre Allocations;</p> <p>Students' Handbook;</p> <p>Faculty web.</p>	<p>SHB/2015_16 SHB/2014_15</p> <p>Cadre list/2015</p> <p><a href="http://www.sab.ac.lk/fssl/">http://www.sab.ac.lk/fssl/</a></p>
2.2	The Faculty/Institute takes timely measures to ensure that its human resources profile is compatible with its needs and comparable with national and international norms	<p>The Faculty assures that it has a satisfactorily comparable qualified staff by,</p> <p>(a) having Doctoral Degrees</p> <p>(b) obtaining research grants</p> <p>(c) encouraging scientific communication locally and internationally</p> <p>However, the Faculty finds lack of staff is an issue to address some of the learning requirements of students.</p>	<p>HR Profile;</p> <p>List of cadre allocations;</p> <p>Research Grant Committee Minutes;</p> <p>Faculty profile of publications;</p> <p>Students' Handbook.</p>	<p>SHB/2015_16 SHB/2014_15</p> <p>Cadre list/2017 Cadre list/2013</p> <p><a href="http://www.sab.ac.lk/fssl/">http://www.sab.ac.lk/fssl/</a></p> <p>Mts/RG</p> <p>Staff/SSL/Publications</p>

2.3	<p>The Faculty/Institute adopts and practices the policy requiring the new staff to undergo an induction programme offered by the University/HEI as soon as they are recruited; ensures that the induction training programme provides an awareness of their defined roles and duties, and imparts minimum knowledge and competencies required to perform the assigned tasks.</p>	<p>The Faculty proactively encourages all newly recruited staff to go through an Induction Program (IP) which emphasize</p> <p>(a) timely completion of post recruitment qualifications upgrading their academic career</p> <p>(b) competencies to fulfill core duties such as examination matters, teaching and learning methods, and skills of administration,</p> <p>(c) innovative reflective practices and roles of professional development</p>	<p>Members Correspondence with SDC;</p> <p>List of CTHE/ Teaching Methodology awardees;</p> <p>CEDA awardee certificates;</p> <p>Standard syllabi for University Induction Programs;</p> <p>Evidence for constructive practices based on teacher evaluation</p>	<p>SDC/UIP/Names /2015 SDC/UIP/Names /2013</p> <p>Certificates/CTHE Certificates/CEDA Certificates/TM</p> <p>SDC/UIP/Syllabi</p>
2.4	<p>The Faculty/Institute ensures that the capacity of all staff is continuously upgraded and enhanced through provision of in-service, continuing professional development (CPD) programmes; impact of CPD programmes are monitored, and remedial action taken as and when required.</p>	<p>The professional capacities of staff are continuously upgraded and enhanced through workshops on wide range of identified professional requirements and they are evaluated through staff performance appraisals.</p>	<p>Letters of nomination for workshops;</p> <p>Certificates of workshop attendance;</p> <p>List of workshops.</p>	<p>Letters/Nominee/WS/Econ &amp; Stat Letters/Nominee/WS/SS Letters/Nominee/WS/Geo &amp; EM</p> <p>WS/FQAC/2016 WS/FQAC/2017 WS/IDAS</p> <p>Certificates/WS</p>

2.5	The Faculty ensures the availability of adequate and well maintained infrastructure facilities for administration, teaching and learning.	<p>Infrastructure facilities such as lecture rooms, ICT resources, laboratories, multimedia facilities etc. are available for teaching / learning and they are maintained.</p> <p>The maintenance is being further formalized through developing a computerized fixed assets register.</p>	<p>Inventory of infrastructure;</p> <p>Physical verification of infrastructure;</p> <p>Procurement files;</p> <p>Request forms for repairs (job cards)</p>	<p>Inventory/SSL</p> <p>Phy.Verifi.Infra/SSL/2016</p> <p>Procure/SSL/2016</p> <p>Procure/SSL/2015</p> <p>Job Cards/SSL/2016</p>
2.6	The Faculty/Institute that offers professional or honours study programmes, has put in place the required specialized training facilities such as clinical training facilities, engineering workshops, science laboratories, field training stations, etc.	The Faculty has set up opportunities for professional development /Honors study programmes for relevant programmes when necessary, such as training on GIS, Statistical Packages, Counseling, SGBV.	<p>List of workshops;</p> <p>Lists of participants;</p> <p>Certificates of participation.</p>	<p>WS/SDC/2017</p> <p>WS/SDC/2016</p> <p>Particip./SDC</p> <p>Certificates/WS</p>
2.7	The staff is provided with required training in outcome-based education & student-centered learning approach (OBE-SCL) and the staff is provided with teaching & training facilities to implement OBE-SCL.	The Faculty assures the adequate training on OBE- SCL through workshops and the staff is facilitated with sufficient infrastructure such as laptops, desktops, data drives, internet, Wi-Fi	<p>List of workshops;</p> <p>List of participants;</p> <p>Certificates of participation;</p> <p>Faculty/Department inventories.</p>	<p>WS/IDAS/SCL</p> <p>WS/IDAS/Moodle</p> <p>Particip./WS/IDAS/SCL</p> <p>Particip./WS/IDAS/Moodle</p> <p>Inventory/SSL/Laptops</p> <p>Inventory/SSL/Desktop</p> <p><a href="http://www.sab.ac.lk/fs/sl/computer-unit">http://www.sab.ac.lk/fs/sl/computer-unit</a></p>



2.8	The Faculty/Institute has ensured student access to a well-resourced library facility; it is networked and holds up to date print and electronic forms of titles, coupled with other facilities such as reprography, internet, inter-library loan etc., and provides a user-friendly service.	Well-resourced library facility is available in the University and it facilitates large collection of books, E-journals, E-books, E-Databases, internet, online forms etc.  Subject lecturers develop the study guides identifying the required library resources and communicates in advance.	Library requisition form;  Library E-learning resources;  E-catalog;  Study guides	<a href="http://www.sab.ac.lk/lib/">http://www.sab.ac.lk/lib/</a>  SG/ECO SG/STC SG/GEO SG/POL SG/SOC
2.9	The Faculty/Institute ensures the availability ICT facilities and technical assistance to provide adequate opportunities for students to acquire ICT skills.	Acquiring ICT skill for the students is facilitated through computer laboratories with adequate number of computer terminals and technical guidance. Updated OS /software, Statistical packages, Wi-Fi zone, adequate power sockets are available	Inventory of computer machines;  IT labs;  Documents of procurement process.	Inventory/Comp.Lab  Procure./SSL/2016 Procure./SSL/2015
2.10	The Faculty ensures the students are provided with guidance in learning and use of English as a Second Language (ESL) in their academic work through a well-resourced English Language Teaching Unit (ELTU) or English Language Training Cell (ELTC).	The Faculty has established ELTD assuring English Language proficiency as a second language.  CEL as compulsory core course is offered in the first and second years.	Students' Handbook;  Gazette notification of ELTD;  English Language Lab;  English Language Activity Room	SHB/2015_16  Gazette/ELTD/1412/37_2005  English Language Lab  English Language Activity Room

2.11	The Faculty/Institute ensures the students are provided with adequate training on 'soft skills'/'life skills'; it is addressed through the core curriculum as well as through tailor-made programmes offered by the Career Guidance Unit (CGU) of the University.	'Soft skills'/'life skills' component is addressed through (a) offering soft skills as a core compulsory course (CGS 221) (b) workshops organized by CGU and Faculty (c) Off campus field visits/ field excursions.	Students' Handbook;  List of workshops and outbound training conducted by CGU/Faculty;  List of participants;  Photographic evidence;  Faculty and Senate minutes.	SHB/2015_16  WS/CGU/2016  WS/CGU/2015  Particip./CGU/WS  FV/Prop./STC FV/Prop./ECO FV/Prop./GEO FV/Prop./POL FV/Prop./SOC  FV/Photo/STC FV/Photo/ECO FV/Photo/POL FV/Photo/GEO FV/Photo/SOC  FB/SSL/164 FB/SSL/158  Senate/205 Senate/210
2.12	The Faculty/Institute encourages students to engage in multicultural programmes to promote harmony and cohesion among students of diverse ethnic and cultural backgrounds	Faculty encourages inter- cultural harmony by mobilizing students in to multicultural programmes by extending managerial.  Examples: <i>Thaipongal, Ifthar, Japanese/Chinese/Hindi day programs, Prith chantings, Faculty arts festival("Girihisin Uda Sanda"), University arts festival "Pirihimbini Diyawara").</i>	Permission letters;  Invitation letters;  Documents related to managerial assistance	Letters/Perm./ <i>Prith_chantings</i>  Letters/Perm./ <i>Girihisin Uda Sanda</i>  Letters/Inv./ <i>Ifthar</i>  Letters/Inv./Others  Documents/Mng. Asst.

**Summary for Criterion 2: Human and Physical Resources**

Delivery, designing and development of academic programs are carried out by the qualified and competent staff. Further, the Faculty efficiently manages available human resources despite heavy workload. The Faculty assures the availability of the satisfactory and qualified staff through Doctoral Degrees, obtaining of Research Grants, and encouraging scientific communication locally and internationally. The newly recruited staff are encouraged to follow an Induction Program and professional capacities of the staff are continuously upgraded through workshops and the adequate training on OBE- SCL.

ELTD has given the priority to enhance the English language skills of the students to continue their academic activities. Apart from that, 'soft skills'/ 'life skills' are developed through a core course (CGS 221), workshops, and off campus field visits/ field excursions. More importantly, the Faculty encourages inter- cultural harmony among the students by extending managerial assistance for their activities.

The Faculty promised to provide well maintained infrastructure facilities for administration, teaching and learning. The lecture theaters with modern technology facilitates the novel teaching and learning environment. IT skills are developed through computer laboratories with adequate number of computer terminals and technical guidance. The updated OS /software, statistical packages, Wi-Fi zone, and adequate power terminals are available for the students.

## **Criterion 03**

### **Program Design and Development**

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Table 3.3: Program Design and Development

No	Standard	Claim of the degree of internalization of Best Practices and level of achievement of Standards	Documentary Evidence to Support the Claim	Code No. of the Document
3.1	Programme is developed collaboratively in a participatory manner through a curriculum development committee or equivalent body of the Faculty.	The Faculty adopts a participatory approach inclusive of all academics representing all programs, external stake holders at key stages of program design.	Curriculum Revision committee Minutes (past and current); Final Curriculum Report Faculty Board minutes; Participants list.	Mts/CRC/2009 Mts/CRC/2016 FCR/2009 FB/SSL/155 Particip./CRC/2016
3.2	The Faculty /Institute ensures external stakeholder participation at key stages of programme planning, design and development and review	Curriculum committee is formed with the representation of external stakeholders	Final Curriculum Report ; Faculty Board minutes;	FCR/2009 FB/SSL/155
3.3	Programme design process incorporates the feedback from employer/ professional satisfaction survey	Newly formed curriculum committee has designed a employer/professional satisfaction survey.  Faculty maintains a database of past students.	Minutes of Committee for curriculum revision – 2017; Budget allocation; Faculty Website; Graduate survey database.	Mts/CRC/2016 BA/2017 Grad.DB <a href="http://www.ssl.ac.lk/survey">www.ssl.ac.lk/survey</a>

3.4	Programme conforms to the mission, goals and objectives of the institution; national needs; and reflect global trends and current knowledge and practice.	The Degree programme is consistent with the mission, goals and objectives of the SUSL and it meets the demands of national and global levels.	Final Curriculum Committee Report;  Students' Handbook;  Graduate profile;  Strategic Management Plan (2014-2018).	FCR/2009  SHB/2015_16  SMP/2014_18
3.5	Programme design complies with the Sri Lanka Qualification Framework (SLQF), and is guided by other reference points such as Subject Benchmark Statements (SBS), and requirements of relevant professional bodies.	Each BA Honours Degree in the Faculty includes 129 total credits and fulfils the credit requirements of SLQF (Level 6) and fulfills the requirements of the SBS.	Students' Handbook;  Final Curriculum Report;  Senate minutes of changing the Degree Programme.	SHB/2015_16  FCR/2009  Senate/205
3.6	Programme design and development procedures include specific details relating to entry and exit pathways including fallback options; Intended Learning Outcomes (ILOs); qualification levels criteria, and	The programme ILOs are developed aligned with the graduate profile.  Programme ILOs are aligned with the vision and the mission statements of the Faculty.	Final Curriculum Report;  Students' Handbook	FCR/2009  SHB/2015_16

	qualification type descriptors; teaching, learning and assessment processes to enable achievement of ILOs that are congruent with the programme mission and goals; alignment with external reference points such as SLQF, and SBS.	ILOs are prepared for the course units and assessments are led by the ILOs of the programme.		
3.7	Faculty/Institute uses graduate profile as the foundation for developing learning outcomes at the levels of programme, course/modules.	The graduate profile is used as the foundation to develop ILOs and Learning outcomes of the course/modules appropriate for each level of the program.	Students' Handbook;  Study guides.	SHB/2015_16  SG/ECO SG/STC SG/POL SG/GEO SG/SOC
3.8	ILOs of study programmes are realistic, deliverable and feasible to achieve.	Program ILOs have been aligned with course ILOs and the performance of students indicate ILOs are realistic and achievable.	Students' Handbook;  Assessment marks;  Curriculum Revision Report-2009.  Convocation Booklet	SHB/2015_16  CA Marks/ECO CA Marks/STC CA Marks/GEO CA Marks/POL CA Marks/SOC  CRC/2009  Conv.Book/18 Conv.Book/17

3.9	The Faculty adopts an Outcome Based Education (OBE) where programme outcomes are clearly aligned with the course/module outcomes; and the teaching and learning activities and assessment strategy are aligned with the learning outcomes of each course (constructive alignment).	<p>The Faculty adopts the outcome based education through</p> <p>(a) Theoretical knowledge</p> <p>(b) Practical and experimental knowledge (field visits/excursions, internship, mini-research projects etc.)</p> <p>(c) Skill enhancement (IT, presentations, TBL, internship, etc.)</p>	<p>Field visit Proposals;</p> <p>Study guides;</p> <p>Photo albums;</p> <p>Practical Training guidelines;</p> <p>List of PT students.</p>	<p>FV/Prop./ECO FV/Prop./STC FV/Prop./GEO FV/Prop./POL FV/Prop./SOC</p> <p>SG/ECO SG/STC SG/GEO SG/POL SG/SOC</p> <p>PTG PT/Stud. List/ECO PT/Stud. List/STC PT/Stud. List/POL PT/Stud. List/SOC PT/Stud.List/GEO</p>
3.10	The programme design accommodates supplementary courses such as vocational, professional, semiprofessional, inter-disciplinary & multi-disciplinary to broaden the outlook and enrich the generic skills of students.	<p>Core English, Core IT and Core General Courses (eg: Soft skills, Third language proficiency, etc.) are compulsory for all students.</p> <p>The students are provided with the opportunity to select their minor subject from a variety of disciplines along with their specialization.</p> <p>Each Degree Program has specifically identified and offered vocational, professional, etc. oriented courses:</p> <p><b>Geography:</b></p> <p>GIS &amp; Remote Sensing; Cartography; Project Planning &amp; Management etc.</p>	<p>Students' Handbook;</p> <p>Final Curriculum Report.</p> <p>GEO313, GEO324, GEO413</p>	<p>SHB/2015_16</p> <p>FCR/2009</p>



		<p><b>Economic:</b></p> <p>Public Finance; Business Economics; Project Evaluation; Human Resource Economics etc.</p> <p><b>Political Science:</b></p> <p>International Relations; Conflict and Peace studies; Elements of public administration etc.</p> <p><b>Sociology:</b></p> <p>Counselling, Psychology, Social work etc.</p> <p><b>Statistics:</b></p> <p>Computer Packages for Statistics; Experimental Design; Sampling Techniques etc.</p>	<p>ECO313, ECO413, ECO321, ECO415</p> <p>POL211, POL212, POL222</p> <p>SOC324, SOC211, SOC323</p> <p>STC313, STC315, STC321</p>	
3.11	Issues of gender, cultural and social diversity, equity, social justice, ethical values and sustainability are integrated into the curriculum, where relevant.	<p>Curriculum facilitates the diversity among students and offers English as a medium of instruction and Third Language (CGS221) is made compulsory for all students.</p> <p>Different course units entail modules that address areas such as cultural and social diversity, equity, social justice etc.</p> <p><b>Economics:</b></p> <p>Development Economics,</p> <p><b>Geography:</b></p> <p>Population Geography, Urban Geography</p>	<p>Students' Handbook; Study guide. Final Curriculum Report</p> <p>ECO324</p> <p>GEO223, GEO315</p>	<p>SHB/2015_16</p> <p>SG/ECO SG/STC SG/POL SG/SOC SG/GEO</p> <p>FCR/2009</p>

		<p><b>Political Science:</b></p> <p>Gender and Politics, Human Rights, Modern Political Ideologies, Political and Social Theory, etc.</p> <p><b>Sociology:</b></p> <p>Social inequality, Sociology of Religion, Sri Lankan Society and Culture, Development Sociology, etc.</p>	<p>POL323, POL322, POL311, POL213</p> <p>SOC212 SOC223 SOC322 SOC321</p>	
3.12	Programme is logically structured and consists of a coherent set of courses/modules while allowing flexibility in students' choices of courses /modules.	<p>The programme is logically structured from the first year to the fourth year.</p> <p>Examples:</p> <p><b>Economics:</b></p> <p>Basic economic principles including micro and macroeconomics are logically planned for the first, second and the third years as introductory, intermediate and advanced courses.</p> <p><b>Geography:</b></p> <p>Basic Cartography and Advanced Cartography and Field Techniques. Basic GIS and Advanced GIS</p>	<p>Students' Handbook;</p> <p>Study guides;</p> <p>Final Curriculum Report;</p> <p>Practical Training List;</p> <p>ECO111, ECO121, ECO315</p> <p>GEO 121(3) &amp; GEO 211(3)</p> <p>GEO 221(3) &amp; GEO 324(3)</p>	<p>SHB/2015_16</p> <p>SG/ECO SG/STC SG/POL SG/SOC SG/GEO</p> <p>FCR/2009</p> <p>PTG</p> <p>Particip./PT/EC OParticip./PT/STC</p> <p>Particip./PT/GE O</p>

		<p><b>Political Science:</b></p> <p>Conflict and Peace Building (Theoretical Aspects), Conflict and Peace Building in Selected Countries</p> <p><b>Sociology:</b></p> <p>Sociological Theory and Advanced Sociological Theory</p> <p><b>Statistics:</b></p> <p>Distribution Theory and Multivariate Data Analysis course units are divided into two components and taught in third and fourth years.</p> <p>Students are allowed to make choices among the course units offered in the final year and the choices can be made in-between internship training and the dissertation.</p> <p>Students can select the places for internship and the topic for dissertation with the approval of the supervisor.</p>	<p>POL 212(3) &amp; POL 221(3)</p> <p>SOC 221(3) &amp; SOC 412(3)</p> <p>STC222, STC325, STC324, STC413</p>	<p>Particip./PT/PO L</p> <p>Particip./PT/SOC</p>
3.13	Curriculum promotes progression so that the demands on the student in intellectual challenge, skills, knowledge, conceptualization and learning autonomy increases.	<p>Intellectual challenge and knowledge increase through the all courses in the curriculum.</p> <p>Skills are developed through all courses and specially through core courses: CIT, CEL, Soft skills, Basic Mathematics.</p> <p>Conceptualization and learning autonomy are developed through course units (Eg: Scientific Report writing) and independent research work.</p>	<p>Students' Handbook; Final Curriculum Report</p>	<p>FHB/2015_16</p> <p>FCR/2009</p>

3.14	The study programme has clearly defined appropriate measurable process indicators and outcome based performance indicators which are used to monitor the implementation and evaluation of the programme.	Credit coverage, GPA and Classes are clearly defined as appropriate measurable indicators and are evaluated through: Graduate survey, dropout and retained rates etc.	Students' Handbook;  Graduate survey database;  Dropout and completion rates report;	SHB/2015_16  Grad.DB  www.sab.ac.lk/survey.  Enroll & Dropout/2010_11  Enroll & Dropout/2009_10
3.15	The academic standards of the programme with respect to its awards and qualifications are appropriate to the level and nature of the award and are aligned with the SBS (where available) and SLQF.	The qualifications considered for awards are aligned with SBS and SLQF.	Students' Handbook; Convocation book.	SHB/2015_16  Conv.Book/18 Conv.Book/17
3.16	Faculty ensures that programme approval decision is taken after full consideration of design principles, academic standards, and appropriateness of the learning opportunities available,	The curricula of the Degree Programme are discussed and executed through Faculty Board, the Senate and the review process under the UGC.	Final Curriculum Report  Curriculum Revision Committee Minutes    Faculty Board minutes;	FCR/2009  UGC/FCR/Appr.  Mts/CRC/2016    FB/SSL/155

	monitoring and review arrangements and content of the programme specification.		UGC approved documents	
3.17	The principles to be considered when programmes are designed and developed (balance of the programme; award and titles; resources available to support the programme) are documented and communicated to all concerned in the programme design.	<p>The program design and development process considered due weightages for theoretical, practical, and skill components.</p> <p>Appropriateness of titles, awards and available human and physical resources to support the program were clearly documented and communicated to all stakeholders.</p>	<p>Final Curriculum Report;</p> <p>Students' Handbook;</p> <p>Proposal sent to UGC to revise the names of the Degree Programs.</p>	<p>FCR/2009</p> <p>SHB/2015_16</p> <p>UGC_HB/2015_16</p>
3.18	The Faculty/Institute ensures that appropriate ILOs are clearly identified for work based placement/Industrial Training/ Internship and informs students of their specific responsibilities relating to the above.	The Practical Training has been planned in the second semester of the fourth year and a guideline on the specific responsibilities in relation to Practical Training was documented and informed to students upon the approval of Faculty Board.	<p>Practical Training Guidelines;</p> <p>Student Practical Training record book;</p> <p>Faculty Board Minutes;</p> <p>Letters sent to stakeholders.</p>	<p>PTG</p> <p>PT/RB</p> <p>FB/SSL/159</p> <p>Letters/PT/SH/ Econ &amp; Stat</p>

3.19	Programme design and development integrates appropriate learning strategies for the development of self-directed learning, collaborative learning, creative and critical thinking, life-long learning, interpersonal communication and teamwork into the courses.	Self-directed learning, collaborative learning, creative and critical thinking, life-long learning, interpersonal communication and teamwork are highly encouraged through research assignments, dissertation, group assignments, field visits and diverse classroom based activities.	Study guides;  Teacher Evaluation Report;  Filed visits proposal and feedback.	SG/ECO SG/STC SG/POL SG/SOC SG/GEO  TER/2017 TER/2016 TER/2015  FV/Prop./ECO FV/Prop./STC FV/Prop./GEO FV/Prop./SOC FV/Prop./POL  FV/Feedback
3.20	The Faculty's /Institute's IQAC adopts internal monitoring strategies and effective processes to evaluate, review, and improve the Programme design and development, and approval processes.	The Faculty IQAC adopts Internal monitoring strategies to improve Degree Programmes.  Lecture evaluation for each course is done during the semester.  Faculty has formed a committee through IQAC to assure the overall program quality.	Teacher Evaluation Report;  Faculty Board Minutes;  Minutes of the Committee to Examine the Academic Quality of the Faculty	TER/2017 TER/2016  FB/SSL/168  FB/SSL/161
3.21	Programmes are monitored routinely (in an agreed cycle) to ensure that	A Curriculum revision committee has been appointed to ensure the updated program	Faculty Board minutes;  Curriculum Revision	FB/SSL/155  Mts/CRC/2016

	programmes remain current and valid in the light of developing knowledge in the discipline, and practice in its application.		Committee Minutes.	
3.22	Faculty/Institute uses the outcomes of programme monitoring and review to foster ongoing design and development of the curriculum.	Faculty conducts graduate survey annually and maintains an online database of Graduate Employability, and the output of these surveys will be incorporated into the up-coming curriculum revisions.	Online Database; Graduate survey outputs; Faculty Website.	Grad. DB Grad.Surv.Ques.  <a href="http://www.sab.ac.lk/survey">www.sab.ac.lk/survey</a>
3.23	The Faculty/Institute annually collects and records information about students' destination after graduation and uses it for continuous improvement of the programme.	Faculty conducts Graduate Survey annually and maintain online database of Graduate Employability.	Graduate Employability Questionnaire; Online Database; Graduate survey outputs.	Grad. DB Grad. Surv.Ques.  <a href="http://www.sab.ac.lk/survey">www.sab.ac.lk/survey</a>
3.24	The effectiveness of the provision for students with disabilities is evaluated and opportunities for enhancement identified.	Faculty has established an unit called "Sith Arana", to treat students who needs counselling.  A psychological scale has been adopted to screen new entrants for mental health.  Faculty does not enroll physically disabled students however special attention is	Appointment letters of the counsellors;  "Sith Aranana" Record book;	Sitharana/Log Book Sitharana/Client File  Letters/Appt./Psy. Counsellor  <a href="http://www.sab.ac.lk/fssl/sitharana-">http://www.sab.ac.lk/fssl/sitharana-</a>

		provided on request (eg. Requests for extra time for examinations)	Online psychological scale.	counselling-unit
<b>Summary for Criterion 03: Program Design and Development</b>				
<p>The Faculty adopts a participatory approach inclusive of all academics of the Faculty representing all programs, external stake holders at the key stages of program design. Curriculum committee is formed with the representation of external stakeholders. Each BA Honours Degree in the Faculty includes 129 total credits and fulfills the credit requirements of SLQF (Level 6) and fulfills the requirements of the SBS. ILOs are developed and aligned with the graduate profile. ILOs are prepared for the course units; assessments are led by the ILOs of the programme. The graduate profile is used as the foundation to develop ILOs of the study programs and learning outcomes of the course are appropriate for each level of the program. The Faculty adopts the OBE through theoretical knowledge, practical and experimental knowledge (field visits/excursions, internship, mini-research projects etc.), skill enhancement (IT, presentations, TBL, internship, etc.) Core English, Core IT and Core General Courses (eg: Soft skills, Third language proficiency, etc.) are compulsory for all students. The students are provided with the opportunity to select their minor subject from a variety of disciplines along with their specialization. Each Degree Program has specifically identified and offered vocational, professional oriented courses. Curriculum facilitates the diversity among students and offers English as a medium of instruction, and Third Language (CGS221) is made compulsory for all students. Different course units entail modules addressing areas such as cultural and social diversity, equity, social justice ( e.g. Sociology: Social inequality, Sociology of Religion, Sri Lankan Society and Culture, Development Sociology). The programme is logically structured from the first year to the fourth year. Students improve their Intellectual challenge and knowledge throughout all courses in the curriculum. Soft skills are developed specially through core courses: CEL, CIT, Basic Mathematics. Conceptualization and learning autonomy are developed through course units like Research Methodology and independent Research Work. Credit coverage, GPA and Classes are clearly defined as appropriate measurable indicators and are evaluated through: Graduate survey, dropout and retained rates etc. The qualifications considered for awards are aligned with SBS and SLQF. The Practical Training has been planned in the second semester of the fourth year and a guideline on the specific responsibilities in relation to industrial training was documented and informed to students upon the approval of Faculty</p>				



Board. Self-directed learning, collaborative learning, creative and critical thinking, life-long learning, interpersonal communication and teamwork are highly encouraged through research assignments, dissertation, group assignments, field visits and diverse classroom based activities. The FQAC adopts internal monitoring strategies to improve the Degree Programmes. Lecturer evaluation for each course is done at the end of semester. Faculty has formed a committee through IQAC to assure the overall program quality. Faculty conducts graduate survey annually and maintains online database of Graduate Employability. The Faculty has established a unit called *Sitharana* in order to treat students who need counseling. A psychological scale has been adopted to screen new entrants with regard to their mental health. The Faculty does not enroll physically disabled students, however, special attention is provided on request.

## **Criterion 04**

**Course/ Module Design and Development**

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Table 3.4: Course/ Module Design and Development

No	<i>Standard</i>	<b>Claim of the degree of internalization of Best Practices and level of achievement of Standards</b>	<b>Documentary Evidence to Support the Claim</b>	<b>Code No. of the Document</b>
4.1	Course design and development is by a course team with the involvement of internal and external subject experts, and each member is made aware of his/her respective roles and responsibilities.	Faculty adopts a participatory approach for course design & development through Curriculum Revision Committee including the subject lecturers, external subject experts, and each lecturer prepared course unit/s & take responsibilities of it.	Curriculum Revision Committee Minutes;  Minutes of subject meeting;  Appointment letters for external subject experts.	Mts/CRC/2009 Mts/CRC/2016 FCR/2009  Letters/CRC/2009/External Experts
4.2	The courses are designed to meet the programme objectives and outcomes and reflect knowledge and current developments in the relevant field of study/ subject areas.	The courses are designed to meet the program objectives and outcomes through  (a) Introducing new courses on par with contemporary knowledge and competency requirements  (b) Practical Training	Students' Handbooks;  Practical Training guidelines.	SHB/2015_16  PTG  PT/RB

4.3	The courses are designed in compliance with SLQF credit definition and is guided by other reference points such as SBS where available, and requirements of statutory or regulatory bodies.	The courses comply with the  (a) SLQF  (b) Subject benchmark statement	Students' Handbook	SHB/2015_16
4.4	University approved standard formats/templates/ guidelines for course/module design and development are used and complied with during the design and development phases.	Faculty develops standardized format for  (a) course design  (b) guidelines for Practical Training  (c) guidelines for dissertations  (d) guidelines for field visit requisition	Faculty Board Minutes;  Practical Training guidelines;  Dissertation guidelines;  Students' Handbook;  Study Guides;  Proposals of field visits.	FB/SSL/159 FB/SSL/163 PTG DG SHB/2015_16 SG/ECO SG/STC SG/GEO SG/SOC SG/POL  FV/Prop./ECO FV/Prop./STC FV/Prop./GEO FV/Prop./SOC FV/Prop./POL
4.5	Each course is designed in a manner that contents, learning activities and assessment tasks are systematically aligned with the	Course ILOs are mapped against programs ILOs and are achieved through	Students' Handbook (Graduate Profile/Assessment Criteria);  Study Guides;	SHB/2015_16  SG/ECO SG/STC SG/GEO SG/SOC SG/POL

	course outcomes which in turn are aligned with the programme outcomes (constructive alignment).	(a) Well planned and periodically updated course content and guidelines  (b) Systematic and continuous assessments.	Final Curriculum Report.	FCR/2009
4.6	Course design and development takes into account student-centred teaching strategies enabling the students to be actively engaged in their own learning.	Courses are designed based on student centered teaching strategies enabling the students to actively engage in their own learning through  (a) Formative assessment system (take home assignments, mini research projects, presentations etc.),  (b) Field visits and lab practices  (c) Dissertation	Students' Handbook;  Study Guides;  Proposals of field visits;  Students' PPTs;  Dissertation topic list.	SHB/2015_16  SG/ECO SG/STC SG/GEO SG/SOV SG/POL  FV/Prop./ECO FV/Prop./STC FV/Prop./GEO FV/Prop./SOC FV/Prop./POL  PPT/Std./ECO PPT/Std./STC PPT/Std./SOC PPT/Std./POL PPT/Std./GEO  Diss.Topic/ECO Diss.Topic/STC Diss.Topic/SOC Diss.Topic/POL Diss.Topic/GEO

4.7	The courses have a clear course specification that provides a concise description of the ILOs, contents, teaching learning and assessment strategies and learning resources, made accessible to all students.	<p>Students are provided with</p> <p>(a) Student Handbook at the beginning of the program,</p> <p>(b) Study guides at the beginning of each course which includes ILOs, contents, lesson plan, assessment strategies and supplementary readings.</p> <p>(c) PPTs of the lectures.</p>	<p>Students' Handbook;</p> <p>Study Guide;</p> <p>Google groups;</p> <p>screenshots;</p> <p>Handouts;</p> <p>Tutorials.</p>	<p>SHB/2015_16</p> <p>SG/ECO</p> <p>SG/STC</p> <p>SG/GEO</p> <p>SG/SOC</p> <p>SG/POL</p> <p>Tutorial/ECO</p> <p>Tutorial/STC</p> <p>Tutorial/GEO</p> <p>Tutorial/SOC</p> <p>Tutorial/POL</p> <p>Handout/ECO</p> <p>Handout/STC</p> <p>Handout/GEO</p> <p>Handout/POL</p> <p>Handout/SOC</p> <p>Google groups</p>
4.8	Course design specifies the credit value, the workload (notional learning hours) as per SLQF, broken down into different types of learning such as direct contact hours, self-learning time, assignments, assessments, laboratory studies, field studies, clinical work, industrial training etc.	<p>Course design specifies the credit value and the workload through;</p> <p>(a) 45 direct contact hours</p> <p>(b) Allocation of fulltime four months for internship /dissertation</p> <p>(c) Allocating 40% marks for formative assessments (quizzes, field</p>	<p>Students' Handbooks;</p> <p>Study guides;</p> <p>Practical Training guidelines;</p> <p>Faculty Timetable;</p> <p>Final Mark Sheet Template (computer based)</p>	<p>SHB/2015_16</p> <p>SG/ECO</p> <p>SG/STC</p> <p>SG/GEO</p> <p>SG/SOC</p> <p>SG/POL</p> <p>PTG</p> <p>FMST/SSL</p> <p>SSL/TT</p>

		<p>studies, assignments &amp; presentation)</p> <p>(d) 60% marks for summative assessments.</p>		
4.9	<p>Course design and development integrates appropriate learning strategies for the development of self-directed learning, collaborative learning, creative and critical thinking, life-long learning, interpersonal communication and teamwork</p>	<p>Appropriate learning strategies are integrated through:</p> <p>(a) Team based projects</p> <p>(b) Practical Training</p> <p>(c) Assignments</p> <p>(d) Student presentations and debates</p> <p>(e) Supplementary readings</p> <p>(f) Dissertations /Project Report</p> <p>(g) Off campus field excursions.</p>	<p>Study Guide;</p> <p>Practical Training Guidelines;</p> <p>List of prescribed readings;</p> <p>Dissertation/Project topic list.</p>	<p>SG/ECO</p> <p>SG/STC</p> <p>SG/GEO</p> <p>SG/SOC</p> <p>SG/POL</p> <p>PTG</p> <p>Diss.Topic/ECO</p> <p>Diss.Topic/STC</p> <p>Diss.Topic/SOC</p> <p>Diss.Topic/POL</p> <p>Diss.Topic/GEO</p>

4.10	Course design and development takes into account the needs of differently abled students by employing teaching and learning strategies which make the delivery of the course as inclusive as possible.	Currently, Course design and development is not specifically optimized for differently abled students.  However, such students are facilitated for special requirements upon their request from the Faculty  ( eg: extra time for examination)	Request letters for additional time for examination	Letter/Extra time
4.11	With respect to credit weight and volume of learning, courses are scheduled and offered in a manner that allows the students to complete them within the intended period of time.	Courses are defined according to the weight of the subject and volume of learning (eg. 2 credits or 3 credits) and high volume courses are divided into two or more course units and distributed through the semesters in a learner friendly manner and offered in both Sinhala and English mediums for convenient adaptation.	Students' Handbook;  Study Guide;  Faculty Timetables;  Faculty Academic Calendar.	SHB/2015_16  SG/ECO SG/STC SG/GEO SG/SOC SG/POL  SSL/TT  SSL/AC. Cal



4.12	Course content has adequate breadth, depth, rigour and balance and the teaching programme can be successfully completed within the planned time.	Courses have been designed sufficiently representing concepts, theory, application and competencies while assuring that courses can be completed during the stipulated time	Study Guide(lesson plan);  Lecture Record Book;  Lecture Handouts/Manuals.	SG/ECO SG/STC SG/GEO SG/SOC SG/POL  LRB/Econ & Stat LRB/SS LRB/Geo & EM  Handout/ECO Handout/STC Handout/GEO Handout/POL Handout/SOC
4.13	Course design, development and delivery incorporates appropriate media and technology.	Course design and development take place having observed global standards through media.  Faculty maintains modern class rooms, language and computer labs equipped with multimedia high-tech equipment.	e-book list of current usage;  Class room Inventory;  ELTD Lab; Computer labs; Geography mapping room.	e-book/ECO e-book/STC e-book/GEO e-book/SOC e-book/POL  <a href="http://www.sab.ac.lk/lib/e-books">http://www.sab.ac.lk/lib/e-books</a>  Inventory/CR  Com. Lab  ELTD lab  Geo Mapping Room
4.14	The staff involved in instructional design and development have been trained for such purposes and undergo regular training.	The staff involved in instructional design and development have been trained through  (a) SDC workshops (b) Faculty workshop  (c) FQAC	Workshops organized by SDC/FQAC;  Lists of participants.	WS/SDC WS/FQAC  Particip./WS/SDC Particip./WS/FQAC

4.15	Appropriate and adequate resources for course design, approval, monitoring and review processes are made available by the Faculty/Institute.	<p>The Faculty exerts adequate human and financial resources for course design, moderation and review through</p> <p>(a) Timely allocation of funds by finance committee and HE projects (eg. IRQUE, IDAS)</p> <p>(b) Internal experts and external consultants approved by the Faculty.</p>	<p>Annual budget allocation to the Faculty;</p> <p>Finance Committee Minutes;</p> <p>Committee to Examine the Academic Quality of the Faculty Minutes</p> <p>IDAS allocations</p>	<p>BA/SSL/2016</p> <p>BA/SSL/2015</p> <p>Mts/FC</p> <p>Mts/CEAQF</p> <p>IDAS/Budget</p>
4.16	Course approval decisions are 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 specification.	<p>Course approval decisions are taken through</p> <p>(a) Curriculum Revision Committee</p> <p>(b) External subjects' experts</p> <p>(c) SLQF and SBS standards.</p>	<p>Curriculum Revision Committee Minutes;</p> <p>Appointment &amp; Appreciation letters for external experts;</p> <p>Students' Handbook;</p>	<p>Mts/CRC/2016</p> <p>FCR/2009</p> <p>Letters/CRC/2009/External Experts</p> <p>SHB/2015_16</p>
4.17	Relevant staff are made aware of the criteria against which the course proposals/specifications are assessed in the course approval process.	<p>Relevant staff are made aware of the criteria through</p> <p>(a) department meetings</p> <p>(b) Faculty Board</p> <p>(c) workshops.</p>	<p>Faculty minutes;</p> <p>Workshops announcements.</p>	<p>FB/SSL/116</p>

4.18	The Faculty's/Institute's IQAC adopts internal monitoring strategies and effective processes to evaluate, review, and improve the course design and development, and course approval processes.	Regular course evaluation, course design improvement and development are undertaken through IQAC & FQAC	QA steering Committee minutes (by-laws);  IQAC framework document;  Committee to Examine the Academic Quality of the Faculty Minutes.	Mts/QA St. Comm./10  Mts/QA St. Comm./9  IQAC framework document  Mts/CEAQF  FB/SSL/161
4.19	Courses/modules are evaluated at the end of each course/module with regard to its content, appropriateness and effectiveness of teaching, achievement of learning outcomes and feedback used for further improvement of the course.	Courses and effectiveness of teaching are evaluated at the end of each course through;  (a) Students' feedback  (b) Reflective practices adopted by lecturers.	Students' feedback;  Teacher evaluation report;  Study Guides.	TER/2017  TER/2016  TE/Stud. FB  SG/ECO SG/STC SG/GEO SG/SOC SG/POL

#### **Summary for Criterion 04: Course/Module Design and Development**

The Faculty adopts a participatory approach for course design & development through CDC including the subject lecturers, external subject experts, and each lecturer prepared course unit/s & take responsibilities of it. The courses are designed to meet the program objectives and outcomes through introducing new courses on par with contemporary knowledge and competency requirements and Practical Training. The courses comply with the SLQF and SBS. The Faculty has developed standardized format for course design, guidelines for Practical Training, guidelines for dissertations, guidelines for field visit requisition. Course ILOs are mapped against programs ILOs and are achieved through well planned and periodically updated course content and continuous assessments.

Courses designed are based on student centered teaching strategies enabling the students to actively engage in their own learning through formative assessment system. Appropriate learning strategies are integrated through team based projects, Practical Training, assignments, student presentations, debates, supplementary readings, Dissertations/Project Report, off campus field excursions. Currently, Course design and development are not specifically optimized for differently-abled students. However, such students are facilitated for special requirements upon their request from the Faculty. Courses are defined according to the weight of the subject and volume of learning (eg. 2 credits or 3 credits) and high volume courses are divided into two or more course units and distributed through the semesters in a learner friendly manner, in addition they are offered in both Sinhala and English mediums for convenient adaptation. The Faculty maintains modern class rooms, language and computer labs equipped with multimedia high-tech equipment. The staff members involved in instructional design and development have been trained through SDC workshops, Faculty workshops through FQAC. Regular course evaluation, course design improvements and developments are undertaken through IQAU & FQAC. Courses and effectiveness of teaching are evaluated at the end of each course through students' feedback and reflective practices adopted by lecturers.

## **Criterion 05**

### **Teaching and Learning**

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Table 3.5: Teaching and Learning

No	Standard	Claim of the degree of internalization of Best Practices and level of achievement of Standards	Documentary Evidence to Support the Claim	Code No. of the Document
5.1	Teaching and learning strategies are based on the Faculty's/Institute's mission, and curriculum requirements.	Teaching and learning methods are developed based on Faculty's' mission and the curriculum requirements.	Students' Handbook;  Final Curriculum Report.	SHB/2015_16  FCR/2009
5.2	The Faculty/Institute provides course specifications and timetables before the commencement of the course.	Lecturers receive personal timetables before starting the semester and Faculty timetable is posted on the notice boards before the commencement of the semester for students;  Students are provided with study guides which include ILOs, syllabus, and references on the very first day of the course.	Lecturers' timetable;  Faculty timetable;  Study guides;  Teacher evaluation report.	TT/ECO TT/STC TT/GEO TT/POL TT/SOC  SSL/TT  SG/ECO SG/STC SG/GEO SG/SOC SG/POL  TER/2017 TER/2016
5.3	Teaching learning strategies, assessments and learning outcomes are closely aligned (constructive alignment)	Assessments procedures and learning outcomes are aligned with the study guide for each course and closely monitored.	Study guide;  Teacher Evaluation Report.	SG/ECO SG/STC SG/GEO SG/SOC SG/POL

5.4	Teaching learning strategies offered are also appropriate and accessible to differently abled students if the programme caters for such students.	Faculty does not cater any specific teaching learning strategies for differently-abled students.		TER/2017 TER/2016
5.5	The Faculty/Institute encourages blended learning (mixture of diverse delivery methods) as a way of maximizing student engagement with the programme/courses.	<p>Faculty utilizes blended student centered teaching and learning methods such as; presentations, team based learning, field visits, case studies, take-home assignments</p> <p>The following specific blended methods are practiced by:</p> <p><b><u>Economics:</u></b></p> <p>Mini Projects, Paper reviews, Key informant presentations.</p> <p><b><u>Geography:</u></b></p> <p>Mini Projects, Key informant presentations, Field observations, PRA</p> <p><b><u>Political Science</u></b></p> <p>Debates, Conflict mapping, Videos and films</p>	<p>Study Guides</p> <p>Field trip documents;</p> <p>Teacher Evaluation Reports.</p>	<p>SG/ECO SG/STC SG/GEO SG/SOC SG/POL</p> <p>FV/Prop./ECO FV/Prop./STC FV/Prop./GEO FV/Prop./SOC FV/Prop./POL</p> <p>PPT/Stud./ECO PPT/Stud./STC PPT/Stud./SOC PPT/Stud./POL PPT/Stud./GEO</p> <p>TER/2017 TER/2016</p>

		<p><b><u>Sociology</u></b></p> <p>Role play, Videos and films, Mini research projects, Web-Based learning</p> <p><b><u>Statistics</u></b></p> <p>Debates, Real data analysis, Mini research projects</p>		
5.6	Teachers integrate into their teaching, appropriate research and scholarly activities of their own/others' and current knowledge in the public domain.	<p>Lecturers use latest updated text books and online sources to prepare courses and make those available in the library for students;</p> <p><b><u>Sociology and Political Science</u></b></p> <p>Department has incorporated the practice by which students select their final year dissertation topics considering the specialized research interests of staff.</p> <p>Staff members conduct research and publish papers in local and international journals.</p>	<p>Study guide;</p> <p>Faculty web;</p> <p>List of final year dissertation</p>	<p>SG/ECO SG/STC SG/GEO SG/SOC SG/POL</p> <p><a href="http://www.sab.ac.lk/lib/">http://www.sab.ac.lk/lib/</a></p> <p>Diss.Topic/ECO Diss.Topic/STC Diss.Topic/SOC Diss.Topic/POL Diss.Topic/GEO</p> <p>SSL/Staff/Publications</p>





		<p><b><u>Geography</u></b></p> <p>Students' final research output are published at the Annual Student Research Symposium and exhibited poster presentations</p>	Photographic evidence	ASRS/2016/GEO/Posters
5.9	Teaching learning strategies include providing opportunities for students to work in study groups to promote collaborative learning.	<p>Students are given opportunities to work in study groups in most of the courses via</p> <p>(a) Group projects,</p> <p>(b) Group presentations,</p> <p>(c) Debates.</p> <p>Allocation of maximum 20 marks for above activities in the final examination.</p>	<p>Study guides;</p> <p>Off campus field visit/ excursions;</p> <p>Off campus field visit evaluation;</p> <p>Presentation ;</p> <p>Students' Handbook</p>	<p>SHB/2015_16</p> <p>SG/ECO</p> <p>SG/STC</p> <p>SG/GEO</p> <p>SG/SOC</p> <p>SG/POL</p> <p>FV/Prop./ECO</p> <p>FV/Prop./STC</p> <p>FV/Prop./GEO</p> <p>FV/Prop./SOC</p> <p>FV/Prop./POL</p> <p>FV/Feedback/Eco &amp; Stat</p> <p>FV/Feedback/Geo &amp; EM</p> <p>FV/Feedback/SS</p> <p>PPT/Stud./ECO</p> <p>PPT/Stud./STC</p> <p>PPT/Stud./SOC</p> <p>PPT/Stud./POL</p> <p>PPT/Stud./GEO</p>
5.10	Teachers engage students in research as part of the teaching and learning strategy and encourage / support the students	Faculty organizes Annual Student Research Symposium to publish student's research findings in front of scholars;	Annual Student Research Symposium proceedings ;	<p>FB/SSL/167</p> <p>ASRS/2015</p> <p>ASRS/2016</p> <p>Staff &amp; Stud./SSL/Publications</p>

	to publish their research giving due credit to the student.	Student and final year supervisor collaboratively publish student's research papers in locally and internationally accepted journals.	Publication list of collaborative research with staff and students;  Faculty Board minutes.	
5.11	Teaching learning strategies ensure that they are not gender discriminative and abusive.	Faculty will incorporate the Policy Framework for GEE	Policy Framework for GEE  Appointment letters of Director-CGEE	Policy Framework document for GEE  Mts/CGEE  Letters/Appt./CGEE Director
5.12	Teaching and learning activities are monitored routinely for their appropriateness and effectiveness	Teaching and learning activities are monitored at the end of each semester via  (a) Lecture evaluation report  (b) Students' feedback.  The Faculty is in the process of formalizing peer evaluation.	Teacher evaluation report;  Student feedback forms;  Faculty Board minutes;  Peer evaluation form;  Committee to Examine the Academic Quality of the Faculty Minutes.	TER/2017 TER/2016  TE/Stud. FB  FB/SSL/168  Peer evaluation form  Mts/CEAQF

5.13	The teachers adopt innovative pedagogy and appropriate technology into teaching learning processes and monitor progress in the use of technology.	Faculty adopts effective and novel teaching practices supported by appropriate technologies.  e.g. Prezi, GIS, R, Remote Sensing, Google Applications, Envivo	Lecturers PPTs;  Teacher Evaluation Report;  Students' Handbook.	PPT/Lect./ECO PPT/Lect./STC PPT/Lect./GEO PPT/Lect./POL PPT/Lect./SOC  TER/2017 TER/2016  SHB/2015_16
5.14	Teachers adopt both teacher directed and student-centred teaching-learning methodologies as specified in the course specifications	Faculty incorporates both teacher directed and student-centred teaching-learning via curriculum revision which facilitated more practical teaching and learning.	Final Curriculum Report;  Old and new Students' Handbooks;  Study guides.	FCR/2009  SHB/2015_16 SHB/2010_11  SG/ECO SG/STC SG/GEO SG/SOC SG/POL
5.15	Teaching learning strategies promote the use of appropriate facilities, amenities and activities to engage in active/deep learning, academic development and personal wellbeing.	Faculty has significantly gained infrastructure to support healthy teaching and learning environment which facilitates better strategies for active/deep learning.	Inventory of teaching learning infrastructure;  Computer labs with updated software;  Wi-Fi facilities.	Inventory/CR  Inventory/SSL  Inventory/Laptops  Computer labs  Wi-Fi
5.16	The teachers use appropriate tools to obtain regular feedback on the effectiveness and quality of teaching from students, and	At the end of the course, effectiveness and quality of teaching is judged by student by completing the teacher evaluation	Faculty Board minutes; Teacher evaluation reports;	FB/SSL/168  TER/2017 TER/2016 TE/Stud. FB  Peer Eva./STC

	peers through a coordinated mechanism for improvement of teaching learning.	form which is compulsory.  Some lecturers practice peer evaluation.	Peer evaluation feedback	Peer Eva./ECO Peer Eva./POL Peer Eva./GEO Peer Eva./SOC
5.17	The teachers use the information gained from assessment of student learning to improve teaching-learning.	Students' feedback regarding lecturer evaluation is analyzed and a report is prepared and presented to the Faculty Board.  HoD sends a letter along with the analyzed students' feedback to each lecturer and individually discusses if there are issues for further betterment.	Teacher Evaluation Report;  Department minutes.	TER/2017 TER/2016  Mts/Dept. Meet./Econ & Stat/March_2017  Mts/Dept. Meet./Econ & Stat/Oct_2016  Mts/Dept. Meet./Geo & EM  Mts/Dept. Meet./SS
5.18	Allocation of work for staff is fair and transparent, and equitable as far as possible.	HoD and subject coordinators prepare subject allocation fairly and transparently according to standard work norm.	Subject Allocations;  Faculty time tables;  Individual time tables	Sub. Allo./ECO Sub. Allo./STC Sub. Allo./GEO Sub. Allo./POL Sub. Allo./SOC  SSL/TT  TT/ECO TT/STC TT/GEO TT/POL TT/SOC
5.19	The Faculty/Institute uses a defined set of indicators of excellence in teaching to evaluate performance of	IQAU has designed unique set of indicators for teacher evaluation, peer evaluation and lab	IQAU minutes;  Management Committee IQAU	Mts/QA St. Com/2  Mts/QA St. Com/4  Mts/MC IQAU/July_2016  Form TE

	teachers, identify champions of teaching excellence, and promote adoption of excellent practices.	evaluation for entire University.  High efficiency and commitment shown by academic staff is acknowledged by HoD and Dean by issuing letters of appreciation.	Evaluation forms;  Appreciation letters.	Form PE Form LE  Letters/Appr./Econ & Stat Letters/Appr./Geo & EM Letters/Appr./SS
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#### **Summary for Criterion 05: Teaching and Learning**

The Faculty promised to ensure the quality of teaching and learning with the hope of improving the quality of students' learning experiences to achieve the ILOs based on the mission of the Faculty and the curriculum requirements. Lecturers are given the personal timetables and the Faculty timetable is displayed on the notice boards and the web before commencing the semester. Students are provided with study guides with ILOs, content, and prescribed readings at the beginning of the course. The assessment process and learning outcomes are aligned with the study guide and closely monitored. Lecturers frequently update their knowledge via textbooks and online sources to prepare courses and make available those books in the library for students' reference. Self-directed learning and collaborative learning are promoted via study guides and electronic sources. Students are encouraged to contribute to scholarship, creative work and discovery of knowledge. Apart from that, Faculty organizes the Annual Student Research Session to present students' research findings published in locally and internationally accepted journals with the collaboration of the supervisor. Technology enhanced effective and novel teaching practices are applied and the Faculty incorporates both teacher directed and student-centered teaching-learning to facilitate more practical teaching and learning. Healthy teaching and learning environment is created with the significant improvement of the Faculty infrastructure. IQAU has designed a unique set of indicators for teacher evaluation, peer evaluation and lab evaluation for the entire university. The effectiveness and quality of teaching is assessed by students. The teacher evaluation report is presented to the Faculty Board and lecturers are informed the evaluation results by HoD. The Faculty is in the process of implementing peer evaluation. High efficiency and commitment shown by academic staff is acknowledged by HoD and Dean by issuing letters of appreciation. HoD and subject coordinators prepare subject allocation fairly and transparently according to the standard work norm.

## **Criterion 06**

### **Learning Environment, Student Support and Progression**

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Table 3.6: Learning Environment, Student Support and Progression

No	Standard	Claim of the degree of internalization of Best Practices and level of achievement of Standards	Documentary Evidence to Support the Claim	Code No. of the Document
6.1	The Faculty/Institute adopts a student-friendly administrative, academic and technical support system that ensures a conducive and caring environment, and greater interaction among students and staff.	<p>Faculty ensures a student-friendly conducive and caring environment providing opportunities to solve their problems;</p> <p>Lecturers maintain good rapport with students;</p> <p>Faculty maintains suggestion box for students' issues;</p> <p>Computer center in the Faculty maintains record book to identify the issues in the lab.</p>	<p>Minutes of the meetings with student representatives ;</p> <p>Teacher Evaluation Report;</p> <p>Letters in the Suggestion box;</p> <p>Complaint and Suggestion book in the Computer Center.</p>	<p>FB/ SSL/151 FB/ SSL/155</p> <p>Mts/Stud. Rep./2016</p> <p>TER/2017 TER/2016</p> <p>Letters/Sugg. box</p> <p>Comp. Lab/Stud. Issues</p>
6.2	The Faculty/Institute identifies learning support needs for its educational programmes and methods of delivery and provides effective learning environment through appropriate services and training programmes.	<p>During the monthly meetings with students, The Faculty gets feedback regarding the learning support requirements;</p> <p>Faculty has provided multimedia/projectors for the lecture halls;</p> <p>Faculty facilitates computer based environment for some subjects (Eg: STC313, ECO325, SOC411, GEO324)</p>	<p>Minutes of the meetings with student representatives ;</p> <p>Time table;</p> <p>Teacher Evaluation Report</p>	<p>Mts/Stud. Rep./2016</p> <p>Inventory/CR</p> <p>SLT/TT</p> <p>TER/2016 TER/2017</p>



6.3	The Faculty/Institute offers all incoming students an induction programme regarding the rules and regulations of the institution, student-centered learning, outcome based education and technology based learning.	Faculty organizes an orientation programme for newly enrolled students which includes:  Examination rules and regulations,  Introduction to the university library,  Physical education.	Orientation programme schedule;  Attendance of the students	OP/2015_16 OP/2014_15
6.4	The Faculty guides the students to comply with the Code of conduct for students (Student Charter), discharge their rights and responsibilities and utilize services available in a prudent manner.	At the enrollment, students are provided with the following and their consent is obtained:  Code of student conduct – SUSL,  Declaration by the candidate,  Prohibition of ragging and other forms of violence in educational institutions (ACT # 20 of 1998).	Code of student conduct – SUSL;  Declaration by the candidate;  Prohibition of ragging and other forms of violence in educational institutions (ACT # 20 of 1998)	Stud. Declaration  Stud. Inf. Package
6.5	The Faculty/Institute guides the students to optimally use the available student support services and empower learners to take personal control of their own development (self-directed learning).	In the Faculty orientation program, students are convinced of the available student support services in the Faculty/Department;  Faculty introduces a mentoring program for newcomers to guide and empower students.	Orientation program schedule;  list of mentors of FSSL; Study Guide;  Map practical sessions;  Documents pertaining to field visits;	OP/2015_16 OP/2014_15  Ment. Prog/2015_16 Ment. Prog/2014_15  FV/Prop./ECO FV/Prop./STC FV/Prop./GEO FV/Prop./POL FV/Prop./SOC

		Departments adopt student centered learning approaches for self-directed learning Eg: take-home assignments , article reviews, presentations, organizing filed visits, dissertation and practical training	Practical Training  Study Guide  Lecturer Evaluation Report.	TER/2017 TER/2016  PT/Stud. List/ECO PT/Stud. List/STC PT/Stud. List/GEO PT/Stud. List/POL PT/Stud. List/SOC  SG/ECO SG /STC SG/GEO SG/POL SG/SOC
6.6	The Faculty/Institute monitors/ evaluates student support services and use the information as a basis for improvement.	Faculty evaluates the student support services based on the information given by the students at the meeting with student representatives;  Faculty computer center gets the feedback given by the students to evaluate services.  Students provide a report on the issues in the Faculty annually.	Minutes of the meetings with student representatives ;  Compilation of the issues in the Faculty submitted by the students;  Complaint and Suggestion book in the Computer Center	Mts/Stud.Rep./2016  Comp. Lab/Stud. Issues  Rep.Fac.Issu./Student/2016
6.7	The Faculty/Institute provides ongoing training for users (students and staff) of common learning resources such as library, ICT, and language laboratories.	Faculty, FQAC, and SDC organize workshops and training programs for using learning resources such as ICT, data analysis, academic writing, career development, soft skills development etc.	LMS Workshop;  Workshop on data analysis and statistical packages;  Workshop on academic writing_2016;  Workshop on career development in	IDAS/TOR/OS/01_LMS  Final Report_Academic Writing-FSSL  WS/SDC WS/GCU  Particip./SDC Particip./CGU

			<p>sociology for students;</p> <p>Workshop list organized by career guidance unit;</p> <p>SDC workshop list.</p>	
6.8	<p>The Faculty/Institute which offers professional/science based programmes, provides ongoing training for users (students and staff) of specialized learning resources such as clinical facilities, science based laboratories, engineering workshops etc.</p>	<p>Faculty arranges 4 months Practical training for Year IV Semester II students;</p> <p>Students are taken for field excursions to enhance practical knowledge;</p> <p>Staff members are provided the chance to participate in professional programs such as data analysis using statistical software, GIS, Counselling etc.</p>	<p>Practical Training record book;</p> <p>List of students who have been sent for practical training;</p> <p>Students' Handbook;</p> <p>Certificates;</p> <p>Faculty board minutes;</p> <p>Field visit documents.</p>	<p>PT/RB</p> <p>PT/Stud. List/ECO PT/Stud. List/STC PT/Stud. List/GEO PT/Stud. List/POL PT/Stud. List/SOC</p> <p>SHB/2015_16 SHB/2014_15</p> <p>Certificates/outside/WS</p> <p>FB/SSL/159</p> <p>FV/Prop./ECO FV/Prop./STC FV/Prop./GEO FV/Prop./POL FV/Prop./SOC</p>
6.9	<p>The Faculty/Institute has appropriate infrastructure, delivery strategies, academic support services and guidance to meet the needs of differently abled students.</p>	<p>Faculty has established "Sith Arana" a unit to assist students who are in need of counselling.</p> <p>However, As at present, the Faculty does not enroll physically disabled students</p>	<p>Appointment letters of the student counselors;</p> <p>"Sith Arana" Record book.</p>	<p>Sitharana/Log Book Sitharana/Client File</p> <p>Letters/Appt./Phy. Counsellor</p> <p><a href="http://www.sab.ac.lk/fssl/sith-arana-counselling-unit">http://www.sab.ac.lk/fssl/sith-arana-counselling-unit</a></p>

6.10	The Faculty/Institute's library and its branches use ICT-led tools to facilitate the students to access and use information effectively for academic success, lifelong learning and gainful employment.	The library system was fully computerized and it facilitates book searching, E Databases, E Journals, E Abstracts and E Tools.	University web site	<a href="http://www.sab.ac.lk/lib/">http://www.sab.ac.lk/lib/</a>
6.11	The teachers in partnership with library and information resources personnel ensure that the use of library and information resources are integrated into the learning process	The students are motivated to use the library facilities through article review, book review and their CA marks are evaluated based on them.	Study Guides;  Library website	<a href="http://www.sab.ac.lk/lib/">http://www.sab.ac.lk/lib/</a>  SG/ECO SG/STC SG/GEO SG/POL SG/SOC
6.12	The Faculty/Institute maintains up-to-date records on student progress throughout a programme of study and provide prompt and constructive feedback about their performance.	Each Department maintains up-to-date records on student progress through CAs including quizzes, assignments, presentations, etc., and students are provided feedback following the CAs	Records of CA marks (electronic and printed);  Lecture Record Book (LRB);  Teacher Evaluation Report.	CA Marks/ECO CA Marks/STC CA Marks/POL CA Marks/SOC CA Marks/GEO  LRB/Econ & Stat LRB/Geo & EM LRB/SS  TER/2015_16 TER/2014_15
6.13	The Faculty/Institute promotes active academic/social interaction between the faculty and students.	Faculty conducts Annual Student Research Session to improve academic interaction between academic staff and students and further organizes various social events like, field visits, Shramadana campaigns, talent shows, Seminars for A/L students etc.	Annual Student Research Session proceedings ;  Minutes of Art Center;  A/L seminar programme schedule; Field visit documents.	ASRS/2015 ASRS/2014  Letters/Perm./Arts Centre  Letters/Perm./Art Fest.  <i>Girihisin Uda sanda/2016</i>  <i>Girihisin Uda sanda/2015</i>

		Faculty has established an Art Center to uplift socio-cultural interaction between staff and students through aesthetic appeal.		IDAS/TOR/OS/10 IDAS/TOR/OS/12
6.14	The Faculty/Institute recognizes and facilitates academic interaction between the peer helpers/ mentors/ senior guides and students.	Faculty facilitates academic interaction between mentors and students through mentoring program; off campus field visits	Records of the mentoring program;  Dept. field visit records.	Ment. Prog/2015_16 Ment. Prog/2014_15  FV/Photos/ECO FV/Photos/STC FV/Photos/GEO FV/Photos/POL FV/Photos/SOC
6.15	Co-curricular activities such as sports and aesthetic programmes conform to the mission of the Faculty, and contribute to social and cultural dimensions of the educational experience.	Students and staff of the Faculty organize aesthetic programs:  (a) Art festival ( <i>Girihisin Uda-Sanda</i> ),  (b) Films Screening and discussions organized by the Film Society  Publications of magazines “ <i>Chamthkara</i> ” and “ <i>Bihidora</i> ” by students with the contribution of staff	Art festival records;  Film society constitution and registration;  List of films screened;  Materials including film critiques;  Magazines of “ <i>Chamthkara</i> ” and “ <i>Bihidora</i> ”	Letters/Perm./Art. Fest.  <i>Girihisin Uda sanda/2016</i>  <i>Girihisin Uda sanda/2015</i>  Films_screened  Mat. film critiques  <i>Chamthkara/2015</i>  <i>Bihidora/2015</i>
6.16	Students are equipped with career management skills along with soft skills empowering them to make informed career choices through the CGU	A compulsory course (CGS 221 – Soft skills) has been designed to improve students’ career management skills;  Faculty and CGU conduct activities to	Students’ Handbook;  Annual Student Research Session	SHB/2015_16 SHB/2014_15  ASRS/2015 ASRS/2014  IDAS/TOR/OS/10 IDAS/TOR/OS/12

		enhance students' soft skills.	List of workshop activities;  Students' attendance list.	Stud. attendance/WS/CGU
6.17	Learning experience is enhanced through opportunities such as industrial placement/ internships/ work based placements	Faculty conducts the Practical Training programme for the final years and guides students for future career opportunities.	Practical Training guidelines;  Dept. Records of Practical Training;  Faculty Minutes.	PTG  PT/RB  PT/Std. List/ECO PT/Std. List/STC PT/Std. List/GEO PT/Std. List/POL PT/Std. List/SOC  FB/SSL/159
6.18	The Faculty/Institute has internalized the policies on gender equity and equality and ensures that there is no direct or indirect sex discrimination/ harassment.	Faculty abides by the Policy Framework for GEE and is in the process of implementation.  Students of the Faculty participated in the workshop on SGBV awareness	Policy Framework for GEE  Appointment letters of Gender Cell Director;  Students' participation records	Policy Framework for GEE  Mts/CGEE  Letters/Appt./CGEE Director  Stud. attendance/WS/ SGBV awareness
6.19	The Faculty/Institute regularly and systematically gathers relevant information about the satisfaction of students with the teaching programmes/ courses offered and support services and the information is used in improvement	The Faculty systematically gathers the students' comments and their satisfaction of the courses offered and support services;  Students' feedback is returned to staff and considered in reflective practice.	Student feedback;  Teacher Evaluation Report.	TE/Stud. FB  TER/2017 TER/2016

6.20	The Faculty/Institute is proactive in counselling the students to facilitate their progression from one level of a programme to another and for qualifying for an award and employment/advanced study.	<p>Faculty maintains a formal procedure for entertaining Students' appeals and complaints regarding Honours Degree selection.</p> <p>Outstanding students are encouraged to pursue higher studies.</p> <p>Faculty has organized workshops regarding employment opportunities.</p> <p>Dept. of Social Sciences has organized a workshop on "Career opportunities for Sociology".</p>	<p>Students' appeals for Honours Degree for change of medium/subject;</p> <p>Faculty Board minutes;</p> <p>Student Handbook</p> <p>University newsletter;</p> <p>Faculty web;</p> <p>Presentation slides of resource persons.</p>	<p>Letters/Appeals/Sub . Change</p> <p>Letters/Appeals/Honours</p> <p>FB/SSL/168</p> <p>SHB/2015_16 Stud. attendance/ Career opportunities for Sociology</p> <p>PPT/ Career opportunities for Sociology</p>
6.21	The Faculty/ Institute facilitates the students who do not complete the programme successfully to settle with the fall back options available.	Faculty provides grace chances to the students who do not complete the program within the expected number of attempts	Faculty Board minutes	FB/SSC/161
6.22	The Faculty/Institute regularly monitors retention, progression, completion/ graduation rates, employment rates	Faculty monitors retention, progression, graduation rates of students and conducts surveys about the employability rate	<p>Convocation booklet;</p> <p>Faculty records of graduates;</p>	<p>Conv. Book/18</p> <p>Conv. Book/17</p> <p>Enroll &amp; Dropout/2010_11</p> <p>Enroll &amp; Dropout/2009_10</p>

	and per student cost in relation to national targets where available, and remedial measures taken where necessary.		Employability Survey Database  Online Graduate Survey Database.	Grad. DB  www.sab.ac.lk/survey
6.23	Faculty/institute promptly deals with students' complaints and grievances, and deliver timely responses	Faculty maintains a formal procedure to constructively respond to Students' appeals and complaints.	Students' appeals;  Faculty board minutes.	Letters/Appeals/Sub . Change  Letters/Appeals/Honours  FB/SSL/167 FB/SSL/168
6.24	The Faculty networks with alumnus and encourage alumnus to assist students in preparing for their professional future.	Faculty maintains healthy relationships with alumnae	Student Union records  Graduate Database	Grad. DB  www.sab.ac.lk/survey  Std. Union Records

**Summary for Criterion 06: Learning Environment, Student Support and Progression**

The Faculty ensures a student-friendly conducive and caring environment to provide opportunities to solve students' problems. The Faculty gets feedback regarding the learning support via monthly students' meetings with student representatives chaired by the Dean and decisions are constantly taken to resolve the issues. Added to that, Faculty's computer center evaluates their service via the students' feedback. Moreover, the Student Services Division along with the Senior Student Counsellor and his team organize an orientation program for newly enrolled students to make them aware of the examination rules and regulations, University library, physical education, and the available student supportive services in the Faculty/Department. Further, at the enrolment, students are provided with the Code of Student Conduct, Declaration by the candidate, and prohibition of ragging and other forms of violence in educational institutions for their consent. In the Orientation Program, the Faculty conducts a special session to introduce the academic staff and educate the new University entrants on the selection of courses and the Handbook providing them with a question and answer session. Notably, the Faculty has a mentoring program for newcomers to guide and empower them.

More importantly, the Faculty, FQAC, SDC and CGU organize workshops and training programs for students and staff to instruct about ICT, data analysis, academic writing, career



development, soft skill development, and new resources in the library. Further, the Faculty arranges Practical Training, field excursions, professional programs of using statistical software, Counselling and etc. Apart from that, “Sith Arana” commits to counsel the students. The library system is fully computerized and students are motivated to use the library facilities. Moreover, every Department maintains up-to-date records on student progress through CAs. Students are provided feedback following the CAs. Notably, the Faculty conducts the Annual Students’ Research Session. Furthermore, Faculty has established an Art Centre to uplift the socio-cultural interaction between staff and students. Aesthetic activities are also organized by the collaboration of students and staff. The Faculty conducts the Practical Training Program for the final years and guides students for future career opportunities. The Faculty is abided by SGBV policy and is in the process of implementation. Students’ comments on their satisfaction on courses and supportive services are constantly gathered and maintained a formal procedure for entertaining students’ appeals and complaints. Students who have not completed their studies are provided with chances to complete the Degree. The Faculty monitors retention, progression, and graduation rates and conducts surveys about the employability.

## **Criterion 07**

### **Student Assessment and Awards**

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Table 3.7: Student Assessment and Awards

No	Standard	Claim of the degree of internalization of Best Practices and level of achievement of Standards	Documentary Evidence to Support the Claim	Code No. of the Document
7.1	Assessment strategy of student learning is considered as an integral part of programme design, with a clear relation between assessment tasks and the programme outcomes.	Assessment tasks with well-established ILOs pertaining to the programme objectives have been clearly defined in the process of programme design	Final Curriculum Revision committee Report;  Student's Handbook;  Common format of the study guide;  Faculty Minutes Senate Minutes	FCR/2009  SHB/2015_16  SG format HM/2015/04  FB/SSL/155 Senate/194
7.2	Assessment strategy is aligned to specified qualification/level descriptors of the SLQF and SBS and requirements of professional bodies.	Programme is being evaluated based on the descriptors of SLQF and SBS.	Final Curriculum Revision Report;  Students' Handbook.	FCR/2009  SHB/2015_16 SHB/2014_15
7.3	The Faculty/Institute has procedures for designing, approving, monitoring and reviewing the assessment strategies for programmes (incorporating all aspects of training including industrial training, clinical training etc) and awards.	Paper setting, moderating and evaluating process are practiced and approved by the Faculty Board and the Senate.  A special evaluation procedure has been implemented for industrial training.	Student's Handbook;  Faculty Board minutes;  Senate minutes;  Convocation book;  Record Book for Practical Training.	SHB/2015_16 SHB/2014_15  FB/SSL/166 Senate/206  Set_Mod. List/Econ & Stat Set_Mod. List/Geo & EM Set_Mod. List/SS  Conv. Book/18 Conv. Book/17  PR/RB

7.4	The Faculty/Institute reviews and amends assessment strategies and regulations periodically as appropriate and remains fit for purpose.	<p>a) Amendments on changing allocated marks for formative assessments (Eg: allocated 10% marks for the attendance <math>\geq</math> 80%)</p> <p>b) All the formative assessment answer scripts are returned to the students after evaluation</p> <p>c) A committee has been formed to maintain the quality of the degree program</p>	<p>Faculty Board minutes;</p> <p>Dept. minutes;</p> <p>Study Guides;</p> <p>Teacher Evaluation Report;</p> <p>Faculty has formed a Committee to Examine the Academic Quality of the Faculty.</p>	<p>FB/SSL/165</p> <p>SG/ECO SG/STC SG/GEO SG/POL SG/SOC</p> <p>TER/2017 TER/2016</p> <p>FB/SSL/161 Mts/CEAQF</p>
7.5	The Faculty/Institute ensures the weightage relating to different components of assessments are specified in the programme/course specifications.	Credit structure and the weightage of the assessment components of the Degree Programme are mentioned and clearly communicated to students	<p>Student's Handbook;</p> <p>Study Guides;</p> <p>Final mark sheet format.</p>	<p>SHB/2015_16 SHB/2014_15</p> <p>SG/ECO SG/STC SG/GEO SG/POL SG/SOC</p> <p>FMST</p>
7.6	The Faculty/Institute adopts policies and regulations governing the appointment of both internal and external examiners and provides them with clear ToRs.	Appointing external and internal examiners with the approval of Faculty Board & Senate and ToRs are provided.	<p>Appointment letters with ToR;</p> <p>Faculty Examiners List;</p> <p>Faculty Board minutes.</p>	<p>FB/SSL/166 Senate/206</p> <p>Set_Mod. List/Econ &amp; Stat Set_Mod. List/Geo &amp; EM Set_Mod. List/SS</p>

7.7	Faculty/Institute ensures that the reports from external examiners are considered by the examination board in finalizing the results.	Final mark is based on the average marks of first and second marker. If the difference between those two markings is > 10, a 3 <sup>rd</sup> marker is appointed by the Faculty followed by Senate approval	Sample of Final Mark sheets;  Examiners' list;  Faculty Board and Senate minutes.	FMST  Set_Mod. List/Econ & Stat Set_Mod. List/Geo & EM Set_Mod. List/SS  FB/SSL/161 FB/SSL/166 Senate/206
7.8	Students are assessed using published criteria, regulations, and procedures that are adhered to by the staff and communicated to students at the time of enrollment / recruitment.	Rules and regulations on assessments and final examinations are communicated to the students through; a) Student Handbook;  b) Orientation programme  c) Mentoring process  d) Meetings with student counselors	Students' Handbook;  Appointment of mentors;  Orientation programme schedule.	SHB/2015_16 SHB/2014_15  OP/2015_16 OP/2014_15  Ment. Prog/2015_16 Ment. Prog/2014_15
7.9	The Faculty/Institute ensures that staff involved in assessing the students are competent to undertake their roles and responsibilities and have no conflict of interest.	Papers are moderated by a senior examiner and marked by second examiner.  Marking scheme is submitted during the moderation.  SDC conducts workshops for newly recruited staff on assessment and evaluation.	Examiners' list;  Annual Activity Plan - SDC	Set_Mod. List/Econ & Stat Set_Mod. List/Geo & EM Set_Mod. List/SS  FB/SSL/166 Senate/206  WS/SDC

7.10	Appropriate arrangements/adjustments/ facilities are made available by the Faculty/Institute regarding examination requirements for students with disabilities wherever relevant.	On request of disabled students, Faculty provides extra time at the examination on due cases	Examination Guidelines;  Students' Request letters.	Guideline/Exam Letters/Extra_ Time
7.11	Students are provided with regular, appropriate and timely feedback on formative assessments to promote effective learning and support the academic development of students.	Fixed dates and times have been scheduled through Study guide for formative assessments (CAs)  Corrected assignments are returned with comments	Study Guides;  Teacher Evaluation Reports.	SG/ECO SG/STC SG/GEO SG/POL SG/SOC  TER/2017 TER/2016
7.12	The Faculty/Institute adopts well defined marking scheme, various forms of internal second marking (open marking, blind marking) and procedures for recording and verifying marks etc, to ensure transparency, fairness and consistency.	Faculty practices first marking and second marking for final examination;  Marking scheme is submitted with paper to the moderator;  Final marks are recorded using electronic format and numeracy checked by a third person and HoD.  Upon the request of students, Faculty adopts CC # 978.	Examiners' list;  Final mark sheet;  Rescrutinization of marks and grades.	Set_Mod. List/Econ & Stat Set_Mod. List/Geo & EM Set_Mod. List/SS  FB/SSL/166 Senate/206  FMST  Letters/Request/ Re-correction

7.13	Graduation requirements are ensured in the degree certification process and the transcript accurately reflects the stages of progression and student attainments.	University examination branch issues Detailed Degree Certificates for students who are eligible for graduation,  Subject code in the transcript reflects the stage of the student's progression.	Report of the Committee on Procedure for Conduct of University Examination;  Students' Handbook;  Sample of complete transcript;	Manual_1977/P52  SHB/2015_16 SHB/2014_15  Detailed Degree Certificate
7.14	A complete transcript indicating the courses followed, grades obtained and the aggregate GPA/grades, and class (where appropriate) is made available to all students at graduation.	Complete transcript includes courses followed, grades obtained and the aggregate GPA/grades, and the class	Sample of complete transcript;  Students' Handbook	Detailed Degree Certificate  SHB/2015_16 SHB/2014_15
7.15	Examination results are documented accurately and communicated to students within the stipulated time.	Final mark sheets are uploaded to the automated system by examiners and results are issued with the confirmation of head of the department;  Final results are issued by the Examination Board subject to the approval of the Senate	Faculty website;  Senate Minutes;  Dept. Notice Board.	<a href="http://192.248.87.12/cam/php/result.php">http://192.248.87.12/cam/php/result.php</a>  Senate/207  Notice/Results

7.16	The Faculty ensures that the degree awarded and the name of the degree complies with the guidelines (qualification descriptor), credit requirements and competency levels (level descriptor) detailed in the SLQF	The name of the degree title is in compliance with SLQF	University admission Handbook - 2016;  Students' Handbook  Senate Minutes	UGC/SHB/2016  SHB/2015_16  Senate/205
7.17	The Faculty/Institute ensures the implementation of examination by laws including those on academic misconduct, and strictly enforces them according to the institutional policies and procedures, in a timely manner.	Students are being penalized for the examination violations and penalties are decided by a committee appointed by the Senate.	By-law No. 03 of 1996 Pertaining to Examinations;  Examination Admission Record;  Examination Offences Board Records	SHB/2015_16  Exam. Adm.  Examination Offences Board Records

#### **Summary for Criterion 07: Student Assessment and Awards**

The Faculty adopts assessment strategies of students' learning as an integral part of programme design by constructing well established ILOs pertaining to the programme objectives. The name of the Degree title is in compliance with SLQF and assessment strategies are specifically aligned with the descriptors of SLQF and SBS. The Faculty practices formative and summative assessments in order to evaluate students' performance, and these assessment strategies are approved by the Faculty Board and the Senate. The evaluation criteria for formative assessments are reviewed and amended periodically. For instance, it is being decided to allocate 10% marks for the attendance of students  $\geq 80\%$ . The Faculty ensures that all the formative assessment answer scripts are returned to the students after evaluation, which generally offer constructive criticism. The students are clearly instructed about the credit structure and the weightage of the assessment components of the Degree Programme, prior to the commencement of each semester. The summative assessments are conducted as per the agreement of the Faculty Board, and specific measures are in practice so as to preserve equivalence of the examination procedures. For instance, papers are scrutinized by more than one internal or external examiner. Final marks are distributed within speculated time period with the assistance of the University Examination Branch, which also issues detailed degree certificates for those who are eligible for graduation. The students are instructed about the rules and regulations pertaining to the



examination procedures and they are penalized for examination violations and misconduct. The Faculty practices nondiscriminatory procedures in terms of students' evaluation as, on request, differently abled students are provided with extra time for examinations. Further, workshops are occasionally arranged by SDC and FQAC for newly recruited staff on assessment strategies and evaluation.

## **Criterion 08**

### **Innovative and Healthy Practices**

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Table 3.8: Innovative and Healthy Practices

No	Standard	Claim of the degree of internalization of Best Practices and level of achievement of Standards	Documentary Evidence to Support the Claim	Code No. of the Document
8.1	The Faculty/Institute has established and operates ICT-based platform (i.e. VLE/ LMS) to facilitate multi-mode teaching delivery and learning.	<p>A workshop on LMS has been arranged to train the academic staff in the Faculty e.g. (Moodle)</p> <p>Some academic members in the Faculty practice LMS to share teaching material, notices etc.</p> <p>Lecturers are personally maintaining their own blogs to communicate with students and for delivering reading materials and essential notices for students</p>	<p>Uploaded documents into LMS;</p> <p>University official Website;</p> <p>Personal website.</p>	<p>IDAS/TOR/OS/01</p> <p><a href="http://lms.sab.ac.lk/">http://lms.sab.ac.lk/</a></p> <p>Google groups</p> <p>Personal websites</p>
8.2	The Faculty /Institute encourages the staff and students to use OER to supplement teaching and learning.	<p>The Faculty has conducted workshops on ‘Using ICT’ for academic development for both staff members and students.</p> <p>Selected good dissertations of past students are available in the Departments for students’ reference.</p>	<p>IDAS workshops</p> <p>SDC workshops;</p> <p>Study Guides</p> <p>Software available in the Computer Centre</p>	<p>IDAS/TOR/OS/01</p> <p>IDAS/TOR/OS/02</p> <p>WS/SDC</p> <p>SG/STC</p> <p>SG/ECO</p> <p>SG/SOC</p> <p>SG/POL</p> <p>SG/GEO</p>

		<p>Open Access Software (R&amp;R Studio, Erdas Imagine) and licensed Software are available in the lab (Arc GIS, SPSS)</p> <p>One inch and 1: 50,000 scale maps and Ariel photographs and related equipment are available</p>	<p>Maps and Ariel photographs in the Dept. of Geography and Environmental Management</p>	<p>Software in the Comp. Lab</p> <p>Maps and Ariel photographs</p>
8.3	<p>The Faculty/Institute recognizes complementarity between academic training, research and development (R&amp;D), innovations, and industry engagement as core duties of academics.</p>	<p>Academic members are constantly engaging in outreach activities for community development.</p> <p>Final Year students are engaged in Practical Training and research findings will be presented with stakeholder participation.</p>	<p>Faculty members have obtained grants through University Research Grant Committee;</p> <p>University website;</p> <p>Baseline survey on Local Authorities in North and Eastern Provinces;</p> <p>National Budget Proposal for Year 2017 in the Sabaragamuwa Province</p> <p>Annual Student Research Session Proceedings</p>	<p>SUSL/RG/SSL/ Applicant List</p> <p><a href="http://www.sab.ac.lk/ongoing-research-projects">http://www.sab.ac.lk/ongoing-research-projects</a></p> <p>Final Report/Baseline Survey NE Pro.</p> <p>Final Report/Budget Proposal/2017</p> <p>ASRS/2015 ASRS/2016</p>

8.4	The Faculty/Institute has established coordinating and facilitating mechanisms for fostering research and innovation and promoting community and industry engagement.	<p>Conducting Annual Research Session</p> <p>Faculty has planned to establish a community based research center</p> <p>Faculty has established a Practical Training Unit (PTU) to facilitate stakeholders' research demands</p>	<p>Action plan of the Faculty;</p> <p>Students' Handbook;</p> <p>Faculty Board minutes.</p>	<p>ASRS/2015 ASRS/2016</p> <p>AP/2018</p> <p>SHB/2015_16</p> <p>FB/SSL/159 FB/SSL/168</p>
8.5	The Faculty/Institute implements reward system to encourage academics for achieving excellence in research and outreach activities.	<p>Faculty encourages its staff to apply for research grants,</p> <p>University has implemented a reward system for excellence in research,</p> <p>Best performing students will be awarded gold medals at the graduation.</p>	<p>List of Faculty members who received research grants;</p> <p>List of Faculty members who received rewards for excellence in research;</p> <p>Convocation booklet.</p>	<p>SUSL/RG/SSL/ Applicant List</p> <p>Certificate/ excellence in research</p> <p>Conv. Book/18 Conv. Book/17</p>
8.6	The study programme contains an undergraduate research project as a part of the teaching and learning strategy and encourages students to disseminate the findings.	<p>Research project or a dissertation is a compulsory component for graduation</p> <p>Findings will be presented at the Annual Student Research Session and published</p>	<p>Students' Handbook;</p> <p>Faculty minutes and the proceedings of Annual Student Research Session.</p>	<p>SHB/2015_16 SHB/2014_15</p> <p>FB/SSL/168</p> <p>ASRS/2015 ASRS/2016</p>

8.7	The study programme contains an 'industrial' attachment/training as a part of the teaching and learning strategy; it is operationalized through formal partnerships with 'industrial' establishments/organizations.	Final Year Honours students participate in Practical Training	<p>List of students participated in Practical Training;</p> <p>Training offer letters sent by industries.</p> <p>Students' Handbook</p>	<p>PT/Stud. List/ECO PT/Stud. List/STC PT/Stud. List/GEO PT/Stud. List/POL PT/Stud. List/SOC</p> <p>Letters/PT/SH/Econ &amp; Stat Letters/PT/SH/Geo &amp; EM Letters/PT/SH/SS</p> <p>SHB/2015_16 SHB/2014_15</p>
8.8	The Faculty/Institute has established and operationalized strong links with various international, national, governmental and non-governmental agencies and industries, and uses such linkages to build the reputation of the institution and expose students to the 'world of work' and to promote staff and student exchange.	<p>Faculty has signed MoUs with foreign institutes for academic exchange programs</p> <p>Faculty has developed links with governmental and non-governmental agencies and industries</p>	<p>MoUs signed with;</p> <p>(a) Shivaji University, India</p> <p>(b) Hong He University, China</p> <p>(c) Durham University, UK.</p> <p>(d) Huazhong University, China.</p> <p>Faculty minutes;</p> <p>Request letters sent by the governmental and non-governmental agencies</p>	<p>MoU/ Shivaji MoU/ Hong He MoU/Durham MoU/ Huazhong</p> <p>FB/SSL/167 FB/SSL/165 FB/SSL/144</p> <p>Letters/PT/SH/Econ &amp; Stat Letters/PT/SH/Geo &amp; EM Letters/PT/SH/SS</p>
8.9	The Faculty/Institute has diversified its sources of income to complement the grants received through Government by engaging in income-generating activities.	Approved and proposed Master programmes	<p>BA (External) Degree program;</p> <p>Certificate Course in English;</p>	<p>FB/SSL/144 FB/SSL/163 FB/SSL/166</p> <p><a href="http://www.sab.ac.lk/codl/degree-in-bachelor-of-arts-external">http://www.sab.ac.lk/codl/degree-in-bachelor-of-arts-external</a></p>

			Diploma in English;  Diploma in Social Development and Welfare;  Master of Business Economics;  Master of Science in Business Economics;  Master of Applied Statistics;  Master of Sociology;  Faculty Board minutes.	<a href="http://www.sab.ac.lk/codl/in4">http://www.sab.ac.lk/codl/in4</a>  <a href="http://www.sab.ac.lk/codl/ind">http://www.sab.ac.lk/codl/ind</a>  <a href="http://www.sab.ac.lk/codl/in8">http://www.sab.ac.lk/codl/in8</a>
8.10	The Faculty/Institute practices a credit-transfer policy in conformity with institutional policies that allows its students to transfer credits to another Faculty/ Institute or submit credits earned from another Institute to the Faculty concerned	Faculty has formed a committee to establish credit-transfer system	Faculty Board minutes	FB/SSL/168
8.11	The Faculty/Institute promotes students and staff engagement in a wide variety of co-curricular activities such as social, cultural and aesthetic pursuits, community and industry-related activities, etc., and	Faculty organizes a talent show for new comers and students organize annual Arts Festival  Students and staff members are engaged with	Baduludena Community Development Programme;  Shramadana campaign for selected poor schools in rural areas;	IDAS/TOR/OS/10  OP/2015_16 OP/2014_15  Document/Shra madana

	such pursuits are well supported with physical, financial and human resources.	various community activities	Arranging seminars for A/L students;  Care-giving services for elderly people;  Documentary evidence and Invitations.	IDAS/TOR/OS/12  Document/ Care-giving services
8.12	Faculty/Institute encourages student participation at regional/national level competitions (such as IQ, innovation, sports, general knowledge, etc.) and rewards outstanding performers.	Faculty encourages students to contest for regional and national level competitions.	Central Bank request letters;  Letters by Sports Director;	Letters/Request/ CBSL  Letters/Sp. Dir.
8.13	The academic standards of the study programme is assured through regular revision of curriculum, close monitoring of its implementation and use of external examiners for moderation and second marking.	Curriculum revisions are done in due time with the collaboration of external experts  Based on comments by experts Faculty Handbook is updated annually  Faculty practices moderation and second marking with external expertise	Curriculum Revision Committee minutes;  Faculty Board minutes;  Students' Handbooks;  Examiners list.	FCR/2009  Mts/CRC/2016  FB/SSL/155  SHB/2015_16 SHB/2014_15  Set_Mod. List/Geo & EM Set_Mod. List/SS
8.14	The Faculty/Institute implements a mechanism for the students who do not complete the programme successfully to exit at a lower level with a diploma or certificate,	Faculty plans to implement a system to exit at a lower level in the next curriculum  Students who could not complete the Degree within the	Minutes of the Curriculum Revision Committee  Faculty Board Minutes	Mts/CRC/2016  FB/SSL/261



	depending on level of attainment (fallback option).	due attempts have been provided Grace Chances with the approval of the Senate		
<b>Summary for Criterion 08: Innovative and Healthy Practices</b>				
<p>Innovative and healthy practices are vital aspects of the Faculty of Social Science and Languages as it enables the aforementioned through the institutional policy and strategy. The Faculty has established and operates ICT-based platform to facilitate multi-mode teaching and learning. For instance, lecturers utilize ICT-based platforms such as LMS and personal Blogs in order to communicate and share teaching materials with students. Further, a workshop on LMS and ‘Using ICT’ has been arranged to enhance knowledge of the academic staff members. The staff and students are encouraged to utilize OER by ensuring the availability of supplementary teaching and learning material, such as students’ dissertations, Open Access Software, maps, and Ariel photographs. Knowledge dissemination, research and development, and innovation are considered as crucial factors among the academic members as they are constantly engaged with outreach activities for community development, research and innovation. It is proposed to establish a community based research center with the intention of fostering research, innovation, and promoting community and industry engagement. The Faculty adopts practices which encourage and enhance students’ participation in research and innovation. For instance, the study programme contains an undergraduate research project which is a mandatory component for the completion of their degree programme. The students are encouraged to disseminate the findings of their research work at the Annual Student Research Session. The final year Honors students are granted an alternative method of being engaged with an industrial training programme as a means of gaining exposure to the corporate sector. A reward system is also implemented which encourages academics and students to strive for excellence. The Faculty has established a Practical Training Unit (PTU) to facilitate stakeholders’ research demands and sustains links with governmental and non-governmental agencies and industries. Further, the University has signed MoUs with foreign institutes for academic exchange programs which enable the enhancement of the reputation of the Faculty and expose students to the ‘world of work’. The academic standards of the study programme are assured through Curriculum Revisions which are conducted periodically with the collaboration of external experts. The academics and students possess diverse interests as they are constantly involved with co-curricular activities, such as community, cultural and aesthetic pursuits.</p>				

## **CHAPTER 04**

### **SUMMARY**

## SUMMARY

Quality Assurance or reviewing is an important component of any Higher Education Institute/Faculty. It ensures that the FQAC is in par with the guidelines of the IQAU. Hence, the SER of the Faculty of Social Sciences and Languages, SUSL has decided to compile SERs for five degree programs namely BA Honours in Economics, BA Honours in Statistics, BA Honours in Geography, BA Honours in Political Science and BA Honours in Sociology. First two are offered by the Department of Economics and Statistics, Third is offered by the Department of Geography and Environmental Management and the rest is offered by the Department of Social Sciences. In order to update the curricular the first curriculum revision was conducted in year 2009 with the assistant of Curriculum Revision Committee, which encompasses Dean, all Heads, and both internal and external experts. Faculty has already formulated a committee for the second curriculum revision which will be executed by year 2018. Faculty has been planning the need analysis for this task.

The Faculty comprises an adequate administrative structure which enables the implementation of its core functions. The Action Plan of the Faculty is structured in line with the Strategic Management Plan of the University, which demonstrates the flexibility to accept latest developments in the University.

Faculty has a qualified and competent staff to deliver, design and develop the academic programs and manages them efficiently despite their heavy workload. All newly recruited staff members are encouraged to follow the induction program and the Faculty and SDC organize workshops and training programs for professional developments of the staff. Further the Faculty assures the adequate training on OBE-SCL facilitating the sufficient infrastructure.

BA Honours Degrees in the Faculty fulfills the credit requirements of SLQF (Level 6) and the SBS. ILOs are developed and aligned with the graduate profile. The Faculty strongly practices OBE through theoretical knowledge, practical and experimental knowledge. Core English, Core IT and Core General Courses (soft skills, third language proficiency) are offered as compulsory courses, credited and considered for final GPA calculation. Students are provided with the opportunity to select their minor subject from variety of disciplines along with their specialization. Each degree program has specifically identified and offered practical, professional oriented course units. Honours degree students have opportunity to choose

Practical Training or Dissertation in the fourth year. The Faculty has established a Practical Training Unit (PTU) to facilitate stakeholders' research demands and sustains links with governmental and non-governmental agencies and industries. The Faculty has established collaborative partnerships with foreign universities and Several MoUs have been signed to provide students with mutually beneficial scholarships.

The Faculty promised to ensure the quality of teaching and learning with the hope of improving the quality of students' learning experiences to achieve the ILOs in line with the Faculty's mission and the curriculum requirements. Consequently, lecturers are given the personal timetables and the Faculty timetable is displayed on the web and the notice boards before commencing the semester. Students are provided with study guides with ILOs, content, and prescribed readings at the beginning of the course. Self-directed learning and collaborative learning are promoted via study guides and electronic sources. Moreover, the assessment process and learning outcomes are aligned with the study guide and closely monitored.

The Faculty ensures a student-friendly conducive and caring environment to provide opportunities to solve students' problems. The Faculty gets feedback regarding the learning support via monthly students' meetings. Moreover, the Faculty and CGU organize an orientation program for newly enlisted students to educate them of the examination rules and regulations, university library, physical education, and the available student supportive services in the Faculty/Department. Added to that, at the enrolment students are provided with the Code of Student Conduct, Declaration by the Candidate, and Act of Prohibition of Ragging and other forms of violence in educational institutions for their consent. Notably the Faculty has a mentoring program for newcomers to guide and empower them. Faculty has established a unit called "Sith Arana" in order to treat students who need counseling. A psychological scale has been adopted to screen new entrants with regard to their mental health. Finally, the personal welfare of students is ensured by means of orientation programmes, mentoring, and counselling while maintaining gender equality and equity among students.

The Faculty practices formative and summative assessments in order to evaluate students' performance and these assessment strategies are approved by the Faculty Board and the Senate. 40% and 60% marks on the final examination are allocated for formative and summative assessments respectively. The evaluation criteria for formative assessments are reviewed and

amended periodically. The Faculty ensures that all the formative assessment answer scripts are handed over to the students with constructive criticism. The summative assessments are being conducted as per the agreement of the Faculty Board, and specific measures are in practice so as to preserve equivalence of the examination procedures.

Faculty organizes the Annual Student Research Symposium to present students' research findings and the findings are published in locally and internationally accepted journals with the collaboration of the supervisor.

The IQAU has designed a unique set of indicators for teacher evaluation, peer evaluation and lab evaluation for the entire university. The effectiveness and quality of teaching for each course is assessed by students through teacher evaluation form at the end of the semester. The teacher evaluation report is prepared for each semester by FQAC and presented to the Faculty Board and the results or the evaluation is communicated to respective lecturers by HoD. The Faculty and FQAC are in the process of implementing peer evaluation. However, some faculty members willingly practice peer evaluation. Faculty has formed a committee through IQAC to assure the overall program quality. Faculty conducts graduate survey annually and maintains online data-base of graduate employability which includes records about students' destination.

The Faculty has established an Art Centre to uplift the socio-cultural interaction between staff and students. Aesthetic activities are organized by the collaboration of students and staff. More importantly, the Faculty encourages inter-cultural harmony among the students by extending managerial and financial assistance for their activities. The Faculty has established collaborative partnerships with foreign universities as Several MoUs have been signed which indorse mutually beneficial partnerships

Faculty does not enroll physically disabled students, however, special attention is provided on request.

## ANNEXURES

### Annex 01: Staff Profile of the Department of Economics and Statistics

#### Department of Economics and Statistics

##### *Head of the Department*

**Dr. A. Aruna Shantha** (Senior Lecturer in Economics)

BAHons(Economics)(Kelaniya), MSc in Economics (Peradeniya), MSSc in Economics (Kelaniya), P.G. Diploma in Economics (Peradeniya), PhD (UUM-Malaysia)

*Research Interests:* Environmental Impact Assessments and Rural Agriculture, Project Management, Irrigation and Water Management.

##### *The Academic Staff*

**Prof. M. Sunil Shantha** (Professor in Economics)

BAHons (Economics) (USJP), MA in Economics (USJP), PhD (Colombo)

*Research Interests:* Agricultural Economics, Tourism Economics, Co-operatives, Rural Development, Poverty and Unemployment

**Prof. H.M.S. Priyanath** (Associate Professor in Economics)

BAHons (Economics) (USJP), MA in Economics (USJP)

*Research Interests:* Small and Medium Enterprises, Social Capital, Gem Mining, Tourism

**Dr. (Ms) S.J.M.N.G. Samarakoon** (Senior Lecturer in Economics)

MSc (Kharkov), PhD (Kiev)

*Research Interests:* Millennium Development Goals (MDGS), Women Migration, Microfinance, Remittance Management, Productivity and Economic Growth

**Mrs. R.M.L. Rathnayake** (Senior Lecturer in Statistics)

BA Hons(Statistics) (Kelaniya), MPhil in Applied Statistics (Peradeniya)

*Research Interests:* Categorical Data Analysis, Sampling Techniques

**Mrs. D.J. Jagoda** (Senior Lecturer in Statistics)

BA Hons(Statistics) (USJP), MPhil in Applied Statistics (Peradeniya)

*Research Interests:* Econometrics, Time Series Analysis

**Dr. W.N.N.K. Perera** (Senior Lecturer in Statistics)

BSc Hons(Statistics) (Colombo), **MSc Applied Statistics (Limburgs, Belgium), MSc Biostatistics (Hasselt, Belgium), PhD (Calgary, Canada)**

*Research Interests:* Multivariate Data Analysis Techniques, Generalized Linear Mixed Models

**Mr. M.A.C.S.S. Fernando** (Senior Lecturer in Statistics)

BSc Hons(Statistics) (USJP), MPhil (Peradeniya)

*Research Interests:* Simulations, Energy Conservation and Spatial Statistics

**Mr. A.M.I. Gunarathna** (Senior Lecturer in Economics)

BA Hons(Economics) (Colombo), MEcon (Colombo)

*Research Interests:* Environment Economics, Education Economics, Industrial Economics, Econometrics, Macroeconomics

**Dr. (Mrs) G.R.S.R.C. Samaraweera** (Senior Lecturer in Economics)

BA Hons (Economics) (Colombo), MEcon (Colombo), PhD (Colombo)

*Research Interests:* Labour Economics, Health Economics

**Mrs. M.D.J.W. Wijesinghe** (Senior Lecturer in Economics)

BA Hons (Economics) (SUSL), MEcon (Colombo)

*Research Interests:* -Development Issues, Labour Economics, Natural Resources Economics, Women Labour Force Participation and Fertility Behavior

**Mrs. U.S. Thathsarani** (Lecturer in Statistics)

BA Hons(Statistics) (SUSL)

*Research Interests:* Time Series Data Analysis, Econometrics, Demographic Techniques

**Mrs. L.P. Himali** (Lecturer (Probationary) in Statistics)

BA Honors in Statistics (SUSL), MSc in Applied Statistics (Colombo)

*Research Interests:* Multivariate Data Analysis Techniques, Statistical Inference, Statistical Applications

**Mr. W.A. Senathissa** (Lecturer (Probationary) in Economics)

BA Hons (Economics) (SUSL), MEcon (Colombo)

*Research Interests:* Comparative Economic Policies, Natural Resource

Managements, Business Economics

***The Non-Academic Staff***

Mr. B.B. Ranjith Kottegoda - Computer Application and Assistant

Mr. L.R.D.M.R.K. Bandara – Official Machine Operator



## **Annex 02: Staff Profile of the Department of Geography and Environmental Management**

### **Department of Geography and Environmental Management**

#### *Head of the Department*

**Dr. K.P.L. Nishantha Patabandi** (Senior Lecturer in Geography)

BA Hons (Geography) (Colombo), MA in Geography (Colombo), PhD (Kelaniya)

Research Interests: Rural and Regional Development, Aerial Photo Interpretation, Natural Resources Environmental Studies. Cartography

#### *The Staff*

**Dr. (Mrs) K.V.D. Edirisooriya Menike** (Senior Lecturer in Geography)

BA Hons(Geography) (USJP), MA in Geography (USJP), PhD (USJP)

Research Interests: GIS, Disaster Management and Geomorphology

**Mrs. R.J.M. Uduporuwa** (Senior Lecturer in Geography)

BA Hons (Geography) (USJP), Postgraduate Diploma (MRT), MPhil (Kelaniya)

Research Interests: Urbanization and Urban Development, Population Studies, Settlement Development, Regional Development and Planning

**Mrs. E.M.T.K. Senevirathna** (Senior Lecturer in Geography)

BA Hons (SUSL), MPhil (Peradeniya)

Research Interests: GIS, Remote sensing, Land use studies, GPS, Disaster Management, Environmental Studies& Tourism Management

**Mrs. H.M.P. Herath** (Lecturer (Probationary) in Geography)

BA Hons(Geography) (Peradeniya)

Research Interests: - Climatology, Environmental Impact Assessment, Hydrology, Watershed Management.

#### *The non-Academic Staff*

Mrs. D.T.P. Silva – Computer Applicant Assistant

Mr. R.D. Madushanka

## **Annex 03: Staff Profile of the Department of Social Sciences**

### **Department of Social Sciences**

#### *Head of the Department*

**Dr. A. Sarath Ananda** (Senior Lecturer in Sociology)

BA Hons (Peradeniya), MPhil (Wuhan), PhD (NUS)

Research Interests: Development Studies, Social Entrepreneurship, Sri Lankan Society, Medical Sociology, Religions Studies

#### *The Staff*

**Mr. H. Ranjith** (Senior Lecturer in Political Science)

BA Hons (Peradeniya), MPhil (Peradeniya)

Research Interests: Sri Lankan Politics, World Politics, Conflict Resolution and Peace

**Mr. Saman Handaragama** (Senior Lecturer in Sociology)

BA Hons (Colombo), MA (Colombo)

Research Interests: Magic and Rituals, Gender, Development Trends in the Third World, Globalization, Tourism

**Mrs. R.P. Shanthi Hemalatha** (Senior Lecturer in Political Science)

BA Hons (Colombo), MA (Colombo)

Research Interests: Media and Politics, Politics in New World Order, Women's Studies, Human Rights and Development Politics

**Dr. W.M.J. Welgama** (Senior Lecturer in Sociology)

BA Hons (Peradeniya), MA (USJ), PhD (Peradeniya)

Research Interests: Social Gerontology, Psycho-Social Problems

**Mrs. N.S. Jayathunga** (Senior Lecturer in Sociology)

BA Hons (Kelaniya), MSc (Kelaniya)

Research Interests: Social Problems, Gender, Family, Counseling

**Mr. G.C.L. Pathirana** (Senior Lecturer in Political Science)

BA Hons (Peradeniya), MA (The University of Tokyo)

Research Interest: Public Policy and Public Administration, Development Administration, Human Rights

**Mrs. Gihani De Silva** (Senior Lecturer in Sociology)

BA Hons (Colombo), MA (Colombo)

Research Interests: - Buddhism and Gender, Feminist Studies, Sociology of Mass Communication, Medical Sociology

**Mr. R.C. Palliyaguruge** (Lecturer (Probationary) in Political Science)

BA Hons (Peradeniya)

Research Interests: - International Relations and Politics, Conflict Resolution and Peace Building, Terrorism, Gender Politics, Asian Politics, Constitutional and Political Development in Sri Lanka

**Mr. H.U.S. Pradeep** (Lecturer (Probationary) in Political Science)

BA Hons (Peradeniya), MA (Bangladesh), MA (Peradeniya)

Research Interests: - Political Theory and Ideology conflict and conflict Resolution

***The Non-Academic Staff***

Mrs. D.S. Jayasuriya – Data Entry Operator

Mr. N.M.S. Wije Bandara

Mr. Chamith Janaka Bandara

## Annex 04: Graduate Profile (Economics)

### Graduates Profile:

### Economics

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#### Bachelor of Arts Honors in Economics, BAHons (Economics)

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The Honors Degree Program in Economics conducted by the Department of Economics and Statistics seeks to produce Scholars, Innovators, Leaders and Global Citizens in the following manner:

**Scholars** - Graduates produced by the Department have a broad knowledge base and disciplinary expertise. They are aware of the contemporary research in their field of specialization and able to conduct their own research and investigations. They are excited by ideas, discovery and learning and are conscientious in their endeavors by analyzing the real world incidences through sophisticated analytical platform to understand the complexities of the worlds they encounter at work and in society.

**Innovators** - Graduates of the Department have to be with a vision for future and solution focused. They are curious, critical and creative. They are capable of developing unique and sustainable solutions to the real world problems.

**Leaders** –Our graduates take personal responsibility and seek opportunities to work with others to advance thinking and achievement in all spheres of their lives. They are confident, inspiring and influential.

**Global Citizens** - Graduates who complete our degree program are expected to be able to appreciate the role of the University and are aware of global issues. They act with integrity and fluency across cultures and perspectives, are committed to the betterment of the society, open in their thinking and appreciative of the riches that diversity and equity bring.

### Graduate Capabilities

There are six clusters of generic capabilities, which the Department seeks to foster in all of its graduates through teaching and learning in the respective Honors Degree Programs of study. These, as relevant to the Honors Degree Program in Economics, are:

## 1. Disciplinary Knowledge & Practice

Descriptor	This theme includes the ability to
Graduates are expected to understand the theory and practice in the field of Economics and appreciate the role of their discipline in its contexts especially in the policy formulation process. They should appreciate the capacity of their discipline in research.	<ul style="list-style-type: none"><li>• demonstrate an advanced knowledge and understanding of the core aspects of the area of study.</li><li>• critically analyze data, make judgments and propose solution to problems.</li><li>• construct and sustain arguments use these arguments ,ideas and techniques in problem solving.</li><li>• use practical skills and enquiry efficiently within the area of study.</li><li>• conduct research in the field of study.</li><li>• operate fluently in the terminology, analytic methods and practices of Economics.</li><li>• understand the wider trends and developments that have shaped the field of study.</li></ul>

## 2. Critical Thinking

Descriptor	This theme includes the ability to
Graduates are expected to be able to contest knowledge and practice, critically consider ideas, texts and research and think reflectively and reflexively.	<ul style="list-style-type: none"><li>• think imaginatively and innovatively.</li><li>• evaluate problems from multiple perspectives.</li><li>• access information and judge its pertinence.</li><li>• introduce new dimensions to existing ones in the domestic environment.</li><li>• enrich domestic tools of thinking.</li></ul>

## 3. Solution Seeking

Descriptor	This theme includes the ability to
Graduates are expected to be able to apply theory, analysis, research and creative skills to solve problems and make reasoned decisions. They are expected to be able to consider long-	<ul style="list-style-type: none"><li>• construct and sustain arguments and use these arguments, ideas and techniques in problem solving for a given situation.</li></ul>

term and big picture perspectives, to systematically address complex problems and to be imaginative in their solution seeking.	<ul style="list-style-type: none"> <li>• consider long-term and big picture perspectives including, where applicable, sustainability and social, economic and environmental impact.</li> </ul>
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#### 4. Communication & Engagement

Descriptor	This theme includes the ability to
Graduates are expected to be able to receive and interpret information, express ideas and share knowledge with diverse audiences in a range of media and formats. They are expected to be able to establish a rapport and build collaborative relationships with individuals and groups.	<ul style="list-style-type: none"> <li>• communicate/present information ,ideas, issues and solution efficiently and effectively.</li> <li>• demonstrate awareness of the current developments in the area of study.</li> <li>• participate actively in teams and professional networks.</li> <li>• communicate effectively using ICT skills.</li> <li>• adapt an artistic, design-based or discursive style to audience and purpose.</li> <li>• express ideas effectively in writing, speech, design, image and sound using English , Sinhala and Tamil appropriately and accurately.</li> <li>• chart and present data.</li> </ul>

#### 5. Independence & Integrity

Descriptor	This theme includes the ability to -
Graduates are expected to be able to learn and work autonomously and ethically. They are expected to be lifelong learners, to show resilience, proactively and an ability to make principled decisions in academic and professional spheres.	<ul style="list-style-type: none"> <li>• participate in lifelong learning in and beyond their discipline.</li> <li>• exhibit resilience, independence and personal autonomy</li> <li>• demonstrate leadership, personal characteristics and attitudes that are consistent with the ethical behavior.</li> <li>• understand the academic integrity and the professional ethics within a disciplinary context.</li> </ul>

## 6. Social & Environmental Responsibilities

Descriptor	–This theme includes the ability to -
Graduates are expected to be sensitive to cultural diversity and to embrace difference. Our graduates are expected to recognize a role for themselves in creating a sustainable future and be able to consider the social, cultural, environmental and economic consequences of national and international issues.	<ul style="list-style-type: none"><li>• consider the wider implications of local and global issues.</li><li>• adopt sustainability principles and practices.</li><li>• demonstrate awareness of sustainability implications of world events</li><li>• exercise cultural competence and appreciate diversity.</li><li>• participate in community based projects.</li></ul>

## Annex 05: Graduate Profile (Statistics)

### Graduates Profile:

### Statistics

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#### Bachelor of Arts Honors in Statistics, BAHons (Statistics)

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The Honors Degree Program in Statistics conducted by the Department of Economics and Statistics seeks to produce Scholars, Innovators, Leaders and Global Citizens in the following manner:

**Scholars** - Graduates produced by the Department have a broad knowledge base and disciplinary expertise. They are aware of contemporary research in their field of specialization and able to conduct their own research and investigations. They are excited by ideas, discovery and learning and are conscientious in their endeavors by analyzing the real world incidences through sophisticated analytical platform to understand the complexities of the worlds they encounter at work and in society.

**Innovators** - Graduates of the Department have to be with a vision for future and solution focused. They are curious, critical and creative. They are capable of developing unique and sustainable solutions to real world problems.

**Leaders** –Our graduates take personal responsibility and seek opportunities to work with others to advance thinking and achievement in all spheres of their lives. They are confident, inspiring and influential.

**Global Citizens** - Graduates who complete our degree program are expected to be able appreciate the role of the University and are aware of global issues. They act with integrity and fluency across cultures and perspectives, are committed to the betterment of society, open in their thinking and appreciative of the riches that diversity and equity bring.

### Graduate Capabilities

There are six clusters of generic capabilities which the Department seeks to foster in all of its graduates through teaching and learning in the respective Honors Degree Programs of study. These, as relevant to the Honors Degree Program in Statistics, are:



## 1. Disciplinary Knowledge & Practice

Descriptor	This theme includes the ability to -
Graduates are expected to understand the thinking, research, theory and practice in the field of Statistics and appreciate the role of their discipline in its contexts especially in the policy formulation process.	<ul style="list-style-type: none"><li>• demonstrate an advanced knowledge and understanding of the core aspects of the area of study.</li><li>• critically analyze data, make judgments and propose solution to problems.</li><li>• construct and sustain arguments use these arguments ,ideas and techniques in problem solving.</li><li>• use practical skills and enquiry efficiently within the area of study.</li><li>• do research in the field of study.</li><li>• operate fluently in the terminology, analytic and research methods and practices of Statistics.</li><li>• understand the wider trends and developments that have shaped the field of study.</li></ul>

## 2. Critical Thinking

Descriptor	This theme includes the ability to -
Graduates are expected to be able to contest knowledge and practice, critically consider ideas, texts and research and think reflectively and reflexively.	<ul style="list-style-type: none"><li>• think imaginatively and innovatively.</li><li>• analyze problems from multiple perspectives.</li><li>• access information and judge its pertinence.</li><li>• introduce new dimensions to existing ones in the domestic environment.</li><li>• enrich domestic tools of thinking.</li></ul>

## 3. Solution Seeking

Descriptor	This theme includes the ability to -
Graduates are expected to be able to apply theory, analysis, research and creative skills to solve problems and make reasoned decisions.	<ul style="list-style-type: none"><li>• construct and sustain arguments and use these arguments, ideas and techniques in problem solving for a given situation.</li></ul>

They are expected to be able to consider long-term and big picture perspectives, to systematically address complex problems and to be imaginative in their solution seeking.	<ul style="list-style-type: none"> <li>• consider long-term and big picture perspectives including, where applicable, sustainability and social, economic and environmental impact.</li> </ul>
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#### 4. Communication & Engagement

Descriptor	This theme includes the ability to -
Graduates are expected to be able to receive and interpret information, express ideas and share knowledge with diverse audiences in a range of media and formats. They are expected to be able to establish a rapport and build collaborative relationships with individuals and groups.	<ul style="list-style-type: none"> <li>• communicate/present information, ideas, issues and solution efficiently and effectively.</li> <li>• demonstrate awareness of the current developments in the area of study.</li> <li>• express ideas effectively in writing, speech, design, image and sound using English, Sinhala and Tamil appropriately and accurately.</li> <li>• analyze data with appropriate statistical tools and interpret results with less statistical jargons.</li> <li>• adapt an artistic, design-based or discursive style to audience and purpose.</li> </ul>

#### 5. Independence & Integrity

Descriptor	This theme includes the ability to -
Graduates are expected to be able to learn and work autonomously and ethically. They are expected to be lifelong learners, to show resilience, proactively and an ability to make principled decisions in academic and professional spheres.	<ul style="list-style-type: none"> <li>• participate in lifelong learning in and beyond their discipline.</li> <li>• exhibit resilience, independence and personal autonomy</li> <li>• demonstrate leadership, personal characteristics and attitudes that are consistent with ethical behavior.</li> </ul>

	<ul style="list-style-type: none"> <li>• understand academic integrity and professional ethics within a disciplinary context.</li> <li>• learn independently and proactively.</li> </ul>
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## 6. Social & Environmental Responsibilities

Descriptor	–This theme includes the ability to -
Graduates are expected to be sensitive to cultural diversity and to embrace difference. Our graduates are expected to recognize a role for themselves in creating a sustainable future and be able to consider the social, cultural, environmental and economic consequences of national and international issues.	<ul style="list-style-type: none"> <li>• consider the wider implications of local and global issues.</li> <li>• adopt sustainability principles and practices.</li> <li>• demonstrate awareness of sustainability implications of world events</li> <li>• exercise cultural competence and appreciate diversity.</li> <li>• participate in community based projects.</li> </ul>

## Annex 06: Graduate Profile (Geography)

### Graduates Profile:

### Geography

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#### Bachelor of Arts Honors in Geography, BAHons (Geography)

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The Honors Degree Program in Geography conducted by the Department of Geography & Environmental Management seeks to produce Scholars, Innovators, Leaders and Global Citizens in the following manner:

**Scholars:** The graduates produced by the Department have a comprehensive knowledge and expertise in Geography. The standards-based knowledge and skills will remain the central pillars of every student's learning, creating a deep foundation that enables further inquiry and exploration in a variety of fields and areas of interest. As lifelong learners, graduates in Geography will develop global, civil, and environmental literacies throughout their studies.

**Innovators** - Graduates of the Department have to be with a vision for future and solution focused. They are curious, critical and creative. They have freedom, confidence and ability to express their unique selves. Geography graduates will have an exposure and experience in a variety of creative and artistic forms and disciplines that serve to ignite their curiosity and enable them to find new pathways for expressing their unique identities and for exploring their own skills and styles. They will know how to integrate creative problem solving in their work and how to approach environmental problems and challenges creatively and from multiple perspectives.

**Leaders** –Graduates in Geography have strong interpersonal skills and the ability to positively influence and collaborate with others. They will have the experience and the knowledge to lead others toward solutions and to manage the resources and decisions entrusted to them equitably and responsibly. Our graduates will display empathy for others and—having had abundant opportunities to work in teams with both peers and adults during their studies—will be well prepared to lead and collaborate, both inside and outside the workplace.

**Global Citizens** - Graduates who complete our degree programme are expected to be able to appreciate the role of the University and are aware of global issues. They are equipped

with an ability to navigate and engage in the 21st century global society that is more inclusive and interconnected. Students will be "multilingual," gaining exposure to or fluency in other languages that might range from English and Sinhala or Tamil to sign language and computer coding. They will display an understanding and a respect for different cultures, and possess the ability to connect across racial, cultural and linguistic lines.

### **Graduate Capabilities**

There are six clusters of generic capabilities which the Department seeks to foster in all of its graduates through teaching and learning in the respective Honors Degree Programs of study. These, as relevant to the Honors Degree Program in Geography, are:

#### **1. Disciplinary Knowledge & Practice**

Descriptor	This theme includes the ability to
Graduates are expected to understand the scope of research, theory and practice in the field of Geography and appreciate the role of their discipline in its contexts especially in the policy formulation process.	<ul style="list-style-type: none"> <li>• demonstrate an advanced knowledge and understanding of the core aspects of the area of study.</li> <li>• critically analyze data, make judgments and propose solution to problems.</li> <li>• construct and sustain arguments use these arguments ,ideas and techniques in problem solving.</li> <li>• use practical skills and enquiry efficiently within the area of study.</li> <li>• conduct research in the field of study.</li> <li>• operate fluently in the terminology, analytic methods and practices of Geography.</li> <li>• understand the wider trends and developments that have shaped the field of study.</li> </ul>

## 2. Critical Thinking

Descriptor	This theme includes the ability to
Graduates are expected to be able to contest knowledge and practice, critically consider ideas, texts and research and think reflectively and reflexively.	<ul style="list-style-type: none"><li>• think imaginatively and innovatively.</li><li>• evaluate problems from multiple perspectives.</li><li>• access information and judge its pertinence.</li><li>• introduce new dimensions to existing ones in the domestic environment.</li><li>• enrich domestic tools of thinking.</li></ul>

## 3. Solution Seeking

Descriptor	This theme includes the ability to
Graduates are expected to be able to apply theory, analysis, research and creative skills to solve problems and make reasoned decisions. They are expected to be able to consider long-term and big picture perspectives to address complex problems systematically and to be imaginative in their solution seeking.	<ul style="list-style-type: none"><li>• construct and sustain arguments and use these arguments, ideas and techniques in problem solving for a given situation.</li><li>• consider long-term and big picture perspectives including, where applicable, sustainability and geographical, socioeconomic and environmental impact.</li></ul>

## 4. Communication & Engagement

Descriptor	This theme includes the ability to
Graduates are expected to be able to receive and interpret information, express ideas and share knowledge with diverse audiences in a range of media and formats. They are expected to be able to establish a rapport and build collaborative	<ul style="list-style-type: none"><li>• communicate/present information, ideas, issues and solution efficiently and effectively.</li><li>• demonstrate awareness of the current developments in the area of study.</li><li>• participate actively in teams and professional networks.</li><li>• communicate effectively using ICT skills and media</li></ul>

relationships with individuals and groups.	<ul style="list-style-type: none"> <li>• adapt an artistic, design-based or discursive style to audience and purpose.</li> <li>• express ideas effectively in writing, speech, design, image and sound using English, Sinhala and Tamil appropriately and accurately.</li> <li>• chart and present data.</li> </ul>
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## 5. Independence & Integrity

Descriptor	This theme includes the ability to
Graduates are expected to be able to learn and work autonomously and ethically. They are expected to be lifelong learners, to show resilience, proactively and an ability to make principled decisions in academic and professional spheres.	<ul style="list-style-type: none"> <li>• participate in lifelong learning in and beyond their discipline.</li> <li>• exhibit resilience, independence and personal autonomy</li> <li>• demonstrate leadership, personal characteristics and attitudes that are consistent with ethical behavior.</li> <li>• understand the academic integrity and professional ethics within a disciplinary context.</li> <li>• learn independently and proactively.</li> </ul>

## 6. Social & Environmental Responsibilities

Descriptor	This theme includes the ability to
Graduates are expected to be sensitive to cultural diversity and to embrace difference. Our graduates are expected to recognize a role for themselves in creating a sustainable future and be able to consider the geographical, environmental, socio – economic, and cultural consequences of national and international issues.	<ul style="list-style-type: none"> <li>• consider the wider implications of local and global issues.</li> <li>• adopt sustainability principles and practices.</li> <li>• demonstrate awareness of sustainability implications of world events</li> <li>• exercise cultural competence and appreciate diversity.</li> <li>• participate in community based projects.</li> </ul>

## Annex 07: Graduate Profile (Political Science)

### Graduates Profile:

### Political Science

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#### Bachelor of Arts Honors in Political Science, BAHons (Political Science)

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The Honors Degree Program in Political Science conducted by the Department of Social Sciences seeks to produce Scholars, Innovators, Leaders and Global Citizens in the following manner:

**Scholars** - Graduates produced by the Department have a broad knowledge base and disciplinary expertise. They are aware of contemporary research in their field of specialization and able to conduct their own research and investigations. They are excited by ideas, discovery and learning and are conscientious in their endeavors by analyzing the real world incidences through sophisticated analytical platform to understand the complexities of the worlds they encounter at work and in society.

**Innovators** - Graduates of the Department have to be with a vision for future and solution focused. They are curious, critical and creative. They are capable of developing unique and sustainable solutions to real world problems.

**Leaders** –Our graduates take personal responsibility and seek opportunities to work with others to advance thinking and achievement in all spheres of their lives. They are confident, inspiring and influential.

**Global Citizens** - Graduates who complete our degree program are expected to be able appreciate the role of the University and are aware of global issues. They act with integrity and fluency across cultures and perspectives, are committed to the betterment of society, open in their thinking and appreciative of the riches that diversity and equity bring.

### Graduate Capabilities

There are six clusters of generic capabilities which the Department seeks to foster in all of its graduates through teaching and learning in the respective Honors Degree Programs of study. These, as relevant to the Honors Degree Program in Political Science, are:

#### 1. Disciplinary Knowledge & Practice



Descriptor	This theme includes the ability to
Graduates are expected to understand the thinking, research, theory and practice in the field of Political Science and appreciate the role of their discipline in its contexts especially in the policy formulation process.	<ul style="list-style-type: none"> <li>• demonstrate an advanced knowledge and understanding of the core aspects of the area of study.</li> <li>• critically analyze data, make judgments and propose solution to problems.</li> <li>• construct and sustain arguments use these arguments ,ideas and techniques in problem solving.</li> <li>• use practical skills and enquiry efficiently within the area of study.</li> <li>• conduct research in the field of study.</li> <li>• operate fluently in the terminology, analytic methods and practices of Political Science.</li> <li>• understand the wider trends and developments that have shaped the field of study.</li> </ul>

## 2. Critical Thinking

Descriptor	This theme includes the ability to -
Graduates are expected to be able to contest knowledge and practice, critically consider ideas, texts and research and think reflectively and reflexively.	<ul style="list-style-type: none"> <li>• think imaginatively and innovatively.</li> <li>• evaluate problems from multiple perspectives.</li> <li>• access information and judge its pertinence.</li> <li>• introduce new dimensions to existing ones in the domestic environment.</li> <li>• enrich domestic tools of thinking.</li> </ul>

## 3. Solution Seeking

Descriptor	This theme includes the ability to -
Graduates are expected to be able to apply theory, analysis, research and creative skills to solve problems and make reasoned decisions.	<ul style="list-style-type: none"> <li>• construct and sustain arguments and use these arguments, ideas and techniques in problem solving for a given situation.</li> </ul>

They are expected to be able to consider long-term and big picture perspectives, to systematically address complex problems and to be imaginative in their solution seeking.	<ul style="list-style-type: none"> <li>• consider long-term and big picture perspectives including, where applicable, sustainability and political, economic and environmental impact.</li> </ul>
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#### 4. Communication & Engagement

Descriptor	This theme includes the ability to -
Graduates are expected to be able to receive and interpret information, express ideas and share knowledge with diverse audiences in a range of media and formats. They are expected to be able to establish a rapport and build collaborative relationships with individuals and groups.	<ul style="list-style-type: none"> <li>• communicate/present information, ideas, issues and solution efficiently and effectively.</li> <li>• demonstrate awareness of the current developments in the area of study.</li> <li>• participate actively in teams and professional networks.</li> <li>• communicate effectively using ICT skills and media</li> <li>• adapt an artistic, design-based or discursive style to audience and purpose.</li> <li>• express ideas effectively in writing, speech, design, image and sound using English, Sinhala and Tamil appropriately and accurately.</li> <li>• chart and present data.</li> </ul>

#### 5. Independence & Integrity

Descriptor	This theme includes the ability to -
Graduates are expected to be able to learn and work autonomously and ethically. They are expected to be lifelong learners, to show resilience, proactively and an ability to make principled decisions in academic and professional spheres.	<ul style="list-style-type: none"> <li>• participate in lifelong learning in and beyond their discipline.</li> <li>• exhibit resilience, independence and personal autonomy</li> <li>• demonstrate leadership, personal characteristics and attitudes that are consistent with ethical behavior.</li> </ul>

	<ul style="list-style-type: none"> <li>• understand academic integrity and professional ethics within a disciplinary context.</li> <li>• learn independently and proactively.</li> </ul>
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## 6. Social & Environmental Responsibilities

Descriptor	This theme includes the ability to -
<p>Graduates are expected to be sensitive to cultural diversity and to embrace difference.</p> <p>Our graduates are expected to recognize a role for themselves in creating a sustainable future and be able to consider the social, cultural, environmental and political consequences of national and international issues.</p>	<ul style="list-style-type: none"> <li>• consider the wider implications of local and global issues.</li> <li>• adopt sustainability principles and practices.</li> <li>• demonstrate awareness of sustainability implications of world events</li> <li>• exercise cultural competence and appreciate diversity.</li> <li>• participate in community based projects.</li> </ul>

## Annex 08: Graduate Profile (Sociology)

### Graduates Profile:

### Sociology

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#### Bachelor of Arts Honors in Sociology, BAHons (Sociology)

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The Honors Degree Program in Sociology conducted by the Department of Social Sciences seeks to produce Scholars, Innovators, Leaders and Global Citizens in the following manner:

**Scholars** - Graduates produced by the Department have a broad knowledge base and disciplinary expertise. They are aware of contemporary research in their field of specialization and able to conduct their own research and investigations. They are excited by ideas, discovery and learning and are conscientious in their endeavors by analyzing the real world incidences through sophisticated analytical platform to understand the complexities of the worlds they encounter at work and in society.

**Innovators** - Graduates of the Department have to be with a vision for future and solution focused. They are curious, critical and creative. They are capable of developing unique and sustainable solutions to real world problems.

**Leaders** –Our graduates take personal responsibility and seek opportunities to work with others to advance thinking and achievement in all spheres of their lives. They are confident, inspiring and influential.

**Global Citizens** - Graduates who complete our degree program are expected to be able appreciate the role of the University and are aware of global issues. They act with integrity and fluency across cultures and perspectives, are committed to the betterment of society, open in their thinking and appreciative of the riches that diversity and equity bring.

### Graduate Capabilities

There are six clusters of generic capabilities which the Department seeks to foster in all of its graduates through teaching and learning in the respective Honors Degree Programs of study. These, as relevant to the Honors Degree Program in Sociology, are:

### 1. Disciplinary Knowledge & Practice

Descriptor	This theme includes the ability to
Graduates are expected to understand the thinking, research, theory and practice in the field of Sociology and appreciate the role of their discipline in its contexts especially in the policy formulation process.	<ul style="list-style-type: none"><li>• demonstrate an advanced knowledge and understanding of the core aspects of the area of study.</li><li>• critically analyze data, make judgments and propose solution to problems.</li><li>• construct and sustain arguments use these arguments ,ideas and techniques in problem solving.</li><li>• use practical skills and enquiry efficiently within the area of study.</li><li>• do research in the field of study.</li><li>• operate fluently in the terminology, analytic methods and practices of Sociology.</li><li>• understand the wider trends and developments that have shaped the field of study.</li></ul>

### 2. Critical Thinking

Descriptor	This theme includes the ability to -
Graduates are expected to be able to contest knowledge and practice, critically consider ideas, concepts, texts and research and think reflectively and reflexively.	<ul style="list-style-type: none"><li>• think imaginatively and innovatively.</li><li>• evaluate problems from Sociological perspectives.</li><li>• access information and judge its pertinence.</li><li>• introduce new dimensions to existing ones in the domestic environment.</li><li>• enrich domestic tools of thinking.</li></ul>

### 3. Solution Seeking

Descriptor	This theme includes the ability to
Graduates are expected to be able to apply theory, analysis, research and creative skills to solve problems and make reasoned decisions.	<ul style="list-style-type: none"><li>• construct and sustain arguments and use these arguments, ideas and techniques in problem solving for a given situation.</li></ul>

They are expected to be able to consider long-term and big picture perspectives, to systematically address complex problems and to be imaginative in their solution seeking.	<ul style="list-style-type: none"> <li>• consider long-term and big picture perspectives including, where applicable, sustainability and social, economic and environmental impact.</li> </ul>
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#### 4. Communication & Engagement

Descriptor	This theme includes the ability to
Graduates are expected to be able to receive and interpret information, express ideas and share knowledge with diverse audiences in a range of media and formats. They are expected to be able to establish a rapport and build collaborative relationships with individuals and groups.	<ul style="list-style-type: none"> <li>• communicate/present information, ideas, issues and solution efficiently and effectively.</li> <li>• demonstrate awareness of the current developments in the area of study.</li> <li>• participate actively in teams and professional networks.</li> <li>• communicate effectively using ICT skills.</li> <li>• adapt an artistic, design-based or discursive style to audience and purpose.</li> <li>• express ideas effectively in writing, speech, design, image and sound using English, Sinhala and Tamil appropriately and accurately.</li> <li>• chart and present data.</li> </ul>

#### 5. Independence & Integrity

Descriptor	This theme includes the ability to
Graduates are expected to be able to learn and work autonomously and ethically. They are expected to be lifelong learners, to show resilience, proactively and inability to make principled decisions in academic and professional spheres.	<ul style="list-style-type: none"> <li>• participate in lifelong learning in and beyond their discipline.</li> <li>• exhibit resilience, independence and personal autonomy</li> <li>• demonstrate leadership, personal characteristics and attitudes that are consistent with ethical behavior.</li> </ul>

	<ul style="list-style-type: none"> <li>• understand academic integrity and professional ethics within a disciplinary context.</li> <li>• learn independently and proactively.</li> </ul>
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## 6. Social & Environmental Responsibilities

Descriptor	This theme includes the ability to
Graduates are expected to be sensitive to cultural diversity and to embrace difference. Our graduates are expected to recognize a role for themselves in creating a sustainable future and be able to consider the social, cultural, environmental and economic consequences of national and international issues.	<ul style="list-style-type: none"> <li>• consider the wider implications of local and global issues.</li> <li>• adopt sustainability principles and practices.</li> <li>• demonstrate awareness of sustainability implications of world events.</li> <li>• exercise cultural competence and appreciate diversity.</li> <li>• participate in community based projects.</li> </ul>

