Self-Evaluation Report

2017

Bachelor of Arts (General)

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

P.O. Box 70140, Belihuloya

2017

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 Programs
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 1

INTRODUCTION TO THE FACULTY

INTRODUCTION TO THE FACULTY

The Faculty of Social Sciences and Languages was established at the same time, when the University commissioned its study programs in 1996. The operations of the Faculty was commenced in November 1996 with the intake of students from the former affiliated University College, who were permitted, with their Diplomas in English, to study for a degree after two years. It started admitting students with GCE (advanced level) qualification starting from the year 1998. The Faculty of Social Sciences and Languages initially consisted of two departments namely Department of Languages and Department of Social Sciences. A third department was introduced in 2004 as the Department of English Language Teaching and a fourth department came into being as the Department of Economics and Statistics in 2009. Department of Geography and Environmental Management was established in year 2015.

1.1. RATIONALE

The Faculty offers BAHons (Social Sciences) and BAHons (Languages), which was introduced in 2003. After the evaluation of its criteria and taking the final report on subject review conducted at the Faculty of Social Sciences and Languages in 2008[1] into serious consideration, the faculty decided to initiate a curriculum revision for the entire faculty based on the following vision and mission.

1.2. VISION

To be a centre of academic and intellectual excellence for Arts Students so as to equip them to contribute productively to the nation in its path to prosperity.

1.3. MISSION

To produce Arts Graduates equipped with essential specialized knowledge as well as general, plus intellectual discipline, analytical skills and imagination that will enable them to contribute creatively in any sphere of employment.

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[1] Final report on subject reviews conducted at the Faculty of Social Sciences and Languages by the Quality Assurance and Accreditation Council of the Ministry of Higher Education. 2008

1.4. OBJECTIVES

The objective of the Bachelor of Arts Honours in Sinhala, Tamil, English, Japanese, Chinese, German, French and Hindi is to produce graduates who would be able to;

- Demonstrate a broad knowledge in their field of study with a multidisciplinary approach.
- Apply theoretical knowledge in practical situations in communication.
- Apply acquired knowledge to define, analyze research.
- Design and conduct scientific inquiry and experimentation in research.
- Exchange, acquire and disseminate scientific and industry related information and be a partner in technology transfer;
- Demonstrate excellent communication and interpersonal skills.
- Secure employment opportunities worthy of the degree earned.

Abilities and skills expected to be developed by the graduate are;

- Intellectual skills
- Practical skills
- Numerical skills
- Communication skills
- ICT skills
- Interpersonal and teamwork skills
- Self Management and Professional skills

1.5. DEGREE PROGRAMS

1.5.1. DEPARTMENT OF LANGUAGES

Following degree programs are planned to be offered under the Department of Languages.

Three year Degree Program

    Bachelor of Arts (General)

Four year Degree Programs

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)

1.5.2. DEPARTMENT OF SOCIAL SCIENCES

Following degree programs are offered under the Department of Social Sciences.

Three year Degree Program

    Bachelor of Arts (General)

Four year Degree Programs

    Bachelor of Arts Honours in Political Science

    Bachelor of Arts Honours in Sociology

    Bachelor of Arts Honours in Geography

1.5.3. DEPARTMENT OF ECONOMICS AND STATISTICS

Following degree programs are planned to be offered under the Department of Languages.

Three year Degree Program

    Bachelor of Arts (General)

Four year Degree Programs

    Bachelor of Arts Honours in Economics

    Bachelor of Arts Honours in Statistics

    Bachelor of Arts Honours in Information and Communication Technology

1.5.4. DEPARTMENT OF GEOGRAPHY AND ENVIRONMENTAL MANAGEMENT

Following degree programs are offered under the Department of Geography and Environmental Management:

    Bachelor of Arts Honours in Geography

1.6. STRUCTURE OF THE GENERAL DEGREE PROGRAM

1.6.1. GENERAL DEGREE PROGRAM

Students should obtain 96 credits altogether in order to obtain the degree. Conditions of the fulfillment of the credits are as follows:

-	Major subjects	36
-	Minor subjects	30
-	Core subjects [CEL[2](10),CIT[3](10) & CGS[4](8)]	<u>30</u>
	Total Credits	**<u>96</u>**

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[2] Core English Language
[3] Core Information Technology
[4] Core General Subject

The details of course structure for the General degree are given below in table 1.

Table 1.1: Course Structure for Three Year General Degree Program

YEAR	SEMESTER	CREDITS FOR THE 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
		CREDITS FOR THE MAJOR SUBJECT	CREDITS FOR THE 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				
	II	3 +3 +3	3		2*		
Total		36	30		30		

2*- Project Report -

– Study for research methods (60% Examination)

– Project Report[5]   (40% Project Report)

1.6.2. CORE SUBJECTS

The following three categories of core subjects are compulsory for the degrees. Core Subjects are followed only in 1st & 2nd academic years.

(i)   CEL   -   Core English Language

(ii)   CIT   -   Core Information Technology

(iii) CGS   -   Core General Subject

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[5] Word limit for the Project Report will be decided by relevant Departments.

Table 1.2: Course Structure for Core Subjects

YEAR	SEMESTER	CORE SUBJECTS & CREDITS		
		CEL	**CIT**	**CGS**
1	I	CEL 111 (3) English Language – Level 1	CIT 111(3) Computer Fundamentals 1	CGS 111(2) Mother Tongue (Sinhala for Sinhala & Tamil for Tamil)
	II	CEL 121 (3) English Language – Level 2	CIT 121(3) Computer Fundamentals 2	CGS 121(2) - Basic Mathematics (both media) OR[6] CGS 122 (2) - Introduction to Linguistics
		CORE SUBJECTS & CREDITS		
2	I	CEL 211 (2) English Language – Level 3	CIT 211(2) Multimedia Presentation	CGS 211(2) - Third Language (Sinhala for Tamil/Tamil for Sinhala)
	II	CEL221 (2) English Language – Level **2**	CIT 221(2) Spreadsheets and web Design	CGS 221(2) - Soft skills
Total		**28**		

1.7. HUMAN RESOURCES

Following human resources are available in the Faculty of Social Sciences and Languages to fulfill the human infrastructure to succeed the degree program:

Table 1.3: Human Resources

Academic Staff	Count
Associate Professor	02
Senior Lecturer (Gr. I)	19
Senior Lecturer (Gr. II)	19
Lecturer (Confirmed)	01
Lecturer (Prob.)	09
Lecturer (Temp.)	08
Lecturer (Visiting)	
Total	**58**
Non-Academic Staff	
Computer Application Assistant	02
Data Entry Operator	01
Official Machine Operator	01
Laborer	07
Total	**11**

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[6] Students who intend to follow a Special degree in Languages are advised to select CGS 122 Introduction to Linguistics & Students who intend to follow a Special degree in Social Sciences are advised to select CGS 121 Basic Mathematics

Table 1.4: Student Enrollment - General degree

Academic Year	No: of Students Overall Enrolment	No: of Students Enrolled for the General Degree Program	Contribution (%)
2011/2012	275	61	22.18
2012/2013	237	30	12.66
2013/2014	260	33	12.69

1.8.   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 21st 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 available for students to refer on the areas of Languages and Social Sciences. The library organizes their collection using Dewey Decimal Classification (DDC) system and the publications are 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 Languages maintains two libraries; a common library and a mini Library for German sponsored by Goethe Institute and the Department of English Language Teaching maintains a departmental Library. All the Departments maintain a collection of previous dissertations for the reference.

- ❖ **DEPARTMENT OF ENGLISH LANGUAGE TEACHING (DELT):** The Department of English Language Teaching established in 2004 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, Teaching English as a Second Language (TESL) 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 Programs. 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.

❖ **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.

❖ **LANGUAGE LABORATORY FACILITIES:** There are two fully equipped language laboratories in the Faculty; one for the Department of Languages (Donated by JICA- Japan International Cooperation Agency) and the other for the Department of English Language Teaching. An Activity room with digital facilities is attached to the Department of English Language Teaching.

❖ **LEARNING MANAGEMENT SYSTEMS (LMS):**The Faculty provides access to online learning management system (Moodle since 2015). The lecturers use the 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 21ST 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.

1.9. STUDENT SUPPORT SYSTEM & MANAGEMENT

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

❖ **ACCOMMODATION FACILITIES – HOSTELS:** The University provides accommodation facilities to almost every student within the University hostels and in few rented out houses.

❖ **SPORTS FACILITIES:** University makes provision for sports for their members through amalgamated facilities. University possesses one of the best gymnasiums and international level swimming pools in Sri Lanka, giving ample opportunities for enhancing students sporting abilities. The University Gymnasium is also used for Karate, Weight Lifting, Badminton, and Table Tennis.

❖ **CANTEENS:** There is a main Canteen and many others to respective hostels, which cater mainly to the needs of students, where students may obtain food and drinks at reasonable prices. There is a 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 and has been carrying out a great deal of services in the area of developing undergraduates' personalities into 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 5.00 p.m.

❖ **MEDICAL CENTRE:** Medical centre is opened from 8 a.m to 4 p.m. In all weekdays. It comprises all medicines and medical equipment that are necessary to treat for common illnesses. In prevention, of diseases health education program are very important. Medical Reading material is provided to improve health education among the students. Frequent Inspection of all canteens and Regular medical checkup of people working in canteens are done to reduce the spread of food borne diseases.

❖ *SITH ARANA* **COUNSELING CENTER:** It is undoubtedly clear that university community (both students and staff) are distressed with many emotional matters due to personal, educational, family, economic, social and many other related issues. Usually they tend to struggle with those matters individually or not often they to bear those mattes by sharing with their companions or with a faithful person unless they have a proper approach to express their psychological problems. Commonly those psychological issues settle their minds as unsolved psychological problems, which could be affected on their entire growth of the life. These types of situations could be highly affected to their expected educational and personal developments. Therefore, the Sabaragamuwa University of Sri Lanka has established 'Sitharana' Psychological Counseling Center in order to assist students and staff to face the issues that are confronted in their daily life. This center offers students and staff a very friendly service which would ensure their maximum privacy.

1.10. SWOT ANALYSIS

Strengths	Weaknesses	Opportunities	Threats
❖ Pleasant and beautiful location ideal for studies. ❖ Good working environment and collaboration among academic and non-academic staff ❖ Well qualified dynamic academic staff ❖ Approachable academic, administrative and non-academic staff. ❖ Good image and reputation among other local universities for	❖ Unbearable workload due to insufficient staff ❖ Dearth of visiting resource personnel due to distance from the metropole. ❖ Small number of foreign Students ❖ Non-availability of a Common library to the faculty ❖ Insufficient Bandwidth of Internet Connection for e-learning and teaching	❖ A high demand for educational programs (Postgraduate, Diploma, Distant Learning) as the faculty is in a regional university. ❖ Rising demand for internships in government and private sectors ❖ Enrollment of foreign students and teachers. ❖ Scholarships and learning	❖ Poor awareness among AL students about the degree program ❖ Insufficient sub-urban university township ❖ Lack of part-time study and employment opportunities for students ❖ Influence of external political forces ❖ Brain-drain in

innovation.	❖ Non- availability of alternative power sources to encounter regular power failures	opportunities in foreign universities	academic staff looking for greener pastures
❖ Consistent awareness of quality assurance practice.	❖ Violence and unlawful student behavior and student politics	❖ Rising demand for foreign languages in the faculty due to expansion of foreign language teaching in schools.	❖ Extreme variations of weather
❖ ILOs of the program are well defined and clearly related to the courses offered.	❖ Lack of accessibility for cultural events organised by foreign embassies, high commissions and cultural centres for foreign languages.	❖ Employment opportunities for languages.	❖ Lack of opportunities for foreign language examinations due to the distance from the metropolitan
❖ The essential skills are imparted through core compulsory courses (CEL, CIT, CGS).	❖ Lack of accessibility high quality performing arts programs	❖ Additional intake of high performers in Languages at A/L	
❖ Up-to-date communication and information support systems (LMS, Online Results Review System)			
❖ Satisfactory employment rate			
❖ Organization of cultural events and sport activities			
❖ MoUs with foreign universities for exchange programs and academic collaboration (Japanese, Chinese, German, Hindi, Tamil Languages)			
❖ Major Minor structure within a General degree			
❖ Interdisciplinary subject choices			
❖ Industrial Exposure and Research oriented Final Project			
❖ Updated curricula of conventional subjects to suite modern trends			
❖ Easily accessible geo-cultural diversity for field research			
❖ SSL counseling center and mentoring programs			
❖ Availability of a wide range of choices in subject combinations.			

❖ General degree students getting the opportunity to follow basic special stream courses ❖ The staff engaged in national and international level research and consultancy. ❖ Academic resource persons contributing socio-cultural and political spheres ❖ Resource persons contributing to international academia ❖ Public Figures in Creative Writing in the Staff. ❖ Opportunity for interaction with renowned scholars and other public figures ❖ Subject related annual cultural events (Language day, Japanese day, World Hindi Day, Chinese day, Faculty Language Procession) ❖ Subject wise societies (for all foreign languages) ❖ Annual foreign scholarships for students of Languages ❖ Internship Program with Yasuda Women´s University. ❖ Voluntary Lecturers from JICA, Japan and Han Ban Institute, China. ❖ Consultancy in curriculum revision, teachers' study guides preparations for foreign languages in national level.			

❖ Teaching English as a Second Language (TESL) and ICT as subject is offered for General Degree (as Minor and Major), which enhances students potential career prospects as teachers. ❖ Availability of Examination and CA marks online. ❖ Collaborative online document development ❖ Basic web principles as a common subject for all students			

Chapter 2

ANALYSIS OF THE SELF EVALUATION REPORT

ANALYSIS OF THE SELF EVALUATION REPORT

According to the letter dated 23rd 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 the request of the QAAC of UGC, Faculty decided to write SERs for the General degree program and Honours degree programs for the following degree programs:

Table 5. Degree Programs

Three year Degree Program	Four year Degree Programs
Bachelor of Arts (General)	Bachelor of Arts Honors in Political Science
	Bachelor of Arts Honors in Sociology
	Bachelor of Arts Honors in Geography
	Bachelor of Arts Honors in Economics
	Bachelor of Arts Honors in Statistics
	Bachelor of Arts Honors in Geography

Accordingly, Two Teams were appointed by the Faculty for the Special degree program and the general degree program having the Dean of the Faculty and the Assistant Registrar are responsible for overall guidance. Dr. Nirosha Paranavitana was appointed as the Chairperson for the SER General of the Faculty of Social Sciences and Languages. 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 over the definition and planning of the previous curriculum process in order to achieve the best advantage from the Department program assessments. The final report was compiled to one cluster draft report by the Chairman of the writing team with a series of discussion with the Dean of the Faculty, Heads of Departments, team leaders, team members and the Assistant Registrar of the Faculty.

Different tasks were appointed to all the levels of academic staff members for following activities following the guidelines given for the eight criterions. Following stages were gone during the process of compilation of the Self Evaluation Report for the General Degree by appointed Team:

Table 6. Progress of SER BA General

Stage I	Stage II			Stage III
Team I	Team II	Team III	Team IV	Team IV
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	
Discussion and Comprehension of the *standards* incorporating them to the column I of the given format.	Combined activity of the three teams applying information in to three columns with categories of eight criterion: a. Claim of the degree of internalization of Best Practices and level of achievement of Standards b. Documentary Evidence to Support the Claim c. The third Team was responsible for noting down the necessary Code No. of the Document			Finding relevant information and incorporating them to the relevant row

Since this the general degree program was relevant to the entire faculty, the appointment of sub teams was not necessary as all the categories under which information gathered were for one degree. As much information in both report were common, this General SER team shared information with the Honours SER team. Hence, this report is a combined effort with the representation of every level of academic and non academic members.

Table 7. SER BA General-Teams

Team I	Team II	Team III	Team IV	Team IV
Members of the initial discussions	Members of Special SER General SER	Members of Special SER General SER	Members of Special SER General SER	
All the members of Team II, III & IV	Members of SER Honours[7] Members of SER General Dr. GRSRC Samaraweera Ms. Iromi Weerakoon Ms. Gihani de Silva Mr. Bresil Nagodavithana	Members of SER General & Dr. SSA Seneviratna Mr. Mahinda Pathirana Ms. Thevakumari Sundararajan Mr. Neville Rathnayake Mr. Yasanantha Samarasekara Ms. MAD de Silva Weerakkody	Members of SER General Ms. Hashini Pavithra Wijenayake Ms. Shashikala Abeysinghe Ms. Kalpani Nandasena	
			Language Editors Ms. Iromi Weerakoon Mr. KS Siveysunesan	

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[7] The list of SER Honours are given in the SER document for the Honours degree

Chapter 3

ANALYSIS CRITERIA

Criteria 1

PROGRAM MANAGEMENT

Table 3.1 CRITERIA 1: PROGRAM MANAGEMENT

	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**
1.1	The Faculty/Institute organizational structure is adequate for effective management and execution of its core functions.	The existing administrative structure of the Faculty of Social Sciences and Languages (FSSL) functions effectively with the implementation of its main functions. Following resources / strategies are utilized at present to internalize best practices: Availability of by - laws and possibility of revising them, if required Academic and Examination matters are discussed at the monthly FB with students´ representatives and academic staff. Appointment of members for different committees by the FB for solving academic & administrative issues of the Faculty.	University Act; Student Handbook; Monthly Faculty Board Minutes (FB); Records of Appointed committees	FB/SSL/161 FB/SSL/167 FB/SSL/168 SHB/2015-16 Uni.Act
1.2	The Faculty / Institute Action Plan is up to date and aligned with	The Faculty maintains the policies and standards of the latest Action Plan (AP) of the Sabaragamuwa University	Minutes of the following committees: Sub-Committee	SMP/2014_18 http://www.sab.ac.lk/admin/media/sabaragamuwa-university-

	the University's / HEI's Strategic Plan; demonstrates readiness to adopt new trends in higher education; is implemented as planned and monitored regularly	Strategic Management Plan (SUSL-SMP) demonstrating flexibility for developments: Compulsory ICT & TESL; Mother Tongue Proficiency; Third Language Proficiency; Scientific Report Writing Monitoring and evaluation of new trends.	for University SMP; Faculty AP Committee (APC); FB on the implementation of Faculty AP; Departmental Meetings with subject coordinators	1485838023-098.pdf AP_2016 AP_2017 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 stated in the SUSL-SMP 2014 - 2018. University level Progress Review Meeting (PRM) is chaired by the VC; Faculty level PRM is chaired by the Dean with Heads and Coordinators monthly.	Minutes of the following committees: PRM - SUSL & SSL; Annual budget allocations; Procurement Plan; Plan for Physical infrastructure	**http://www.ssl.sab.ac.lk/** SMP/2014_18 AR/2015 AR/2016
1.4	The Faculty/Institute adopts a participatory approach in its governance and	Continuous communication with students and staff through; Meeting with students prior to the monthly FB. Students representatives at	Minutes of: Meetings with the student representatives; Faculty Board minutes; Faculty	FB/ SSL/155 FB/ SSL/156 Mts/Std. Rep./2016 SSL PhaseII/Std. Sugg.

	management and accommodates student representation on faculty committees and student welfare committees.	the monthly FB. Introduction of Students Handbook (SHB) at the Orientation Program (OP). Students' comments and views were considered at the design of concept paper for the construction of Faculty building (Phase I, II).	concept paper (Phase II) and students' suggestions.	
1.5	The Faculty /Institute adheres to the annual academic calendar that enables the students to complete the program and graduate at the stipulated time.	The annual academic calendar issued by the faculty is approved by FB and senate accordingly.	Minutes of: FB; Senate meetings; Academic Calendar.	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	Yearly updated HSB is given to students at the OP. It contains: Essential information of the offered study program(s), aims and objectives, course contents, evaluation criteria and reader references and facts related to proper academic conduct. Student Information Package sent by SAR- Academic and	SHB; Students' Declaration Student Information Package sent by SAR- Academic and Student Services.	SHB/2015_16 SHB/2014_15 Std. Declaration Std. Inf. Package

		Student Services.		
1.7	The Faculty/ Institute makes available a Study Program Prospectus to all incoming students; it provides information on the curricula of the study program(s) and courses offered, options available to exit at different levels, optional courses and electives offered, examination procedures and	SHB contains a Prospectus of study programs, curricula, electives offered, options available at Bachelors (SLQF Level 5). The faculty offers information on examination procedures, grading mechanism, graduating requirements and examination by-laws at the enrolment and the OP.	SHB; Faculty Website; Schedule of the Orientation Program; Exam Application	SHB/2015_16 SHB/2014_15 www.sab.ac.lk/fssl/ OP/2015_16 OP/2014_15 Exam Application

	grading mechanism, graduating requirements, examination by-laws, etc.			
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 updates relevant information and links to all publications SHB, special notices and announcements.	Faculty Website and links	**http://www.ssl.sab.ac.lk/**
1.9	Faculty/Institute offers an induction/orientation program for all new students to facilitate students' transition from 'school' to 'university' environment.	OP is annually prepared by the Student Services Unit (SSU) of SUSL with the Counseling Centre and Career Guidance Unit (CGU) for a duration of 1.5 Months. Academic staff members are assigned with ca. 10 students each for mentoring.	Schedule of the Orientation Program of last 3 years List and the Guideline for mentoring program	OP/2015_16 OP/2014_15 OP/2013_14 Ment. Prog./2015_16 Ment. Prog./2014_15
1.10	The Faculty/Institute securely	The Faculty maintains an archive of confidential information of Students.	Personal files of students; CA marks; Attendance records of lectures	Personal files CA Marks/ECO CA Marks/STC CA Marks/GEO

				CA Marks/POL
	maintains, updates and ensures confidentiality of permanent records of all students, accessible only to authorized personnel with provision for secure backups of all files.	Lecture Attendance sheets are maintained by the departments relevant for entitlement of the bursary.		CA Marks/SOC CA Marks/LAN Std. 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 maintains updated database for staff information using ICT platform followed by the faculty respectively interconnecting university Management Information System (MIS) consequently. Learning Management System (LMS) and Results Releasing System and Online Project Guiding System have been utilized in some subjects in ICT in the General degree program(GDP).	Faculty Website; Link to the LMS System; Logging details of Team viewer and screen prints	www.sab.ac.lk/fssl/
1.12	The Faculty/Institute issues a copy of the Code of Conduct/ Student Charter prescribed	During the OP, new students are made aware of the Code of Conduct to adhere to it and the violation of the same will be monitored.	Students' Declaration; Student Information Package sent by SAR- Academic	Std. Declaration Std. Inf. Package Student penalty records

			and Student Services; Student penalty records	
	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			
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.	Department applies duty lists, work norms and Codes of Conduct for all levels of staff (academic, academic-supportive and non-academic) and a regular monitoring mechanism.	Lecture record book in the Department; Lecturers' individual time tables; non-academic staff duty list; Appointment Letters; Department minutes	LRB/Econ & Stat LRB/SS LRB/Geo & EM LRB/LANG TT/ECO TT/STC TT/GEO TT/SOC TT/POL TT/LAN Duty list/Non AC Mts / Dept. Meet. / Econ & Stat Mts / Dept. Meet ./ Geo & EM Mts / Dept. Meet. / SS Mts / Dept. Meet. / LANG

				Mts / Dept. Meet. / DELT
				Letters / Appt. / Non AC Letters / Appt. / AC
1.14	The Faculty/Institute implements the performance appraisal system prescribed by the University/HEI; performance of staff is enhanced through training and rewarding high performers.	The University strategic plan has identified the need of appreciating the staff members with the objective of validating their achievements. The faculty regularly identifies the trainee needs of its staff and nominates them for training programs facilitated by the external institutions and SDC. University anniversaries identify and award high performance staff members. Faculty staff members possess letters of appreciation they have earned through their dedicated work and performances.	Strategic Management Plan; Documents of nominating staff for training; Certificates got through SDC workshops; Certificates offered by external institutions; List of awardees in the Faculty; Collection of appreciation letters received by faculty members.	SMP/2014_18 Letters / Nominee / WS / Econ & Stat Letters / Nominee / WS / SS Letters / Nominee / WS / Geo & EM Certificates / SDC / WS Certificates / Outside / WS Letters / Appr. / Econ & Stat Letters / Appr. / SS Letters / Appr. / Geo & EM Letters / Appr. / LANG Letters / Appr. / DELT
1.15	The Faculty/Institute has established an Internal Quality Assurance Cell	The Faculty Quality Assurance Cell(FQAC) closely follows the guideline of the Internal Quality Assurance Unit (IQAU). Quality Assurance	Minutes of QA Steering Committee; Appointing FQAC Coordinator;	Mts / QA St. Com. /4 FB / SSL / 168 FB / SSL / 155

	(IQAC) with well-defined functions and operational procedures; it works in liaison with the Internal Quality Assurance Unit (IQAU) of the University/HEI and implements internal quality enhancement system.	(QA) is a compulsory agenda item in the FB and Senate.	Faculty Board Minutes; Minutes of the Senate; Report of the analysis of Teacher Evaluation Forms	TER / 2015 TER / 2016 TER / 2017 Form TE Letters / Appt. / FQAC coordinator FB / SSL / 140 FB / SSL / 159
1.16	The Faculty/Institute has established a Curriculum Development Committee (CDC) or alternative mechanisms for monitoring, reviewing and updating the curriculum.	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)	Curriculum Revision Committee Minutes; Final Curriculum Revision Report; Faculty Board Minutes; Annual Faculty Budget (2017)	Mts / CRC / 2009 Mts / CRC / 2016 FCR / 2009 FB / SSL / 155 BA / 2017
1.17	The Faculty/Institute takes into consideration the SLQF and SBS as reference points	Faculty/Department frequently uses SLQF, SBS's in formulating and revising the faculty study program. Outcome- based Education and Student-centred Learning	Students' Handbook; Study guides; UGC Admission Handbook - 2015/2016.	SHB/2015_16 SG/STC SG/ECO SG/POL SG/GEO

				SG/SOC
	and Outcome-based Education and Student-Centred Learning (OBE-SCL) approach in academic development and planning and education provision.	(OBE-SCL) are implemented with relevant strategies in academic development and planning. Faculty / Department use the relevant criteria and benchmarks that are outlined in the SLQF and SBS manuals.		SG/LAN SG/DELT SG/ICT Senate/205 UGC_HB/2015_16
1.18	The Faculty/Institute adopts a clear policy and procedure on program approval and implementation and program discontinuation to ensure that students enrolled into the program will complete their education without any disruption.	The Faculty/Department maintains a policy and procedure on program approval and implementation. The faculty maintains a low dropout ratio.	Convocation lists of graduates; Student completion rates;	Conv. Book /18 Conv. Book /17 Enroll& Dropout / 2010_11 Enroll & Dropout / 2009_10
1.19	The Faculty/Institute monitors the implementation of	Teacher and Peer evaluations are conducted for a better feedback. A graduate survey is	Graduate employability survey questionnaires;	TER/2015 TER/2016 TER/2017

		implemented evaluate the quality of the degree.	Teacher evaluation forms; Feedback sheets; Peer Evaluation	Grad.Surv.Ques_1 Grad.Surv.Ques_2 Grad. DB Peer Eva./STC Peer Eva./ECO Peer Eva./POL Peer Eva./GEO Peer Eva./SOC Peer Eva./LAN Peer Eva./DELT Peer Eva./ICT
	the curriculum and the quality of education provision through multiple measures, the findings of which are used for continuous improvement of learning provision.			
1.20	The Faculty/Institute has established collaborative partnerships with national and foreign universities/HEIs/ organizations for academic and research cooperation.	Several MoUs have been signed with foreign universities promoting mutually beneficial partnerships. Student and Teacher exchange, scholarships and concessions for higher studies, services of the voluntary lecturers from foreign universities were the benefits obtained. JICA and Hong He University-China in collaboration have facilitated voluntary lecturers.	MoUs signed with; Shivaji University, India; Hong He University, China; Durham University, UK; Huazhong University, China; University of Mainz, Germany File of voluntary lecturer appointments	MoU/Shivaji MoU/Hong He MoU/Durham MoU/Huazhong MoU/Mainz FB/SSL/165 FB/SSL/144 Letters/Appt./JICA Letters/Appt./Hong He
1.21	Faculty/Institute operates academic mentoring, student counseling and welfare mechanisms and	Faculty maintains a mentoring program. The Faculty has established a Psychological Counseling Centre (*Sith arana*).	Documents of mentoring program; Sitharana Log book and Client Files, Memos;	Ment. Prog/2015_16 Ment. Prog/2014_15 Sith arana/Log Book Sith arana/Client File

	procedures and ensures that the personnel responsible for the tasks are adequately trained to fulfill their roles.	There are Student Counselors and Academic wardens in the University represented by the Faculty including the Deputy Senior Student Counselors.	Appointment Letters of Student Counselors / Psychological Counselors, Academic wardens, Senior Student Counselor. Certificates of workshops Records of Senior Assistant Registrar (Academic and Student Services)	Sith arana/Memo Letters/Appt./Std. Counsellor Letters/Appt./Phy. Counsellor Letters/Appt./AC Warden Letters/Appt./Sen. Std. Counsellor Certificate/ Phy. Counsellor Std. Accom./2015_16 Std. Accom./2014_15 Records of SAR
1.22	Faculty/Institute assures that all its students have access to health care services, cultural and aesthetic activities; recreational and sports facilities.	University Medical Centre with a full time Medical Practitioner and a Nurse assures students' easy access to health care services. Faculty Arts Centre (*kala Kendraya)* under the supervision of a coordinator from the academic staff maintains continuous musical and dancing programs. The faculty supports the annual Arts Festival of Students (*Girihisin Uda Sanda*) and the	Documentary evidence for health care at Medical Centre. Documents of Arts Centre. Proposal and permission letters for Annual Arts Festival of Students.	http://www.sab.ac.lk/medical-services Letters/Perm./Arts Centre Letters/Perm./Art Fest. *Girihisin Udasanda*/2016 *Girihisin Udasanda*/2015

		Faculty Magazine *Chamathkara*		
1.23	Faculty/Institute implements measures to ensure the safety and security of students.	University provides all students with accommodation for whole university career with 24-hour security service. The roads leading to hostels are lighted. Students are governed by the hostel rules and monitored by sub-warden. Fire brigade system is available in the Faculty and the Hostels.	Roster of Security Service in hostels and the Faculty Hostel by-laws	Std. Accom. / 2015_16 Std. Accom. / 2014_15 Std. Accom. / by-laws Std. Declaration Roster/Security Ser.
1.24	The Faculty/Institute adopts and practices University/HEI 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 no current experience with differently-able students.	Sitharana Log book and Client Files. Appointment letters of physiological counselor.	Sitharana / Log Book Sitharana / Client File Letters / Appt. / Phy. Counselor http://www.sab.ac.lk /fssl/sith-arana-counselling-unit
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 Gender Cell (GC) with a Director with a network of faculty coordinators to ensure gender equity and equality (GEE) and deter any form of sexual and gender-based violence (SGBV). Policy framework for Gender Equity/Equality (GEE) has been developed by the Gender Cell 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) http://www.sab.ac.lk /centre-for-gender-equity-and-equality
1.27	The Faculty/Institute practices the policy of zero-tolerance to	Faculty implements the policy of zero-tolerance to ragging; Senior/deputy student councilor, Proctor, marshal, student councilors and faculty	Appointment letters; Record of punishments;	Letters/Appt./Std. Counselor Letters/Appt./Proctor Letters/Appt./Marshal

	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.	members are prepared to prevent ragging and any other form of harassment. Reported harassments at University during the study period are brought up in front of a Disciplinary Committee (UDC) and the violators are given punishments accordingly. Faculty members have informed their dissatisfaction against ragging in certain crucial events.	Faculty Board minutes	Letters/Punishment FB/SSL/158
1.28	Summary - Criterion 1: Program Management			

The existing administrative structure of the Faculty of Social Sciences and Languages (FSSL) functions effectively in managing and executing its core functions. The Faculty not only maintains the policies and the standards of the latest Action Plan of the Sabaragamuwa University Strategic Management Plan (SUSL-SMP) but also it adheres to the management procedures stated in the SUSL-SMP 2014-2018. Accordingly, a faculty level Progress Review Meeting is organized by the Dean with Heads and Coordinators of the Faculty on monthly basis. Continuous communication with students and staff is maintained throughout. The Dean with the participation of the Heads prior to each academic year prepares the annual academic calendar. The Faculty office ensures the newly registered students receive the updated Student Handbook, which contains a prospectus of study programs, at the Orientation Program. The University and Faculty websites are continuously updated and the database is linked to the university Management Information System (MIS). Moreover, the departments maintain permanent records of all the students and attendance records of lectures. The departments also apply duty lists, work norms and codes of conduct for all levels of staff. During the Orientation Program, all the new students are made aware of the Code of Conduct, they are advised to adhere to it, and violation of the same will be monitored by a disciplinary committee and take actions against accordingly. The Faculty / Department uses the performance assessment system prescribed by the University. Further, University has established Internal Quality Assurance Unit (IQAU) with Quality Assurance Cells (FQAC) at

faculty levels to take decisions on quality assurance and their activities. Moreover, the Faculty has already appointed a Curriculum Revision/Development Committee, encompassing all the Heads and Subject Coordinators of the Faculty and external experts. The Faculty/Department frequently uses both the documents of SLQF and SBS's that are revised already as reference points in formulating and revising the faculty study program. The Faculty/Department maintains a well-defined policy and procedure on program approval and implementation. Moreover, to ensure the academic quality of the program, several measures are taken including peer and teacher evaluations, questionnaires, and student evaluation sheets. It is important to note that collaborative partnerships with local and foreign universities / HEIs are established for academic exchange programs. In addition, University Student Counselling Centre attends to all the grievances of the students while Assistant Registrar (Student Services) and the team attend students' welfare and accommodation facilities. University Medical Centre assures students' easy access to health care services. "Kala Kendra"(Arts Centre) at FSSL-SUSL under the supervision of a coordinator from the academic staff maintains continuous musical and dancing programs. Moreover, rules and regulations of the examination procedure adopted by the university is adopted and practiced by FSSL-SUSL. In addition, FSSL-SUSL implements the policy of zero-tolerance to ragging.

Criteria 2
HUMAN AND PHYSICAL RESOURCES

Table 3.2 CRITERION 2: HUMAN AND PHYSICAL RESOURCES

	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 programs, research and outreach.	Delivery, designing and development of academic programs are carried out by qualified and competent staff. The faculty for the time being efficiently manages available staff despite heavy workload.	HR Profile; List of Cadre Allocations; Students' Handbook; Faculty web.	SHB/2015_16 SHB/2014_15 Cadre list/2015 http://www.sab.ac.lk/fssl/
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.	The faculty has a qualified staff with Post graduate qualifications who continue research locally and internationally obtaining research grants	HR Profile; List of cadre allocations; Research Grant Committee Minutes; Faculty profile of publications; Students' Handbook.	SHB/2015_16 SHB/2014_15 Cadre list/2017 Cadre list/2013 http://www.sab.ac.lk/fssl/ Mts/RG Staff/SSL/Publications

2.3	The Faculty/Institute adopts and practices the policy requiring the new staff to undergo an induction program offered by the University/HEI as soon as they are recruited; ensures that the induction training program provides an awareness of their defined roles and duties, and imparts minimum knowledge and competencies required to perform the assigned tasks.	The faculty proactively encourages all newly recruited staff go through an induction program for the completion of post recruitment qualifications and competencies to fulfill core duties.	Members Correspondence with SDC; List of CTHE/Teaching Methodology awardees; CEDA awardees certificates; Standard syllabi for University Induction Programs; Evidence for constructive practices based on teacher evaluation	SDC/UIP/Names/2015 SDC/UIP/Names/2013 Certificates/CTHE Certificates/CEDA Certificates/TM SDC/UIP/Syllabi
2.4	The Faculty/Institute ensures that the capacity of all staff is continuously upgraded and enhanced through provision of in-service, continuing professional	The professional capacities of staff are continuously upgraded and enhanced through workshops and they are evaluated through staff performance appraisals.	Letters of nomination for workshops; Certificates of workshop attendance; List of workshops;	Letters/Nominee/WS/Econ & Stat Letters/Nominee/WS/SS Letters/Nominee/WS/Geo & EM WS/FQAC/2016 WS/FQAC/2017 WS/IDAS

				Certificates/WS
	development (CPD) programs; impact of CPD programs are monitored, and remedial action taken as and when required.			
2.5	The Faculty ensures the availability of adequate and well maintained infrastructure facilities for administration, teaching and learning.	Electronic teaching aid in lecture rooms are maintained. The maintenance is being further formalized through developing computerized fixed assets register.	Inventory of infrastructure; Physical verification of infrastructure; Procurement files; Request forms for repairs (job cards); Fingerprint access system for the ICT lab	Inventory/SSL Phy.Verifi.Infra/SSL/2016 Procure/SSL/2016 Procure/SSL/2015 Job Cards/SSL/2016 Fingerprint record for the ICT lab
2.6	The Faculty/Institute that offers professional or honors study programs, has put in place the required specialized training facilities such as clinical training facilities, engineering workshops, science	The faculty has set up opportunities for professional development of study programs for relevant programs when necessary, such as training on GIS, Statistical Packages, SGBV.	List of workshops; Lists of participants; Certificates of participation.	WS/SDC/2017 WS/SDC/2016 Particip./SDC Certificates/WS

	laboratories, field training stations, etc.			
2.7	The staff is provided with required training in outcome-based education &student-centred 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	List of workshops; List of participants; Certificates of participation; Faculty/Department inventories.	WS/IDAS/SCL WS/IDAS/Moodle Particip./WS/IDAS /SCL Particip./WS/IDAS /Moodle Inventory/SSL/Lap tops Inventory/SSL/Des ktop http://www.sab.ac.l k/fssl/computer-unit
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,	well-resourced library facility is available in the main campus as well as in the department of Languages and it is updated on yearly basis with the help of foreign agencies.	Library requisition form; Library E-learning resources; E-catalog; Study guides	http://www.sab.ac.l k/lib/ SG/ECO SG/STC SG/GEO SG/POL SG/SOC SG/LAN SG/DELT SG/ICT

	internet, inter-library loan etc., and provides a user-friendly service.			
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; online technical failure reporting forms	Inventory / Comp. Lab Procure. / SSL / 2016 Procure. / SSL / 2015 online technical failure reporting forms (google form)
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	Department of English Language Teaching has courses on both Teaching English as a Second Language (TESL) as well as Learning English as a Second Language. Learning English as a second Language is a compulsory component of GDP. Availability is given to students to study TESL as a Major subject or Minor subject in GDP.	Students' Handbook; Gazette notification of ELTD; English Language Lab; English Language Activity Room	SHB/2015_16 Gazette/DELT/1412/37_2005 English Language Lab English Language Activity Room

			Cell (ELTC).		

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 programs offered by the Career Guidance Unit (CGU) of the University.	'Soft skills'/ 'life skills' component is addressed through offering soft skills as a core compulsory course (CGS 221) and workshops are organized by CGU and Faculty. Off campus field visits/ field excursions are organized for GDP students for further exposure to Industry and potential career orientation. Student are evaluated through a mini-project on the visited site.	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 / Prop. / LAN FV / Photo /STC FV / Photo /ECO FV / Photo /POL FV / Photo /GEO FV / Photo /SOC FV / Photo / LAN

2.12	The Faculty/Institute encourages students to engage in multicultural programs to promote harmony and cohesion among students of diverse ethnic and cultural	Following programs are organized by the students at various junctures of the year and permission, supervision and financial assistance are provided by FSSL: - Japanese cultural day - Chinese cultural day - Food festival	Permission letters; Invitation letters; Documents related to managerial assistance	Letters/Perm./ *Prith_*chantings Letters/Perm./*Girih isin Uda Sanda* Letters/Invt./ *Ifthar* Letters/Invt./Others Documents/Mng.

backgrounds.	- Arts Festival "GirihisinUdaSanda" "PirihimbiriDiyawara" - Pirith Ceremony			Asst.
2.13	Summary - Criterion 2: Human and Physical Resources			
	Designing, development and delivery of academic programs, research and outreach are conducted by qualified academic staff with variable levels of postgraduate qualifications. In addition, the Faculty ensures the lecturers recruited are qualified in respected disciplines and compatible for its needs. In addition, an introductory training is provided by the Staff Development Centre (SDC) for newly recruited staff on their roles and duties, placing more emphasis on examination related duties and responsibilities. Moreover, all the staff members are given continuous opportunities to upgrade and enhance themselves through workshops. Not only that, sufficient physical infrastructure facilities are also provided for teaching and learning processes. Apart from that, FSSL has put in place the necessary training programs to equip students with empirical research tools. It is important to note that the staff practices didactic methods in student centered learning and is provided with required infrastructure facilities. The Faculty is equipped with well-resourced library facilities at each department and the ICT skills of the students are facilitated through a computer centre and consistent technical assistance. The Department of English Language Teaching has given its priority in developing and improving the English language skills of the students to facilitate their academic activities. Moreover, the Faculty ensures the students are provided with adequate training on 'soft skills'/'life skills' through the compulsory study unit, "Personality Development". The role that the Faculty undertakes as a supervisor and sponsor in multicultural programs to promote harmony and cohesion among students of diverse ethnic and cultural backgrounds is also of paramount significance.			

Criteria 3

PROGRAM DESIGN AND DEVELOPMENT

Table 3.3 CRITERION 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	Program 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 program 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	Program design process	Newly formed curriculum	Minutes of Committee for	Mts/CRC/2016 BA/2017

	incorporates the feedback from employer / professional satisfaction survey.	committee has designed a employer / professional satisfaction survey. Faculty maintains a database of past students.	curriculum revision – 2017; Budget allocation; Faculty Website; Graduate survey database.	Grad.DB
3.4	Program conforms to the mission, goals and objectives of the institution; national needs; and reflect global trends and current knowledge and practice.	The Degree program 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	Program design complies with the Sri Lanka Qualification Framework (SLQF), and is guided by other reference points such as Subject Benchmark	According to Sri Lanka Qualification Framework (SLQF), Bachelors degree should have minimum 96: Subject bench mark levels under SBS are achieved for General Degrees	Students' Handbook; Final Curriculum Report; Senate minutes of changing the degree program.	SHB/2015_16 FCR/2009 Senate/205

	Statements (SBS), and requirements of relevant professional bodies.			
3.6	Program design and development procedures include specific details relating to entry and exit pathways including fallback options; Intended Learning Outcomes (ILOs); qualification levels criteria, and qualification type descriptors; teaching, learning and assessment processes to enable achievement of ILOs that are congruent with the program mission and goals; alignment with external reference points such as SLQF, and SBS.	The program ILOs are developed aligned with the graduate profile of FSSL. Program ILOs are aligned with the vision and the mission of the institution and the faculty. ILOs prepared for the course units and assessments are led by the ILOs of the program.	Final Curriculum Report; Students' Handbook	FCR/2009 SHB/2015_16

3.7	Faculty / Institute uses graduate profile as the foundation for developing learning outcomes at the levels of program, course/modules.	The graduate profile of GDP has its foundation to develop ILOs and Learning outcomes of the course / modules.	Students' Handbook; Study guides.	SHB/2015_16 SG/ECO SG/STC SG/POL SG/GEO SG/SOC SG/LAN SG/DELT SG/ICT
3.8	ILOs of study programs are realistic, deliverable and feasible to achieve.	ILOs of the GDP are realistic, deliverable and feasible.	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 CA Marks/LAN CA Marks/DELT CA Marks/ICT CRC/2009 Conv. Book/18 Conv. Book/17
3.9	The Faculty adopts an Outcome Based Education (OBE) where program outcomes are clearly aligned with the course/module	The Faculty adopts the outcome based education through (a) Theoretical knowledge (b) Practical and experimental knowledge (field visits/excursions,	Field visit Proposals; Study guides; Photo albums	FV/Prop./ECO FV/Prop./STC FV/Prop./GEO FV/Prop./POL FV/Prop./SOC FV/Prop./LAN SG/ECO

				SG/STC
	outcomes; and the teaching and learning activities and assessment strategy are aligned with the learning outcomes of each course (constructive alignment).	internship, mini-research projects etc.) (c) Skill enhancement (IT, presentations, TBL, internship, etc.)		SG/GEO SG/POL SG/SOC SG/LAN SG/DELT SG/ICT
3.10	The program design accommodates supplementary courses such as vocational, professional, semi-professional, inter-disciplinary & multi-disciplinary to broaden the outlook and enrich the generic skills of students.	GDP accommodates various fields-vists to obtain vocational and professional awareness to enhance the generic skills of students. TESL as an academic subject is offered for General Degree (as Minor and Major), which enhances students potential career prospects as teachers. Choice of Cross disciplinary approach within the	Students' Handbook; Final Curriculum Report.	SHB/2015_16 FCR/2009

		GDP. Core English, Core IT and Core General Courses (eg: Soft skills, Third language proficiency, etc.) are compulsory for all students.		
3.11	Issues of gender, cultural and social diversity, equity, social justice, ethical values and sustainability are integrated into the curriculum, where relevant.	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 that address areas such as cultural and social diversity, equity, social justice etc.	Students' Handbook; Study guide. Final Curriculum Report	SHB/2015_16 SG/ECO SG/STC SG/POL SG/SOC SG/GEO SG/LAN SG/DELT SG/ICT FCR/2009
3.12	Program is logically structured and	GDP is logically structured from the first year to third	Students' Handbook; Study guides;	SHB/2015_16 SG/ECO SG/STC

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		consists of a coherent set of courses/modules while allowing flexibility in students' choices of courses /modules.	year. Students are allowed to make choices among the course units offered and a Scientific Report equal to a mini Thesis is expected from them to be written under supervision at the end of the GDP.	Final Curriculum Report	SG/POL SG/SOC SG/GEO SG/LAN SG/DELT SG/ICT FCR/2009
3.13	Curriculum promotes progression so that the demands on the student in intellectual challenge, skills, knowledge, conceptualization and learning autonomy increases.	The curriculum of GDP promotes intellectual challenge, generation of skills, knowledge dissemination, conceptualization and learning autonomy increased through the course units and the systems followed for the continuous assessments. Conceptualization and learning autonomy are developed by many course units including the independent		Students' Handbook; Final Curriculum Report	FHB/2015_16 FCR/2009

		research work and research methodology course units, CEL, CIT and Personality Development.		
3.14	The study program has clearly defined appropriate measurable process indicators and outcome based performance indicators which are used to monitor the implementation and evaluation of the program.	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 Enroll & Dropout/2010_11 Enroll & Dropout/2009_10
3.15	The academic standards of the program with respect to its awards and qualifications are appropriate to the level and nature of the award and are aligned with the SBS (where	The qualifications considered for awards are aligned with SBS and SLQF.	Students' Handbook; Convocation book.	SHB/2015_16 Conv.Book/18 Conv.Book/17

	available) and SLQF.			
3.16	Faculty ensures that program approval decision is taken after full consideration of design principles, academic standards, and appropriateness of the learning opportunities available, monitoring and review arrangements and content of the program specification.	The curricula of the Degree Program 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; UGC approval Minutes	FCR/2009 UGC/FCR/Appr. Mts/CRC/2016 FB/SSL/155
3.17	The principles to be considered when programs are designed and developed (balance of the program; award and titles; resources available to support the program) are documented and communicated to all	The program design and development process considered to maintain a fair balance between theoretical, practical, and skill components. Titles and awards and available human and	Final Curriculum Report; Students' Handbook; Proposal sent to UGC to revise the names of the Degree Programs.	FCR/2009 SHB/2015_16 UGC_HB/2015_16

	concerned in the program design.	physical resources to support the program were clearly documented and communicated to all stakeholders.		
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.	Industrial Training or Internship component is not a integral part of GDP	Students´ Handbook	SHB/2015_16
3.19	Program design and development integrates appropriate learning strategies for the development of self-directed learning, collaborative	GDP promotes self-directed learning, collaborative learning, creative and critical thinking, life-long learning, interpersonal communication and teamwork are	Study guides; Teacher Evaluation Report; Filed visits proposal and feedback.	SG/ECO SG/STC SG/POL SG/SOC SG/GEO SG/LAN SG/DELT SG/ICT TER/2017 TER/2016

			TER/2015
	highly encouraged through the continuous assessments of each course unit of the degree program.		FV/Prop./ECO FV/Prop./STC FV/Prop./GEO FV/Prop./SOC FV/Prop./POL FV/Prop./LAN FV/Prop./DELT FV/Feedback
3.20	The Faculty's /Institute's IQAC adopts internal monitoring strategies and effective processes to evaluate, review, and improve the Program design and development, and approval processes.	The Faculty IQAC adopts Internal monitoring strategies to improve degree programs. 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	Programs are monitored routinely (in an agreed cycle) to ensure that	A Curriculum revision committee has been appointed to ensure the	Faculty Board minutes; Curriculum revision	FB/SSL/155 Mts/CRC/2016

The first row in the table spans the text "learning, creative and critical thinking, life-long learning, interpersonal communication and teamwork into the courses." in the second column.

	programs remain current and valid in the light of developing knowledge in the discipline, and practice in its application.	updated program	committee minutes.	
3.22	Faculty/Institute uses the outcomes of program monitoring and review to foster ongoing design and development of the curriculum.	Faculty conducts graduate survey annually and maintains an online data-base of graduate employability, and the output of these surveys will be incorporated into the up-coming curriculum revisions.	Online Data-base; Graduate survey outputs; Faculty Website.	Grad. DB Grad.Surv.Ques. www.sab.ac.lk/survey
3.23	The Faculty/Institute annually collects and records information about students' destination after graduation and uses it for continuous improvement of	Faculty conducts graduate survey annually and maintain online data-base of graduate employability.	Graduate employability questionnaire; Online Data-base; Graduate survey outputs.	Grad. DB Grad. Surv.Ques. www.sab.ac.lk/survey

	the program.			
3.24	The effectiveness of the provision for students with disabilities is evaluated and opportunities for enhancement identified.	Faculty has established a unit called "Sithharana", to treat students who needs counseling. A psychological scale has been adopted to screen new entrants for mental health. Faculty does not enroll physically disabled students however special attention is provided on request (eg. Requests for extra time for examinations)	Appointment letters of the counselors; "Sith Aranana" Record book; Online psychological scale.	Sitharana/Log Book Sitharana/Client File Letters/Appt./Phsych. Counselor http://www.sab.ac.lk/fssl/sith-arana-counselling-unit
3.24	Summary - Criterion 3: Program Design and Development			

The Faculty of Social Sciences and Languages has adopted a participatory approach in the design and approval of the degree program. The Curriculum Committee consisted of an external stakeholder and the key functionaries of the design and planning stage were Dean, Heads and the Coordinators. A key feature in the forthcoming curriculum is that it will incorporate the feedback of the employers. However, the degree program is consistent with the mission, goals and objectives of

the SUSL and it meets the needs of other stakeholders, at national and global levels. BA General Degree in the faculty has 97 credits in par with SLQF and SBS. The program ILOs are developed aligned with the graduate profile of FSSL. Further, program ILOs are aligned with the vision and the mission of the institution and the faculty. ILOs prepared for the course units and assessments are led by the ILOs of the program. ILOs that has its foundation on the graduate profile are realistic, deliverable and feasible. Moreover, FSSL adopts outcome-based education with theoretical, practical and experimental knowledge, skill enhancement and autonomy of learning. In addition, GDP accommodates various fields-visits to obtain vocational and professional awareness to enhance the generic skills of students. GDP curriculum recognizes the diversity among students and offers English as a medium of instruction. Further, issues of gender and cultural discrimination in economics, research ethics, equity, social justice and sustainability under development prospects are included into the curriculum through several course units. Moreover, it is compulsory to pass Core English, Core IT and Core General Courses (soft skills, third language proficiency) and are credited to the final GPA calculation. Cultural events are also supported by the university calendar. Apart from those, GDP is logically structured from the first year to third year. Students are allowed to make choices among the course units offered and a Scientific Report equal to a mini thesis is expected from them to be written under the supervision at the end of the GDP. The curriculum of GDP promotes intellectual challenge, skills, knowledge, conceptualization and it is evident that learning autonomy increases through the course units and the systems followed for the continuous assessments. GDP has measurable performance indicators to evaluate the degree program. Moreover, graduate survey provides information on employability, unemployment duration, the usage of the knowledge of the degree program in employment, and use of other skills. The qualifications considered for awards are aligned with SBS and SLQF. The curriculum of the degree program are discussed and executed through the Faculty Board Meeting, the Senate and the review process under the University Grant Commission. However, the program design and development process considered maintaining a fair balance between theoretical, practical, and skill components. Titles, awards, and available human and physical resources to support the program were clearly documented and communicated to all stakeholders. The industrial 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 the students upon the approval of the Faculty Board. GDP promotes self-directed learning, collaborative learning, creative and critical thinking, life-long learning, interpersonal communication and teamwork. The Faculty adopts IQAC internal monitoring strategies to improve the degree programs. Student evaluation, and peer evaluation are

used for evaluation of the program. The Head of the department monitors the successful coverage of the course units with the number of lecture hours and provides a report in that regard. The Faculty conducts a graduate survey annually and maintains online database of graduate employability, and the output of these surveys will be incorporated into the up-coming curriculum revisions. Further, the pass rate of the students was calculated by the faculty in each year. However, the entrance of differently able students is poor at the university level. The facilities and the opportunities that target them is consequently poor.

Criteria 4

COURSE/ MODULE DESIGN AND DEVELOPMENT

Table 3.4 CRITERION 4: COURSE/ MODULE DESIGN & 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
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 has adopted a participatory approach for course design & development through CDC, which consisted of lecturers, external subject experts. A research exposure and a composition of a research Project Report has also been included in GDP.	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 program 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 an introduction of career oriented course units.	Handbooks; Study guides; FB minutes.	SHB/2015_16 SG/ECO SG/STC SG/POL SG/SOC SG/GEO SG/LAN SG/DELT SG/ICT
4.3	The courses are designed in compliance	The courses comply with the (a) SLQF (b) Subject	Subject Benchmark	SHB/2015_16

	with SLQF credit definition and is guided by other reference points such as SBS where available, and requirements of statutory or regulatory bodies.	Benchmark Statement (SBS)	Statements; Handbook.	
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/Department has developed standardized format and guidelines for: - Course design - Field visits - Research oriented Project Report	Students' Handbook; Study Guides; Proposals of field visits.	FB/SSL/159 FB/SSL/163 SHB/2015_16 SG/ECO SG/STC SG/GEO SG/SOC SG/POL SG/LAN SG/DELT SG/ICT FV/Prop./ECO FV/Prop./STC FV/Prop./GEO FV/Prop./SOC FV/Prop./POL FV/Prop./LAN FV/Prop./DELT
4.5	Each course is designed in a manner that contents, learning activities and assessment tasks are systematically	Course ILOs are mapped against programs ILOs and achieved through; Planned and periodically updated course content	Students' Handbook (Graduate Profile/Assessme nt Criteria);	SHB/2015_16 SG/ECO SG/STC SG/GEO

	aligned with the course outcomes which in turn are aligned with the program outcomes (constructive alignment).	and guidelines Systematic and continuous assessments	Study Guides; Final Curriculum Report.	SG/SOC SG/POL SG/LAN SG/DELT SG/ICT FCR/2009
4.6	Course design and development takes into account student-centered 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,), - Field visits and lab sessions - Project Report (researched)	Handbook; Study Guides; Proposals of field visits; Students' PPTs; Project Report (researched) supervisors and studens' guidelines.	SHB/2015_16 SG/ECO SG/STC SG/GEO SG/SOV SG/POL SG/LAN SG/DELT SG/ICT FV/Prop./ECO FV/Prop./STC FV/Prop./GEO FV/Prop./SOC FV/Prop./POL FV/Prop./LAN FV/Prop./DELT PPT/Std./ECO PPT/Std./STC PPT/Std./SOC PPT/Std./POL

				PPT/Std./GEO PPT/Std./LAN PPT/Std./ DELT PPT/Std./ ICT
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.	At the beginning of the degree program Students are provided with following documents: - A student handbook - Study guides with clear cut ILOs, contents, lesson plan, assessment strategies and supplementary readings. - PPTs of the lectures.	Handbook; Study Guide; Google groups' screenshots; Handouts; Tutorials.	SHB/2015_16 SG/ECO SG/STC SG/GEO SG/SOC SG/POL SG/LAN SG/DELT Tutorial/ECO Tutorial/STC Tutorial/GEO Tutorial/SOC Tutorial/POL Handout/ECO Handout/STC Handout/GEO Handout/POL Handout/SOC Handout/LAN Handout/DELT Project Report guidelines Google groups

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.	Course design specifies the credit value and the workload through; - 45 direct contact hours per study unit - Allocation 40% marks for assessments (quizzes, field studies, assignments &presentation) - Allocation of 60% marks for final examination.	Handbooks; Study guides; internship guidelines; Faculty Time table; Final Mark Sheet Template (computer based).	SHB/2015_16 SG/ECO SG/STC SG/GEO SG/SOC SG/POL SG/LAN SG/DELT FMST/SSL SSL/TT
4.9	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	Appropriate learning strategies are integrated through: a) Team based projects b) Assignments c) Activity based teaching methods d) Presentations and debates e) Supplementary reading f) Off campus field excursions g) Project Report h) Career oriented study units i) Translation practice j) Creative Writing	Study Guides; list of prescribed readings; Project topic list from the departments; FB minutes; Hand book.	SHB/2015_16 SG/ECO SG/STC SG/GEO SG/SOC SG/POL SG/LAN SG/DELT FV/Prop./ECO FV/Prop./STC FV/Prop./GEO FV/Prop./SOC FV/Prop./POL FV/Prop./LAN FV/Prop./DELT

		Personality Development course leading to develop soft skills.		PR list
4.10	Course design and development takes into account the needs of differently able 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 able students. However, such students are facilitated for special requirements upon their request from the Faculty (eg: extra time for exam)	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 As introductory, intermediate and advanced levels semesters in a learner friendly manner Offered in both Sinhala and English mediums for convenient adaptation.	Handbook; Study Guide; Curriculum guidelines; Faculty Timetables; Faculty Academic Calendar.	SHB/2015_16 SG/ECO SG/STC SG/GEO SG/SOC SG/POL SG/LAN SG/DELT SG/ ICT SSL/TT SSL/AC. Cal
4.12	Course content has adequate breadth, depth, rigor and balance and the teaching program can be	Courses have been designed sufficiently representing concepts, theory, application and	Study Guide (lesson plan); Lecture Record Book; Lecture	SG/ECO SG/STC SG/GEO SG/SOC

				SG/POL SG/LAN SG/DELT SG/ ICT
	successfully completed within the planned time.	competencies while assuring that courses can be completed during the stipulated time	Handouts/Manuals.	SG/POL SG/LAN SG/DELT SG/ ICT LRB/Econ & Stat LRB/SS LRB/Geo & EM LRB/ LAN LRB/ DELT Handout/ECO Handout/STC Handout/GEO Handout/POL Handout/SOC Handout/ LAN Handout/ DELT Handout / ICT
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 usages; Class room Inventory; DELT Lab; Japanese lab; Computer labs; Geography mapping room.	http://www.sab.ac.lk/lib/e-books Inventory/CR Com. Lab DELT & LAN Labs 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 - SDC workshops - Faculty workshops - 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.	The Faculty exerts adequate human and financial resources for course design, moderation and review through (a) timely allocation of funds by finance committee and HE projects (eg. IRQUE, IDAS) (b) internal experts and external consultants approved by the Faculty.	Annual budget allocation to the Faculty; Finance Committee Minutes; Committee to Examine the Academic Quality of the Faculty Minutes IDAS allocations.	BA/SSL/2016 BA/SSL/2015 Mts/FC Mts/CEAQF IDAS/Budget
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.	Course approval decisions are taken through a) Curriculum committee b) External subjects' experts c) SLQF and SBS standards	Curriculum Revision Committee Minutes; Appointment & Appreciation letters for external experts; Students' Handbook;	Mts/CRC/2016 FCR/2009 Letters/CRC/2009/External Experts SHB/2015_16
4.17	Relevant staff are made	Relevant staff are made	Department	FB/SSL

	aware of the criteria against which the course proposals/specifications are assessed in the course approval process.	aware of the criteria through: a) Department meetings b) Faculty Board c) Workshops.	minutes; FB minutes; Workshops announcements.	
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; IQAC framework document; QA Management Committee minutes.	Mts/QA St. Comm./10 Mts/QA St. Comm./9 IQAC framework document Mts/CEAQF FB/SSL
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 - Students' feedback - Reflective practices adopted by lecturers.	Students' feedback; Teacher evaluation report; Study Guides.	TER/2017 TER/2016 TE/Std. FB SG/ECO SG/STC SG/GEO SG/SOC SG/POL SG/LAN SG/DELT SG/ICT
4.20	Summary - Criterion 4: Course/ Module Design and Development			
The Faculty has adopted a participatory approach for course design & development. The courses are designed to meet the program objectives and outcomes through the introduction of career oriented				

course units and they comply with the SLQF and Subject Benchmark Statement (SBS). Moreover, the Faculty/Department has developed standardized format and guidelines for course design, field visits and project report (researched). Course ILOs are mapped against programs ILOs and achieved through planned and periodically updated course content and guidelines, and systematic and continuous assessments. It is important to note that, courses are designed based on student centered teaching strategies enabling the students to actively engage in their own learning. Furthermore, the courses have a clear course specification and at the beginning of the degree program students are provided with a student handbook and study guides. Course design specifies the credit value and the workload through 45 direct contact hours per study unit, allocating 40% marks for assessments and 60% marks for final examination. Moreover, appropriate learning strategies are integrated throughout. Currently, course design and development are not specifically optimized for differently able students. Such students are facilitated though under special requirements upon their request from the Faculty. However, courses are defined according to the weight of the subject and volume of learning. Further, courses are offered in both Sinhala and English mediums for convenient adaptation. Courses have been designed sufficiently representing concepts, theory, application and competencies while assuring that courses can be completed during the stipulated time. Course design and development take place having observed global standards through media. The staff involved in instructional design and development have been trained through SDC workshops, Faculty workshops and FQAC. The Faculty exerts adequate human and financial resources for course design, moderation and review through timely allocation of funds by finance committee and HE projects and by approving the necessary internal experts and external consultants. Course approval decisions are taken through Curriculum committee, External subjects' experts and SLQF and SBS standards. Relevant staff are made aware of the criteria through Department meetings, Faculty Boards and Workshops. Added to that, regular course evaluation, course design improvement and development are undertaken through IQAC & FQAC. Added to that, courses and effectiveness of teaching are evaluated at the end of each course through students' feedback, and reflective practices adopted by lecturers.

Criteria 5

TEACHING AND LEARNING

Table 3.5 CRITERION 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 vision, 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.	The Lecturers receive personal timetables prior to the commencement the semester. Following announcements are available for students at the commencement of the Semester: - *Common time table* of the faculty posted on the main notice boards of the faculty. - *Study guides* with ILOs, contents and prescribed readings of each course unit of study.	Lecturers' common timetable; faculty time; table, study guides; Lecturer evaluation report.	TT/ECO TT/STC TT/GEO TT/POL TT/SOC TT/ LAN TT/ DELT SSL/TT SG/ECO SG/STC SG/GEO SG/SOC SG/POL SG/LAN SG/DELT SG/ICT TER/2017 TER/2016

5.3	Teaching learning strategies, assessments and learning outcomes are closely aligned (constructive alignment).	Assessment process and learning outcomes are aligned with the study guide for each course and closely monitored.	Study guide; Lecturer evaluation report.	SG/ECO SG/STC SG/GEO SG/SOC SG/POL SG/LAN SG/DELT SG/ICT TER/2017 TER/2016
5.4	Teaching learning strategies offered are also appropriate and accessible to differently able students if the program caters for such students.	As at present, facilities for special learning strategies for differently able students are not available.	N/A	N/A
5.5	The Faculty / Institute encourages blended learning (mixture of diverse delivery methods) as a way of maximizing student engagement with the program /courses.	Faculty supports the utilization of a mixed teacher-learner centered teaching methods including; debates, role play, presentations, team based activities, field visits, case studies, digital production, writing critical reviews, creative writings sessions, reporting and summarizing media events, dramatic method in language acquisition and application, game learning	Study Guides Field trip documents; Teacher Evaluation Reports. Game board images	SG/ECO SG/STC SG/GEO SG/SOC SG/POL SG/LAN SG/DELT SG/ICT FV/Prop./ECO FV/Prop./STC FV/Prop./GEO FV/Prop./SOC FV/Prop./POL FV/Prop./LAN

				FV/Prop./DELT
				TER/2017
				TER/2016
				Game board images
5.6	Teachers integrate into their teaching, appropriate research and scholarly activities of their own / others' and current knowledge in the public domain.	Lecturers use latest updated text books and online sources to prepare courses and their material and make them available in the library for students; Departments have incorporated the practice where students select their final year project report on topics of research interests of the available academic staff; The students are given a structural orientation for research methods that they could apply in the project report as well as in their potential careers; In certain disciplines updated software are made available to be utilized (Eg: SPSS premium package and R) for required data analysis; Liberty has also been given for the students to write their	Study guide; Faculty website; Documents pertaining to software purchase; List of final year Project reports	SSL/Staff/Publications http://www.sab.ac.lk/lib/ SG/ECO SG/STC SG/GEO SG/SOC SG/POL SG/LAN SG/DELT SG/ICT PR Topic list of ECO/STC/GEO/ SOC/POL/LAN/ DELT

		project report in the field where they intend to seek employment, even in cases where medium is a foreign language.		
5.7	Teachers engage students in self-directed learning, collaborative learning, relevant contexts, use of technology as an instructional aid while being flexible with regard to individual needs and differences.	Faculty provides guideline for self-directed learning through study guides and electronic sources; Collaborative learning is achieved through team based research projects and use of technology as instructional aid is at its maximum with lecture halls fully fledged with digital aid.	Study Guides, Google Groups and Blogs, LMS, CA marks	SG/ECO SG/STC SG/GEO SG/SOC SG/POL SG/LAN SG/DELT SG/ICT Google Groups & Blogs LMS Docs
5.8	Teachers encourage students to contribute to scholarship, creative work, and discovery of knowledge to relate theory and practice appropriate to their programs and the institutional mission.	Students' contribution to scholarship, creative work and discovery of knowledge are encouraged by- a. engaging students in activities to broaden creative vision (eg. class debates, projects, field excursions and creative writing) b. Problem based research activities are part and partial of learning.	Faculty minutes, Study Guides; Photographic evidence	SG/ECO SG/STC SG/GEO SG/SOC SG/POL SG/LAN SG/DELT SG/ICT
5.9	Teaching learning strategies include	Students are provided opportunities to work in study	Study guides, field excursions;	SHB/2015_16 SG/ECO

		groups in most of the courses via: a) group projects; b) group presentations; c) intellectual debates; d) making short documentary films;	off campus field visit evaluation; presentation; Handbook	SG/STC SG/GEO SG/SOC SG/POL SG/LAN SG/DELT SG/ICT FV/Prop./ECO FV/Prop./STC FV/Prop./GEO FV/Prop./SOC FV/Prop./POL FV/Prop./LAN FV/Prop./DELT FV/Feedback/Ec o& Stat FV/Feedback/G eo
providing opportunities for students to work in study groups to promote collaborative learning.				
5.10	Teachers engage students in research as part of the teaching and learning strategy and encourage / support the students to publish their research giving due credit to the student.	The best Research projects are encouraged to be published at the academic approval by the supervisor. Academic staff members and students conduct combined research and publish them in local and international periodicals.	Annual Student Research Symposium proceedings; publication list of collaborative research with staff and students; Faculty Board minutes.	FB/SSL/167 ASRS/2015 ASRS/2016 Staff & Std./SSL/Public ations
5.11	Teaching learning strategies ensure that they are not gender	Faculty will incorporate the Policy Framework for GEE	Policy Framework for GEE; Appointment	Policy Framework document for GEE

	discriminative and abusive.		letters of Director- CGEE	Mts/CGEE Letters/Appt./C GEE 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/r evaluation report b) students' feedback. Faculty is in the process of implementing peer evaluation.	Lecture/r evaluation report, faculty minutes, student feedback forms; minutes of the staff quality assurance meetings	TER/2017 TER/2016 TE/Std. 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 innovative teaching practices supported by appropriate novel technologies. e.g. Prezi, GIS, R, Remote Sensing, Google Applications	Lecturers' power point presentations, Lecturer Evaluation Report, student feedback report, Faculty Handbook	TER/2017 TER/2016 SHB/2015_16 PPT/Lect./ECO PPT/Lect./STC PPT/Lect./GEO PPT/Lect./POL PPT/Lect./SOC PPT/Lect./LAN PPT/Lect./DELT
5.14	Teachers adopt both teacher directed and student-centered teaching-learning methodologies as specified in the course specifications	Faculty incorporates both teacher directed and student-centered teaching-learning via curriculum revision which facilitated more practical teaching and learning.	Curriculum revision committee minutes, old and new Faculty Handbooks, Study Guides	FCR/2009 SHB/2015_16 SHB/2010_11 SG/ECO SG/STC SG/GEO SG/SOC SG/POL

				SG/LAN SG/DELT SG/ICT
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.	Modern physical infrastructure of the faculty supports a healthy teaching and learning environment which facilitates better strategies for active and 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 peers through a coordinated mechanism for improvement of teaching learning.	Effectiveness and quality of teaching is appraised by students by completing the compulsory teacher evaluation given at the end of each course unit.	Faculty minutes, teacher evaluation reports, peer evaluation feedback	FB/SSL/168 TER/2017 TER/2016 TE/Std. FB Peer Eva./STC Peer Eva./ECO Peer Eva./POL Peer Eva./GEO Peer Eva./SOC Peer Eva./ LAN Peer Eva./ DELT Peer Eva./ ICT
5.17	The teachers use the information gained from assessment of student learning to improve teaching-learning.	Students' feedback on Teacher evaluation is analyzed and a report is presented to the Faculty Board. HoD sends a letter along with the analyzed students' feedback to each	Teacher Evaluation Report; Department minutes.	TER/2017 TER/2016 Mts/Dept. Meet./Econ & Stat/March_2017

		lecturer and individually discusses if there are areas to be developed.		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 Allocation report; Faculty time tables; individual time tables	SSL/TT Sub. Allo./ECO Sub. Allo./STC Sub. Allo./GEO Sub. Allo./POL Sub. Allo./SOC Sub. Allo./LAN Sub. Allo./DELT TT/ECO TT/STC TT/GEO TT/POL TT/SOC TT/LAN TT/DELT
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 evaluation for entire university.	IQAU minutes; Management Committee IQAU Evaluation forms;	Mts/QA St. Com/2 Mts/QA St. Com/4 Mts/MC IQAU/July_201

	teachers, identify champions of teaching excellence, and promote adoption of excellent practices.	High efficiency and commitment shown by academic staff is acknowledged by HoD and Dean by issuing letters of appreciation.	Appreciation letters.	6 Form TE Form PE Form LE Letters/Appr./Econ & Stat Letters/Appr./Geo & EM Letters/Appr./SS
5.20	Summary - Criterion 5: Teaching and Learning			

Teaching and learning methods are developed based on the Faculty vision, mission and the curriculum requirements. The Lecturers receive personal timetables prior to the commencement of the semester whereas the common time table and the study guides with ILOs are available for students at the commencement of the Semester. Assessment process and learning outcomes are aligned with the study guide for each course and closely monitored. As at present, facilities for special learning strategies for differently able students are not available. However, the Faculty supports the utilization of mixed teacher-learner centered teaching methods to maximize the student involvement in the course. Lecturers use latest updated textbooks and online sources to prepare courses and their materials and make them available in the library for the use of students. Departments have incorporated the practice where students select their final year project report on topics of research interests of the available academic staff. The students are given a structural orientation for research methods that they could apply in the project report as well as in their potential careers. In certain disciplines updated software are made available to be utilized for required data analysis. Liberty has also been given for the students to write their project report in the field where they intend to seek employment, even in cases where medium is a foreign language. Academic staff members conduct research and publish research papers in local and international periodicals. The Faculty provides guideline for self-directed learning through study guides and electronic sources. Collaborative learning is achieved through team based research projects and use of technology as instructional aid is at its maximum in lecture halls fully fledged with digital aid. Students' contribution to scholarship, creative work and discovery of knowledge are encouraged by

conducting different kinds of activities. Students are provided opportunities to work in study groups in most of the courses. The best research projects are encouraged to be published at the academic approval of the supervisor. The Faculty abides by SGBV policy and is in the process of implementation. Teaching and learning activities are monitored at the end of each semester via lecture/r evaluation report and students' feedback. The Faculty adopts effective and innovative teaching practices supported by appropriate novel technologies. Modern physical infrastructure of the Faculty supports a healthy teaching and learning environment that facilitates better strategies for active and deep learning. In addition, the Head of Department and subject coordinators prepare subject allocation fairly and transparently according to standard work norm. The University Quality Assurance Unit has designed a unique set of indicators for teacher evaluation, peer evaluation and lab evaluation for entire university. The Head of Department and the Dean acknowledge high efficiency and commitment shown by academic staff by issuing letters of appreciation.

Criteria 6

LEARNING ENVIRONMENT, STUDENT SUPPORT AND PROGRESSION

Table 3.6 CRITERION 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.	FSSL ensures a student-friendly conducive and caring environment providing opportunities to solve their problems; Lecturers maintain good rapport with students; Faculty maintains suggestion box for students' issues; Computer center in the faculty maintains record book to identify the issues in the lab. There are three language labs for students of Foreign Languages for practicing purposes All language departments maintain departmental libraries for reference.	Attendance lists of meetings with student representatives; Teacher Evaluation Report; Letters in the Suggestion box; Complaint and Suggestion book in the Computer Center.	FB/ SSL/151 FB/ SSL/155 Mts/MC/2016 MC/Std. Attendance TER/2017 TER/2016 Letters/Sugg. box Comp and Language. Lab/Std. Issues Booklists of the Departmental libraries of Languages

| 6.2 | The Faculty/Institute identifies learning support needs for its educational program and methods of delivery and provides effective learning environment through appropriate services and training programs. | During the monthly meetings with students, faculty gets feedback regarding the learning support requirements; Faculty has provided multimedia / projectors for the lecture halls; faculty facilitates computer based environment for some subjects; Students of Languages are given training programs for creative writing and they are also encouraged and given freedom are given to produce TV videos films for their relevant units of study. | Attendance lists of meetings with student representatives; Time table; Teacher Evaluation Report; Communication with the British council; Videos produced by the students | Mts/MC/2016 MC/Std. Attendance Inventory/CR SLT/TT TER/2016 TER/2017 Creative writing workshop Photos; Students publications Videos produced by the students |
| 6.3 | The Faculty/Institute offers all incoming students an induction program regarding the rules and regulations of the institution, student-centered learning, outcome based education and | Faculty organizes an orientation program for newly enlisted students which includes, examination rules and regulations, introduction to the university library, physical education, students' rights and laws against ragging and gender based violence | Orientation program schedule; Attendance of the students | OP/2015_16 OP/2014_15 |

	technology based learning.			
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)	Std. Charter Std. 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 students.	Orientation program schedule; list of mentors of FSSL; Study Guide; Map practical sessions; Documents pertaining to field visits; Study Guide Lecturer	OP/2015_16 OP/2014_15 Ment. Prog/2015_16 Ment. Prog/2014_15 TER/2017 TER/2016 SG/ECO SG/STC SG/GEO SG/SOC SG/POL

		Departments adopt student centered learning approaches for self-directed learning Eg: take-home assignments, article reviews, presentations, organizing field visits, dissertation and internship programs	Evaluation Report.	SG/LAN SG/DELT SG/ICT FV/Prop./ECO FV/Prop./STC FV/Prop./GEO FV/Prop./SOC FV/Prop./POL FV/Prop./LAN FV/Prop./DELT
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 management committee meetings / Heads meetings; Faculty computer center gets the feedback given by the students to evaluate services.	Minutes of the management committee; Complaint and Suggestion book in the Computer Center	Mts/MC/2016 MC/Std. Attendance Comp. Lab/Std. Issues
6.7	The Faculty/Institute provides ongoing training for users (students and staff) of common learning resources such as	The Faculty and its QA cell, and SDC organize workshops and training programs for using learning resources such as ICT, data analysis,	LMS Workshop; Workshop on data analysis and statistical packages; Workshop on academic	IDAS/TOR/OS/01_ LMS Final Report_ Academic Writing- FSSL WS/SDC WS/GCU

	library, ICT, and language laboratories.	academic writing, career development, soft skills development etc. Faculty has introduced the new resources in library, ICT, and language laboratories CDU organizes annual career development workshop	writing_2016; Workshop on career development in sociology for students; Workshop list organized by career guidance unit; SDC & CDU workshop list.	Particip./SDC Particip./CGU
6.8	The Faculty/Institute which offers professional/science based programs, provides ongoing training for users (students and staff) of specialized learning resources such as clinical facilities, science based laboratories, engineering workshops etc.	Students are taken for field excursions to enhance practical knowledge; Staff members participate in professional programs such as data analysis using statistical software, GIS, Counselling etc.	Students' Handbook; Certificates; Faculty board minutes; Field visit documents.	SHB/2015_16 SHB/2014_15 FB/SSL/159 FV/Prop./ECO FV/Prop./STC FV/Prop./GEO FV/Prop./SOC FV/Prop./POL FV/Prop./LAN FV/Prop./DELT
6.9	The Faculty/Institute has appropriate infrastructure, delivery strategies,	Faculty has established "Sith Arana" a unit to assist students who are in need of counselling. However, As at present,	Appointment letters of the student counselors; "Sith Arana" Record book.	Sitharana/Log Book Sitharana/Client File Letters/Appt./Phy. Counsellor

	academic support services and guidance to meet the needs of differently able students.	the Faculty does not enroll physically disabled students		http://www.sab.ac.lk /fssl/sith-arana-counselling-unit
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	http://www.sab.ac.lk /lib/
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; Data base of library	http://www.sab.ac.lk /lib/ SG/ECO SG/STC SG/GEO SG/SOC SG/POL SG/LAN SG/DELT SG/ICT
6.12	The	Each Department maintains up-to-date	Records of CA marks (electronic	CA Marks/ECO CA Marks/STC

	Faculty/Institute maintains up-to-date records on student progress throughout a program of study and provide prompt and constructive feedback about their performance.	records on student progress through CAs including quizzes, assignments, presentations, etc., and students are provided feedback following the CAs	and printed); Lecture Record Book (LRB); Teacher Evaluation Report.	CA Marks/POL CA Marks/SOC CA Marks/GEO CA Marks/LAN CA Marks/DELT CA Marks/ICT 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.	Following main activities are conducted for betterment of interaction between students and staff: Field visits for potential career exposure *Śramadāna* campaigns Talent shows Leadership camps Students and Staff Participation of Annual Galle Literary Festival(GLF) Students participation at Law College debates	Minutes of Art Center; A/L seminar program schedule; GLF Invitation; Loadstar Leadership program invitation; Law Collage invitation.	Letters/Perm./Arts Centre Letters/Perm./Art Fest. *Girihisin Udasanda*/2016 *Girihisin Udasanda*/2015 IDAS/TOR/OS/10 IDAS/TOR/OS/12 GLF Invitation Letters Loadstar Leadership invitation Letter Debating Team - Department of Languages
6.14	The Faculty/Institute	Faculty facilitates academic interaction	Records of the mentoring	Ment. Prog/2015_16 Ment. Prog/2014_15

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	recognizes and facilitates academic interaction between the peer helpers/ mentors/ senior guides and students.	between mentors/staff and students through mentoring program; off campus field visits	program; Dept. field visit records.	
6.15	Co-curricular activities such as sports and aesthetic programs 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 (*Girihisin Uda-Sanda*), (b) Films Screening and discussions organized by the Film Society	Art festival records; Film society constitution and registration; List of films screened; Materials including film critiques	Letters/Perm./Art Fest. *Girihisin Udasanda*/2016 *Girihisin Udasanda*/2015 Films_screened Mat. film critiques
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 conducts activities to enhance students' soft skills.	Students' handbook; List of workshop activities; Students' attendance list.	SHB/2015_16 SHB/2014_15 IDAS/TOR/OS/10 IDAS/TOR/OS/12 Std. attendance/WS/CGU
6.17	Learning experience is enhanced through opportunities such as industrial placement/	GDP does not contain an industrial placement/ internships/ work based placements	N/A	N/A

	internships/ work based placements.			
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 Std. attendance/WS/ SGBV awareness
6.19	The Faculty/Institute regularly and systematically gathers relevant information about the satisfaction of students with the teaching programs/ courses offered and support services and the information is used in improvement.	The Faculty systematically gathers the students' comments and their satisfaction of courses offered and support services; Students' feedback is returned to staff and considered in reflective practice.	Student feedback; Teacher Evaluation Report.	TE/Std. FB TER/2017 TER/2016
6.20	The Faculty/Institute is proactive in counseling the	Faculty allows Honours degree students to choose general degree stream	Students' appeals for shifting to General degree; Faculty board	SHB 2015 Letters/Appeals/Sub. Change Letters/Appeals/Hon

students to facilitate their progression from one level of a program to another and for qualifying for an award and employment/advanced study.	General degree also contains a specialty in selection of subjects as Major Minor and Writing a research oriented Project Report at the end of the third year. German, Japanese and Hindi are a special intake and the General degree students have the opportunity to follow an advanced degree course along with special degree students. Certain units of the curriculum of the Foreign Languages pave the way to the exposure into industry and potential career development Outstanding students are encouraged to pursue higher studies. Faculty has organized workshops regarding employment opportunities. Dept. of Social sciences has organized a	minutes; University newsletter; Faculty web; Presentation slides of resource persons.	ours FB/SSL/168 Std. attendance/ Career opportunities for Sociology PPT/ Career opportunities for Sociology FV/Prop./ECO FV/Prop./STC FV/Prop./GEO FV/Prop./SOC FV/Prop./POL FV/Prop./LAN FV/Prop./DELT SG/ECO SG/STC SG/GEO SG/SOC SG/POL SG/LAN SG/DELT SG/ICT

		workshop on "Career opportunities for Sociology".		
6.21	The Faculty/ Institute facilitates the students who do not complete the program 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 and per student cost in relation to national targets where available, and remedial measures taken where necessary.	Faculty monitors retention, progression, graduation rates of students and conducts surveys about the employability rate	Convocation booklet; Faculty records of graduates; Employability Survey Report; Online Graduate Survey Database.	Conv. Book/18 Conv. Book/17 Enroll & Dropout/2010_11 Enroll & Dropout/2009_10 Grad. DB www.
6.23	Faculty/institute promptly deals with students' complaints and grievances, and	Faculty maintains a formal procedure to constructively respond to Students' appeals and complaints.	Students' appeals; Faculty board minutes.	Letters/Appeals/Sub. Change Letters/Appeals/Hon ours

	deliver timely responses			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 Std. Union Records
6.25	Summary - Criterion 6: Learning Environment, Student Support and Progression			

The faculty ensures a student-friendly conducive and caring environment providing opportunities to solve their problems. . The Faculty gets feedback regarding the learning support via monthly students' meetings. The Faculty organizes an orientation program for newly enlisted students including examination rules and regulations, introduction to the university library, physical education, students' rights and laws against ragging and gender based violence. At the enrollment, students are provided with the Code of student conduct, Declaration by the candidate and the Prohibition of ragging and other forms of violence in educational institutions (ACT # 20 of 1998). The Faculty introduces a mentoring program for newcomers to guide students. Moreover, the Faculty has established "Sith Arana" a unit to assist students who are in need of counseling. The Departments adopt student centered learning approaches for self-directed learning. The Faculty evaluates the student support services based on the information given by the students at the Management Committee meetings/Heads meetings. The Faculty and its QA cell, and SDC organize workshops and training programs for the staff and the students about using learning resources and the staff members are provided with the chance to participate in professional programs. The Faculty has introduced new resources in library, ICT, and language laboratories. The library system was fully computerized. CDC organizes annual career development workshops. Each Department maintains up-to-date records on student progress through CA marks, which include various types of testing methods and students are provided with feedback following those CA marks. Many different activities are conducted for betterment of interaction between students and staff. The Faculty facilitates academic interaction between mentors/staff and students through mentoring programs and off campus field visits. Art festival (Girihisin Uda-Sanda), Films screening and discussions organized by the Film

Society are some evidences of the aesthetic activities carried out by the Faculty. A compulsory course (CGS 221 – Soft skills) has been designed to improve students' career management skills. The Faculty and CGU conducts activities to enhance students' soft skills. Students are taken on field excursions to enhance practical knowledge, conducts the internship program for the final years, and guides students for future career opportunities. The Faculty abides by SGBV policy and is in the process of implementation. Students of the Faculty participate in the workshop on SGBV awareness. The Faculty systematically gathers students' comments and their satisfaction of courses offered and support services. The Faculty monitors retention, progression, graduation rates of students and conducts surveys about the employability rate. Further, it maintains a formal procedure to constructively respond to Students' appeals and complaints. It also maintains healthy relationships with alumnus.

Criteria 7

STUDENT ASSESSMENT AND AWARDS

Table 3.7 CRITERION 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 program design, with a clear relation between assessment tasks and the program outcomes.	Assessment tasks with well-established ILOs pertaining to the program objectives have been clearly defined in the process of program design	Curriculum Revision committee (CR) Report, Student's Handbook, Common format of the study guide, Dept. 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.	Program is being evaluated based on the descriptors of SLQF and SBS.	Curriculum Revision Report; Students' Handbook; Study Guides	CR/2009 SHB/2015_16 SHB/2014_15 SG/ECO SG/STC SG/GEO SG/SOC SG/POL SG/LAN SG/DELT SG/ICT
7.3	The Faculty/Institute has procedures for designing, approving, monitoring and	Paper setting, moderating and evaluating process are practiced and approved by the Faculty	SHB; FB minutes; Senate minutes; Convocation book	SHB/2015_16 SHB/2014_15 FB/SSL/166

	reviewing the assessment strategies for programs (incorporating all aspects of training including industrial training, clinical training etc) and awards.	Board and the Senate. A special evaluation procedure has been implemented for industrial training. Awards are based on final GPA		Senate/206 Conv. Book/18 Conv. Book/17
7.4	The Faculty / Institute reviews and amends assessment strategies and regulations periodically as appropriate and remains fit for purpose.	Amendment on allocating 10% from formative assessments marks 40% for 80% attendance. All written assessment is handed over and oral assessment marks are displayed after evaluation Workshops are arranged by SDC and FQAC for the staff on assessment strategies A committee has been formed to maintain the quality of the degree program	FB minutes Dept. minutes; Study Guides;Teacher Evaluation Report; workshop list of SDC; FQAC workshop list Minutes of the Quality Assurance committee of SSL	FB/SSL/165 SG/ECO SG/STC SG/GEO SG/SOC SG/POL SG/LAN SG/DELT SG/ICT TER/2016 TER/2017 TER/2016 FB/SSL/161 Mts/CEAQF
7.5	The Faculty/Institute ensures the weight relating to different	Credit structure and the weight of the assessment components of the degree	Student's Handbook; Study Guides;	SHB/2015_16 SHB/2014_15 SG/ECO

	components of assessments are specified in the program/course specifications.	program are clearly stated on the SSL handbook and communicated to students	Department minutes, Final mark sheet format.	SG/STC SG/GEO SG/SOC SG/POL SG/LAN SG/DELT SG/ICT FMST Mnts. Dept. Meetings Final mark sheet format
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.	Faculty Examiners List; Faculty Board Minutes Part B; Senate Minutes	FB/SSL/166 Senate/206
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 marking is > 10, a 3rd marker is appointed by the Faculty followed by Senate approval	Sample of Final Mark sheets; Department Examiners list; Faculty Board and Senate minutes	FMST FB/SSL/166 Senate/206
7.8	Students are assessed using published	Rules and regulations on assessments and final	Student Handbook; Appointment of	SHB/2015_16 SHB/2014_15

	criteria, regulations, and procedures that are adhered to by the staff and communicated to students at the time of enrollment / recruitment.	examinations are communicated to the students through; Induction program Mentoring process Meetings with student counselors	mentors; Induction program schedule	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, Department meetings record, Annual Activity Plan - SDC	FB/SSL/166 Senate/206 WS/SDC Mnts. Dept. Meetings
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 on due cases.	Examination by-laws; Students' Request letters	Letters/Extra_ time
7.11	Students are provided with regular, appropriate and timely	Fixed dates and times have been scheduled (CA) through Study	Study Guides; Assignment marks; The Analysis of	SHB/2015_16 SHB/2014_15 SG/ECO

	feedback on formative assessments to promote effective learning and support the academic development of students.	guide for formative assessments; Corrected assignments are returned with comments.	Teacher Evaluation Reports	SG/STC SG/GEO SG/SOC SG/POL SG/LAN SG/DELT SG/ICT CA Marks/ECO CA Marks/STC CA Marks/POL CA Marks/SOC CA Marks/GEO CA Marks/LAN CA Marks/DELT CA Marks/ICT 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.	Faculty Examiners' list; Final mark sheets; rescruitinizing of marks and grades; Attendance Sheets of results verification boards	FB/SSL/166 Senate/206 FMST Request for Re-correction /Rescruitinised results Attendance Sheets of results verification boards

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 (UEB) issues detailed degree certificate for students those who are eligible for graduation, Subject code in the transcript reflects the stage of the student's progression.	By-laws of examinations manual; Faculty Handbook; Sample detailed degree certificates	Manual_1977 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; Faculty Handbook (P190)	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 corresponding examiners and results are issued with the confirmation of HoD; Final results are issued by the Examination Board subject to the approval of the Senate	Faculty website; Minutes of the Senate; Dept. Notice Board	http://192.248.87.12/cam/php/result.php 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; Minutes of the Senate; Faculty Handbook SLQF	UGC/SHB/2016 Senate/207 SHB/2015_16
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.	Examinations by laws; Examination Admission Record; Exam Offences Board Records	Manual_1977 Exam. Adm. Examination Offences Board Records
7.18	Summary- Criterion 7: Student Assessment and Awards			

Assessment tasks with well-established ILOs pertaining to the program objectives have been clearly defined in the process of program design. The program is being evaluated based on the descriptors of SLQF and SBS. Paper setting, moderating and evaluating process are practiced with the approval of the Faculty Board and the Senate. Further, a special evaluation procedure has been implemented for industrial training, and awards are based on final GPA. The Faculty amended the assessment strategy by allocating 10% from formative assessments marks for 80% attendance. Workshops are arranged by SDC and FQAC for the staff on assessment strategies, and a committee has been formed to maintain the quality of the degree program. The FSSL handbook clearly states the credit structure and the

weight of the assessment components of the degree program. External and internal examiners are appointed with the approval of Faculty Board & Senate and ToRs are provided.   The rules and regulations on assessments and final examinations are communicated to the students through Induction program, Mentoring process, Meetings with student counselors. The Exam Papers are moderated by a senior examiner and marked by second examiners while the marking scheme is submitted during the moderation. Final marks are recorded using electronic format and numeracy checked by a third person and the Head of Department. Students are penalized for the examination violations and a committee appointed by the Senate decides penalties. Fixed dates and times of the formative assessments are scheduled through Study Guides. On request of disabled students, the Faculty provides extra time on due cases. The University Examination Branch (UEB) issues detailed degree certificates for students. Subject code in the transcript reflects the stage of the student's progression. Complete transcript includes courses followed, grades obtained and the aggregate GPA/grades, and the class.   The Examination Board subject to the approval of the Senate issues the results. The name of the degree title complies with SLQF.

Criteria 8

INNOVATIVE AND HEALTHY PRACTICES

Table 3.8 CRITERION 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	A workshop on LMS has been arranged to train the academic staff in the faculty e.g.(MOODLE) Some academic members in the faculty practice LMS to share teaching material, notices etc. Lecturers are personally maintaining their own blogs to communicate with students and for delivering reading materials and essential notice for students ICT as a subject CIT core Introduction to GIS	Uploaded documents into LMS; University official Website;	IDAS/TOR/OS/01 http://lms.sab.ac.lk/ Google groups
8.2	The Faculty /Institute encourages the staff and students to use OER to supplement teaching and learning.	The Faculty has conducted workshops on 'Using ICT' for academic development for both staff members and students. Open Access Software (R&R Studio, Erdas Imagine) and licensed Software are available in the lab (Arc GIS, SPSS)	University Website; Personal websites; SDC workshops; Uploaded documents into LMS; Lab attendance list	WS/SDC Software in the Comp. Lab maps and Ariel photographs Lab attendance list

| | | One inch and 1: 50,000 scale maps and Ariel photographs and related equipment are available

Facilities open to all in general are: Language Laboratories upon request, Television run by the activity room, Department of Languages Library, Collection of maps and open software and WiFi | | |
|---|---|---|---|---|
| 8.3 | The Faculty / Institute recognizes complementarities between academic training, research and development (R&D), innovations, and industry engagement as core duties of academics. | Academic members are constantly engaging in outreach activities for community development.

The Field visits in certain units expose the students to the job market and the leadership camps organized by different subjects train their soft skills as well as enhance the leadership qualities. | Document reflecting faculty policy and strategy on R & D; University website; Base line survey on local authorities in North and Eastern Provinces

National Budget Proposal for Year 2017 in the Sabaragamuwa Province | SUSL/RG/Applicant List

Final Report/Baseline Survey NE Pro.

Final Report/BudgetProposal/2017

http://www.sab.ac.lk/ongoing-research-projects |
| 8.4 | The Faculty/Institute has established coordinating and facilitating mechanisms for fostering research | Conducting Annual Research Session; Faculty has planned to establish a community based research center; Faculty has established a Practical Training Unit (PTU) to facilitate | Action plan of the Faculty; List of benefited staff members in the

University website; Faculty Handbook; | ASRS/2015 ASRS/2016

SHB/2015_16

FB/SSL/159 FB/SSL/168 |

	and innovation and promoting community and industry engagement.	stakeholders' research demands	Faculty Board minutes	
8.5	The Faculty/Institute implements reward system to encourage academics for achieving excellence in research and outreach activities.	Faculty encourages its staff to apply for research grants; University has implemented a reward system for excellence in research; Best performing students will be awarded gold medals at the graduation.	List of received research grants for SSL; List of faculty members who received rewards for excellence in research; convocation booklet	SUSL/RG/Applicant List Certificate/ excellence in research Conv.Book/18 Conv.Book/17
8.6	The study program contains an undergraduate research project as a part of the teaching and learning strategy and encourages students to disseminate the findings.	Research project is a compulsory component for the general degree program. Findings of the best projects will be presented at the annual student research session and encouraged to be published.	Faculty Handbook; Faculty minutes and published symposium procedures	SHB/2015_16 SHB/2014_15 FB/SSL/168 ASRS/2015 ASRS/2016
8.7	The study program contains an 'industrial' attachment / training as a part of the teaching and learning strategy; it is operational through	Students of general degree gain the exposure to the industry through various field trips organized by the faculty; CGU organizes Career-workshop for students	List of applications for field visits; Faculty Handbook; CGU career workshops	FV/Prop./ECO FV/Prop./STC FV/Prop./GEO FV/Prop./SOC FV/Prop./POL FV/Prop./LAN FV/Prop./DELT SHB/2015_16

	formal partnerships with 'industrial' establishments / organizations			SHB/2014_15 CGU workshop list
8.8	The Faculty / Institute has established and operates 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	Faculty has signed MoU with foreign institutes for academic exchange programs i.e. China, Japan, India, Germany, Tamil Faculty has developed links with governmental and non-governmental agencies and industries. i.e. JICA, (Japan), Japanese Embassy, Goethe Institute, British Council, Chinese Embassy, American Centre, Indian High Commission	List of signed MoUs; Faculty minutes; Correspondence done with the governmental and non-governmental agencies	MoU/ Shivaji MoU/ Hong He MoU/Durhm MoU/ Huazhong MoU/Mainz

FB/SSL/167 FB/SSL/165 FB/SSL/144

Letters/PT/SH/ Correspondence done with the governmental and non-governmental agencies- Dept. of LAN |
| 8.9 | The Faculty / Institute has diversified its sources of income to complement the grants received through Government by engaging in income-generating activities. | Chapter 4 Approved and proposed Master programs | BA (External) Degree program;

Certificate Course in English;

Diploma in English;

Diploma in Social Development and | FB/SSL/144 FB/SSL/163 FB/SSL/166

http://www.sab.ac.lk/codl/degree-in-bachelor-of-arts-external

http://www.sab.a |

			Welfare; Master of Business Economics; Master of Science in Business Economics; Master of Applied Statistics; Master of Sociology; Master of German; Faculty Board minutes.	c.lk/codl/in4 http://www.sab.a c.lk/codl/ind http://www.sab.a c.lk/codl/in8
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	Talent show for new comers Annual Arts Festival	Baduludena Community Development	IDAS/TOR/OS/1 0; IDAS/TOR/OS/1

	in a wide variety of co-curricular activities such as social, cultural and aesthetic pursuits, community and industry-related activities, etc., and such pursuits are well supported with physical, financial and human resources	Various community activities A workshop on creative writing was organized with collaboration of the British council; A Leadership program at Loadstar Training Centre in Midigama Students engagement in Indian Professional exams on Hindi Goethe Institute exams on German proficiency levels Origami workshops Hindi day organized to celebrate World Hindi day.	Program; Shramadana campaign for selected poor schools in rural areas; Arranging seminars for A/L students; Care giving services for elderly people Faculty Board minutes; Invitation letter for A Leadership program by Loadstar Training Centre in Midigama; List of Students engagement in Indian Professional exams on Hindi; Goethe Institute exams on German proficiency levels; Photos of Origami workshops; Photos and invitations of Hindi day organized to celebrate World Hindi day.	2 Document/Shramadana Document/ Care-giving services Correspondence documents with international and national Agencies
8.12	Faculty / Institute	Faculty encourages students to	Central Bank	Letters/Request/C

	encourages student participation at regional / national level competitions (such as IQ, innovation, sports, general knowledge, etc.) and rewards outstanding performers.	contest for regional and national level competitions IQ innovation, Utel, UTC IT	request letters; Letters by sports director; Faculty Board minutes	BSL Letters /Sp. Dir.
8.13	The academic standards of the study program 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 upgraded 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 program successfully to exit at a lower level with a diploma or certificate, depending on level of	Faculty plans to implement a system to exit the degree at a lower level in the next curriculum revision Students who couldn't complete the degree within the due attempts have been provided Grace Chances with the approval of the Senate	Faculty Board minutes and Senate minutes	FB/SSL/161

	attainment (fallback option).			
8.15	Summary- Criterion 8: Innovative and Healthy Practices			
	A workshop on LMS was arranged to train the academic staff in the Faculty. The lecturers use LMS and some personally maintain their own blogs to communicate with the students, to deliver reading materials and essential notice for students. The curriculum is equipped with subjects like ICT, CIT, and Introduction to GIS. The Faculty has conducted workshops on 'Using ICT' for academic development for both staff members and students. Open Access Software and licensed Software are available in the lab. One inch and 1: 50,000 scale maps, Ariel photographs, and related equipment are available. Language Laboratories upon request, Television run by the activity room, library of the Department of Languages, Collection of maps and open software and Wi-Fi are available to all in general. The academic members are constantly engaging in outreach activities for community development. The Field visits in certain units expose the students to the job market and the leadership camps organized by different subjects train their soft skills as well as enhance the leadership qualities. The Faculty conducts the Annual Research Session and has planned to establish a community based research center. The Faculty has established a Practical Training Unit (PTU) to facilitate stakeholders' research demands. The Faculty encourages its staff to apply for research grants and the University has implemented a reward system for excellence in research. The Research project is a compulsory component for the general degree program. The findings of the best projects will be presented at the annual student research session and encouraged to be published. The students with best performances will be awarded gold medals at the graduation. The students of general degree gain the exposure to the industry through various field trips organized by the faculty. CGU organizes Career-workshop for students. The Faculty has signed MoU with foreign institutes for academic exchange programs and has formed a committee to establish credit-transfer system The Faculty has developed links with governmental and non-governmental agencies and industries. The faculty was granted with the approval for the proposed Master programs. It organizes a talent show for the new comers and students organize annual Arts Festival. The students and staff members are engaged with various community activities. The Faculty encourages students to contest for regional and national level competitions. Curriculum revisions are done in due time with the collaboration of external experts. Based on the comments by experts Faculty Handbook is upgraded annually. It plans to implement a system to exit the degree at a lower level in the next curriculum revision. The students who could not complete the degree within the due attempts are provided with Grace Chances with the approval of the Senate.			

Chapter 4

Summary

Summary

The SER of the Faculty of Social Sciences and Languages, SUSL is consisted with the Bachelor of Arts General Degree. The first curriculum revision of the Faculty was conducted in year 2008 with the assistant of Curriculum Revision Committee. The Faculty has already formulated a committee for the second curriculum revision, which will be executed by the year 2018.

The existing administrative structure of the Faculty of Social Sciences and Languages (FSSL) functions effectively in managing and executing its core functions. The Faculty maintains the policies and the standards of the latest Action Plan of Sabaragamuwa University Strategic Management Plan, which demonstrates flexibility to accept latest developments in the University. Not only it adheres to the management procedures stated in the SUSL-SMP 2014-2018 but also the Faculty adopts a participatory approach in its governance and management. Quality Assurance is a paramount component of the Faculty. It ensures that the FQAC is on par with the guidelines of the IQAU. In addition, FSSL-SUSL implements the policy of zero-tolerance to ragging and has already taken some crucial steps to accelerate the cessation of ragging.

Designing, development and delivery of academic programs, research and outreach are conducted by qualified academic staff with variable levels of postgraduate qualification. All newly recruited staff members are encouraged to follow induction program and, Faculty and SDC organize workshops and training programs for professional developments of the staff. Added to that, the Faculty is equipped with well-resourced library facilities at each department. ICT skills are facilitated through a computer center and the English language skills of the students are improved by the comprehensive courses offered by the Department of English Language Teaching. Further, the Faculty ensures its staff receives adequate training on OBE-SCL and provides sufficient infrastructure.

BA General Degree program (GDP) in the faculty has 97 credits in par with SLQF and SBS. The program ILOs are developed aligned with the graduate profile of FSSL. Further, program ILOs are aligned with the vision and the mission of the institution and the Faculty. GDP curriculum recognizes the diversity among students and offers English as a medium of instruction. Moreover, it is compulsory to pass Core English, Core IT and Core General Courses (soft skills, third language proficiency) and they are credited to the final GPA calculation. Students are allowed to make

choices among the course units offered and a Scientific Report equal to a mini thesis is expected from them to be written under the supervision at the end of the GDP. Not only, GDP accommodates various fields-visits to obtain vocational and professional awareness to enhance the   generic skills of students, industrial training is also included in the fourth year. GDP promotes self-directed learning, collaborative learning, creative and critical thinking, life-long learning, interpersonal communication and teamwork. GDP has measurable performance indicators to evaluate the degree program. In addition, the Faculty adopts IQAC internal monitoring strategies to improve the degree programs.

The Faculty ensures the courses comply with the SLQF and Subject Benchmark Statement (SBS) and it consists of career oriented course units. Course ILOs are mapped against programs ILOs and the courses are designed based on the student centered teaching strategies. Currently, course design and development are not specifically optimized for differently able students. However, courses have been designed sufficiently representing concepts, theory, application and competencies while assuring that courses could be completed during the stipulated time. In addition, course design and development take place having observed global standards through media. Besides, regular course evaluation, course design improvement and development are undertaken through IQAC & FQAC. Added to that, courses and effectiveness of teaching are evaluated at the end of each course through students' feedback, and reflective practices adopted by the lecturers.

Teaching and learning methods are developed based on the Faculty vision, mission and the curriculum requirements. The Faculty supports the utilization of mixed teacher-learner centered teaching methods to maximize the student involvement in the course. The Faculty provides guideline for self-directed learning through study guides and electronic sources. The Faculty adopts effective and innovative teaching practices supported by appropriate novel technologies. Modern physical infrastructure of the Faculty supports a healthy teaching and learning environment, which facilitates better strategies for active and deep learning.

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 the Carrier Guidance Unit (CGU) organize an Orientation Program for newly enlisted students. Notably the Faculty has a mentoring program for newcomers to guide and empower students. In addition, the Faculty has established a unit called

"Sitharana" in order to treat students who need counseling. The Faculty has also introduced new resources in library, ICT, and language laboratories. The Faculty and its QA cell, and SDC organize workshops and training programs for the staff and the students about using learning resources and the staff members are provided with the chance to participate in professional programs. Many different activities are conducted for betterment of interaction between the students and the staff. Added to that, the Faculty monitors retention, progression, graduation rates of students and conducts surveys about the employability rate.

The Faculty practices formative and summative assessments in order to evaluate students' performance and the Faculty Board and the Senate approve these assessment strategies. The FSSL handbook clearly states the credit structure and the weight of the assessment components of the degree program. Accordingly, 40% and 60% marks are allocated for formative and summative assessments respectively. The evaluation criteria for formative assessments are reviewed and amended periodically. The Faculty ensures the rules and regulations on assessments and final examinations are communicated to the students during the Orientation Program.

The GDP is equipped with innovative, technology related subjects. The lecturers use LMS and some personally maintain their own blogs to communicate with the students. Language laboratories, television, libraries of the Departments, collection of maps and open software and Wi-Fi are available to all in general. The academic members are constantly engaging in outreach activities for community development. The Faculty conducts the Annual Research Session and has planned to establish a community based research center. The Research project is a compulsory component for the general degree program as well and the students gain the exposure to the industry through various field trips organized by the faculty. The Faculty has also established a Practical Training Unit (PTU) to facilitate stakeholders' research demands. The MoUs signed with foreign institutes pave the way for academic exchange programs and the Faculty has also developed links with governmental and non-governmental agencies and industries.

The role that the Faculty undertakes as a supervisor and sponsor in multicultural programs to promote harmony and cohesion among students of diverse ethnic and cultural backgrounds is of paramount significance.

Above all, FSSL-SUSL implements the policy of zero-tolerance to ragging.

ANNEXURE

ACADEMIC/ACADEMICSUPPORTIVE STAFF OF THE FACULTY

DEAN

Dr. Manoj Ariyaratne
BA Hons(USJP), MA (USJP), PhD (Pune)
Research Interests: Translation Studies, Syntax in English and Sinhala

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 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)
BAHons(Statistics)(Kelaniya), MPhil in Applied Statistics (Peradeniya)

Research Interests: Categorical Data Analysis, Sampling Techniques

Mrs. D.J. Jagoda(Senior Lecturer in Statistics)
BAHons(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 Conversation 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)
Senior Lecturer in Economics

*Research Interests:*Labour Economics, Health Economics

Mrs. M.D.J.W. Wijesinghe (SeniorLecturer 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 Honorsin 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

CENTRE FOR COMPUTER STUDIES

DIRECTOR

Mr. R.M.N.B. Rathnayake(Senior Lecturer in Computer Technology)
BSc Hons(Peradeniya), MSc (Peradeniya), MPhil (Peradeniya)

Research Interests: Networking, Protocol Design, Wireless Networking

COORDINATOR

Mr. W.R.Y.S. Samarasekara (Instructor in Computer Technology)
BSc Hons(SUSL)
Research Interests: DNA Computing, Image Processing, Character Recognition, Virtual Reality, Emotion Recognition

THE STAFF

Mr. S.P.K. Ranathunga (Senior Lecturer in Computer Technology)
BA Hons (USJP) MSc (Colombo), MPhil (Colombo)
Senior Lecturer in Computer Technology

Research Interests: Software Engineering, Dynamic Web Applications, Networking, Data Mining and Data Warehouse

Ms. A.C. Nanayakkara(Instructor in Computer Technology)
BSc (Colombo), MCS (Colombo)

Research Interests: Teaching with Technology, Neural Computing, Pedagogical Techniques

DEPARTMENT OF ENGLISH LANGUAGE TEACHING

HEAD OF THE DEPARTMENT

Mrs. R.W.M.P.G.I.K. Weerakoon(Senior Lecturer in English)
BA Hons (SUSL), MA in Linguistics (Kelaniya)

Research Interests:Discourse Analysis, Teaching English as a Second Language, Psycholinguistics, Applied Linguistics

THE STAFF

Mrs. B.M.L.R.K. Basnayake(Senior Lecturer in English)
BA Hons (SUSL) MA in Linguistics (Kelaniya)
MPhil in English Literature (Keele University, UK)

Research Interests: Victorian Fiction, Postcolonial Literature, Sri Lankan Fiction in English, War Literature

Dr. (Mrs)K.S.N. Prasangani(Senior Lecturer in English)
BA Hons (SUSL) MA in Linguistics (Kelaniya),PhD (UniversityMalaysia,Sarawak)

Research Interests: Motivation and Using Technology in English Teaching, Second Languages Acquisition

Mr. K.S. Sivayesunesan (Senior Instructor in English)
BA (Peradeniya), Special Trained Teacher, MA in Linguistics (Kelaniya)

Research Interests: Writing Poetry, Writing on Teaching English as a Second/Foreign Language

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.

DEPARTMENT OF LANGUAGES

HEAD OF THE DEPARTMENT

Dr.(Mrs) R.A.D.Priyanka Weerasekara (Senior Lecturer in Sinhala)
BA Hons (Kelaniya),MA (JNU), Hindi Language & Literature, Higher Diploma (Agra), Sangeeth Visharad (Bhathakande, India) ,PhD (SUSL)

Research Interests: Sinhala Drama and Theatre Studies, Socio-Linguistics, Fine Arts, Indigenous Studies

THE STAFF

Prof. K. Nageswaran(Associate Professor in Tamil)
BA Hons (Jaffna), MA (Jaffna), PhD (Peradeniya)

Research Interests: Tamil Cultural Studies, Comparative Textual, Criticism, Comparative Religion, Mass Communication, Translation Methods.

Mr. J.K.C. Dissanayake(Senior Lecturer in English)
BA Hons (Colombo), MPhil (Kelaniya)

Research Interests: Discourse Analysis, Bilingualism in Sri Lanka, Sri Lankan Literature in English

Dr. Manoj Ariyaratne(Senior Lecturer in Sinhala)
BA Hons (USJP), MA (USJP), PhD (Pune)

Research Interests: Translation Studies, Syntax in Sinhala and English

Dr. S.Y. Sirithar (Senior Lecturer in Tamil)
BA Hons (Peradeniya), MPhil (Peradeniya), PhD (Peradeniya)

Research Interests: Folk Studies, Tamil Literary Criticism and Cultural Development

Dr. Hiniduma Sunil Senevi(Senior Lecturer in Sinhala)
BA Hons (USJP), MPhil (Kelaniya), PhD (Peradeniya)

Research Interests: Modern Sinhala Poetry, Literature and Cinema

Mrs. G.K.C.S. De Silva (Senior Lecturer in Sinhala)
BA Hons (Colombo), MPhil (Colombo)

Research Interests: Modern Sinhala Novel

Dr. (Ms) N.S.D. Paranavitana (Senior Lecturer in German)
BA Hons (Sydney), MA (Sydney), MA (Siegen), PhD (Bonn)

Research Interests: Teaching German as a Foreign Language, Critical Text Edition, Translation Studies

Mrs.S.R. Devakumare(Senior Lecturer in Tamil)
BA Hons (Peradeniya), MPhil (Peradeniya)

Research Interests: Folk Studies, Tamil Literary Criticism and Cultural Development

Mr. R.G.S. Rathnayake(Senior Lecturer in Hindi)
BA Hons (Kelaniya),**Higher Diploma (Agra), MPhil in Hindi (Kelaniya)**

Research Interests: Hindi Poetry, Contrastive Study of Sinhala & Hindi Languages

Mr. H.A.M.A. Hapugoda(Senior Lecturer in English)
BA Hons (SUSL), MA (SUSL)

Research Interests: Literature and Philosophy, Existential Literature, Postmodernism, Zizek Studies

Mr. K.R.W.K.H. Abeywickrama (Senior Lecturer in English)
BA Hons (SUSL), MA in TESL, PGIE (OUSL)

Research Interests: New Englishes, the Psycho – Social Context of Teaching/Learning English in Sri Lanka, Modern Literature in English

Mr. B.A.P.M.L Pathirana (Senior Lecturer in German)
BA Hons (Kelaniya), MA (Kelaniya), MPhil (Kelaniya)

Research Interests: German Linguistics, Buddhism and German Philosophy, Postmodernism

Mr. B. Nagoda Vithana(Senior Lecturer in Hindi)
BA Hons (Kelaniya), Higher Diploma in LAP (K.H.S. Agra), MA (Sivaji), MPhil (Kelaniya)

Research Interests: Hindi Grammar, Hindi Translation, Teaching Hindi as a Foreign Language

Mr. D.A.N.S.Y. Dassanayake (Lecturer in Chinese)
BA Hons (SUSL)

Research Interests: Chinese language, Teaching Chinese as a Foreign Language

Mrs. M.A.D.De. Silva Weerakkody (Lecturer (Probationary) in Japanese)
BA Hons (SUSL), Post Graduate Diploma in Japanese Studies (Colombo)

Research Interests: Japanese language, Japanese Cultural Studies, Japanese Literature

Ms. S.P.S.P. Weerasinghe (Lecturer (Probationary) in English)
BA Hons (USJP)

Research Interests:Modern English Literature, Gender Studies, Linguistics, and Translation Studies

Ms. P.D.M. Muthumali (Lecturer (Probationary) in Japanese)
BA Hons (SUSL), MA (NWU,Japan)
Research Interests:Japanese Language,Culture, History and Literature

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), MSSc (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

ADMINISTRATIVE STAFF

Mrs. A.A.S. Priyadarshanee (Assistant Registrar)
BA Hons (Peradeniya), MPhil (Peradeniya)

NON-ACADEMIC STAFF

DEAN'S OFFICE

Mr. K.D.N.P.S. Kumara –Staff Assistant
Mr.W.R. Premarathna
Mr. R.M. Sinhasena
Mr. D.N. Rathnayake
Mr. G.K. Fernando

DEPARTMENT OF ECONOMICS AND STATISTCS

Mr.B.B.Ranjith Kottegoda- Staff Assistant
Mr. L.R.D.M.R.K. Bandara

DEPARTMENT OF ENGLISH LANGUAGE TEACHING

Mrs. I.V. Maxworth – Computer Applicant Assistant
Mr. A.G.A.U. Priyantha

DEPARTMENT OF GEOGRAPHY AND ENVIRONMENTAL MANAGEMENT

Mrs. D.T.P. Silva –Computer Applicant Assistant
Mr. R.D. Madushanka

DEPARTMENT OF SOCIAL SCIENCES

Mrs. D.S. Jayasuriya –Data Entry Operator
Mr. N.M.S. Wije Bandara
Mr.Chamith Janaka Bandara

DEPARTMENT OF LANGUAGES

Mrs. S. Samaraweera –Typist
Mr.W.M.W. Kumarasinghe
Mrs. G.M. Muthumenike