

Programme Review
Ramanathan Academy of Fine Arts, University of Jaffna
1st-4th October, 2018



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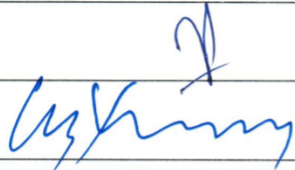


University Grants Commission Quality Assurance Council

University : University of Jaffna

Faculty : Ramanathan Academy of Fine Arts/Faculty of Arts

Program : Bachelor of Fine Arts

Review Panel:

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Section 1: Brief introduction to the programme

1.1 Establishment of the Ramanathan Academy of Fine Arts (RAFA)

Ramanathan Academy of Fine Arts (RAFA) was established in 1960 in Chunnakam to promote the education of Tamil classical music and Barathanatyam. With the establishment of the Jaffna campus in 1974, RAFA was absorbed into the University system. In 1975 RAFA became an integral part of Faculty of Arts. In 1992, Department of Performing Arts was established and all the academic activities of RAFA were brought under this department. Special degree programmes in Music and Barathanatyam, Carnatic music was introduced in 1993.

The Department of Music continued to admit students for Diploma course up to the year of 1995. In 1996, the Department of Performing Arts was bifurcated into two departments namely (i) Department of Music (ii) Department of Dance. In Department of Music five disciplines of Carnatic Music (Vocal), Pannisai, Violin, Veena and Miruthangam were taught for Degree Programme. At present these five disciplines have been taught for semester based degree programme with the credit system, and the students graduated are being awarded with the title of Bachelor of Fine Arts in Music (Vocal / Violin / Veena / Miruthangam and Pannisai).

The students who complete the degree programmes in the Department of Dance are awarded degree with the title of Bachelor of Fine Arts (Barathanatyam). Degree Programme in Art and Design was commenced in 1999 under the Department of Dance. Initially degree was awarded with the title of Bachelor of Fine Arts (Art and Design). Later in 2011 the programme was developed in to two separate disciplines comprising painting and sculpture. Since then Special degree is awarded for the students who complete the courses, under the title Bachelor of Fine Arts (Art and Design - Painting) and Bachelor of Fine Arts (Art and Design - Sculpture) considering the specialization.

1.2 Academic staff at RAFA

RAFA has a relatively young academic staff and majority of them have graduated from the same institute. They have secured their postgraduate qualifications from India. Table 1.1 summarizes the academic qualifications and their designations at the RAFA

Table 1.1 Summary of the academics at the RAFA

Department	Academic Qualifications			Designation			Female/ Male ratio
	Ph.D.	M.Phil. /M.A	B.F.A.	Senior Lecturer I & II	Lecturer	Asst. Lec./ Instructor	
Music	2	6	8	6	9	1	9:7
Dance	3	8	-	5	3	2	9:2
Art & Design	-	3	6	2	1	3	0:6
Total	5	17	14	13	13	6	-

1.3 Students at the RAFA

According to UGC, 2017/2018 proposed intake for RAFA is 210 students and 100 of them are for the Music program, 75 of them are for Dance program while 35 of them for Art & Design program. Minimum GCE A/L qualifications for the entrance is 2 S passes with a C pass for the subject student wishes to follow. In addition students has to qualify through a practical/apititude tests conducted by RAFA. The medium of instructions for all the degree programs conducted by RAFA is Tamil. Table 1.2 summarizes the UGC allocation and the recent student intakes to the RAFA.

Table 1.2 Student intakes for RAFA

Year	Dance	Music	Art & Design	Total
UGC allocation	75	100	35	210
2016/2017	71	92	33	196
2015/2016	68	55	31	154
2014/2015	70	66	28	164
2013/2014	66	75	27	168
2012/2013	68	89	28	185

1.3 RAFA facilities

RAFA is located at Maruthanarmadam near Chennakam 8 km away from the main campus and it has basic facilities to conduct their degree programs with a library, auditorium, cafeteria and female hostels. Main campus provides other facilities including student affairs and sports activities.

Section 2: Review Team's observations on the Self-Evaluation Report (SER)

SER is very incomprehensive and has no basic information including the staff, students and the facilities. RAFA is an integral part of the Faculty of Arts and it was noted that the University of Jaffna is having a strong quality assurance unit and all the faculties have a strong link to the Internal Quality Assurance UNIT (IQUA) of University of Jaffna. Review team was impressed with the IQUA work presented to them by the IQUA Director. Review team was not happy with the SER provided to them and the SER provided has wrong information on their Music program.

The quality assurance activities were handled by the Dean of the Faculty of Arts of the University of Jaffna. Meantime, Vice chancellor has appointed a coordinator to the RAFA cell on 03/08/2017. Dean has appointed a team for the preparation of the SER which included 3 members of the Music program, 4 members from the Dance program, 1 member from the Art & Design along with 4 members of the Faculty of Arts on 16/08/2017.

At the briefing to the review team it was noted that the SER preparation did not materialized as expected by the IQUA. In January 2018, the SER writing team had the opportunity to attend a workshop at the UGC and then only they have realised the gravity of the SER task. Professors Deepthi Bandara and Uma Coomarassamay who have conducted the workshop had clear some of the doubts and SER team was able to come up with the document which is incomplete. According to RAFA, they were compelled to submit the document to meet the strict deadline imposed by UGC.

UGC has given four weeks for the individual members of the review team to assess the document. Review team was of the view that the SER team had no clear understanding of what they have done. All the four members of the review team have assigned poor grades for the three degree programs. Review team felt that there is a huge communication gap between the staff of the RAFA and the main university in terms of quality assurance aspects. The evidences collected by the RAFA academics for the review process were not in the appropriate format. Review team made suggestions to the RAFA academics to present their evidences in the acceptable manner. With the instructions of the review team, all the documents had to re-file into different folders except for the common files provided by the faculty of arts which were in the correct format.

Section 3: Brief description of the Review Process

Review team was appointed by the UGC that consists of four members; Prof. K.R. Ranjith Mahanama (Chairperson; University of Colombo), Prof. Chandraguptha Thenuwara (University of Performing Arts, Sri Lanka), Dr. M.I.M. Jazeel (South Eastern University of Sri Lanka), and Prof. WRPK Fernando (University of Kelaniya).

Review team received no responses from the Dean, Faculty of Arts for the several e-mail correspondences for the tentative time table for the site visit. Finally, just prior to the site visit reviewers got the comments on the tentative time table for the site visit when the Director of the Quality Assurance at the UGC intervened. Review team would like to express their displeasure for the negligence from the relevant authorities from University of Jaffna, particularly Dean, Faculty of Arts.

Review team went through the desk evaluations of the SER individually and met at the pre-site visit meeting at the UGC to compare their evaluations. Three of the reviewers whom were present had similar views about the eight criteria in the SER and the member who was overseas during the pre-site visit meeting has assigned similar grades for the three programs.

Site visit was arranged during the period of 1st to 4th of October. Review team was briefed by the Director IQUA, Vice Chancellor and the Dean Faculty of Arts University Jaffna. Dean and senior assistant registrar of the Faculty of Arts and the coordinator of the quality assurance cell have extended their support in coordinating the activities at the university and the RAFA during the stay of the review team.

At RAFA, review team was briefed about their quality assurance initiatives and difficulties they have encountered in the preparation of the SER. Review team was of the view that RAFA academics are not familiar with the quality assurance aspects and their main focus was to make a strong commitment to the educational activities in their disciplines only. Academic staff had difficulties in following the staff development programs due to language difficulties and the nature of the programs. They were reluctant to allocate time for developing the soft skills of the students as well. They strongly felt that the teaching needs to be confined to the subject matter only.

Review team had a lengthy discussion with the students and students seem to be happy with the educational programs but they had complaints on the infrastructure and the facilities they had. They had a great concern on the transport facilities provided by the RAFA to participate the educational activities at the main campus and the conditions of the musical equipment. Students were eager to use the ICT facilities and look forward for the opportunities to develop their soft skills. Students express their fear when they get independence from the faculty of arts merely because they thought

they will lose their identity as the students of the University of Jaffna. Review team felt that students are not happy with their assessment processes and felt to make complains against the academic staff.

Review team had a discussion with the SAR of the Faculty of Arts, AR of RAFA and the supporting staff of RAFA. Their concerns were mainly on the lack facilities and opportunities for training. Review team visited all the teaching facilities and to their practical sessions in music, dance and fine arts. It was noted that their music and dancing activities in separate small buildings interfere the activities in neighbouring buildings. Available facilities at RAFA were not optimally used for teaching purposes.

Review team visited facilities at the main campus which included library, student welfare and sports grounds in the main campus. Review team went through all the documentary evidences and asked additional information which is relevant to the review process. The documentary evidences were not arranged properly but they have assisted the review team to complete the review process. The wrap up meeting was held at the Faculty of Arts in the presence of the Dean and SAR of the Arts Faculty, coordinator of the quality assurance cell, heads of the department and some academics from RAFA. At the wrap up meeting, chairperson of the review team briefed on the strengths and weaknesses in the academic programs.

Section 4: Overview of the faculty's approach to quality and standards

Quality assurance aspects prescribed by the quality assurance manual are relative new aspects to the RAFA. They adhered to good teaching practices which were adopted from the inception of the institute. RAFA adopted its administrative and financial regulations from University of Jaffna with its amalgamation to the university. They have attempted different mechanisms including an appointing management committee comprising the senior academics from other faculties. Finally, the quality assurance relies on the academics of RAFA and it has a weak linkage with the quality assurance unit of the university.

Review team, felt that the RAFA has a great capacity to improve its quality assurance activities. Review team suggests to conduct several tailor-made awareness programs to stimulate RAFA staff. Review team suggests to incorporate the quality aspects into their continuous professional development programs. Further, review team suggests to encourage the young academics to strengthen their skills to improve current education programs.

Section 5: Judgment on the eight criteria of the Program Review

Criterion 1 - Programme management

RAFA is an integral part of the University of Jaffna and currently it is under the supervision of the Dean, Faculty of Arts. It consists of dedicated relatively young academic staff whom have sufficient knowledge on the subject matter. Three heads of departments appointed among the staff looks after the academic activities and the quality assurance aspects are looked after by relatively ingenuous group. A participatory approach has been made in decision making with all academics are being made aware of the implementation of programmes. Quality assurance has been made an essential component of the in the University and Faculty of Arts but its function in the RAFA is immature. It was surprising to note that the RAFA is not in the organogram of the university.

In the past, RAFA was mentioned in the students' handbook under the faculty of Arts and currently students do not get a handbook describing its functions. RAFA needs to establish a website to educate the people about their degree program. Yet, students are very enthusiastic about their degree program and they are very proud about their academic staff and degree program.

Faculty has established international partnerships, however, the review team is of the view that this is an area that need to be strengthened to attain higher standards. It was observed that enhanced partnerships and national and international collaborations could significantly improve the opportunities available for students. Improved academic mentoring and student counselling could further facilitate the school to university transition. The student community entering the RAFA cannot be viewed as a homogenous population especially concerning the different socio-economic and educational backgrounds they are coming from, therefore, those who need additional support in adjusting to a new life could be supported by additional support extended to them by way of mentoring and counselling.

In addition, measures taken to address gender-based violence, especially in view of ragging related incidents if any, measures taken for security and safety of the students, and in improving the involvement of students in cultural, leisure and sports activities were areas to be strengthened.

Criterion 2 – Human and physical resources

When referred to the human resource profile of the RAFA an obvious drawback prevails in the composition of the academic staff of the faculty. Nevertheless, the RAFA has been able to ensure the effective and efficient delivery of its curriculum and won the hearts of the students. Relatively young and less qualified academic staff deserves opportunities to strengthen their academic backgrounds and to engage in the research activities. Currently, academic staff enjoys the student centred learning their practical classes but the delivering of lectures were teacher centred and very primitive. Lecturer's do not use of the ICT facilities and in some instances, reads the notes for the dictation. Introduction of technological support systems and ICT facilitates to an efficient delivery system would be appreciated by the students.

It was found that the staff of the RAFA has fewer opportunities to get the postgraduate qualifications and they are confined to local and Indian institutes only. Nature of their subject matter may restrict the opportunities for higher studies in other foreign soils but the lack of foreign exposure may hinder their development. It is suggested to create several continuous professional programs to sharpen their talents and lack of senior administration is a bigger setback for RAFA.

RAFA has a very conducive environment to concentrate in the academic work. Basic music equipment available are used optimally. It was noted that the storage facilities for music equipment are not at the acceptable levels. Commitment and enthusiasm of the staff and students suggest providing sufficient number of the musical equipment to strengthen the academic programs. Water purification plant at the hostels are not working and the other basic facilities available as library, canteen, hostel and sports deserves immediate attention. Students have minimum facilities for art gallery, theatre, photography studio and they need to be developed to improve the academic productivity.

Criteria 3: Programme design and development

In general scope of the programme of study is defined as a stand-alone approved curriculum followed by a student, which contributes to a qualification of a degree awarding body. Where a programme is made up of more than oneself-contained, formally structured units, those are referred to as courses/modules. Curriculum is outcome driven and equips students with knowledge, skills and attitudes to succeed in the world of work and for lifelong learning.

When review team scrutinised all three programmes it was found that there were not enough documental evidence to prove that the programme is developed collaboratively in a participatory manner. Most of the consultations for the development of the curricula were carried through verbal conversations. External stakeholder participation was not visible at key stages of programme planning, design and development. Programme design process completely ignored the necessity of the feedback from employers as well as professional satisfaction survey. Review team couldn't find that programmes conform to the mission, goals and objectives of the institute. RAFA has to

work out to formulate its own mission, goals and objectives. RAFA has to reconsider how to reflect national needs, global trends and current knowledge and practice.

Programme design not fully complied with the SLQF and was not guided by SBS. Although in Art and Design programme Intended learning outcomes were clearly identified, but in practice with the evaluation processes it was not considered. There were no fall-back options in all three programmes. It is necessary to design the programmes with exit points in all levels.

It was not visible the RAFA uses graduate profile as the foundation for developing learning outcome. The programme design does not accommodate supplementary courses such as inter-disciplinary and multi-disciplinary to broaden the outlook and enrich the generic skills of students. Especially in Dance and Music programmes, Students have no wider choice of the courses. Dance programme is highly focused on only in Baratha Natyam.

The study programmes haven't clearly defined appropriate measurable process indicators and outcome-based performance indicators which are used to monitor the implementation and evaluation of the programmes. The academic standards of the programme with respect to its awards and qualifications are not fully appropriate to the SLQF level, because dissertation has no required number of credits.

RAFA programmes were approved through Faculty of Arts at the Senate of the University of Jaffna. But it is not fully ensuring that programme approval decision is taken after full consideration of design principles, academic standards, and appropriateness of the learning opportunities available etc.

In general, traditionally RAFA programme has inherited student-centered practical component. Music and Dance programmes are highly focused on cultural backgrounds. In the Art and design programme design and development integrates appropriate learning strategies for the development of self-directed learning, collaborative learning, creative, and critical thinking, inter personal communication and teamwork into the courses.

During the visit review team found that most of the theory courses conducted were teacher centric except one theory session which was conducted by Dr. Shanathanan. It was the interactive student centric session and used multimedia facilities. Within the study programmes Students have no opportunities for soft skill development.

RAFA has to develop proper internal quality assurance cells (IQAC). RAFA faculty needs to develop more sense on Quality assurances. There is no evidence that the programmes are

monitored routinely to ensure that programmes remain current and valid in the light of developing knowledge in the discipline and practice in application. RAFA does not annually collect and records information about students' destination after graduation and therefore RAFA has no feedbacks to use for its continuous improvement of the programmes.

Criterion 4: Course/ module design and development

Courses are components of a programme of study offered in consistence with the programme objectives to culminate in student attainment of ILOs of the respective course.

Although course design and development are done by course team with the involvement of internal and external subject experts, there were no evidences to prove the process as mentioned above. RAFA should incorporate internal as well as external subject expert with defined respective roles and responsibilities. Programme objectives and outcomes were not defined clearly. It must incorporate current development in the fields of art and design, Music and Dance. Even though these specific areas could have more specific internal, local cultural routes but there are regional, national and global developments and influences.

Although course credits conform to the guidelines prescribed in the SLQF, but dissertation credits not compliance with SLQF needs. It must be at least 6 credits in all three study programmes. Courses are designed according to approved policies and procedures of the Senate for the faculty of Arts. But RAFA could develop own by-laws and guidelines, standard formats, templates *etc* based on common policies and procedures of the University of Jaffna.

Course curriculum is an interaction between aims and objectives, learning outcomes, content, teaching methods, and methods of assessment. RAFA programmes have issues related to constructive alignment. Traditionally Art and Design, Music, and Dance are practical subjects therefore student-centred learning is inherited. But when these subjects up lifted to the undergraduate level subject there must be newly designed student-centric teaching strategies enabling the students to be actively engaged in their own learning.

Course details must be given to the student beginning of the each and every course. RAFA students do not get course information, lesson plans, assessment strategies and criteria, evaluation results *etc* within the intended period of time. Notional learning hours not specified as per SLQF standards.

Learning resources and learning environments are very poor. Course design, development and delivery must incorporate appropriate media and technology. Academic staff needs more training in instructional design and development relevant to their specific fields. The faculty should strive

to improve courses to enhance learning outcomes and achievements of students through regular monitoring and review processes.

Course design also considers the needs of differently-able students, wherever applicable. Therefore, RAFA must develop policy for differently-able students.

Courses have clear course specifications that are accessible to students. Course credits conform to the guidelines prescribed in the SLQF.

Criterion 5: Teaching and Learning

Generally, teaching and learning strategies are based on and adhering to the vision and mission of the university and Institute. Teachers encourage students to contribute to creative work, relate theory to practice appropriately and to publish their work in journals, conference *etc* which are undergoing digitizing. In that sense the teaching and research activities are very poor in RAFA. The lesson plans are not available for most of the subjects. No evidence was found on continuation of peer review reports, external examiners' reports. Learning management system is not operational and not used for teaching/ learning at RAFA. The innovative practices used by staff for teaching is very minimal. Student-centred teaching and outcome-based education practices are also minimally observed. Evidences of using the key performance indicators for evaluation and award scheme for excellence in teaching were not observed.

Review team could not observe good practices such as practicing outcome-based education strategies, recognition of excellence in teaching or academic performance, peer evaluations and student evaluations. Review team suggest establishing such good practices and encourage the both the students and teachers to excel in their academic activities.

Criterion 6: Learning environment, student support and progression

RAFA offers an orientation program for the new entrants and educate them about the rules and regulations of their degree program. However, documentary evidences were collated by RAFA and lack of evidences is a major drawback to the existence of RAFA. It was noted that the academics and students have a good understanding among each other. No evidence of department meetings being held regularly on monthly basis was found. Students have been engaged in extracurricular activities and brought the credit to the university in the form of awards in national competitions. The Faculty needs to gather information regularly about the satisfaction of students with the teaching programs/courses offered as well as support services. This information should be incorporated for the improvement of the curriculum.

Health centre operates just with two doctors in shift basis and no services are available in after hours. Only one matron, one pharmacist, one technician and two nurses are serving at the health centre. The laboratory is available to do elementary basic tests like blood picture, lipid profile etc. The services are free for students and limited fee is charged for the staff as the case with other residential universities. The infra-structure and facilities should be expanded for better services considering the additional intake of students into the university system.

Monitoring committees for hostels and canteens are available but whether the functions are regulated by administration is not known to the team. The availability of committees is a positive aspect. Students are provided with field trips to enhance student interactions with society.

Co-curricular activities are in place: video productions, drama festivals, student's drama staging to foster their performances and enhance student interactions among themselves and near-by communities. The instruments needed for the performances are not available in adequate numbers. Students face problems in the recording facilities in their composed music pieces and stage dramas *etc* and, therefore, an efficient system needs to be established for the optimum use of facilities and instruments.

Review team suggests implementing an academic advisory system to support the students from their entrance. Each academic member can be assigned to a group of students and this group will have a close linkage with the advisor till their graduation.

Criteria 7: Student Assessment and Awards

It was noticed that the examination results are displayed on notices boards with their names and index numbers. Revealing the identity along with examination results on a notice board is not a healthy practice which needs to be corrected by RAFA authorities.

Subjective assessment procedures are identified with different components. Review team observed commitments from the Heads (Music and Dance), coordinator (Art and Design) of and Members of the staff. In addition, they have explained different assessment procedures.

Within the review process review members noticed that students are happy about their assessment process. Research study and dissertation assessment method also available in some departments but the assessment procedures were not uniform. It was noted that the supervisor has a major contribution to the final grade which is inappropriate and unfair. The review team suggest reducing the contribution from the supervisor.

RAFA has not provided continuous assessment results for the students which does not serves the

purpose of continuous assessment. It is important to reveal the level of achievement at each and every assessment on time. It was not that often the results are delayed.

The RAFA has not maintained records and information on retention, progression, completion and graduation rate. The review team encourages to use an appropriate document recording system which is an essential ingredient in the quality assurance process.

Establishment of an awarding system for both the students and staff will enhance the productivity and excel the academic program. Even though there were some award allocations for RAFA students in the early handbooks for the Faculty of Arts no evidences were found for such rewarding. Review team suggest to revamp rewarding system and strengthen it.

Criteria 8: Innovative and Healthy Practices

According to the details in physical education information RAFA students have engaged in international sports activities.

RAFA does not practise LMS to distribute and increase innovative and new knowledge for students. The review team can propose to develop computer centre for this purpose.

RAFA does not practice about linkage with outside organizations. The review team can propose to organise some programmes, seminars and workshop with other outside organisation. As well as to maintain links with neighbouring private sector organisations.

RAFA has not practised rewards systems to encourage academics. The review team suggests strengthening research activities by establishing rewarding systems. It is suggested to establish fall back system and credit transfer system for the degree programs.

Section 6: Grading of Overall Performance of the programme

Criteria Performance

Art & Design

No	Criteria	Weighted minimum score*	Actual criteria wise score
01	Programme Management	75	102
02	Human and Physical Resources	50	72
03	Programme Design and Development	75	77
04	Course / Module Design and Development	75	84
05	Teaching and Learning	75	71
06	Learning Environment, Student Support and Progression	50	57
07	Student Assessment and Awards	75	100
08	Innovative and Healthy Practices	25	15
	Total on a thousand scale		578
	%		58

Grade: D

Criteria Performance

Dance

No	Criteria	Weighted minimum score*	Actual criteria wise score
01	Programme Management	75	102
02	Human and Physical Resources	50	72
03	Programme Design and Development	75	77
04	Course / Module Design and Development	75	84
05	Teaching and Learning	75	95
06	Learning Environment, Student Support and Progression	50	49
07	Student Assessment and Awards	75	112
08	Innovative and Healthy Practices	25	19
	Total on a thousand scale		610
	%		61

Grade: C

Criteria Performance

Music

No	Criteria	Weighted minimum score*	Actual criteria wise score
01	Programme Management	75	102
02	Human and Physical Resources	50	72
03	Programme Design and Development	75	75
04	Course / Module Design and Development	75	76
05	Teaching and Learning	75	89
06	Learning Environment, Student Support and Progression	50	50
07	Student Assessment and Awards	75	100
08	Innovative and Healthy Practices	25	17
	Total on a thousand scale		581
	%		58

Grade: D

Section 7: Commendations and Recommendations

The following section provides an overview of good practices identified by the review team that cater to the success of the degree programmes offered by RAFA under the subtitle of "Commendations" and "Recommendations" those aspects that are considered by the Team as would be useful to pay attention in further strengthening the programme.

Criteria 1: Programme Management

Commendations:

- ✓ Ramanathan Academy of Fine Arts (RAFA) is an integral part of the Faculty of Arts (FOA) and University of Jaffna (UOJ)
- ✓ RAFA follows the procedures and guidelines of the FOA and UOJ
- ✓ RAFA has attempted to set up collaboration with local universities and foreign universities (Norway and India)
- ✓ RAFA has dedicated, competent and qualified academic staff
- ✓ Students are very enthusiastic about their study programs

Recommendations:

- ✓ RAFA need to provide detailed handbook to the students at commencement of the degree programs
- ✓ RAFA needs to develop its own website
- ✓ Document compilation is unsatisfactory
- ✓ Need to identify rules and regulations and action plan for RAFA

Criteria 2: Human and Physical Resources

Commendations:

- ✓ Dedicated young staff
- ✓ Students are keen
- ✓ Conducive environment for the study
- ✓ Basic equipment is available for the study programs

Recommendations:

- ✓ CPD needs to be strengthened
- ✓ Need more postgraduate qualified staff

- ✓ Improve maintenance and storage of equipment and instruments
- ✓ Facilities (ICT, Health, sports, hostel, and canteen) need to be strengthened
- ✓ RAFA library is underutilized and undeveloped. Strengthen it.
- ✓ Art Gallery, Theatre and Photography Studio need to be developed.

Criteria 3: Programme Design and Development

Commendations:

- ✓ Students centered learning is inherited in their practical components
- ✓ Study programs are highly focused on cultural background

Recommendations:

- ✓ Avoid poor student-centred practices in theory courses
- ✓ Need to incorporate soft skill development
- ✓ Increase the choices for students in selecting the courses
- ✓ Ineffective management and curriculum development committee needs to be addressed
- ✓ Get the stakeholder's participation in design and development of the program
- ✓ The degree programs need to comply with SLQF and SBS
- ✓ Add internship, vocational training for the programs
- ✓ Review and monitoring is poor. Correct it.
- ✓ IQAC needs to be developed within RAFA

Criteria 4: Course / Module Design and Development

Commendations:

- ✓ Attempts were made to identify and introduce ILOs
- ✓ Course contents in far with credit values
- ✓ Good team works were visible among the students

Recommendations:

- ✓ Original Diploma programs have been converted to the Degree Programs without concerning the QA needs. Address them.

- ✓ Design course modules aligned with SLQF, SBS, and OBE
- ✓ Notional learning hours must be defined and in-cooperated in the courses
- ✓ Incorporate appropriate media and technology in course design and delivery
- ✓ Staff has to be strengthen with necessary training of course/module design and development

Criteria 5: Teaching and Learning

Commendations:

- ✓ Encouragement to students for the creative and collaborative learning
- ✓ Allocation of work for staff is fair
- ✓ Students are provided time table

Recommendations:

- ✓ Align teaching and learning with the vision and mission
- ✓ Provide course specifications to the students at the inception
- ✓ Practising of blended learning is poor. Incorporate.
- ✓ Follow key performance indicators for the development
- ✓ Evaluation the teaching practices

Criteria 6: Learning Environment, Student Support and Progression

Commendations:

- ✓ Friendly academic atmosphere
- ✓ Orientation program is in place

Recommendations:

- ✓ Strengthen administrative, technical support
- ✓ Student counselling is not visible. Implement it.
- ✓ Address student's grievances effectually
- ✓ Soft skills development need to be strengthen
- ✓ No meaningful assessments were utilized for continues improvement. Commence it.
- ✓ Establish fall-back options

- ✓ Strength of alumni is not properly utilized. Address it.

Criteria 7: Student Assessment and Awards

Commendations:

- ✓ Transcript with basic details is available
- ✓ Assessment procedures is identified with different components

Recommendations:

- ✓ In evaluation of dissertation, major contribution is from supervisor. Avoid it.
- ✓ Provide continuous assessment marks to the students
- ✓ Avoid displaying results are with name of the students
- ✓ No information on retention, progression, completion and graduation rate. Commence.
- ✓ Release the results on time

Criteria 8: Innovative and Healthy Practices

Commendations:

- ✓ RAFA students engage in international sports activities

Recommendations:

- ✓ Establish a learning management system
- ✓ Implement a credit transfer system
- ✓ Establish linkage with outside organizations
- ✓ Promote rewards systems to encourage academics

Section 8: Summary

Ramanathan Academy of Fine Arts attached to the Faculty of Arts at the University of Jaffna is a special academy providing three valuable academic programs to the higher education sector in the island. It is envisaged to preserve the traditional educational cultures in the region and endorse

them for the future generations. Programs conducted in Tamil medium provides an unique opportunity to the keen academics and students to stimulate their minds by facilitating a conducive environment for this purpose.

In terms of quality assurance aspects RAFA is at its preliminary stage and academics need to be familiar with the quality assurance aspects and practice them on regular basics. Unless the authorities payed their special attention and quick remedial actions RAFA will hinder its progress and will become an isolated academy with no improvement. Review team strongly feels the communication gap between the RAFA and the university for the quality assurance aspects needs to be addressed immediately. University needs to improve the basic facilities at RAFA and strengthen the administrative structure prior to its separation from the main campus.