

SELF EVALUATION REPORT

RAMANATHAN ACADEMY OF FINE ARTS

- **Art & Design**
- **Dance**
- **Music**

Faculty of Arts
University of Jaffna

MAY 2018

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PROGRAMME REVIEW OF THE RAMANATHAN ACADEMY OF FINE ARTS, FACULTY OF ARTS, UNIVERSITY OF JAFFNA -2018

Section 1

Introduction of Ramanathan Academy of Fine Arts

Ramanathan Academy of Fine Arts (RAFA) was inaugurated by late Mr.S.Nadesapillai (Former Minister of Post and Telecommunication) in memory of his father -in law Sir Ponnampalam Ramanathan on **6th Oct 1960**. The academy was located adjoining the Ramanathan College at Maruthanarmadam near Chunnakam, later shifted to the location in Urumpirai road approximately 200 meters from Maruthanarmadam junction. The purpose of the establishment of Ramanathan Academy of Fine Arts was to promote the education of Tamil classical music and Bharathanatyam.

The idea behind the formation of this academy was that it should remain as a citadel of learning to develop and propagate the Tamil cultural heritage with its individuality and identity. The above vision as a center of excellence in Tamil classical Arts was very much reflected in the address delivered by Late Hon.Dr.Al Haj Baduudeen Mohammed, Minister of Education. His address is a special emphasis, for the promotion of the culture of the region, the development of Tamil language, Tamil music etc. and the encouragement of sound research in these subjects. At the time of establishing the Jaffna Campus in the year 1974, the late Prime Minister Hon. Sirimavo Bandaranayake and the Education Minister Dr. Al.Haj Baduudeen Mohammed accepted on principle to absorb the Ramanathan Academy of Fine Arts into the University System. The Jaffna campus was quick to realize the value of promoting Tamil classical music and Bharathanatyam. Subsequently, on **1st Dec 1975** faculty of Arts had taken over the Ramanathan Academy of Fine Arts.

The committee headed by Professor N.Balakrishnan with seven professors had recommended that the RAFA should be reconstituted as an institute with all possible autonomy within the University system. This upgrading matter was approved by the **139th council**, University of Jaffna in **1991**.

A series of reforms were carried out to improve academic activities of the academy by the University of Jaffna from **1992** with the approval of University of Grants Commission. The main reforms of **1992** are as follows:

1. Department of Performing arts was established and all the academic activities of RAFA were brought under this department. First time a head of the department was appointed for the academy, and got direct representation to the senate.
2. The Instructors of the department of music were absorbed as lectures, prior to this there were no lectures in the institution.

3. University grants commission had allowed to commence 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**.
4. University of Jaffna had taken action to facilitate the undertaken lecturers to do postgraduate degrees. All lecturers completed their post graduate studies within four years. They were promoted to senior lecturers. Further a substantial number of academic and academic support staff were recruited. The reforms initiated by University of Jaffna, helped substantially to improve the academic activities of the academy.

In **1996**, the Department of Performing Arts was bifurcated into two departments namely (i) Department of Music (ii) Department of Dance. The creation of two Departments helped academic administration for smooth functioning. In Department of music five disciplines viz., 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 credit system, and the students passed out 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 dance department are awarded degree with the title of Bachelor of Fine Arts (Barathanatyam.)

Degree programme in Art and Design was commenced on 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.

SWOT Analysis

Strength

1. National and international collaboration is being maintained with different organizations such as Norway Music corporation and Indian Institutes.
2. Qualified, competent, well trained staff teaches the course units.
3. Students are given more chance to improve student centered learning through : guided by professional artists in other industries, develop the concepts in their performance,conducting exhibitions on their own, staging programmes,finding solutions for the issues found in their experimental work and analyzing the issues found in practical work in their dissertation.
4. Adoption of SLQF , OBE,ILO.
5. Self directed learning and collaborative learning are motivated.
6. National and International University link is maintained by doing postgraduate studies and presenting papers in conference and seminars.
7. Support by the external experts to improve the course structure.
8. Providing compulsory courses in English language.
- 9.Providing professional skill to develop their own career.

Weakness

1. Inadequate class rooms with sound proof and well equipped instruments
2. Permanent museum is attached along with library, space and limited IT facilities (lack of IT facilities-building and man power resources)
3. Lack of Open Air Theatre and Art Gallery.
4. Inadequate human resource according to the student's ratio.
5. Inadequate facilities to the studio and the extracurricular activities.
6. Lack of opportunities and facilitation to develop research culture.
7. Industrial training is not adopted fully.
8. Lack of opportunity to learn Traditional Tamil Arts such as Nadhaswaram, Thavil , Flute, Folk music(Vocal)and Folk instruments.
9. Poor preservation and documentation
10. Non availability - Propagation and media facilities (Broadcasting and telecasting stations
11. Lack of auditorium with modern facilities for the departments to modernize their activities.
12. Lack of opportunities given to the RAFA Staff to do postgraduate studies in Jaffna peninsula.

Opportunities:

1. Departments have the chances to improve national and international collaboration with other institutes.
2. Monitoring of IQAC can be done as the IQAC cell have formed recently.
3. Procedures have been completed for RAFA to become an autonomous Institute.

Threats:

1. Both students and staff need ICT and other facilities to involve in active /deep learning.
2. Infra structure facilities need to be improved urgently to accommodate both students and staff.

Section 2

Process of Self-Evaluation Report Development

Process of SER development

The committee for Programme Review of RAFA was appointed on 16-08-2017 at the 252nd Arts Faculty Board meeting. The committee started its work under the guidelines given by the Coordinator of IQAC. The first meeting with the Director, IQAC was held on 16-10-2017. Following this, the committee accelerated its task by meeting several times. The process of writing the SER was undertaken by different members of the Faculty. Labour was divided among both academic and non-academic staff and different meetings were held towards the finalisation of the final report. The contribution of the director of the IQAU of the University and of the IQAC of the Faculty of Arts must be acknowledge in this process, as well as all those who assisted with gaining access to the relevant files and documentation.

Introductory Workshop by Director, IQUA

The Director of the IQUA of the University of Jaffna conducted the introductory workshop on the process of Programme Review on the 16th of October 2017. The meeting was held at the Computer Hall of RAFA at 8.30 am and attended by the committee members. Following this, several meetings were held and members from each department were given guidelines to write the Self-Evaluation Report. They were given guidelines on the following:

- Familiarisation with Programme Review and the requirements of the Self-Evaluation Report
- Identification of documents/evidence that would be required to demonstrate compliance with standards for each criteria
- Preparation of initial reports providing indications of the type of evidence that can be shown to demonstrate adherence for each criterion

Dr. Mrs. A. Dhatharshanan, Mr. S. Sivaruban, Mrs. K. Karuna, Dr. K. Kannathas and Mrs. Kavitha Navakulan attended a workshop on self-evaluation report writing for programme review on the 11th of January 2018 at the University Grants Commission in Colombo.

The initial submissions of SER were held on 21-02-2018. Following initial submissions, the committee continued to work on the said report.

Thereafter, further discussion of progress on the said reports, and on the content of the workshop held by the UGC was held. And the corrections recommended by the Director were taken into consideration and the amendments were made.

A six-member team from the Committee comprising Mrs. K. Karuna, Mr.S.Sivaruban, Mr.V.Balamurugan,Dr.S.K.Kannathas,Dr.Balakailasanathasarma, and Mrs.K.Navakulan along with The Director IQAC,The Dean Arts, Coordinator IQAC met on the 8th of March 2018 to make a presentation on the draft for comments and corrections. Following this, the said committee discussed the draft to complete it with the final changes to the report prior to a second review by the same team before final submission of the report on 28th of April 2018.

The report was thereafter submitted through proper channels to the QAAC.

Programme Review of Art & Design

(The standards, study programme's claims of compliance, the documentary evidence to support each claim of compliance and codes of the evidence used which are common to the Faculty of Arts)

Criterion 1: Programme Management				
No	Standard	Claim of the degree of internalization of Best Practices and level of achievements 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.	<p>The Faculty's organizational structure complies with the University act 16th of 1978.</p> <p>Faculty organizational structure and academic administration comes under the Dean Faculty of Arts: sixteen Departments and 3 units function under the heads and coordinators. Sub committees and Ad-hoc committees are supporting the function of the Faculty and Departments.</p> <p>Senior Assistant Registrar coordinates the Academic and non academic matters.</p>	<p>University Act 16th of 1978</p> <p>University Corporate plan</p> <p>University calendar 2016</p>	<p>DA/04.1/GN/1.3</p> <p>DA/02.1/GC4</p> <p>DA/04.1/GN/1.3</p>
1.2	The Faculty/Institute Action Plan is up to date and aligned with the University's/HEI's	University's and Faculty's Strategic Plan is updated and aligned with the action plan	University Corporate plan	<p>DA/02.1/GC4</p> <p>DA/ST/01.1/SD9</p>

	Strategic Plan; demonstrates readiness to adopt new trends in higher education; is implemented as planned and monitored regularly.	with new trends. Monitored by Senate and Council	Senate and Council minutes Financial Regulation University strategic plan	DA/03.4/M3 DA/04.1/GN/1.9 DA/02.1/GC4
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.	The management procedures are adopted with administrative guidelines; Audit reports and Financial Regulations of the University; University Calendar is approved by the Senate in 2016 and waiting for the council approval.	Finance committee Senate minutes, regulations guidelines Annual fund allocation	DA/3.4/M5 DA/ST/01.1/SD9 DA/02.1/GA3
1.4	The Faculty/Institute adopts a participatory approach in its governance and management and accommodates student representation on faculty committees and student welfare committees.	Regular communication with the students and staff is maintained; provisions are made for two student representatives to attend the meetings of the Faculty Board; Student handbook; posting of printed notices on boards. University Website and public print and electronic media Three representatives of the educated public appointed as external members of Faculty board. For the opportunity to the students for their participation in the cultural activities, there is a student's body name as kavinkalai manram.	Faculty Board meeting minutes Handbook Welfare Welfare fund University Website Faculty website Paper advertisements Notice board documents Faculty Board Minutes Students letters of kavinkalai manram & letter head	DA/ST/01.1/FB1 28.R/C/007 DA/03.2/CD14 DA/01.1/S1 DA/01.1/S11 www.jfn.ac.lk <u>www.jfn.arts.ac.lk</u> DA/02.1/GA2 DA/02.2/GN1 DA/ST/01.1/FB1 2.RAD/002

1.5	The Faculty/Institute adheres to the annual academic calendar that enables the students to complete the programme and graduate at the stipulated time.	<p>The Faculty's academic calendar dates are approved by the Faculty board and Senate.</p> <p>The calendar dates are not stable due to the trade union activities and unrest of the students; however the 15 week semester program is ensured.</p>	<p>Annual academic calendar dates in the Faculty board minutes.</p> <p>The period between student registration and graduation</p>	<p>DA/02.1/GC1 DA/ST/01.1/FB1</p> <p>DA/ST/01.1/FB1</p>
1.6	The Faculty/ Institute makes available a Handbook to all incoming students; it provides general information on the history and current status of the Faculty/Institute, brief descriptions of study programme(s) offered, learning resources, student support services, disciplinary procedures, welfare measures, the rights and responsibilities of students, and grievance redress mechanisms.	The student handbook issued to all the incoming students where except the right and responsibilities of the students, all other information and grievance redress mechanism are given. Based on the UGC student charter (01.03.2012) a Student charter is formulated to the university in 2016 and approved by the Senate waiting for the council approval.	<p>Handbook</p> <p>Student code of conduct</p> <p>UGC Student Charter</p>	<p>28.R/C/007</p> <p>DA/4.1/GN/1.3</p> <p>DA/01.1/S13</p>
1.7	The Faculty/ Institute makes available a Study Programme Prospectus to all incoming students; it provides information on the curricula of the study programme(s) and courses offered, options available to exit at different levels, optional courses and electives offered, examination procedures and grading mechanism, graduating requirements, examination	The handbook and orientation program provide information on the titles of the each course units, available courses, options available to exit at different levels, optional courses, electives offered, examination procedures, grading mechanism, graduate requirements and information regarding exams.	<p>Orientation Programme</p> <p>Handbook</p>	<p>DA/02.2/GO1</p> <p>28.RC/007</p>

	bylaws,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.	Faculty and Department Websites are not updated due to continues cyber attack. Reconstructing the website is in progress.	University Website Website related documents	www.jfn.ac.lk DA/04.1/GN2.1
1.9	Faculty/Institute offers an induction/orientation programme for all new students to facilitate students' transition from 'school' to 'university' environment.	The Faculty conducts an orientation program for all the newly enrolled students.	Orientation programme Schedule and student attendance	DA/02.2/GO1
1.10	The Faculty/Institute securely maintains, updates and ensures confidentiality of permanent records of all students, accessible only to authorized personnel with provision for secure backups of all files.	The departments maintain student profile and exam marks. The Admission Branch and Health care centre maintain personal file for each students. The permanent records are confidentially maintained and accessible only to authorized personnel. Maintaining students profile at the dept with detail academic and personal records began. Examination results are kept confidential.	Students Profile Students Profile Filled forms in files for each Batch. Examination result.	42.ADA/035 42.RAD/035 4.RAD/004
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	Limited facilities are available at the University level. The ICT platform is proposed to be implemented from 2017 as proposed in the Strategic Management Plan.	Inventory of ICT facilities at the Faculty Strategic Management Plan The various art works and	DA/02.2/GI2 DA/02.1/GC4 1.RAD/001

	System (MIS).	The students and the staff usage of multimedia projector, camera and internet.	the soft copies of projects. Inventory of ICT facilities at the Faculty	DA/02.2/GI2
1.12	The Faculty/Institute issues a copy of the Code of Conduct/Student Charter prescribed by the University to each and every incoming student; it is communicated to all students and students' adherence to the prescribed code of conduct is closely monitored and promoted.	Since the student charter is not approved by the council it is not communicated to students. At present student discipline is based on UGC charter and student code of conduct of 2010. However the student Code of Conduct is communicated to the students during the orientation program. The senior student counsellor, student councillors and marshal assist to maintain the student discipline.	UGC Student Charter Student code of conduct 2010 University Calendar Orientation program. <i>Student Discipline</i> Student Councillors – meeting minutes	DA/01.1/S13 DA/01.1/S13 DA/04.1/GN/1.3 DA/02.2/GO1 DA/01.1/S13 DA/01.1/S4
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.	List of duties are mentioned in the appointment letter according to the e-code. Subject allocation is done at the dept level accordingly	Establishment Code Appointment letter Timetable of the lecturers and the documents for the allocation of hours.	DA/04.1/GN2 DA/04.1/GN/1.8 6.RAD/006
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 Faculty doesn't practice the appraisal system except for the annual increment and promotion.	Sample of Increment form	DA/04.1/GN/1.8

1.15	The Faculty/Institute has established an Internal Quality Assurance Cell (IQAC) with well-defined functions and operational procedures; it works in liaison with the Internal Quality Assurance Unit (QAU) of the University/HEI and implements internal quality enhancement system.	The QAU was established in 2013. The policy documents (2015) and Faculty QA by-laws (2016) were set up by the QAU. IQAC was established in 2016. The cell assists to monitor graduate exit survey developed tools for student evaluation and peer evaluation	Minutes of IQAC meetings COLRIM: External Review of Quality QAU Policy and By-laws Graduate exit survey	DA/03.1/PR2 DA/03.1/PR5 DA/03.1/PR2 DA/ST/01.2/SC4
1.16	The Faculty/Institute has established a Curriculum Development Committee (CDC) or alternative mechanisms for monitoring, reviewing and updating the curriculum.	Faculty level curriculum Evaluating committee was established in 2015. The university level curriculum evaluation Committee was established in 2013.	Faculty minutes Senate minutes	FB 226 DA/ST/01.2/SC 1 S372 DA/ 3.3/ M 5
1.17	The Faculty/Institute takes into consideration the SLQF and SBS as reference points and Outcome-based Education and Student Centered Learning (OBE-SCL) approach in academic development and planning and education provision.	The Faculty developed a programme structure by considering SLQF. Based on the QIG and curriculum design workshop conducted by the Faculty OBE- SCL was internalized. Syllabus was revised based on OBE. OBE and SCL is being practiced through pedagogy In course assessment	Curriculum QIG (HETC) Curriculum design workshop Syllabus Professional placement report Assignment marks Sketch study books.	9.RAD/009 DA/03.1/PR3 DA/ST/01.1/SD1.1 RAD/009 RAD/010 RAD/011 RAD/012

1.18	The Faculty/Institute adopts a clear policy and procedure on programme approval and implementation and programme discontinuation to ensure that students enrolled into the programme will complete their education without any disruption.	There is a clear procedure in practice: Program approval is under the purview of the CEC, FB, Senate and implementation is through the departments. Faculty conducts exams for students who enrolled for a programme that was discontinued. Formal approval is sought via FB.	CEC meeting Faculty board minutes Senate minutes Student appeal Special Exam FB minutes Syllabus proposal for Art & design senate minutes	DA/03.3/M5 DA/ST/01.1/FB1 DA/ST/1.1/SD9 DA/ST/01.1/SD6 DA/04.1/GN/1.8 9.RAD/009
1.19	The Faculty/Institute monitors the implementation of the curriculum and the quality of education provision through multiple measures, the findings of which are used for continuous improvement of learning provision.	Faculty monitors the implementation through exit survey and student feedback. Not in practice	Exit survey	DA/ST/01.2/SC4 DA/03.1/PR5
1.20	The Faculty/Institute has established collaborative partnerships with national and foreign universities/HEIs/organizations for academic and research cooperation.	Visiting Lecturers involve in the study & examination matters. The other Institutes conduct workshops.	List of examiners Staff profile Workshops	47.RAD/039 43.RAD/036 54.RAD/044
1.21	Faculty/Institute operates academic mentoring, student counseling and welfare mechanisms and procedures and ensures that the personnel	Senior student counsellor and Assistant Registrar for student well fare are responsible for counselling and welfare mechanism.	Student Welfare TOR's of student counsellors and Minutes of meetings	DA/03.2/CD14 DA/01.1/S4

	responsible for the tasks are adequately trained to fulfill their roles.	Academic counselling is given systematically by the Head and staff of the Department. All these personals are not having adequate training to perform their duties effectively. Students counsellors are appointed	Appointment letter's of students counsellors. Correspondence with students	8.RC/009 13.RAD/013
1.22	Faculty/Institute assures that all its students have access to healthcare services, cultural and aesthetic activities; recreational and sports facilities.	Health Centre and Sport unit provide services to all the students. No centralized or formalized system in place to cultural and aesthetic activities The students get benefits from the health center of RAFA and they also involve in the sport activities.	University Health Centre Student Personal files - Health care - University Health Centre Pictures and the correspondence with the administration. Sport certificate UMO's weekly visit to RAFA.	DA/02.1/GH1 DA/02.1/GH1 14.RAD/14 15.RC/001
1.23	Faculty/Institute implements measures to ensure the safety and security of students.	Safety and security measures implemented through security service; office of the Marshal; wardens of hostels, 24 hours Ambulance Service Staff members are appointed to accompany students for trips	Duties and Responsibilities of Marshal, Wardens and Security Personnel Hostels rule and regulations Attendant sheets, Students feedback, Appointment letter of the	DA/01.1/S13 DA/01.1/S13 17.RAD/017 08.RC/009

		and other studies to guarantee their safety outdoor class appointment of the students counsellor the hostel warden and the security services.	students counselor and the hostel warden the students letter to the security officer.	19.RC/003 18.RAD/018 19.RAD/019
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.	The Examinations are conducted under the 1985 UGC manual of Examination procedure. University formulated a new set of by-laws for examination in 2016 waiting for council approval. Student disciplinary procedures are based on student discipline manual. Formation and function of student union based on University act. Available at the hostel, Student welfare office.	Manual of Procedure for conducting examination University Calendar 2016 Student Discipline Manual University Act	DA/03.2/CD5 DA/04.1/GN/1.3 DA/01.1/S13 DA/04.1/GN/1.1
1.25	The Faculty/Institute offers special support and assistance for students with special needs or differently-abled students.	Infrastructure facilitates (lift, slide trailing) Special provisions for exams	Special evaluation criteria for visually challenged candidates Faculty board meeting minutes Senate minutes Welfare - Students with special needs Request from the students with special needs	DA/01.1/S17 FB/218 S/391 DA/01.1/S17 DA/ST/01.1/SD6
1.26	The Faculty/Institute practices measures to ensure gender equity and equality (GEE) and	GEE policy and by-laws were formulated and approved by Senate in 2016 waiting for	University Calendar	DA/04.1/GN/1.3

	deter any form of sexual and gender-based violence (SGBV) amongst all categories of staff and students.	council approval. Two SGBV cases reported to the council and inquiries are in progress. A gender balance is maintained in the students' society	Council Minutes Membership of kavinkalai mantram.	DA/03.1/CD13 02.RAD/002
1.27	The Faculty/Institute practices the policy of zero-tolerance to ragging; it adopts strategies and implement preventive and deterrent measures through coordinated efforts of all stakeholders to prevent ragging and any other form of harassment and intimidation.	Faculty acts on the guidelines given by UGC regarding prevention of ragging.	Student discipline guidelines Student disciplinary by laws Reports on past activities regarding ragging (Prevention and Punishment) Act on Anti Ragging UGC Circular on Ragging	DA/01.1/S13 DA/01.1/S13 DA/01.1/S13 DA/01.1/S13
<p>Summary:</p> <p>As a whole, the existing programme management structure of the Institute/Faculty/Department (Degree Programme) is managed and administrated up to the standard expected and there are new, innovative and constructive best practices have been introduced and implemented as well. Anyhow, It should be accepted that the constraints and delays in providing better and essential service such as issue of handbook.</p>				

Criterion 2: Human and Physical Resources				
No	Standard	Claim of the Degree of Internalization of Best Practices and level of achievement of standards	Documentary evidence to support the claim	Code No. of the Document
2.1	The staff of the Faculty/ Institute, in terms of the number, qualifications and competencies is adequate for designing, development and delivery of academic programmes, research and outreach.	Adequate and qualified Academic and Non-Academic staff are employed to support the design, development and delivery of academic programmes, research and outreach. 3 permanent staff are available at the study programme of art & design, along with the five temporary lecturers / instructors.	Cadre position Staff profile Staff Profile with Qualifications	DA/02.1/GC2 43.RAD/036 DA/1.2/SD8
2.2	The Faculty/Institute takes timely measures to ensure that its human resource profile is compatible with its needs and comparable with national and international norms.	Dept HR policy is in accordance with University policy in recruitments and promotions as per UGC circulars.	UGC Establishment Circulars	DA/03.1/CL2
2.3	The Faculty/Institute adopts and practices the policy requiring the new staff to undergo an induction programme offered by the University/HEI as soon as they are recruited; ensures that the induction training programme provides an awareness of their defined roles and duties, and	UGC Guidelines regarding induction programme for new recruits are adopted. SDC course modules ensure duties and responsibilities of an academic staff which are clearly understood by new recruits. Other training programmes	UGC Commission circulars UGC Establishment circulars Pass lists, participants lists and modules of SDC, participant lists of other relevant	DA/03.1/CL1 DA/3.1/CL2 DA/1.2/SD 1 DA/3.1/PR4

	imparts minimum knowledge and competencies required to perform the assigned tasks.	also support the claim.	workshops	
2.4	The Faculty/Institute ensures that the capacity of all staff is continuously upgraded and enhanced through provision of in-service, continuing professional development (CPD) programmes; impact of CPD programmes are monitored, and remedial action taken as and when required.	Dept ensures fair participation of staff in CPD programmes of SDC CPD is aligned with Faculty Strategic Management Plan and Corporate plan	SDC workshops IDAS workshops Corporate and Strategic Management Plan	DA/1.2/SD 1 DA/3.1/PR4 DA/2.1/GC4
2.5	The Faculty ensures the availability of adequate and well maintained infrastructure facilities for administration, teaching and learning.	Lack of lecture hall has been addressed. No academic staff members were provided with personal rooms. Dept have no store room to keep discarded/ unwanted things.	Students feedback Staff feedback Correspondence regarding lecture hall	17.RAD/017 18.RAD/018 44.RAD/037
2.6	The Faculty/Institute that offers professional or honours study programmes, has put in place the required specialized training facilities such as clinical training facilities, engineering workshops, science laboratories, field training stations, etc.	Dept. encourages students to get professional training under professional artist in their Studios professional artist craft center.	letters of communication attendance sheets mark sheet professional placement report.	5.RAD/005 16.RAD/016 29.RAD/024 10.RAD/010
2.7	The staff is provided with required training in outcome based education & student	Graduate profile for the programme is yet to be approved; however,	Workshop QIG IDAS workshop	DA/3.1/PR3 DA/3.1/PR4

	centered learning approach (OBE-SCL) and the staff is provided with teaching & training facilities to implement OBE-SCL.	Academics are aware of OBE-SCL via workshops. Availability of the resources varies the implementation of QBE-SCL	SDC workshop	DA/1.2/SD 1
2.8	The Faculty/ Institute has ensured student access to a well resourced library facility; it is networked and holds up to date print and electronic forms of titles, coupled with other facilities such as reprography, internet, inter-library loan etc., and provides a user-friendly service.	Main Library is well resourced and maintained. RAFA Students facilitated with the minimum library books & magazines at RAFA sub library.	Library resources inventory and user report from library Library records. Students feedback	DA/2.2/GL3 22.RC/005 17.RAD/017
2.9	The Faculty/Institute ensures the availability ICT facilities and technical assistance to provide adequate opportunities for students to acquire ICT skills.	ICT facilities are available at the Faculty level and University level and aligned with student learning outcomes: three Computer labs in the Faculty of Arts where 145 computers with internet connection available. ICT based common core course is scheduled in the 1 st year of the curriculum. There is a computer lab available for the students use of ICT facility and the action for open internet facility has been taken in the RAFA premises.	User reports , resources list of computer labs Handbook Inventory book Computer lab records Document regarding the open internet	DA/2.3/AUX 5 28.RC/007 DA/02.2/GI2 23.RC/006 45.RC/011

2.10	The Faculty ensures the students are provided with guidance in learning and use of English as a Second Language (ESL) in their academic work through a well resourced English Language Teaching Unit (ELTU) or English Language Training Cell (ELTC).	<p>ELTC guide students to learn by promoting the use of English as a second language with competent staff:</p> <ul style="list-style-type: none"> - Promoting skills of students related to reading, writing, speech and comprehension with respect to their disciplines (Social sciences & Humanities) - Assignments related to respective disciplines given by ELTC staff - Helping students to do research in English - ESL course unit accommodated in each semester and credit weight is given to ESL from the third year <p>English is learnt as a second language at the undergraduate level final year excluded by ELTC</p>	<p>CVs of ELTC staff</p> <p>Grouping of students into different disciplines</p> <p>Assignments given by ELTC Curriculum Handbook</p> <p>Attendance sheets</p> <p>Result sheet records.</p>	<p>DA / 3.2/CD17</p> <p>DA/1.1/S16</p> <p>DA/ST/01.1/SD1 28.RC/007</p> <p>16.RAD/016</p> <p>24.RAD/024</p>
2.11	The Faculty/Institute ensures the students are provided with adequate training on ‘soft skills’/‘life skills’; it is addressed through the core curriculum as well as through tailor-made programmes offered by the Career Guidance Unit (CGU) of the University.	<p>Incorporated in contents of course units and also promoted through various forms of assessment methods such as presentations, debates, field works and other components of the curricula.</p> <p>Activities of career guidance unit also inculcate soft skills.</p>	<p>Curriculum</p> <p>Professional placement report</p> <p>Exhibition catalogue</p> <p>Career Guidance Unit activities</p>	<p>DA/ST/01.1/SD1</p> <p>10.RAD/010</p> <p>30.RAD/025</p> <p>DA/2.1 /GC 3</p>

2.12	The Faculty/Institute encourages students to engage in multicultural programmes to promote harmony and cohesion among students of diverse ethnic and cultural backgrounds.	Achieved through - Arts week - Interuniversity cultural contest - Kavitha Talent Contest Cultural and religious based events are organized by the students' society and by the departments.	Arts week Correspondence	DA/4.1/GN/1.4 13.RAD/013
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Summary:
Staff quality, Competency and development: Maintaining Staff Profile and also personal file system
Human Resource: Lack for the need & from norm.
Infrastructure: lack of space with only given one lecture hall. Requested more space and also made written request complaining the problems we encounter in lecture halls and studio spaces.
Library: Students are encouraged to do assignment using library materials.
ICT skills: Students are taken to ICT lab for lecture programme and also given some software package training in the labs with the support of the Computer Instructors.
ESL support: Students limit their association with ESL with only to their required course unit, and do not expand their request of support with their academic matters to them. Should be motivated.
Soft-Skill: Career Guidance should organize more to enhance the soft skill/life skills of the students.
Multi-Cultural Programme: need more programmes and collaborations with other depts. and Faculties in this reg.

Criterion 3: Programme 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
.1	Programme is developed collaboratively in a participatory manner through a curriculum development committee or equivalent body of the Faculty.	<p>Curriculum evaluation committee at the University level was set up in Jan 2013 and faculty level was set up in 2015.</p> <p>But the present Programme was developed in 2009/2010 through the discussions in the Faculty board and Senate.</p> <p>Art and design study programme was developed in a required format instructed by the FoA. Permanent staff involve in curriculum development.</p> <p>Consultation also sought over the phone and e mails with outside expertise.</p>	<p>Faculty Minutes Senate Minutes</p> <p>Senate minutes</p> <p>Faculty Minutes</p> <p>E mail exchange of course guides only verbal communication done at the time of curriculum development with the staff.</p>	<p>FB 197 S/ 351/ 09(a)</p> <p>S/ 372 (DA/3'3/M5)</p> <p>FB/226 (DA/ST/01.2/sc)</p>
3.2	The Faculty/Institute ensures external stakeholder participation at key stages of programme planning, design and development and review.	<p>External stakeholders were not involved directly in the Faculty level programme structuring.</p> <p>The unit adopted stakeholder discussions in the way to</p>	<p>Curriculum</p> <p>Curriculum file from other universities</p>	<p>9.RAD/009</p> <p>26.RAD/022</p>

		bring down the other models of curriculum via subject expertise from other universities and it was discussed as a team, designed and developed.		
3.3	Programme design process incorporates the feedback from employer/ professional satisfaction survey.	The Faculty runs 21 BA (Hon) study programmes with a common programme structure designed at the Faculty level without considering employer/ professional satisfaction survey of each study programme.	Handbook	28.RC/007
3.4	Programme conforms to the mission, goals and objectives of the institution; national needs; and reflect global trends and current knowledge and practice.	Programme confirms institution's mission, goals and objectives through its overall ILOs of course units. National needs are addressed through SBS	Handbook SBS	DA/01.1/S16 DA/03.1/PR2
3.5	Programme design complies with the Sri Lanka Qualification Framework (SLQF), and is guided by other reference points such as Subject Benchmark Statements (SBS), and requirements of relevant professional bodies.	Programme complies with SLQF for B.A (Hon) and SBS .	SLQF document SBS Curriculum Handbook	DA/03.1/PR2 DA/03.1/PR2 9.RAD/009 28.RC/007
3.6	Programme design and development procedures include specific details relating to entry and exit pathways including	Entry, exist pathways and fall back options are specified. Qualification type	Handbook Curriculum SLQF SBS	28.RC/007 9.RAD/009 DA/03.1/PR2 DA/03.1/PR2

	<p>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 programme mission and goals; alignment with external reference points such as SLQF and SBS.</p>	<p>descriptions are specified. Teaching learning and assessment processes are clearly stated. Although the programme level ILOs are not stated, they are express through the overall ILOs of course units. They are aligned with SLQF and SBS and matching with mission and goals.</p>		
3.7	<p>Faculty/Institute uses graduate profile as the foundation for developing learning outcomes at the levels of programme, course/modules.</p>	<p>Faculty adopted a graduate profile in 2016 and subject to council approval.</p> <p>The unit developed its own graduate profile while applying for QIG grant in 2013 and it used while developing the course modules, programme</p>	<p>University Calendar 2016</p> <p>QIG proposal book curriculum</p>	<p>DA/02.1/GC1</p> <p>27.RAD/023 9.RAD/009</p>
3.8	<p>ILOs of study programmes are realistic, deliverable and feasible to achieve.</p>	<p>ILOs of the study programmes are based on ILOs of the course unit that are achievable.</p> <p>Gradual increase in knowledge, skills, and attitude of the students are expected via ILOs which are realistic and feasible to achieve.</p>	<p>Curriculum</p>	<p>9.RAD/009</p>

3.9	The Faculty adopts an Outcome Based Education (OBE) where programme outcomes are clearly aligned with the course/module outcomes; and the teaching and learning activities and assessment strategy are aligned with the learning outcomes of each course (constructive alignment).	At the time of designing, faculty or the study programme has no Graduate profile and ILOs. But the overall course outcomes generally match with the programme outcomes mentioned in the SBS. Teaching and learning activities and assessment strategy are constructively aligned with learning outcome. Overall curriculum outcome is reflected in the graduate profile and the course outcomes are congruently aligned with it.	QIG SDC Curriculum SBS Curriculum Course guides QIG proposal Assessment criteria	DA/03.1/PR3 DA/01.2/SD1 9.RAD/009 DA/03.1/PR2 9.RAD/009 27.RAD/023 29.RAD/024 11.RAD/011
3.10	The programme 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.	Inter- disciplinary and multi disciplinary course are made possible through the selection of elective course units. Art and design programme contains vocational & professional course it has also course with inter & multi-disciplinary in nature.	Handbook Curriculum Curriculum	7.RAD/007 DA/ST/01.1/SD1 9.RAD/009
3.11	Issues of gender, cultural and social diversity, equity, social justice, ethical values and sustainability are integrated into	In first year there is an auxiliary course on Social Harmony. In the curriculum of art &	Curriculum	9.RAD/009

	the curriculum, where relevant.	design there are no gender barriers to choose/select the courses.		
3.12	Programme is logically structured and consists of a coherent set of courses/modules while allowing flexibility in students' choices of courses /modules.	Programme development has its own logic of sequence. It also offers elective units which students can choose.	Curriculum	9.RAD/009
3.13	Curriculum promotes progression so that the demands on the student in intellectual challenge, skills, knowledge, conceptualization and learning autonomy increases.	It is obviously progressed from simple to complex and also promotes self directed learning.	Curriculum	9.RAD/009
3.14	The study programme has clearly defined appropriate measurable process indicators and outcome based performance indicators which are used to monitor the implementation and evaluation of the programme.	Programme was designed based on OBE,SCL.	Curriculums Assessments Exam mark sheet Sample works of art	9.RAD/009 11.RAD/011 29.RAD/024 1.RAD/001
3.15	The academic standards of the programme with respect to its awards and qualifications are appropriate to the level and nature of the award and are aligned with the SBS (where available) and SLQF.	Awards and qualifications are fully aligned with SLQF level 6	SLQF Handbook SBS University Calendar 2016	DA/03.1/PR2 DA/01.1/S16 DA/03.1/PR2 DA/02.1/GC1
3.16	Faculty ensures that programme approval decision is taken after full consideration of design principles, academic standards, and	Programme approval decision was based on the programme specification, academic standards and	FB minutes	FB197 FB209 FB (SP)15-7-2013 FB223

	appropriateness of the learning opportunities available, monitoring and review arrangements and content of the programme specification.	available learning opportunities.	Senate Minutes	S/351/09(a) S336 S379 S391
3.17	The principles to be considered when programmes are designed and developed (balance of the programme; award and titles; resources available to support the programme) are documented and communicated to all concerned in the programme design.	Award, titles, and structure of the programme were informed to Faculty board. Since all concerned in programme design were internals, available resources were understandable and not communicated.	FB Minutes Senate Minutes Dean's letter on course specifications	FB197 Senate 351/09(a) DA/ST/01.1/ST1.1
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.	ILOs are clearly defined and practical in our curriculum and the student are well informed their responsibilities relating to the ILO's in their professional -placement.	Curriculum Professional placement report	9.RAD/009 10.RAD/010

3.19	Programme design and development integrates appropriate learning strategies for the development of self-directed learning, collaborative learning, creative and critical thinking, lifelong learning, interpersonal communication and teamwork into the courses.	<p>Each course/ curriculum of art and design intends to promote self -directed learning, collaborative learning, creative and critical thinking skills, problem based learning (PBL) life-long learning and soft-skills developments .</p> <p>Weightage for the in –course assessment has been increased from 25 to 50 adapt more interactive learning activities among students.</p>	<p>Curriculum</p> <p>Dissertation</p> <p>Student feed back</p> <p>Professional placement - report</p> <p>Exhibition catalogue.</p>	<p>9.RAD/009</p> <p>31.RAD/026</p> <p>17.RAD/017</p> <p>10.RAD/010</p> <p>30.RAD/025</p>
3.20	The Faculty's /Institute's IQAC adopts internal monitoring strategies and effective processes to evaluate, review, and improve the Programme design and development, and approval processes.	<p>IQA policy for the university adopted in 2015.</p> <p>Faculty QAA by laws were set up by the IQAC in 2016 in which under the Criterion 2 (Curriculum Design and Development) these issues are clearly addressed.</p>	<p>IQA Policy Document</p> <p>Faculty QAA- By Laws</p>	<p>DA/03.1/PR2</p>
3.21	Programmes are monitored routinely (in an agreed cycle) to ensure that programmes remain current and valid in the light of developing knowledge in the discipline, and practice in its application.	<p>In general, programme has been revised every five years.</p>	<p>Curriculum</p> <p>University Calendar 2016</p>	<p>9.RAD/009</p> <p>DA/02.1/GC1</p>

3.22	Faculty/Institute uses the outcomes of programme monitoring and review to foster ongoing design and development of the curriculum.	University or Faculty level monitoring mechanisms are not fully functioning because QAA by laws came into existence in 2016.	IQAC Minutes IQAU Minutes	DA/ST/12?SC4 DA/ 03.1/PR2
3.23	The Faculty/Institute annually collects and records information about students' destination after graduation and uses it for continuous improvement of the programme.	Pass out students detail have been collected	Pass out students detail	46.RAD/038
3.24	The effectiveness of the provision for students with disabilities is evaluated and opportunities for enhancement identified.	Approved evaluation criteria for Visually challenged is in place. Special provisions were approved on individual basis, depending on the student's request to FB.	FB Minutes Senate Minutes Student appeal Assistance for students with disabilities	FB/218/07 S/391 DA/ST/01.1/SD6 DA/01.1/S17

Summary:

Participatory approach: Physically all the academic including the Assistant Lecturers (recent graduates) were involved and also over the phone, via mails and browsing we expanded our stakeholder during designing the entire Curriculum.

Adoption of SLQF, ILOs, OBE, and Graduate Profile: Course guides included ILOs, has been developed.

Logical Structure & Progress in Knowledge: Both have been adequately addressed and had been concerned during curriculum development.

Evaluation, Monitoring and Reviewing via IQAC: This does not take place.

Vocational & Professional Training: The syllabus included a professional placement and it is in practice.

Criterion 4: Course 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
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.	The Unit completed course design and development through team work.	Detail curriculum	9.RAD/009
4.2	The courses are designed to meet the programme objectives and outcomes and reflect knowledge and current developments in the relevant field of study/ subject areas.	The Art & design has been designed to meet objectives outcomes.	Curriculum.	9.RAD/009
4.3	The courses are designed in compliance with SLQF credit definition and is guided by other reference points such as SBS where available, and requirements of statutory or regulatory bodies.	Honours degree with 120 credits as prescribed in the SLQF level 6.	SLQF; Curriculum	DA/03.1/PR/2; 9.RAD/009
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.	Programme structure, such as semester divisions, core and elective units and credit systems are approved by the Faculty and Senate. Course/ models designed and development has done according to the guidelines recommended, approved and	FB minutes; Senate minutes; Handbook; Curriculum; Curriculum format Course or the curriculum design and development guideline. Exiting curriculum	S/ 351 FB/197 DA/01.1/S16; 9.RAD/009

		provided by the arts faculty board and the universities committee.		9.RAD/009
4.5	Each course is designed in a manner that contents, learning activities and assessment tasks are systematically aligned with the course outcomes which in turn are aligned with the programme outcomes (constructive alignment).	Each course / subject has carefully designed to incorporate the content, appropriateness, and relevance different types of teaching and learning activities.	Students hand book Curriculum	28.RC/007 9.RAD/009
4.6	Course design and development takes into account student-centered teaching strategies enabling the students to be actively engaged in their own learning.	The course was designed aiming to motivate students for collaborate and self directed learning. Teaching strategies also adopted to meet the SCL.	Curriculum Students assessment in each course Professional placement report. Exhibition catalogue Students feedback	9.RAD/009 11.RAD/011 10.RAD/010 30.RAD/025 17.RAD/017
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.	Courses have clear course specifications; Department made ILOS guidelines in development course content teaching learning and assessment strategies. Course guides are being of each semester by	Curriculum Assessment method Student feedback	9.RAD/009 11.RAD/011 36.RAD/031 12.RAD/012 17.RAD/017

		the respective course in charge. Learning resources are mentioned in each course guide and also specified during teaching		
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.	- Update version of SLQF released in 2015 after the present course structure was designed. - For a core course 3 credits and a elective course 2 credits. Each course studio practice comprise 120 hours and each elective studio practice 90 hours.	SLQF Handbook Curriculum Lecture schedule and time table	DA/03.1/PR/2 28.RC/007 9.RAD/009 6.RAD/006
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.	Each course/curriculum of Art & Design intends to promote self directed learning , collaborative learning, creative and critical thinking skills, problem based learning and lifelong learning and soft skills developments . Credit value for the in course assessment has been increased from 25 to 50 to adopt more interactive among students.	Curriculum Dissertation Students feedback Professional placement report Exhibition catalogue Group studies	9.RAD/009 31.RAD/026 17.RAD/017 10.RAD/010 30.RAD/025 36.RAD/031
4.10	Course design and development takes into account the needs of differently-able students by	The needs of differently-able students were not considered during the course design.		

	employing teaching and learning strategies which make the delivery of the course as inclusive as possible.			
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.	Credit value and volume of learning is mapped out through the weekly timetable.	SLQF Handbook Timetable	DA/03.1/PR/2 28.RC/007 6.RAD/006
4.12	Course content has adequate breadth, depth, rigour and balance and the teaching programme can be successfully completed within the planned time.	Aligned with SLQF Can be completed within the contact hours- For a core course 3 credits and a elective course 2 credits. Each course studio practice comprises 120 hours and each elective studio practice 90 hours.	SLQF Curriculum Handbook Timetable	DA/03.1/PR/2 9.RAD/009 28.RC/007 6.RAD/006
4.13	Course design, development and delivery incorporate appropriate media and technology.	ILO is achieved by the adequate tools, equipments and studio facilities.	Art works Site visit	1.RAD/001
4.14	The staff involved in instructional design and development have been trained for such purposes and undergo regular training.	The SDC and IDAS projects have provided training and necessary inputs to the staff involved in design and development of the courses; - Induction programme for the newly recruited staff;	SDC IDAS HETC IQAU website	DA/01.2/SD1 DA.03.1/PR4 DA/03.1/PR3 www.jfn.ac.lk

4.15	Appropriate and adequate resources for course design, approval, monitoring and review processes are made available by the Faculty/Institute.	<ul style="list-style-type: none"> - FQAC, IQAU are functioning well. - Faculty conducted a special one day workshop in March 2013 with the support of the experts of the HETC. 	<p>IQAU website</p> <p>Curriculum design workshop</p>	<p>www.jfn.ac.lk</p> <p>DA/ST/01.1/SD1.1</p>
4.16	Course approval decisions are taken after full consideration of design principles, academic standards, and appropriateness of the learning opportunities available, monitoring and review arrangements and content of the course specification.	<ul style="list-style-type: none"> - The present curriculum was introduced before the existence of the curriculum evaluation committee. - The course structure, academic standards and specifications were sent for approval of the FB and Senate. 	<p>FB minutes</p> <p>Senate minutes</p> <p>Curriculum</p> <p>Curriculum evaluation committee</p>	<p>S/ 351</p> <p>FB/197</p> <p>DA/ST/01.1/SD1</p> <p>DA/03.3/M5</p>
4.17	Relevant staff are made aware of the criteria against which the course specifications are assessed in the course approval process.	<ul style="list-style-type: none"> - Relevant staff were made aware through a special notification from the Dean 	<p>Dean's letter on course specifications</p>	<p>DA/ST/01.1/SD1.1</p>
4.18	The Faculty's/Institute's IQAC adopts internal monitoring strategies and effective processes to evaluate, review, and improve the course and development, and course approval processes.	<ul style="list-style-type: none"> - The IQAC has already adopted policies and by-laws undertake these activities. 	<p>IQAU policy document and</p> <p>IQA by-laws</p>	<p>DA/03.1/PR2</p>
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	<p>The unit adopted suitable mechanism particularly the suitable examiners including external examiner.</p>	<p>Curriculum</p> <p>List of examiner</p> <p>Detail mark sheet</p> <p>External examiners profile</p>	<p>9.RAD/009</p> <p>47.RAD/039</p> <p>29.RAD/024</p> <p>48.RAD/040</p>

	the course.			
<p>Summary:</p> <p>Participatory approach: Physically all the academic including the Assistant Lecturers (recent graduates) were involved and also over the phone, via mails and browsing we expanded our stakeholder during designing the course guides.</p> <p>Adoption of SLQF, ILOs, OBE, and Graduate Profile: Course guides included ILOs, has been developed.</p> <p>Logical Structure & Progress in Knowledge: Both have been adequately addressed and had been concerned during curriculum development.</p> <p>Evaluation, Monitoring and Reviewing via IQAC: This does not take place.</p> <p>Vocational & Professional Training: The syllabus included a professional placement and it is in practice</p>				

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 strategies are based on the curriculum requirement and fulfills the mission of the Faculty.	Handbook Curriculum	28.RC/007 9.RAD/009
5.2	The Faculty/Institute provides course specifications and timetables before the commencement of the course.	The course Units are available in the students hand book, and time table of the subjects is given before the commencement of the particular unit. Students' feedback is taken.	Handbook Time table' Students feedback	28.RC/007 6.RAD/006 17.RAD/017

5.3	Teaching learning strategies, assessments and learning outcomes are closely aligned (constructive alignment).	The assessments of the individual course units are taken end of every session. The professional artist's report by the time of the end of profession placement.	Regular assessment includes the students centered actives & the study works. Professional placement report	11.RAD/011 12.RAD/012 10.RAD/10
5.4	Teaching learning strategies offered are also appropriate and accessible to differently-abled students if the programme caters for such students.	No such students		
5.5	The Faculty/Institute encourages blended learning (mixture of diverse delivery methods) as a way of maximizing student engagement with the programme/courses.	Within the single unit of the study programme the course has been conducted by the different teachers to achieve the maximum output from the students. The students and the staff are encouraged to use the multimedia projector for their presentations.	The time table of course Students' photography albums and the soft copies collected from the students. Students feedback	6.RAD/006 32.RAD/027 17.RAD/017
5.6	Teachers integrate into their teaching, appropriate research and scholarly activities of their own/others' and current knowledge in the public domain.	The staff of the art & design are involving in the studio practice as a part of their research such as sculpture painting, photography and printmaking.	The photographs of the public sculptures with the newspaper cutting and the printed incourse of the original art works.	33.RAD/28

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.	<p>The students are encouraged to study and work together while needed as group. Some time they asked to finish their works as a project.</p> <p>Also students are encouraged to self directed learning.</p>	<p>Students feedback Group activities</p> <p>Students sketch book study book and the report to the professional placement.</p>	<p>17.RAD/017 36.RAD/031</p> <p>12.RAD/012 10.RAD/010</p>
5.8	Teachers encourage students to contribute to scholarship, creative work, and discovery of knowledge to relate theory and practice appropriate to their programmes and the institutional mission.	<p>Motivate the students to become as a professional by the exercise of the freedom to create the concept and work according the concept in the final year. Mean while presentation and the discussion were developed in the process of art work.</p> <p>The students involvement art competitions.</p> <p>The students are involved professionally.</p>	<p>Annual & individual exhibition catalogues.</p> <p>Welcome arch design for the annual conversation</p> <p>The dissertations</p> <p>Photograph evidence of the commissioned works of the students.</p> <p>Professional placement report</p>	<p>30.RAD/025</p> <p>34.RAD/029</p> <p>31RAD/026</p> <p>35.RAD/030</p> <p>10.RAD/10</p>

5.9	Teaching learning strategies include providing opportunities for students to work in study groups to promote collaborative learning.	The students group activities in the art works and the students reports based on the research works.	Group assessments Welcome arch. Professional placement report	36.RAD/031 34.RAD/029 10.RAD/10
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.	Students engage with research through dissertation that carries 6 credits. As per the syllabus the students have to exhibit their research based arts works, and submit the dissertation and the report	Handbook Curriculum Exhibition catalogs Dissertation professional placement report.	28.RC/007 9.RAD/009 30.RAD/025 31.RAD/026 10.RAD/010
5.11	Teaching learning strategies ensure that they are not gender discriminative and abusive.	There won't be any restrictions to choose any course units in the study programme. other than that there is no gender discrimination in the teaching and learning environment	Students feedback Staff feedback	16.RAD/016 17.RAD/017
5.12	Teaching and learning activities are monitored routinely for their appropriateness and effectiveness.	Not monitored since the IQAC is in rudimentary stage.	Students feedback	16.RAD/016
5.13	The teachers adopt innovative pedagogy and appropriate technology into teaching learning	The students and the staff use multimedia projectors, computers, camera, internet,	The Various art works and the soft copies of project.	32.RAD/027

	processes and monitor progress in the use of technology.	power tools, chemicals and machineries	Students' tools ,material and equipments.	38.RAD/33
5.14	Teachers adopt both teacher directed and student-centered teaching-learning methodologies as specified in the course specifications.	Within the limits the staff have wide range of opportunity to conduct the course units as they want , mean while the students are encouraged to do their students centered activities.	Curriculum Students feed back Sketch, study books	09.RAD/009 17.RAD/017 12.RAD/012
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.	Students are encouraged to use library , studio and the human models and still life object.	Students feedback Library records.	17.RAD/017 22.RC/005
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.	Time to time feedback is given to the students by refer the students' sketch and study books along with the group discussion.	Students feedback Sketch & study book	17.RAD/017 12.RAD/012
5.17	The teachers use the information gained from assessment of student learning to improve teaching-learning.	Analysis of the students' assessment and final works in order to improve teaching and learning.	Assessment marks Final marks Sketch, study books.	11.RAD/11 29.RAD/024 12.RAD/12
5.18	Allocation of work for staff is fair and transparent, and equitable as far as possible.	Load of the staff is transparent	Works norms Staff work load Staff feed back	49.RC/012 17.RAD/017

			Time table	17.RAD/017
5.19	The Faculty/Institute uses a defined set of indicators of excellence in teaching to evaluate performance of teachers, identify champions of teaching excellence, and promote adoption of excellent practices.	No such mechanism in operation.		
<p>Summary: Teaching-learning strategies, outcome alignment, blended learning: has been concerned enough Learning via research: In-course assessments adequately address Self-directed learning connecting theory and practice: Library research, Sketch , Study works and professional placement report connect both. Collaborative learning: : In-course assessments adequately address Students publication: have to be improved Monitoring in Teaching and learning: needs to be done via given tools Student feedback and Peer review: needs to be done systematically Assessing Teaching excellence via indicators: have to be developed and implemented.</p>				

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 adopts a student friendly administrative, academic and technical support system that ensures a conducive and caring environment, and greater interaction among students and staff.	<p>Interaction among students and staff is satisfactorily maintained through:</p> <p>Availability of needed information in the website</p> <p>Conveying up to date information through notices; allowing two</p>	<p>Faculty Website</p> <p>Notice board</p> <p>Minutes of the faculty board</p> <p>Kavinkalai mantram</p>	<p>www.jfn.ac.lk</p> <p>DA/02.2/GNI</p> <p>DA/ST/ 01.1/SD4</p> <p>2.RC/002</p>

		<p>student representatives to attend the meeting of the faculty board</p> <p>Department societies /Union</p> <p>Since the discipline of art and design is more practical based subject it is obviously there is a greater interaction between the students and the staff.</p>	<p>Art & Design Notice board</p> <p>Art works</p> <p>Exhibition Catalogue</p> <p>Welcome arch</p>	<p>50.RAD/041</p> <p>1.RAD/001</p> <p>30.RAD/025</p> <p>34.RAD/029</p>
6.2	The Faculty/Institute identifies learning support needs for its educational programmes and methods of delivery and provides effective learning environment through appropriate services and training programmes.	<p>Library, ICT labs, Lecture rooms with multimedia, healthcare and security services is provided for the students to improve their learning. Effective learning is ensured through :</p> <p>Training the students</p> <p>Guest lecturers to students</p> <p>Staff training</p>	<p>Library</p> <p>Health Centre</p> <p>Student Feedback</p> <p>Training workshop (HETC)</p> <p>Guest lecture file</p> <p>Staff training detail with letters of evidence.</p>	<p>DA/02.2/GL3</p> <p>DA/02.1/GH1</p> <p>17.RAD/017</p> <p>DA/03.1/PR3</p> <p>43.RAD/036</p> <p>51.RC/013</p>
6.3	The Faculty/Institute offers all incoming students an induction programme regarding the rules and regulations of the institution, student-centered learning, outcome based education and technology based learning.	<p>The orientation programme for new comers is obligatory.</p> <p>Rules and regulations of the University, SCL,OBE and TBE are addressed at the orientation programme</p>	<p>Orientation Programme</p> <p>Handbook</p>	<p>DA/02.2/GO1</p> <p>28.RC/007</p>
6.4	The Faculty guides the students to comply with the Code of conduct for students (Student Charter),	Code of conduct for students is ready, but waiting for council approval.	University calendar 2016	DA/04.1/GN1.3

	discharge their rights and responsibilities and utilize services available in a prudent manner.	However the student charter is communicated through orientation programme	Schedule of the Orientation programme	DA/02.2/GO1
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).	Guidance given the students to utilize the available student support services through : Orientation programme Student centred learning Co curricular activities	Orientation programme Sketch, Study books Group activities Exhibition catalogue Welcome arch	DA/02.2/GO1 12.RAD/012 36.RAD/031 30.RAD/025 34.RAD/029
6.6	The Faculty/Institute monitors/ evaluates student support services and use the information as a basis for improvement.	Institute monitors student support services	Health Centre	DA/02.1/GH1
6.7	The Faculty/Institute provides ongoing training for users (students and staff) of common learning resources such as library, ICT, and language laboratories.	Training provided for the students and staff on ICT and Library. For students ESL-lab.	SDC attendance IDAS workshop Library work shop ELTC	DA/01.2/SD1 DA/02.2/GL3 DA/03.1/PR4 DA/03.2/CD17
6.8	The Faculty/Institute which offers professional/science based programmes, provides ongoing training for users (students and staff) of specialized learning resources such as clinical facilities, science based laboratories, engineering workshops etc.	The Unit offers professional based programmes.	Professional placement report Exhibition catalogue Art workshops	10.RAD/010 30.RAD/025 52.RAD/042
6.9	The Faculty/Institute has appropriate infrastructure, delivery strategies, academic support services and guidance to meet the	Faculty has infrastructure facilities at moderate level. No appropriate delivery strategies. Special arrangements are in place	Capital works Senate minutes	DA/02.1/GC5 DA/3.3/M5;

	needs of differently-abled students.	for examination		
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.	Library has Automatized LIBSYS cataloguing system	Library ICT Library records	DA/02.2/GL3 22.RC/005
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.	Students are motivated to use the library for the information retrieval, literature review and reference Some specific course unit have inbuilt assessment strategy to motivate students to review library material.	It is in practice. Students feedback	17.RAD/017
6.12	The Faculty/Institute maintains up-to-date records on student progress throughout programme of study and provides prompt and constructive feedback about their performance.	Study programme maintains update records of student's performance. Throughout the study but not provide feedback on their performance.	Students records of performance examinations. Students records in in-course assessment.	29.RAD/024 11.RAD/011
6.13	The Faculty/Institute promotes active academic/social interaction between the faculty and students.	The unit encourage kavinkalai mantram activities Annual exhibition	kavinkalai mantram exhibition catalogue	2.RAD/002 30.RAD/025
6.14	The Faculty/Institute recognizes and facilitates academic interaction between the peer helpers/mentors/senior guides and students.	Senior guides involve in Student research project.	Dissertation Student Feedback forms	31.RAD/026 17.RAD/017
6.15	Co-curricular activities such as sports and aesthetic programmes conform to the mission of the	Annually at the Faculty level colours nite and arts week were conducted with the full support of	Colours nite Arts week	DA/03.2/CD9 DA/04.1/GN/1.4

	Faculty, and contribute to social and cultural dimensions of the educational experience.	entire faculty		
6.16	Students are equipped with career management skills along with soft skills empowering them to make informed career choices through the CGU.	Students participated in the career guidance programmes. Knowledge and training on soft skills were provided through workshop.	Career guidance workshop CGU annual report	DA/02.1/GC3
6.17	Learning experience is enhanced through opportunities such as industrial placement/internships/work based placements.	Finding placement for professional placement and writing Professional placement report in the process.	Professional placement report	10.RAD/010
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.	Policy and by laws for GEE were prepared in 2016 and waiting for council approval	Minutes of Senate Minutes of Council University calendar 2016	DA/04.1/GN1.3
6.19	The Faculty/Institute regularly and systematically gathers relevant information about the satisfaction of students with the teaching programmes/courses offered and support services and the information is used in improvement.	Usually on each Friday the progress of each student was discussed by the display and the group discussion and information used in improvement.	Students feedback forms	17.RAD/017
6.20	The Faculty/Institute is proactive in counseling the students to facilitate their progression from one level of a programme to another and for qualifying for an award and employment/advanced study.	Academic counselling is provided at the faculty level in the first year orientation programme. Student handbook provides necessary information. Department staff provide academic	Orientation programme Handbook Students feedback	DA/02.2/GO1 28.RC/007 17.RAD/017

		counselling whenever needed.		
6.21	The Faculty/ Institute facilitate the students who do not complete the programme successfully to settle with the fall back options available.	Limited Fallback options are available in the faculty. Complete the programme without class eligibility.	Handbook	28.RC/007
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.	Fall-back options of students due to some personal reasons are brought up to senate via head and dean decided accordingly students also can appeal for their grievances.	students request letters	13.RAD/013
6.23	Faculty/institute promptly deals with students' complaints and grievances, and delivers timely responses.	Faculty has student appeal in the agenda item.	Faculty board minutes	DA/ST/01.1/SD4
6.24	The Faculty networks with alumnus and encourage alumnus to assist students in preparing for their professional future.	Art and design maintain contacts with alumnus and received their exposure for the students when the professional placement time.	professional placement	10.RAD/010

Summary:

Staff-Student Interaction: It is always better.

Learning Support : done via various methods

Self-directed learning: adequately addressed in all course units

Library link: in-course assessments motivates this

Monitoring Student Progress: weakened assessments.

Internship: in the process of finding placements

Gender equity & ragging: needs additional concern in terms of implementation. **Course Evaluation:** should be systematically done.

Fall-back option: have mechanism. **Student Grievances:** needs serious concern **Alumnus link:** needs to be developed

Criterion 7: Student Assessment and Award				
No	Standard	Claim of the Degree of Internalization of Best Practices and level of achievement of standards	Documentary evidence to support the claim	Code No. of the Document
7.1	Assessment strategy of student learning is considered as an integral part of programme design, with a clear relation between assessment tasks and the programme outcomes.	<p>The mode of assessment is integrated and the assessment tasks and the programme outcomes are aligned.</p> <p>Different type of assessments are used to focus on the development of skills in related to subject.</p> <p>50% is gained by student through the in – course assessment for each subject .</p>	<p>Handbook By-laws; examination rules and regulation</p> <p>Curriculum</p> <p>Course unit involve the design of assessment strategy and marks allocation mechanism</p>	<p>28.RC/007 DA/03.2/CD5</p> <p>9.RAD/009</p>
7.2	Assessment strategy is aligned to specified qualification/level descriptors of the SLQF and SBS and requirements of professional bodies.	<p>The assessment strategy conforms as per the descriptors of the SLQF and SBS.</p> <p>Assessment strategies are linked to ILOs of each course guide not to SLQF</p>	<p>Curriculum of Programme/courses; Programme/course Specifications SLQF SBS Exit survey reports.</p> <p>Curriculum</p>	<p>DA/ST/01.1/SD1</p> <p>DA/03.1/PR2</p> <p>DA/ST/01.2/SC4</p> <p>9.RAD/009</p>
7.3	The Faculty/Institute has procedures for designing, approving, monitoring and reviewing the assessment	<p>The system is in practice.</p> <p>Department adopted the norms and methods proposed by faculty in the</p>	<p>Curriculum evaluation committee minutes</p> <p>QA Policy and By-laws</p>	<p>DA/3.3/M5 (U) DA/ST/1.2/SC1 (F)</p> <p>DA/ST/01.2/SC4</p>

	strategies for programmes (incorporating all aspects of training including industrial training, clinical training, etc) and awards.	curriculum development procedures.	Detailed curriculum Course specification	9.RAD/009
7.4	The Faculty/Institute reviews and amends assessment strategies and regulations periodically as appropriate and remains fit for purpose.	Curriculum revision is done in every five years.	Senate minutes; council minutes.	DA/ST/1.1/SD9 (S)) DA/3.4/M3 (C))
7.5	The Faculty/Institute ensures the weightage relating to different components of assessments are specified in the programme/ course specifications.	Faculty reviews the assessment strategies in every five years with curriculum revision. Allocation of for formative and summative assessment and the assessment methods are categorically stated	Curriculum Detailed curriculum, manual exam procedures	9.RAD/009 9.RAD/009
7.6	The Faculty/Institute adopts policies and regulations governing the appointment of both internal and external examiners and provides them with clear ToRs.	The weightage relating to different components of assessments are specified. The internal and external examiners are appointed by the low of examination and the both examiners are instructed about the marking system and they are given the scheme of making.	Handbook Appointment letters. Faculty minutes Senate minutes Marking scheme.	28.RC/007 37.RAD/032 29.RAD/024
7.7	The Faculty/Institute adopts policies and regulations governing the appointment of both internal and external examiners and provides them with clear TOR.	Faculty has regulations for appointing internal examiners and TOR available. The assessment criteria is in the course guide and is communicated	Policy documents on appointments of external examiners Manuel of Exam Procedures University Calendar (2016)	DA/03.2/CD5, 37.RAD/032 DA/03.2/CD5 DA/4.1/GN/1.3

		to students.	Curriculum Students handbook	9.RAD/009 28.RAD/028
7.8	Students are assessed using published criteria, regulations, and procedures that are adhered to by the staff and communicated to students at the time of enrollment /recruitment.	Examination by laws and regulations and rules are followed by the time of student enrolment	By-laws of Examinations Examination by laws paper advertisements by time of admission procedure	DA/03.2/CD5 39.RAD/039
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.	The faculty staff are competed in assessing the students	Examiners List SDC's training programme schedule Manual for conduct of examinations. Examination by laws, rules and regulation.	47.RAD/039 51.RC/013 DA/03.2/CD5 DA/03.2/CD5
7.10	Appropriate arrangements/adjustments/facilities are made available by the Faculty/Institute regarding examination requirements for students with disabilities wherever relevant.	More time allocation for such students during the exam	Practice in Faculty level	DA/03.2/CD5
7.11	Students are provided with regular, appropriate and timely feedback on formative assessments to promote effective learning and support the academic development of students.	Timely feedback provided to students In the practical class time And during the submission time.	Students feedback	17.RAD/017

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.	The assessment criteria and modes of assessment are clearly spelt out in the Handbook and the Orientation. The syllabus of art and design adopts well defined marking scheme.	Students' Handbook Examination rules and regulations Staff feedback. Students feedback Sample mark sheet	28.RC/007 DA/03.2/CD5 18.RAD/018 17.RAD/017 20.RAD/024
7.13	Graduation requirements are ensured in the degree certification process and the transcript accurately reflects the stages of progression and student attainments.	The responsibility is on the hands of senior staff. Further, the staff bound by the professional ethics to ensure no conflict of interest in assessments. The transcript of the students reflect the stage of progression clearly	SDC Workshop on Exams Code of Ethics for Academic Staff Sample transcript Students feedback Examination by laws	DA/01.2/SD1 DA/4.1/GN/1.3 41.RAD/34 17.RAD/017 DA/03.2/CD5
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.	The facilities made available on the students' requests. A transcript us made available to all students at graduation	Faculty Board Minutes Senate Minutes Sample transcript By-laws on examination	FB/223 Senate/391 41.RAD/034 DA/03.2/CD5
7.15	Examination results are documented accurately and communicated to students within the stipulated time.	Examination result are documented and communicate to students	Manual of examination procedure by laws Results sheet	DA/03.2/CD5 29.RAD/024
7.16	The Faculty ensures that the degree awarded and the name of the degree complies with the guidelines (qualification descriptor), credit requirements	Faculty follows UGC manual of examinations.	Manual of examination procedures; By-laws on examinations;	DA/03.2/CD5

	and competency levels (level descriptor) detailed in the SLQF.			
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.	The degree certificates and the transcripts reflect the stages of progression and student attainments.	By-laws on examinations; Manual of procedures	DA/03.2/CD5

Summary:

Assessment Strategy: each course guide is designed taken into account of the OBE and SCL. **Monitoring and Reviewing:** This is not undertaken by the FoA. But should be done.

Internal and External Examiners: the combination of both internal and external examiners do the independant markings.

Regular & timely feedback: partly done but should be done to all in-course assessment.

Marking Scheme: There is a very clear marking scheme is maintained all over the marking.

Documentation/communication of results: done timely and regularly.

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.	Yet to be established at the faculty or study program level. According to strategic management plan, facilities would be available in 2017 Lecture halls are equipped with multimedia. Staff use as needed.	Strategic management plan Site visit/photo evidence soft copies. Students feedback	DA/02.1/GC4 38.RAD/033 17.RAD/017
8.2	The Faculty /Institute encourages the staff and students to use OER to	Students are encouraged to use open electronic, electrical resources as learning	In-course assessment models	11.RAD/011 12.RAD/012

	supplement teaching and learning.	Staff also use OER for teaching.	Sketch book Study book	12.RAD/012
8.3	The Faculty/Institute recognizes complementarity between academic training, research and development (R&D), innovations, and industry engagement as core duties of academics.	The staff involved in practical based researches as a core part of their academic training.	The public sculpture done by the staff. Photographs news paper cutting	33.RAD/028 33.RAD/028
8.4	The Faculty/Institute has established coordinating and facilitating mechanisms for fostering research and innovation and promoting community and industry engagement.	University/faculty research committee monitor and facilitate research Publications of research journals at the faculty level in Tamil and English Faculty of post graduate studies having the possibilities to do M. Phil. and Ph. D. Research Departmental level and university level research conferences Faculty academic forum The unit of art and design encouraged the students to work with professional artist, craft industries, textile industries, ceramic industries	Research committee reports and minutes Faculty research journals FPGS handbook Research conference (JUICE) Faculty forum; Sri Lankan Journal of South Asian Studies; Cinthanai Professional placement reports	DA/ST/01.2/SC5 DA/03.3/M13 DA/02.1/GF1 DA/ST/01.2/SC6 DA/04.1/GN/1.5 DA/04.1/GN/1.7 DA/04.1/GN/1.6 10.RAD/010
8.5	The Faculty/Institute implements reward system to encourage academics for achieving excellence in research and outreach activities.	No such system in place but research and outreach activities are considered for promotion confirmation and increment	UGC circular University promotion circular Increment sample form	DA/03.1/CL2 DA/04.1/GN/1.8

8.6	The study programme contains an undergraduate research project as a part of the teaching and learning strategy and encourages students to disseminate the findings.	Special degree students are required to complete research based dissertation as a partial fulfilment of their degree. 6 credits are allocated for dissertation Students are required to dissertation as partially full fill their degree moreover they have to exhibit their research based art works as part of the degree programme.	Curriculum Detailed curriculum Dissertation Exhibition catalogue	9.RAD/009 09.RAD/009 31.RAD/026 30.RAD/025
8.7	The study programme contains an ‘industrial’ attachment/training as a part of the teaching and learning strategy; it is operationalized through formal partnerships with ‘industrial ‘establishments/organizations.	The curriculum incooperate a professional training programme, as a part of the industrial/ studio based practice.	Detailed curriculum Professional placement report	9.RAD/009 10.RAD/010
8.8	The Faculty/Institute has established and operationalized strong links with various international, national, governmental and non-governmental agencies and industries, and uses such linkages to build the reputation of the institution and expose students to the ‘world of work’ and to promote staff and student exchange.	To be established		
8.9	The Faculty/Institute has diversified its sources of income to complement the grants received through	-----		

	Government by engaging in income-generating activities.			
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.	Not in practice		
8.11	The Faculty/Institute promotes students and staff engagement in a wide variety of co-curricular activities such as social, cultural and aesthetic pursuits, community and industry related activities, etc., and such pursuits are well supported with physical, financial and human resources.	RAFA organize a student based association namely kavinkalai mantram, it involves cultural and religious activities. The students of art and design involve designing arch for the annual convocations.	Kavin kalai mantram documents. Welcome arch Sports	2.RAD/002 34.RAD/029 14.RAD/014
8.12	Faculty/Institute encourages student participation at regional/national level competitions (such as IQ, innovation, sports, general knowledge, etc.) and rewards outstanding performers.	Institute encourages student participation at regional/national level competitions.	Rose villa art competition Sports	53.RAD/043 14.RAD/014
8.13	The academic standards of the study programme is assured through regular	Curriculum revision is happening in every five years cycles	Student Handbook Curriculum	28.RC/007 9.RAd/009

	revision of curriculum, close monitoring of its implementation and use of external examiners for moderation and second marking.	Art and design uses the external resource as external examination in marking through the approval of the faculty and senate	Examiner list approved by faculty and senate	47.RAD/039
8.14	The Faculty implements a mechanism for the students who do not complete the programme successfully to exit at a lower level with a diploma or certificate, depending on level of attainment (fallback option).	Not in practise		
<p>Summary: Link Academic training-Research development-innovation-industry: needs to strengthen more Undergraduate Research: very well laboured material needs to be disseminated via channels. Internship: needs more regularity and organisation Link to national, international, non-govt: it is there, but be expanded more Income generating activity: needs to find other avenues Regular revision of curriculum: it is in process Student's national & regional participation: talented participates and come out with colours.</p>				

Programme Review of Department of Dance

(The standards, study programme's claims of compliance, the documentary evidence to support each claim of compliance and codes of the evidence used which are common to the Faculty of Arts)

Criterion 1- Programme Management				
No.	Standards	Claim of the degree of internalization of Best Practices and level of achievements of standards	Documentary Evidence	Code No. of Evidence
1.1	The Faculty/Institute organizational structure is adequate for effective management and execution of its core functions.	Organizational Structure is adequate as per 1.The University Act 16 th of 1978. 2. Corporate plan 3. Sub committees & Ad-hoc committees of the Faculty and Depts. 4. The Academic calendar. 5. Staff meeting system at the dept. 6. Organization chart	University Act Corporate Plan Minutes of the FB & other committees – University calendar 2016 Minutes of Dept. Staff Meeting Organogram	DA/04.1/GN/1.3 DA/02.1/GC4 DA/04.1/GN/1.3 1. R/D/1.1/1/ST.M 2. R/D/1.1/2/OG

1.2	The Faculty/ Institute Action Plan is up to date and aligned with the University's/ HEI's Strategic Plan; demonstrates readiness to adopt new trends in higher education; is implemented as planned and monitored regularly.	Faculty's Strategic Plan is updated and aligned with the action plan. Monitored by Senate and Council Adopts new trends	University Corporate plan Senate and Council minutes Financial Regulation Annual Report Updating RAFA	DA/02.1/GC4 DA/ST/01.1/SD9 DA/04.1/GN/1.9 3. R/D/1.2/1/AR 4. R/D/1.2/1/U-RAFA
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.	Adopted administrative guidelines. Complied with Audit & Financial guidelines Documented and approved by Senate and the Council.	Finance committee Senate minutes, Financial regulations / guidelines Annual fund allocation University calendar 2016 Annual report	DA/3.4/M5 DA/ST/01.1/SD9 DA/04.1/GN/1.9 DA/02.1/GA3 DA/04.1/GN/1.3 3. R/D/1.2/1/AR 4. R/D/1.3/1/AQ

1.4	The Faculty/Institute adopts a participatory approach in its governance and management and accommodates student representation on faculty committees and student welfare committees.	<p>Regular communication with the students and staff is maintained through;</p> <p>1. two student representatives to attend the meetings of the Faculty Board;</p> <p>2. Student handbook; 3.posting of printed notices on boards.</p> <p>4.University Website and public print and electronic media</p> <p>4.Three representatives of the educated public attend the Faculty board.</p> <p>5. HoD recommends student appeals</p>	<p>Faculty Board meeting minutes</p> <p>Handbook</p> <p>Notice by Welfare Branch</p> <p>Notice of Welfare fund</p> <p>Faculty website</p> <p>Paper advertisements</p> <p>Notice board documents</p> <p>Faculty Board Minutes</p> <p>Student requests by student representatives to Head/Dance</p> <p>Request by Kavinkalai Manram(KKM)</p> <p>Attendance sheet of KKM or minutes</p> <p>Student Appeal & Medical Certificates</p>	<p>DA/ST/01.1/FB1</p> <p>DA/01.1/S16</p> <p>DA/03.2/CD/14</p> <p>DA/01.1/S1</p> <p>DA/01.1/S11</p> <p>www.jfn.arts.ac.lk</p> <p>DA/02.1/GA2</p> <p>DA/02.2/GN1</p> <p>DA/ST/01.1/FB1</p> <p>5. R/D/1.4./1/SR</p> <p>6. R/D/1.4./2/KKMR</p> <p>7. R/D/1.4./3/KKMA</p> <p>8. R/D/1.4./4/SA&MC</p>
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1.5	The Faculty/Institute adheres to the annual academic calendar that enables the students to complete the programme and graduate at the stipulated time.	Calendar of dates is approved by the FB & Senate. The calendar is not stable due to the trade union activities and unrest of the students; however the 15 week semester program is ensured.	Annual academic calendar of dates Faculty board minutes. The period between student registration and graduation Past timetables	DA/02.1/GC1 DA/ST/01.1/FB1 DA/ST/01.1/FB1 9. R/D/1.5/1/TT
1.6	The Faculty/ Institute makes available a Handbook to all incoming students; it provides general information on the history and current status of the Faculty/ Institute, brief descriptions of study programme(s) offered, learning resources, student support services ,disciplinary procedures, welfare measures, the rights and responsibilities of students, and grievance redress mechanisms.	Handbook is issued to freshers All info on conduct and grievance redress Mechanism are informed . UGC student charter is informed to students. Student support by student counselors @ dept.	Handbook Student code of conduct UGC Student Charter Student counselors @ Dance Dept.	RC/007 DA/4.1/GN/1.3 DA/01.1/S13 10. R/D/1.6/1/SC

1.7	The Faculty/ Institute makes available a Study Programme Prospectus to all incoming students; it provides information on the curricula of the study programme(s) and courses offered, options available to exit at different levels, optional courses and electives offered, examination procedures and grading mechanism, graduating requirements, examination bylaws, etc.	The handbook & orientation program provide required info * Exit at different levels is not allowed.	Orientation Programme Handbook Handbook	DA/02.2/GO1 RC/007 RC/007
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.	Websites are not updated due to continuous cyber attacks. Reconstruction in progress	Faculty Website and links. Website related documents Link to Dept. Website	http://www.arts.jfn.ac.lk/ DA/04.1/GN2.1 11. http://www.arts.jfn.ac.lk/index.php/departments-units/ramanathan-

				academy-of-fine-arts/dance
1.9	Faculty/Institute offers an induction/ orientation programme for all new students to facilitate students' transition from 'school' to 'university' environment.	Orientation program conducted accordingly. Dept. conducts a separate orientation on the 1st day of the academic session.	Orientation programme Schedule and student attendance Notice to students by Head/Dance	DA/02.2/GO1 12. R/D/1.9/1/OS
1.10	The Faculty/Institute securely maintains updates and ensures confidentiality of permanent records of all students, accessible only to authorized personnel with provision for secure backups of all files.	Records maintained accordingly Dept . also maintains records.	Student Personal Files @Admission Branch & Health Centre. Welfare Br. Student Profile of students of every batch Request for financial assistance Detailed Results of Students & Medical Certificate	DA/01.1/S9 DA/03.1/CD13 13. R/D/1.10/1/SP 14. R/D/1.10/2/SRS 15. R/D/1.10/3/DR

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).	<p>Limited facilities are available at the University level.</p> <p>The ICT platform is proposed to be implemented from 2017 as proposed in the Strategic Management Plan.</p>	<p>Inventory of ICT facilities;</p> <p>Strategic Management Plan</p> <p>Evidence of installation and operation of LMS.</p> <p>Dept. inventory of ICT facilities</p>	<p>DA/02.2/GI2</p> <p>DA/02.1/GC4</p> <p>http://lms.jfn.ac.lk/lms/</p> <p>16. R/D/1.11/1/DI</p>
1.12	The Faculty/Institute issues a copy of the Code of Conduct/Student Charter prescribed by the University to each and every incoming student; it is communicated to all students and monitored.	<p>UGC student charter is communicated to students. At present student discipline is based on student code of conduct of 2010.</p> <p>All these are communicated at orientation.</p> <p>The senior student counselor, student counselors and Marshal assist to maintain the student discipline.</p>	<p>UGC Student Charter</p> <p>Student code of conduct 2010</p> <p>University Calendar</p> <p>Orientation program.</p> <p>Student Discipline</p> <p>Student Councilors – meeting minutes</p>	<p>DA/01.1/S13</p> <p>DA/01.1/S13</p> <p>DA/04.1/GN/1.3</p> <p>DA/02.2/GO1</p> <p>DA/01.1/S13</p> <p>DA/01.1/S4</p>

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.	Accordingly maintained as per 1.the appointment letter 2. Dept. allocates subjects & list of duty accordingly	Establishment Code Appointment letter List of duty Master Timetable	DA/04.1/GN2 DA/04.1/GN/1.8 17. R/D/1.13/2/LD-N.Ac. 18.R/D/1.1.13/3/LD-Ac. 19. R/D/1.1.13/4/MT
1.14	The Faculty/Institute implements the performance appraisal system prescribed by the University/HEI;	The Faculty doesn't practice the appraisal system except for the annual increment and promotion.	Sample of Increment form UGC Circular 916 Staff certificate for CPD participation Increment Recommendation by HOD Sample Annual Appraisal Reports;	DA/04.1/GN/1.8 DA/03.1/CL2 20. R/D/1.14/4/SDC 21. R/D/1.14/1/IR 22. R/D/1.14/2/IR

1.15	The Faculty/Institute has established an Internal Quality Assurance Cell (IQAC) with well-defined functions and operational procedures; it works in liaison with the Internal Quality Assurance Unit (IQAU) of the University/HEI and implements internal quality enhancement system.	Establishment of the following 1.IQAU in 2013. 2.IQA policy in 2015 3. Faculty IQAC in 2016 IQA cell initiated: a) graduate exit survey b) developed tools for student evaluation and peer evaluation. Dept. evaluated student satisfaction	Minutes of IQAC meetings COLRIM: External Review of Quality IQAU Policy and By-laws Graduate exit survey Student Evaluation of Subjects taught. Follow up action on the recommendations of External Quality Assurance (Subject Review) Change of Curriculum & Structure	DA/03.1/PR2 DA/03.1/PR5 DA/03.1/PR2 DA/ST/01.2/SC4 23.R/D/1.15/01/SER/S ubj 24. R/D/1.15/02/SR 25. R/D/1.15/03/CS
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1.16	The Faculty/Institute has established a Curriculum Development Committee (CDC) or alternative mechanisms for monitoring, reviewing and updating the Curriculum.	Curriculum Evaluating committee established in Faculty - 2015. University - 2013. Dept. has alternate mechanism for curriculum dev. but sent to FB & Senate for approval Established & Practiced through Pedagogy, In-course Assessment & Final Exam	Faculty minutes Senate minutes Dept. meeting for syllabus design for curriculum preparation Feedback from participants Past Papers In-course Assessment Marks & scripts Feedback received from stakeholders and remedial measures undertaken over the past 4 years	FB 226 DA/ST/01.2/SC1 S/372 DA/ 3.3/ M 5 26. R/D/1.16/1/C 27. R/D/1.16/2/FC R/D/1.16/3/PP R/D/1.16/4/ICA 28.R/D/1.16/2/CD
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1.17	The Faculty/Institute takes into consideration the SLQF and SBS as reference points and Outcome-based Education and Student Centered Learning (OBE-SCL) approach in academic development and planning and education provision.	SLQF is considered OBE- SCL incorporated. Dept. partially adopted SBS	SLQF QIG (HETC) Curriculum design workshop Reference to use of SLQF in curricula Reference to use of OBE-SCL methods in curricula Sample ICA	DA/03.1/PR2 DA/03.1/PR3 DA/ST/01.1/SD1.1 28.R/D/1.16/2/CD 28.R/D/1.16/2/CD 29.R/D/1.16/3/ICA
1.18	The Faculty/Institute adopts a clear policy and procedure on programme approval and implementation and programme discontinuation to ensure that students enrolled into the programme will complete their education without any disruption.	There is a clear procedure in practice: a) Program approval is under the purview of the CEC, FB, Senate and implementation is through the departments. b) Faculty conducts exams for students who enrolled for a programme that was discontinued.	CEC meeting Faculty board minutes Senate minutes Student appeal Special Exam	DA/03.3/M5 DA/ST/01.1/FB1 DA/ST/1.1/SD9 DA/ST/01.1/SD6 DA/04.1/GN/1.8

1.19	The Faculty/Institute monitors the implementation of the Curriculum and the quality of education provision through multiple measures, the findings of which are used for continuous improvement of learning provision.	Monitored through exit surveys and external reviews	Exit survey COLRIM: External Review of Quality Student Feedback Peer Observation Graduate Satisfaction Survey	DA/ST/01.2/SC4 DA/03.1/PR5 30. R/D/1.19/1/SF 31. R/D/1.19/2/PO 32. R/D/1.19/3/GS
1.20	The Faculty/Institute has established collaborative partnerships with national and foreign universities/ HEIs/organizations for academic and research cooperation.	Informal Collaboration with 1. Consulate of India, Jaffna. 2. AruSri Art Theatre, a nationally recognized organization. MOU to be signed.	Workshops conducted by Indian Artists who were brought to Jaffna by Consulate General of India in Jaffna Workshop on Folk Dance was facilitated by AruSri Art Theatre, Colombo	33. R/D/1.20/1/Col. 33. R/D/1.20/1/Col

1.21	Faculty/Institute operates academic mentoring, student counseling and welfare mechanisms and procedures and ensures that the personnel responsible for the tasks are adequately trained to fulfill their roles.	Senior Student counselor and AR/ student welfare are responsible for counseling and welfare mechanism. Welfare Request by students are Recommended by HOD/ SC	TOR's of student counselors and Minutes of meetings TOR for student counselors Welfare Requests by Students	DA/01.1/S4 R/D/1.21/1/TOR of SC 34. R/D/1.21/2/SR
1.22	Faculty/Institute assures that all its students have access to healthcare services, cultural and aesthetic activities; recreational and sports facilities.	Ensured by Health Centre & Sports unit. No centralized or formalized system in place to cultural and aesthetic activities Dept. gives opportunity for Dance programs	Health Centre and Sport unit provide services to all the students. Student Personal files For Health care visit Health Centre. Students' engagement in leisure activity	DA/02.1/GH1

			Students' sports activities Students' cultural activities programs for General Convocation.	35. R/D/1.22/1/LA 36. R/D/1.22/2/SA 37. R/D/1.22/3/CA& DP
1.23	Faculty/Institute implements measures to ensure the safety and security of students.	Ensured Staff Members are appointed for student trips	Duties and Responsibilities of Marshal, Wardens and Security Personnel Hostel Regulations Request for Trips by Students which includes the names of lecturer Appointment letter of the students counselor& hostel warden	DA/01.1/S13 DA/01.1/S13 38. R/D/1.23/1/ RT RC/009 RC/003

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.	Adopted through a) the 1984 UGC manual of Examination procedure. b) Student disciplinary procedures are based on student discipline manual. c) Formation and function of student union based on University act; Discipline hand book is available at the hostel, Student welfare office.	Manual of Procedure for conducting examination University Calendar 2016 Student Discipline Manual University Act Student unions and student societies like Kavinkalai Manram function as per the Universities Act and Council Approval	DA/03.2/CD5 DA/04.1/GN/1.3 DA/01.1/S13 DA/04.1/GN/1.1 39. R/D/1.24/KKM
1.25	The Faculty/Institute offers special support and assistance for students with special needs or differently-abled students.	Infrastructure facilitates (lift, slide railing) Special provisions for exams Such students are not admitted to Dance	Special evaluation criteria for visually challenged candidates Faculty board meeting minutes Senate minutes	DA/01.1/S17 FB/218 S/391

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 staff and students.	GEE by-laws approved by Council in 2016. Two SGBV cases reported to the Council and inquiries are in progress. Gender Balance in Student society is ensured	University Calendar prepared in 2016 (to be approved by the Council) Council Minutes Council Minutes List of members of Kavinkalai Manram	DA/04.1/GN/1.3 DA/03.1/CD13 DA/03.1/CD13 40. R/D/1.26/1 KKM
1.27	The Faculty/Institute practices the policy of zero-tolerance to ragging; it adopts strategies and implements preventive and deterrent measures through coordinated efforts of all stakeholders to prevent ragging and any other form of harassment and intimidation.	Faculty acts on the guidelines given by UGC.	Student discipline guidelines Student disciplinary by laws Reports on past activities regarding ragging (Prevention and Punishment) Act on Anti Ragging UGC Circular on Ragging	DA/01.1/S13 DA/01.1/S13 DA/01.1/S13 DA/01.1/S13

	<p>Summary: Strength: National and International Collaboration: To be improved with the help of Consulate of India and alumni Performance Appraisal: Should be improved and standardized by the IQAC/Arts Faculty.</p>
	<p>Weakness Organization Structure : This needs to be expanded further to be able to monitor the administration of the Degree program. A Dean's office at a far away place is unable to do monitoring work properly as a result maintenance of documents was in a sorry state at the Dept. Participatory Approach: Students' and outside practitioners' participation in decision making is practiced but this practice needs to be improved</p>
	<p>Opportunities & threats Strategic Plan: Dept. is looking for opportunities to collaborate with Alagappa University, Tamilnadu, Consulate General of India in Jaffna, AruSri Art Theatre and Tamil Expats for further development of the activities.</p>

Criterion 2 - Human and Physical Resources				
No.	Standards	Claim of the Degree of Internalization of Best Practices and level of achievement of standards	Documentary Evidence	Code No. of Evidence
2.1	The staff of the Faculty/ Institute, in terms of the number, qualifications and competencies is adequate for designing, development and delivery of academic programmes, research and outreach.	Adequate and qualified staff available.	Faculty Staff Cadre; HR Profile. Dept. Staff Cadre List of expertise required to deliver the curriculum; HR Profile –Dance dept.	DA/02.1/GC2 DA/1.2/SD8 41. R/D/2.1/1/ACP 42. R/D/2.1/2/LoE 43. R/D/2.1/3/SP. Ac
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.	HR profile is on par with UGC norms circulars.	UGC Establishment Circulars List of the experts compared to national & international norms	DA/03.1/CL2 42. R/D/2.1/2/LoE

2.3	The Faculty/Institute adopts and practices the policy requiring the new staff to undergo an induction programme offered by the University/HEI as soon as they are recruited; ensures that the induction training programme provides an awareness of their defined roles and duties.	Conducted by SDC as per UGC Guidelines . Other training programmes also support the claim.	UGC Commission circulars UGC Establishment circulars Pass lists, participants lists and modules of SDC, participant lists of other relevant workshops	DA/03.1/CL1 DA/3.1/CL2 DA/1.2/SD 1 DA/3.1/PR4 44. R/D/2.3/1/SDC Cert
2.4	The Faculty/Institute ensures that the capacity of all staff is continuously upgraded and enhanced through provision of in-service, continuing professional development (CPD) programmes; impact of CPD programmes are monitored, and remedial action taken as and when required.	Fair participation is ensured. CPD is aligned with Faculty Strategic Management Plan and Corporate plan	SDC workshops IDAS workshops Corporate and Strategic Management Plan	DA/1.2/SD 1 DA/3.1/PR4 DA/2.1/GC4

2.5	The Faculty ensures the availability of adequate and well maintained infrastructure facilities for administration, teaching and learning.	Lack of infrastructure for practical halls.	Observe directly Records of utilization of facilities. Inventory of infrastructure facilities Request letter for additional resources to Dean & VC	45.R/D/2.5/1/CU 46. R/D/2.5/2/LI 47.R/D/2.5/3/New Intake 2016
2.6	The Faculty/Institute that offers professional or honors study programmes, has put in place the required specialized training facilities such as clinical training facilities, engineering workshops, science laboratories, field training stations, etc.	Dept. does not give specialized training		
2.7	The staff is provided with required training in outcome based education & student centered learning approach (OBE-	Required training is given.	Workshop QIG IDAS workshop SDC workshop	DA/3.1/PR3 DA/3.1/PR4 DA/1.2/SD 1

	SCL) and the staff is provided with teaching & training facilities to implement OBE-SCL.			
2.8	The Faculty/ Institute has ensured student access to a well resourced library facility; it is networked and holds up to date print and electronic forms of titles, coupled with other facilities such as reprography, internet, inter-library loan etc., and provides a user-friendly service.	Main library is well resourced and maintained. A special section of the library available	Library resources inventory and user report from library RAFA Library	DA/2.2/GL3 R/C/005
2.9	The Faculty/Institute ensures the availability ICT facilities and technical assistance to provide adequate opportunities for students to acquire ICT skills.	Common ICT Labs available in the Arts Faculty. A poorly maintained computer at RAFA	User reports , resources list of computer labs Handbook Inventory(board of survey) Observe directly	DA/2.3/AUX 5 DA/01.1/S16 DA/02.2/GI2 RC/006

2.10	The Faculty ensures the students are provided with guidance in learning and use of English as a Second Language (ESL) in their academic work through a well resourced English Language Teaching Unit (ELTU) or English Language Training Cell (ELTC).	ELTC guide students to learn by promoting the use of ESL with competent staff. Mostly visiting staff are assigned	CVs of ELTC staff Grouping of students into different disciplines Curriculum Students' Attendance Sheets Visiting Staff Attendance Book -ESL	DA / 3.2/CD17 DA/1.1/S16 DA/ST/01.1/SD1 48. R/D/2.10/1 SA-ESL 49. R/D/2.10/1 VSA-ESL
2.11	The Faculty/Institute ensures the students are provided with adequate training on 'soft skills'/'life skills'; it is addressed through the core Curriculum as well as through tailor-made programmes offered by the Career Guidance Unit (CGU) of the University.	Incorporated in contents of course units & promoted through assessment methods Focus of the CGU is not in RAFA	Curriculum Career Guidance Unit activities available at the Arts Faculty. CGU service is not extended to RAFA. Career guidance course units are not in the curriculum	DA/ST/01.1/SD1 DA/2.1 /GC 3 DA/ST/01.1/SD1

2.12	The Faculty/Institute encourages students to engage in multicultural programmes to promote harmony and cohesion among students of diverse ethnic and cultural backgrounds.	<p>Achieved through</p> <ul style="list-style-type: none"> - Arts week - Interuniversity cultural contest <p>Kavitha Talent Contest</p>	<p>Arts week</p> <p>Records of past events conducted.</p> <p>Celebration of Religious Festivals</p>	<p>DA/4.1/GN/1.4</p> <p>50. R/D/2.12/1/RF</p>
			<p>Evidence of a coordinating mechanism to promote multicultural activities;</p> <p>Exchange Program with Visual & Performing Arts Uni. For social harmony on 31st of July and 1st of August, 2013</p>	<p>51. R/D/2.12/2/EP</p> <p>https://www.youtube.com/watch?v=q-HPYVVBHnM</p> <p>https://www.youtube.com/watch?v=kOxkuSFAgoA</p>

	Summary:
	<p>Strength:</p> <p>learning facilities: Competent, qualified and trained staff teach the subjects</p> <p>library resources: sufficient library resources are available.</p> <p>Social harmony and ethnic cohesion: institutional mechanism provides a non-credit subject on social harmony is taught.</p>
	<p>Weakness</p> <p>Learning resource centers for ESL: Qualified staff from ELTC teach ESL</p> <p>ICT resources for academic pursuits: ICT lab is available at the Ramanathan Academy but it is not properly managed.</p> <p>Career guidance services: Not provided by the CGU.</p>

Criterion 3 - Programme Design and Development				
No.	Standards	Claim of the Degree of Internalization of Best Practices and level of achievement of standards	Documentary Evidence	Code No. of Evidence
3.1	Programme is developed collaboratively in a participatory manner through a curriculum development committee or equivalent body of the Faculty.	Curriculum evaluation committee at the University level was set up in Jan 2013 and faculty level was set up in 2015. But the present Programme was developed in 009/2010 through the discussions in the Faculty board and Senate. Dept. consulted outside experts over the phone and directly	Faculty Minutes Senate Minutes Senate minutes Faculty Minutes Dance dept. staff had only verbal communication at the time of curriculum development with the staff. Marking criteria Curriculum BFA Dance	FB 197 S/ 351/ 09(a) S/ 372 (DA/3'3/M5) FB/226DA/ST/01.2/sc) 52. R/D/3.1/1/ MC 53. R/D/3.1/Curriculum
3.2.	The Faculty /Institute ensures external stakeholder participation at key stages of programme planning, design and development and review.	Dept. invites external members or discusses over the phone.	Curriculum Invitations sent to external experts of Bharatha Dance for program design Minutes of marking criteria finalization	DA/ST/01.1/SD1 54. R/D/3.2/1/RCEE/1 55. R/D/3.2/1RCEE/2 56. R/D/3.1.1 MC

3.3.	Programme design process incorporates the feedback from employer/professional satisfaction survey.	The Faculty runs 21 BA (Hons) & 3 BFA (Hons.) Employers were not consulted	Handbook	RC/007
3.4	Programme conforms to the mission, goals and objectives of the institution; national needs; and reflect global trends and current knowledge and practice.	a) Programme conforms to institutional goals b) national needs are addressed through SBS	Handbook SBS	DA/01.1/S16 DA/03.1/PR2
3.5	Programme design complies with the Sri Lanka Qualification Framework (SLQF), and is guided by other reference points such as Subject Benchmark Statements (SBS), and requirements of relevant professional bodies.	Programme complies with SLQF for B.FA (Hon) and SBS . Dept. Partially Complies with SBS	SLQF document SBS Curriculum Handbook Curriculum of BFA(Dance) Program	DA/03.1/PR2 DA/03.1/PR2 DA/ST/01.1/SD1 R/C/007 53.R/D/3.5/1/Curriculum
3.6	Programme design and development procedures include specific details relating to entry and exit pathways including fallback options; (ILOs); qualification levels criteria, alignment with SLQF, and SBS.	Inclusive procedure adopted as required. Entry, exist pathways and fall back options are not specified.	Handbook Curriculum SLQF SBS Curriculum of BFA Dance Program	RC/007 DA/ST/01.1/SD1 DA/03.1/PR2 DA/03.1/PR2 53.R/D/3.5/1/Curriculum

3.7	Faculty/Institute uses graduate profile as the foundation for developing learning outcomes at the levels of programme, course/modules.	Faculty adopted a graduate profile in 2016 and subject to council approval.	University Calendar 2016 (to be approved) Curriculum	DA/02.1/GC1 53.R/D/3.5/1/Curriculum
3.8	ILOs of study programmes are realistic, deliverable and feasible to achieve.	ILOs of the study programmes are achievable as per the ILOs of the course.	Curriculum of BFA Dance	53.R/D/3.5/1/Curriculum
3.9	The Faculty adopts an Outcome Based Education (OBE) where programme outcomes are clearly aligned with the course/module outcomes; and the teaching and learning activities and assessment strategy are aligned with the learning outcomes of each course (constructive alignment).	A) OBE principle is applied to ILOs of course units B) Teaching and assessment strategy are aligned with learning outcome.	A) QIG SDC B) Curriculum SBS Assessment Criteria ILOs are tested by In-course Assessments, Semester Exams	A) DA/03.1/PR3 DA/01.2/SD1 B) 53.R/D/3.5/1/Curriculum DA/03.1/PR2 52. R/D/3.1.1 MC 58. R/D/3.9/1/ICA
3.10	The programme 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.	Only Inter disciplinary courses offered.	Handbook/guidebook/prospectus ; Curriculum of the programme;	DA/01.1/S16 53.R/D/3.5/1/Curriculum

3.11	Issues of gender, cultural and social diversity, equity, justice, ethical values and sustainability are integrated into the curriculum, where relevant.	In the first year there is an auxiliary course on Social Harmony. Dept. promotes gender equality through the themes of dance repertoires	Curriculum Calendar of Dates Repertoire for Bharathy vizha in association with Jaffna Tamil Sangam on 11.12.2013	DA/ST/01.1/SD1 57.R/D/3.11/1/CD 58.R/D/3.11/2/DR
3.12	Programme is logically structured and consists of a coherent set of courses while allowing flexibility in students' choices of courses.	Course structure is designed accordingly	BFA Dance curriculum Dept. offers optional Subjects A or B practical	53.R/D/3.5/1/Curriculum
3.13	Curriculum promotes progression so that the demands on the student in intellectual challenge, skills, knowledge, conceptualization and learning autonomy increases.	A linear progression is facilitated. Dept. practices as per recommendation of Subject Review Titles of course units are renamed accordingly	BFA Dance curriculum Eg. Bharatha Dance Practical I & II every year	53.R/D/3.5/1/Curriculum
3.14	The study programme has clearly defined appropriate measurable process indicators and outcome based performance to monitor the implementation and evaluation of the programme.	Study program has.	Curriculums Assessments Exam mark sheet Sample works of performance at Cultural Programs	53.R/D/3.5/1/Curriculum 58. R/D/3.9/1/ICA 59. R/D/3.14/EM 60. R/D/3.14/CP

3.15	The academic standards of the programme and qualifications are appropriate to the level and nature of the award and are aligned with the SBS (where available) and SLQF.	Awards & qualifications are aligned with SBS and SLQF level 6	SLQF Handbook SBS University Calendar 2016 Use of SBS in determination of awards and qualifications.	DA/03.1/PR2 DA/01.1/S16 DA/03.1/PR2 DA/02.1/GC1 53.R/D/3.5/1/Curriculum
3.16	Faculty ensures that programme approval decision is taken after full consideration of design principles, academic standards, and appropriateness of the learning opportunities available, monitoring and review arrangements and content of the programme specification.	Programme approval decision was done accordingly	FB minutes Senate Minutes	FB197 FB209 FB (SP)15-7-2013 FB223 S/351/09(a) S336 S379 S391
3.17	The principles to be considered when programmes are designed and developed are documented and communicated.	Designed & developed according to Senate policy. Informed to all.	FB Minutes Senate Minutes Dean's letter on course specifications	FB197 Senate 351/09(a) DA/ST/01.1/ST1.1
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 / work placement not in curriculum.	BFA Dance Curriculum	53.R/D/3.5/1/Curriculum

3.19	<p>Programme design and development integrates appropriate learning strategies for the development of self-directed learning, collaborative learning, creative and critical thinking, lifelong learning, inter personal communication and teamwork into the courses.</p>	<p>Encouraged through group performance and choreography.</p> <p>A forum of students named ‘Muzhu Mathi Arangu’ is formed to encourage self directed learning & performance.</p> <p>Students have to write criticism on performance for ICA</p>	<p>Group Assessment</p> <p>Self directed learning- Creating/ Choreographing</p> <p>BFA Dance curriculum-(1st year & 4th year courses)</p> <p>Documents of Muzhu Mathi Arangu</p> <p>Criticism is included in the ICAs</p>	<p>61. R/D/3.19/1/GA</p> <p>62. R/D/3.19/2/SDL</p> <p>53.R/D/3.5/1/Curriculum</p> <p>63. R/D/3.19/3/MMA</p> <p>63. R/D/3.19/4/Crit. ICAs</p>
3.20	<p>The Faculty’s /Institute’s IQAC adopts internal monitoring strategies and effective processes to evaluate, review, and improve the Programme design and development, and approval processes.</p>	<p>IQA policy for the university adopted in 2015.</p>	<p>IQA Policy Document Faculty QAA- By Laws</p>	<p>DA/03.1/PR2</p> <p>???</p>

3.21	Programmes are monitored routinely (in an agreed cycle) to ensure that programmes remain current	In general, programme has been revised every five year.	Curriculum University Calendar 2016 Internal/external review reports; Improvement made on the report	DA/ST/01.1/SD1 DA/02.1/GC1 64. R/D/1.15/02/SR 65. R/D/3.21/01/CS
3.22	Faculty/Institute uses the outcomes of programme monitoring and review to foster ongoing design and development of the Curriculum.	IQAU by laws came into existence in 2016.	IQAC Minutes IQAU Minutes	DA/ST/12/SC4 DA/ 03.1/PR2
3.23	The Faculty/Institute annually collects and records information about students' destination after graduation and uses it for continuous improvement of the programme.	Dept. level tracer study started recently	List of Graduates of the Dept.	66. R/D/3.23/Grad. Destination
3.24	The effectiveness of the provision for students with disabilities is evaluated and opportunities for enhancement identified.	Separate evaluation criteria for Visually challenged..	FB Minutes Senate Minutes Student appeal Assistance for students with disabilities	FB/218/07 S/391 DA/ST/01.1/SD6 DA/01.1/S17

	<p>Summary;Strengths: Participatory approach: All the academic staff involve in program development.. Adoption of SLQF, ILOs, OBE, and Graduate Profile: Course guides include SLQF guidelines ILOs, OBE etc.; Logical Structure & Progress in Knowledge: Both have been adequately addressed.</p>
	<p>Weakness: Adoption of SLQF, Graduate Profile, SBS: have not been fully adopted for the Degree program. Evaluation, Monitoring and Reviewing via IQAC: Did not take place. Vocational & Professional Training: No steps were taken by the faculty for vocational training in the process of write up for internship. Annual Graduate Survey should be done systematically.</p>

Criterion 4 - Course/ Module Design and Development				
No.	Standards	Claim of the Degree of Internalization of Best Practices and level of achievement of standards	Documentary Evidence	Code No. of Evidence
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	Course is developed by all the staff in team. Department completed course design and development through team work.	BFA Dance Curriculum Staff analyzed different curriculum from other state universities in India. External Dance Practitioner was brought for reviewing the course design.	53.R/D/3.5/1/Curriculum 67. R/D/4.1/1/Ind.Curr 68. R/D/4.1/2/EC
4.2	The courses are designed to meet the programme objectives and outcomes and reflect	Designed accordingly	BFA Dance Curriculum	53.R/D/3.5/1/Curriculum

	knowledge and current developments in the relevant field			
4.3	The courses are designed in compliance with SLQF credit definition and is guided by other reference points such as SBS.	Honours degree with 120 credits as prescribed in the SLQF level 6.	Course structure is aligned to SLQF Credit Hours -in Curriculum; SBS can be seen in the ILOs for Dance	DA/03.1/PR/2; DA/ST/01.1/SD1; 53.R/D/3.5/1/Curriculum
4.4	University approved standard formats/templates/ guidelines for course/module design and development are used and complied with.	Faculty and Senate approved template is followed.	FB minutes; Senate minutes; Handbook; Curriculum for BFA Dance Evidence of Senate/Faculty approved course design templates; Feedback from teachers/visiting staff on previous syllabus	S/ 351 FB/197 DA/01.1/S16; 53.R/D/3.5/1/Curriculum DA/ST/01.1/SD1.1; 69. R/D/4.4/1/FPS
4.5	Each course is designed in a manner that contents, learning activities and assessment tasks are systematically aligned with the course outcomes which in turn are aligned with the programme outcomes (constructive alignment).	Designed accordingly.	Students hand book Past Papers Marking Schemes	RC/007 70. R/D/4.5/1/PP 71. R/D/4.5/2/MS
4.6	Course design and development takes into account student-centred teaching strategies enabling the	Collaborative & self directed learning is encouraged	Group Assessment Self directed learning- Creating/ Choreographing BFA Dance curriculum-(1 st	60. R/D/3.19/1/GA 61. R/D/3.19/2/SDL 53.R/D/3.5/1/Curriculum

	students to be actively engaged in their own learning.		year & 4 th year courses) Documents of Muzhu Mathi Arangu Critical Comments are included in the ICAs Course evaluation by teachers	m 62. R/D/3.19/3/MMA 63. R/D/3.19/4/Crit. ICAs 69. R/D/4.4/1/FPS
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.	Course specification is given through the course structure, ILOs of Course units, & learning sources.	Curriculum Student Handbook. ILOs of Course units	DA/ST/01.1/SD1 RC/007 53.R/D/3.5/1/Curriculum
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.	Workload is aligned accordingly to SLQF.	SLQF; Handbook; Curriculum; Lecture schedule and time table	DA/03.1/PR/2; RC/007 DA/ST/01.1/SD1; 20. R/D/1.1.13/4/MT

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.	Integrates appropriately	<p>Curriculum BA Dance</p> <p>List of Dissertation Dance</p> <p>Group Assessment</p> <p>Self directed learning- Creating/ Choreographing BFA Dance curriculum-(1st year & 4th year courses)</p> <p>Documents of Muzhu Mathi Arangu Criticism is included in the ICAs student feedback Course evaluation reports over 3 years.</p>	<p>53.R/D/3.5/1/Curriculum</p> <p>70. R/D/4.9/1/LD</p> <p>60. R/D/3.19/1/GA</p> <p>61. R/D/3.19/2/SDL</p> <p>53.R/D/3.5/1/Curriculum</p> <p>62. R/D/3.19/3/MMA</p> <p>63. R/D/3.19/4/Crit. ICAs</p> <p>71. R/D/4.9/1/FL</p> <p>72. R/D/4.9/2./CELS</p>
4.10	Course design and development takes into account the needs of differently abled students by employing teaching and learning strategies which make the delivery of the course as inclusive as possible.	The needs of differently-abled students were not considered during the course design as they are not admitted to Dance dept.		

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.	Implemented accordingly	Handbook SLQF as a guide; Different Credit hours for practical and theory Master Timetable University Calendar	RC/007 53.R/D/3.5/1/Curriculum 20. R/D/1.1.13/4/MT DA/04.1/GN1.3
4.12	Course content has adequate breadth, depth, rigour and balance and the teaching programme can be successfully completed within the planned time.	Aligned with SLQF/SBS and can be completed on time.	SLQF; Curriculum; Handbook; Dropout rate; Timetable; Syllabus and contents Dance course evaluation reports on course contents Students' Attendance Sheets	DA/03.1/PR/2; DA/ST/01.1/SD1; DA/01.1/S16; DA/01.1/S14; DA/02.1/GC1 53.R/D/3.5/1/Curriculum 28.R/D/1.16/2/CD 73. R/D/4.12/2/AS
4.13	Course design, development and delivery incorporates appropriate media and technology.	Dept. did not use ICT for course delivery.		
4.14	The staff involved in instructional design and development have been trained for such purposes and undergo regular training.	The SDC and IDAS projects provided training for the courses design. Dance staff need further training in Tamil medium.	SDC; IDAS; HETC;	DA/01.2/SD1; DA.03.1/PR4; DA/03.1/PR3;

4.15	Appropriate and adequate resources for course design, approval, monitoring and review processes are made available by the Faculty/Institute.	FQAAC, IQAAU are in rudimentary level. - Faculty conducted a special one day workshop in March 2013 – Sponsored by HETC.	Curriculum design workshop; No financial allocation for outside subject expert for design & monitoring	DA/ST/01.1/SD1.1;
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.	The present curriculum was introduced before the existence of the curriculum evaluation committee. The course structure, academic standards and specifications were sent for approval of the FB and Senate	FB minutes; Senate minutes; Curriculum: Curriculum evaluation committee;	S/ 351 FB/197 DA/ST/01.1/SD1; DA/03.3/M5;
4.17	Relevant staff are made aware of the criteria against which the course proposals/specifications are assessed in the course approval process.	Relevant staff were made aware through a special notification from the Dean	Dean's letter on course specifications;	DA/ST/01.1/SD1.1;

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.	The IQAC has already adopted policies to undertake these activities.	IQAU policy document	DA/03.1/PR2;
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.	Evaluated at required time with internal & external examiners.	Curriculum –BFA Dance List of examiners External examiners profile External Examiner Report Student Feedback on Exam	53.R/D/3.5/1/Curriculum 74. R/D/4.19/1/LE 75. R/D/4.19/2/EEP 75. R/D/4.19/3/EER 76. R/D/4.19/4/SFE
<p>Summary Strengths: Participatory approach: Academics including temporary and visiting Lecturers involved and contacted over the phone Adoption of SLQF, ILOs, OBE : Course guides included ILOs, Graduate Profile, OBE etc. SBS has been partially incorporated. Logical Structure & Progress in Knowledge: Both have been adequately addressed and had been concerned during curriculum development.</p>				

	<p>Weaknesses Adoption of SCL: Curriculum has to be fine tuned to SCL and the staff need to be given training in Tamil medium. Adoption of SBS: SBS statements are partially / indirectly incorporated.. Evaluation, Monitoring and Reviewing via IQAC: This did not take place as the IQAC was formed in 2016 only Vocational & Professional Training: Needs to be addressed. The Syllabus for Course unit on Career development needs to be included as per UGC Commission Circular 934 of 2010. Annual Graduate Survey: should be done systematically.</p>
	<p>Opportunities IQAC/Arts Faculty is just now turns to be active, it needs to direct the BFA program delivery. A new QAC for Fine Arts is formed.</p>
	<p>Threats: Offshore campuses of Indian Universities in Jaffna. This might attract students for bachelor's or masters' degrees. Though their quality of education is challengeable, students might join there to get postgraduate qualifications.</p>

Criterion 5 - Teaching and Learning				
No.	Standards	Claim of the Degree of Internalization of Best Practices and level of achievement of standards	Documentary Evidence	Code No. of Evidence
5.1.	Teaching and learning strategies are based on the Faculty's/Institute's mission, and curriculum requirements.	Teaching & learning are done accordingly	Handbook Curriculum BFA Dance	RC/007 53.R/D/3.5/1/Curriculum

5.2	The Faculty/Institute provides course specifications and timetables before the commencement of the course	Timetable is announced timely by Dept. Hand book provides course detail.	Master Timetable- Class times Handbook Notices calling for applications for exam	20. R/D/1.1.13/4/MT RC 007 77. R/D/5.2/1/CA
5.3	Teaching learning strategies, assessments and learning outcomes are closely aligned (constructive alignment).	Aligned accordingly	External Examiner's report Student feedback on exams Examination papers Types of assessment in curriculum	75. R/D/4.19/3/EER 76. R/D/4.19/4/SFE R/D/1.16/3/PP R/D/1.15/03/CS
5.4	Teaching learning strategies offered are also appropriate and accessible to differently abled students if the programme caters for such students.	No such students are admitted to Dance.		

5.5	The Faculty/Institute encourages blended learning (mixture of diverse delivery methods) as a way of maximizing student engagement with the programme/courses.	Dept. uses different methods including demonstration, lecture, practice, correction feedback methods of teaching by lecturer/ instructor / temporary staff	Master Timetable Observe practical teaching directly. Student feedback on teaching	20. R/D/1.1.13/4/MT 77. R/D/5.5/1/SFT
5.6	Teachers integrate into their teaching, appropriate research and scholarly activities of their own/others' and current knowledge in the public domain.	Staff guide the dissertation as per their research field. Staff's research are relevant to the curriculum	List of Dissertation List of Specialization of staff teacher evaluation by students; research reports of staff; Annual reports- staff publication	70. R/D/4.9/1/LD 78. R/D/5.6/1/SS 79. R/D/5.6/2/SE-T 80. R/D/5.6/3/RP 81. R/D/5.6/4/AR
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.	Adopts for certain course units like choreography Group Assessments, Library work are given. Self Directed learning groups	Group Assessment marks Library attendance Student Participation at national level competitions	82. R/D/5.7/1/ICA 80. R/D/5.7/2/LA 84. R/D/5.7/2/KT

5.8	Teachers encourage students to contribute to scholarship, creative work, and discovery of knowledge to relate theory and practice appropriate to their programmes and the institutional mission.	<p>Dept encourage students</p> <p>Students perform dance at Convocation Programs & Research Conferences</p>	<p>Creative activities by students/ student societies</p> <p>Students awards/certificates at national level dance competitions</p> <p>Self directed learning- Creating/ Choreographing</p> <p>BFA Dance curriculum-(1st year & 4th year courses)</p> <p>Documents of Muzhu Mathi Arangu (Full Moon Theatre</p> <p>Dance Repertoires by students</p> <p>Video clips on univ. web.</p>	<p>39. R/D/1.24/KKM</p> <p>85. R/D/5.8/1/S Aw.</p> <p>61. R/D/3.19/2/SDL</p> <p>53.R/D/3.5/1/Curriculum</p> <p>62. R/D/3.19/3/MMA</p> <p>86.R/D/5.8//2/DR</p> <p>http://www.jfn.ac.lk/index.php/gallery/cultural-event-2k17/3/</p>
5.9	Teaching learning strategies include providing opportunities for students to work in study groups to promote collaborative learning.	Group Assessments encouraged Collaborative learning is done by students.	<p>Evidence for group activities; Evidence of informal peer study groups.</p> <p>Performance after collaborative learning</p>	<p>60. R/D/3.19/1/GA</p> <p>Check with student</p> <p>https://www.youtube.com/watch?v=iT_Ct5HeFQg</p>

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.	4th year students are supervised by lecturers for their research. Publications must be encouraged	List of dissertation of students	70. R/D/4.9/1/LD
5.11	Teaching learning strategies ensure that they are not gender discriminative and abusive.	Dept. is a female dominant place. No complaint from the small number of male students	Policy on gender equity; student and staff number	Visit GEE Cell at Uni. 87. R/D/5.11/2/S&S list
5.12	Teaching and learning activities are monitored routinely for their appropriateness and effectiveness.	Monitored by Head/Dance through feedback forms from students	Student evaluation on Subject teaching student satisfaction survey	24.R/D/1.15/01/SER /Subj 88. R/D/5.12/1/SS
5.13	The teachers adopt innovative pedagogy and appropriate technology into teaching learning processes and monitor progress in the use of technology.	Artists from India are invited for workshop/ additional teaching. Though innovative pedagogy is used, technology was not used.	Regular workshops by Forum on Trends in Bharatha Dance	89. R/D/5.13/1/FTBD
5.14	Teachers adopt both teacher directed and student-centred teaching-learning methodologies as specified in the course specifications.	Adopted through direct teaching and student input for choreography	Observe the practical teaching of choreography	Visit the lecture hall

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.	Library facility –supplementary to teaching	Library records.	RC/005
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.	Dept. collects feedback on teaching, uses results summary for improving teaching	Student evaluation on Subjects taught . Student Performance Statistics	24.R/D/1.15/01/SER/S ubj 90. R/D/5.16/1 SPS
5.17	The teachers use the information gained from assessment of student learning to improve teaching-learning.	Analysis of the students' assessment to improve teaching and learning.	ICA for Practical units Student performance statistics and reports; External examiners reports.	Observe Directly 90. R/D/5.16/1 SPS 100. R/D/5.17/1/EER
5.18	Allocation of work for staff is fair and transparent, and equitable as far as possible.	Implements properly	Documents on work norms and work load of staff Subject is allocation at staff meeting List of Examiners. Staff feedback on workload	101. R/D/5.18/1/WL-Ac 102. R/D/5.18/2/SF 103. R/D/5.18/3/SM&Sub.Allo 104. R/D/5.18/4/LE 105. R/D/5.18/5/SF on WL

5.19	The Faculty/Institute uses a defined set of indicators of excellence in teaching to evaluate performance of teachers, identify champions of teaching excellence, and promote adoption of excellent practices.	No such mechanism in operation at the Faculty level.		
	<p>Summary:</p> <p>Strengths: Teaching-learning strategies, outcome alignment, blended learning: have been utilised sufficiently Self-directed learning connecting theory and practice: Theory and practical research and field report connect both. Collaborative learning: : In-course assessments adequately address</p>			
	<p>Weakness Learning via research: In-course assessments need to address this more. Students publication: have to be improved Monitoring in Teaching and learning: needs to be done once IQAC creates necessary tools Student feedback and Peer review: needs to be done systematically Assessing Teaching excellence via indicators: have to be developed and implemented. Facilities: Non functional Career guidance unit. Health centre is closed. Internet lab is not maintained properly by the AR/RAFA Non Credit course unit on Career Guidance: not taught.</p>			
	<p>Threats Teachers need training on use of appropriate facilities, amenities and activities to engage in active/deep learning.</p>			
	<p>Opportunity Once the Sir Ramanathan Institute of Visual and Performing Arts is formed, program delivery can be monitored closely.</p>			

Criterion 6 -Learning Environment, Student Support and Progression				
No.	Standards	Claim of the Degree of Internalization of Best Practices and level of achievement of standards	Documentary Evidence	Code No. of Evidence
6.1	The Faculty adopts a student friendly administrative, academic and technical support system that ensures conducive and caring environment, and greater interaction among students and staff.	<p>Staff - Student interaction is satisfactory</p> <p>a) Availability of needed information in the website b) Conveying up to date info through notices; c) student reps to Fac. Board c) Student societies d) Batch reps can discuss student matters with the HoD. e)) students need a good study space.</p>	<p>Faculty Website</p> <p>Dept Notice board- Displayed notices</p> <p>Minutes of the faculty board</p> <p>Communication with KKM</p> <p>Students' Requests</p> <p>Check physically with the students</p>	<p>www.arts.jfn.ac.lk</p> <p>106. R/D/6.1/1/DN</p> <p>DA/ST/ 01.1/SD4</p> <p>6. R/D/1.4./2/KKMR</p> <p>107. R/D/6.1/2/SR</p>

6.2	The Faculty/Institute identifies learning support needs for its educational programmes and methods of delivery and provides effective learning environment through appropriate services and training programmes.	<p>Library, ICT labs, Lecture rooms with multimedia, healthcare and security services are provided. Effective learning needs to be ensured through :</p> <p>a) Student's opinion b) Training the students</p> <p>There is no established mechanism of student academic support.</p> <p>Practical halls are not conducive for physical exercises.</p>	<p>Library Health Centre</p> <p>Student Feedback on learning environment</p> <p>Workshops & Guest Lectures by Forum on Trends in Bharatha Dance</p> <p>Need analysis survey from students</p> <p>Staff get training at SDC</p> <p>Student Satisfaction Survey</p>	<p>DA/02.2/GL3 DA/02.1/GH1</p> <p>108. R/D/6.2/1/SFLE</p> <p>89. R/D/5.13/1/FTBD</p> <p>109.R/D/6.2/1/NA</p> <p>110. R/D/6.2/3/ST on SS</p> <p>88. R/D/5.12/1/SS</p>
6.3.	The Faculty/Institute offers all incoming students an induction programme regarding the rules and regulations of the institution, student-centred learning, outcome based education and technology based learning.	<p>The orientation programme for new comers is obligatory.</p> <p>Rules and regulations of the University, SCL,OBE and TBE are addressed at the orientation programme</p>	Orientation Programme Handbooks	DA/02.2/GO1 RC/007

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.	Code of conduct for students is ready, but waiting for Council approval. Student charter is communicated through orientation programme	University calendar 2016 Schedule of the Orientation programme	DA/04.1/GN1.3 DA/02.2/GO1
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	Guidance is given through a)Orientation programme b) Student centred learning c)Co curricular activities; they are not functioning in a real sense of their intended purposes.	Orientation Program schedule Student Awards for sports Cultural Activities & Dance Performances	DA/02.2/GO1 36. R/D/1.22/2/SA 37. R/D/1.22/3/CA& DP
6.6	The Faculty/Institute monitors/ evaluates student support services and use the information as a basis for improvement.	Student support services are not monitored.		
6.7	The Faculty/Institute provides ongoing training for users of common learning resources such as library, ICT, and language laboratories.	Training provided for the students and staff on ICT and Library. For students ESL-lab.	SDC attendance IDAS workshop Library work shop ELTC	DA/01.2/SD1 DA/02.2/GL3 DA/03.1/PR4 DA/03.2/CD17

6.8	The Faculty/Institute which offers professional/science based programmes, provides ongoing training for users of specialized learning resources such as clinical facilities, etc.	Not applicable		
6.9	The Faculty/Institute has appropriate infrastructure, delivery strategies, academic support services and guidance to meet the needs of differently abled student.	Faculty has moderate infrastructure facilities No appropriate delivery strategies. Differently abled students are not admitted to Dance Dept.	Capital works Senate minutes	DA/02.1/GC5 DA/3.3/M5;
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.	Library has automatized the LIBSYS cataloguing system ICT Lab@ RAFA is not maintained properly	Library ICT Library records Check directly	DA/02.2/GL3 R/C/005

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	<p>Students are motivated to use the library</p> <p>Some course units have inbuilt assessment strategy to motivate students to review library material.</p> <p>Library task during lecture hours for certain units</p>	<p>Library visit for orientation program</p> <p>Library records</p> <p>of students using the library for relevant purposes;</p> <p>Library Time for certain lectures</p> <p>Recommended readings in curriculum</p>	<p>DA/02.2/GO1</p> <p>R/C/005</p> <p>111. R/D/6.11/1/LT</p> <p>53.R/D/3.5/1/Curriculum</p>
6.12	The Faculty/Institute maintains up-to-date records on student progress through out a programme of study and provide prompt and constructive feedback about their performance.	<p>Exam results and GPA documents are at Exam Branch</p> <p>Students are not given feedback on their progress</p>	GPA and Class list	Check directly at Exam Branch
6.13	The Faculty/Institute promotes active academic/social interaction between the faculty and students.	<p>The Dept. supports Kavinkalai Manra activities.</p> <p>Academic Discussions at Forums</p>	<p>Request by Kavinkalai Manram</p> <p>Forum on on Trends in Bharatha Dance.</p>	<p>6. R/D/1.4./2/KKMR</p> <p>89. R/D/5.13/1/FTBD</p>
6.14	The Faculty/Institute recognizes and facilitates academic interaction between the peer helpers/ mentors/senior guides and students.	Students are guided by senior lecturers	List of Dissertation	70. R/D/4.9/1/LD

6.15	Co-curricular activities such as sports and aesthetic programmes conform to the mission of the Faculty, and contribute to social and cultural dimensions of the educational experience.	<p>University Colours nite</p> <p>Faculty level Arts Week cultural and sports events organized.</p> <p>RAFA Students celebrate Navaratri and Christmas.</p> <p>Students are allowed to participate at external competitions</p>	<p>Colours nite</p> <p>Arts week.</p> <p>Activities of Kavinkalai Manram</p> <p>Letter of request for competition</p> <p>Student Awards</p>	<p>DA/03.2/CD9</p> <p>DA/04.1/GN/1.4</p> <p>6. R/D/1.4./2/KKMR</p> <p>5. R/D/1.4./1/SR</p> <p>85. R/D/5.8/1/S Aw.</p>
6.16	Students are equipped with career management skills along with soft skills empowering them to make informed career choices through the CGU.	<p>Common career guidance workshops conducted.</p> <p>Course unit on Career guidance is not taught</p> <p>CGU must pay special attention to Dance students</p>	<p>Career guidance workshop</p> <p>CGU annual report</p> <p>UGC Commission circular</p> <p>And</p> <p>Curriculum</p>	<p>DA/02.1/GC3</p> <p>Com.Cir 934 of 2010</p> <p>53.R/D/3.5/1/Curriculum</p>
6.17	Learning experience is enhanced through opportunities such as industrial placement/internships/work based placements.	Not in practice	.	
6.18	The Faculty/Institute has internalized the policies on gender equity and equality and ensures that there is no direct or indirect sexual discrimination/ harassment.	Policy and by laws for GEE were prepared in 2016 and GEE Cell was established in 2017.	Policy document on GEE and SGBV;	http://www.unit.jfn.ac.lk/cgee/

6.19	The Faculty/Institute regularly and systematically gathers relevant information about the satisfaction of students with the teaching programmes/courses offered and support services and the information is used in improvement.	Partially followed	Student satisfaction survey Student evaluation on teaching	88. R/D/5.12/1/SS 24.R/D/1.15/01/SER/S ubj
6.20	The Faculty/Institute is proactive in counseling the students to facilitate their progression from one level of a programme to another and for qualifying for an award and employment/advanced study.	Academic counseling is provided at the faculty level in the first year orientation programme. Student handbook provides necessary information.	Orientation programme Handbook List of Alumni with PG Degree in Dance	DA/02.2/GO1 RC/007 R/D/6.20/1/AlumPGD
6.21	The Faculty/ Institute facilitates the students who do not complete the programme successfully to settle with the fall back options available.	Students are not given fall back option except to defer their study program upon reason.	Handbook Student appeal	RC/007 DA/ST/01.1/SD4
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.	Partially followed. University's total expenditure for per Student Cost is mentioned in annual report.	Annual Report	3. R/D/1.2/1/AR

6.23	Faculty/institute promptly deals with students 'complaints and grievances, and deliver timely responses.	Faculty has student appeal in the agenda item. HoD handles students' grievances mechanism	Faculty board minutes Student Complaints / Requests	DA/ST/01.1/SD4 112. R/D/6.23/1/SRG
6.24	The Faculty networks with alumnus and encourage alumnus to assist students in preparing for their professional future.	Allumni participate in the workshops at the Dept.	Attendance of Forum on Trends in Baratha Dance	89. R/D/5.13/1/FTBD

	Summary
	<p>Strength Staff-Student Interaction: better now but needs to be improved. Self-directed learning: adequately addressed in all course units Course Evaluation: This is done but needs to be more systematic.</p>
	<p>Weakness Learning Support : needs to be formalized via various methods Code of Conduct: Book should be given to everyone Monitoring Student Progress: needs to be done by centralised data bank unit Gender equity & ragging: needs additional concern in terms of implementation. Fall-back option: Not granted. Student Grievances: needs serious concern Alumnus link: needs to be developed</p>

Criterion 7 - Student Assessment and Awards				
No.	Standards	Claim of the Degree of Internalization of Best Practices and level of achievement of standards	Documentary Evidence	Code No. of Evidence
7.1	Assessment strategy of student learning is considered as an integral part of programme design, with a clear relation between assessment tasks and the programme outcomes.	Adopted accordingly	Handbook examination rules and regulation Curriculum	RC/007 DA/03.2/CD5 53.R/D/3.5/1/Curriculum
7.2.	Assessment strategy is aligned to specified qualification/level descriptors of the SLQF and SBS and requirements of professional bodies.	Assessments are accordingly aligned.	Curriculum of Programme/courses; SLQF &SBS Exit survey reports by Dean/Arts	53.R/D/3.5/1/Curriculum 113.R/D/7.2/1SLQF& SBS DA/ST/01.2/SC4
7.3	The Faculty/Institute has procedures for designing, approving, monitoring and reviewing the assessment strategies for programmes (incorporating all aspects of training including industrial training, clinical training etc) and awards.	The system is in practice.	Curriculum evaluation committee minutes QA Policy and By-laws Curriculum	DA/3.3/M5 (U) DA/ST/1.2/SC1 (F) DA/ST/01.2/SC4 53.R/D/3.5/1/Curriculum

7.4	The Faculty/Institute reviews and amends assessment strategies and regulations periodically as appropriate and remains fit for purpose.	Faculty reviews the assessment strategies in every five years with curriculum revision.	Curriculum Minutes of review committee meetings; Refer to the sample ICA and see the practical assessments directly.	53.R/D/3.5/1/Curriculum DA/ST/01.1/SD1 29.R/D/1.16/3/ICA
7.5	The Faculty/Institute ensures the weightage relating to different components of assessments are specified in the programme/course specifications.	The weightage is specified.	Handbook- Curriculum	DA/01.1/S16 53.R/D/3.5/1/Curriculum
7.6	The Faculty/Institute adopts policies and regulations governing the appointment of both internal and external examiners	Faculty has regulations for appointing internal & external examiners List of examiners include external and internal examiners approved by FoA / Senate	Appointments of external examiners Manual of Exam Procedures University Calendar (2016) Letter of appointment to internal examiners Letter of request/consent/appointment to internal examiners	DA/03.2/CD5, DA/4.1/GN/1.3 114.R/D/7.6/1/Ex.Duty 115.R/D/7.6/2/LtoEx.Ex
7.7	Faculty/Institute ensures that the reports from external examiners are considered by the examination board in finalizing the results.	Marks of External examiner is equally weighted as internal examiner's marks.	Manual of examination procedures; Practical Exam Detail Marks sheets	DA/03.2/CD5 116.R/D/7.7.1/P.Ex.

7.8	Students are assessed using published criteria, regulations, and procedures that are adhered to by the staff and communicated to students at the time of enrollment / recruitment.	Practiced	Exam regulations and rules; curriculum development Orientation Program Student's Handbook. Marking Criteria on Question Paper –Practical Marking Scheme-Theory Paper	DA/03.2/CD5 DA/03.2/CD5 DA/02.2/GO1 RC/007 117/R/D/7.8/1QP-P 118/R/D/7.8/2/MST
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.	Senior Staff ensure this. Staff bound by the professional ethics to ensure no conflict of interest in assessments. Dept. decides relevant staff at staff meeting	SDC Workshop on Exams Code of Ethics for Academic Staff Competent staff are approved by Senate for exam Minutes of staff Meeting	DA/01.2/SD1 DA/4.1/GN/1.3 73. R/D/4.19/1/LE 119.R/R/7.9/1/MSM
7.10	Appropriate arrangements/ adjustments/ facilities are made available by the Faculty regarding examination requirements for students with disabilities wherever relevant.	Differently abled students are not admitted to BFA Dance degree programs.		

7.11	Students are provided with regular, appropriate and timely feedback on formative assessments to promote effective learning and support the academic development of students.	Staff provide feedback on assessments immediately	Provided regularly	29.R/D/1.16/3/ICA Observe Practical assessments directly
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.	<p>Dept. uses open panel marking for practical & open making for theory exams.</p> <p>Feedback obtained from external examiners & students</p> <p>HOD verifies marks calculated by examiners.</p> <p>Pre-Results board meeting & Faculty level.</p>	<p>Detail marks by 2 internal examiners and 1 external examiner.</p> <p>Marking criteria on question paper- Practical</p> <p>Marking scheme-theory</p> <p>External Examiner Report</p> <p>Student Feedback on Exams</p> <p>Details Marks sheet signed by HOD</p> <p>answer scripts</p> <p>Handbook</p> <p>Expert Committee on Standardizing Marking Scheme</p>	<p>120/R/D/7.12/1/DMS</p> <p>117/R/D/7.8/1/QP-P</p> <p>117/R/D/7.8/2/MS-T</p> <p>75. R/D/4.19/3/EER</p> <p>76. R/D/4.19/4/SFE</p> <p>120/R/D/7.12/2/DMS</p> <p>121/ R/D/7.12/3/AS</p> <p>RC/007</p> <p>122/R/D/7.12/4/EC on SMS-Minutes</p>

7.13	Graduation requirements are ensured in the degree certification process and the transcript accurately reflects the stages of progression and student attainments.	Graduation requirement is ensured.	Handbook List of graduates for convocation	RC/007 DA/ST/01.1/SD9
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.	Exam branch issues degree completion statement with GPA & class. Transcript is not given to students but sent to higher learning institutions on request	Sample transcripts;	R/D/7.14/1/TS
7.15	Examination results are documented accurately and communicated to students within the stipulated time.	Results documented & displayed on time.	Displayed Results on the notice board	R/D/7.15/1/RD
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.	Faculty follows UGC manual of examinations.	Manual of examination procedures; By-laws on examinations(not yet approved); Refer to the approved curriculum BFA-Dance	DA/03.2/CD5 DA/03.2/CD5 53.R/D/3.5/1/Curriculum

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.	Academic misconduct at exams are inquired and punished by the Senate	Manual of Exam procedure	DA/03.2/CD5
<p>Summary Strength Assessment Strategy: each course is designed taking the OBE and SCL principles into account. Internal and External Examiners: We do an open marking for practical examinations. Regular & timely feedback: partly done but should be done to all in-course assessment. Documentation/communication of results: done timely and regularly. feedback collected from examiners and students</p> <p>Weakness Monitoring and Reviewing: This is not undertaken by the FOA. But should be done. Exam-By-laws for academic misconducts: Senate handles exam violations</p>				
Criterion 8 - Innovative and Healthy Practices				
No.	Standards	Claim of the Degree of Internalization of Best Practices and level of achievement of standards	Documentary Evidence	Code No. of Evidence
8.1	The Faculty/Institute has established and operates ICT based platform (i.e. VLE/LMS) to facilitate multimode teaching delivery and learning.	Yet to be established at the faculty or study program level.	Strategic management plan	DA/02.1/GC4

8.2	The Faculty /Institute encourages the staff and students to use OER to supplement teaching and learning.	Teachers recommend students to watch youtube to learn from Dance Performance of Indian Artstes.	Recommended Video Resources	123. R/D/8.1/VR https://www.youtube.com/watch?v=drniWSKXtDc
8.3	The Faculty/Institute recognizes complementarity between academic training, research and development (R&D), innovations, and industry engagement as core duties of academics.	The staff involved in practical based research and dramaturgy for creative / repertoire production.	Cultural Programs News Paper/Critical Articles on the Dance Programs	59. R/D/3.14/CP 124 R/D/8.3/1/NPC
8.4	The Faculty/Institute has established coordinating and facilitating mechanisms for fostering research and innovation and promoting community and industry engagement.	a) University/faculty research committee monitor and facilitate research b) Publications of research journals at the faculty level in Tamil and English c) Faculty of post graduate studies having the possibilities to do M. Phil. and Ph. D. research d) Departmental level and university level research conferences e) Faculty academic forum	Research committee reports and minutes Faculty research journals FPGS handbook Research conference (JUICE) Faculty forum; Academic Journals of the Faculty	DA/03.3/M13 DA/02.1/GF1 DA/ST/01.2/SC6 DA/04.1/GN/1.5 DA/04.1/GN/1.7 DA/04.1/GN/1.6 Sri Lankan Journal of South Asian Studies; Cinthanai
8.5	The Faculty/Institute implements reward system to encourage academics for achieving excellence in research and outreach activities.	No such system in place but research and outreach activities are considered for promotion, confirmation and increment	UGC circular University promotion circular Increment sample form	DA/03.1/CL2 DA/04.1/GN/1.8

8.6	The study programme contains an undergraduate research project as a part of the teaching and learning strategy and encourages students to disseminate the findings.	4 th Year Dissertation is a must.	List of Dissertations Articles by Students	70. R/D/4.9/1/LD 125 R/D/8.6/1/SA
8.7	The study programme contains an 'industrial' attachment/training as a part of the teaching and learning strategy; it is operationalized through formal partnerships with 'industrial' establishments.	Not in practice for BFA Dance		
8.8	The Faculty/Institute has established and operationalized strong links with various international, national, governmental and non-governmental agencies and industries, and uses such linkages to build the reputation of the institution and expose students to the ' world of work' and to promote staff and student exchange.	To be established with a National Art Theatre		
8.9	The Faculty/Institute has diversified its sources of income to complement the grants received through Government by engaging in income-generating activities.	Grants not generated.		

8.10	The Faculty/Institute practices a credit-transfer policy in conformity within situational policies that allows its students to transfer credits to another Faculty/Institute.	No credit transfer policy in place		
8.11	The Faculty/Institute promotes students and staff engagement in a wide variety of co-curricular activities such as social, cultural and aesthetic pursuits, community and industry related activities, etc., and such pursuits are well supported with physical, financial and human resources.	Co-Curricular Activities are limited except for 1. Kavin Kalai Manram Activities 2. Dance programs for conferences 3. Full Moon Day Program	Activities of Kavinkalai Manram Dance Repertoires for Conferences & Events List of events at MMA	6. R/D/1.4./2/KKMR 86.R/D/5.8//2/DR http://www.jfn.ac.lk/index.php/gallery/cultural-event-2k17/3/ 62. R/D/3.19/3/MMA
8.12	Faculty/Institute encourages student participation at regional/national level competitions (such as IQ, innovation, sports etc.) and reward outstanding performers.	Dept. allows students to participate at competitions	Student Awards & Certificates	85. R/D/5.8/1/S Aw.

8.13	The academic standards of the study programme is assured through regular revision of Curriculum, close monitoring of its implementation and use of external examiners for moderation and second marking.	Curriculum is revised every five years. External Examiners are compulsory -Practical	Student Handbook Curriculum External Examiner Report Letter of request/consent/appointment to external examiners	DA/01.1/S16 75. R/D/4.19/3/EER 115.R/D/7.6/2/LtoEx. Ex
8.14	The Faculty/Institute implements a mechanism for the students who do not complete the programme successfully to exit at a lower level with a diploma or certificate, depending on level of attainment (fallback option).	Not allowed Action will be initiated soon.		

	<p>Summary:</p> <p>Strength</p> <p>Reward system: only for the best academic performance certificates issued by the VC to students</p> <p>Undergraduate Research: well prepared laboured material needs to be disseminated via publication channels.</p> <p>Regular revision of curriculum: it is in process (every 5 years)</p> <p>Student's national & regional participation: talented students participate at international, national and regional events and win prizes.</p>
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Weakness

Link Academic training-Research development-innovation-industry: needs to strengthen

Income generating activity: needs to find other avenues

Link to national, international, non-govt. organizations: it is there, but should be expanded

Internship: needs attention

Fall Back option: few students have to quit after 2 or 3 years but not given any certificate/Diploma/general degree.

Programme Review of Department of Music

(The standards, study programme's claims of compliance, the documentary evidence to support each claim of compliance and codes of the evidence used which are common to the Faculty of Arts)

Criterion 1: Programme Management				
No	Standard	Claim of the degree of internalization of Best Practices and level of achievements 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.	<p>The Faculty's organizational structure complies with the University act 16th of 1978.</p> <p>Faculty organizational structure and academic administration comes under the Dean Faculty of Arts: sixteen Departments and 3units function under the heads and coordinators. Sub committees and Ad-hoc committees are supporting the function of the Faculty and Departments.</p> <p>Senior Assistant Registrar coordinates the Academic and non academic matters.</p>	<p>University Act 16th of 1978</p> <p>University Corporate plan</p> <p>University calendar 2016</p>	<p>DA/04.1/GN/1.3</p> <p>DA/02.1/GC4</p> <p>DA/04.1/GN/1.3</p>
1.2	The Faculty/Institute Action Plan is up to date and aligned with the University's/HEI's	University's and Faculty's Strategic Plan is updated and aligned with the action plan	University Corporate plan	DA/02.1/GC4 DA/ST/01.1/SD9

	Strategic Plan; demonstrates readiness to adopt new trends in higher education; is implemented as planned and monitored regularly.	with new trends. Monitored by Senate and Council	Senate and Council minutes Financial Regulation University strategic plan	DA/03.4/M3 DA/04.1/GN/1.9 DA/02.1/GC4
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.	The management procedures are adopted with administrative guidelines; Audit reports and Financial Regulations of the University; University Calendar is approved by the Senate in 2016 and waiting for the council approval.	Finance committee Senate minutes, regulations guidelines Annual fund allocation	DA/3.4/M5 DA/ST/01.1/SD9 DA/02.1/GA3
1.4	The Faculty/Institute adopts a participatory approach in its governance and management and accommodates student representation on faculty committees and student welfare committees.	Regular communication with the students and staff is maintained; provisions are made for two student representatives to attend the meetings of the Faculty Board; Student handbook; posting of printed notices on boards. University Website and public print and electronic media Three representatives of the educated public appointed as	Faculty Board meeting minutes Handbook Welfare Welfare fund University Website Faculty website Paper advertisements Notice board documents Faculty Board Minutes	DA/ST/01.1/FB1 28.R/C/007 DA/03.2/CD14 DA/01.1/S1 DA/01.1/S11 www.jfn.ac.lk www.jfn.arts.ac.lk DA/02.1/GA2 DA/02.2/GN1 DA/ST/01.1/FB1

		external members of Faculty board. For the opportunity to the students for their participation in the cultural activities, there is a student's body name as kavinkalai manram.	Students letters of kavinkalai manram & letter head	2.RAD/002
1.5	The Faculty/Institute adheres to the annual academic calendar that enables the students to complete the programme and graduate at the stipulated time.	The Faculty's academic calendar dates are approved by the Faculty board and Senate. The calendar dates are not stable due to the trade union activities and unrest of the students; however the 15 week semester program is ensured.	Annual academic calendar dates in the Faculty board minutes. The period between student registration and graduation	DA/02.1/GC1 DA/ST/01.1/FB1 DA/ST/01.1/FB1
1.6	The Faculty/ Institute makes available a Handbook to all incoming students; it provides general information on the history and current status of the Faculty/Institute, brief descriptions of study programme(s) offered, learning resources, student support services, disciplinary procedures, welfare measures, the rights and responsibilities of students, and grievance redress mechanisms.	The student handbook issued to all the incoming students where except the right and responsibilities of the students, all other information and grievance redress mechanism are given. Based on the UGC student charter (01.03.2012) a Student charter is formulated to the university in 2016 and approved by the Senate waiting for the council approval.	Handbook Student code of conduct UGC Student Charter	28.R/C/007 DA/4.1/GN/1.3 DA/01.1/S13

1.7	The Faculty/ Institute makes available a Study Programme Prospectus to all incoming students; it provides information on the curricula of the study programme(s) and courses offered, options available to exit at different levels, optional courses and electives offered, examination procedures and grading mechanism, graduating requirements, examination bylaws, etc.	The handbook and orientation program provide information on the titles of the each course units, available courses, options available to exit at different levels, optional courses, electives offered, examination procedures, grading mechanism, graduate requirements and information regarding exams.	Orientation Programme Handbook	DA/02.2/GO1 28.RC/007
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.	Faculty and Department Websites are not updated due to continues cyber attack. Reconstructing the website is in progress.	University Website Website related documents	www.jfn.ac.lk DA/04.1/GN2.1
1.9	Faculty/Institute offers an induction/orientation programme for all new students to facilitate students' transition from 'school' to 'university' environment.	The Faculty conducts an orientation program for all the newly enrolled students.	Orientation programme Schedule and student attendance	DA/02.2/GO1

1.10	The Faculty/Institute securely maintains, updates and ensures confidentiality of permanent records of all students, accessible only to authorized personnel with provision for secure backups of all files.	<p>The departments maintain student profile and exam marks. The Admission Branch and Health care centre maintain personal file for each students. The permanent records are confidentially maintained and accessible only to authorized personnel.</p> <p>Maintaining students profile at the dept with detail academic and personal records began.</p> <p>Examination results are kept confidential.</p>	<p>Students Profile</p> <p>Students Profile</p> <p>Filled forms in files for each Batch.</p> <p>Examination result.</p>	<p>42.ADA/035</p> <p>42.RAD/035</p> <p>4.RAD/004</p>
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).	<p>Limited facilities are available at the University level. The ICT platform is proposed to be implemented from 2017 as proposed in the Strategic Management Plan.</p> <p>The students and the staff usage of multimedia projector, camera and internet.</p>	<p>Inventory of ICT facilities at the Faculty</p> <p>Strategic Management Plan</p> <p>The various art works and the soft copies of projects.</p> <p>Inventory of ICT facilities at the Faculty</p>	<p>DA/02.2/GI2</p> <p>DA/02.1/GC4</p> <p>1.RAD/001</p> <p>DA/02.2/GI2</p>

1.12	The Faculty/Institute issues a copy of the Code of Conduct/Student Charter prescribed by the University to each and every incoming student; it is communicated to all students and students' adherence to the prescribed code of conduct is closely monitored and promoted.	Since the student charter is not approved by the council it is not communicated to students. At present student discipline is based on UGC charter and student code of conduct of 2010. However the student Code of Conduct is communicated to the students during the orientation program. The senior student counsellor, student councillors and marshal assist to maintain the student discipline.	UGC Student Charter Student code of conduct 2010 University Calendar Orientation program. <i>Student Discipline</i> Student Councillors – meeting minutes	DA/01.1/S13 DA/01.1/S13 DA/04.1/GN/1.3 DA/02.2/GO1 DA/01.1/S13 DA/01.1/S4
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.	List of duties are mentioned in the appointment letter according to the e-code. Subject allocation is done at the dept level accordingly	Establishment Code Appointment letter Timetable of the lecturers and the documents for the allocation of hours.	DA/04.1/GN2 DA/04.1/GN/1.8 6.RAD/006
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 Faculty doesn't practice the appraisal system except for the annual increment and promotion.	Sample of Increment form	DA/04.1/GN/1.8

1.15	The Faculty/Institute has established an Internal Quality Assurance Cell (IQAC) with well-defined functions and operational procedures; it works in liaison with the Internal Quality Assurance Unit (IQAU) of the University/HEI and implements internal quality enhancement system.	The IQAU was established in 2013. The policy documents (2015) and Faculty QA by-laws (2016) were set up by the IQAU. IQAC was established in 2016. The cell assists to monitor graduate exit survey developed tools for student evaluation and peer evaluation	Minutes of IQAC meetings COLRIM: External Review of Quality IQAU Policy and By-laws Graduate exit survey	DA/03.1/PR2 DA/03.1/PR5 DA/03.1/PR2 DA/ST/01.2/SC4
1.16	The Faculty/Institute has established a Curriculum Development Committee (CDC) or alternative mechanisms for monitoring, reviewing and updating the curriculum.	Faculty level curriculum Evaluating committee was established in 2015. The university level curriculum evaluation Committee was established in 2013.	Faculty minutes Senate minutes	FB 226 DA/ST/01.2/SC 1 S372 DA/ 3.3/ M 5
1.17	The Faculty/Institute takes into consideration the SLQF and SBS as reference points and Outcome-based Education and Student Centered Learning (OBE-SCL) approach in academic development and planning and education provision.	The Faculty developed a programme structure by considering SLQF. Based on the QIG and curriculum design workshop conducted by the Faculty OBE- SCL was internalized. Syllabus was revised based on OBE. OBE and SCL is being practiced through pedagogy In course assessment	Curriculum QIG (HETC) Curriculum design workshop Syllabus Professional placement report	9.RAD/009 DA/03.1/PR3 DA/ST/01.1/SD1.1 RAD/009 RAD/010 RAD/011

			Assignment marks Sketch study books.	RAD/012
1.18	The Faculty/Institute adopts a clear policy and procedure on programme approval and implementation and programme discontinuation to ensure that students enrolled into the programme will complete their education without any disruption.	There is a clear procedure in practice: Program approval is under the purview of the CEC, FB, Senate and implementation is through the departments. Faculty conducts exams for students who enrolled for a programme that was discontinued. Formal approval is sought via FB.	CEC meeting Faculty board minutes Senate minutes Student appeal Special Exam FB minutes Syllabus proposal for Art & design senate minutes	DA/03.3/M5 DA/ST/01.1/FB1 DA/ST/1.1/SD9 DA/ST/01.1/SD6 DA/04.1/GN/1.8 9.RAD/009
1.19	The Faculty/Institute monitors the implementation of the curriculum and the quality of education provision through multiple measures, the findings of which are used for continuous improvement of learning provision.	Faculty monitors the implementation through exit survey and student feedback. Not in practice	Exit survey	DA/ST/01.2/SC4 DA/03.1/PR5
1.20	The Faculty/Institute has established collaborative partnerships with national and foreign universities/HEIs/organizations	Visiting Lecturers involve in the study & examination matters. The other Institutes conduct	List of examiners Staff profile Workshops	47.RAD/039 43.RAD/036 54.RAD/044

	for academic and research cooperation.	workshops.		
1.21	Faculty/Institute operates academic mentoring, student counseling and welfare mechanisms and procedures and ensures that the personnel responsible for the tasks are adequately trained to fulfill their roles.	Senior student counsellor and Assistant Registrar for student well fare are responsible for counselling and welfare mechanism. Academic counselling is given systematically by the Head and staff of the Department. All these personals are not having adequate training to perform their duties effectively. Students counsellors are appointed	Student Welfare TOR's of student counsellors and Minutes of meetings Appointment letter's of students counsellors. Correspondence with students	DA/03.2/CD14 DA/01.1/S4 8.RC/009 13.RAD/013
1.22	Faculty/Institute assures that all its students have access to healthcare services, cultural and aesthetic activities; recreational and sports facilities.	Health Centre and Sport unit provide services to all the students. No centralized or formalized system in place to cultural and aesthetic activities The students get benefits from the health center of RAFA and they also involve in the sport activities.	University Health Centre Student Personal files - Health care - University Health Centre Pictures and the correspondence with the administration. Sport certificate UMO's weekly visit to RAFA.	DA/02.1/GH1 DA/02.1/GH1 14.RAD/14 15.RC/001

1.23	Faculty/Institute implements measures to ensure the safety and security of students.	<p>Safety and security measures implemented through security service; office of the Marshal; wardens of hostels,</p> <p>24 hours Ambulance Service</p> <p>Staff members are appointed to accompany students for trips and other studies to guarantee their safety outdoor class appointment of the students counsellor the hostel warden and the security services.</p>	<p>Duties and Responsibilities of Marshal, Wardens and Security Personnel</p> <p>Hostels rule and regulations</p> <p>Attendant sheets, Students feedback, Appointment letter of the students counselor and the hostel warden the students letter to the security officer.</p>	<p>DA/01.1/S13</p> <p>DA/01.1/S13</p> <p>17.RAD/017</p> <p>08.RC/009 19.RC/003</p> <p>18.RAD/018 19.RAD/019</p>
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.	<p>The Examinations are conducted under the 1985 UGC manual of Examination procedure. University formulated a new set of by-laws for examination in 2016 waiting for council approval. Student disciplinary procedures are based on student discipline manual. Formation and function of student union based on University act. Available at the hostel, Student welfare office.</p>	<p>Manual of Procedure for conducting examination</p> <p>University Calendar 2016 Student Discipline Manual</p> <p>University Act</p>	<p>DA/03.2/CD5</p> <p>DA/04.1/GN/1.3 DA/01.1/S13</p> <p>DA/04.1/GN/1.1</p>

1.25	The Faculty/Institute offers special support and assistance for students with special needs or differently-abled students.	Infrastructure facilitates (lift, slide trailing) Special provisions for exams	Special evaluation criteria for visually challenged candidates Faculty board meeting minutes Senate minutes Welfare - Students with special needs Request from the students with special needs	DA/01.1/S17 FB/218 S/391 DA/01.1/S17 DA/ST/01.1/SD6
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.	GEE policy and by-laws were formulated and approved by Senate in 2016 waiting for council approval. Two SGBV cases reported to the council and inquiries are in progress. A gender balance is maintained in the students' society	University Calendar Council Minutes Membership of kavinkalai mantram.	DA/04.1/GN/1.3 DA/03.1/CD13 02.RAD/002
1.27	The Faculty/Institute practices the policy of zero-tolerance to ragging; it adopts strategies and implement preventive and deterrent measures through coordinated efforts of all stakeholders to prevent ragging and any other form of harassment and intimidation	Faculty acts on the guidelines given by UGC regarding prevention of ragging.	Student discipline guidelines Student disciplinary by laws Reports on past activities regarding ragging (Prevention and Punishment) Act on Anti Ragging UGC Circular on Ragging	DA/01.1/S13 DA/01.1/S13 DA/01.1/S13 DA/01.1/S13

Summary: As a whole, the existing programme management structure of the Institute/Faculty/Department (Degree Programme) is managed and administrated up to the standard expected and there are new, innovative and constructive best practices have been introduced and implemented as well. Anyhow, It should be accepted that the constraints and delays in providing better and essential service such as issue of handbook.

Criterion 2: Human and Physical Resources				
No	Standard	Claim of the Degree of Internalization of Best Practices and level of achievement of standards	Documentary evidence to support the claim	Code No. of the Document
2.1	The staff of the Faculty/ Institute, in terms of the number, qualifications and competencies is adequate for designing, development and delivery of academic programmes, research and outreach.	Adequate and qualified Academic and Non- Academic staff are employed to support the design, development and delivery of academic programmes, research and outreach. 3 permanent staff are available at the study programme of art & design, along with the five temporary lecturers / instructors.	Cadre position Staff profile Staff Profile with Qualifications	DA/02.1/GC2 43.RAD/036 DA/1.2/SD8
2.2	The Faculty/Institute takes timely measures to ensure that its human resource profile is compatible with its needs and comparable with national and international norms.	Dept HR policy is in accordance with University policy in recruitments and promotions as per UGC circulars.	UGC Establishment Circulars	DA/03.1/CL2
2.3	The Faculty/Institute adopts and practices the policy requiring the new staff to undergo an induction programme offered by the University/HEI as soon as	UGC Guidelines regarding induction programme for new recruits are adopted. SDC course modules ensure duties and responsibilities of an academic staff which are clearly	UGC Commission circulars UGC Establishment circulars Pass lists, participants lists and modules of SDC,	DA/03.1/CL1 DA/3.1/CL2

	they are recruited; ensures that the induction training programme provides an awareness of their defined roles and duties, and imparts minimum knowledge and competencies required to perform the assigned tasks.	understood by new recruits. Other training programmes also support the claim.	participant lists of other relevant workshops	DA/1.2/SD 1 DA/3.1/PR4
2.4	The Faculty/Institute ensures that the capacity of all staff is continuously upgraded and enhanced through provision of in-service, continuing professional development (CPD) programmes; impact of CPD programmes are monitored, and remedial action taken as and when required.	Dept ensures fair participation of staff in CPD programmes of SDC CPD is aligned with Faculty Strategic Management Plan and Corporate plan	SDC workshops IDAS workshops Corporate and Strategic Management Plan	DA/1.2/SD 1 DA/3.1/PR4 DA/2.1/GC4
2.5	The Faculty ensures the availability of adequate and well maintained infrastructure facilities for administration, teaching and learning.	Lack of lecture hall has been addressed. No academic staff members were provided with personal rooms. Dept have no store room to keep discarded/ unwanted things.	Students feedback Staff feedback Correspondence regarding lecture hall	17.RAD/017 18.RAD/018 44.RAD/037

2.6	The Faculty/Institute that offers professional or honours study programmes, has put in place the required specialized training facilities such as clinical training facilities, engineering workshops, science laboratories, field training stations, etc.	Dept. encourages students to get professional training under professional artist in their Studios professional artist craft center.	letters of communication attendance sheets mark sheet professional placement report.	5.RAD/005 16.RAD/016 29.RAD/024 10.RAD/010
2.7	The staff is provided with required training in outcome based education & student centered learning approach (OBE-SCL) and the staff is provided with teaching & training facilities to implement OBE-SCL.	Graduate profile for the programme is yet to be approved; however, Academics are aware of OBE-SCL via workshops. Availability of the resources varies the implementation of QBE-SCL	Workshop QIG IDAS workshop SDC workshop	DA/3.1/PR3 DA/3.1/PR4 DA/1.2/SD 1
2.8	The Faculty/ Institute has ensured student access to a well resourced library facility; it is networked and holds up to date print and electronic forms of titles, coupled with other facilities such as reprography, internet, inter-library loan etc., and provides a user-friendly service.	Main Library is well resourced and maintained. RAFA Students facilitated with the minimum library books & magazines at RAFA sub library.	Library resources inventory and user report from library Library records. Students feedback	DA/2.2/GL3 22.RC/005 17.RAD/017
2.9	The Faculty/Institute ensures the availability ICT facilities and technical	ICT facilities are available at the Faculty level and University level and aligned with student	User reports , resources list of computer labs	DA/2.3/AUX 5

	assistance to provide adequate opportunities for students to acquire ICT skills.	<p>learning outcomes: three Computer labs in the Faculty of Arts where 145 computers with internet connection available. ICT based common core course is scheduled in the 1st year of the curriculum.</p> <p>There is a computer lab available for the students use of ICT facility and the action for open internet facility has been taken in the RAFA premises.</p>	<p>Handbook</p> <p>Inventory book</p> <p>Computer lab records</p> <p>Document regarding the open internet</p>	<p>28.RC/007</p> <p>DA/02.2/GI2</p> <p>23.RC/006</p> <p>45.RC/011</p>
2.10	The Faculty ensures the students are provided with guidance in learning and use of English as a Second Language (ESL) in their academic work through a well resourced English Language Teaching Unit (ELTU) or English Language Training Cell (ELTC).	<p>ELTC guide students to learn by promoting the use of English as a second language with competent staff:</p> <ul style="list-style-type: none"> - Promoting skills of students related to reading, writing, speech and comprehension with respect to their disciplines (Social sciences & Humanities) - Assignments related to respective disciplines given by ELTC staff - Helping students to do research in English - ESL course unit accommodated in each semester and credit weight is given to ESL from the third year 	<p>CVs of ELTC staff</p> <p>Grouping of students into different disciplines</p> <p>Assignments given by ELTC</p> <p>Curriculum</p> <p>Handbook</p> <p>Attendance sheets</p>	<p>DA / 3.2/CD17</p> <p>DA/1.1/S16</p> <p>DA/ST/01.1/SD1</p> <p>28.RC/007</p> <p>16.RAD/016</p>

		English is learnt as a second language at the undergraduate level final year excluded by ELTC	Result sheet records.	24.RAD/024
2.11	The Faculty/Institute ensures the students are provided with adequate training on ‘soft skills’/’life skills’; it is addressed through the core curriculum as well as through tailor-made programmes offered by the Career Guidance Unit (CGU) of the University.	Incorporated in contents of course units and also promoted through various forms of assessment methods such as presentations, debates, field works and other components of the curricula. Activities of career guidance unit also inculcate soft skills.	Curriculum Professional placement report Exhibition catalogue Career Guidance Unit activities	DA/ST/01.1/SD1 10.RAD/010 30.RAD/025 DA/2.1 /GC 3
2.12	The Faculty/Institute encourages students to engage in multicultural programmes to promote harmony and cohesion among students of diverse ethnic and cultural backgrounds.	Achieved through - Arts week - Interuniversity cultural contest - Kavitha Talent Contest Cultural and religious based events are organized by the students’ society and by the departments.	Arts week Correspondence	DA/4.1/GN/1.4 13.RAD/013

Summary:

Staff quality, Competency and development: Maintaining Staff Profile and also personal file system

Human Resource: Lack for the need & from norm.

Infrastructure: lack of space with only given one lecture hall. Requested more space and also made written request complaining the problems we encounter in lecture halls and studio spaces.

Library: Students are encouraged to do assignment using library materials.

ICT skills: Students are taken to ICT lab for lecture programme and also given some software package training in the labs with the support of the Computer Instructors.

ESL support: Students limit their association with ESL with only to their required course unit, and do not expand their request of

support with their academic matters to them. Should be motivated.

Soft-Skill: Career Guidance should organize more to enhance the soft skill/life skills of the students.

Multi-Cultural Programme: need more programmes and collaborations with other depts. and Faculties in this reg.

Criterion 3: Programme Design and Development				
No	Standard	Claim of the Degree of Internalization of Best Practices and level of achievement of standards	Documentary evidence to support the claim	Code No. of the Document
3.1	Programme is developed collaboratively in a participatory manner through a curriculum development committee or equivalent body of the Faculty.	<p>Curriculum evaluation committee at the University level was set up in Jan 2013 and faculty level was set up in 2015. But the present Programme was developed in 2009/2010 through the discussions in the Faculty board and Senate.</p> <p>Art and design study programe was developed in a required format instructed by the FoA. Permanent staff involve in curriculum development. Consultation also sought over the phone and e mails with outside expertise.</p>	<p>Faculty Minutes Senate Minutes</p> <p>Senate minutes</p> <p>Faculty Minutes</p> <p>E mail exchange of course guides only verbal communication done at the time of curriculum development with the staff.</p>	<p>FB 197 S/ 351/ 09(a)</p> <p>S/ 372 (DA/3'3/M5)</p> <p>FB/226 (DA/ST/01.2/sc)</p>
3.2	The Faculty/Institute ensures external stakeholder participation at key stages of programme planning, design and development	External stakeholders were not involved directly in the Faculty level programme structuring. The unit adopted stakeholder discussions in the way to bring	<p>Curriculum</p> <p>Curriculum file from other</p>	<p>9.RAD/009</p> <p>26.RAD/022</p>

	and review.	down the other models of curriculum via subject expertise from other universities and it was discussed as a team, designed and developed.	universities	
3.3	Programme design process incorporates the feedback from employer/ professional satisfaction survey.	The Faculty runs 21 BA (Hon) study programmes with a common programme structure designed at the Faculty level without considering employer/ professional satisfaction survey of each study programme.	Handbook	28.RC/007
3.4	Programme conforms to the mission, goals and objectives of the institution; national needs; and reflect global trends and current knowledge and practice.	Programme confirms institution's mission, goals and objectives through its overall ILOs of course units. National needs are addressed through SBS	Handbook SBS	DA/01.1/S16 DA/03.1/PR2
3.5	Programme design complies with the Sri Lanka Qualification Framework (SLQF), and is guided by other reference points such as Subject Benchmark Statements (SBS), and requirements of relevant professional bodies.	Programme complies with SLQF for B.A (Hon) and SBS .	SLQF document SBS Curriculum Handbook	DA/03.1/PR2 DA/03.1/PR2 9.RAD/009 28.RC/007
3.6	Programme design and development procedures include specific details relating to entry and exit	Entry, exist pathways and fall back options are specified. Qualification type descriptions are specified.	Handbook Curriculum SLQF SBS	28.RC/007 9.RAD/009 DA/03.1/PR2 DA/03.1/PR2

	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 programme mission and goals; alignment with external reference points such as SLQF and SBS.	Teaching learning and assessment processes are clearly stated. Although the programme level ILOs are not stated, they are express through the overall ILOs of course units. They are aligned with SLQF and SBS and matching with mission and goals.		
3.7	Faculty/Institute uses graduate profile as the foundation for developing learning outcomes at the levels of programme, course/modules.	Faculty adopted a graduate profile in 2016 and subject to council approval. The unit developed its own graduate profile while applying for QIG grant in 2013 and it used while developing the course modules, programme	University Calendar 2016 QIG proposal book curriculum	DA/02.1/GC1 27.RAD/023 9.RAD/009
3.8	ILOs of study programmes are realistic, deliverable and feasible to achieve.	ILOs of the study programmes are based on ILOs of the course unit that are achievable. Gradual increase in knowledge, skills, and attitude of the students are expected via ILOs which are realistic and feasible to achieve.	Curriculum	9.RAD/009

3.9	The Faculty adopts an Outcome Based Education (OBE) where programme outcomes are clearly aligned with the course/module outcomes; and the teaching and learning activities and assessment strategy are aligned with the learning outcomes of each course (constructive alignment).	<p>At the time of designing, faculty or the study programme has no Graduate profile and ILOs.</p> <p>But the overall course outcomes generally match with the programme outcomes mentioned in the SBS.</p> <p>Teaching and learning activities and assessment strategy are constructively aligned with learning out come.</p> <p>Overall curriculum outcome is reflected in the graduate profile and the course outcomes are congruently aligned with it.</p>	<p>QIG SDC</p> <p>Curriculum SBS</p> <p>Curriculum Course guides QIG proposal Assessment criteria</p>	<p>DA/03.1/PR3 DA/01.2/SD1</p> <p>9.RAD/009 DA/03.1/PR2</p> <p>9.RAD/009</p> <p>27.RAD/023 29.RAD/024 11.RAD/011</p>
3.10	The programme 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.	<p>Inter- disciplinary and multi disciplinary course are made possible through the selection of elective course units.</p> <p>Art and design programme contains vocational & professional course it has also course with inter & multi-disciplinary in nature.</p>	<p>Handbook Curriculum</p> <p>Curriculum</p>	<p>7.RAD/007 DA/ST/01.1/SD1</p> <p>9.RAD/009</p>
3.11	Issues of gender, cultural and social diversity, equity, social justice, ethical values and sustainability are integrated into the	<p>In first year there is an auxiliary course on Social Harmony.</p> <p>In the curriculum of art &</p>	Curriculum	9.RAD/009

	curriculum, where relevant.	design there is no gender barriers to choose/select the courses.		
3.12	Programme is logically structured and consists of a coherent set of courses/modules while allowing flexibility in students' choices of courses /modules.	Programme development has its own logic of sequence. It also offers elective units which students can choose.	Curriculum	9.RAD/009
3.13	Curriculum promotes progression so that the demands on the student in intellectual challenge, skills, knowledge, conceptualization and learning autonomy increases.	It is obviously progressed from simple to complex and also promotes self directed learning.	Curriculum	9.RAD/009
3.14	The study programme has clearly defined appropriate measurable process indicators and outcome based performance indicators which are used to monitor the implementation and evaluation of the programme.	Programme was designed based on OBE,SCL.	Curriculums Assessments Exam mark sheet Sample works of art	9.RAD/009 11.RAD/011 29.RAD/024 1.RAD/001
3.15	The academic standards of the programme with respect to its awards and qualifications are appropriate to the level and nature of the award and are	Awards and qualifications are fully aligned with SLQF level 6	SLQF Handbook SBS University Calendar 2016	DA/03.1/PR2 DA/01.1/S16 DA/03.1/PR2 DA/02.1/GC1

	aligned with the SBS (where available) and SLQF.			
3.16	Faculty ensures that programme approval decision is taken after full consideration of design principles, academic standards, and appropriateness of the learning opportunities available, monitoring and review arrangements and content of the programme specification.	Programme approval decision was based on the programme specification, academic standards and available learning opportunities.	FB minutes Senate Minutes	FB197 FB209 FB (SP)15-7-2013 FB223 S/351/09(a) S336 S379 S391
3.17	The principles to be considered when programmes are designed and developed (balance of the programme; award and titles; resources available to support the programme) are documented and communicated to all concerned in the programme design.	Award, titles, and structure of the programme were informed to Faculty board. Since all concerned in programme design were internals, available resources were understandable and not communicated.	FB Minutes Senate Minutes Dean's letter on course specifications	FB197 Senate 351/09(a) DA/ST/01.1/ST1.1
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	ILOs are clearly defined and practical in our curriculum and the student are well informed their responsibilities relating to the ILO's in their professional -placement.	Curriculum Professional placement report	9.RAD/009 10.RAD/010

	relating to the above.			
3.19	Programme design and development integrates appropriate learning strategies for the development of self-directed learning, collaborative learning, creative and critical thinking, lifelong learning, interpersonal communication and teamwork into the courses.	<p>Each course/ curriculum of art and design intends to promote self -directed learning, collaborative learning, creative and critical thinking skills, problem based learning (PBL) life-long learning and soft-skills developments .</p> <p>Weightage for the in –course assessment has been increased from 25 to 50 adapt more interactive learning activities among students.</p>	<p>Curriculum</p> <p>Dissertation</p> <p>Student feed back</p> <p>Professional placement - report</p> <p>Exhibition catalogue.</p>	<p>9.RAD/009</p> <p>31.RAD/026</p> <p>17.RAD/017</p> <p>10.RAD/010</p> <p>30.RAD/025</p>
3.20	The Faculty's /Institute's IQAC adopts internal monitoring strategies and effective processes to evaluate, review, and improve the Programme design and development, and approval processes.	<p>IQA policy for the university adopted in 2015.</p> <p>Faculty QAA by laws were set up by the IQAC in 2016 in which under the Criterion 2 (Curriculum Design and Development) these issues are clearly addressed.</p>	<p>IQA Policy Document</p> <p>Faculty QAA- By Laws</p>	<p>DA/03.1/PR2</p>
3.21	Programmes are monitored routinely (in an agreed cycle) to ensure that programmes remain current and valid in the light of	<p>In general, programme has been revised every five years.</p>	<p>Curriculum</p> <p>University Calendar 2016</p>	<p>9.RAD/009</p> <p>DA/02.1/GC1</p>

	developing knowledge in the discipline, and practice in its application.			
3.22	Faculty/Institute uses the outcomes of programme monitoring and review to foster ongoing design and development of the curriculum.	University or Faculty level monitoring mechanisms are not fully functioning because QAA by laws came into existence in 2016.	IQAC Minutes QIAU Minutes	DA/ST/12?SC4 DA/ 03.1/PR2
3.23	The Faculty/Institute annually collects and records information about students' destination after graduation and uses it for continuous improvement of the programme.	Pass out students detail have been collected	Pass out students detail	46.RAD/038
3.24	The effectiveness of the provision for students with disabilities is evaluated and opportunities for enhancement identified.	Approved evaluation criteria for Visually challenged is in place. Special provisions were approved on individual basis, depending on the student's request to FB.	FB Minutes Senate Minutes Student appeal Assistance for students with disabilities	FB/218/07 S/391 DA/ST/01.1/SD6 DA/01.1/S17

Summary:

Participatory approach: Physically all the academic including the Assistant Lecturers (recent graduates) were involved and also over the phone, via mails and browsing we expanded our stakeholder during designing the entire Curriculum.

Adoption of SLQF, ILOs, OBE, and Graduate Profile: Course guides included ILOs, has been developed.

Logical Structure & Progress in Knowledge: Both have been adequately addressed and had been concerned during curriculum development.

Evaluation, Monitoring and Reviewing via IQAC: This does not take place.

Vocational & Professional Training: The syllabus included a professional placement and it is in practice.

Criterion 4: Course 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
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.	The Unit completed course design and development through team work.	Detail curriculum	9.RAD/009
4.2	The courses are designed to meet the programme objectives and outcomes and reflect knowledge and current developments in the relevant field of study/ subject areas.	The Art & design has been designed to meet objectives outcomes.	Curriculum.	9.RAD/009
4.3	The courses are designed in compliance with SLQF credit definition and is guided by other reference points such as SBS where available, and requirements of statutory or regulatory bodies.	Honours degree with 120 credits as prescribed in the SLQF level 6.	SLQF; Curriculum	DA/03.1/PR/2; 9.RAD/009

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.	<p>Programme structure, such as semester divisions, core and elective units and credit systems are approved by the Faculty and Senate.</p> <p>Course/ models designed and development has done according to the guidelines recommended, approved and provided by the arts faculty board and the universities committee.</p>	<p>FB minutes; Senate minutes; Handbook; Curriculum;</p> <p>Curriculum format Course or the curriculum design and development guideline. Exiting curriculum</p>	<p>S/ 351 FB/197 DA/01.1/S16; 9.RAD/009</p> <p>9.RAD/009</p>
4.5	Each course is designed in a manner that contents, learning activities and assessment tasks are systematically aligned with the course outcomes which in turn are aligned with the programme outcomes (constructive alignment).	Each course / subject has carefully designed to incorporate the content, appropriateness, and relevance different types of teaching and learning activities.	<p>Students hand book</p> <p>Curriculum</p>	<p>28.RC/007</p> <p>9.RAD/009</p>
4.6	Course design and development takes into account student-centered teaching strategies enabling the students to be actively engaged in their own learning.	<p>The course was designed aiming to motivate students for collaborate and self directed learning.</p> <p>Teaching strategies also adopted to meet the SCL.</p>	<p>Curriculum</p> <p>Students assessment in each course</p> <p>Professional placement report.</p> <p>Exhibition catalogue</p> <p>Students feedback</p>	<p>9.RAD/009</p> <p>11.RAD/011</p> <p>10.RAD/010</p> <p>30.RAD/025</p> <p>17.RAD/017</p>

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.	Courses have clear course specifications; Department made ILOS guidelines in development course content teaching learning and assessment strategies. Course guides are being of each semester by the respective course in charge. Learning resources are mentioned in each course guide and also specified during teaching	Curriculum Assessment method Student feedback	9.RAD/009 11.RAD/011 36.RAD/031 12.RAD/012 17.RAD/017
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.	- Update version of SLQF released in 2015 after the present course structure was designed. - For a core course 3 credits and a elective course 2 credits. Each course studio practice comprise 120 hours and each elective studio practice 90 hours.	SLQF Handbook Curriculum Lecture schedule and time table	DA/03.1/PR/2 28.RC/007 9.RAD/009 6.RAD/006
4.9	Course design and development integrates appropriate learning strategies for the	Each course/curriculum of Art & Design intends to promote self directed learning , collaborative learning, creative	Curriculum Dissertation	9.RAD/009 31.RAD/026

	development of self-directed learning, collaborative learning, creative and critical thinking, life-long learning, interpersonal communication and teamwork.	and critical thinking skills, problem based learning and lifelong learning and soft skills developments . Credit value for the in course assessment has been increased from 25 to 50 to adopt more interactive among students.	Students feedback Professional placement report Exhibition catalogue Group studies	17.RAD/017 10.RAD/010 30.RAD/025 36.RAD/031
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.	The needs of differently-able students were not considered during the course design.		
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.	Credit value and volume of learning is mapped out through the weekly timetable.	SLQF Handbook Timetable	DA/03.1/PR/2 28.RC/007 6.RAD/006
4.12	Course content has adequate breadth, depth, rigour and balance and the teaching programme can be successfully completed within the planned time.	Aligned with SLQF Can be completed within the contact hours- For a core course 3 credits and a elective course 2 credits. Each course studio practice comprises 120 hours and each elective studio practice 90 hours.	SLQF Curriculum Handbook Timetable	DA/03.1/PR/2 9.RAD/009 28.RC/007 6.RAD/006

4.13	Course design, development and delivery incorporate appropriate media and technology.	ILO is achieved by the adequate tools, equipments and studio facilities.	Art works Site visit	1.RAD/001
4.14	The staff involved in instructional design and development have been trained for such purposes and undergo regular training.	The SDC and IDAS projects have provided training and necessary inputs to the staff involved in design and development of the courses; - Induction programme for the newly recruited staff;	SDC IDAS HETC IQAU website	DA/01.2/SD1 DA.03.1/PR4 DA/03.1/PR3 www.jfn.ac.lk
4.15	Appropriate and adequate resources for course design, approval, monitoring and review processes are made available by the Faculty/Institute.	- FQAC, IQAU are functioning well. - Faculty conducted a special one day workshop in March 2013 with the support of the experts of the HETC.	IQAU website Curriculum design workshop	www.jfn.ac.lk DA/ST/01.1/SD1.1
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.	- The present curriculum was introduced before the existence of the curriculum evaluation committee. - The course structure, academic standards and specifications were sent for approval of the FB and Senate.	FB minutes Senate minutes Curriculum Curriculum evaluation committee	S/ 351 FB/197 DA/ST/01.1/SD1 DA/03.3/M5
4.17	Relevant staff are made aware of the criteria against which the course	- Relevant staff were made aware through a special notification from the Dean	Dean's letter on course specifications	DA/ST/01.1/SD1.1

	specifications are assessed in the course approval process.			
4.18	The Faculty's/Institute's IQAC adopts internal monitoring strategies and effective processes to evaluate, review, and improve the course and development, and course approval processes.	- The IQAC has already adopted policies and by-laws undertake these activities.	IQAU policy document and IQA by-laws	DA/03.1/PR2
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.	The unit adopted suitable mechanism particularly the suitable examiners including external examiner.	Curriculum List of examiner Detail mark sheet External examiners profile	9.RAD/009 47.RAD/039 29.RAD/024 48.RAD/040
<p>Summary:</p> <p>Participatory approach: Physically all the academic including the Assistant Lecturers (recent graduates) were involved and also over the phone, via mails and browsing we expanded our stakeholder during designing the course guides.</p> <p>Adoption of SLQF, ILOs, OBE, and Graduate Profile: Course guides included ILOs, has been developed.</p> <p>Logical Structure & Progress in Knowledge: Both have been adequately addressed and had been concerned during curriculum development.</p> <p>Evaluation, Monitoring and Reviewing via IQAC: This does not take place.</p> <p>Vocational & Professional Training: The syllabus included a professional placement and it is in practice</p>				

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 strategies are based on the curriculum requirement and fulfills the mission of the Faculty.	Handbook Curriculum	28.RC/007 9.RAD/009
5.2	The Faculty/Institute provides course specifications and timetables before the commencement of the course.	The course Units are available in the students hand book, and time table of the subjects is given before the commencement of the particular unit. Students' feedback is taken.	Handbook Time table' Students feedback	28.RC/007 6.RAD/006 17.RAD/017
5.3	Teaching learning strategies, assessments and learning outcomes are closely aligned (constructive alignment).	The assessments of the individual course units are taken end of every session. The professional artist's report by the time of the end of profession placement.	Regular assessment includes the students centered actives & the study works. Professional placement report	11.RAD/011 12.RAD/012 10.RAD/10
5.4	Teaching learning strategies offered are also appropriate and accessible to differently-abled students if the programme caters for such students.	No such students		

5.5	The Faculty/Institute encourages blended learning (mixture of diverse delivery methods) as a way of maximizing student engagement with the programme/courses.	<p>Within the single unit of the study programme the course has been conducted by the different teachers to achieve the maximum output from the students.</p> <p>The students and the staff are encouraged to use the multimedia projector for their presentations.</p>	<p>The time table of course</p> <p>Students' photography albums and the soft copies collected from the students.</p> <p>Students feedback</p>	<p>6.RAD/006</p> <p>32.RAD/027</p> <p>17.RAD/017</p>
5.6	Teachers integrate into their teaching, appropriate research and scholarly activities of their own/others' and current knowledge in the public domain.	The staff of the art & design are involving in the studio practice as a part of their research such as sculpture painting, photography and printmaking.	The photographs of the public sculptures with the newspaper cutting and the printed incourse of the original art works.	33.RAD/28
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.	<p>The students are encouraged to study and works together while needed as group. Some time they asked to finish their works as a project.</p> <p>Also students are encouraged to self directed learning.</p>	<p>Students feedback</p> <p>Group activities</p> <p>Students sketch book study book and the report to the professional placement.</p>	<p>17.RAD/017</p> <p>36.RAD/031</p> <p>12.RAD/012</p> <p>10.RAD/010</p>

5.8	Teachers encourage students to contribute to scholarship, creative work, and discovery of knowledge to relate theory and practice appropriate to their programmes and the institutional mission.	<p>Motivate the students to become as a professional by the exercise of the freedom to create the concept and work according the concept in the final year. Mean while presentation and the discussion were developed in the process of art work.</p> <p>The students involvement art competitions.</p> <p>The students are involved professionally.</p>	<p>Annual & individual exhibition catalogues.</p> <p>Welcome arch design for the annual conversation</p> <p>The dissertations</p> <p>Photograph evidence of the commissioned works of the students.</p> <p>Professional placement report</p>	<p>30.RAD/025</p> <p>34.RAD/029</p> <p>31RAD/026</p> <p>35.RAD/030</p> <p>10.RAD/10</p>
5.9	Teaching learning strategies include providing opportunities for students to work in study groups to promote collaborative learning.	The students group activities in the art works and the students reports based on the research works.	<p>Group assessments</p> <p>Welcome arch.</p> <p>Professional placement report</p>	<p>36.RAD/031</p> <p>34.RAD/029</p> <p>10.RAD/10</p>
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.	<p>Students engage with research through dissertation that carries 6 credits.</p> <p>As per the syllabus the students have to exhibit their research based arts works, and submit the</p>	<p>Handbook</p> <p>Curriculum</p> <p>Exhibition catalogs</p> <p>Dissertation</p>	<p>28.RC/007</p> <p>9.RAD/009</p> <p>30.RAD/025</p> <p>31.RAD/026</p>

		dissertation and the report	professional placement report.	10.RAD/010
5.11	Teaching learning strategies ensure that they are not gender discriminative and abusive.	There won't be any restrictions to choose any course units in the study programme. other than that there is no gender discrimination in the teaching and learning environment	Students feedback Staff feedback	16.RAD/016 17.RAD/017
5.12	Teaching and learning activities are monitored routinely for their appropriateness and effectiveness.	Not monitored since the IQAC is in rudimentary stage.	Students feedback	16.RAD/016
5.13	The teachers adopt innovative pedagogy and appropriate technology into teaching learning processes and monitor progress in the use of technology.	The students and the staff use multimedia projectors, computers, camera, internet, power tools, chemicals and machineries	The Various art works and the soft copies of project. Students' tools ,material and equipments.	32.RAD/027 38.RAD/33
5.14	Teachers adopt both teacher directed and student-centered teaching-learning methodologies as specified in the course specifications.	Within the limits the staff have wide range of opportunity to conduct the course units as they want , mean while the students are encouraged to do their students centered activities.	Curriculum Students feed back Sketch, study books	09.RAD/009 17.RAD/017 12.RAD/012
5.15	Teaching learning strategies promote the use of appropriate facilities,	Students are encouraged to use library , studio and the human	Students feedback	17.RAD/017

	amenities and activities to engage in active/deep learning, academic development and personal wellbeing.	models and still life object.	Library records.	22.RC/005
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.	Time to time feedback is given to the students by refer the students' sketch and study books along with the group discussion.	Students feedback Sketch & study book	17.RAD/017 12.RAD/012
5.17	The teachers use the information gained from assessment of student learning to improve teaching-learning.	Analysis of the students' assessment and final works in order to improve teaching and learning.	Assessment marks Final marks Sketch, study books.	11.RAD/11 29.RAD/024 12.RAD/12
5.18	Allocation of work for staff is fair and transparent, and equitable as far as possible.	Load of the staff is transparent	Works norms Staff work load Staff feed back Time table	49.RC/012 17.RAD/017 17.RAD/017
5.19	The Faculty/Institute uses a defined set of indicators of excellence in teaching to evaluate performance of	No such mechanism in operation.		

	teachers, identify champions of teaching excellence, and promote adoption of excellent practices.			
<p>Summary: Teaching-learning strategies, outcome alignment, blended learning: has been concerned enough Learning via research: In-course assessments adequately address Self-directed learning connecting theory and practice: Library research, Sketch , Study works and professional placement report connect both. Collaborative learning: : In-course assessments adequately address Students publication: have to be improved Monitoring in Teaching and learning: needs to be done via given tools Student feedback and Peer review: needs to be done systematically Assessing Teaching excellence via indicators: have to be developed and implemented.</p>				

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 adopts a student friendly administrative, academic and technical support system that ensures a conducive and caring environment, and greater interaction among students and staff.	<p>Interaction among students and staff is satisfactorily maintained through:</p> <p>Availability of needed information in the website</p> <p>Conveying up to date information through notices; allowing two student representatives to attend the</p>	<p>Faculty Website</p> <p>Notice board</p> <p>Minutes of the faculty board</p>	<p>www.jfn.ac.lk</p> <p>DA/02.2/GNI</p> <p>DA/ST/ 01.1/SD4</p>

		<p>meeting of the faculty board</p> <p>Department societies /Union</p> <p>Since the discipline of art and design is more practical based subject it is obviously there is a greater interaction between the students and the staff.</p>	<p>Kavinkalai mantram</p> <p>Art & Design Notice board</p> <p>Art works</p> <p>Exhibition Catalogue</p> <p>Welcome arch</p>	<p>2.RC/002</p> <p>50.RAD/041</p> <p>1.RAD/001</p> <p>30.RAD/025</p> <p>34.RAD/029</p>
6.2	The Faculty/Institute identifies learning support needs for its educational programmes and methods of delivery and provides effective learning environment through appropriate services and training programmes.	<p>Library, ICT labs, Lecture rooms with multimedia, healthcare and security services is provided for the students to improve their learning. Effective learning is ensured through :</p> <p>Training the students</p> <p>Guest lecturers to students</p> <p>Staff training</p>	<p>Library</p> <p>Health Centre</p> <p>Student Feedback</p> <p>Training workshop (HETC)</p> <p>Guest lecture file</p> <p>Staff training detail with letters of evidence.</p>	<p>DA/02.2/GL3</p> <p>DA/02.1/GH1</p> <p>17.RAD/017</p> <p>DA/03.1/PR3</p> <p>43.RAD/036</p> <p>51.RC/013</p>
6.3	The Faculty/Institute offers all incoming students an induction programme regarding the rules and regulations of the institution, student-centered learning, outcome based education and	<p>The orientation programme for new comers is obligatory.</p> <p>Rules and regulations of the University, SCL,OBE and TBE are addressed at the orientation programme</p>	<p>Orientation Programme</p> <p>Handbook</p>	<p>DA/02.2/GO1</p> <p>28.RC/007</p>

	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.	Code of conduct for students is ready, but waiting for council approval. However the student charter is communicated through orientation programme	University calendar 2016 Schedule of the Orientation programme	DA/04.1/GN1.3 DA/02.2/GO1
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).	Guidance given the students to utilize the available student support services through : Orientation programme Student centred learning Co curricular activities	Orientation programme Sketch, Study books Group activities Exhibition catalogue Welcome arch	DA/02.2/GO1 12.RAD/012 36.RAD/031 30.RAD/025 34.RAD/029
6.6	The Faculty/Institute monitors/ evaluates student support services and use the information as a basis for improvement.	Institute monitors student support services	Health Centre	DA/02.1/GH1
6.7	The Faculty/Institute provides ongoing training for users (students and staff) of common learning resources such as library, ICT, and language laboratories.	Training provided for the students and staff on ICT and Library. For students ESL-lab.	SDC attendance IDAS workshop Library work shop ELTC	DA/01.2/SD1 DA/02.2/GL3 DA/03.1/PR4 DA/03.2/CD17
6.8	The Faculty/Institute which offers professional/science based programmes, provides ongoing training for users	The Unit offers professional based programmes.	Professional placement report Exhibition catalogue	10.RAD/010 30.RAD/025

	(students and staff) of specialized learning resources such as clinical facilities, science based laboratories, engineering workshops etc.		Art workshops	52.RAD/042
6.9	The Faculty/Institute has appropriate infrastructure, delivery strategies, academic support services and guidance to meet the needs of differently-abled students.	Faculty has infrastructure facilities at moderate level. No appropriate delivery strategies. Special arrangements are in place for examination	Capital works Senate minutes	DA/02.1/GC5 DA/3.3/M5;
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.	Library has Automatized LIBSYS cataloguing system	Library ICT Library records	DA/02.2/GL3 22.RC/005
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.	Students are motivated to use the library for the information retrieval, literature review and reference Some specific course unit have inbuilt assessment strategy to motivate students to review library material.	It is in practice. Students feedback	17.RAD/017
6.12	The Faculty/Institute maintains up-to-date records on student progress throughout programme of study and provides prompt and constructive feedback	Study programme maintains update records of student's performance. Throughout the study but not provide feedback on their performance.	Students records of performance examinations. Students records in in-course assessment.	29.RAD/024 11.RAD/011

	about their performance.			
6.13	The Faculty/Institute promotes active academic/social interaction between the faculty and students.	The unit encourage kavinkalai mantram activities Annual exhibition	kavinkalai mantram exhibition catalogue	2.RAD/002 30.RAD/025
6.14	The Faculty/Institute recognizes and facilitates academic interaction between the peer helpers/ mentors/senior guides and students.	Senior guides involve in Student research project.	Dissertation Student Feedback forms	31.RAD/026 17.RAD/017
6.15	Co-curricular activities such as sports and aesthetic programmes conform to the mission of the Faculty, and contribute to social and cultural dimensions of the educational experience.	Annually at the Faculty level colours nite and arts week were conducted with the full support of entire faculty	Colours nite Arts week	DA/03.2/CD9 DA/04.1/GN/1.4
6.16	Students are equipped with career management skills along with soft skills empowering them to make informed career choices through the CGU.	Students participated in the career guidance programmes. Knowledge and training on soft skills were provided through workshop.	Career guidance workshop CGU annual report	DA/02.1/GC3
6.17	Learning experience is enhanced through opportunities such as industrial placement/internships/ work based placements.	Finding placement for professional placement and writing Professional placement report in the process.	Professional placement report	10.RAD/010
6.18	The Faculty/Institute has internalized the policies on gender equity and equality	Policy and by laws for GEE were prepared in 2016 and waiting for council approval	Minutes of Senate Minutes of Council University calendar 2016	DA/04.1/GN1.3

	and ensures that there is no direct or indirect sex discrimination/harassment.			
6.19	The Faculty/Institute regularly and systematically gathers relevant information about the satisfaction of students with the teaching programmes/courses offered and support services and the information is used in improvement.	Usually on each Friday the progress of each student was discussed by the display and the group discussion and information used in improvement.	Students feedback forms	17.RAD/017
6.20	The Faculty/Institute is proactive in counseling the students to facilitate their progression from one level of a programme to another and for qualifying for an award and employment/advanced study.	Academic counselling is provided at the faculty level in the first year orientation programme. Student handbook provides necessary information. Department staff provide academic counselling whenever needed.	Orientation programme Handbook Students feedback	DA/02.2/GO1 28.RC/007 17.RAD/017
6.21	The Faculty/ Institute facilitate the students who do not complete the programme successfully to settle with the fall back options available.	Limited Fallback options are available in the faculty. Complete the programme without class eligibility.	Handbook	28.RC/007
6.22	The Faculty/Institute regularly monitors retention, progression, completion/graduation rates, employment rates and per student cost in relation to	Fall-back options of students due to some personal reasons are brought up to senate via head and dean decided accordingly students also can appeal for their grievances.	students request letters	13.RAD/013

	national targets where available, and remedial measures taken where necessary.			
6.23	Faculty/institute promptly deals with students' complaints and grievances, and delivers timely responses.	Faculty has student appeal in the agenda item.	Faculty board minutes	DA/ST/01.1/SD4
6.24	The Faculty networks with alumnus and encourage alumnus to assist students in preparing for their professional future.	Art and design maintain contacts with alumnus and received their exposure for the students when the professional placement time.	professional placement	10.RAD/010

Summary:

Staff-Student Interaction: It is always better.

Learning Support : done via various methods

Self-directed learning: adequately addressed in all course units

Library link: in-course assessments motivates this

Monitoring Student Progress: weakened assessments.

Internship: in the process of finding placements

Gender equity & ragging: needs additional concern in terms of implementation. **Course Evaluation:** should be systematically done.

Fall-back option: have mechanism. **Student Grievances:** needs serious concern **Alumnus link:** needs to be developed

Criterion 7: Student Assessment and Award				
No	Standard	Claim of the Degree of Internalization of Best Practices and level of achievement of standards	Documentary evidence to support the claim	Code No. of the Document
7.1	Assessment strategy of student learning is considered as an integral part of programme design, with a clear relation between assessment tasks and the programme outcomes.	<p>The mode of assessment is integrated and the assessment tasks and the programme outcomes are aligned.</p> <p>Different type of assessments are used to focus on the development of skills in related to subject.</p> <p>50% is ginned by student through the in – course assessment for each subject .</p>	<p>Handbook By-laws; examination rules and regulation</p> <p>Curriculum</p> <p>Course unit involve the design of assessment strategy and marks allocation mechanism</p>	<p>28.RC/007 DA/03.2/CD5</p> <p>9.RAD/009</p>
7.2	Assessment strategy is aligned to specified qualification/level descriptors of the SLQF and SBS and requirements of professional bodies.	<p>The assessment strategy conforms as per the descriptors of the SLQF and SBS.</p> <p>Assessment strategies are linked to ILOs of each course guide not to SLQF</p>	<p>Curriculum of Programme/courses; Programme/course Specifications SLQF SBS Exit survey reports.</p> <p>Curriculum</p>	<p>DA/ST/01.1/SD1</p> <p>DA/03.1/PR2</p> <p>DA/ST/01.2/SC4</p> <p>9.RAD/009</p>

7.3	The Faculty/Institute has procedures for designing, approving, monitoring and reviewing the assessment strategies for programmes (incorporating all aspects of training including industrial training, clinical training, etc) and awards.	The system is in practice. Department adopted the norms and methods proposed by faculty in the curriculum development procedures.	Curriculum evaluation committee minutes QA Policy and By-laws Detailed curriculum Course specification	DA/3.3/M5 (U) DA/ST/1.2/SC1 (F) DA/ST/01.2/SC4 9.RAD/009
7.4	The Faculty/Institute reviews and amends assessment strategies and regulations periodically as appropriate and remains fit for purpose.	Curriculum revision is done in every five years.	Senate minutes; council minutes.	DA/ST/1.1/SD9 (S) DA/3.4/M3 (C)
7.5	The Faculty/Institute ensures the weightage relating to different components of assessments are specified in the programme/ course specifications.	Faculty reviews the assessment strategies in every five years with curriculum revision. Allocation of for formative and summative assessment and the assessment methods are categorically stated	Curriculum Detailed curriculum, manual exam procedures	9.RAD/009 9.RAD/009
7.6	The Faculty/Institute adopts policies and regulations governing the appointment of both internal and external examiners and provides them with clear ToRs.	The weightage relating to different components of assessments are specified. The internal and external examiners are appointed by the low of examination and the both examiners are instructed about the marking system and they are given the scheme of making.	Handbook Appointment letters. Faculty minutes Senate minutes	28.RC/007 37.RAD/032

			Marking scheme.	29.RAD/024
7.7	The Faculty/Institute adopts policies and regulations governing the appointment of both internal and external examiners and provides them with clear TOR.	Faculty has regulations for appointing internal examiners and TOR available. The assessment criteria is in the course guide and is communicated to students.	Policy documents on appointments of external examiners Manuel of Exam Procedures University Calendar (2016) Curriculum Students handbook	DA/03.2/CD5, 37.RAD/032 DA/03.2/CD5 DA/4.1/GN/1.3 9.RAD/009 28.RAD/028
7.8	Students are assessed using published criteria, regulations, and procedures that are adhered to by the staff and communicated to students at the time of enrollment /recruitment.	Examination by laws and regulations and rules are followed by the time of student enrolment	By-laws of Examinations Examination by laws paper advertisements by time of admission procedure	DA/03.2/CD5 39.RAD/039
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.	The faculty staff are competed in assessing the students	Examiners List SDC's training programme schedule Manual for conduct of examinations. Examination by laws, rules and regulation.	47.RAD/039 51.RC/013 DA/03.2/CD5 DA/03.2/CD5
7.10	Appropriate arrangements/adjustments/facilities are made available by the	More time allocation for such students during the exam	Practice in Faculty level	DA/03.2/CD5

	Faculty/Institute regarding examination requirements for students with disabilities wherever relevant.			
7.11	Students are provided with regular, appropriate and timely feedback on formative assessments to promote effective learning and support the academic development of students.	Timely feedback provided to students In the practical class time And during the submission time.	Students feedback	17.RAD/017
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.	The assessment criteria and modes of assessment are clearly spelt out in the Handbook and the Orientation. The syllabus of art and design adopts well defined marking scheme.	Students' Handbook Examination rules and regulations Staff feedback. Students feedback Sample mark sheet	28.RC/007 DA/03.2/CD5 18.RAD/018 17.RAD/017 20.RAD/024
7.13	Graduation requirements are ensured in the degree certification process and the transcript accurately reflects the stages of progression and student attainments.	The responsibility is on the hands of senior staff. Further, the staff bound by the professional ethics to ensure no conflict of interest in assessments. The transcript of the students reflect the stage of progression clearly	SDC Workshop on Exams Code of Ethics for Academic Staff Sample transcript Students feedback Examination by laws	DA/01.2/SD1 DA/4.1/GN/1.3 41.RAD/34 17.RAD/017 DA/03.2/CD5

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.	The facilities made available on the students' requests. A transcript us made available to all students at graduation	Faculty Board Minutes Senate Minutes Sample transcript By-laws on examination	FB/223 Senate/391 41.RAD/034 DA/03.2/CD5
7.15	Examination results are documented accurately and communicated to students within the stipulated time.	Examination result are documented and communicate to students	Manual of examination procedure by laws Results sheet	DA/03.2/CD5 29.RAD/024
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.	Faculty follows UGC manual of examinations.	Manual of examination procedures; By-laws on examinations;	DA/03.2/CD5
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.	The degree certificates and the transcripts reflect the stages of progression and student attainments.	By-laws on examinations; Manual of procedures	DA/03.2/CD5
<p>Summary: Assessment Strategy: each course guide is designed taken into account of the OBE and SCL. Monitoring and Reviewing: This is not undertaken by the FoA. But should be done.</p>				

Internal and External Examiners: the combination of both internal and external examiners do the independent markings.

Regular & timely feedback: partly done but should be done to all in-course assessment.

Marking Scheme: There is a very clear marking scheme is maintained all over the marking.

Documentation/communication of results: done timely and regularly.

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.	<p>Yet to be established at the faculty or study program level. According to strategic management plan, facilities would be available in 2017</p> <p>Lecture halls are equipped with multimedia. Staff use as needed.</p>	<p>Strategic management plan</p> <p>Site visit/photo evidence soft copies.</p> <p>Students feedback</p>	<p>DA/02.1/GC4</p> <p>38.RAD/033</p> <p>17.RAD/017</p>
8.2	The Faculty /Institute encourages the staff and students to use OER to supplement teaching and learning.	<p>Students are encouraged to use open electronic, electrical resources as learning</p> <p>Staff also use OER for teaching.</p>	<p>In-course assessment models</p> <p>Sketch book</p> <p>Study book</p>	<p>11.RAD/011</p> <p>12.RAD/012</p> <p>12.RAD/012</p>
8.3	The Faculty/Institute recognizes complementarity between academic training, research and development (R&D), innovations, and industry engagement as core duties of academics.	The staff involved in practical based researches as a core part of their academic training.	<p>The public sculpture done by the staff.</p> <p>Photographs news paper cutting</p>	<p>33.RAD/028</p> <p>33.RAD/028</p>

8.4	The Faculty/Institute has established coordinating and facilitating mechanisms for fostering research and innovation and promoting community and industry engagement.	<p>University/faculty research committee monitor and facilitate research</p> <p>Publications of research journals at the faculty level in Tamil and English</p> <p>Faculty of post graduate studies having the possibilities to do M. Phil. and Ph. D. Research</p> <p>Departmental level and university level research conferences</p> <p>Faculty academic forum</p> <p>The unit of art and design encouraged the students to work with professional artist, craft industries, textile industries, ceramic industries</p>	<p>Research committee reports and minutes</p> <p>Faculty research journals</p> <p>FPGS handbook</p> <p>Research conference (JUICE)</p> <p>Faculty forum; Sri Lankan Journal of South Asian Studies; Cinthanai</p> <p>Professional placement reports</p>	<p>DA/ST/01.2/SC5 DA/03.3/M13</p> <p>DA/02.1/GF1 DA/ST/01.2/SC6</p> <p>DA/04.1/GN/1.5 DA/04.1/GN/1.7 DA/04.1/GN/1.6</p> <p>10.RAD/010</p>
8.5	The Faculty/Institute implements reward system to encourage academics for achieving excellence in research and outreach activities.	No such system in place but research and outreach activities are considered for promotion confirmation and increment	<p>UGC circular</p> <p>University promotion circular</p> <p>Increment sample form</p>	<p>DA/03.1/CL2</p> <p>DA/04.1/GN/1.8</p>
8.6	The study programme contains an undergraduate research project as a part of the teaching and learning strategy and encourages	<p>Special degree students are required to complete research based dissertation as a partial fulfilment of their degree.</p> <p>6 credits are allocated for dissertation</p>	Curriculum	9.RAD/009

	students to disseminate the findings.	Students are required to dissertation as partially full fill their degree moreover they have to exhibit their research based art works as part of the degree programme.	Detailed curriculum Dissertation Exhibition catalogue	09.RAD/009 31.RAD/026 30.RAD/025
8.7	The study programme contains an 'industrial' attachment/training as a part of the teaching and learning strategy; it is operationalized through formal partnerships with 'industrial' establishments/organizations.	The curriculum incooperate a professional training programme, as a part of the industrial/ studio based practice.	Detailed curriculum Professional placement report	9.RAD/009 10.RAD/010
8.8	The Faculty/Institute has established and operationalized strong links with various international, national, governmental and non-governmental agencies and industries, and uses such linkages to build the reputation of the institution and expose students to the 'world of work' and to promote staff and student exchange.	To be established		
8.9	The Faculty/Institute has diversified its sources of income to complement the grants received through Government by engaging in income-generating activities.	-----		

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.	Not in practice		
8.11	The Faculty/Institute promotes students and staff engagement in a wide variety of co-curricular activities such as social, cultural and aesthetic pursuits, community and industry related activities, etc., and such pursuits are well supported with physical, financial and human resources.	RAFA organize a student based association namely kavinkalai mantram, it involves cultural and religious activities. The students of art and design involve designing arch for the annual convocations.	Kavin kalai mantram documents. Welcome arch Sports	2.RAD/002 34.RAD/029 14.RAD/014
8.12	Faculty/Institute encourages student participation at regional/national level competitions (such as IQ, innovation, sports, general knowledge, etc.) and rewards outstanding performers.	Institute encourages student participation at regional/national level competitions.	Rose villa art competition Sports	53.RAD/043 14.RAD/014
8.13	The academic standards of the study programme is assured through regular revision of curriculum, close monitoring of its implementation and use of	Curriculum revision is happening in every five years cycles Art and design uses the external resource as external examination in marking through the approval of the faculty and	Student Handbook Curriculum Examiner list approved by	28.RC/007 9.RAd/009 47.RAD/039

	external examiners for moderation and second marking.	senate	faculty and senate	
8.14	The Faculty implements a mechanism for the students who do not complete the programme successfully to exit at a lower level with a diploma or certificate, depending on level of attainment (fallback option).	Not in practise		
<p>Summary: Link Academic training-Research development-innovation-industry: needs to strengthen more Undergraduate Research: very well laboured material needs to be disseminated via channels. Internship: needs more regularity and organisation Link to national, international, non-govt: it is there, but be expanded more Income generating activity: needs to find other avenues Regular revision of curriculum: it is in process Student's national & regional participation: talented participates and come out with colours.</p>				

Section 4: Summary

The foregoing section on compliance with the relevant standards indicates the current position of the Ramanathan Academy of Fine Arts. In many areas the Departments have performed well while in others there is room for improvement. A summary of the best practices followed by the Departments, as well as suggestions for progression follows:

4.1 Instances of Best Practices Observed by the Departments

- Conformity with SLQF; following the academic calendar; prevention of ragging through a creative programme; foreign collaborations
- Innovative teaching learning strategies; conducting exhibitions by the students at department level and outside Galleries ;
- Performing creative work in different social settings.
- Staff development; guest lectures;
- Policy regarding marking and exam setting; Panel marking with the involvement of External experts.
- Use of proper Instruments; staff engagement with government institutions, staff involvement in national affairs; staff engaging in International collaborative programmes.

4.2 Suggestions for Progression

- Improve infrastructure facilities
- Develop ILOs and graduate profile
- Develop a sound ICT-based platform
- Build a staff appraisal system
- Complete curriculum review
- Formulate indicators of teaching excellence
- Incorporate awards for teaching
- Strengthen the alumni association
- Implement graduate tracer systems
- Develop ToRs for external examiners

Appendix: 1

Ramanathan Academy of Fine Arts

No	Ramanathan Academy of Fine Arts	Art & Design	Dance	Music		
1	Graduate profile and intended learning outcomes of the study programme.	C	C	C		
2	Number of Departments contributing to the programme.	1	1	1		
3	Number of students enrolled and their choices of subject combinations	2012	28	70	96	
		2013	16	62	97	
		2014	29	69	89	
		2015	27	71	92	
		2016	35	79	71	
4	Numbers and profile of the academic, academic support and non-academic staff.	Academic	Professor/Associate Professor	-	-	-
			Senior Lecturer GR I		2	2
			Senior Lecturer GR II	2	5	7
			Lecturer	-	-	2
			Lecturer (Probationary)	1	4	2
		Instructor	-	2	2	
		Non Academic	CAA	-	-	1
			Clerk	-	1	-
			Technical office	-	-	-
			Lab Attendant	1	-	-
Labourer	1		1	1		
5	Learning resource system (Library, ELTU, laboratories, computer facilities etc.)	Library	C	C	C	
		ELTU	C	C	C	
		Laboratories	C	C	C	
		Computer Facilities	C	C	C	
		Any Others	C	C	C	
6	Student support system and management	C	C	C		

C = Common

Appendix 2

