

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> |
|-----|--|---|---|---|

| | | | | |
|-----|--|---|--|--|
| 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 |
|------|---|---|---|--|

| | | | | |
|------|---|---|--|---|
| 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 |
|------|---|---|--|---|

| | | | | |
|------|--|---|---|---|
| 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</p> <p>Criticism is included in the ICAs</p> <p>student feedback</p> <p>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. | Dept encourage students Students perform dance at Convocation Programs & Research Conferences | Creative activities by students/ student societies Students awards/certificates at national level dance competitions Self directed learning- Creating/ Choreographing BFA Dance curriculum-(1 st year & 4 th year courses) Documents of Muzhu Mathi Arangu (Full Moon Theatre Dance Repertoires by students Video clips on univ. web. | 39. R/D/1.24/KKM 85. R/D/5.8/1/S Aw. 61. R/D/3.19/2/SDL 53.R/D/3.5/1/Curriculum 62. R/D/3.19/3/MMA 86.R/D/5.8//2/DR http://www.jfn.ac.lk/index.php/gallery/cultural-event-2k17/3/ |
| 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. | Evidence for group activities; Evidence of informal peer study groups. Performance after collaborative learning | 60. R/D/3.19/1/GA Check with student https://www.youtube.com/watch?v=iT_Ct5HeFQg |

| | | | | |
|------|---|---|--|---|
| 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. | Dept. uses open panel marking for practical & open making for theory exams. Feedback obtained from external examiners & students HOD verifies marks calculated by examiners. Pre-Results board meeting & Faculty level. | Detail marks by 2 internal examiners and 1 external examiner. Marking criteria on question paper- Practical Marking scheme-theory External Examiner Report Student Feedback on Exams Details Marks sheet signed by HOD answer scripts Handbook Expert Committee on Standardizing Marking Scheme | 120/R/D/7.12/1/DMS 117/R/D/7.8/1/QP-P 117/R/D/7.8/2/MS-T 75. R/D/4.19/3/EER 76. R/D/4.19/4/SFE 120/R/D/7.12/2/DMS 121/ R/D/7.12/3/AS RC/007 122/R/D/7.12/4/EC on SMS-Minutes |

| | | | | |
|------|--|---|---|---|
| 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> |
|--|---|

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.