SUBJECT REVIEW REPORT

DEPARTMENT OF MATHEMATICS

FACULTY OF APPLIED SCIENCE
UNIVERSITY OF SRI JAYEWARDENEPURA

22nd to 24th September 2008

Review Team :

Prof. D. D. S. Kulatunga, University of Kelaniya
Dr. A. A. Shelton Perera, University of Peradeniya
Prof. T. R. Ariyaratne, University of Colombo
Dr. M. Z. M. Malharadeen, University of Moratuwa

CONTENTS

1. SUBJECT REVIEW PROCESS

Subject review evaluates the quality of the student learning experience at programme level. It is about management and assurance of quality at programme, rather than institutional level. Internal evaluation of the quality of education at subject level is normally part of a university's quality assurance scheme.
Key features are:

- Peer review by academic staff with significant experience as subject practitioners
- Completion of an analytical self-evaluation document covering programmes being Reviewed
- Provision of documents such as: examples of student work, student handbooks, statistics covering student progress and achievement, external examiners' reports minutes of subject committees
- Observation of teaching
- Discussions with subject staff to discuss statements made in the self-evaluation and supporting documents provided by staff delivering the subject
- Discussions with support and administrative staff concerning university quality assurance and resources matters. Discussions with students to obtain their views
- Observation on the quality of the learning experience in their programme of study

The aims and learning outcomes contained in the self-evaluation report provide an important reference point for subject review. Reviewers evaluate the quality of education in the subject under review according to the aims and learning outcomes aspired to by the subject team. They do not use any externally set standards against which the programmes are judged. This mean that the university mission, the staff and student profile and the programmes are all evaluated according to the aims learning outcomes set by departments or schools themselves and allows the subject review process to take account of diversity of institutions and students.
The following eight aspects have been chosen by the Committee or Quality Assurance as the most important areas for review at the subject level:

- Curriculum design, content and review
- Teaching, learning and assessment methods
- Quality of students, including student progress and achievement
- The extent and use of student feedback, qualitative and quantitative
- Postgraduate studies
- Peer observation
- Skills development
- Academic guidance and counseling

The above aspects were reviewed at the department level.

2. BRIEF HISTORY OF THE UNIVERSITY, FACULTY AND THE DEPARTMENT

The University of Sri Jayewardenepura has its origin in the Maligakanda Vidyodaya Pirivena, a distinguished Buddhist centre of learning. The vidyodaya University emerged in 1959 from the Maligakanda Vidyodaya Pirivena. Ven. Welivitiye Soratha Maha Thero who was the principal of the Vidyoda Pirivena at the time was appointed the first Vice-chancellor of the Vidyodaya University. The Vidyodaya University was moved from Maligakanda to Gangodawila, about 15Km south east of Colombo in 1961. Under the University of Ceylon

Act No. 1 of 1972, all universities become campuses of a single university. Vidyodaya University become Vidyodaya campus. The universities Act 16 of 1978 gave the university status back to the campuses. The Vidyodaya campus was re-named as the university of Sri Jayewardenepura. The university is planning to celebrate the 50th anniversary (1959-2009) in a grand scale.

The University of Sri Jayewardenepura is one of the major national universities of Sri Lanka. The university consists of the following five faculties:

- Faculty of Arts
- Faculty of Applied Science
- Faculty of Management Studies & Commerce
- Faculty of Medical Science
- Faculty of Graduate Studies

In addition the university has a highly successful Postgraduate Institute of Management, located is Colombo.

The Faculty of Applied Science was established more than 45 years ago. It is one of the oldest among the Faculties of Science in Sri Lanka.

The mission of the Faculty of Applied Science is to foster, promote and excel in teaching, learning and research is science and its applications. The Faculty of Applied Science consists of 8 academic departments with about 100 academic staff members, 1000 undergraduate students and 1000 postgraduate students.

The Department of Mathematics was established in 1968 and offered Mathematics as one of the three subjects for all students in the General Degree programmes of the Faculty, including Biological Science students.

The special Degree programme was started in 1976. In the first batch, the two students who followed the special Degree programme were from the Biological Science stream.

Programme Details

The following programmes are offered by the Department of Mathematics.

Programme	**Duration**	**Total student numbers**
(i) B.Sc.(General) Degree (Mathematics is one of the three subjects)	3 years	643
(ii) B.Sc. (Special) Degree	4 years	26
(iii) M.Sc./Postgraduate Diploma in Industrial Mathematics	2 years	32
(iv) M.Phil. Degree in Mathematics	2 years or more	4

Table 1.1: Degree programmes

Mathematics is offered as a subject for the following combinations in the Faculty of Applied Sciences:

CHEMISTRY / **MATHEMATICS** / PHYSICS
CHEMISTRY / **MATHEMATICS** / STAISTICS
MATHEMATICS / PHYSICS / STATISTICS

CHEMISTRY / MANAGEMENT SCIENCE / **MATHEMATICS**
MANAGEMENT SCIENCE / **MATHEMATICS** / PHYSICS
FORESTRY & ENV. SCIENCE / MANAGEMENT SCIENCE / **MATHEMATICS**
COMPUTER SCIENCE/ **MATHEMATICS** / STATISTICS
COMPUTER SCIENCE / **MATHEMATICS** / PHYSICS

Vision of the Department
To be a department that is recognized nationally and internationally as a centre of excellence in teaching, learning and research in Mathematics and its applications.

Mission of the Department
To deliver high quality undergraduate and graduate programs in Mathematics, and produce graduates who can contribute to the national development.

3. AIMS AND LEARNING OUTCOMES

3.1. Aims
The Department of Mathematics is committed to providing the highest standard concerning the challenge of teaching necessary mathematical amide the various the amidst the various ability levels of students. They demonstrate a sense of exploration that enable students to pursue lifelong learning, be an independent learner, able to acquire further knowledge with little guidance or support. Their expectation is to harness undergraduates with logical reasoning ability whenever they cope with real world problem solving.

In this context the Department aims to provide
- programmes that offer learning experience in advanced mathematical concepts under the limitations of university policies, so as to expose students towards recent developments in job market and research field;
- facilities in various aspects such as computer, industrial training etc. for the students to develop skills to be well-equipped with the needs of the potential employers;
- a friendly approach on academic and pastoral issue encountered by the students to accommodate an effective learning process;
- a friendly collaboration for students following subject combinations other than Mathematics in the University of study Mathematics at a level appropriate for their needs;
- support on reviewing of teaching, learning and assessment methods to enhance staff members' skills with aid of student feedback and peer evaluations.

3.2. Learning Outcomes

On successful completion of any one of the programmes, students will be able to

- recognise the concepts of Mathematics, based on a programme that provides initial foundation followed by gradually increasing depth of study;
- apply learnt concepts to solve problems arising in day to day life and industry;
- develop a range of personnel skills while gaining experience of applying them to various situations;
- integrate technical and intellectual skills necessary to analyse a given problem.
- In addition, on successful completion of the Mathematics special degree programme;
- relate abstract mathematical concepts with broader applications.

4. FINDINGS OF THE REVIEW TEAM

The Review Team visited the Department of Mathematics, University of Sri Jayewardenepura during the period from 22nd to 24th September 2008. The agenda for the visit is attached herewith (Annex 1).

In this section we shall summarize our findings on each of the eight aspects stated in Section 1. We shall also give a judgment on each of these aspects considering the strengths, good practices and weaknesses based on the self evaluation report and the information/evidence gathered during our visit.

During the visit, the Review Team held discussions with

- the Vice Chancellor/University of Sri Jayewardenepura ,
- Dean/Faculty of Science,
- Head/Department of Mathematics,
- members of the Academic Staff and Academic Support Staff of the Department
- members of the Non-Academic Staff of the Department,
- Student Counselors of the Faculty,
- a groups of General Degree students offering Mathematics as a subject,
- Special Degree students, and
- a group of 4 students who successfully completed the M.Sc. Programme in Industrial Mathematics.

In addition, the Review Team gathered information/evidence through

- observation of lectures and practical classes,
- observation of the facilities in the Department/Faculty, and
- inspection of documents provided by the department.

4.1. Curriculum Design, Content and Review

The Mathematics curriculum has been restructured and revised many number of times to meet the demand. A Course Unit System was introduced in 1994 and a major revision was done that year. In 2005, the Faculty adapted a Semester Based Course Unit System together with a Credit System and a GPA based system to evaluate performance of students. The Academic Year is divided into two semesters each of which consists of 15 weeks. One theory credit is equivalent to 15 hours of lectures and 1 practical credit is equivalent to 30 hours of laboratory work.

General Degree students who offer Mathematics as one of the three subjects are required to complete 27-33 credits of mathematics course units out of a total of 90 credits while Special Degree students are required to complete a total of 120 credits to earn the degree. The selection of students for the Special Degree Programme is done at the end of the second year. The programme structure allows transferring from the special degree to general degree if a student so desires or if s/he fails to make a satisfactory progress.

The Mathematics course units are designed to improve the logical/analytical thinking abilities along with problem solving skills computer skills and data handling skills, which will help the students adjust to different situations. There is a good blend of course units both in Pure Mathematics, providing the necessary theoretical background, and in Applied Mathematics, providing leaning experience in various applications. A fair amount of flexibility is provided for students in selection of course units that come under Mathematics.

There are 10 subject combinations available for Physical Science students and Mathematics is a subject for 8 of them. Although there are variety of subject combinations with Mathematics as a subject, it was revealed during our discussions with students that there is a considerable demand for the following subject combinations:

- MANAGEMENT / **MATHEMATICS** / COMPUTER SCIENCE
- MANAGEMENT / **MATHEMATICS** / STAISTICS

The Department of Mathematics has taken steps to change the method of delivery of many course units by introducing a computer aided learning components. For example, the following course units are now delivered through this mode:

- Linear Algebra I with MAPLE
- Linear Algebra II with MAPLE
- Calculus I
- Calculus II
- Differential Equations

Although the majority of the course units offered by the Department of Mathematics are of 2 credits, there are large number of 1 credit/1.5 credit course units. As this could raise concerns regarding the depth of coverage of the topics, the Department should offer more 2-3 credit course units. It is important to have a few 3 credit course units at least for the Special Degree students.

In 2002, the Department of Mathematics introduced an Industrial Internship Programme for the Special Degree students to provide them with an industrial experience which make them more employable. After completing the internship, students are required to make a presentation and submit a report on their work under the Industrial Internship Programme. Fifty eight students of 6 batches have completed this programme successfully. This programme is very popular among the students and they would like it to be extended for a period of at least 2 months.
The Department of Mathematics has recently introduced a course unit on History of Mathematics for the 3rd year Special Degree students with the aim of improving students' presentation skills, independent learning skills and web-based learning skills. We consider this as an important addition to the existing course units.

Special Degree students are required to undertake an individual research project during the final year which requires an in depth study of a chosen topic. They are required make several presentations and submit a dissertation. This process encourages creativity, and improves the oral and written communication skills.

In addition to the above mentioned activities, the Department of Mathematics offers the following support/service courses:

- Bio-Mathematics (currently named as Basic Mathematics),
- Boolean Algebra and Switching Circuits,
- Special Topics in Algebra and Geometry,
- Measure Theory,
- Applied Mathematical Techniques,
- Computational Mathematics,
- Graph Theory, and

- Mathematics for B. Pharm. and MLT Programmes

Although the Department of Mathematics has not initiated any new degree programmes, it has taken measures to improve and maintain the quality of the curriculum.

Based on the above observations, the Review Team judged the Curriculum Design, Content and Review aspect as GOOD.

4.2 Teaching, Learning and Assessment Methods

The main mode of delivery is through class room lecturing and tutorial classes. We observed five teaching sessions and a lab class. Self Evaluation Report of the Department mentions that the official medium of instruction of the Faculty of Applied Sciences is Sinhala. A few basic textbooks have been written in Sinhala by members of the academic staff with the aim of encouraging students' independent learning. Handouts distributed during lectures and the notes written on the board were in English. During the lectures for first year students, however, the explanations were carried out in Sinhala. Lectures for special degree students were all in English. There were a couple of Tamil speaking students in the current first year batch. They were given an additional class to clarify any difficulties in the main lecture. Question papers are printed both in Sinhala and English. Review Team witnessed good interaction of teachers with students during lectures. Students were encouraged to meet their lecturers during allocated office hours to clear doubts. At the meeting with the undergraduate students, students expressed their overall satisfaction on the delivery of lectures, course materials distributed and the use of multimedia facilities. However, they felt that the percentage of English used in instruction be increased during the second and third years. Lab classes were conducted for certain modules in small groups of about 25 students. About 5 instructors were seen assisting students during the session we observed. Attendance in these lab sessions are recorded, but the students' performances were not evaluated. The department has a small library of its own. Students were allowed to borrow books from this library. Limited internet facilities were available to students. Usage of ICT facilities could be increased further both in classroom instruction and in preparation of course materials . It could render class environment more lively and also make learning mathematics interesting.
Tutorial classes are held weekly. Weekly assignments are marked and returned to the students.

Department adopts a variety of assessment methods. The main component of the assessment procedure is the end-semester examination. Each question paper is set and moderated by two internal examiners. External examiners moderate majority of the special degree question papers. Marking is done by two internal examiners. Even though the Review Team felt this to be a good practice, they did not have the chance to see samples of answer scripts to see how it is implemented. Students do not have the chance of appealing.

The continuous assessment component consisted of a Mid-Semester Examination, which is also generally a closed-book examination. Some lecturers give quizzes and computer practical examinations. For special degree students, Presentations and projects are also evaluated.

Based on the above observations, the Review Team judged the Teaching, Learning and Assessment Methods aspect as GOOD.

4.3 Quality of Students, Student Progress and Achievements

It is a well known fact that the students with the highest z-scores at the G.C.E. (A/L) Examination do not usually enter the Science Faculties of Sri Lankan Universities. However the staff must maintain the quality of the academic achievements of the students who do enter the Science Faculties. The Department of Mathematics of the University of Sri Jayewardenepura has provided summarized results of the general and special degree students of the last few years. The Review Team was of the view that the quality of the students may not be judged from the data provided for general degree students as they follow other subjects offered by the Faculty of Science. Students are selected to follow the Special Degree program in Mathematics based on their performance on the Mathematics Units in the first two years. According to the data provided there were no drop outs in the Special Degree Program in the last few years. This indicates that the recruitment procedure enables the students to maintain academic standards.

The Review Team held several meetings with the students following Mathematics as a subject where it was revealed that students are satisfied with the academic program of the Department of Mathematics. Especially the students in the Special Degree Program had shown good communication skills. The Review Team also had the opportunity to observe two presentations from a postgraduate student and a Special Degree student who had just completed the Industrial Placement Program. Both of them showed fairly good presentation skills.

According to the data provided by the Department the completion rates of the Special Degree program are highly satisfactory as there were no failures in the last few years. In the years 2004 and 2005 there were no general passes in the Special degree program. A fairly reasonable distribution pattern was seen in the 3 achievement levels (classes) indicating a satisfactory evaluation process. The Review Team also observed that only 4 students out of a batch of 32 have completed their M. Sc. Program in Industrial Mathematics.

Students who recently passed out currently employed at government institutes or private places while a fairly good number of students pursue their higher studies abroad. Two students have won the SLAAS Physical Science award in 2006 and 2007.

Based on the above observations, the Review Team judged the Quality of Students, Student Progress and Achievements aspect as GOOD.

4.4 Extent and Use of Student Feedback

The Department of Mathematics has realized the importance of the students' feedback in each and every course they offer for the improvement of its academic activities. The views of the students are usually obtained through informal discussions with students and questionnaires.

During the discussions held by the Review Team with the student representation it was revealed that students have the liberty to meet the Head of the Department and any member of the staff to discuss matters specially related to academic activities. Views are also obtained from student representatives who are invited to the Faculty Board meetings.

Student feedback is manly obtained through the use of questionnaires at the end of Course Unit. The responses of students are analyzed by the lecturer and necessary action is taken to remedy student concerns. The Department has a standard format for this purpose.

Also informal student feedback obtained while courses are in progress seems to be very effective as action can be taken immediately if shortcomings are identified.

Based on the above observations, the Review Team judged the Extent and Use of Student Feedback aspect as GOOD.

4.5 Postgraduate Studies

Postgraduate programmes are conducted by the Faculty of Graduate Studies of the University. The designing of the courses and all academic matters pertaining to postgraduate courses are done by the respective Departments. At present the Department of mathematics is conducting a Postgraduate Diploma/M.Sc. in Industrial Mathematics Programme. This programme was started in 1996 and is the first such programme to be offered by a Sri Lankan University. The duration of the M.Sc. in Industrial Mathematics is two years, and it consists of three modules and a research project. According to the information provided to the reviewers. The number of M.Sc. degrees awarded during the period 1996 -2004 was found to vary with the maximum number (06) awarding in 2004. The number of postgraduate Diplomas awarded during the same period was a little less than the number of M.Sc. degrees. In a batch of 32 students who got registered for the Postgraduate Diploma/M.Sc. in Industrial Mathematics Programme, only 4 students have successfully completed the M.Sc. degree. Reviewers did not have an opportunity to meet the other postgraduate students of the M.Sc. programme in Industrial Mathematics during their visit to the Department. Later some students, however, contacted two members of the Review Team through the QA Council and made representations. As the members of the Review Team could not ascertain the veracity of their concerns about the current programme those concerns were completely ignored.

As for postgraduate research, the Review Team noted that two members of the senior academic members have research collaborative links with Western Michigan University and the University of Edinburgh. However, at the moment the Department does not have an active postgraduate research degree programme. The two junior members of the staff who undertake research in the Department are supervised by a senior professor in the Department of Physics. The Review Team feels now it is the correct time to contemplate on starting such a research programme. Senior staff members are too much burdened with administrative responsibilities. Therefore young qualified staff should be encouraged and facilities should be provided to commence research projects that can lead to research degrees.

Based on the above observations, the Review Team judged the Teaching, Learning and Assessment Methods aspect as satisfactory.

4.6 Peer Observation

The Department of Mathematics has been carrying out peer observation of lectures for quite some time. We were able to look at a few observation reports dating from 2004. It was mentioned at a meeting with staff members that peer observations were carried out even before that at the Department of Mathematics. The observation reports that we scrutinized indicated that most of the lecturers in the Department have undergone peer observation and also have acted as peer observers. The Review Team noticed that the staff members have a

positive attitude towards the overall peer observation process. Under the current procedure, the lecturer chooses the observer. After observing the lecture at a previously agreed time slot, the observer fills a standard form summarizing his observations and recommendations. This report is discussed between them and kept with the lecturer. Review Team noticed evidences of corrective measures taken on the observer's recommendations. The Review Team also felt that having a second internal examiner marking the answer scripts of every module is a good practice. It could also be considered as part of the peer review process.

Based on the above observations, the Review Team judged the Peer Observation aspect as Good.

4.7 Skills Developments

Mathematics curriculum has been designed in such a way that it provides opportunities for students to improve their practical as well as transferable skills. The computer usage in the teaching and learning of mathematics is found to be high. Furthermore, the Mathematics Department has taken steps to develop soft skills which are necessary for career development through University-Industry linkages. In addition the Review Team has noted that undergraduate students receive research and presentation skills through the conduction of student projects. Seminars, poster presentations and report preparation, which are compulsory activities of the programme, enhance written and oral communication skills of the students. Career development Centre and the Staff Development Centre of the University too provide courses regularly to enhance various skills of undergraduates.

Based on the above observations, the Review Team judged the skills development aspect as GOOD.

4.8 Academic Guidance and Counseling

Most of the information provided for this aspect in the Self Evaluation Report is of a general nature.

The Lecturers of the Department provide students with course details at the first meeting of each of the course units. Faculty Hand-Book issued to students carry information pertaining to the Academic Programmes. During the meeting with the Vice Chancellor, the academic counseling provided by the members of staff was rated as highly inadequate.

There are only 3 student counselors for the entire Faculty. This is not adequate. It would be better if one senior staff member from each department is appointed as a student counselor.

A new mentoring programme has been introduced for the 1st year students is the Faculty this year. Three staff members per 20 students have been assigned and 2 meeting per week have been held during the orientation period. This has worked well this year and the students would like this to be continued.

It was revealed during the discussion with students that the students of the Faculty of Science do not interact with the students of the rest of the Faculties of the University. In fact, these students are prevented from using the common facilities available for student including the main library. This is a serious problem which needs the attention of all members of the university community.

Based on the above observations, the Review Team judged Academic Guidance and Counseling aspect as satisfactory.

5. CONCLUSIONS

Based on the observations made and evidence gathered during the Review Team visit, the eight aspects were judged as follows:

Aspect Reviewed	**Judgment Given**
1. Curriculum Design, Content and Review	Good
2. Teaching, Learning and Assessment Methods	Good
3. Quality of Students, Including Student progress and achievements	Good
4. Extent of student feedback, Qualitative and Quantitative	Good
5. Postgraduate Studies	Satisfactory
6. Peer Observation	Good
7. Skills Development	Good
8. Academic Guidance and Counseling	Satisfactory

The overall judgment is suspended.

6. RECOMMENDATIONS

Some of the recommendations have already been made under Section 4 of this document. In addition, the Review Team wishes to make the following recommendations:

- Include the syllabi of course units offered by the Faculty in the Faculty Hand-Book.
- Change some of the titles of the course units to better reflect the course contents.
- Increase the proportion of English medium instruction at the General Degree level.
- Increase the usage of ICT facilities further both in classroom instruction and in preparation of course material.
- Establish a Faculty Library.
- Increase and upgrade the computer facilities.

7. ANNEXES

Annex 1. AGENDA FOR THE REVIEW VISIT

Day 1 – Monday 22nd September 2008

08.00 – 08.30 Private Meeting of Review Team with QAAC Representatives
08.30 – 09.00 Discuss the agenda for the visit
09.00 – 09.30 Welcome Meeting with the Dean and Head of Department
09.30 – 11.30 Department Presentation on the Self Evaluation Report and discussion, Meeting with Academic staff and Tea
11.30 – 12.00 Observing teaching – Lecture – Year3 – Venue – Science Auditorium
12.00 – 13.30 Lunch
13.30 – 14.00 Observing teaching – Practical Class – Year2 - MCL
14.00 – 14.30 Meeting with Special Degree Students
14.30 – 15.00 Meeting with Probationary Lectures
15.00 – 15.30 Observing Documents
15.30 – 16.00 Meeting with the Vice chancellor
16.00 – 17.00 Observing Department facilities (Library, Computer labs, Tutorial rooms)
17.00 – 17.30 Brief meeting of reviewers

Day 2 – Tuesday 23rd September 2008

09.00 – 09.30 Observing teaching – Lecture – Year 3 – Venue New MLT/ Year1 venue c1
09.30 – 10.00 Tea
10.00 – 11.00 Presentations (Postgraduate, Final Year Special Degree Project)
11.00 – 11.30 Meeting with Postgraduate students
11.30 – 12.30 Presentations (Industrial Internship Program, Special Degree part I)
12.30 – 13.30 Lunch
13.30 – 14.00 Observing teaching – Lecture – Year 3 – venue – Science Auditorium
14.00 – 14.30 Meeting with first year students
14.30 – 16.00 Meeting with Director/Welfare, Student Counselors/Deputy Proctor (Science Faculty), Director/Staff Development Center
16.00 – 17.00 Observing Documents

Day 3 – Wednesday 24th September 2008

09.00 – 09.30 Reviewers' private discussion
09.30 – 10.00 Observing practical – Lecture – MATLAB and Second year – Visual C++(Lab C)
10.00 – 10.15 Tea
10.15 – 10.30 Meeting with technical staff & other non-academic staff
10.30 – 11.00 Meeting with Academic Supporting Staff
11.00 – 11.30 Meeting with undergraduate students – Year 2/3 – venue Seminar Room
11.30 – 12.30 Meeting with Head & Staff for reporting – Seminar Room
12.30 – 13.30 Lunch
13.30 – 15.30 Report Writing

Annex 2 – OBSERVATION OF DOCUMENTS

- Cooperate Plan
- Student Hand Book
- Past Papers +Marking Schemes
- Peer Observation forms since 2004
- Student Feed back Forms and Analyzed Data
- Mid Semester (papers + results)
- Results sheets with grades
- Final year projects
- IIP projects
- M.Sc. Projects, Lecture Notes, Results
- M.Phil Projects
- Detailed Syllabi
- Computer aided learning Mathematics-handouts
- Orientation Programme (documents)
- Books (SW, TPDeS)
- Research (Publications)
- Undergraduate Lecture Notes
- Printed Handouts
- Moderated papers
- Minutes of the Departmental Meetings

Annex 3 – DETAILS OF THE ACADEMIC STAFF

Name	Designation	Qualifications	Specialized Area
1. Prof. (Mrs.) S. Weerakoon	Professor	B.Sc. sp. (Peradeniya) M.Sc., Ph.D. (Pensylvenia State University, U.S.A)	Numerical Analysis
2. Mrs. T.P. de Silva	Senior Lecturer I	B.Sc. (Ceylon, Peradeniya) M.Sc. (Monash, Australia)	Number Theory, Algebra
3. Mr. M.K.N. Siriwardene	Senior Lecturer I	B.Sc. (Colombo) M.Sc. (University of South Australia)	Algebraic Geometry
4. Dr. (Mrs.) M. Liyanage	Senior Lecturer I	B.Sc.sp. (SJP) M.Math. (Waterloo) Ph.D. (McMaster)	Abstract Algebra
5. Dr. (Ms.) R.P.K.C.M. Ranasingha	Senior Lecturer I	B.Sc. sp. (Kelaniya) Ph.D. (HW, Edin)	Differential Equations, Statistical Mechanics, Mathematical Education
6. Dr. S.K. Boralugada	Senior Lecturer I	B.Sc. sp. (SJP) M.Sc., Ph.D. (Alberta)	Non-smooth Analysis and Optimization
7. Mr. K.K.W.A.S. Kumara	Senior Lecturer II	B.Sc. sp. (Col) M.Phil.(SJP)	Abstract Algebra
8. Mr. G.J.K. Silva	Lecturer	B.Sc. sp. (Col) M.A. (Toledo, USA)	Pure Maths (Analysis, Topology and Algebra)
9. Mr. R. Sanjeewa	Probationary Lecturer	B.Sc. sp. (SJP) M.A. (Oakland)	Reading for a Ph.D.
10. Mr. N.C. Ganegoda	Probationary Lecturer	B.Sc. sp. (SJP)	Reading for an M.Phil. in Mathematics
11. Mrs. D.S. Rodrigo	Temporary Asst. Lecturer	B.Sc. sp. (SJP)	Reading for an M.Phil. in Mathematics