

# **SUBJECT REVIEW REPORT**

**DEPARTMENT OF GEOGRAPHY**



***FACULTY OF ARTS***  
**UNIVERSITY OF SRI JAYEWARDENEPURA**

19<sup>th</sup> to 21<sup>st</sup> June 2006

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## 1. SUBJECT REVIEW PROCESS

The subject review process introduced by the Committee of Vice Chancellors and Directors and the University Grants Commission of Sri Lanka, now directed by the Quality Assurance and Accreditation Council, has been designed to evaluate the quality of education within a specific subject or discipline, for both undergraduate and postgraduate programs in a university. It specifically focuses on the quality of the student learning experience and student achievement.

Higher education is a 'public good' and plays a crucial role in the economic and social development in Sri Lanka. As public institutions engaged in the delivery of this public good, the universities in Sri Lanka have a responsibility to maintain and improve upon the high standards and the quality of higher education.

This report presents the findings of a review of the quality of education provided by the **Department of Geography at the University of Sri Jayewardenepura, Sri Lanka**. The review was conducted at the Department from 19th to 21st of June 2006 adhering to the guidelines provided in the *Quality Assurance Handbook for Sri Lankan Universities*, published by the CVCD and University Grants Commission in July 2002. The review process was based on the Self Evaluation Report (SER) submitted by the Department of Geography and supported by the information gathered from the three-day site visit made to the department.

The SER has been prepared under following headings:

1. Vision and Mission of the University of Sri Jayewardenepura
2. Aim, Goals and Learning Outcomes
3. Students, Staff and Facilities
4. Evaluation
5. Teaching, Learning and Assessment Methods
6. Quality of Students
7. Student Feedback
8. Postgraduate and Research Programme
9. Peer observation
10. Skills development
11. Academic Guidance and Counseling
12. Conclusion

In the review process attention was focused on the following eight aspects as given the *Quality Assurance Handbook*:

1. Curriculum design, content and review.
2. Teaching learning and assessment methods.
3. Quality of students including student progress and achievements.
4. Extent and use of student feedback, qualitative and quantitative.
5. Postgraduate studies.
6. Peer observation.
7. Skills development, and
8. Academic guidance and counseling.

The evaluation of eight aspects was supplemented by the information gathered at the,

- discussions held with the Dean of the Faculty of Arts, Head of Department, academic staff and undergraduate and postgraduate students and non-academic and support staff
- observation of departmental facilities (lecture rooms, laboratories, staff rooms, office space etc.) and other facilities
- observation of teaching sessions
- review of documents available at the department, such as examination papers, marking schemes, answer scripts, minutes of the departmental meetings, Geography Society magazines.

Each of the eight aspects was judged as good or satisfactory or unsatisfactory paying attention to the strengths, good practices and weaknesses found in each area. Taking into consideration the judgments given to the eight aspects, an overall judgment was given as confidence or limited confidence or no confidence.

## **2. BRIEF HISTORY OF THE UNIVERSITY**

The University of Sri Jayewardenepura has its roots in the historic *Maligakande Vidyodaya Pirivena* founded in 1873 as a centre of learning for Buddhist monks by the Ven. *Hikkaduwe Sri Sumangala Maha Thero*. From the inception up to the year 1959 it functioned as an internationally recognized centre for oriental studies under the guidance of learned venerable monks like *Baddegama Sri Piyaratana* and *Welivitiye Sri Soratha*. In 1959, the *Vidyodaya Pirivena* became the Vidyodaya University of Ceylon. The main goal of establishing the new university was to promote the education in national languages and culture. Accordingly, the new University commenced its academic activities with five faculties, namely, Buddhist Studies, Philosophy, Languages, Arts, *Ayurveda* and Science. The Vidyodaya University became the Vidyodaya Campus of the University of Ceylon in 1972. In 1978, it was renamed as the University of Sri Jayewardenepura after *Sri Jayewardenepura-Kotte* was made the administrative capital of the country.

The University of Sri Jayewardenepura is one of the major national universities of Sri Lanka. It is located just outside the limits of the Colombo Municipality. The Five Faculties that comprises the main academic body of the University are:

1. Faculty of Arts
2. Faculty of Management Studies and Commerce
3. Faculty of Medical Sciences
4. Faculty of Applied Sciences
5. Faculty of Graduate Studies

**The Faculty of Arts** is one of the largest faculties in the University of Sri Jayewardenepura which has around 2250 students currently receiving education. Under the academic and administrative guidance of the Dean of the Faculty, it has developed into nine academic departments covering 23 fields of study.

**The Department of Geography** at University of Sri Jayewardenepura, one of the oldest departments in the Faculty of Arts, was established in 1959. The department has two programs at Bachelors level: the General Arts Degree programme for which Geography could be offered as a main subject and the Special Degree programme in Geography. Although, the department does not conduct taught post-degree programmes at present, it does accept students for MA, M Phil and Ph D degree programmes through the Faculty of Graduate Studies. The teaching faculty of the department consists of academics with postgraduate qualifications such as MA, M Phil and PhDs, with specializations in varied subject areas.

### **3. AIMS, GOALS AND LEARNING OUTCOMES**

#### **3.1. Aims**

Geography occupies a distinct place in the world of learning, offering an integrated study of the complex reciprocal relationships between human societies and the physical world. The geographer's canvas is colored by place, space and time: differences and dynamics in cultures, political systems, economies, landscapes and environment across the world, and the links between them. The discipline has traditionally focused on Human and Physical Geography. In recent years special attention has been on the multifaceted nexus between human society and the environment. Geographic Information System (GIS) and Remote Sensing are the two additional areas where geographers are playing a most prominent role. In this context the **Aim** of the Department of Geography is:

*“to develop as a center of excellence in spatial studies through teaching, scholarship and research in an environment which values, creativity, freedom of the intellectual through expression, equal opportunity and academic growth, while committed to provide knowledge which blends the best of relevance in theory and practice using appropriate technology for the benefit of student community and the wider society” (SER: Geography).*

In achieving its aims within the context of the Vision and Mission of the University of Sri Jayewardenepura, the Department of Geography will:

- Build an extraordinary community for creating new knowledge about Planet earth and its inhabitants.
- Create new methods and models to advance geographic information science.

- Use integrated science to better understand spatio-temporal dynamics.

### **3.2. Goals**

Fundamental goals the Department of Geography are to achieve excellence in teaching, research and outreach. In this context the Department will,

- provide future practitioners the knowledge, practical skills and values to enable students to become effective, and to improve the quality of environment, human settlements and regions.
- conduct research on the “theory and practice” of physical and human environments and disseminate findings to plan more equitable and sustainable communities and;
- address social and grassroots level human problems by linking knowledge and practice and facilitate mutual learning between society and university.

### **3.3. Learning Outcomes**

The first focus is the study of spatial variations-how and why physical phenomena and human behavior differ from place to place on the surface of the Earth and how observable spatial patterns evolve over time. Department aims to provide students with an outstanding and practical educational experience.

The second focus explore man-environment relationships, including both the impact of the biophysical world on society and the way that people change and adapt to the natural environment.

The third focus investigates the character of the place or regions and the well-being of place-based populations.

Geography concentrators study each of these three foci over the special degree course of four years and investigate topics ranging from physical phenomena such as climate, landforms, and vegetation to social, economic, and political phenomena.

Programmes are designed to enable progressive development of transferable skills, presentation skills, critical and analytical thinking, problem solving, data, maps and information interpretation and analysis, time management, interpersonal skills including team work and building of leadership qualities.

The final year dissertation provides a particularly valuable active learning experience. Students develop skills in research design, data collection and interpretation, critical evaluation of their own and secondary data, as well as oral and written communication skills, in an environment that gives close contact between students and Academic Staff.

## **4. FINDINGS OF THE REVIEW TEAM**

Findings of the Review team with respect to the eight aspects of evaluation are described in the following sections.

#### **4.1. Curriculum Design, Content and Review**

The review of the course content of the curriculum revealed that the subject contents of the course modules offered for the Special Arts Degree as well as the General Arts Degree are sufficient and appropriate for the respective programmes. Also, it is the view of the review team that they are of relevance in the development of the country in general.

A student following the Bachelor of Arts Special Degree program requires collecting 120 credits in four academic years. The program offers 26 course units and candidates are required to select 22 to 24 course units (66 to 72 credits) which accounts for 55 to 60 per cent of the total credit value of the program. The remaining 16 to 18 course units accounting for 40 to 45 per cent of the total credit value of the program have to be offered either from the other study programs of the department or from other departments of the faculty. The opportunity provided to students to select course units from other departments and study programs in the faculty contributes to broaden the horizon of knowledge of students, and improve on the multidisciplinary nature and interdepartmental harmony of the faculty. If the opportunity could be expanded to include study programs in the other faculties, the prevailing interfaculty differences could be reduced to a considerable extent.

The degree programmes have been designed with the objective of imparting subject-specific knowledge and transferable skills to students while allowing for a subject-wise broad-based degree.

The course unit entitled 'Independent Research' offered in the fourth year allows students to adopt innovative approaches and acquire research skills. In addition, the inclusion of an assignment to each course unit, contributes to the development of independence, critical thinking and learning in students.

The curriculum has been revised from time to time with a view of enhancing the quality of the degree programme. The revision and change of the syllabi and the introduction of new course modules have been made an agenda item of the staff meetings. As the minutes of the staff meetings revealed contents of the course modules are thoroughly discussed. The course unit system adopted by the Faculty enables students to take course units from other disciplines, which in turn lead to an expansion in their knowledge base. In the introduction of new course units, it was revealed at the discussions held with the members of the academic staff that attention is paid to the curricula adopted by the other universities in the region and the world. If a dialogue could be maintained with the sister departments in the country in the syllabus formulation process the syllabi will be further enriched and at the same time create an identity to the department. Also, such an exercise would lead to inter-university credit transfer system in the future.

The students, however, were of the view that the workload is too much for them. The relatively low credit value (3 credits per course unit) allocated to the course units is partly responsible for

this situation. On the hand, some members of the academic staff were of the view that it has become difficult, due to the course unit system, to provide a sufficient knowledge through modules, and, in some instances, they have been compelled to combine two areas of study into one module (e.g. GEOG 3103 - Settlement and Urban Geography).

The review team is of the view that a strategy has to be adopted to reduce the workload of the students while making course modules to be self-contained and comprehensive.

***It is the view of the review team that the curriculum design, content and review of the Department can be judged as “Good”.***

## **4.2. Teaching, Learning and Assessment Methods**

Geography is offered as a main subject for the B. A. (General) degree program or the students can choose it as a field of specialization. The curriculum of Geography has been designed with following principles in mind.

- Broad aims and objectives of higher education
- Need for research to improve quality of teaching
- Interdisciplinary approach to learning
- Recognition of geography as an interface between natural sciences and social sciences
- As a discipline for student-centered learning
- development of logical and critical thinking
- development of life and survival skills and communication skills
- development of employment skills
- development of competitiveness

### **4.2.1. Teaching and learning activities**

The review team observed that a high proportion of course units are taught with the aid of modern teaching aids. Of the total number of course units nearly 75 percent are delivered with the aid of multi-media projectors. The assistance received under the Sida-SAREC Project has facilitated the use of modern equipment. One of the salient characteristics is that the students pay more attention to lectures given by using multimedia than to lectures based on conventional methods.

It was evident that the lecturers have taken positive measures to improve the knowledge of English of the undergraduates. About 95 per cent of the handouts are in English. The handouts consist of research publications of lecturers as well as relevant sections extracted from books and articles published recently. The students were of the view that they are being encouraged to refer dictionaries to understand the handouts.

Tutorials and assignments are the additional means of the teaching and learning process. Students are expected to refer books, web sites and internet to collect additional information in writing tutorials. The review team observed that the lecturers adopt ‘student-friendly’ methods in



evaluation of tutorials. Tutorial classes provide an opportunity for students to clarify matters and develop close interaction with the lecturer (Tutor). Tutorial classes also enhance their presentation skills.

In their learning process students participate in several field excursions. The duration of these field visits vary from one to four days. The review team is of the view that students do benefit from these field visits. They are provided with an opportunity to gain true picture of social and economic issues that they are investigating. Students have also benefited from visits to important institutions such as the Meteorological Department.

However it was highlighted at the discussion held with the academic staff that lack of funds is a constraint. It was revealed that each student is given only Rs. 60/- per day as field expenses by the University and due to increasing costs it is difficult to take students to far away locations.

Practical exercises are an important component in the discipline of Geography. The practical exercises are conducted in the fields of:

- i. Cartography and
- ii. Geographical Information Systems (GIS)

The review team observed that the facilities available at the GIS laboratory are of high standard. A large number of students have access to the GIS laboratory and they are being guided by trained lecturers. In addition to being trained in GIS students make use of those facilities to prepare the relevant maps and diagrams for their dissertations.

The lecture hall where practical classes are held accommodates approximately 120 students. However, it was observed that due to the large numbers students who are seated at the far-end will not be able to see the black-board/white board, particularly when the lecturer has to explain mathematical equations, diagrams etc.

#### **4.2.2. Assessment Methods**

The scheme of assessment currently used in the evaluation of course units is as follows.

Tutorials	- 20%
Assignments	- 20%
End of Semester Examination	- 60%

The method of assessment provides an opportunity for students to present their skills and score marks. As revealed in the discussions held with the members of the academic staff the possibility of obtaining an “A” grade for a particular course unit is quite high.

*It is the view of the review team that the teaching, learning and assessment methods of the department can be judged as “Good”.*

### 4.3. Quality of Students, Student Progress and Achievements

The review team observed that students are very keen to follow a Special Degree course in Geography. Special Students who wish to follow a Special Degree course in Geography he/she should obtain two 'B' passes for Geography at the first year examination. Such students must have an adequate knowledge in Mathematics, as quantitative Geography, Models, are included in the syllabus.

Total Number of Students (2001-2005)

Academic Year	Geography						Total No of Students
	Year 1	Year 2		Year 3		Year 4	
		General	Special	General	Special	Special	
2004/2005	89	11	31	08	42	22	203
2003/2004	68	11	42	14	22	34	231
2002/2003	73	22	22	37	40	24	218

The students' achievements must be considered against the rigorous evaluation procedures adopted by the department. The majority of students following special degree programme end up with Second Class Lower and Upper Division honours. First Classes are rare and a small number of students end up with Third Class (Normal) passes. Thus the student achievement scenario corresponds to the normal distribution but higher grades are on the increase especially with the introduction of the course module system.

Apart from their subject-specific knowledge the academic quality of the students following Geography could be evaluated on the basis of following criteria:

- i. Ability to understand and communicate in English
- ii. Information Technology Skills
- iii. Computer Literacy

Although students want to study in English medium their current knowledge of English can hardly be termed as good. However, the efforts made by the academic staff to improve students' knowledge in English are commendable.

On the hand, the student's knowledge and practice in computer technology is at a satisfactory level. They are given an opportunity to learn the most modern technologies like Geographic Information Systems.

During the visit it was brought to the notice of the review team that the graduates of the department of Geography at the University of Sri Jayewardenepurs have little difficulty in finding employment.

***It is the view of the review team that the quality of students, student progress and achievements can be judged as “Good”.***

#### **4.4. Extent and Use of Student Feedback**

The Department pays sufficient attention to student feedback on its teaching and other activities. In order to receive student feedback formal as well as informal methods are employed.

Students are given questionnaires at the end of each unit to comment on teaching sessions. The review team examined a sample of these questionnaires filled by the students.

The responses are analyzed and the summaries of them are presented at the department meetings for discussion. Comments are passed to individual lecturers and tutors to enable them to improve their performance.

Apart from the formal feedback system qualitative methods are also adopted to obtain student feedback. In the classrooms, lecturer-in charge of the course module contact students to obtain responses on various issues.

***It is the view of the review team that the extent and use of student feedback methods of the department can be judged as “Good”.***

#### **4.5. Postgraduate Studies**

At present, the department does not conduct any taught postgraduate programs. However, it does have graduate students reading for MA, M Phil and PhD degrees registered with the Faculty of Graduate Studies. A majority of these graduate students are from the staff of the Department of Geography itself. Some senior academic staff is members of the Board of Social Studies at Faculty of Graduate Studies-SJP.

The reviewers noted that many members of the academic staff of the department are actively engaged in research projects funded by various organizations such as NSF, CCD, APN, NORAD, UNCRD and the University.

One of the recent research achievements of the Department of Geography has been the winning of a competitive Sida/SAREC research grant for their proposal entitled “Poverty Alleviation and Regional Imbalances in Sri Lanka” of which the focus was on capacity building and promotion of research. Under the project, four research publications have been published to date and another 13 research studies are to be conducted during the course of the current year. Initially, six members of the academic staff were enrolled for a Ph.D degree programme under the project and from them a Ph D and a MA have already been completed. In addition, members of the staff, both academic and technical, have been able to obtain international exposure under the project.

***As such, the review team is of the view that the Postgraduate and research activities in the department of Geography could be rated as “Good”.***

#### **4.6. Peer Observation**

It was revealed that there is no regular effective system of peer observation. However, during the visit of the review team, it was observed that in some instances members of the staff are collaborating in teaching activities taking place in the class room and this was more common in the case of practical classes and large tutorial classes. In addition, members of the staff informally discuss the problems arising during academic activities among themselves. Such practices provide opportunities for the members of the academic staff to receive some feedback on their teaching and teaching material used in the class room.

*It is the view of the review team that the peer observation of the department can be judged as “Satisfactory”.*

#### **4.7. Skills Development**

The review team noted that the academic programme of the Department of Geography provide opportunities for students to gain subject-specific skills as well as generic skills. As far as subject-specific skills are concerned students are exposed to well craft syllabi with opportunities to gain additional skills through laboratory practicals and field visits etc.

In addition to those subject-specific skills, the Department of Geography has made arrangements to provide students with generic skills such as IT, language, research and presentation skills that enhance their employability after graduation. The students are exposed to different computer application courses at different levels such as introductory computer courses, Geographic Information Systems, e-learning via internet etc.

The students are guided in report writing prior to their dissertation work and also basic research methodology is being taught. The skills in report writing and presentation are evaluated so that students pay special attention to those components.

The students gradually develop their English language proficiency by exposing themselves to various levels of English language courses at the university. In addition, they are given an opportunity to participate in a six-week full time English language certificate course that enables them to enhance their language skills.

During the discussion held with students, the review team was informed that the students are willing to change the medium of instruction to English. They were of the opinion that the department could introduce courses in English medium from the second year. It was also noticed that students are engaged in various extra curricular activities that help them to develop and enhance their leadership qualities, organization skills, social responsibilities etc.

*In consideration of the opportunities available for students to develop their subject -specific and generic skills the review team could judge the aspect of Skills Development as “Good”.*

#### 4.8. Academic Guidance and Counseling

Academic guidance is readily available from the members of the staff. Each member of the academic staff has allocated a time period for consultancy for students to discuss their academic queries and personal difficulties. Other than the lecturer in-charge, tutors also help to resolve students' problems related to lectures and practical classes. It seems that students have got used to the habit of seeking assistance for academic guidance. The Department of geography has a practice of documenting all the consultancies they have done with students. It helps staff to overcome and find solutions to commonly occurring problems among the students.

During the orientation programme the new students are assigned to academic advisors and student counselors are introduced to them. Two male and two female student counselors who are members of the academic staff conduct routine programs at the faculty level on counseling. Trained student counselors would be a need in the department in time to come. When students are in need of professional counseling and guidance, they are encouraged to meet faculty or University counseling service.

*The review team is of the view academic guidance and counseling can be judged as 'Good.'*

#### 5. CONCLUSIONS AND RECOMMENDATIONS

Based on the observations made during the visit by the review team, the eight aspects were judged as follows:

Aspect	Judgment
Curriculum design, content and review	Good
Teaching learning and assessment methods	Good
Quality of students including student progress and achievements	Good
Extent and use of student feedback, qualitative and quantitative	Good
Postgraduate studies	Good
Peer observations	Satisfactory
Skills development	Good
Academic guidance and counseling	Good

Based on the findings of the review team following recommendations could be made:

- explore the possibility of implementing a formal and effective mechanism for peer observation.
- Make an attempt to gradually change the medium of instruction to English with proper preparation of students to new learning environment.
- incorporate an Introductory GIS course to the General Degree programme.

- Improve working environment and welfare of the non-academic staff in the Department of Geography
- Split the Cartography classes into small groups so that students-teacher interaction could be improved
- Explore the possibility of introducing two independent examiners for final year dissertations
- The main library and the Departmental library should encourage reading habit of students by providing lists of current publications, computer facilities etc.
- explore the possibility of introducing a mid-semester examination in place of two tutorials

## 6. ANNEXTURES

### Annexure 1

#### Department of Geography - Members of the Academic Staff

	Name	Position (as in March 2006)	Year of first appointment	Field (s) of specialization	Activity Description - (a) Teaching, (b) Administrative responsibilities and (c) Memberships
01	Dr. M. M. Karunanayake, B.A. Hons (Cey), B.Phil, PhD (Liverpool)	Professor Emeritus		Regional Development Social Geography and Rural Geography	(a) Offers Special Lectures for Undergraduate and Graduate Students in Rural Geography & Poverty; Contemporary Geographical Issues; Regional Imbalances; Research Methodology (b) Consultancy and Advisory Services in Research and Development to the Department and the Faculty of Graduate Studies, Senior Consultant at the Center for Regional Development at Royal Institute, Colombo, Member of the Board of Studies at the Faculty of Graduate Studies. (c) SLAS & SLAG
02	Mr. K.N.J. Katupota, Associate Professor, B.A. Hons (Vidyodaya), M.A (Hiroshima), Diploma in Resource Survey & Mapping (Colombo)	Associate Professor	1977	Tropical Geomorphology Coastal Geomorphology	(a) Bio-Geography, Geomorphology; Advanced Cartography & Aerial Photography. (b) - (c) SLAS & SLAG, Subject Reviewer, University of Jaffna, Evaluation of Research Reports of the NSF, A/L Advisory Board, Subject Specialist Panel (Geography), Modernizing the Geography Subject Curricula for Grades 6 – 13
03	Dr. D.S. Eritawatta, B.A Hons (Vidyodaya), M.Sc. (Katubedda), PhD (Sheffield)	Senior Lecturer (I)	1974	Bio Diversity and Environmental Studies; Urban Planning; Physical Geography	(a) Introduction to theoretical Geography; Basic Physical Geography; Biogeography, Geomorphology, Applied Geography. (b) – (c) SLAS
04	Dr. C.K.M. Deheragoda M.Sc (Sofia), PhD (Sofia), Diploma in Urban and Regional Development (Japan), Diploma in Resource Survey & Mapping (Colombo)  Head of the Department	Senior Lecturer (I)	1985	Tourism and Recreation; Urban and Regional Development; Poverty; Disaster Management.	(a) Regional Geography, Contemporary Geographical Issues, Applied Geography, Disaster Management, Urban Geography (b) Chief Editor of the Vidyodaya Journal of Social Science, Member of the University Senate and the Board of Social Studies at the Faculty of Graduate Studies; Project Leader – Sida- SAREC Research Cooperation Project on Poverty Alleviation & Regional Development of USJ Project at the Department of Geography, Member of the Board of Studies, Faculty of Graduate Studies-SJP, Senior Advisor to the Minister, Ministry of Ports and Aviation, Director, Special Project Unit, Ministry of Finance and Planning, Chairman, Ceylon Shipping Cooperation, (c) SLAS, SLAG, International Association of Scientific Experts in Tourism (IASSET), Asia-Pacific Network in Social and Medical Sciences (APNSMS).
05	Mr. G.M. Bandaranayake BA Hons (SJP), M.A (SJP)	Senior Lecturer (I)	1985	Climatology Hydrology and Water Resource Studies	(a) Climatology, Agro-Climatology, (b) The Board of Social Studies at the Faculty of Graduate Studies; Senior Treasurer of Geographical Society, Department of Geography (c) International Water History Association (IWhA) and American Water Resource Association (AWRA).
06	Dr. R.M.K.Ratnayake B.A Hons (SJP), Mphil (SJP), PhD (SJP/Uppsala)	Senior Lecturer (I)	1994	GIS, Regional Development, Urban and Settlement Studies	(a) Urban and Settlement Geography, GIS- Basic, GIS Analysis, (b) Coordinator – GIS Research Lab and PG Degree Programme, Member of Tsunami Relief Fund of USJ, Deputy Proctor, USJP (c) SLAG, and Population Association of SL

07	Dr N.L.A. Karunaratne B.A Hons (Vidyodaya), PhD (Durham)	Senior Lecturer (II)	1980	Disaster Management, Regional Development, Information and Communication Technology	(a) Regional Geography, Disaster Management; (b) Coordinator – Faculty Computer Center Coordinator – University main Computer Center (c) World Buddhist Congress, Ceylon Buddhist Congress
08	Mr. U.H.N. Wiswakula B.A Hons (Vidyodaya), MA (SJP)	Senior Lecturer (II)	1977	Cartography, Settlement Geography	(a) Basic Cartography, Cartography, Aerial Photo Application, Applied Geography, Comparative Regional Geography; (b) Department Coordinator (External Exams); (c) Board of Social Studies at the Faculty of Graduate Studies; USJ Sports Advisory Committee, SLAG
09	Mr. M.A.S Wijesinghe B.A Hons (SJP), Mphil (SJP)	Senior Lecturer (II)	1994	Economic Geography; Population Geography; Industrial Geography	(a) Industrial Geography, Economic Geography, Population Geography, Foundation to Geographical Studies, (c) Commonwealth Geographic Bureau; SLAG
10	Mr. H.M. Navaratne Banda B.A Hons (Vidyodaya), MSc (Queensland)	Senior Lecturer (II)	2004	Climate Change; Water Resource Management	(a) Agricultural Geography, Regional Geography, Theoretical Geography, Contemporary Geographical Issues, Disaster Management; (c) SLAG
11	Dr. (Mrs.) T.M.S.P.K. Thennakoon B.A (SJP), PhD (Wales)	Senior Lecturer (II)	1998	Social and Rural Community Studies (Gender Studies and Poverty issues)	(a) Social Geography, Human Geography, Basic Cartography, Cartography, Contemporary Geographical Issues, Aerial Photo Application, Rural Sociology, (b) Coordinator – Sida/SAREC, Coordinator-Postgraduate Studies (Sida/SAREC), Supportive Coordinator- MSc in Human Security; (c) A/L Advisory Board; The Board of Social Studies at the Faculty of Graduate Studies; International Federation of University Women (IFUW), SLAG
12	Rev. Pinnewala Sangasumana B.A Hons (SJP), MA (SJP/Uppsala)	Senior Lecturer (II)	1998	Cartography, GIS, Conflict resolution and Ethnic Reconciliation	(a) Contemporary Geographical Issues, Social Geography, GIS, Cartography, Aerial Photo Application', Applied and Theoretical Geography, (b) Academic Sub-Warden, Coordinator – GIS Center, Department of Geography, Senior Treasurer of Bhikku Association, Board Secretary to the Department of geography (c) Commonwealth Geographic Bureau., SLAG
13	Mrs. H.M.J.R. Herath B.A (SJP)	Probationary Lecturer	2000	Geomorphology; Landscape Dynamics	(a) Geomorphology, Physical Geography, Geology, Basic Cartography, Aerial Photo Application, (c) SLAG
14	Mrs. H.M.B.S. Herath B.Sc (Peradeniya), MSc (Peradeniya)	Probationary Lecturer	2001	Agriculture, Environmental Economics	(a) Agricultural Geography, Agro-Climatology, Biogeography, Basic Geology, Cartography, (c) The National Institute of Small Industry Extension and Training (NISJET), Economy & Environmental Programme for South-East Asia (EEPSEA), Assistant Secretary, Lanka Society for Sustainable Development (LASS), SLASS, Society for Agricultural Economists, Geo informatics Society
15	Mr. B.A.S.C. Kumara B. A Hons (SJP)	Probationary Lecturer	2005	Geology and Geomorphology	(a) Human Geography (L/T), Basic Geology (L/T), Geomorphology (L/T), Basic Cartography (L/T), Aerial Photograph (T), Cartography (T), Physical Geography (T), Climatology (T) (c) A/L Advisory Board / SLAG
16	Mrs. D.A.W.W.C.D.Daskon B.A Hons (Peradeniya), M.phil (Norway)	Probationary Lecturer	2005	Development Studies	(a) Regional Geography (L/T), Agricultural Geography (L/T), Agro-Climatology (L/T), Social Geography (L/T), Economic Geography (T) (c) SLAG