

Institutional and cultural corruption within public universities: an urgent policy challenge for the government¹

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Abstract

Sri Lanka's public university system has been gravely damaged by widespread cultural and institutional corruption. In this article, I describe the extent of this corruption using concrete examples, and propose solutions. My analysis draws upon my long professional career as a Mathematics professor in the Faculty of Applied Sciences at the University of Sri Jayewardenepura (SJP). It describes numerous instances of corruption, involving abuse of power, nepotism, extremist political ideology, personal ambition, collusion, intimidation and incompetent oversight. The unavoidable conclusion of this analysis is that despite numerous honourable exceptions, the public university system has been critically undermined by corruption, and is failing our students and our country. Since the system's own oversight mechanisms have been undermined by incompetence and collusion, direct government intervention is now required to return our public universities to health.

My analysis considers the problem of institutional corruption within our public universities on four levels: the students, the academic staff, the faculty and university management, and the administrative oversight, notably from the University Grants Commission (UGC). My analysis is based upon numerous specific events, most of which occurred at SJP itself, and is supplemented by a number of annexes, which are reproduced. While my article and the annexes therefore reveal most clearly the degraded state of SJP's Applied Sciences faculty, they illustrate what many will recognize as widespread failings within Sri Lankan university life.

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With respect to the student population, the single greatest issue confronting our public universities remains the high prevalence of ragging, which in many cases extends into intimidation, bullying, thuggery and assault. There is also a strong relationship between ragging and political extremism. At SJP, sympathizers of extremist ideology on the academic staff – including at senior level - do not merely acquiesce to ragging but tacitly support it and use student thuggery as a means of consolidating their position and that of their extremist ideologies within university life. The rise of politically-associated ragging and thuggery at SJP is also linked to a decline in academic standards and a collapse in English knowledge. I describe all these problems in detail and propose solutions.

The academic staff in many of our public universities are beset by numerous problems, including severe imbalances between departments in student:teacher ratios according to the whims of unprofessional faculty heads; arbitrary interventions by faculty management to prevent much-needed appointments; the imposition of academically inferior staff members on departments, because they have the right personal connections and political views, and are prepared to show loyalty to corrupt faculty leaders; and declining academic standards of the permanent staff. There are also increasing problems of lecturer absenteeism due to their excessive involvements outside the university, and poorly organized teaching and assessment, all of which undermine the students. Perhaps most seriously, there is a climate of fear and silence among the many honest and hardworking academics who still make up the majority of the permanent staff, but are afraid to speak out against corruption and mismanagement for fear of the consequences.

The top university management including Vice Chancellors and Deans should drive corruption out of the university system, but there are unfortunately cases in which they acquiesce to, collude with or instigate corrupt activities. For instance, I describe numerous examples of abuse of power, obstruction and collusion in my own faculty for which the faculty's own dean has been responsible. While specific to SJP, such episodes may also occur within other public universities. Finally I describe incompetence within the permanent secretarial staff of the UGC and probable collusion with powerful and unethical parties seeking UGC support to further their agendas.

Our public university system is therefore tangled within a web of corruption, incompetence and decline which reaches across many levels and pervades university culture. For each of the levels of corruption I consider, I have proposed a range of specific and practical policy solutions, including both local and strategic measures. The most important requirement, however, is for direct, external intervention in the public university system, involving a government-appointed commission, whose members should be entirely free from the system they are

tasked to reform. Our public universities are transforming into houses of corruption, declining academic standards, political meddling, malign management and petty power-building. It is time to drive out the corruption and the corrupters, and restore our universities to the professional, ethical, well-managed and internationally respected seats of scholarly excellence our proud nation deserves.

Introduction

Sri Lanka's public universities should be a source of national pride, for only a few other countries in the world are able to offer students the free undergraduate education our system provides. There are indeed many dedicated students, lecturers, academic researchers and administrators, and some departments, faculties and institutions, whose achievements have won international respect and deserve our admiration. Unfortunately, these are in the minority. Viewed as a whole, the public university system in Sri Lanka is flawed and corrupted on many levels: cultural, academic, managerial, institutional and political. As a result of these flaws, our universities are failing to equip students with the skills and knowledge that could best serve our economy and national life, and with some honorable exceptions, have not achieved the international standing or brought Sri Lanka the credit our investment deserves. Institutional corruption is increasing, and educational standards are declining. There has been controversy recently in Sri Lanka over the emergence of private universities and their potential impact on the public university system, but whatever the merits and demerits of that debate, the much greater problem facing the public university system and the fundamental cause of its decline is its own institutional corruption.

Recently my colleagues and I engaged in a full-day conference to discuss issues in the culture, performance and governance of our public universities, and to explore solutions. I summarize the key points of these discussions here, identifying our principal concerns and suggested solutions on four interconnecting levels:

1. Students
2. Faculty, staff and teaching programs
3. Management
4. Strategic management, oversight and politicization

Our overall conclusion is that the problems of our university system are so entrenched on all four of these levels that the system is now incapable of reforming itself from within. Accordingly, we recommend strong action from outside the system – by the government to enforce reform and by the public to encourage the government to do so.

1. Students

1.1. Sri Lankan student culture requires major changes. The universities have failed over several decades to drive this reform. The negative aspects of student culture have been of insufficient concern to them, and indeed, have to a degree been supported and exploited by academic and managerial staff within the universities themselves with opportunistic motives.

Student culture is characterized by several widespread flaws. These include:

1.1.1 A widespread sense of entitlement and complacency among many students – that having been able to obtain a university place, they can expect a successful post-university life and career.

1.1.2 Poor motivation in respect to academic curiosity, or scholarly achievement. Too many of our students lack intellectual aspiration or even respect for academic life, when these sensibilities should be at the heart of life in our great seats of learning.

1.1.3 For many students, especially in faculties of humanities and social sciences university life is dominated by extraneous issues, notably political organization, to a degree that is unhealthy, disruptive to academic life, far exceeds what is seen in other countries, and is caused by the encroachment of external political interests onto our campuses. Students agitate all over the world, and that is part and parcel of modern university history. However, our student agitations are neither to preserve their rights nor to point out a violation of somebody else's rights. At our university, an example is our medical students' protest against the South Asian Institute of Technology and Medicine (SAITAM). Students from the Faculty of Medical Sciences have been taking turns to stay in a black hut built by them in front of the main gate for more than 300 days now. They don't want the SAITAM to pay higher salaries for academics there as they have already lost 7 professors to that institution. They don't want SAITAM students to get a degree (see Annex [1.1]). In fact, this protest is not only about the rights and wrongs of private universities, but is also bound up with broader party political conflicts. Moreover, they do not seem to know how much the Sri Lanka government spends for them. A recent study by a Mathematics special degree student revealed that the cost of producing a medical graduate at our university was over Rs. four million in 2013. With all subsequent increases, (see Annex [1.2]) this is likely to be over Rs five million now.

1.1.4 A primary indication of the flaws in student culture is poor attendance at lectures. At my own university the Dean of the Faculty of Social Sciences and Humanities reported to the Senate in October 2016 that over two hundred students had zero attendance for lectures. Furthermore, after perusing their grievances, 108

were permitted to sit the final examination. When asked whether it is proper to allow students to sit the examination without attending a single lecture, he said "If we didn't give permission for them to sit the examination, they wouldn't allow other students to sit it."

Not only does this example illustrate the low levels of commitment of many students to their university education, it also illustrates the unacceptable laxity of university authorities to the problem. For in acquiescing to absenteeism, we can only encourage it. Note also however that this example illustrates the aggressive nature of student organization – for threats of disruption of examinations should not be tolerated, and would not be in other countries.

Finally, a malign subculture of hierarchy, authority and bullying that has no place in Sri Lankan society – and yet, scandalously, continues to be tolerated in many of our universities.

The most visible evidence of these cultural difficulties is the continued high prevalence of ragging (see Annex [1.3]). This practice disgraces our universities and the proud country. In addition to on-campus ragging, there is also severe bullying and intimidation at hostels. These problems do not involve individual abuse only, but also the organized abuse and intimidation of whole groups of freshers by older students. At my own university, for instance, large groups of first-year students are forced to beg to collect money for the older students. Our universities continue to do far too little to oppose these shameful practices. Furthermore, the fraction of students who oppose such activities does not get the support they deserve (see Annex [1.4]).

1.2 Recommendations for Action

Our goal should be to establish a student culture in which the primary concern of students is education, learning, discovery, merit, academic achievement and vocational qualification. We should also seek to establish a culture of support and respect among all students, in place of one of hierarchy and intimidation. Finally, we should seek to ensure that the universities play their part, not only by stamping out unacceptable student behavior but by providing a first-class education to the students.

Policies for consideration to achieve these goals include the following:

1.2.1 All students should be required in both their first and second years to attend a compulsory class at the beginning of the academic year detailing their responsibilities to the university and their country as privileged students. They should also be reminded of their responsibilities not to involve themselves in any form of ragging or intimidation, and to attend their lectures. They should be warned

that their status as students may be withdrawn if they fail to meet these responsibilities.

1.2.2 There should be rigorous enforcement of a complete ban on ragging and any other forms of coercion or intimidation. While politics and political affiliation are acceptable and even welcome, student militancy and organized disruption of university life should also be considered unacceptable and actively opposed. Students engaging in these activities should be suspended from the university for their first transgression, and expelled for a repeat transgression.

1.2.3 The university should assign a mentor to each new entrant before they embrace seniors. This is not to prohibit them for associating with seniors but to groom them properly and direct them towards a disciplined path to get the best out of their education.

1.2.4 A minimum attendance of 80% of lectures should be strictly enforced for students to be eligible to sit the examination. Lecturers should assign enough continuous assessments to students and check them personally to make sure that the student in fact does the work.

2. Faculty, staff and teaching programs

2.1 Many of the students in our universities are let down by the inadequate performance of the teaching staff and the administration. There are several major problems requiring urgent attention, of which the foremost are as follows:

2.1.1 The continued acquiescence of many university staff to egregious student conduct, such as ragging, absenteeism, factionalism and disruptive protesting. Despite many honorable stands taken by individuals over the years, there is an ongoing systemic failure of university staff to confront these issues. In some cases, opportunistic academics and administrative officers support and even encourage these activities in pursuit of their own agendas. (Annex [1.5])

2.1.2 Poor teaching performance in many departments. In some cases, for instance, academics do not even give their students a course description at the beginning of a course. Some do not even turn up to perform their teaching duties. Mid-semester examinations are integral to a course unit system, but some lecturers do not bother to give them. Neither do some lecturers give continuous assessments. A typical excuse I have encountered is: "why bother to increase the workload of academics as well as students' by setting and marking more papers?" Finally, at the end of the semester, some teachers with poor performance and attendance frequently set an arbitrary final paper, placing students in a helpless position.

These lazy practices are unacceptable. Furthermore, the situation for research degrees is even worse. There is no proper screening procedure to select the students for research degrees. Some academics want students for research degrees for their own interests, not those of the student. If proper screening is done, there will not be students to register, they say. What these academics fail to understand is once the research degree is awarded; those graduates could become academics in the university system in Sri Lanka. There is also a tendency of trying to place the students with their own political ideology as faculty members in the university system. Without the intellectual capacity and the proper training in research they cannot teach or guide students. It is a vicious circle. The quality of our academic faculties is deteriorating severely. An additional problem is that some supervisors abandon their research students after they have spent a few years and paid an enormous amount as tuition and wasted a very valuable period of their life. There is no mechanism to discourage these irresponsible lecturers. On the other hand, some students disappear after registering and reappear after several years with a thesis. The research degree system clearly needs greater commitment from academics and students alike, and this must be supported by more structured systems for regularly assessing progress.

2.1.3 There is a worryingly high prevalence among the research and teaching faculty of lax attitudes to research misconduct. This is a problem both for research by full-time academics, and in the supervision of students writing dissertations and theses. Some lecturers do not consider checking students' work for plagiarism as their responsibility, and do not seem to appreciate the gravity of the misconduct. To draw upon an example from my own experience, when I showed a colleague sections of his MSc student's thesis that had been plagiarized, his response was not to thank me or take action, but rather to become angry with me for bringing the plagiarism to light. He reasoned that when he had been a student, "my PhD supervisor didn't look at my thesis at all after I finished it." Such attitudes to research integrity are wholly unacceptable in any academic institution, but they are entrenched in Sri Lanka's universities.

Time and again we have requested, at the Senate level of our university, the Dean of the Faculty of Graduate Studies (FGS) to publish students' theses online to share their contribution to knowledge with a wider readership and to discourage plagiarism. More than two decades after the establishment of the FGS, there is not a single thesis still online. It is a pleasure to see the new Dean/FGS taking some initiatives with this regard.

2.1.4 A major problem is systemic absenteeism of not only some lecturers but also the heads of department. As related above, many academics are not available regularly and some even fail to fulfill their teaching duties. Even though the heads of departments should monitor the activities of the academics, many heads of departments themselves hardly come to the university and neglect their work and responsibilities. Even though there are enough dedicated lecturers, deans only

appoint their close confidantes as heads of the departments to ensure votes for themselves. The Department of Physics, SJP is the best example with regard to this. (See section 3.1.3)

2.1.5 These failings are protected and hidden from exposure by a culture within our universities of silence, acquiescence and collusion. Students neither complain against a lecturer in charge under any circumstances, nor do they ask questions during the lecture. As Dr. Sujata Gamage relates in her article, academics and non-academic staff often prefer to have lax HoDs, since they are not held accountable for their own absenteeism and low standards. There is a tacit conspiracy of silence among students, staff and heads of department to protect each other's interests, even though these interests run counter to those of the students, the university and its functions.

2.1.6 There is continued inappropriate development of postgraduate programs and this is placing unnecessary strain on departments. Masters degrees and diplomas have been expanded at universities, ostensibly as full-time courses. However, all lectures are conducted during the weekend, mainly on Saturdays due to students having full-time jobs during the week. These students have to follow 8 hours of lectures on Saturday after 40 or more hours of work in their respective employment during the week, and their receptivity is often low. On top of these, there is also an unnecessary expansion of external degrees at our universities, which is adding to these burdens. Universities are expanding these programs not in the interests of students but to increase their own revenues. Some junior lecturers are highly affected by these programs, and are forced to mark huge bundles of answer scripts against their wishes.

2.1.7 Inappropriate increase in the number of research degrees awarded is a threat to the entire higher education system. There is a strong belief in a section of academics nurtured by the chauvinistic national ideology that foreign training is not needed. On the other hand some academics would like to supervise research degree students as it supports their promotion applications. As a result, young lecturers w/o much experience and sometimes any exposure to proper research culture have several research students under their guidance. Some of these students are not suitable to carry out research as they do not possess the necessary potential. However, once they somehow get a research degree, there is a good chance of them also getting recruited to the academic staff of a university system. This process will severely deteriorate the standard that is still prevailing at least to a certain extent in the academia.

2.2. Recommendations for Action

2.2.1 Academics including those who hold administrative positions such as heads of department should be required to stay in the University at least 30 hours per

week. During this time, they should conduct their individual and collaborative research; support students research projects, and fulfill their teaching duties. Furthermore, they should commit themselves to the life of the institution, looking for ways to uplift its research culture and support good conduct and curriculum development. For instance, academics should try to organize meaningful activities such as quizzes, talks and debates on current topics alongside their teaching and research duties.

2.2.1. There should be a strict, regular audit and rating of every faculty's academic/teaching performance, by a body external to the university, with mandatory recommendations on teaching and promotion.

2.2.2. All postgraduate theses should be published online. This would reduce plagiarism and concentrate the minds of students and their teachers alike on producing work of a high standard that they can be proud of. Also in respect of plagiarism, many countries now have an Independent Office of Research Integrity to investigate and prosecute cases of academic plagiarism and misconduct. Sri Lanka should now develop such an office, with strong powers to investigate alleged misconduct in our university departments, including not only by students, but by research faculty and senior administration.

2.2.3. There should be a brake on the expansion of most graduate programs and in some cases these programs should be rolled back or curtailed. Only well qualified candidates should be registered for Masters and Ph. D degrees. These students should be given facilities to be in the University full-time. If they cannot support themselves, the respective department should provide financial support by way of instructorships, replacing the temporary cadre by the graduate students. When assigning supervisors or when approving applications by the candidates with the would-be supervisors' signatures, the Graduate faculty and the Senate should take into account the experience, the past record, the present status and the number of research students the academic is supervising at the moment in to account.

2.2.4. All external degree programs conducted in conventional universities should be terminated. Those who wish to obtain such degrees should be encouraged to turn to the Open University of Sri Lanka.

3. Management

3.1. The greatest and most central problem faced by our universities lies in their management, and in the misuse of power by those entrusted with authority. Institutional corruption, sloth, and protecting each other for mutual benefit are commonplace; and in consequence, self-interested, unjust and arbitrary decision-making is at the heart of the malaise in our university culture. The problems

afflicting the student population and the prevailing teaching faculty culture are only able to persist because they are permitted to do so by senior management.

Some additional important failings of university management are as follows:

3.1.1 Excessive and inappropriate staff appointments in some departments.

As a result of a Circular prohibiting the appointment of non-academic cadres outside the Minister's list, many departments have an excessive number of non-academic staff members, who are under-employed. This has encouraged sloth and inefficiency, since when there are three people to do one person's work, it often turns out nothing gets done. Some of these surplus staff members have hardly any assigned work, or are visible in action only as trade union members when there is industrial action. Importantly, however, these surplus appointees serve a function in respect to departmental politics, since some of them pledge support to Deans for perks and benefits and help them consolidate their positions. Deans wield considerable power over appointments, and do not always use it appropriately. A Dean in my own university told the Heads and Professors meeting that if a department wants to recruit an academic, that it should do so even if there is no cadre position. He said that he could get the cadre approved. No Dean should have this power over appointments.

3.1.2 Insufficient appointments in some departments.

Conversely, university managers can deny even much-needed appointments to some departments. (Annex [1.6]) In my own university, the Department of Mathematics currently has 5 vacant academic cadre positions. Consequently, there will be only nine academics to teach about 1000 students during the forthcoming academic year. (see Annexes [1.6], [1.7] & [1.8]). This is an unacceptable situation, not only for the department but more importantly for the students seeking to learn. Unfortunately, the same Dean referred to above is barring the Department of Mathematics from recruiting new academics, with the help of the administrative officers. This illustrates the dangers of placing excessive administrative power in the hands of individuals unable to use it appropriately. The failure lies not only with the weakness of individual administrators, however, but with a system that confers an unacceptable degree of authority to such individuals, without due checks, balances and oversight. The acquiescence of many university staff, due to fear of repercussions has also contributed to the authoritarian behavior of some administrators.

3.1.3. Inappropriate Appointment of Heads of Departments.

The appointment of Heads of Department (HoDs) is also sometimes subject to incompetence and self-interest. While decisions on HoDs are generally made by Vice Chancellors according to the provisions given by the universities act, these decisions are in some cases steered by influential parties in their own interests – for instance,

to ensure their supporters are placed in positions of influence. The Department of Physics, SJP provides examples with regard to this problem. Despite the fact that the department has 16 academics with 10 Ph.D. degree holders, the HoD for Physics was until recently an individual who had been appointed in violation of the practice of giving the position to the next senior most person; however, this individual voted for the present dean and was frequented in the former Vice Chancellor's office. This HoD received a PhD from the previous professor of Physics, who had completed supervising not only Physics but also several Mathematics MPhil and PhD candidates working as academics in various universities in Sri Lanka, thereby helping them to get confirmation and promotion to the senior lecturer level. Among them, the individual appointed as HoD for Physics did not even have a Physics special degree, but only a BSc (General) degree from SJP. He was appointed to the position against the protocol, bypassing a few senior members. He was reappointed to the position ignoring the open protests by the associate professor in Physics, the most senior member of the department. Following subsequent serious complaints alleging severe misconduct, the HoD has now gone on leave. After three months, however, a new HoD has not been appointed and there are concerns the dean is maneuvering to bypass seniority once again. He has asked a senior lecturer eminently qualified for the HoD position if she voted for him as dean and she informed him she had not done so. This lecturer is an outstanding academic whose PhD research, conducted at Cambridge University, UK, was of such quality it was subsequently published in book form and on sale in Amazon. There are now concerns that the dean is seeking to recommend to the Vice Chancellor a less senior academic upon whom he can rely on for personal support.

A second example in the same Faculty concerns the appointment of HoD in the Department of Mathematics. Here, an individual with affiliations to a political organization was made HoD, and then twice again despite the availability of many other qualified individuals in the department. HoD appointments are typically for a fixed duration of three years but in this case, **the** HoD suddenly resigned from her post twice prematurely, but then was reappointed to a new three-year term later giving her even a third term as HoD in her career. These episodes of sudden resignation and reappointment coincided with times when the leading alternative candidate was temporarily out of the country. The process was managed such that the HoD would continue to be a person they could rely on for personal and political support. Other well qualified candidates still in the country lacked the confidence to challenge the process, given both the intimidating culture within the faculty and external pressures exerted by the HoD's political connections. This kind of procedural trickery has no place in a respectable academic institution. It is worth recording that at a Faculty reception after her retirement, the Dean, with whom she had enjoyed mutual support, thanked her publicly in front of the assembled faculty and the invited guests for voting for him. This open parading of mutual support and favour was not well received by the audience, because it seemed to confirm that in this faculty, the key to advancement was not professional excellence, but personal

and political acquiescence. Whereas these two examples of inappropriate appointments concern only HoD appointments in one faculty, it is likely that these are widespread problems in Sri Lankan universities, and affect appointments at all levels.

3.1.4 Unfair and corrupt decision-making on student grading and student access to courses.

This is an entrenched problem in our universities. Favoured students may have their marks upgraded. Among the most unacceptable incidents I have encountered during my own career, a former Vice Chancellor was reduced to shouting during a board meeting when I objected to his proposal to push a particular student's marks up by a large amount. He argued that the student had received injuries in an incident and that we should therefore look at his results sympathetically. However, the lecturer in charge of the subject pointed out that the subject for which the board was going to add marks had been done in a different semester to that in which the student had been injured. Students already know the GPA they have earned before the board meeting is held under the course unit system. Thus the best course of action is, just like in the countries that have introduced the course unit system, not to hold board meetings to review marks unless these are subject to strict independent oversight to guarantee their integrity. The current system is highly vulnerable to the whims and sentiments of senior staff.

Similarly, I have also encountered repeated denial of access for deserving students to special degrees, as a result of the decisions of the Department, mainly due to resource issues resulting from resourcing imbalances. A systematic, objective mechanism for determining access to special degrees that considers student aspirations is lacking. Unfortunately, when the decision-making power is placed in the hands of individuals, they have repeatedly proved themselves incapable of administering it fairly and objectively. This is likely a widespread cultural problem in our universities.

3.1.5 Politicized suppression of English language in the Faculty of Applied Sciences

The international language of academia is English. Moreover, if Sri Lanka is to be successful in a globalized world, it is vital that its graduates should be proficient in English. Our own languages and culture should form the heart of our national life and be held proudly up to the world; nonetheless it is imperative that our students should all learn the international language. Students require this both to complete their studies to an international standard, and to be global citizens and help build the strength of our country. For this reason, most of the faculties test students for English proficiency as soon as they arrive, and give intensive training to students,

such that most final-year examinations are eventually conducted in English, to high international standards.

Many universities and faculties run successful English programs for their students, but the program at the Faculty of Applied Sciences, SJP has been systematically undermined for political reasons – namely, to further the cause of political groups wedded to a chauvinistic, isolationist form of Sinhala nationalism. Although this issue relates to one faculty only, it is included here as it represents a microcosm of many of the managerial failings afflicting our universities.

No great value is placed on learning English in the Faculty of Applied Sciences. Instead of assessing English ability immediately when students enroll, the assessment is delayed for variable lengths of time, sometimes many weeks. Many of those failing the test do not commit themselves to intensive English training, as English classes start several weeks, sometime after 10 weeks after the beginning of the semester and the students are not in a position to spare time for English by that time. Further they are neither required nor encouraged to do so. We currently have about 500 undergraduates in our faculty whose English is poor and unlikely to improve. There is a sense among a fraction of students that English proficiency is not necessary for them to succeed. Consequently, the Faculty is producing graduates who are both poor in English and in their academics. Many of the academic staff are aware of the problems, but are either afraid to speak out for fear of retribution, or loyal to the management. An increasing number of the staff are themselves affiliated to the very political groupings who are at the root of the problem, and some owe their appointment to this affiliation. Consequently, the failings are protected by a culture of fear and complicity among the faculty staff.

English standards are particularly low, a problem exacerbated by recent large increases of student numbers without a corresponding increase in the capacity of the English teaching program. Since 2010, the entire course has officially supposed to have been conducted in English, and all exams are in English. The report (Annex [1.9]) submitted by the faculty subcommittee appointed before this transformation, to recommend the steps that should be taken with regard to English language, has been totally neglected. Rather than being urged to improve their English standards, the students have been encouraged to think that they are an intellectual elite and that Sri Lanka is an elite world centre. Many students taking examinations in the English medium do not fully understand the questions and are not capable of answering cogently in English, and yet they are being passed by the markers. Consequently, the academic standard among SJP students and even our teachers is falling sharply, and this can only harm our country. External intervention is now needed to restore educational common sense and professional scholarly standards.

3.1.6 Admission of unqualified students to the Applied Sciences faculty to follow the Sports Science degree program

Another matter of great concern in my own faculty has been the establishment of a sports science program, which recruits students of very poor academic standards, but who has been implicated in politically motivated ragging and intimidation. It is well known that gaining admission to a national university in Sri Lanka is a great challenge. This is especially so for a science faculty in Colombo and its environs. There are so many well qualified young people at A level, especially in the Colombo district, who due to the district basis of selecting students to the university do not gain the privilege of admission. However, our dean has started a sports science program at the Faculty of Applied Sciences to attract talented sports men and women. Applicants can be from any stream and need not have science A- levels as long as they have the minimum requirement of 3 simple passes for A levels. The Applied Sciences faculty conducts an annual selection test consisting of multiple choice questions, simultaneously with Sabaragamuwa University, to screen the students. The test is worth 40% and their sports achievements are evaluated out of 30%; performance at a physical fitness examination is worth 30%. Both universities send 100 each of shortlisted candidates to the UGC to select according to their z-scores after this process. The UGC selects 100 out of these 200 candidates according to their z-scores. There is no scientific basis of this selection as students come from various disciplines and hence their z-scores are not compatible. This system of selection has far too little emphasis on academic capability. In consequence, 50 students, who have done non-science A levels and were not even close to the cut off z-scores in their respective fields to enter to any university, are being admitted to the faculty each year.

Unlike all other students in the faculty who must offer three subjects to receive the degree, the sports science students are examined in sports science only. Furthermore, these students are treated as a special group and given special privileges. Even though there is a dearth of hostel facilities, such that hostels are typically reserved for those who have come from far away villages, all sports science students are automatically entitled to hostel facilities. Unlike the other subjects, these students are examined by physical education instructors without proper academic qualifications. There is no social or intellectual compatibility of these students with the usual science stream students.

Intramural sports are part and parcel of university life and can provide students with exercise, teamwork skills, confidence and relaxation away from studies. Since academic capability has been so disregarded in the selection of Jayewardenepura Sports Science students, they are now dominating national university sports meets and some are entering the international events as well. Superficially, this brings credit on SJP, but viewed strategically, another sports science program was already in existence at Sabaragamuwa University, and one such facility is more than enough for a country like Sri Lanka, where there are so many competing needs for limited resources.

Unfortunately, the introduction of these students has led to a resurgence of violent ragging and intimidation, perpetrated by the sports science students. In particular,

there appears to be an attempt involving these students to challenge and destroy the Science Student Union (SSU) which has been elected with an overwhelming majority by the students continuously for 15 years. The reason is that the SSU, which was established with the intention of eliminating ragging, does not agree with the chauvinist nationalist politics which are espoused by many of the sports science students and are nurtured by the inter university student federation or the views of the other faculty unions. Therefore, the introduction of sports science into the faculty has been associated with violent and confrontational politics.

In summary, the underlying problems associated with the introduction of this program are threefold:

- The injustice done to students achieving good results in science A levels by denying them university places and admitting in their place 50 unqualified students who have not reached the standard required to enter any faculty in Sri Lanka.
- Academically oriented talented students not getting the deserved status in the sports arena due to the presence of specially couched sports science students and hence the purpose of the government investment for intramural sports is lost.
- Most importantly, the threat posed by these sports science students to the other science faculty students and the SSU, the only union in the entire university system representing the anti-ragging movement. Consecutively for last few years when the freshers came to the faculty, violent activities erupted initiated by the sports science students. This never happened after the SSU came into power in 2001 until the start of the sports science program. They have assaulted innocent student union office bearers who have been nurtured by encouraging peaceful existence. [See Annex 9] A similar assault by sports science students took place just this week (Commencing November 15th 2016) as students were coming out of the examination hall.

3.2. Recommendations for Action

3.2.1 Most importantly, to prevent corruption and the accumulation of entrenched personal interests, there should be strict limits on the length of time any individual may retain an appointment as a Dean or Department Head. No more than a single period of 3 years should be permissible, after which a Dean should be required to step down and not be eligible for reelection in the same faculty (Annex [1.10.1]).

3.2.2 All appointments and promotions to both academic and administrative positions within faculties should be required to take into consideration the candidate's commitment to, and past success in, raising academic standards and the

welfare of the students including their commitment to prevent ragging and intimidation.

3.2.3. There should be a careful census of staffing levels, and excessive cadres should be required to retire with compensation. The university should also adopt a standard fixed schedule when advertising vacancies. Nobody should be given priority and all disciplines should be treated equally when considering the urgency of recruitment. A mechanism for cadre allocation should be implemented with a concrete formula considering factors such as the number of students and the number of courses taught. Universities should send their cadre statistics every year to a cadre commission for perusal.

3.2.4 Vice Chancellor should be required to follow a strict protocol, based largely on academic seniority and past record, in the appointment of Heads of Department to protect this process from inappropriate influence from parties motivated by personal or political considerations. All proposed reappointments of HoDs should also be strictly vetted according to their achievements in office, as defined by set criteria. Furthermore, if a person resigns prematurely from HoD or any voluntary position without valid reasons that person should not be eligible for reappointment for another voluntary posts such as coordinator, student welfare director and others. Appointments and reappointments at all levels are vulnerable to trickery, dishonesty and political corruption, and strict rules should be brought in to introduce professionalism and ethical conduct into this aspect of university life.

3.2.5. There should be a certain level of GPA that the student should reach at the end of the second year (or at the time of selection) to be selected for special degree programs. All students who reach that level should be allowed to follow the special program if that is what their preference is.

3.2.6. It should be required to distribute written guidance for both students and faculty members on ragging and intimidation among the students, and universities should publicize online a document each year on their success in acting against these practices.

3.2.7. The specific problems in the Faculty of Applied Sciences at SJU require investigation from outside the university. This investigation should include English proficiency assessment for general degree final year students. Our indigenous language and culture should be the basis of our national life, but the politicized undermining of English language is against the interests of the students, the academic body and our great country. There should also be an independent, external review of staffing levels in the various departments within the faculty, of all appointment decisions to the faculty and of HoDs made in the past six years. Those responsible for presiding over this failing culture should not be permitted to continue in management roles.

3.2.8 Students for the sports science program should be selected by the UGC solely from among the students who followed Biological and Physical science streams at A level - if indeed the program were to continue at all at the applied science faculty. Highly talented sports men and women could be given a quota, after careful scrutiny, depending on their other academic credentials. Finally, sports science should be one of the three subjects that they should offer at the faculty, as for any other students. There should be an independent investigation into the conduct of current sports science students in respect of ragging and intimidation.

4. Strategic management, oversight and politicization

4.1. The UGC needs structural changes and a more professional operational model. It has become somewhat notorious for issuing repeated circulars which continually change existing rules and regulations, recruitment and promotion criteria. While oversight of our universities is necessary and welcome, the UGC's activity is sometimes excessive, inappropriate and most importantly, concerns itself with peripheral issues while the fundamental problems in our university system remain unaddressed. Examples of incompetent and inappropriate UGC activity are provided in Annexes [1.6], [1.8], [1.10.1] & [1.10.2]].

Furthermore, the administration of our universities even at the highest level has long been subjected to political interference. The view that our university system should be subjected to political influence filters down from the governmental level, through senior management, the academic cadre and ultimately to the student body. However, the prevailing student politics is completely different to the majority of the citizens' political views of the country. The so-called university subculture is nurtured by the students with extreme political views by imposing their views upon freshers, particularly during the period of ragging. This strategy of the politically motivated students, which has the support of some academics, prevents the eradication of ragging from the university system. The politicization, and political corruption, of university culture is long standing – but it is wholly unacceptable, and has an adverse impact not only on the universities themselves, but on wider Sri Lankan society.

4.2. Recommendations for Action

4.2.1.

As with faculty Deans, there should be a maximum period that the administrative officers at the UGC and all higher educational institutions could serve in one place in their capacity. Administrative officers of the UGC and in all higher educational institutions should be transferrable among those institutions.

4.2.2. Our national government should intervene and explore ways to strengthen the independence and restore the integrity of our university system, and its freedom at all levels from self-interest, corruption and laxity.

4.2.3. One option would be for the government to consider appointing a legally-empowered body to drive and audit reform at all the levels described in this analysis – the student body, the faculty, the non-academic staff, university management and strategic management. The goal should be to establish an academic-orientated university culture free from corruption, mismanagement and politicization, in which our students can truly flourish, to the great advantage of our young people, our economy and our national life.

Acknowledgement:

I thank some of my very close family members for useful comments and editing suggestions.

ස්තූතිය: ගාමිණී විජේසේකර මහතාට ඉතා කෙටි කාලයක් තුළ සෝදුපත් කියවා අඩුපාඩු සැකසීම වෙනුවෙන් හෘදයාංගම කෘතඥතාව පළ කරමි.

පිටු අංක

ඇමුණුම අංක [1.1]

"පුද්ගලික විශ්වවිද්‍යාල" මැයෙන් 2012 රචිත අත්තර්ජාලයේ ප්‍රකාශිත ලිපිය

<http://studentlanka.com/si/2011/10/09/do-we-need-private-universities-in-sri-lanka/>

ANNEX [1.1]

An article entitled "Private Universities" written in early 2012

<http://staffweb.sjp.ac.lk/?q=sunethra/blog/2012/05/private-universities>

ඇමුණුම අංක [1.2] – Annex [1.2]

Tables giving variation of student- intake from 1990-2015 and the government expenditure for each higher educational institute for 2014/15.

New Admissions

	1990	1995	2000	2005	2010	2011	2012	2013	2014	2015
General Education	387314	342386	331643	318089	331992	336164	339143	342450	332827	323,337
Univ Education	7152	9245	11805	14520	21547	22016	28908*	24198	25200	25,676

Graduate Output

	1990	1995	2000	2005	2010	2011	2012	2013	2014	2015
First degrees	4476	4206	9374	12545	21248	22404	11711	21216	28231	29545
Postgrad Degrees	307	1048	2169	4589	6330	5231	7887	8636	8142	7513

Government Grant 2014 (Rs. Million)

	Students On Roll (2014)	Strength of Employees (2014)	Capital	Recurrent
UGC	18273	203	535	1045
CBO	13789	1640	600	2100
PDN	12594	3117	800	3400
SJP	11420	1616	725	2000
KLN	8674	1425	700	1900
MRT	7486	1045	495	1400
UJA	7495	1246	600	1415
RUH	27460	1521	525	1650
OUSL	4036	1092	80	1000
EUSL	3248	616	680	860
SEUSL	4956	479	260	642
RUSL	3549	676	460	915
SUSL	3261	673	385	770
WUSL	1877	587	260	750
UWU	2321	197	260	450
VPA	18273	394	260	600

Government Grant 2015 (Rs. Million)

	Students On Roll (2015)	Strength of Employees (2014)	Capital	Recurrent
UGC		213	64.00	350.00
CBO	15,278	(?) 17,172	(?)7,696.00	(?)22,926.00
PDN	11,645	1,640	615.00	2,238.00
SJP	13,395	3,340	900.00	4,081.00
KLN	11,691	1,627	875.00	2,360.00
MRT	9,252	1,613	700.00	2,264.00
UJA	7,195	1,157	640.00	1,579.00
RUH	7,918	1,305	721.00	1,722.00
OUSL	29,780	1,500	535.00	2,152.00
EUSL	4,435	1,107	80.00	1,040.00
SEUSL	3,974	672	740.00	967.00
RUSL	5,462	595	345.00	780.00
SUSL	3,625	723	500.00	959.00
WUSL	3,429	643	175.00	891.00
UWU	1,954	603	350.00	827.00
VPA	2,261	219	260.00	360.00

"Ways of Eradicating Ragging" an article written in 1998 following the sad death due to ragging of Peradeniya undergraduate Wardaraja Perumal, which was used by the then Minister of Higher Education in the parliament to pass the existing laws against ragging. Plus a few more newspaper cuttings of the same incident.

၂၆ ခုရီၤ

စံနမူနာ

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[illegible]

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ඊට යම් පමණකට හේතු වුවද ස්වාධීන ජීර්ණයක් ගැනීමට අසීරු තත්ත්වයකට ඔවුන් ඒ වනවිට පත් වී අවසාන වීම මේ ක්‍රියා පද්ධතියේ හොඳතම ප්‍රතිඵලයකි.

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නැමති සෑම පහරට ලක්වන

සම මධ්‍යස්ථ පැමිණෙන්නාවූ
කිතුනේ සිටීමට හැකි වීම,
පෙණිසියානු මුල්වල හඟුනා
ගැනීමට සම්මත විය යුතු
නොවේ. සමහරෙක් අවධානය
හඟුනා ගැනීම පමණක් වශයෙන්
මේ කටයුතුව දෙසැන අර
වී ඇති හඟුනා කන්තවිය අනුව
විකසනයෙන් බැහැරව
වෙනස්වන හඟුනා ගැනීම අසීරු
පැමිණිත් බවට පත්ව ඇති
නොවේ.

[illegible]

ငါ့မိ ငါ့မိခင်

බිලායර්ස් දෙසිට පිළිවෙත්
අනුමතයේ කොටසට
නවතෙත්තු කුමන අකාරයේ
මත් කිරීමකින් කොට තහනම්
අවස්ථාවේ දැයි දැනටමත් පැමිණි
ලද යුතුය. එවැනි පැමිණිල්ලක්
ලද පැමිණි වැනි ගිණකයක්
ගිණකයට නවතාලීමට
අනෙකුත් කොට අලද පරීක්ෂණ
කෙරෙහිත් පවත්වා ගැනීමට
දැනටමත් ලබා දුන් යුතුය. කුමන
කාරණයක් හේතුකාරී පැමිණි

ශ්‍රී ජයවර්ධනපුර විශ්ව විද්‍යාලයේ
ගණිත විද්‍යා ආයතනයෙන් ගණිතය පිළිබඳ
ජ්‍යෙෂ්ඨ කාර්යාලාධිපති

ආචාර්ය
සුනේත්‍රා විරකෝන්

දැන් දැන් තාගල් තුළ පවා සිදුවන බැවින් එවා මුද්‍රාණයට දැමිය යුත්තේ කෙසේද යන්න පිළිබඳව විවිධ සංදර්භයන් ඇති කිරීමට, මධ්‍යම කොටසේදී කොටසුරු සලකා, නිවැරදිකමෙන් කැඩීම් යුතු වනු ඇත. එසේ නොකිරීම නිසාවෙන්, ඉන් රටා පැකියේ එන්කෝඩ්, දරාගන්නා මනා වාක්‍යයක් බවට පත්ව ඇත.

ආදිර කාර්යය

සරසවියට පිවිසෙන්නේ හද
යොවන වයසේ පසුවන තරුණ
යොවන් බවට පත් වීමටය.

සරසවි සිසුන් ඉන් ගැලවිය හැකි දහන පිහිටුම් කරුවකු බවට පත් කිරීමයි.

මේ තීරණය ක්‍රියාවලිය
මුළුතුව දම්මට අවංක
ආගමනය අනෙක් පස
දක්වන දුරින් කටයුතු කළ
යුතු යැයි මම තරයේ විශ්වාස
කරමිනි.

නවකයන් භාරතය කෙරෙහි පසලු වී ආකාර වූ හීර්කාර පියල්ල මුරමණිම නතර කළ යුතුය යන්න ගුරු- සිසු බලාපොරොත්තු වූ රට කෙරුම් පිළිගත යුතුය. (රාජ්‍යවිද්‍යා)

මී.වී. දනන්ද
එච්. ඩබ්ලිව්. පෙරේරා.
83/7 කපුවත්ත පාර,
ගංගොඩවිල,
නුගේගොඩ.
2002.12.09

ලේඛකාධිකාරී/උපකුලපතිතුමා
ශ්‍රී ජයවර්ධනපුර විශ්ව විද්‍යාලය
ගංගොඩවිල.

මහත්මයාණෙනි,

අවමංගල ස්තූතිය පිරිනැමීම

2002.11.07 දින නවක වද විරෝධී ශිෂ්‍ය කණ්ඩායමකට කරන ලද කෲරතර ප්‍රහාරයෙන් අපගේ වූටි පුතු වන ඩිවිටගල විතානගේ සමන්ත මෙලොව වසන කිසිම මනුෂ්‍යයෙකුට සිදු නොවිය යුතු අන්දමේ ඉතා බේදනීය ඉරණමකට ගොදුරුව අපට සදාකාලික වේදනාවක් හිමිකර දී සදහටම අප හැර ගියේය. එතැන් සිට මේ දක්වා විශ්ව විද්‍යාල පරිපාලනාධිකාරිය ලෙස ඔබතුමන්ලා විසින් ඉටු කෙරුණු කාර්යභාරය අප ඉතා අගය කරන අතර ඒ පිළිබඳ කෘතවේදිත්වය පළ කිරීම පමා වීම ගැන අපගේ බලවත් කණගාටුව ප්‍රකාශ කර සිටිමි.

මෙවැන්නක් ලියා ඔබතුමන්ලා වෙත යොමු කිරීමට මා නොයෙක් විට උත්සහ දැරුවද අපටමින දරු සෙනෙහස ඉසිලිය නොහැකි වේදනාවක් බවට පත් වී ඇති මෙවන් මොහොතක එහි අපහසුතාවය දැනෙන්නේ එවැන්නකට මුහුණ දුන් අයෙකුට පමණි. උපදින මිනිසුන් සියල්ලෝම මරණයට මුහුණ දෙකී නමුත් අපේ වූටි පුතා මරණයට මුහුණ දුන් අකාරය සිහිපත් වන සෑම අවස්ථාවකම දැනෙන මානසික හා ශාරීරික වේදනාව දැරීමේ ශක්තිය ක්‍රමයෙන් හීන වී යයි. කුස පිළිසිඳ ගත්දා සිට යහපත් ආකල්ප වලින් පෝෂණය කර උපන්දා සිට මා ආදරයෙන් අත පත ගා හැසු වැඩු මගේ වූටි පුතාගේ සියුමැලි සිරුරට වැසුණු හැම පහරකම වේදනාව මගේ හදවතට දැනේ. එම වේදනාව මේ මුළු ශරීරය පුරාම අරක්ගත් කටුක වේදනාවක් බවට පත්වී ඇත. මෙවන් පීඩාවක් ලොව කිසිම අම්මා කෙනෙකුට අත් විඳීමට නොලැබේවා.

එම අවස්ථාව යසසයින් හා දෙවියන් යන දෙකොටසම බලා සිටි බවට සැකයක් නැත. අපායගාමී යසසයින් ඔහුගේ මරණය දැක අසීමිත වින්දනයක් ලබා තුවිළ සතුටක් ලැබූ අතර දෙවියන් මේ ඊළාකාර කුහක දුෂ්ඨ ලෝකය ඔයාට සුදුසු නෑ පුතේ කී බවට සැකයක් නැත. කෲර යසසයින් විසින් පිළිකුල් කරණු ලැබූ ද්වේශ කරණු ලැබූ අපේ වූටි පුතාට දෙවියන් විසින් ඉතා ආදරයෙන් පිළිගත් බව පැහැදිලි අතර අප මෙතෙක් ගමන් කොට ඇති සත්මග තවදුරටත් එලි පෙහෙලි කොට අපේ මහ පෙත්වන්නා බවටද පත් වී ඇත. ජීවත්ව සිටියදීද අපේ ශක්තිය වී තිබුනේ වූටි පුතාය. පවුලේ බාලයා වුවද ඔහු සතුව තිබූ ප්‍රායෝගික ක්‍රියාකාරී ශක්තිය නිසා හැම කටයුත්තකම කිරීමේදී “වූටි පුතාගෙන් අහන්න”, “වූටි මල්ලිගෙන් අහන්න” යනුවෙන් කීමට අපි පුරුදු වී සිටියෙමු.

ගෙදර අයට පමණක් නොව නැදැයින්ට මිත්‍රයින්ට අසල් වාසීන්ට ඉතා ආදරය කළ ශක්ති ප්‍රමාණයෙන්ම උදව් පදව් කළ වූටි පුතා නැති අපේ ගෙදර (මේ ගෙදරට මුල් ගල තැබුවේ වූටි පුතායි) අද පාලුවට ලක් වී ඇති අතර අපේ ජීවිතයේ සතුව තිබූදා අප කරා නොඑන අයුරින් අපෙන් ඇත් වී ගොස් ඇත.

නිවැරදි යයි උසස් යැයි සමාජ සම්මතයෙන් පිළිගත් අයුරින් දරුවන්ගේ වැඩ කටයුතු නිමා කොට ජීවිතයේ සැදැසමය පිනක් දහමක් කරගෙන දරු මුණුබුරන් සමග සතුටින් ගත කිරීමේ පරම පිටිතුරු අභිලාෂය බොද වි ඇති බව පසක් කර ගැනීමට තරම් අපි අවාසනාවන්ත විමු. සුවහසක් දෙමාපියන්ගේ දරුවන් මගේම දරුවන් ලෙස සලකා අධ්‍යාපනය ලබා දුන් මා අධ්‍යාපනය ලබා දීමේ මුඛය පරමාර්ථයෙන් සරසවියට ඇතුල් කළ අපේ වූවි පුතාගේ උපාධි සහතිකය වෙනුවට මරණ සහතිකය අතට ගැනීමට තරම් අපි අවාසනාවන්ත විමු.



කෘතවේදිත්වය පළ කිරීමේ අරමුණින් ලිවූ මෙම ලිපිය නිසා ඔබ සැමගේ සිත් තුළට කිසියම් අසහනයක් ඇතුල් වුණි නම් බෙහෙවින් කණගාටු වෙමි. කෙසේවෙතත් යථෝක්ත අවාසනාවන්ත සිදුවීම් මාලාව සිදුවූ මොහොතේ සිට, විශ්ව විද්‍යාල පරිපාලනාධිකරය ලෙස ඔබතුමන්ලා විසින් ඉටු කරන්නට යෙදුණු කාර්යභාරය අපි ඉතා අගය කරමු. මැර ප්‍රහාරයෙන් දැඩිලෙස තුවාල ලබා සිහිසුන්ව සිටි අප සුතු ඇතුළු අනෙක් දරුවන් දැඩි පරිශ්‍රමයකින් ප්‍රහාරකයින් අතරින් මුදා ප්‍රතිකාර සඳහා රෝහල වෙත යොමු කළ එම කාර්යයෙහි නියැලුණු මනුෂ්‍යත්වයේ උපරිමයට පත් වූ දෙවියන් වෑන්හවුන්ට පින් අනුමෝදනා සහිතව ගිස නමා අපගේ ස්තූතිය පුද කර සිටිමු. වූවි පුතු මිය ගිය දිනයේ සිට ඔබගෙන් ලද සහයෝගය සිහි කරනුයේ ඉතා සිහිනි. අවමංගල කටයුතු ඉතා සාර්ථකව හා උත්කර්ෂවත් අන්දමින් ඉටු කර ගැනීමට මූලාශ්‍රාධාර සපයමින් සම්පූර්ණයෙන් විය පැහැදිලි දැරීම පිළිබඳව ඔබ සැමට අපගේ ස්තූතිය පිරිනැමීමට කැමැත්තෙමු.

විශේෂයෙන් නිවැරදි තොරතුරු මාධ්‍ය සඳහා ලබා දෙමින් ජනතාව දැනුවත් කිරීම පිළිබඳව ලේකම්කාරී ඇතුළු අනෙකුත් බලධරයින් හට අපගේ හෘදයාංගම කෘතඥතාවය පිරිනමමු. අවසාන කටයුතු ඉටු කළ දිනයේ සුසාන හුමියේ දොරකඩ සිට උපකුලපතිතුමා ඇතුළු ආචාර්ය මණ්ඩලය දේහය භාර ගැනීමෙන් දැඩි කම්පනයට පත්ව සිටි අපට දැක්වූ අනුග්‍රහය ගෞරවයෙන් සිහිපත් කරමු. කුලපති ස්වාමීන් වහන්සේ, උපකුලපතිතුමා, ලේකම්කාරී, ආචාර්ය මණ්ඩලය ඇතුළු අධ්‍යයන කර්ය මණ්ඩලයටද අනධ්‍යයන කර්ය මණ්ඩලයටද විශ්ව විද්‍යාලයට අනුගත අනෙකුත් සේවා ආයතනයන්ටද නන් අයුරින් දැක්වූ සහයෝගය පිළිබඳව අපගේ කෘතවේදී ස්තූතිය පිරිනමමු.

එසේම මෙවන් බෙහෙවින්ම අනුවේදනීයවූත් බෙහෙවින්ම ශෝචනීය වූත් සම් මස් ලේ නහර පුරා දිවෙන මින් පෙර අත් නොවිඳි ඉට්සීමට ඉතා දුෂ්කර වූ කටුක පීඩාකාරී වේදනාත්මක අවස්ථාවකදී අප හා රැඳෙමින් සිට කුදු මහත් කර්තව්‍යයන් කරමින් දැකුමෙන් පවා අප සිත් සැතපූ මේ දක්වාද ඉඳිරියටද අප වූවි පුතාගේ ආත්මය සුවපත් කිරීමට සපථ කර සිටින විශ්ව විද්‍යාලයේ අපට හිතෙහි දරු කැළ මව් සෙනෙහසින් සුතුව ආදරින් සිහිපත් කරමු.

අපගේ අවසාන ඉල්ලීම වනුයේ වූවි පුතුගේ වියෝවෙන් සඳහනිකව අපට උරුමවූ දරුදුක වෙනත් කිසිම දෙමව්පියකුට හිමිවීමට ඉඩ නොදී අප සුතු උරුගත් සත් කාර්යය ඉටු කිරීමට දායකවන අනෙක් දරු දැරියන් හුදකලාවන්නට ඉඩ නොදී සරසවි බිමෙන් ප්‍රවන්ධත්වය ඉවත් කරන ලෙසය. යථෝක්ත කරුණටද ඔබතුමන්ලාගේ පූර්ණ අනුග්‍රාහකත්වය ලැබෙනැයි අපි තරයේම විශ්වාස කරමු. ස්තූතියි.

මෙයට

පියා 
මව 

Annex [1.5] - ඇමුණුම අංක [1.5]

Article written in 1996 stating obligations of a university teacher reminding teachers such as "Disapamok Achareen - දිසාපාමොක් අචාරීන්" of yesteryear in the eastern culture

ඉගුරු සරසවි සරසවි ඇදුරුන්ට තරමද ? - සුමේරු විමර්ශන.

සරසවි ඇදුරේ ඉගුරු වර්ධනයක් ග්‍රීකවත් නැත.

-ග වරක් වෘත්තීය සංගම් ක්‍රියාමාර්ගයකට අවතීර්ණව සිටිති. පසුගිය ව.-
 -සර හත අවම වශයෙන් වෙනත් වැඩ වර්තන ගණන අපවර්ණය. වැඩ.
 -තර ගත් ඉගුරු ප්‍රවණයද සුළුපු අනෙකි. එා දැනට පමණ 1995 දී ලබ-
 -න ඉගුරු 1988 දී ලද ඉගුරු වෙන් හය දහසකටත් වඩා වැඩිය. අපේ
 අස්මතියෙන් වන ග්‍රීකයා, පස්මතිය, බොහෝදේශය වැනි වෙනම සර-
 -සවි ඇදුරේ ලබන ඉගුරු හා සැසඳීමේදී අද ලක් සරසවි ඇදුරේ ලබන
 ඉගුරු ග්‍රීක ග්‍රීකය.

වේ වචනාත්මක වූ පවත්වන ලද ඇදුරු සියු හා
 අනුකූලයන් ආර්ය වර්ධනයට වෘත්තීය සංගම් ක්‍රියාමාර්ගය සේවාවෙන්
 සමස්ත ශ්‍රී ලංකා සරසවි පද්ධතිය ක්‍රියා වීර්ණය භාවයට පත්වූ නාලය
 තොරතුරුදායක පැවසීම අසීරු කරගෙන. ඊට අමතරව නවයක අපු අව
 අසු නවය වසර වල රටවල පවත් අරමුදලාංගී ගණනය සේවාවෙන් අන්
 දීර්ඝ කාලයක් සරසවි වසර දො නවය.

වේ සියල්ලින් බැවතත්තේ රටේ අනාගතය ආර
 තරණ පරිපූර්ණය. ලොව කිසිම රටක නොමැති තරම් අභියෝගාත්මක
 ලංකාවේ සරසවි ජීවිතය තරමයෙන් ජය ගන්නා අනුමානවත් සරසවියට
 ජීවිතය සඳහා වෙනස්වන අනන්ත කාලයක් බලා සිටීමට සිදුව ඇත්.
 -මේ යටතේ සේවු නිසා වරින් වර සරසවි වසර දො නවය බැවිණි.
 වේ ගණනයට ප්‍රමුඛ දෙන්නේ අප තරණ පරිපූර්ණ සාරයයි. සරසවිය.
 -ට ජීවිත ගම අනාගත බලාපොරොත්තු සරිල තර ගැනවට, දෘෂ්ටි
 විද්‍යාත්මක ප්‍රචලිත තර ගැනවට ප්‍රමුඛ සරිත, හදු යෙදවන වයසේ
 පසුවන නොවුන් වූ අසහනකාරී ගණනයක් ඇති නොවේ යයි කාට
 කිව හැකිද? නවයක අසු හයෙන් පමණ වීට නව වසරකට පෙර උස-
 -ස් පෙළ විභාගයට ප්‍රමුඛ පුත් සිසුන් නවයක් සරසවි සිසුන් ගත්.
 කෙරෙහි. වේ අනුච වයස 18-19 දී උසස් පෙළ විභාගයට ප්‍රමුඛ
 දෙන තරණ තරණයන්, සුදුසුකම ලබා සරසවි වලින් ජටව යන්නේ
 ගම්මාන වයසේදීය. නවයකුදු සමහර සරසවි ඇදුරුන්ගේ දැවෙන්
 ඇතුළු යමක් කෙරෙහි සරිත ගැන අසවලුන්ගේ දැවෙන් උසස් පෙළ
 විභාගයට පමා ප්‍රමුඛ නොදි විදේශ විශ්ව විද්‍යාල වලට අවතීර්ණ
 උපාධි පමණක් නොව පස්මතී උපාධි ලබති. බුද්ධි වර්ධනය වෙන්.
 -ම වයසින්ද බොහෝ විට අප සරසවි සිසුන්ට වඩා අඩුවූ වේ වර-

-ප්‍රසාද මත් කොටස් උසස් පන්තියා ලබමින් ජය කෙහෙළි නංවනු පුළුවන් බලා සිටින විනා නිදහස් අධ්‍යාපනය පමණක් ඇති විදිවේ වරප්‍රසාද කිව් අපේ බොහෝ සරසවි සිසුනට තුළ හැකි අන් තිසිව-කුප්‍ර නැත. උපාදිලි අඩිතාලමින් තොරව තම තාරකාසය ගෙවියනු බල බලා සිසුන් හෙළන , දිනපතා හඳවන්නේ හඬා ඇලපෙන සරසවි වර්ග මත් සිසු සිසුවියන් 40,000ක් පමණ ගොවලට සීමා කරමින්. සරසවි සිසු-ල්ලේව ඇති කරගනු ලබමින් අඩුම කර දමමින් ඇතිව වරින් ඇවුරේ සරසවි අවිනිසිතව සිටින සරසවි ඇපුරන්නේ අති බහුතරය නිදහස් අධ්‍යාපනයේ උපරිම පල නෙළුවන්ය. රටේ අධ්‍යාපන ජනතාවගේ ප්‍ර ප්‍ර-ත් වෙනම හැකි උපරිම සේවය කරනු නොහැකි මත් වරප්‍රසාද පවා අනාගත පරිපාලනට අතින් තිරිස පමණක් බවින්ම සිදුව ඇත්තේ.

මොවුන්ගේ ප්‍රධානම ලේඛන වී ඇත්තේ අමර්තු:
 අධ්‍යයන ආරය මාර්ගලයට "පොත් දීමනාව" යයි නම තොට අධ්‍යයන කටයුතු සඳහා අවශ්‍ය පොත්පත් උපකරණ හා වෙනත් දේ සඳහා දෙන ලද විශේෂ දීමනාවකට කලින් විවර අනුයයන ආරය මාර්ගල-යට ඇවුරේ වැඩිමත් අනුමත කරන ලද්දේ 1994 අගෝස්තු මාසයේ දීමනාව හේතුවෙන් අධ්‍යයන ආරය මාර්ගලයේ අනුයයනවය කෙළෙහි ඇති බැවින් "පොත් දීමනාව" තුළින්ම පරිදි වැඩුරේ වැඩිමත් කළ යුතුය යන්න සරසවි ඇපුරන්නේ ප්‍රධානම ලේඛනය. අනුයයන ආර-ය මාර්ගලයට මෙම ඇවුරේ වැඩිමත් අනුමත කරන ලද්දේ 1994 අ-ගෝස්තු මාසයේ මැතිවරණ කඩලුවෙන්, අන්තර්ගත හා වේ දීමනා පිළිබඳ කිසිදු අවබෝධයක් නොව උසස් අධ්‍යාපන ඇමතිවරයෙක්. අවබෝධයක් නිසිපාද ඇතිවරණයක වුව නිසි දේශපාලනඥයන් ක්‍රියාත්මක වන්නේ බලය කා අතට පත්වනු ඇත්දැයි නොදන්නා චානවරණයක් තුළ පම-ණක්ව නොව විප්ලව පක්ෂය බලයට එමේ සමහාචිතවය අතිමහත් වු චානවරණයක් තුළ ප්‍රදා දේශපාලන වාසි සලකා, පටු පරමාර්ථයක්. සරසවි ඇපුරන්නේ ලේඛන වලට අනුකූලතාවය දක්වමින් බවට ඇවුරේ වර්ධනයක් ප්‍රකාශය, දැනට ක්‍රියාත්මක වන චක්‍ර ලේඛන තිහපයකට අනුව භය 'විප්ලවයක්' වශයෙන් දක්වමින් අනුයයන ආරය ම-ාර්ගලය චානවිසි සරසවි ක්‍රියාමාර්ගයකට අවිනිසිත වන බවට දැනට අනුමත වූයේ ඇත!

අධ්‍යයන හා අනුයයන ආරය මාර්ගලයට ඇ-

-වූත් කර්මය හමුවේ සරසවි සිසුවා ගිරියට පසුවූ පුවත් ගෙවියක තැන්.
-කයට පත්ව ඇත. මෙහිදී වගකීමක් යුක්තව කටයුතු කළ යුතු වන්නේ
කළමනාකරණයද යන්න අප සලකා බැලිය යුතුය. මේ අනාගත පරම්පරාව
බිම්බට දෙවන සරසවි ඇප්පුමේ පාලනයන්ට වැයව කරන්නේ 1993 දී.
-වා නොමැතිවූ අනුකූලතාවයන්. සුවිශේෂත්වයක්!

වර්ගමාලය :

දේශපාලනඥයන් හෝ මොන අයවලුන් වගකියයුතු ඉවදි දැ-
-නට වූ පිටත ගිලිගන්නා පිළිමයක් බවට පත්ව ඇත් " උතුරේ යුද්ධයට "
හේතු වශයෙන් පෙන්වමින් කරන්නේ මේ වගකිය හා සුළුතාවය අත්ති
විදින අයුතුකමක්/වරප්‍රසාද අතර ඇති විය යුතු ග්‍රැස්ට්‍රක් කිරීමට වැයව
කරන විෂමතාවයන්ය. ජාති, වර්ණ, ගම්, නගර, වටවල් වශයෙන් පමණක්
නොව අධ්‍යාපන මට්ටම, දක්ෂතා, ආර්ථික මට්ටම ආදී වෙනි නොකි
මොනව හෝ පදනමක් මතකට දක්වන පත්‍ර කොටස් දෙකක් කළ.
-විටම තම තමන් සතු වරප්‍රසාද හා අයුතුකමක් සංසන්දනය කිරි-
-මට නැඟිටීම මානව ගුණයන්. පටු දේශපාලනමය හෝ ආර්ථික
භාවය තමා කටයුතුකමක් තුළ පවත්නා වේ පුරවලතාවයන් ප්‍රයෝජනයට
ගෙන, සම විෂමතාවයන් ග්‍රැස්ට්‍රක් කොට සමානවත් කේද නිකුත්
කිරීම මනා පහසු කටයුත්තක්.

උතුරේ යුද්ධයට නම තිරිමේ වගකි සෙවිය යුතු, දීර්ඝ-
-කාලීන හා පවත්නා විසඳුමක් සෙවීමේ භෞතිකයක තාරකාගාරයට
උරුමය යුතු, උගත් බුද්ධිමත්ගේ කේතනික වත් සරසවි බව තුළ
සිදුවන්නේ ඊට භාණ්ඩයන් මිලදීම දෙයකි. සහජීවනයෙන් පසුකිය
යුතු කොටස් දෙකක් තම පවත්නා සංසන්දය කරමින් පටු පරමාර්ථයන්
මුද්‍රිතත් කරගන්නා අවස්ථාව වේ ගෙනගෙන සිටින සැසඳිය හැක්කේ තුළ
-න ක්‍රියා කළාපයක් සමගද? දැනට සරසවි තුළ හා ඊට ඇතුළුවීමට
සිටින 40,000 කට අධික තරුණ තැනැත්තන් අපේක්ෂාවෙන් පිළිබිඹු කිසිදු
සංවේදීතාවයක් නොව මෙහිගෙන යන මේ ක්‍රියාදාමය තවමත්
නම යුක්ත යුක්ත කළ හැකිද?

ගුහ්‍ය සදහන් පරිදි සරසවි තුළ ශිෂ්‍ය අධ්‍යාපනය
 වැළැක්වීමේ කඩා බිඳ දමමින් සරසවි ඇදුරන් තම වෘත්තීය සංගම ක්‍රියා-
 මාර්ග දියත්කළ චාර ගෘහන අපරිහාන ප්‍රවේශ, දේශන නොපැවැත්වූ කා-
 ලය කොතෙක් දීර්ඝ ප්‍රචන් ඒ ලිද්දා ඔවුන් තම වැටුපින් සහයක් හෝ
 පරිදාට නොතබන බව අසන බොහෝ වෘත්තිකයන් මව්න වක්‍ර නොසිතූ-
 මානය. ඔවුන් මේ තාක් කොට ඇත්තේ තම තව්කාමාර්ගය, මහාමාර්ගය
 කටයුතු වලින් ඉවත් වී සිටීම නොව පීඩාදීම, අංශ ප්‍රධාන, ශිෂ්‍ය
 උපදේශක වැනි ස්වෛරීන්ගේ හතරු දරන ක්‍රමය දෙකෙකුත් එම තත්ත්වය
 තුළ වලින් මුදවාදීම පමණි.

[illegible]

රටේ අනාභ්‍යසිත වෙසා බලාපොරොත්තු සිදු කරමින් සිටින
 ඇතුළත් ගෙන යන මේ ක්‍රියාදාමය නොහොත් අසාරවත්තේ හෝ වැඩිකාලීනව
 උපකූලපත්‍රවරුන් හෝ රජය අවම කළ නොහැකි නොදැක්වේ ජාත්‍යයේ ම අ-
 නුසන්ධානවය.

ප්‍රමුඛත්වය මැදිපද?

අදා යමෙකු සරසවි ඇදුරෙකු වීමට රැකියාක් දැන්වුයේ තම ඒ ප්‍රදේශ් ආරම්භ ප්‍රතිලාභ සලකා නොවේ. තම සේ-
-ත්‍රයේ නිපුණත්වයක් මගින්, තම දක්ෂතා උරගා බැලීමට, තම තැ-
-ක්කාවන් හට දැයේ උත්තමය වෙනුවෙන් කැප කිරීමට හා විශ්වත
ශක්තියෙන් තමා හා සමයන් හා තමාට වග පෙන්විය හැකියාවන්ගේ ඇසුර
ලැබීමට ඇතැයි වටහාට පවත්න්නේ සරසවිය තුළම පවත්නා බැවින්,
භූ වේ උත්තරීතර චාතුර්ය තෝරා ගැනුණේ. වීම අවතරව වෙත.
-ත් ආයතනයන්හි නොමැති නිදහසක් හා ස්වාධීනතාවයක් ඇති වීමේ
වරප්‍රසාදය ලොව තුළම හටගත් වුවද සරසවි ඇසුරකට තවත්ම බෙසෙ-
-සින් සිදුවන්නේ කළ යුතුය. ඒත්සාව සමාන හා වෙනස් සුදුසුකම්
අවශ්‍ය වෙමින් ආරම්භකයන් මුලින් මැදිප පා සරසවි ඇසුර මැදිප
සැසඳීම යුක්ත යුක්ත නොවේ.

පෙරදිගට ආවේනිකව ප්‍රභාන සම්ප්‍රදායට අනු-
-ව ගැන දෙව්, ගැන යෙදීමේ, ආචාර්ය යන උතුරු පදවියට තවකම
කිව්මේ ක්ෂණිකව ආරම්භ වියයෙන් සමාජයේ කැපී පෙනෙන පුද්-
-ගමයෝ නොවුහ. ශිල්ප ශාස්ත්‍ර ඥානයෙන් හා යහපත් චර්යාවෙන්ම
ගෝලයන් හිමිවනු ලැබූ බවට සමාජයේ මුහුලම මතයක් ලැබුවේ
ගැනුම්වියෙන් පොරව ශිල්ප ශාස්ත්‍ර ප්‍රකාශ කරවනු ඇතැයිවත් දිනි
පෙරෙමක් ගත කිරීමෙන්මය. පෙර ගෝලයන් ආචාර්යවරයන්ගේ අත්
හ වෙහෙවර කරවනු ලබන්නේ දෙවනියන්ට පවා සම්පූර්ණ කරවනු ලැ-
-බූ හැදෑරීමෙන්ම අප වටහා ගත යුත්තේ ඇතැයිවත් නොව භූද
ආරම්භ මතයක් වැඩිවීමේ වුවද දැනට දැනට සතල ගොස්-
-ත්‍රයන්හි නිපුණතාවන් ආචාර්යවරු පවා තවකම නොතිබේ බවයි. මෙත-
-ත් ඇමති, වෙළඳ, සිටි ඇදීමට සිය ගණන් දැනට දැනට
සිටීමෙන්ම අපට හැඟිලි වන්නේ ශාස්ත්‍ර ඥානයෙන් තමා අසලකමින්
තමන් නොහැඳිව අනෙකුත් මාර්ගවලට අයට වඩා පහත් ආරම්භ
මට්ටමක් සිටින්නේ තම ශ්‍රේෂ්ඨත්වය ප්‍රතිපාදනය කර ගැනීමට ඔවු-
-න් සමත්වූ බව නොවේද?

පරිමාදර්ශය:

නිසිකවුත්, නිසිදිනටත් නවත වදයෙන් ඇරඹී,
බවනොවුත් ඇත කොට ගෙන දිනි ආරක්ෂා ගැනීම දක්වා පරි-
-මිතව පත්ව ඇති වර්තමාන සරසවි විනය ඒ අනුකූලය මතක-

- සෙත් ගොඩ ගැනීමේ කාර්යභාරය පැවතී ඇත්තේ සරසවි ඇදුරින්
පිට කොටුවේද? එවන් වටිනාකමක් සරසවියේ ඔවුන්ගෙන් උගන්නා සිසු-
න්ගේ වර්තමාන කාලය ඇසුරේ යම්විටත් තමන් හා අන්තර් කලාපීය සබඳතා
පුනරුත්ථාපය කාර්ය මණ්ඩලයේ පවත්වා ගත හැකි පරිදි සංසන්දනය
කරමින් "වැටුප් තරඟයක" සේවයේ රට නායකයන් බිහිකළ යුතු
උගන්ව කොටසක් සරසවි ඇදුරින් සැසඳිය යුතු වුවද පැහැරවී තිබේ.
- මාදර්ශයක්ද?

අමුණුම අංක [1.6] -- Annex [1.6]

Summary:

This annex describes the case of a talented young academic who was selected by the properly constituted selection committee consisting of the VC, Dean/FAS, Senior Prof/Math, HoD/Math and two Council nominees formally on two separate occasions, but was arbitrarily blocked from appointment. Attachments show how the Department of Mathematics unanimously agreed that he is most suitable for the appointment. Yet, the UGC refused to approve the appointment against the entire department's aspirations, giving different reasons in writing to each appeal. This case illustrates both abuse of power within a faculty, and collusion between a faculty dean and personal contacts at the UGC to maneuver the system.

Dean going out of the way to stop recruiting a person three times acting against department's unanimous request in writing

This is a case where the dean disregarded an entire department's aspirations to prevent the appointment of an individual he appears to have personally disliked, against the unanimous support of the department seeking to make the appointment.

One of our brilliant permanent instructors who secured a B. Sc, (General) degree with First Class honors topping the batch subsequently finished a Masters Degree with research thesis from the School of Computing, University of Colombo. He in fact was selected to follow the Mathematics Special Degree but the then HoD, Math discouraged him. Because such instructors could have been absorbed in to the academic cadre, we selected him after holding the interview in 2011. After interviewing him, the then VC informed him about the selection and blessed him as well.

He was invited to the Dept. meeting and we made him the secretary. Council approved his appointment and his appointment letter was ready by the time the UGC issued a circular prohibiting such appointments.

(At the time we didn't know the connections the Dean had with the management committee of the UGC.)

Everybody at the Dept. was disheartened and the dept. decided to take him under category 3 of the Circular No. 621 as he was instrumental in the academic activities of the Dept at the time. So the dept. advertised and held presentations for all applicants except those who had Lower second class or below. He was the best presenter and one probationary lecturer even told me that he should have been taken to the dept. before them. ("අපිට කලින් ගන්න තිබුණු කෙනෙක් නේද මිස්?") He was then selected again in February 2013 after interviewing but then his appointment was to be approved by the UGC as he fell under category 3. However, the Dean instructed the D/R who was on extension to write to the UGC with all details as if he was recruited under category 4. Dean even said that he was category 4 at the Senate meeting. I cannot go on typing the whole story but please see the attachments to learn how the entire Dept of Mathematics unanimously

requested to appoint him by signing a letter to the UGC and UGC refusing to do so three times changing each time their reason for not approving!

At last after more than a year of tug - of- war, in April 2014, the UGC said that we have to interview ALL applicants including lower second classes abandoning all their previous excuses.

Head of the Department Mathematics & I caught the dean red-handed discussing against the appointment in the former UGC chairman's office together with dean's wife and the Mgt committee secretary of UGC, at the time he was supposed be with us promoting the appointment at the Vice Chairman's office.

We advertised again; held presentations at the Dept in front of the academic staff. There were 31 applicants including a very capable PhD holder from Uni of Indiana, Bloomington. Yet, all the math academics gave highest marks for the person in this story not favoring but in fact that he was the best presenter. This time, after his presentation, another senior lecturer told me "නියම Maths නේද මිසි?" Interview was held on the 15th of October 2014. The dean was fully against recruiting him from the beginning. He had even brought a letter from the coordinator of the School of computing to try to disqualify his masters degree under the qualification framework. He had forgotten that the same interview board selected him twice before. However, knowing the entire story VC, very rightly took the department's side. After deciding to recruit him and the PhD holder to the Dept., VC left excusing that he has to go to an embassy and asking the dean to finalize the matter. Instead of putting the decision in black and white, the dean got together with his close friend council member (Who was given a plaque of appreciation by the dean and taken photos in front of the interview board before starting the interview though it was very late) and reversed the decision of the interview board. In the process of argument, he admitted in front of others including the HoD/Mathematics that he was the one who blocked the approval of the candidate's appointment previously at the UGC level!

However, due to this unreasonable objection, the VC, who was at the tail end of his tenure, cancelled the entire interview w/o any consideration for the department or the wasting of public funds. The Dept. lost not only this person who was approved by the entire dept including the two recently retired academics (Pl. see the scan signed by all academics in the department) but also the other PhD holder. He was subsequently recruited by the Dept. of Mathematics, Colombo.

I also have information of irregular recruitment/promotions done by the same dean in other departments.

Time line of the process of trying to recruit

Mr. J A G S N Jayasinghe for the Second time

Advertisement:	30 – 07 - 2012 & 24 – 12 – 2012
Interview:	12 – 03 – 2013
Council approval:	14 – 03 – 2013

Request for U G C approval: 18 – 04 -2013

U G C letter of rejection: 16 – 08 – 2013 (after 4 months)

Reasons: (1) Selection over & above category 1 candidates

(2) M. Sc in IT is not relevant

Appeal by the entire the Math dept: 10 – 09 – 2013

U G C rejecting again: 18 - 02 -2014 (after 5 month & a week)

with an **additional WRONG reason that the candidate is category IV**

Appeal by the VC/USJ: 26 – 02 -2014

(Stating he is in fact category III)

U G C informing about circular No. 935: 14 -03 -2014

(Exactly one year from the date of council approval)

Appeal by VC/USJ : 18 - 03 -2014

ශ්‍රී ජයවර්ධනපුර විශ්වවිද්‍යාලය, ශ්‍රී ලංකාව
UNIVERSITY OF SRI JAYEWARDENEPURA, SRI LANKA

දුරකථන } 802695, 802696
 Telephone } 803191, 803192

ෆැක්ස් } 801604

E-Mail } unisj@sjp.ac.lk

මගේ අංකය }
 My Number } AA/M/2013

ඔබේ අංකය }
 Your Number }

සභාපතිතුමිය,
 විශ්වවිද්‍යාල ප්‍රතිපාදන කොමිෂන් සභාව,
 නො. 20, වොඩ් පෙදෙස,
 කොළඹ 07.

සභාපතිතුමියනි,

ව්‍යවහාරික විද්‍යා පීඨයේ ගණිත විද්‍යා අධ්‍යයනාංගය සඳහා
කටිකාවාරිය (ආධුනික) වරයෙකු බඳවා ගැනීම

මෙම විශ්වවිද්‍යාලයේ ව්‍යවහාරික විද්‍යා පීඨයේ ගණිත විද්‍යා අධ්‍යයනාංගය සඳහා ජ්‍යෙෂ්ඨ කටිකාවාරිය/ කටිකාවාරිය (ආධුනික) වරුන් බඳවා ගැනීම සඳහා 2012.07.30 දින සහ 2012.12.24 දින වල පුවත්පත් දැන්වීමක් පළකරන ලදී. ඒ අනුව අයදුම්පත් 40 ක් ලැබී තිබුණි. ඒ අතරින් තෝරාගත් අයදුම්කරුවන් 17 දෙනෙකුට සම්මුඛ පරීක්ෂණයට පෙනී සිටියහ.

එහිදී තේරීම් මණ්ඩලය විසින් කටිකාවාරිය (ආධුනික) තනතුර සඳහා අපේක්ෂකයින් 02 කු පත් කිරීමටත් කටිකාවාරිය (තාවකාලික) අපේක්ෂකයෙකු පත් කිරීමටත් නිර්දේශ කරන ලද අතර එයින් එක් අපේක්ෂකයෙකු වන ජේ.ඒ.ජී.එස්.එන්. ජයසිංහ මහතා ලබා ඇති අධ්‍යාපන සුදුසුකම් අනුව විශ්වවිද්‍යාල ප්‍රතිපාදන කොමිෂන් සභාවේ අනුමැතිය ලබා ගැනීමෙන් පසු පත්කිරීමට නිර්දේශ කරන ලදී. 2013.03.14 දින පැවති 410 වැනි පාලක සභාව ඉහත නිර්දේශය අනුමත කරමින් විශ්වවිද්‍යාල ප්‍රතිපාදන කොමිෂන් සභාවේ අනුමැතිය ලබා ගැනීමෙන් පසු ජේ.ඒ.ජී.එස්.එන්. ජයසිංහ මහතා කටිකාවාරිය (ආධුනික) තනතුරට පත් කිරීමට නිර්දේශ කර ඇත.

සිතුවන අධ්‍යාපන හා වෘත්තීය සුදුසුකම් පහත දැක්වේ.

Post of Lecturer (Probationary) in Mathematics

1) Name:

Mr. J.A.G.S.N. Jayasinghe

Educational Qualification:

B. Sc (Physical Science) General Degree, 1st Class, University of Sri Jayewardenepura, 2000

M.Sc in Information Technology University of Colombo, 2011.

Subject offered for the first degree.

- Mathematics
- Physics
- Statistics

Other Qualification:

- Diploma in Computer Programme, - TEC (Sri Lanka) Engineering College, 1998
- Diploma in Network Admin - Turnkey Computer Systems, 2003

Professional Qualifications:

- Graduate Training Programme on Information Technology, - ICT University of Colombo, Nov 2000-March 2001

Experience:

- Instructor (Computer Technology) - Department of Mathematics, University of Sri Jayewardenepura, 2006-To Date
- Course Assistant (M.Sc in Industrial Maths), - Department of Mathematics, University of Sri Jayewardenepura, 2003-2006
- Temporary Instructor in Mathematics - University of Sri Jayewardenepura, 2001-2003

තේරීම් මණ්ඩල නිර්දේශය පරිදි ජේ.ඒ.පී.එස්.එන්. ජයසිංහ මහතා ලබා ඇති අධ්‍යාපන සුදුසුකම් අනුව ප්‍රථම උපාධිය විද්‍යාවේදී (සාමාන්‍ය) පළමු පෙළ සාමාර්ථයක් (B. Sc (Physical Science) General Degree, 1st Class,) සමග විද්‍යාපති (M.Sc in Information Technology) ලබා ඇති බැවින් කටිකාවාර්ය (ආධුනික) තනතුරට පත් කිරීම සඳහා විශ්වවිද්‍යාල ප්‍රතිපාදන කොමිෂන් සභාවේ අනුමැතියට ඉදිරිපත් කරමි.

මේ සම්බන්ධව විශ්වවිද්‍යාල ප්‍රතිපාදන කොමිෂන් සභාව විසින් නිකුත් කොට ඇති 2012.01.18 දිනැති චක්‍රලේඛ ලිපි අංක 03/2012 ට අනුව පහත සඳහන් ලේඛන පිළිවෙලින් මෙයට යා කර ඇත.

- | | |
|--|----------|
| ➤ පුවත්පත් දැනටමේ පිටපතක් | (අංක 01) |
| ➤ අයදුම්කරුවන් අතරින් සුදුසුකම් ලත් අයදුම්කරුවන් තෝරාගත් නාම ලේඛණය | (අංක 02) |
| ➤ සුදුසුකම් ලත් අයදුම්කරුවන්ගේ හැඩුල් පත්‍රය | (අංක 03) |
| ➤ එක් එක් අයදුම්කරුවන් සඳහා ඉදිරිපත් කළ ඇගයීම් වාර්තාව | (අංක 05) |
| ➤ තේරීම් මණ්ඩල සංයුතිය | (අංක 06) |
| ➤ තේරීම් මණ්ඩල නිර්දේශය | (අංක 07) |
| ➤ පාලක සභා තීරණය | (අංක 08) |
| ➤ සම්මුඛ පරීක්ෂණයේදී ලකුණු ලබා දුන් සටහන | (අංක 09) |
| ➤ ප්‍රතික්ෂේපිත අයදුම්කරුවන්ගේ හැඩුල් පත්‍රය | (අංක 10) |

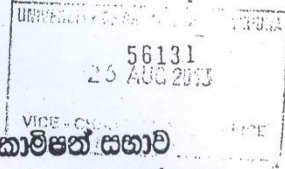
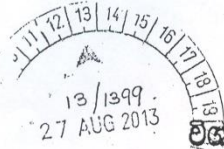
ඔබට සියළුම ආකාරයේ සුභ පැතුම් පතමි!

ආචාර්ය එන්.එල්.ඒ. කරුණාරත්න

උපකුලපති

15/10/16
24/11/13

24/11/13



විශ්වවිද්‍යාල ප්‍රතිපාදන කොමිෂන් සභාව
பல்கலைக்கழக மானியங்கள் ஆணைக்குழு
UNIVERSITY GRANTS COMMISSION

මගේ අංකය
எனது இலக்கம்
My Number

UGC/HR/4/4/14/Ap

ඔබේ අංකය
உமது இலக்கம்
Your Number

AA/M/2013



පාලන අංකය
அஞ்சல் பெட்டி
Post Office Box

14

20, වර්ධන පොළොව, කොළඹ 07.
20, வாட்டு இடம், கொழும்பு
20, Ward Place, Colombo 07

16.08.2013

Vice Chancellor
University of Sri Jayawardenepura

Dear Vice Chancellor

RECRUITMENT TO THE POST OF LECTURER(Prob), DEPARTMENT OF
MATHEMATICS, FACULTY OF APPLIED SCIENCES, UNIVERSITY OF SRI
JAYAWARDENEPURA

This is with reference to your letter dated 18.04.2013 regarding the above matter.

The Management Committee considered your request and decided to inform you that the appointment of Mr. J.A.G.S.N.Jayasinghe to the post of Lecturer (Prob) in Mathematics cannot be accommodated due to the following reasons;

- I. He has been recommended by the Selection Committee over and above 07 candidates who falls under category 1 securing first class and second upper in the special degree in the relevant subject, without giving a special justification.
- II. The M.Sc in Information Technology obtained by Mr.Jayasinghe is not directly in the relevant field. (Commission Circular No.721)

Yours sincerely

Prof. Kshanika Hirimburegama
Chairperson

Dr. J. A. S. N. Jayasinghe
DRIAE
FNA pb.

UNIVERSITY OF SRI JAYEWARDENEPURA, SRI LANKA

My Ref:

Your Ref:

Telephone: +94 11 2803470



DEPARTMENT OF MATHEMATICS
GANGODAWILA
NUGEGODA
SRI LANKA

September 10, 2013

Through Head / Department of Mathematics *Recommended & Forwarded*

Through Dean/ Faculty of Applied Sciences

Barjees
10/09/2013

Through Vice Chancellor/ University of Sri Jayewardenepura

Chairperson
University Grant Commission.

Dear Madam,

Request to reconsider decision Recruitment of Mr. J.A.G.S.N. Jayasinghe

With reference to your letter of August 16, 2013 (a copy attached), rejecting the recruitment of Mr. Jayasinghe to the post of probationary lecturer, as the staff of the Department of Mathematics, University of Sri Jayewardenepura. We would like to bring to you notice the following important facts.

1. (i) Mr. J.A.G.S.N. Jayasinghe was selected to follow the special degree in Mathematics programme at the end of his second year of undergraduate career along with another student. However, the department decided not to run the special degree program as there were not enough qualified students for the program while the number of academics in the department at the time was comparatively small. However Mr. Jayasinghe finished his undergraduate career with flying colors by securing the B.Sc. (General) Degree with First Class Honors. As such he has shown his potential to be at par with honors degree students.
- (ii) From the candidates applied for the advertisement, we invited all those with 1st and 2nd class honors degrees with appropriate qualifications to the Mathematics Department for presentations. Out of all those presented Mr. Jayasinghe was the best presenter in content and style of presenting a Mathematics topic and the entire academic staff at the Department of Mathematics equivocally agreed that he was the best lecturer.

The above facts suggest that even though there were several candidates qualifying under the first category of the recruitment procedure, Mr. Jayasinghe possesses the potential to be considered at that level while demonstrating the most important teaching ability at a superior level.

2. (i) Mr. J.A.G.S.N. Jayasinghe has subsequently finished a M.Sc. Degree in Information Technology successfully at the University of Colombo and has shown his interest in academic advancement.
- (ii) The Department of Mathematics is conducting several undergraduate and postgraduate courses that need Information Technology and Computer Science knowledge. Therefore we decided to recruit a person with Mathematics knowledge with IT and Computer Science background to run those topics efficiently and effectively.
- (iii) We at the Department of Mathematics at the University of Sri Jayewardenepura cater to 290 Physical Science students from each batch and we would like to point out that this is the highest number of students under a department of Mathematics in Sri Lanka. We also run computer practical classes to almost all courses that need computer background. Time and again we faced the problem of not having a qualified person to conduct courses such as C++, the structured computer programming language course we run and the Mathematical Computation courses. We had to depend on academics from the Department of Statistics and Computer Science. However with the progress of the curricula in the above departments we eventually had to face a very difficult situation as we didn't have a person with the necessary background. Mr. Jayasinghe who was with us for last 12 years was able to acquire the necessary qualifications, knowledge and the experience filling a major vacuum in the department.
- (iv) The Department of Mathematics now possesses about 100 computers and we are in real need of a person with computer and information technology background to launch the new courses that we have already planned as well as for the courses such as C++ and MATLAB that are being currently in progress. Mr. J.A.G.S.N. Jayasinghe is the ideal person as he has the necessary qualifications, experience and essential knowledge. In addition he is indispensable as we cannot think of anyone else who could even come close to his capabilities with respect to the contribution he makes to the academic programme in the Department.

Thus his postgraduate qualification namely the Master's degree in Information Technology he has gained from the University of Colombo is not only directly related to the field of Mathematics but also provides the essential knowledge

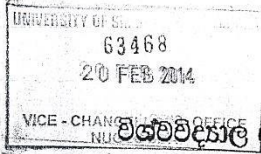
After the interview board decided to recruit him to the probationary staff, we assigned him teaching duties in addition to the technical duties he was involved in and he used to take care of them to the satisfaction of staff as well as students. He was employed at the Department since he passed out from the university, first as a temporary instructor and from 06/04/2006 as a permanent instructor. However, he has not confined to his duties as an instructor alone and has contributed immensely to the academic advancement of the department.

In the circumstances the Department of Mathematics feels that neither a newly passing out Mathematics special graduate nor a person with advanced qualifications in the usual Mathematics subjects would be able to replace Mr. Jayasinghe.

We hope that you would consider these facts carefully and reverse your decision in favor of the Department so that we could continue our programs without any interruption:

Thank you.

1. Dr. R. Sanjeewa\Head of the Department *Sanjeewa*
2. Prof. Sunethra Weerakoon *SW*
3. Ms T. P. de Silva *T.P. de Silva*
4. Mr. M. K. N. Siriwardene *M.K.N. Siriwardene*
5. Dr. Menaka Liyanage *Menaka Liyanage*
6. Dr. R. P. K. C. M. Ranasinghe *R.P.K.C.M. Ranasinghe*
7. Mr. K. K. W. A. S. Kumara *K.K.W.A.S. Kumara*
8. Dr. G. H. J. Lanel *G.H.J. Lanel*
9. Mr. G. J. K. Silva *G.J.K. Silva*
10. Dr. N. C. Ganegoda *N.C. Ganegoda*
11. Ms. D. S. Rodrigo *D.S. Rodrigo*
12. Ms. M. T. M. Perera *M.T.M. Perera*



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பல்கலைக்கழக மாணியங்கள் ஆணைக்குழு
UNIVERSITY GRANTS COMMISSION

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உமது இலக்கம்
Your Number

පෝස්ට් බොක්ස්
அஞ்சல் பெட்டி
Post Office Box

1406

20, වර්ඩ් ප්ලේස්, කොළඹ 07, ශ්‍රී ලංකාව.
20, வர்ட் பிளஸ், கொழும்பு 7, இலங்கை.
20, Ward Place, Colombo 07, Sri Lanka

18.02.2014

Vice Chancellor
University of Sri Jayawardenepura

Dear Sir

**REQUEST TO RECONSIDER DECISION - RECRUITMENT OF
MR. J.A.G.S.N. JAYASINGHE**

This is with reference to the letter dated 10.09.2013 forwarded by you on the above matter.

The Commission at its 888th meeting held on 23.01.2014 decided that the appointment of Mr. J.A.G.S.N. Jayasinghe to the post of Lecturer (Prob) in the Department of Mathematics, Faculty of Applied Science of the University of Sri Jayawardenepura, cannot be accommodated due to the following reasons;

- I. Mr. Jayasinghe has been recommended by the Selection Committee over and above 7 candidates who fall under Category 1 securing first class and second upper in the Special Degree in the relevant subject, without giving a special justification.
- II. While the candidates under Category 2 have been rejected even without them being called for the interview, Mr. Jayasinghe who fall under Category 4 has been summoned for the interview, which is contrary to the Scheme of Recruitment.
- III. The M.Sc in Information Technology obtained by Mr. Jayasinghe is not directly in the relevant field.

Yours faithfully

Dr. Priyantha Premakumara
Dr. Priyantha Premakumara
Additional Secretary/Human Resources
for Secretary

දුරකථන
தொலைபேசி
Telephone

2695301
2695302
2692357

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பெக்ஸ்
Fax

2688045

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வெப்தளம்
Web site

http://www.ugc.ac.lk

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UNIVERSITY OF SRI JAYEWARDENEPURA, SRI LANKA

දුරකථන } 802695, 802696
Telephone } 803191, 803192

Fax }
ෆැක්ස් } 801604

E. Mail } unisj@sjp.ac.lk

මගේ අංකය }
My Number } AA/M/2013

ඔබේ අංකය }
Your Number }



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NUGEGODA
SRI LANKA.

තැපැල් පෙට්ටිය - 6 - නුගේගොඩ.
Post office box - 6 - Nugegoda.

26.02. 2014

Chairperson,
University Grants Commission,

Dear Madam,

Request to reconsider decision

Recruitment of Mr. J.A.G.S.N. Jayasinghe

With reference to the letter of February 18, 2014 (copy attached), rejecting the request to recruit Mr. J A G S N Jayasinghe to the post of Probationary Lecturer, I would like to bring to your notice the following important facts addressing each of the three issues raised in that letter.

- I. (i) Mr. J.A.G.S.N. Jayasinghe was selected to follow the Special Degree in Mathematics programme at the end of his second year of undergraduate career. However, the Department decided not to run the Special Degree program as the number of academics in the Department at the time was comparatively small. However, Mr. Jayasinghe finished his undergraduate career with flying colors by topping the entire batch and securing the B. Sc. (General) Degree with First Class Honors. As such he has shown his potential to be on par with honors degree students.
- (ii) From the candidates applied for the advertisement, the Department invited all those with 1st and 2nd class honors degrees with appropriate qualifications to the Mathematics Department for presentations. Out of all those presented Mr. J.A.G.S.N. Jayasinghe had been the best presenter in content and style of presenting a Mathematics topic and the entire Department of Mathematics equivocally agreed that he was the best lecturer.
- (iii) He also scored the highest marks out of all candidates at the interview according to a conservative and formal marking scheme that we adopt.
- (iv) Department of Mathematics pioneered the Masters program in Industrial Mathematics which requires Mathematics, Statistics and Computer and Information Technology for its course work and for the research projects carried out by the Industrial Mathematics students. Since Mr. Jayasinghe has done Statistics as a subject for his degree in addition to Mathematics and his postgraduate qualification is Masters in Information Technology, he is more groomed to meet the requirements of the Department at this juncture than a fresh Mathematics Honors graduate with a First or Upper Second Class.

The above facts suggest that even though there were several candidates qualifying under the first category of the recruitment procedure, Mr. Jayasinghe possesses the necessary skills and the potential to be considered at the same level while demonstrating the most important teaching ability at a superior level.

II (i) May I bring to your kind notice that Mr. J.A.G.S.N. Jayasinghe falls under category 3 and not under category 4 as mentioned in the letter of February 18th. He possesses a First class honors degree and subsequently he successfully finished an M.Sc. Degree in Information Technology of two years duration with a research component at the University of Colombo of which you were the Vice Chancellor at the time. As such he has shown his interest in academic advancement while at no point in his academic career he had become inferior to any of his fellow students.

(ii) When screening the applications, the Department of Mathematics decided that the academic potential shown by a candidate is more important to be a lecturer in Mathematics and hence when several candidates were present under category 1 showing the required potential the entire Department was of the opinion that there is no point in dragging the candidates that fell in category 2. Thus the Department decided not to waste the valuable time of the candidates who fell under category 2 by calling them for presentations. However, as pointed out in I above, Mr. Jayasinghe was selected to follow the Mathematics honors degree and he was deprived of that opportunity for no fault of his own. Further he has secured the B. Sc. (General) Degree with First Class Honors, topping the batch while those candidates who fell under category 2 had only lower second classes falling behind their own batchmates who secured First & Upper Second Classes and they were without proper teaching experience as well.

III (i) The Department of Mathematics is conducting several undergraduate and postgraduate courses that need Information Technology and Computer Science knowledge. Therefore, the Interview Board decided to recruit a person with Mathematics knowledge with IT and Computer Science background to run those topics efficiently and effectively.

(ii) The Department of Mathematics at the University of Sri Jayewardenepura cater to about 300 Physical Science students from each batch and we would like to point out that this is the highest number of students under a Department of Mathematics in Sri Lanka. We also run computer practical classes to almost all courses that need computer background. Time and again the Department faced the problem of not having a qualified person to conduct courses such as C++, the structured computer programming language course and the Mathematical Computation courses. The Department had to depend on academics from the Department of Statistic and Computer Science. However with the progress and the expansion of the curricula in those departments, the Department of Mathematics had to face a very difficult situation as it did not have a person with the necessary background. Mr. J.A.G.S.N. Jayasinghe who was with the Department for last 12 years was able to acquire the necessary qualifications, knowledge and the experience filling a major vacuum in the Department.

(iii) The Department of Mathematics now possesses about 100 computers and it is in real need of a person with computer and information technology background to launch the new courses that have planned as well as the courses such as C++ and MATLAB that are being already in progress. Mr. J.A.G.S.N. Jayasinghe is the ideal person as he has the necessary qualifications, experience and essential knowledge. In addition he is indispensable as we cannot think of anyone

else who could even come close to his capabilities with respect to the contribution he makes to the academic programme in the Department.

Thus his postgraduate qualification namely the Master's degree in Information Technology he has gained from the University of Colombo is not only directly relevant to the field of Mathematics but also provides the essential knowledge required by the Department at this juncture.

After the Interview Board decided to recruit him to the probationary staff, he was assigned teaching duties in addition to the technical duties he was involved in and he used to take care of them to the satisfaction of staff as well as students. He has contributed immensely to the academic advancement of the Department.

In the circumstances, neither a newly passing out Mathematics special graduate nor a person with advanced qualifications in the usual Mathematics subjects would be able to replace Mr. Jayasinghe and meet the present requirements of the Department.

I hope I have addressed the issues you have raised satisfactorily and hence you would consider these facts carefully and reverse your decision in favor of the Department of Mathematics, University of Sri Jayewardenepura so that we could continue our programs without any interruption.

With all the best wishes!



Dr. N.L.A. Karunaratne

Vice Chancellor

University of Sri Jayewardenepura.

Dr. N. L. A. Karunaratne
Vice-Chancellor
University of Sri Jayewardenepura
Nugegoda, Sri Lanka.

Through/Dean, Faculty of Applied Sciences

Through/ Vice Chancellor, University of Sri Jayewardenepura

Chairperson

University Grants Commission

Dear Madam,

Request to reconsider decision

Recruitment of Mr. J.A.G.S.N. Jayasinghe

With reference to the letter of February 18, 2014 (A copy attached), rejecting the request to recruit Mr. J.A.G.S.N. Jayasinghe to the post of probationary lecturer, we would like to bring to your notice the following important facts addressing each of the three issues raised in that letter.

- (i) Mr. J.A.G.S.N. Jayasinghe was selected to follow the special degree in Mathematics programme at the end of his second year of his undergraduate career. However, the department decided not to run the special degree program as the number of academics in the Department at the time was comparatively small. However Mr. Jayasinghe finished his undergraduate career with flying colors by topping the entire batch and securing the B. Sc. (General) Degree with First Class Honors. As such he has shown his potential to be at par with honors degree students.
- (ii) From the candidates applied for the advertisement, the Department invited all those with 1st and 2nd class honors degrees with appropriate qualifications to the Mathematics Department for presentations. Out of all those presented Mr. J.A.G.S.N. Jayasinghe had been the best presenter in content and style of presenting a Mathematics topic and the entire Department of Mathematics equivocally agreed that he was the best lecturer.
- (iii) He also scored the highest marks out of all candidates at the interview according to a conservative and formal marking scheme that we adopt.
- (iv) Department of Mathematics pioneered the Masters program in Industrial Mathematics which requires Mathematics, Statistics, and Computer and Information Technology for its course work and for the research projects carried out by the Industrial Mathematics students. Since Mr. Jayasinghe has done Statistics as a subject for his degree in addition to Mathematics and his postgraduate qualification is Masters in Information Technology, he is more groomed to meet the requirements of the Department at this juncture than a fresh Mathematics Honors graduate with a first or upper second class.

The above facts suggest that even though there were several candidates qualifying under the first category of the recruitment procedure, Mr. Jayasinghe possesses the necessary skills and the potential to be considered at the same level while demonstrating the most important teaching ability at a superior level.

P. T. O.

II (i) May we bring to your kind notice that Mr. J.A.G.S.N. Jayasinghe falls under category 3 and not under category 4 as mentioned in the letter of February 18th. He possesses a First class honors degree and subsequently he successfully finished a M. Sc. Degree in Information Technology of two year duration with a research component from the University of Colombo of which you were the Vice Chancellor at the time. As such he has shown his interest in academic advancement while at no point in his academic career he had become inferior to any of his fellow students.

(ii) When screening the applications, the Department of Mathematics decided that the academic potential shown by a candidate is more important to be a lecturer in Mathematics and hence when several candidates were present under category 1 showing the required potential the entire Department was of the opinion that there is no point in dragging the candidates that fell in category 2. Thus the Department decided not to waste the valuable time of the candidates who fell under category 2 by calling them for presentations. However, as pointed out in I above, Mr. Jayasinghe was selected to follow the Mathematics honors degree and he was deprived of that opportunity for no fault of his own. Further he has secured the B. Sc. (General) Degree with First class honors, topping the batch while those candidates who fell under category 2 had only lower second classes falling behind their own batch mates who secured first & upper second classes and they were without proper teaching experience as well.

III

(i) The Department of Mathematics is conducting several undergraduate and postgraduate courses that need Information Technology and Computer Science knowledge. Therefore the interview board decided to recruit a person with Mathematics knowledge with IT and Computer Science background to run those topics efficiently and effectively.

(ii) The Department of Mathematics at the University of Sri Jayewardenepura caters to about 300 Physical Science students from each batch and we would like to point out that this is the highest number of students under a department of Mathematics in Sri Lanka. We also run computer practical classes to almost all courses that need computer background. Time and again the Department faced the problem of not having a qualified person to conduct courses such as C++, the structured computer programming language course and the Mathematical Computation courses. The Department had to depend on academics from the Department of Statistic and Computer Science. However with the progress and the expansion of the curricula in those departments, the Department of Mathematics had to face a very difficult situation as it did not have a person with the necessary background. Mr. J.A.G.S.N. Jayasinghe who was with the Department for last 12 years was able to acquire the necessary qualifications, knowledge and the experience filling a major vacuum in the Department.

(iii) The Department of Mathematics now possesses about 100 computers and it is in real need of a person with computer and information technology background to launch the new courses that have planned as well as the courses such as C++ and MATLAB that are being already in progress. Mr. J.A.G.S.N. Jayasinghe is the ideal person as he has the necessary qualifications, experience and essential knowledge. In addition he is indispensable as we cannot think of anyone else who could even come close to his capabilities with respect to the contribution he makes to the academic programme in the Department.

Thus his postgraduate qualification namely the Master's degree in Information Technology he has gained from the University of Colombo is not only directly relevant to the field of Mathematics but also provides the essential knowledge required by the Department at this juncture.

After the interview board decided to recruit him to the probationary staff, he was assigned teaching duties in addition to the technical duties he was involved in and he used to take care of them to the satisfaction of staff as well as students. He has contributed immensely to the academic advancement of the department.

In the circumstances, neither a newly passing out Mathematics special graduate nor a person with advanced qualifications in the usual Mathematics subjects would be able to replace Mr. Jayasinghe and meet the present requirements of the Department.

We hope we have addressed the issues you have raised satisfactorily and hence you would consider these facts carefully and reverse your decision in favor of the Department of Mathematics, University of Sri Jayewardenepura so that we could continue our programs without any interruption.

Thank you.

1. Dr. R. Sanjeewa\Head of the Department


27/03/2014

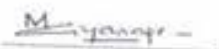
2. Prof. Sunethra Weerakoon


20/04/03/03

3. Ms T. P. de Silva



4. Dr. Menaka Liyanage



5. Dr. G. H. J. Lanel

Dr. G. H. J. Lanel

6. Mr. G. J. K. Silva

Mr. G. J. K. Silva

7. Dr. N. C. Ganegoda

Dr. N. C. Ganegoda

8. Ms. D. S. Rodrigo

Ms. D. S. Rodrigo

9. Ms. M. T. M. Perera

Ms. M. T. M. Perera

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பல்கலைக்கழக மானியங்கள் ஆணைக்குழு
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Your Number

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அஞ்சல் பெட்டி
Post Office Box

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20, வர்ட் பிளேஸ், கொழும்பு 7, இலங்கை.
20, Ward Place, Colombo 07, Sri Lanka.

14.03.2014

Vice-Chancellor
University of Sri Jayawardenepura.

Dear /FA/ Head /Makki
Pls prepare an answer
20140317

Dear Sir,

Request to re-consider the decision – Recruitment of Mr. JAGSN Javasinghe

This is with reference to your letter dated 26.02.2014, on the above matter.

Having re-considered your request, it has been observed the fact that according to the schedule of rejected candidates sent along with your letter of 18.04.2013, five (05) candidates who fall into the Category 2 of the relevant Scheme of Recruitment securing **B.Sc. Mathematics Special Degrees with Second Class Lower Division**, have been rejected without them being called for an interview; whereas Mr. Jayasinghe who falls into a lower category securing a **B.Sc. General Degree with First Class Honours and M.Sc. in Information Technology** has been interviewed and selected for the post of Lecturer (Prob.). According to the provisions of Commission Circular No. 935 of 25.10.2010, all candidates i.e. Category (1) first and then Category (2) and so on, be summoned for the interview.

Therefore, it has been decided to obtain reasons as to why the candidates falling under category 2 have not been called for the interview, by deviating the above provision.

Yours faithfully

(Dr. Priyantha Premakumara)
Additional Secretary/Human Resources
For Secretary

Su/

දුරකථන
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Web site

<http://www.ugc.lk>

ශ්‍රී ජයවර්ධනපුර විශ්වවිද්‍යාලය, ශ්‍රී ලංකාව
UNIVERSITY OF SRI JAYEWARDENEPURA, SRI LANKA

Page 1 of 4

when several candidates were present under category 1 showing the required potential the entire Department was of the opinion that there is no point in dragging the candidates that fell in category 2. Thus the Department decided not to waste the valuable time of the candidates who fell under category 2 by calling them for presentations. However, Mr. Jayasinghe was selected to follow the Mathematics honors degree and he was deprived of that opportunity for no fault of his own. Further he has secured the B. Sc. (General) Degree with First class honors, topping the batch while those candidates who fell under category 2 had only lower second classes falling behind their own batch mates who secured first & upper second classes and they were also without proper teaching experience as well.

2. Mr Jayasinghe has assisted Mr. M. K N Siriwardene who was teaching Computational Mathematics course all along and Mr. Siriwardene was to retire in 2013. Mr. Jayasinghe was most suitable to take over lecturing the course as he had already obtained more relevant qualifications to do so.
3. Department of Mathematics pioneered the Masters program in Industrial Mathematics which requires Mathematics, Statistics and Computer and Information Technology for its course work and for the research projects carried out by the Industrial Mathematics students. Since Mr. Jayasinghe has done Statistics as a subject for his degree in addition to Mathematics and his postgraduate qualification is Masters in Information Technology, he is more groomed to meet the requirements of the Department at this juncture than a fresh Mathematics Honors graduate with a first or upper second class.
4. The Department of Mathematics is conducting several undergraduate and postgraduate courses that need Information Technology and Computer Science knowledge. Therefore, the interview board decided to recruit a person with Mathematics knowledge with IT and Computer Science background to run those topics efficiently and effectively.
5. The Department of Mathematics at the University of Sri Jayewardenepura cater to about 300 Physical Science students from each batch and we would like to point out that this is the highest number of students under a department of Mathematics in Sri Lanka. We also run computer practical classes to almost all courses that need computer background. Time and again the Department faced the problem of not having a qualified person to conduct courses such as C++, the structured computer programming language course and the Mathematical Computation courses. The Department had to depend on academics from the Department of Statistic and Computer Science. However with the progress and the expansion of the curricula in those departments, the Department of Mathematics had to face a very difficult situation as it did not have a person with the necessary background. Mr. J.A.G.S.N. Jayasinghe who was with the Department for last 12 years was able to acquire the necessary qualifications, knowledge and the experience filling a major vacuum in the Department.
6. The Department of Mathematics now possesses about 100 computers and it is in real need of a person with computer and information technology background to launch the new courses that have planned as well as the courses such as C++ and MATLAB that are being already in progress.

Mr. J.A.G.S.N. Jayasinghe is the ideal person as he has the necessary qualifications, experience and essential knowledge. In addition he is indispensable as we cannot think of anyone else who could even come close to his capabilities with respect to the contribution he makes to the academic programme in the Department.

7. Thus his postgraduate qualification namely the Master's degree in Information Technology he has gained from the University of Colombo is not only directly relevant to the field of Mathematics but also provides the essential knowledge required by the Department at this juncture.

8. Mr. J.A.G.S.N. Jayasinghe was selected to follow the special degree in Mathematics programme at the end of his second year of undergraduate career. However, the department decided not to run the special degree program as the number of academics in the Department at the time was comparatively small. However, Mr. Jayasinghe finished his undergraduate career with flying colours by topping the entire batch and securing the B. Sc. (General) Degree with First Class Honors. As such he has shown his potential to be on par with honors degree students.

Thus the Department wanted to check his presentation skills to compare him with the other candidates applied for the advertisement. The Department invited all those with 1st and 2nd class honors degrees with appropriate qualifications to the Mathematics Department for presentations. Mr. J.A.G.S.N. Jayasinghe was also invited to present and he had been the best presenter in content and style of presenting a Mathematics topic and the entire Department of Mathematics equivocally agreed that he was the best lecturer.

Thus the Department decided to call him for the interview along with all 16 other candidates who came for the presentations. The Head of the Department informed the reason for calling Mr. Jayasinghe to the interview board at the outset.

Furthermore, out of the 14 candidates turned up for the interview. Mr. Jayasinghe also scored the highest marks out of all candidates at the interview according to a conservative and formal marking scheme that we adopt.

The above facts suggest that even though there were several candidates qualifying under the first and second category of the recruitment procedure, Mr. Jayasinghe possesses the necessary skills and the potential to be considered at the same level while demonstrating the most important teaching ability at a superior level.

May I bring to your kind notice that Mr. J.A.G.S.N. Jayasinghe possesses a First class honors degree and subsequently he successfully finished an M. Sc. Degree in Information Technology of two year duration with a research component from the University of Colombo of which you were the Vice Chancellor at the time. As such he has shown his interest in academic advancement while at no point in his academic career he had become inferior to any of his fellow students.

After the interview board decided to recruit him to the probationary staff, he was assigned teaching duties in addition to the technical duties he was involved in and he used to take care of them to the satisfaction of staff as well as students. He has contributed immensely to the academic advancement of the department.

In the circumstances, neither a newly passing out Mathematics special graduate nor a person with advanced qualifications in the usual Mathematics subjects would be able to replace Mr. Jayasinghe and meet the present requirements of the Department.

I hope you would consider these facts carefully and reverse your decision in favor of the Department of Mathematics, University of Sri Jayewardenepura **considering this as an exceptional case** so that we could continue our programs without any interruption.

With all the best wishes!



Dr. N.L.A. Karunaratne
Vice-Chancellor

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Annex [1.7] - ඇමුණුම අංක [1.7]

This shows the disparity of human resource allocation among Departments. A faculty is allocated cadre positions mainly according to the student-number it possesses. However, the Faculty of Applied Sciences has had Deans from just one department, Chemistry for almost 20 years now. As shown in this annex, even though the student ratio among Chemistry and Math is 116:100, the academic cadre ratio between the same departments by March 2016 was 177:100 and the situation was even worse as Mathematics was not allowed to advertise during 2016 even its vacant positions.

නව පීඨාධිපතිට

අපි සාධාරණයෙන් උපයාගත් දෙය රටටත්, දැයටත්. අපටත් ප්‍රයෝජනවත්ව යොදාගන්නට කැමැත්තෙන් වෙමු. අපට හිමි සාධාරණ කොටස මිස අසාධාරණයෙන් මානව හෝ වෙනත් ද්‍රව්‍යමය සම්පත් ලබා ගැනීම හෙළා දකිමු.

පීඨයේ දැනට පවතින සම්පත් බෙදීමේ විෂමතාව පිළිබඳ නිදසුනක්

2009 අගෝස්තු නිකුත්කළ පීඨ විවරණිකාවට අනුව (According to the Faculty prospectus in 2009):

No. Academics

රසායන විද්‍යා අධ්‍යයනාංශයට (Dept. of Chemistry) ආචාර්යවරු 13

ගණිත විද්‍යා අධ්‍යයනාංශයට (Dept. of Mathematics) ආචාර්යවරු 9

2016 ජනවාරි නිකුත්කළ පීඨ විවරණිකාවට අනුව (According to the Faculty prospectus in 2016):

රසායන විද්‍යා අධ්‍යයනාංශයට (Dept. of Chemistry) ආචාර්යවරු 19

ජනවරියෙන් පසුව ගත් ආචාර්යවරු 3

උපකරණ මධ්‍යස්ථානය 1

මුළු රසායන විද්‍යා ආචාර්යවරු (Total No. of Chemistry academics) 23

ගණිත විද්‍යා අධ්‍යයනාංශයට ආචාර්යවරු 12

විශ්‍රාමික ආචාර්ය වරියක් ගණිත විද්‍යා අධ්‍යයනාංශයට ඇතුළත් කොට ඇතත්, රසායන විද්‍යා අධ්‍යයනාංශයේ ඇය සමගම විශ්‍රාම ගිය ආචාර්ය වරිය ඇතුළත් කොට නැත්තේ, රසායන විද්‍යා ලැයිස්තුව දිග වැඩි නිසා යයි සිතමි.

ගණිත විද්‍යා අධ්‍යයනාංශයට ආචාර්යවරු 12 වශයෙන් මා සඳහන් කළේ, නව ආධුනික කමිකාචාර්යවරියද ගණන් ගැනීමෙනි. (එම තනතුරට ඉල්ලුම් පත් කැඳවම සඳහා වූ අධ්‍යයනාංශයේ ඉල්ලුමට භාලවක ලෙස වර්ගයක් දකිමු

පීඨාධිපතිවරයා පළමු පුවත් පත් දැන්වීමට ආධුනික කටිකාවාර්ය තනතුර ඇතුළත් නොකොට, එම දැන්වීම සඳහා ලත් ඉල්ලුම් පත්‍ර අගැයීම සඳහා තේරීම් මණ්ඩලයට සනාතන සභා සාමාජිකයන් පත් කිරීමට සූදානම් වන විට, මා සනාතන සභා මට්ටමින් දැඩි පරිශ්‍රමයක් යොදා නැවත ඉල්ලුම් පත්‍ර කැඳවා මෙම නව ආධුනික කටිකාවාර්ය වරියට අවස්ථාව සලසා දුන් අන්දම මෙහිදී සිහිපත් කරනු කැමැත්තෙමි. ඔහුගේ සේවා කාලය තුළ ගත් එකම ජ්‍යෙෂ්ඨ කටිකාවාර්යවරයාගේ පත්වීම 20 මසක් පමණ වීම පිළිබඳව Annex [8] පෙන්වා දී ඇත.)

කෙලෙසක හෝ 2009 දී 13:9 (=144%) වශයෙන් තිබුණු රසායන විද්‍යා:ගණිත ආචාර්ය සංඛ්‍යාව මේ වන විට 23:12 (=177%) දක්වා ඉහළ යාමෙන් පෙනී යන්නේ කවරක්ද?

මේ වනවිට ආසන්න වශයෙන් මෙම දෙපාර්තමේන්තු වල ශිෂ්‍ය අනුපාතය 1100:950 (=116%) කි. ඒ අනුව, රසායන විද්‍යා අධ්‍යයනයට සාපේක්ෂව, ගණිත අංශයට ආචාර්ය වරු 20 දෙනෙකු, එනම් දැනට සිටින සංඛ්‍යාව මෙන් දෙගුණයක් (ආධුනික සහකාර කටිකාවාර්ය දෙපළක් විදේශ ගතවන බැවින්) හිමි වියයුතු ව තිබේ.

මේ මා හොඳින් දන්නා මානව සම්පත් බෙදා හැරීම පිළිබඳ එක උදාහරණයක් පමණි. මෙම සුළු ආචාර්ය ප්‍රමාණය ලබා ගැනීම සඳහාද කොතෙක් කෙතෙහිලි කම් වලට මුහුණ දීමට සිදුවූයේදැයි මීට පෙර මා එවූ ලිපි වලින් ඇමුණුම් [6]න් අවබෝධ වන්නට ඇත. අනෙකුත් සම්පත් පිළිබඳවද තත්වය මේ හා සමානය.

පීඨයේ ශිෂ්‍ය සංඛ්‍යාව වැඩි කිරීම සඳහා ඉමහත් දායකත්වයක් දරා ඇති ගණිත අංශයට ගොඩනැගිලි අල්ප මාත්‍රයක් හෝ නොලැබීම අමතක කරමු. M1 සහ M2 ශාලා දෙක එක්කොට එක ශාලාවක් ලෙස සාදා දෙන මෙන් ඉල්ලන්නේ කොපමණ කාලයක සිටද? අද දින පවා NFC3 හි විදුලි පංකා හෝ විදුලි බුබුළු ක්‍රියාත්මක නොවූ බැවින් මගේ ශිෂ්‍ය කණ්ඩායම කැට්ට් 8-10 දේශනය සඳහා 8.15 වන විට M1 ශාලාවට ඒමට හැකි වූයේ, මුළු පීඨය තුළම පළමු වතාවට ගණිතය දෙවන වසර කණ්ඩායම් දෙකකට බෙදා දේශන පැවැත්වීමට ආරම්භ කිරීමේ යහපත් ප්‍රතිඵලයක් වශයෙනි. M1 සඳහා පුටු 200 ක් ඉල්ලා අවුරුදු 3කට අධික උවද මේ වනතුරු සියල්ල බොරු පොරොන්දු බවට පත්වී ඇත.

මේ අනුව අප පියය තුළ මානව සහ අනෙකුත් සම්පත් බෙදා හැරීමේ පවතින විෂමතා පිළිබඳවත්, කිසිදු හිරිකිතයක් නොමැතිව හැන්ද අතේ තිබීම නිසා තම ලෙන්ගතු අයට අත පුරා බෙදා දී, තව තවත් ඔවුන්ගේ සිත් දිනා ගැනීමට එය යොදා ගැනීමත් පිළිබඳ තවත් අටුවා ටීකා අනවශ්‍යයයි සිතමි.

දැන් අපි පියාධිපති වරයාගේ ශක්තිය වශයෙන් බොහෝ දෙන හඳුන්වන ශිෂ්‍ය සංඛ්‍යාව වැඩිකර ගැනීම, ආචාර්ය තනතුරු වැඩි කර ගැනීම සහ අනෙකුත් සම්පත් වැඩි කර ගැනීම පිළිබඳව සිත යොමු කරමු. ජේරාදෙණිය සරසවියේ නීති අංශය පටන් ගෙන දැනට අවුරුදු 6කි. සිවු අවුරුදු පාඨමාලාව නිමවා, මේ වනවිට කණ්ඩායම් දෙකක් පිටවී ඇත. කොතෙක් ඉල්ලා සිටියද, 2016 වනතුරු ඔවුන්ට ආචාර්යවරු දෙදෙනෙකුගේ සේවයෙන් පමණක් සැහීමකට පත වන්නට සිදුවූ අතර අප පියාධිපතිවරයා ලංකාවේ සුදුස්සන් නොසිටින ක්ෂේත්‍රයක් වන ක්‍රීඩා විද්‍යා පාඨමාලාව සඳහා (දෙපාර්තමේන්තුවක් හෝ නොමැතිව) ආරම්භයේදීම තනතුරු 7 ක්ද, උපකරණ මධ්‍යස්ථානය සඳහා තනතුරු 3 ක්ද ලබා ගැනීමට සමත්වීම පිළිබඳව ඔබ සිතන්නේ කුමක්ද? ඔහු සඳහා ප්‍රශස්ති ගී ගයන අය මෙය ඔහුගේ දක්ෂතාවයක් ලෙස හුවා දකවනු නොඅනුමානය.

මා එය දකින්නේ ක්‍රම සහ විධි යොදා, උසස් අධ්‍යාපනයට වෙන්කොට ඇති සීමිත මුදල් ප්‍රමාණය සාධාරණ ලෙස බෙදහැරීම වෙනුවට නිලධාරීන් රවටා ගෙන ගසා කැමක් වශයෙනි. ජාතික විශ්ව විද්‍යාල පද්ධතිය නිදහස් අධ්‍යාපනයේ මූලිකප්‍රාප්තිය බවද, පියයේ කුමන අධ්‍යානංශයකට හෝ රටේ කුමන ජාතික විශ්ව විද්‍යාලයකට හෝ ලැබිය යුතු දෙය තවෙකෙකු ගසා කන්නේ නම් එය අප දිවයින තුළ කුශලතාන්ත්‍රීය සමාජයක් ගොඩ නැගීම සිහිනයක් බවට පත් කිරීමක් බවද පවසනු කැමැත්තෙමි.

දරුවන්ට කෑමට සහ සුළු විනෝද වාරිකාවක් යාමට සැහෙන පමණ ඉපයිය හැකි පියෙක්, සමාජයට පිළිලයක් වන මත්ද්‍රව්‍ය විකුණා ඉතා මිල අධික ආහාර පාන හා තෑගි හෝග දිනපතා ගෙන එන්නේ නම් ඔහුගේ දක්ෂතාවය පිළිබඳව කුමක් කිව හැකිද?

අප පියයේ අද සිදු වන ක්‍රියාවලිය ඉතිහාස ගතවන බව දනිමි. එය රන් අකුරින් ලියවීමක්ද, ඉතිහාසයේ කළු පැල්ලමක් වීමක්ද යන්න තීරණය කිරීම ඔබට භාරය.

තෙරුවන් සරණ!

සුනේත්‍රා චිරකෝන්

2016 මාර්තු

ඇමුණුම අංක [1.8] - Annex [1.8]

Summary

The first case reported in this Annex describes the use of false grounds to delay the approval of a well qualified candidate's appointment in the Department of Mathematics. This also shows how the candidate's personal circumstances used

to influence him and as with Annex 6, this case illustrates unethical behavior and abuse of power within a faculty.

The second case reported in the Annex describes a highly disturbing case in which underhand methods were used by the dean to ensure that a favoured student who had broken examination rules was given a degree with a class, despite the intention of the university to administer a severe punishment.

Thirdly, the annex briefly relates other cases of inappropriate interference by the same dean in departmental appointments.

Finally, the annex describes the inappropriate, premature issuing of results-pending certificates by the same dean, to students who had not yet completed all the components of their degrees. This case also illustrates the failure of university authorities to intervene against corrupt activities.

Although all the cases in this annex relate to the behaviour of one individual, it is likely that similar unacceptable conduct occurs in many of Sri Lanka's public universities.

1. Appointing the only senior lecturer recruited to the Dept. of Mathematics during the entire 7-yr tenure of the present dean took 20 months.

The present dean purposely delayed this appointment for at least 8 months from July 2010 to March 2011.

This well qualified candidate for a senior lectureship applied for the position around July 2009 from the USA. His interview was scheduled for the 8th of January 2010 but was cancelled due to the prohibition of new appointments during the transition period of the 2010 presidential elections.

Eventually after further delays the interview was held in July 2010, one year after the original application.

I was instrumental in the decision to recruit this individual as a permanent staff member, whereas the dean wanted to make his appointment temporary. The interview board agreed with me, and decided to recruit him with effect of August 1st 2010. The dean was clearly displeased, and rather than professionally accepting the decision, raised the objection that the recruitment should be approved by the UGC, since the candidate's first degree was not from a conventional university. I even asked at that time whether this was necessary, considering the candidate's postgraduate qualifications. However, the dean affirmed. I never thought at the time that this was a falsehood

The person had a honors degree from the Open University of Sri Lanka, an MSc in Industrial Mathematics (2 yr duration with research component by way of thesis), and an Masters and PhD from Oakland University, USA. There was in fact no necessity for the UGC approval, as confirmed by the relevant then-effective circular, Circular 721. Please see the No (02) section 3. & No. (06) of the then effective circular number 721 given below.

http://www.ugc.ac.lk/attachments/652_Circular721Annex.pdf

Ultimately, the probationary Senior Lecturer GII appointment was effective only from March 2011 after 20 months of applying. On this occasion unlike the occasion related in Annex 6, the dean was only able to delay and not prevent the appointment. However, the case illustrates once again the serious lack of professionalism in the management of a university faculty.

2. Dean making a personal and underhand intervention to save a politically favoured student found guilty of a serious examination offence

In this episode, a student who was among the Dean's favoured cadre was caught at an examination with a set of unauthorized notes. He even refused to hand those notes to examiners, which is even a more serious offense.

The highest punishment of sacking the student was recommended by the Senate subcommittee that looks into exam malpractices.

That decision was directed to the Regular Exam Malpractices Committee to reconsider whether he should indeed be sacked.

It was obvious that the student should have been given at least the compulsory punishments administered to any student who is caught for even the slightest offense. About 3 months later, however, the dean released his results without withholding. Seeing the discrepancy, the Senate decided for the second time that the student should be given compulsory punishments, which consisted of canceling the answer paper, delaying the degree by one year, not giving a class, and not allowing the student to attend the convocation.

However, in the meanwhile a group of students had been sacked by the Vice Chancellor for picketing, but subsequently pardoned by the council due to a request from the Minister of Higher Education! The dean then personally went and added the cheating student's number and name to the list of students pardoned for picketing. Thus this student with serious examination offense attended the convocation and even received a class without any punishment.

This is only one out of a few cases I know where the dean let his favoured students enjoy unfair advantages over others. There could be many more. This is in my opinion a gross abuse of power. How can we discourage academic dishonesty when such a person is heading the entire Faculty?

3. Other examples of interference in departmental appointments

Without going into detail, the dean also intervened going against the Head of Department and the Professor of Food Science when they wanted to recruit a promising Food Science graduate. The Dean wanted instead to recruit a Statistician who was clearly not a suitable candidate but happened to be the son of (a brother of) a council member whose vote the Dean was seeking in his bid to be appointed as the Vice Chancellor. After recruiting the Statistician to the Food Science department against the department's wishes, the dean then asked the Zoology head to recruit the Statistician's wife into the Zoology department.

4. Issuing of premature pending results certificates:

As the attached complaint to the university council illustrates, the dean of the Faculty of Applied Sciences at USJ has been issuing pending certificates to the students for years. I believe that some failing students favoured by the dean have used such pending certificates to find jobs and to register for postgraduate courses as well. The case in point here concerns one student finding a job in a leading company on the basis of a results pending certificate that was issued to him more than 3 months prior to him finishing the compulsory degree requirements. It is entirely unacceptable to issue pending results certificates to students in these circumstances. Whereas the cause in this particular case may have incompetence and lack of professionalism rather than corruption, the inappropriate signing of these certificates may in other cases constitute corruption, and should be stringently controlled. A final very serious aspect of this case is that despite being notified of this unacceptable behaviour, the university authorities did nothing to address it except trying to formulate a new pending results form after my repeated requests. This illustrates the acquiescence of university authorities to corrupt and incompetent behavior within university life, particularly when the culprit is a senior member of the institution, and underlines the fact that the public universities are no longer capable of reforming themselves. Reform must be imposed upon them from outside

Department of Mathematics

March 18, 2016.

Vice Chancellor

University of Sri Jayewardenepura

Dear Professor,

Requesting a disciplinary inquiry

I was surprised to learn one of my project students getting a job months before him finishing his final year project which is compulsory to be submitted followed by facing a viva with the requirement of a specified minimum grade to get the degree. However, I was urging him to finish the project by telephone and email. When he said that he has to work 6 days a week and it is very difficult to find time to do the project which demanded a lot of time, I asked him why he cannot tell his employer that he has to finish the last phase of his degree and get some leave. He told me that he is unable to do that as he has used a letter given by the Dean/Applied Science to show that he has a degree!

Further, he told me that students were asked to come on the 29th of November, 2015 on the date of the last written paper of the final examination to get this letter. When he went there, several other students were waiting till the Dean comes. All of them had the form they filled themselves. Dean came and signed and sealed them without looking at any records or asking any head's approval and handed them over to each student. When I asked him how he found out of the availability of this form, he told me his parallel batch mates who passed out last year with a general degree have received the same certificate to get the jobs last year!

When I saw the enclosed form issued by the Dean's office for the above purpose I was stunned. It is the same form for the Special degree, General degree and Extended degree! It says that the student has completed all the requirements to get his degree! It gives the effective date of the degree and the date of the convocation as well!

As I mentioned above our special students do most of the final year project work after finishing the written examinations during the subsequent months. They have to submit the project report on or before the date of the viva. At the Department of Mathematics we held the viva-voce examinations only on the 23rd of February 2016 for those students. That is almost 3 months after the dean had issued this letter. That particular student came to the viva with very difficulty, as his company is very strict about the new recruits' attendance and gave the worst presentation of all of my project students in my 40 year academic career.

I should mention here that issuing this letter for years, w/o looking at student's marks or not getting recommendations of head's for each subject is similar to issuing false degree certificates. As the above example shows that students use it to mislead employers. There could be some general degree students with very low GPAs who could never get a degree. Needless to say that they will be the first to come in line to get a certification by the dean with the effective date and the convocation date of the degree. Some students don't attend the lectures as they are already employed. They cannot pass the examinations w/o copying and you are aware of the dean's policy towards students with examination malpractices. Wouldn't this form be a product of his never ending sympathy towards such students? Even at the last faculty meeting on the third of March 2016, he was blaming me in front of all faculty members for not allowing students who entered the university in 2003 or so & scored 36 & 37 overall average marks to get the degree in 2011 after so many attempts. He mentioned the same at the examiners' board meeting in front of you last year when I opposed pushing a student who secured a GPA of 1.7.

We work so hard marking and second marking answer scripts to make sure no student is treated differently and no student get any unfair disadvantage over the others. Do you believe that I stayed up until 3.50 am some days this week marking answer scripts sometimes using an oil lamp and a candle due to periodic power cuts? You know how seriously we check and double check even a draft of a non-degree diploma certificate at the Senate meeting. We even go through the trouble of certifying students' signatures when they are registering for the semester and for the examinations. If a certificate of above mentioned nature have been issued by the dean for so long, what is the purpose of all our hard work?

I earnestly request you to make arrangements to do a impartial inquiry into this and take necessary actions immediately.

Thank you.

Yours sincerely,

Sunethra Weerakoon

Senior Professor of Mathematics

CC. 1. Members of the council

2. Members of the Senate


3. Members of the Faculty of Applied Science

**UNIVERSITY OF SRI JAYEWARDENEPURA,
SRI LANKA**

FACULTY OF APPLIED SCIENCES
NUGEGODA
SRI LANKA

Telephone : 94-11-2802914 (Direct)
 94-11-2758400
Fax : 94-11-2802914

E-mail : deanfas@sjp.ac.lk
My Ref :
Your Ref :



08.12.2015

CERTIFICATION OF PENDING RESULTS

Full Name of the Student :

Registration No: AS 68489 (2010/2011)

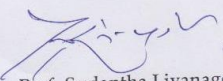
Subject Combination : Mathematics
 Physics
 Computer Science

Type of the B.Sc. Degree : ~~General/Special/Extended Degree~~ (Special Degree in Mathematics)

Student has completed all the requirement to get his/her degree and awaiting for the Final Results.

Effective date of the Degree : 29th November 2015

Date of the Convocation : 29th July 2016


Prof. Sudantha Liyanage
Dean/Faculty of Applied Sciences

Professor Sudantha Liyanage
Dean
Faculty of Applied Sciences
University of Sri Jayewardenepura
Nugegoda, Sri Lanka.

ඇමුණුම් අංක [1.9] - Annex [1.9]

Summary

This Annex describes politically motivated interference in English learning for new students at SJU, particularly in the Faculty of Applied Sciences. Annexes give documentary evidence of the establishment of a faculty subcommittee, which made very progressive recommendations in respect of English learning for new students. However, what subsequently happened was not adoption by the faculty of the recommendations, but the virtual abandonment of the English program. Consequently, at least 50% of the students in the faculty would now be helpless in a faculty where instructions are given only in the English medium.

January 2010 – Minutes of FAS

(272.09) ඉංග්‍රීසි මාධ්‍යයෙන් තුන්වන වසර සිසුන්ට අධ්‍යයන කටයුතු කිරීම හා ඉංග්‍රීසි ඉගැන්වීමේ ක්‍රමවත් වැඩ සටහනක් ඇති කිරීම සම්බන්ධයෙන් කමිටුවක් පත් කිරීමට කරන ලද යෝජනාව අනුව මතු නම් සඳහන් ආචාර්ය මණ්ඩලයෙන් සමන්විත කමිටුව පිළි මණ්ඩලය විසින් පත් කරන ලදී.

February 2010 – Minutes of FAS

274.06. එම වාර්තාවෙන් පැන නගින කරුණ

March 2010 –inutes of FAS

275.06 එම වාර්තාවෙන් පැහැ නගින කරුණ

April 2010 – Minutes of FAS

276.07 එම වාර්තාවෙන් පැන නගින කරුණු

(274.09) ඉංග්‍රීසි සම්බන්ධයෙන් වූ කමිටුවේ සභාපති මහාචාර්ය එස් ඩීරකෝන් මහත්මිය ඒ සම්බන්ධයෙන් කරුණු ඉදිරිපත් කළාය. විද්‍යා පීඨයේ ඉංග්‍රීසි පාඨමාලාව සඳහා බ්‍රිතාන්‍ය කවුන්සිලයේ (British Council) ඉංග්‍රීසි පාඨමාලාවේ සහාය ලබා ගැනීම සම්බන්ධයෙන් මහාචාර්ය ඩී.එම්.එස්.එච්.රණසිංහ මිය කටයුතු කරමින් සිටින බව පැවසුවාය. විද්‍යා පීඨයේ සිසුන් සඳහා ඉංග්‍රීසි ඉගැන්වීමට ස්ථිර ආචාර්ය මණ්ඩලයෙන් වෙන්කර ඇති සංඛ්‍යාව ප්‍රමාණවත් නොවන බැවින්, මේ සඳහා ස්ථිර ආචාර්යවරුන් අදිනෙන් බඳවා ගැනීම සම්බන්ධයෙන් උපකුලපතිතුමා සමඟ සාකච්ඡා කරන ලෙසද ඉල්ලීමක් කළාය. තවද, නමිතිකරණ වැඩ සටහන සඳහා ආචාර්ය මණ්ඩලයෙන් කමිටුවක් පත් කරන ලෙසද ඉල්ලා සිටියාය.

How the Dean systematically undermined the English program in the Faculty of Applied Sciences, USJ

A critical Faculty meeting was held in March 2016 at which the concern was expressed that in order to succeed academically, students would need to master English. Since English is the international language of academia this was common sense, but to some on the extreme fringes of politics, who preach a thuggish and inward-looking political ideology, there is resistance to the obvious need for English learning.

Everybody who attended the Faculty meeting where concerns about the impact of poor English in academic standards were expressed heard the dean respond that every student would be getting grade A's for his Chemistry paper. Hence he is called "A දෙයියා" by the students. He concluded on this basis that there is no problem of English language among the students.

At this point in the meeting, I pointed the facts out to the dean. Firstly, those 1st year students who had failed the English proficiency test upon their arrival after coming to the University on the 4th of January, had not commenced English classes even by the 2nd of March. Secondly, the pass mark for the English test had been reduced from 75% to 40% - itself a lowering of standards – but even with this low threshold, 249 freshers had failed the proficiency test this year. After several weeks most freshers did not even know that there were English classes.

The dean had named an obviously unsuitable person for the position of Coordinator of English. This individual had not had undergraduate studies in Sri Lanka and was unaware of the scale of the problem. Furthermore the dean himself suggested the need for English instruction was not a priority, by stating, "I have no time to waste on English; I have administrative matters to deal with." The dean's disdain for English instruction is particularly ironic considering that he himself received extensive support from the English instructor as an undergraduate.

Consequently, the dean's appointed English coordinator did not give English the priority it merited. I called and asked him around 10th of December 2014, whether he was coordinating with the ELTU to hold the English exam on Day 1. He said that he was doing Christmas shopping and was on leave.

In the Faculty of Applied Sciences, we used to teach in Sinhala in the 1st year, then Sinhala/English in the 2nd year and finally in English only in the 3rd year. Former dean Professor Abeysekera had wanted to start teaching in English from the 1st year. I intervened and said we should make sure that the students have sufficient level of English knowledge to understand lectures. A committee was formed in December 2009 to look into this matter consisting of the following members:

1. Prof. S Weerakoon (Chairperson)

2. Prof. SC Wijerathne
3. Prof. KKDS Ranaweera
4. Prof. S. I. Samrasinghe represented by Dr. Chayanika Padumadasa
5. Dr BMSG Bannahake
6. Dr NGS Shantha
7. Dr K RRMKP Ranathunga
8. Ms. D Walisundara
9. Ms. S. Adihetti

After more than 7 sittings and providing/presenting the minutes of all those meeting to the Faculty board meetings for more than 6 months and having deliberations with the HoD/English Dept & the ELTU, we came up with the following concrete recommendations.

When freshers arrive:

1. There should be an orientation period of one and a half months.
2. The entire orientation program should be conducted in English with the intention of improving the language skills of the weak students.
3. Intensive English classes should be held for the students after categorizing them according to the performance of the selection test held on Day 1.
4. There should be separate English instructors for the Faculty of Applied Sciences.
5. Classes should be held in the Faculty premises and the instructors should try to teach English via Science and the dean should make every effort to find them rooms.
6. After 6 weeks, normal classes could begin but the English classes should continue.
7. A talent show should be held at end the orientation session and English instructors must try to train/practice students for the talent show.
8. If the dean cannot keep a proper record of the English proficiency test performance of each and every student of the faculty, the faculty should appoint a coordinator for English and take care of that task and to monitor the English program.

(I wrote the above by memory; there could be slight deviations. The report went in the faculty minutes in July/August 2010. However, the minutes of the 3rd meeting presented to the Faculty in March 2010 given in page 152 -154 confirms most of this.)

However, the following has been the fate of English teaching to freshers:

1. Dean has shrunk the orientation program to 1 week.
2. The semester is only 13 weeks.
3. The English test is never held on day 1.
4. Last year freshers came in February and the English test was held on April 10th; results were given in May. Students were getting ready for Final exams by then.
5. This year Students came on the 4th of January. The English test results were given in February but nobody was managing the situation to make sure that at least the 249 students who failed the exam could attend English classes. I went to the ELTU & then to see the first year students. They did not know about classes and when I notified them, the following week they said they had been scheduled at the same time as their Science classes. When I raised the matter of the clash of times at the Faculty in March, the coordinator said he had sent an email to the English department! That is all he had done. There had been no impetus from within the department, either from the dean or his appointee, to achieve a functioning English program for the failing students.

Furthermore, I have heard allegations that the Faculty of Applied Sciences deliberately does not retain accurate records of English proficiency, and scandalously, has awarded degrees to individuals who have not passed the mandatory English requirement.

The Humanities & Social Sciences, Management Science & Commerce and Medical faculties conduct very successful English programs. It is not clear whether the cause of the failure in the Faculty of Applied Sciences is incompetence at the top, ideological contempt for the English language, or an attempt to build a cadre of students with low academic ability but hard-line nationalist allegiance, for whom incompetence in English is not considered an impediment but a badge of honour. Please know that public universities should serve the interests of the country, not individual power-builders or political factions. Our duty is to produce quality graduates who could reasonably and fairly compete with others in a globalized world, and get employment and then do the job properly. The Faculty of Applied Sciences at USJ should not have to compensate for its failures by making sure its graduates are in the job market before the others, by issuing fake certificates 3-4 months in advance and cutting short the semester by 2 weeks. All who pass out from all universities in Sri Lanka are our future generation. What is happening at USJ is totally against the meritocratic approach, and if propagated to other universities will cause chronic decline in the capabilities of the nation's graduate population.

Minutes of the 3rd meeting of the Committee for Coordinating and Upgrading the English Language Teaching Program in the Faculty of Applied Sciences held on 23rd of February 2010 at 10 a. m. at the Dean's Office

Attendance

1. Prof. S Weerakoon (Present)
2. Prof. SC Wijerathne (Absent)
3. Prof. KKDS Ranaweera (Present)
4. Prof. S. I. Samrasinghe represented by Dr. Chayanika Padumadasa
5. Dr BMSG Bannahake (Present)
6. Dr NGS Shantha (Absent)
7. Dr K RRMKP Ranathunga (Absent)
8. Ms. D Walisundara (Present)
9. Ms. S. Adihetti (Present)

3.1 Classes in progress

Committee learnt that attendance for English classes were somewhat satisfactory. Monday the 15th attendance was more than doubled on Monday the 22nd and more than 70 students turned up for each class on Thursday the 18th. Mrs. Adihetti, coordinator for the Science Faculty English program wanted to hold Thursday afternoon classes in the faculty premises and the committee recommended C3, C4, Bot b and M1 from the available list provided by the Dean.

3.2 Questionnaire

All questionnaires received from the students were handed over to the Head/English and Mrs. Adihetti will look at them carefully to gather information.

3.3 Recruiting permanent lecturers

Committee was of the view that the faculty needs permanent lecturers to take care of the English requirement. At the moment 16 cadre provisions are vacant for ELTU and Ms. Walisundara promised to expedite recruitment process by requesting at least one to advertise before the elections. There should be a minimum of 4 English lecturers for the Faculty of Applied Science, one month prior to the commencement of the next academic year.

3.4 Administering the English test

There will be an English test on the 1st day of the students arrive at the Faculty. This will be set according to the new criterion based on the document provided by the OYSL. However all students are required to participate in the Intensive English

Program as it will concentrate on several aspects such as orientation and uniting the student body while teaching English as well.

3.5 6-week Intensive English Program from July 19 – August 27

Mrs. Adihetti promised to provide a sketch and the committee promised to discuss the possible activities at the faculty meeting.

Some possible activities during the 6-week Intensive English Program:

- i) Grouping the students by mixing those who scored more and less together for the selection test.
- ii) Assigning several Faculty members to each group
- iii) Activities such as oratorical contests, essay competitions, debates, general knowledge contests, sports carnivals, social service programs, reading sessions.
- iv) Holding some English classes for weak students.
- v) Discussions with learned panels

Urgent:

1. Must recruit at least 4 permanent lecturers to the English unit to be utilized by the faculty of Applied Science by advertising as soon as possible.
2. Should appoint a committee to organize the Intensive English Program.

Chairperson

Note:

Above minutes were presented along with the March 2010 Faculty of Applied Sciences minutes. Present Dean was elected for the 1st time on the 8th of March 2010.

ඇමුණුම් අංක [1.10.1] - Annex [1.10.1]

Summary

These two annexes together with Annex (6) & [8] show the incompetent decisions taken by the UGC by way of approving appointments, issuing circulars and also ignoring very appropriate requests such as limiting the number of terms for a Dean, even after it was brought to notice by a concerned academic. All responsible administrators seem to have adopted a survival mechanism of tolerating any unacceptable situation.

UNIVERSITY OF SRI JAYEWARDENEPURA, SRI LANKA

My Ref :

Prof. Mohan de Silva
Your Ref :
Chairman



DEPARTMENT OF MATHEMATICS
GANGODAWILA
NUGEGODA
SRI LANKA

UGC

120, Ward Place

Colombo 07

Dear Professor,

Request to consider amending the undemocratic procedure stipulated by the Universities Act with regard to electing the Dean of the Faculty

I would like to draw your kind attention to the paragraphs 49 (1) and (2) of the Universities Act:

49. (1) There shall be a Dean of each Faculty who shall be a full-time officer of the University and the academic and administrative Head of that Faculty. The Dean shall be elected by the Faculty Board from among the Heads of the Departments of Study comprising such Faculty, and shall, when so elected, cease to be the Head of the

*The Dean of
the Faculty.*

*[S 49(1), 7 of
1985]*

Department of Study concerned.

- (2) The Dean shall, subject to the provisions of any appropriate Instrument, hold office for a period of three years reckoned from the date of his election and shall, unless removed from office, be eligible for re-election.

Since the Heads are appointed by the council upon the recommendation of the Vice Chancellor, according to the above process the members of the Faculty have very little to consider in electing one of the Heads to the post of the Dean. Further, I know instances where probationary lecturers functioned as Heads. For example, there was the instance of a probationary lecturer being the Head of the Department of Mathematics at the University of Ruhuna. At the moment, a grade II senior lecturer holds the office of the Head of the Department in my own Department. Most importantly, faculty members are forced to elect the Dean from a small group chosen by the administration.

Furthermore, according to paragraph 49 (2), the Dean is eligible for re-election without a limit. Once a Dean is elected he is in charge of the Faculty and all recruitments, promotions and cadre increments are done under the Dean's authority. When a Dean is allowed to be re-elected unlimited times, a person who wants to hold on to the position could misuse these powers to his/her advantage. Most importantly, young and promising academics with noticeable management skills will not get an opportunity to contribute to the development of the Faculty and thereby to the country at large.

Thus as a senior academic who has watched closely the Sri Lankan University system for more than four decades I would like to humbly propose the following amendments to the above paragraphs with the sincere intention of improving the management in the university system.

49. (1) There shall be a Dean of each Faculty who shall be a full-time officer of the University and the academic and administrative Head of that Faculty. The Dean shall be elected by the Faculty Board **from among the permanent Faculty members holding the positions above the grade of Senior Lecturer grade II.**
- (2) The Dean shall, subject to the provisions of any appropriate Instrument; hold office for a period of three years reckoned from the date of his election and shall, unless removed from office, be eligible

for re-election **only once. A person can hold the office of the Dean for two terms up to the maximum of six years.**

The above condition of two terms up to a maximum of 6 years of holding office should be applicable to the Dean of the Faculty of Graduate studies as well and hence the Ordinance of the Faculty of Graduate Studies should also be amended accordingly.

If and when this amendment becomes law, Deans who have held the office for more than 6 years at the time should cease to be the Dean and the Vice Chancellor should make arrangements to elect a dean according to the provisions of the new rules.

Please note that several senior academics expressed their willingness to see the proposed amendments as they will contribute to the development of the public university system in Sri Lanka. I shall be much obliged if you could draw the attention of the UGC to this vital issue and do the needful to uplift the public university education in Sri Lanka.

Thank you.

Yours sincerely,

Sunethra Weerakoon

Senior Professor of Mathematics

CC: Members of the U. G. C.

ඇමුණුම් අංක [1.10.2] – Annex [1.10.2]

Department of Mathematics

USJ.

September 25, 2016.

Vice Chancellor

USJ.

Dear Prof. Amaratunge,

Request to discuss **UGC Circular No. 08/2016** at the Senate

I would like to bring to your kind notice the paragraphs 2, 3, 5 and 7 of the above Circular issued by the UGC on the 14th of June 2016. I am sure that you will agree with me that the consequences of these could affect the academic standard of the entire university system.

Considering the importance of the matter and since the next Senate meeting is scheduled to be held on next Thursday the 29th, I thought of earnestly requesting you directly to make arrangements to discuss this at the Senate after circulating the Circular among the members along with the Senate minutes.

Attached please find the UGC Circular Nos. 08/2016, 11/2015 and 721/1997 for your convenience.

Thank you.

Yours sincerely,

Sunethra Weerakoon

Senior Professor of Mathematics



UNIVERSITY GRANTS COMMISSION

COMMISSION CIRCULAR NO. 08/2016(i)

No. 20, Ward Place,
Colombo 07.

November 17, 2016

Vice Chancellors of Universities
Rectors of Campuses
Directors of Institutes

**AMENDMENTS TO THE SCHEMES OF RECRUITMENT FOR THE POSTS OF LECTURER
(PROBATIONARY), SENIOR LECTURER GRADE II AND GRADE I - (MEDICAL/DENTAL) AND
NON- (MEDICAL/DENTAL)**

Your attention is invited to Commission Circular No. 08/2016 of 14.06.2016 on the above subject.

2. The Commission, at its 951st meeting held on 20.10.2016, decided to replace the 2nd paragraph of Commission Circular No. 08/2016 as given below, in order to avoid misinterpretation;

"02. The Commission at its 936th meeting held on 10.03.2016, decided to amend the provisions specified in paragraph 05 of Commission Circular No. 11/2015."

3. Please take action accordingly.

Moc
Professor Mohan de Silva
Chairman

Copies :

1. Secretary/ Ministry of Higher Education & Highways
2. Chairman's Office/UGC
3. Vice-Chairman/UGC
4. Members of the UGC
5. Secretary/ UGC
6. Deans of Faculties
7. Registrars of Universities
8. Accountant/UGC
9. Bursars of Universities
10. Librarians/SAL/AL of the Higher Educational Institutions/ Institutes
11. Deputy Registrars/ Snr. Asst. Registrars/ Asst. Registrars of Campuses/Institutes
12. Deputy Bursars/ Snr. Asst. Bursars/Asst. Bursars of Campuses/Institutes
13. Internal Auditor/UGC
14. Govt. Audit Superintendents of Universities
15. Deputy Int. Auditors/ Snr. Asst. Int. Auditors/Asst. Int. Auditors of HEIs
16. Secretaries of Trade Unions
17. Auditor-General

UGC/HR/2/3/106

T/-