

# Bachelor of Arts Honours in Archaeology and Heritage Management

Curriculum Revision Program  
Enhancing Academic Program Quality by Intergrating OBE-LCT Funded by  
ELTA-ELSE-AHEAD PROJECT  
Faculty of Social Sciences & Humanities  
Rajarata University of Sri Lanka 2020/2021

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Degree Program				
1	1.1	Name of Degree programme in all three languages	(English)	Bachelor of Arts Honours in Archaeology and Heritage Management
			(Sinhala)	ශාස්ත්‍රවේදී ගෞරව පුරාවිද්‍යාව හා උරුම කළමනාකරණය
			(Tamil)	தொல்லியல் மற்றும் மரபுரிமை முகாமைத்துவம் - rpwg;Gf; fiykhzp
	1.2	Name of Qualification in all three languages	(English)	Bachelor of Arts Honours
			(Sinhala)	ශාස්ත්‍රවේදී ගෞරව
			(Tamil)	rpwg;Gf; fiykhzp
	1.3	Abbreviated qualification	(English)	BAHons (Archae)
2		Programme Offering Entity		
	2.1	University	Rajarata University of Sri Lanka	
	2.2	Faculty/Faculties Institute/s	Faculty of Social Sciences and Humanities	
	2.3	Department/s (if applicable)	Department of Archaeology and Heritage Management	
3		Details of the Degree Programme		
	3.1	<p>Background to the programme</p> <p>The Rajarata University of Sri Lanka (RUSL) was established on 7th November 1995 under section 21 of the University Act No. 16 of 1978 by amalgamating the resources of the Affiliated University Colleges in the Central, Northwestern, and North Central Provinces. Today, the University consists of six faculties, namely, Social Sciences and Humanities, Management Studies, Applied Sciences, Agriculture, Medicine, and Allied Sciences and Technology.</p> <p>The Faculty of Social Sciences and Humanities was established with the inception of the University in 1995. At present, the faculty has a student population of around 1500. The current intake was 450 students, and the faculty is planning to increase its student</p>		

	<p>strength to around 2000.</p> <p>The Department of Archaeology and Heritage Management (ARHM) of the Rajarata University of Sri Lanka started in 2010, is the youngest member of the archaeology related academic establishments in Sri Lanka. During a short time, it developed its academic, research, physical, and infrastructural facilities to well match with the world standards. The capacities of the department are broadened through many sub-disciplines in archaeology.</p> <p>The RUSL provides a multifaceted discipline, and the Department of Archaeology and Heritage Management in the Faculty of Social Sciences and Humanities offers special and general degrees in Archaeology and Heritage Management and currently working on introducing its postgraduate degree program. The department is the only university department established in situ among the archaeological remains and monuments, which is fully committed to enhancing the research and the practical application of Archaeological Heritage Management in Sri Lanka.</p> <p>Department curricular is not traditional and predominantly aimed at producing trained graduates for the existing job market and create new employment opportunities. It is evident that it has the potential of managing a wide range of archaeological and heritage activities, including the cultural tourism industry in the sacred city and the vicinity of Anuradhapura. Ultimately, it is expected to develop the department into an Academic and Research Center of Archaeology and Heritage Management in the Asia-Pacific region with a fully-fledged digital heritage inventory and a geospatial databank, which will be used as a tool for heritage and tourism managers as well as archaeological researchers.</p> <p><b>The vision of the Department of Archaeology and Heritage Management</b> To enhance the quality of management of the total archaeological heritage of Sri Lanka: in the fields of protection, documentation, conservation, maintenance, research, and enhancement of public awareness.</p> <p><b>The mission of the Department of Archaeology and Heritage Management</b> Train archaeologists and heritage managers to the best international standards to meet the requirements of the vision statement.</p>
<p><b>3.2</b></p>	<p>Justification (with Results of Survey)</p> <p>Under the AHEAD operations, the Faculty of Social Sciences and Humanities of Rajarata University of Sri Lanka has proposed to convert the existing curriculum to Outcome-Based Education (OBE) and Learner-Centered Teaching (LCT). In this regard, the Department of Archaeology and Heritage Management conducted a stakeholder survey on 11th September 2020, at the Sri Lanka Foundation Institute. The discussion was mainly based on intellectual skills, practical skills, and soft skills. The following key points were raised during the workshop.</p> <ul style="list-style-type: none"> <li>• Archaeology and Heritage Management are two different disciplines that are linked together. However, people engaged in archaeology are trying being isolated themselves from the other disciplines and close the subject from the access of the practitioners from the other fields. Therefore, it is important to balance and blend</li> </ul>

		<p>both disciplines throughout the degree program.</p> <ul style="list-style-type: none"> <li>• Introducing more liberal arts to the degree programme.</li> <li>• Working through cognitive and behavioral norms is important. Communication knowledge is essential.</li> <li>• Archaeology and Heritage Management must be sensitive to current social issues. Public awareness is a significant issue, and it is emotional. There are disciplines and research, but not sufficiently penetrate society. If the general public is knowledgeable – this should be done by the professionals and scholars.</li> <li>• Academic integrity is a must know, and most of the countries are teaching these. Referencing system and AI is a separate part of the other universities. No such system in Sri Lanka.</li> <li>• <b>Four field approach</b> - Lab, field, studio, and society practical. Four practical fields to develop and include in the curriculum. The studio practical is a must and should use to develop material identification skills. Archaeologists must visually observe the artifacts and the stratigraphy and “draw” them.</li> <li>• <b>Practical manuals</b> - At least ten practicals should include in the study program, which is predefined and decided. The necessary skills of the graduates can define accordingly, and the students must achieve the level. What are the essential practical skills archaeologists and heritage managers should have been what we are expecting to gain here.</li> <li>• <b>Tourism</b> – Students will need to develop a specific set of skills to approach the tourism industry. Especially their contribution will need in modern tourism planning and community-related works.</li> <li>• <b>Disseminating the knowledge and handling the public</b> –Presenting the knowledge is a practical skill and should develop. In that case, the language as a skill is a reality and requires a common sense of such languages.</li> <li>• <b>Training</b> - At least a three-month internship must give to the candidates in an institute that is not related to ARHM.</li> <li>• <b>Identify the skills of a Heritage Manager</b> - Statement of significance, Conflict resolution, and compromising skills are essential for the heritage managers.</li> <li>• <b>Responsibility of the teachers</b> - The academic staff members must change their attitudes to incorporate soft skills. Lecturer - Not a sage on the stage but a friend by the side. The prime level is a utopia. Students are in the lower end, and the academics are in a midway but have not reached the prime. Academic staff must change their mindset.</li> <li>• <b>Students reports</b> - In the project report, include parts as soft skills such as public speaking and working with society.</li> <li>• <b>Entrepreneurship</b> - Skill to adjust the available opportunities and find their own path. Multi-disciplinary approaches will be used to develop these capacities.</li> </ul>
	<p><b>3.3</b></p>	<p>Objectives of the Degree Programme</p> <ol style="list-style-type: none"> <li>1. Develop relevant theoretical and practical knowledge and expertise.</li> <li>2. Encourage the use and understanding of inter-disciplinary approaches in Archaeology and Heritage studies.</li> <li>3. Develop an understanding of the significance and interplay of key regional, national, and international research traditions and the development and historiography of the discipline.</li> </ol>

		<ol style="list-style-type: none"> <li>4. Take part in current debates about the future development of 'heritage' and the 'heritage sector', and reflect critically on present challenges in the context of social, political and economic change</li> <li>5. Develop skills as archaeologists and prospective heritage practitioners, who can work in the sector or in related areas in a range of different roles.</li> <li>6. Foster and support personal and self-directed development through scholarly enquiry, peer discussion, evaluation, reflective practice and the application of scholarship and research to archaeology and heritage practice.</li> <li>7. Lead, design and conduct a piece of original and/or innovative research or produce a substantial body of work for a range of partner organizations, underpinned by relevant analysis and reflection.</li> </ol>						
	<b>3.4</b>	<table border="1"> <tr> <td>Eligibility requirement (Entry Qualifications)</td> <td>Students must complete either Archaeology or Heritage Management subjects in the first year. Those who followed both subjects in the first year will be given priority. In a case where a student has followed one of the subjects, they should complete the relevant subjects from the other stream before completing the degree program. Those who applied for the honors degree program should pass the General English courses in the first year.</td> </tr> </table>	Eligibility requirement (Entry Qualifications)	Students must complete either Archaeology or Heritage Management subjects in the first year. Those who followed both subjects in the first year will be given priority. In a case where a student has followed one of the subjects, they should complete the relevant subjects from the other stream before completing the degree program. Those who applied for the honors degree program should pass the General English courses in the first year.				
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	<b>3.7</b>	Programme Duration and Credit Load						
		<table border="1"> <tr> <td>General Degree/ Honors Degree/ Professional Degree</td> <td>           Duration: 4 yrs.            Course work: 120 credits            Student Thesis Research: 6 credits            Total Credits: 126         </td> </tr> </table>	General Degree/ Honors Degree/ Professional Degree	Duration: 4 yrs. Course work: 120 credits Student Thesis Research: 6 credits Total Credits: 126				
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	<b>3.8</b>	<p><b>a Targeted Sri Lanka Qualification Framework (SLQF) Level (Please tick v)</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 30%;">SLQF Level</td> <td style="width: 20%; text-align: center;">5 (Bachelors)</td> <td style="width: 20%; text-align: center;">6 (Bachelors Honours)</td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;"><b>v</b></td> </tr> </table> <p><b>b</b> Minimum requirements of SLQF fulfilled Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	SLQF Level	5 (Bachelors)	6 (Bachelors Honours)			<b>v</b>
SLQF Level	5 (Bachelors)	6 (Bachelors Honours)						
		<b>v</b>						

### 3.9 Graduate Profile and Programme Learning Outcomes



### 3.10 Graduate profile and Programme Learning Outcomes

Graduate profile	PLO No	Programme Learning Outcomes	Domain	Descriptor
Academic Achievement	PLO1	Achieve their highest possible academic qualifications in Archaeology and Heritage Management that leads them to where they want to go	K	<ul style="list-style-type: none"> <li>• Demonstrate a broad knowledge of the multi-disciplinary fields of Archaeology and Heritage Management and a more detailed understanding of several of these disciplines and sub-disciplines.</li> <li>• Obtain an understanding of the concept of stewardship in archaeology: preserving non-renewable cultural resources through policy, law, and public education.</li> <li>• Demonstrate an understanding of core knowledge of the history of thought and basic theoretical foundations in Archaeology and Heritage Management.</li> <li>• Demonstrate knowledge of the formation of the archaeological record and acquire skills to conduct archaeological excavation: how to record, investigate, analyze and interpret archaeological derived remains.</li> </ul>
	PLO2	Embrace learning and academic challenge	K	
Personal Direction	PLO3	Construct personal goals, a realistic and informed pathway	S	<ul style="list-style-type: none"> <li>• A broad perception of differing, conflicting, and evolving concepts of and assumptions about 'heritage' and how these helps shape heritage policy and practice</li> <li>• Develop an understanding of the application of the relevant theories in heritage field to real-world projects.</li> </ul>
	PLO4	Create individuals who are open to learning in Archaeology and Heritage Management	S,M	
	PLO5	Make accountable for their own success	S, M	



				<ul style="list-style-type: none"> <li>Develop a professional ethos in Archaeology and Heritage Management that is engaged and integrative, and that will enhance the operationalization of responsible scientific research.</li> </ul>
Effective Communicator	PLO6	Create an articulate and confident communicator in all mediums	S	<ul style="list-style-type: none"> <li>IT skills and digital literacy that demonstrate the ability to develop new skills to a high level and to approach complex issues systematically and creatively</li> <li>Produce and express coherent, persuasive, and innovative written studies (using relevant literature) with attention to academic integrity and respect for diverse, including contrary opinions and ideas.</li> </ul>
	PLO7	Create individuals who are digitally fluent, confident and respectful in using social media in heritage related aspects	S, A	
Social and Cultural Values	PLO8	Display the Socio-Cultural values	A	<ul style="list-style-type: none"> <li>Display a broad understanding of the historical development of human culture and apply this information with sensitivity and an appreciation for diversity in prehistoric, historic, and modern cultures.</li> <li>Understanding and respecting cultural diversity</li> </ul>
	PLO9	Embrace a worldly view, thinks critically, and makes informed judgements	A, S	
	PLO10	Show respect for themselves and others, respect for the environment	A	
	PLO11	Create open-minded academics and accepting of diversity in all its forms	A,M	
Well-rounded individual	PLO12	Participate in a range of house and university activities across different disciplines, sports, arts, cultural, leadership, service and academic	S	<ul style="list-style-type: none"> <li>Team working skills necessary to succeed in the global workplace, with an ability both to work in and lead teams effectively, as well as the ability to act</li> </ul>

				<p>autonomously in planning and implementing tasks at a professional or equivalent level</p> <ul style="list-style-type: none"> <li>Organize and conduct symposiums, workshops, social service, art exhibitions ect.</li> </ul>
Complete Wellbeing	PLO13	Construct mentally and physically well archaeologists and heritage managers with practical knowledge	A	<ul style="list-style-type: none"> <li>Develop a professional ethos in Archaeology and Heritage Management that is engaged and integrative, and that will enhance the operationalization of responsible scientific research.</li> <li>An ability to apply the principles of effective project planning, implementation, and evaluation</li> </ul>
	PLO14	Create academics with self-confident, resilient, with an internal locus of control	A	
	PLO15	Understand respectful relationships	A	
	PLO16	Realize when and how to seek support	A	

### 3.11 Curriculum Mapping-Alignment of Course ILOs with PLOs

S/N	Course Code	Course Name	Type	Programme Learning Outcomes (PLOs)															
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	ARCH 11012	Introduction to Archaeology	Core	1,2,3,4,	5,6		3,5												
2	ARCH 11022	World & Sri Lankan Archaeology	Core	1,2,		3								4					
3	HEMG 11012	Introduction to Heritage Management	Core	1,2,4,							3		6	6		5			
4	HEMG 11022	Natural and Cultural Heritage (World Heritage)	Core	1,2	1		2	3									3		
5	ARCH 12012	Ancient Civilizations of the World	Core	1,2	2														
6	ARCH 12022	Traditional Technology & Craft	Core	1,2	3						2							4	
7	HEMG 12012	Introduction to Rajarata Heritage	Core	1,2							3	3					4	4	
8	HEMG 12022	Heritage Typologies	Core	1,3	2				4										
9	ARCH 21012	Socio-economic History of Ancient India and Sri Lanka	Core	1,2,3															

10	ARCH 21022	Theory and methods in Archaeology	Core	1,2	1,2										3,4,6	5		
11	ARCH 21032	Elements of Sanskrit	Core	1,2,3														
12	HEMG 21012	Conservation I (Concepts)	Core	1,2,3,4						4					5			
13	HEMG 21022	Recording & Documentation	Core	1	3				2							3		
14	HEMG 21032	Heritage Management Systems	Core	1,2	4		4										3	3
15	ARCH 22012	Ancient Built Environment	Core	1,2,3,4														
16	ARCH 22022	Palaeography and Epigraphy	Core	1,3,4									2		2			
17	ARCH 22032	Ancient Monetary Systems and Numismatics	Core	1,2,3,4,5														
18	ARCH 22042	Pottery in Archaeology	Core		1		1	5	2						2	2		
19	HEMG 22012	Conservation II; (Technical)	Core	1,2,3					3						3			
20	HEMG 22022	Travel and Tour Management	Core	1,3,4,6,7	10	2	2		5		10							
21	ARCH 31012	Prehistory	Core	1,2,4	3		3								5			

22	ARCH 31022	Proto History	Core	1,2,3			4											
23	ARCH 31033	Cultural Anthropology and Ethno Archaeology	Core		1			3			2	4	4					
24	HEMG 31012	Conservation III (special Themes/ Underwater Cultural Heritage/paintings)	Core	1,2,6			3	4								5		
25	HEMG 31022	Museology	Core	1,2,3,4		4		4										
26	ARHM 32013	Geoarchaeology	Core	1,2											3,4	3		
27	ARHM 32023	Geoinformatics in Archaeology and Heritage	Core	1						2,3,4,5						5		
28	ARHM 32033	Archaeological Sciences	Core	1			3,4									2		
29	ARHM 32043	Heritage Sites and Project Management	Core	1,2	3												4,5	4,5
30	ARHM 32053	Heritage Tourism	Core	1,2,4,5,8,10		6	3	6	11		7						9	
31	ARHM 41013	Landscape and Agro-irrigation Archaeology	Core	1,2,3													4	
32	ARHM 41023	Environmental Archaeology	Core	1,2											3,4	5		
33	ARHM	Advances in Pre and Proto Historic Archaeology in Sri	Core	4	1,2												3	

	41033	Lanka																
34	ARHM 41043	Field School	Core		1	1	1		3,4					4	1,2			
35	ARHM 41053	Research methods and academic integrity	Core	1,2,3,4					5									
36	ARHM 42016	Dissertation	Core	1,2	1,2		1									1		
37	ARHM 42022	Special Projects	Core	1					2			3	4					
38	ARHM 42033	Industrial Training	Core			1,2			1,2									1,2

### 3.12 SLQF categories of learning and descriptors

<b>Categories of Learning Outcomes (SLQF)</b>	<b>Descriptor</b>
1. Theoretical Knowledge	Demonstrate an advanced knowledge and understanding of the core aspects of Archaeology and Heritage Management. Critically Analyze data, make judgments and propose solutions Archaeology and Heritage Management related problems.
2. Practical Knowledge and Application	Use practical skills and enquiry efficiently and effectively within Archaeology and Heritage management subject areas.
3. Communication	Communicate/present information, ideas, issues and solutions efficiently and effectively.
4. Teamwork and Leadership	Exercise personal/team responsibility, and leadership in the professional environment/work place.
5. Creativity and Problem Solving	Construct and sustain arguments and use these arguments, ideas and techniques in problem solving for a given situation
6. Managerial and Entrepreneurship	Take initiative, assume personal responsibility and demonstrate accountability and ability to instill entrepreneurship.
7. Information Usage and Management	Thorough in transferable skills related to ICT and information literacy
8. Networking and Social Skills	Ability to work in teams, give leadership and promote social engagement.
9. Adaptability and Flexibility	Analyze and devise appropriate strategies for adapting to changing environments
10. Attitudes, Values and Professionalism	Exercise initiative, personal responsibility and accountability in tasks performed. Demonstrate positive attitudes and social responsibility.
11. Vision for Life	Clearly identify where one wants to be and develop long term goals accordingly. Exercise and further develop the new competencies and assume major responsibilities with confidence
12. Updating Self / Lifelong Learning	Undertake further training and develop additional skills that will enable them to make sound decisions. Engage in independent learning using scholarly reviews and secondary sources of information

### 3.13 Mapping relationship of SLQF categories of learning to Graduate Attributes

Categories of Learning Outcomes (SLQF)	Graduate Attributes					
	1. Academic Achievement	2. Personal Direction	3. Effective Communicator	4. Social and Cultural Values	5. Well-rounded individual	6. Complete Wellbeing
1. Theoretical Knowledge						
2. Practical Knowledge and Application						
3. Communication						
4. Teamwork and Leadership						
5. Creativity and Problem Solving						
6. Managerial and Entrepreneurship						
7. Information Usage and Management						
8. Networking and Social Skills						
9. Adaptability and Flexibility						
10. Attitudes, Values and Professionalism						
11. Vision for Life						
12. Updating Self / Lifelong Learning						



**3.14 BAHons in Archaeology and Heritage Management**  
**Programme structure**

		Archaeology	Compulsory/Optional	Heritage Management	Compulsory/Optional
Year 1	I Semester BA Credit 4*3=12	ARCH 11012 Introduction to Archaeology ARCH 11022 World & Sri Lankan Archaeology	C C	HEMG 11012 Introduction to Heritage Management HEMG 11022 Natural and Cultural Heritage (World Heritage)	C C
	II Semester BA Credit 4*3=12	ARCH 12012 Ancient Civilizations of the World ARCH 12022 Traditional Technology & Craft	C C	HEMG 12012 Introduction to Rajarata Heritage HEMG 12022 Heritage Typologies	C C
Year 2	I Semester BAHons Credit 12	ARCH 21012 Socio-economic History of Ancient India and Sri Lanka ARCH 21022 Theory and methods in Archaeology ARCH 21032 Elements of Sanskrit	C C C	HEMG 21012 Conservation I (Concepts) HEMG 21022 Recording & Documentation HEMG 21032 Heritage Management Systems	C C C
	II Semester BAHons Credit 12	ARCH 22012 Ancient Built Environment ARCH 22022 Palaeography and Epigraphy ARCH 22032 Ancient Monetary Systems and Numismatics ARCH 22042 Pottery in Archaeology	C C C C	HEMG 22012 Conservation II; (Technical) HEMG 22022 Travel and Tour Management	C C
Year 3	I Semester BA Hons Credit 11	ARCH 31012 Prehistory ARCH 31022 Proto History ARCH 31033 Cultural Anthropology and Ethno Archaeology	C C C	HEMG 31012 Conservation III (Special Themes/ Underwater Cultural Heritage/Paintings) HEMG 31022 Museology	C C

	II Semester BAHons Credit 15	ARHM 32013 Geoarchaeology ARHM 32023 Geoinformatics in Archaeology and Heritage ARHM 32033 Archaeological Sciences ARHM 32043 Heritage Sites and Project Management ARHM 32053 Heritage Tourism	C C C C C
Year 4	I Semester BAHons Credit 15	ARHM 41013 Landscape and Agro-irrigation Archaeology ARHM 41023 Environmental Archaeology ARHM 41033 Advances in Pre and Proto Historic Archaeology in Sri Lanka ARHM 41043 Field School ARHM 41053 Research Methods and Academic Integrity	C C C C C
	II Semester BAHons Credit 11	ARHM 42016 Dissertation ARHM 42022 Special Projects ARHM 42033 Industrial Training	C C C

Total Credit for Bachelor of Arts Honours Program = 100 +26 credits from common courses (126 credits) C = Core courses

### 3.15 List of common courses offered by the Faculty of Social Sciences and Humanities

Year	Semester	Course Code	Course Name	Credit Value	Notional Hours	Optional/ Compulsory	Respective Department
1	1	GENG11012	General English I	2	100	Compulsory	DELT
		MATH11012	Basic Mathematics	2	100	Compulsory	Economics
		SING11012	General Sinhala	2	100	Compulsory	Languages
		COMP11012	Introduction to Computer studies	2	100	Compulsory	Social Sciences
	2	GENG12012	General English II	2	100	Compulsory	DELT
		COMP12012	Basic Computer Applications	2	100	Compulsory	Social Sciences
2	1	GENG21012	General English III	2	100	Compulsory	DELT
		COMP21012	DBMS and Web Designing	2	100	Compulsory	Social Sciences
		CADE21012	Career Development	2	100	Compulsory	Economics
	2	COMS22012	Communication Skills	2	100	Compulsory	FSSH
		GENG22012	General English IV	2	100	Compulsory	DELT
3	1	CRIT31012	Critical Thinking	2	100	Compulsory	FSSH
		GENG31012	General English V	2	100	Compulsory	DELT

### 3.16 List of course units of BA Honours in Archaeology and Heritage Management

Year	Semester	Course Code	Course Name	Credits	Notional Hours	New/ existing	
1	1	ARCH 11012	Introduction to Archaeology	2	100	existing	
		ARCH 11022	World & Sri Lankan Archaeology	2	100	existing	
		HEMG 11012	Introduction to Heritage Management	2	100	existing	
		HEMG 11022	Natural and Cultural Heritage (World Heritage)	2	100	existing	
	<b>Total Credits should be earned by core courses in 1-I</b>				8	400	
	2		ARCH 12012	Ancient Civilizations of the World	2	100	New
			ARCH 12022	Traditional Technology & Craft	2	100	existing
			HEMG 12012	Introduction to Rajarata Heritage	2	100	New
			HEMG 12022	Heritage Typologies	2	100	New
	<b>Total Credits should be earned by core courses in 1-II</b>				8	400	
	2	1	ARCH 21012	Socio-economic History of Ancient India and Sri Lanka	2	100	existing
			ARCH 21022	Theory and Methods in Archaeology	2	100	existing
			ARCH 21032	Elements of Sanskrit	2	100	existing
			HEMG 21012	Conservation I (Concepts)	2	100	existing
HEMG 21022			Recording & Documentation	2	100	existing	
HEMG 21032			Heritage Management Systems	2	100	existing	

	<b>Total Credits should be earned by core courses in 2-I</b>			12	600		
	2	ARCH 22012	Ancient Built Environment	2	100	existing	
		ARCH 22022	Palaeography and Epigraphy	2	100	existing	
		ARCH 22032	Ancient Monetary Systems and Numismatics	2	100	existing	
		ARCH 22042	Pottery in Archaeology	2	100	New	
		HEMG 22012	Conservation II; (Technical)	2	100	existing	
		HEMG 22022	Travel and Tour Management	2	100	existing	
	<b>Total Credits should be earned by core courses in 2-II</b>			12	600		
3	1	ARCH 31012	Prehistory	2	100	existing	
		ARCH 31022	Proto History	2	100	existing	
		ARCH 31033	Cultural Anthropology and Ethno Archaeology	3	150	existing	
		HEMG 31012	Conservation III (Special Themes/ Underwater Cultural Heritage/Paintings)	2	100	existing	
		HEMG 31022	Museology	2	100	existing	
		<b>Total Credits should be earned by core courses in 3-I</b>			11	550	
		2	ARHM 32013	Geoarchaeology	3	150	existing
			ARHM 32023	Geoinformatics in Archaeology and Heritage	3	150	existing
			ARHM 32033	Archaeological Sciences	3	150	New

		ARHM 32043	Heritage Sites and Project Management	3	150	existing
		ARHM 32053	Heritage Tourism	3	150	existing
	<b>Total Credits should be earned by core courses in 3-II</b>			15	750	
4	1	ARHM 41013	Landscape and Agro- irrigation Archaeology	3	150	existing
		ARHM 41023	Environmental Archaeology	3	150	existing
		ARHM 41033	Advances in Pre and Proto Historic Archaeology in Sri Lanka	3	150	existing
		ARHM 41043	Field School	3	150	New
		ARHM 41053	Research Methods and Academic Integrity	3	150	New
	<b>Total Credits should be earned by core courses in 4-I</b>			15	750	
	2	ARHM 42016	Dissertation	6	600	existing
		ARHM 42022	Special Projects	2	100	existing
		ARHM 42033	Industrial Training	3	300	New
	<b>Total Credits should be earned by core courses in 4-II</b>			11	1000	
<b>Total credits and notional hours of the Degree Programme</b>	<b>Other Major Discipline (Year 1)</b>			8	400	
	<b>Core Courses</b>			92	5050	
	<b>Common Courses</b>			26	1300	
	<b>Total Credits</b>			126	6750	

## 4. Course Plan

**Course Name:** Introduction to Archaeology

**Course Code:** ARCH11012 (27:06:67)

**Course Capsule:** Antiquity on Historical Thought of Human, Interpretation of archaeology, A brief introduction to the origin of world archaeology, Evolution and development of archaeology, Sources, Classical and modern archaeology, Nature of Archaeology, Timeline of human past, Process in archaeology, Basics : theoretical archaeology, built environment (Architecture, Art, Crafts), epigraphy and numismatics, prehistory, protohistory, irrigation archaeology and modern techniques related to archaeology

**Course Aim:** To develop an intellectual, eminent and enthusiastic graduate in archaeology who would be able to recognize and engage in evolving the value of Sri Lankan archaeological heritage through providing a broader knowledge in theoretical and practical archaeology.

### **Course ILOs:**

After completing this course, students should be able to:

1. define archaeology as a discipline to explain the human past
2. describe the historical development of archaeological thinking
3. describe the sub-disciplines in archaeology
4. explain the nature and content of Archaeology
5. apply basic practical knowledge for Archaeological study
6. apply appropriate knowledge about the subject

**Lesson Sequence:**

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching /Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	Introduction to Antiquity on Historical Thought of Human	2			L	
	1.2	1	Read Recommended Reading			3		
2	2.1	2	Interpretation of archaeology	2			L, D	
	2.2	2	Explain Various Interpretations of Archaeology and discuss its relationships with History			10		AS 1 start
3	3.1	1, 2	A brief introduction to the origin of world archaeology	2			L	
	3.2	1, 2	Continue AS1			4		
4	4.1	1, 2	Evolution and development of archaeology	1			L	
	4.2	1, 2	Complete AS1			6		AS1 due
5	5.1	1, 4	Sources used for creating archaeology knowledge	2			L, D	
	5.2	1, 4	Compose the basic archaeological report for the nearest archaeological site in your hometown			10		AS2 start
6	6.1	2	Classical and modern archaeology	1			L	
	6.2	2	Continue AS2			2		
7	7.1	1, 3	Nature of inter and multi-disciplinary conditions	1			L, D	
	7.2	1,3	Continue AS2			2		
8	8.1	1	Introduction to Timeline of human past	2			L	
	8.2	1	Continue AS2			4		
9	9.1	4, 5	Process in creating archaeology knowledge	2			L	
	9.2	4, 5	Complete AS2			2		AS2 due
10	10.1	4, 6	Introduction to Basics of theoretical archaeology	2			L	
	10.2	4, 6	Read Recommended Reading			4		
11	11.1	4, 5, 6	Explanation on basics of the built environment (Architecture, Art, Crafts)	2			L, FV	V
	11.2	4, 5, 6	Anuradhapura sacred city		6			



	11.3	4,5, 6	Read Recommended Reading			4		
12	12.1	4, 6	Introduction to basics of epigraphy and numismatics	2			L	
	12.2	4, 6	Read Recommended Reading			4		
13	13.1	4, 6	Introduction to basics of prehistory and protohistory	2			L	
	13.2	4, 6	Read Recommended Reading			4		
14	14.1	4, 6	Introduction to irrigation archaeology	2			L	
	14.2	4, 6	Read Recommended Reading			4		
15	15.1	4, 5, 6	Introduction to modern techniques related to archaeology	2			L	
	15.2	4, 5, 6	Read Recommended Reading			4		
Total hours				27	06	67		

*Teaching methods: L=Lectures, FV=Field visit, D=Discussion*  
*Assessments methods: V = Viva examination, AS=Assignment*

**Assessment Strategy:**

<b>Continuous Assessment</b>	AS1 -	15%	40%
	AS2 -	15%	
	V -	10%	
<b>End Semester Examination</b>			60%
<b>Total</b>			100%

**Course Coordinator/Teaching Panel:**

<b>Course Coordinator</b>	<b>Teaching Panel</b>
Mr. Chandima Bandara Ambanwala ( <a href="mailto:cbamba@rjt.ac.lk">cbamba@rjt.ac.lk</a> )	Mr. Chandima Bandara Ambanwala ( <a href="mailto:cbamba@rjt.ac.lk">cbamba@rjt.ac.lk</a> )

**Organization of the course:**

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>Theory</b>															
<b>Practical</b>															
<b>Independent Learning</b>															
<b>Assignments</b>															

**Recommended Reading**

- Renfrew, C & Bahn.P, (2005), *Archaeology, The Key Concept*, Ed.by. Routledge, London and New York.
- Renfrew, C. & Bahn P., (2003), *Archaeology: an introduction*, Thames & Hudson, New York.
- Renfrew, C. & Bahn P., (2016), *Archaeology; theories, methods and practice*, 7<sup>th</sup> edition, Themes & Hudson, New York.
- ඇඩ්කින්ස්, ලෙස්ලි හා රෝයි., (1999), *පුරාවිද්‍යා විධිනියම*, පරිවර්තනය විජය දිසානායක, අනුරාධා ප්‍රකාශකයෝ, දෙල්ගොඩ.
- කුරුගල, උදිත එස්. (2003), *පුරාවිද්‍යාවේ ඇතැම් ඉතිහාසයක්*, සමන් ප්‍රකාශකයෝ, නුගේගොඩ.
- ඔස්නායක, එච්.ටී. හා හෙට්ටිගේ යූ. (2008), *පුරාවිද්‍යා ප්‍රවේශය*, විස්තෘත නව සංස්කරණය, ඇස්. ගොඩගේ සහ සහෝදරයෝ, කොළඹ.

**Course Name:** World and Sri Lankan Archaeology

**Course Code:** ARCH11022 (30:00:70)

**Course Capsule:** Timeline of the world and Sri Lankan history, Key figures in the world, South Asian and Sri Lankan archaeology and history, Key archaeological sites in the world, New trends and themes in the global archaeology, History of South Asian archaeology, History of Sri Lankan archaeology (Government and social movements Archaeological theory and schools of archaeological thought, Current research themes in Sri Lankan archaeology, Collaborative research projects (local and international), Data (publications/ data ownership and sharing/ ethics)

**Course Aim:**

To provide knowledge based on local and foreign archaeological contexts, so that student will be able to have a sound knowledge of the concepts of human's biological and cultural evolution, basic knowledge of key figures in the world and regional archaeology, archaeological chronology, significant sites, findings and the formation of historical societies as well as to have a broad understanding of the themes and working environment in the current archaeological research projects (global and Sri Lankan).

**Course ILOs:**

After completeing this course, students should be able to:

1. describe the significant events in the biological and cultural evolution of humans
2. define personal names, place names, historical events, numbers, years, trends in global and regional archaeological history
3. associate the current archaeological research works with social trends
4. work as a team member in a collaborative research project

**Lesson Sequence:**

Week	Lesson No.	Related ILOs	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	Introduction to the biological evolution of human species I	2			L, D	
	1.1	1	Add more information to the outline provided by the lecturer by using recommended readings.			2		
2	2.1	1	Introduction to the biological evolution of human species II	2			L, D	
	2.2	1	Add more information to the outline provided by the lecturer by using recommended readings.			2		
3	3.1	1	Introduction to the cultural evolution of human species	2			L, D	
	3.2	1	Add more information to the outline provided by the lecturer by using recommended readings.			3		
			An introduction and guidance to assignment 1 and 2 will be provided in the first week. Students must select the topics/study area and commence with the instructor's approval before the 4th week.					
4	4.1	1, 2	Timeline of the world and Sri Lankan history	2			L, D	
	4.2	1, 2	Find further details about the chronology of the significant events in the human past by recommended readings.			7		
5	5.1	2	Introduction of the key figures in the world, South Asian and Sri Lankan archaeology and history	2			L, D	
	5.2	2	Interview any archaeologists in Sri Lanka (or world if possible) and prepare his/her biography			7		AS1 start
6	6.1	2	Introduction to the key archaeological sites in the world	1			L, D	
	6.2	2	Find the major archaeological sites in each continent (Use the internet)			7		
7	7.1	3	New trends and themes in the global archaeology	2			L, D	
	7.2	3	What are the current trends in global archaeology? Read recommended			7		

			readings. Also, refer journal articles					
8	8.1	2	Introduction to the history of South Asian archaeology	1			L, D	
	8.2	2	What are the major historical trends that could be identified from the archaeology of SAARC countries? Read recommended readings.			7		
9	9.1	2	Introduction of the history of Sri Lankan archaeology (Government and social movements). Read recommended readings.	2			L, D	
	9.2	2	Collect all the archaeology related reports published/announced in any format of media and summarize them. The assignment should start from the second week of the session.			7		AS2 Start
10	10.1	3	Introduction to the archaeological theory and schools of archaeological thought	4			L, D	
	10.2	3	How do you make decisions and rationalise things in your day to day life? Read recommended readings to familiarise with the thinking process in archaeology			7		
11	11.1	3	Current research themes in Sri Lankan archaeology I	2			L, D	
	11.2	3	Refer the articles in the department blog (find the link below) and identify the research approaches used in each research.			3		
12	12.1	3	Current research themes in Sri Lankan archaeology II	2			L, D	
	12.2	3	Refer the articles in the department blog (find the link below) and identify the research approaches used in each research.			4		
13	13.1	3, 4	Collaborative research projects (local and international)	2			L, D	
	13.2	3, 4	List the major collaborative archaeological research projects done in Sri Lanka. Try to collect the PDF versions of these publications for your future reference.			3		AS1, AS2 Due
14	14.1	3, 4	Working with data (publications/ data ownership and sharing/ ethics) I	2			L, D	
	14.2	3, 4	Summarize the data types you have retrieved in your AS1 & 2. 1. identify the metadata 2. Any thought of publishing the outcome?			2		

			3. Work as a team - share the findings 4. Team up with colleagues and write an article for a journal/conference/blog					
15	15.1	3, 4	Working with data (publications/ data ownership and sharing/ ethics) II	2			L, D	
	15.2	3, 4	Summarize the data types you have retrieved in your AS1 & 2. 1. identify the metadata 2. Any thought of publishing the outcome? 3. Work as a team - share the findings 4. Team up with colleagues and write an article for a journal/conference/blog			2		
Total Hours				30	0	70		

*Teaching methods: L=Lectures, D=Discussion,*

*Assessments methods: AS=Assignment*

### Assessment Strategy:

<b>Continuous Assessment</b>	AS1 - 20%	40%
	AS2 - 20%	
<b>End Semester Examination</b>		60%
<b>Total</b>		100%

<b>Course Coordinator</b>	<b>Teaching Panel</b>
Mr. Thilanka Manoj Siriwardana ( <a href="mailto:thilanka@ssh.rjt.ac.lk">thilanka@ssh.rjt.ac.lk</a> )	Mr. Thilanka Manoj Siriwardana ( <a href="mailto:thilanka@ssh.rjt.ac.lk">thilanka@ssh.rjt.ac.lk</a> )

### Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>Theory</b>															
<b>Practical</b>															
<b>Independent Learning</b>															
<b>Field visits</b>															
<b>Assignments</b>															

### Recommended Reading

- Haviland, William and others, (2011), *Evolution and Prehistory: The Human Challenge*, Wadsworth, Cengage Learning, USA
- Renfrew Colin and Bahn Paul., (2005), *Archaeology, The key concept*, Ed.by., Routledge, London and New York.
- Renfrew, C. & Bahn P., (2016), *Archaeology; theories, methods and practice*, 7th edition, Themes & Hodson, New York.
- Trigger, Bruce., (1996), *A history of archaeological thought*, Cambridge University Press
- <http://departmentofarchaeologyrajarata.blogspot.com/p/reading-materials.html>
- බස්නායක, එච්.ටී., හෙට්ටිගේ, යූ. (2008), *පුරාවිද්‍යා ප්‍රවේශය*, විස්තෘත නව සංස්කරණය, ඇස්. ගොඩගේ සහ සහෝදරයෝ, කොළඹ

**Course Name:** Introduction to Heritage Management

**Course Code:** HEMG11012 (25:10:65)

**Course Capsule:** Concepts of heritage, Heritage definition, Heritage values, Reflections around the world, Evolution of Modern Heritage discourse, The Sri Lankan context in heritage management, Ethics and social/political aspects of heritage and the responsibility of a Heritage manager, Engaging communities/ stakeholders

**Course Aim:** To provide knowledge, skills, and attitudes on heritage, heritage management, and sub-disciplinary approaches enabling graduates to work as heritage managers to protect the country's cultural heritage.

**Course ILOs:**

After completing this course, students should be able to:

1. define “heritage” and its relevance to the society
2. describe why heritage should be managed
3. recognize different heritage values
4. identify Sri Lankan heritage management systems
5. discuss the duties and responsibilities of a heritage manager
6. explain the importance of community engagement in heritage



**Lesson Sequence:**

Week	Lesson No.	Related ILOs	Lesson Title	Time (hours)			Teaching Methods	Assessment Methods
				T	P	IL		
1	1.1	1, 2	Introduction to concepts of Heritage 1	2			L	
	1.2	1, 2	Study the World Heritage web site, recommended reading.			5		
2	2.1	1, 2	Introduction to concepts of Heritage 2	2			L	
	2.2	1, 2	Read the Mahavamsa on heritage practices			5		
3	3.1	1	Heritage Definition 1	2			L, D	
	3.2	1	Defining e the heritage with examples from Sri Lanka			7		AS1 start
4	4.1	1	Heritage Definition 2	2			L, D	
	4.2	1	Continue with AS1			8		
5	5.1	3	Introduction to Heritage values 1	2			L, D	
	5.2	1	Complete AS1			5		AS1 due
6	6.1	3	Introduction to Heritage values 2	2				
	6.2	3	Read recommended reading; values			5		
7	7.1	3	A value assessment of the Kaludiyapokuna site		5			ST1
8	8.1	1, 2	Reflections around the World	2			L, D	
	8.2	1, 2	Study the different heritage management approaches in the world through internet			5		
9	9.1	1, 2	Introduction to evolution of Modern Heritage discourse 1	2			L, D	
	9.2	1, 2	Read recommended reading			5		
10	10.1		Introduction to evolution of Modern Heritage discourse 2	2			L, D	
	10.2		Study the heritage management in India through internet			5		
11	11.1	4	Introduction to Sri Lankan context (Heritage management 1)	2			L, D	
	11.2	4	Explain the history of heritage management in Sri Lanka			5		AS2 start
12	12.1	4	Introduction to Sri Lankan context (Heritage management 2)	2			L, D	
	12.2	4	Continue with AS2			5		

13	13.1	4	Map the heritage management system in Mihintalaya site		5			ST2
14	14.1	5	Ethics and social/political aspects of heritage and the responsibility of a Heritage manager	2			D, FV	V, AS2 due
	14.2	4	Complete AS2			5		
15	15.1	6	Importance of engaging communities/ stakeholders	1			L	
Total Hours				25	10	65		

*Teaching methods: L=Lectures, FV=Field visit, D=Discussion*

*Assessments methods: V = Viva examination, ST = Spot Tests, AS=Assignment*

### Assessment Strategy:

<b>Continuous Assessment</b>	AS1 – 10%	40%
	AS2 – 10%	
	ST1 – 10%	
	ST2 – 10%	
<b>End Semester Examination</b>		60%
<b>Total</b>		100%

<b>Course Coordinator</b>	<b>Teaching Panel</b>
Prof. Nuwan Abeywardana ( <a href="mailto:nuwan@ssh.rjt.ac.lk">nuwan@ssh.rjt.ac.lk</a> )	Prof. Nuwan Abeywardana ( <a href="mailto:nuwan@ssh.rjt.ac.lk">nuwan@ssh.rjt.ac.lk</a> )

### Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>Theory</b>	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
<b>Practical</b>							■						■		
<b>Independent Learning</b>	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
<b>Field visits</b>															
<b>Assignments</b>			■								■				

### Recommended Reading

- Dagens Trans B., (1985)., "Restoration." In: *Mayamata: An Indian Treatise on Housing Architecture and Iconography*. Sitaram Bhartia Institute of Scientific Research. New Dehli, p. 334-341. (Chapter on Renovation)
- Jokilehto, J. "On definitions of cultural heritage." In: *ICOMOS ICLAFI E-Journal 1*, (2009), p 4-26.
- Magar, V. "Conserving Religious Heritage within Communities in Mexico." In: *Conservation of Living Religious Heritage*. Ed. H. Stovel, N. Stanley-Price, and R. Killick. Rome: ICCROM, 2006, p. 86-93. (ICCROM: XXI 562)
- Sully, D. "Conservation Theory and Practice. Materials, Values and People in Heritage Conservation" In: *The International Handbooks of Museum Studies, First Edition*. General Editors: Sharon Macdonald and Helen Rees Leahy. Vol 4: Practice, Edited by Conal McCarthy, John Wiley & Sons, 2013, p. 1-21.
- මැන්දිස්, තුසිත. හා ගුණරත්න. ශාමලී., (2016), *උරුම කළමනාකරණ ප්‍රවේශය*, කර්තෘ ප්‍රකාශනයකි, අනුරාධපුරය.

**Course Name:** Natural and Cultural Heritage

**Course Code:** HEMG11022 (30:0:70)

**Course Capsule:** World Heritage Convention and its activities, Characterizing natural and cultural heritage, Assessing values in culture and nature sector, Nomination to World Heritage: Outstanding Universal value: criteria; authenticity, integrity and management, Introduction to the World Heritage sites in Sri Lanka, World Heritage and international relations, World Heritage and sustainable development/ Policy, Management Planning for natural and cultural heritage, Programs on linking nature and culture

**Course Aim:** To provide the basic knowledge that a heritage manager should possess about the natural and cultural heritage to prepare the students to receive more advanced knowledge and skills in the higher levels of the degree program and think about the potential practical working areas in their future career and set goals that will bring solutions to the current economy through a well-balanced heritage manager.

**Course ILOs:**

After completing this course, students should be able to:

1. explain the concepts and practices surrounding World Heritage covering both natural and cultural aspects
2. recognize the common issues in cultural and natural heritage management and exhibit necessary skills on related issues
3. relate the World Heritage concept with the national requirements and position themselves in the heritage management mechanism

**Lesson Sequence:**

Week	Lesson No.	Related ILOs	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	Introduction to the World Heritage Convention and its activities	2			L, D	
	1.2	1	Read the world heritage convention and find the background of the convention			5		
2	2.1	2	Characterising natural heritage/Assessing values in nature sector 1	2			L, D	
	2.2	2	Read recommended reading. Summarise and list the values of natural heritage. Conduct an individual study of a selected unique cultural or natural entity in your region (AS 1). The assignment is due at the end of the 15 <sup>th</sup> week.			4		AS 1 Start
3	3.1	2	Characterising cultural heritage/Assessing values in culture sector 2	2			L, D	
	3.2	2	Read recommended reading. Summarise and list the values of cultural heritage. Conduct an individual study of a selected unique cultural or natural entity in your region (AS 1). The assignment is due at the end of the 15 <sup>th</sup> week.			5		
4	4.1	1	Nomination to World Heritage: Outstanding Universal value: criteria; authenticity, integrity and management 1	2			L, D	
	4.2	1	Read recommended reading and prepare a summary.			4		
5	4.1	1	Nomination to World Heritage: Outstanding Universal value: criteria; authenticity, integrity and management 2	2			L, D	
	4.2	1	Read recommended reading and prepare a summary.			5		
6	5.1	1	Introduction to the World Heritage sites in Sri Lanka 1	2			L, D	
	5.2	1	Read recommended reading and search for the other sites in Sri Lanka			4		
7	5.1	1	Introduction to the World Heritage sites in Sri Lanka 2	2			L, D	

	5.2	1	Read recommended reading and search for the other sites in Sri Lanka			5		
8	6.1	2,3	World Heritage and international relations 1	2			L, D	
	6.2	2,3	Read recommended reading and summarize			4		
9	6.1	2,3	World Heritage and international relations 2	2			L, D	
	6.2	2,3	Read recommended reading and summarize			5		
10	7.1	2,3	World heritage related management issues in Sri Lanka	2			L, D	
	7.2	2,3	Select a world heritage site in Sri Lanka and identify the issues the site is facing			5		
11	8.1	2,3	World Heritage and sustainable development/ Policy 1	2			L, D	
	8.2	2,3	Read recommended reading. Search several policy documents and brief your policy document for a selected world heritage. AS 2 is due at the end of the 15 <sup>th</sup> week.			4		AS 2 Start
12	8.1	2,3	World Heritage and sustainable development/ Policy 2	2			L, D	
	8.2	2,3	Read recommended reading. Search several policy documents and brief your policy document for a selected world heritage. AS 2 is due at the end of the 15 <sup>th</sup> week.			5		
13	9.1	2,3	Management Planning for natural heritage	2			L, D	
	9.2	2,3	Read recommended reading			5		
14	10.1	2,3	Management Planning for cultural heritage	2			L, D	
	10.2	2,3	recommended reading			4		
15	11.1	2,3	Programs on linking nature and culture	2			L, D	
	11.2	2,3	Read recommended reading			6		AS1, AS2 Due
Total Hours				30	0	70		

Teaching methods: L=Lectures, D=Discussion,

Assessments methods: AS=Assignment

**Assessment Strategy:**

<b>Continuous Assessment</b>	AS1 - 20	40%
	AS2 - 20	
<b>End Semester Examination</b>		60%
<b>Total</b>		100%

<b>Course Coordinator</b>	<b>Teaching Panel</b>
Mr. Thilanka Manoj Siriwardana ( <a href="mailto:thilanka@ssh.rjt.ac.lk">thilanka@ssh.rjt.ac.lk</a> )	Mr. Thilanka Manoj Siriwardana ( <a href="mailto:thilanka@ssh.rjt.ac.lk">thilanka@ssh.rjt.ac.lk</a> )

**Organization of the course:**

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>Theory</b>															
<b>Practical</b>															
<b>Independent Learning</b>															
<b>Field visits</b>															
<b>Assignments</b>															

**Recommended Reading**

- International charters for conservation and restoration by UNESCO and ICOMOS
- IUCN, (2014), *The Benefits of Natural World Heritage: Identifying and assessing ecosystem services and benefits provided by the world's most iconic natural places*, IUCN, Switzerland
- Kari, Susanna and Mechtild Rossler., (2017), *A world heritage perspective on culture and nature- beyond a shared platform*, *The George Wright Forum*, vol. 34, no. 2, pp. 134–141
- Silva, Roland, *The Cultural Triangle of Sri Lanka, in the Archaeological heritage management in the modern world*, ed. by Henry Cleere, Unwin Hyman, London
- UNESCO and IUCN, (2012), *Managing the natural heritage*
- Weerasinghe, Jagath., (2005), *Cultural heritage and society in Sri Lanka*, in the *proceedings of the 12<sup>th</sup> seminar on the conservation of Asian cultural Heritage*, National Research Institute for Cultural Properties, Tokyo
- Find more materials from the <http://departmentofarchaeologyrajarata.blogspot.com/p/reading-materials.html>

**Course Name:** Ancient Civilizations of the World

**Course Code:** ARCH12012 (27:06:67)

**Course Capsule:** Definitions on civilisation, History of civilisation studies, Theories of urbanisation, Distribution and time scale, early Farming societies, civilisations of Various Parts of World : Euphrates and Tigris, Nile, Yellow river, Indus Valley, Greek, Roman, Minoan and other European civilisation, Maya and, Agro-irrigation civilization of Sri Lanka

**Course Aim:** To provide knowledge in ancient civilizations enabling students to use them accurately at a professional level to identify and interpret the material culture, technology, and distribution of ancient societies.

**Course ILOs:**

After completeing this course, students should be able to:

1. explain the concept of civilisation
2. identify the civilizations that emerged in various regions of the world



**Lesson Sequence:**

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching Methods	Assessment Methods
				T	P	IL		
1	1.1	1	Definitions	2			L, D	
	1.2	1	Read Recommended Reading			2		
2	2.1	1,2	History of studying the civilisations	2			L	
	2.2	1,2	Read Recommended Reading			3		
3	3.1	1,2	Introduction to theories of urbanisation	1			L, D	
	3.2	1,2	Explain the features of ancient urbanization with examples			8		AS1 start
	4.1	1,2	Distribution and time scale	1			L	
	4.2	1,2	Continue AS1			4		
4	5.1	1,2	Introduction to early farming societies in middle east and central Asia	2			L	
	5.2	1,2	Complete AS1			4		AS1 due
5	6.1	1,2	Euphrates and Tigris civilisation	2			L	
	6.2	1,2	Read Recommended Reading			4		
6	7.1	1,2	Nile river civilisation 1	2			L	
	7.2	1,2	Read Recommended Reading			2		
7	7.1	1,2	Nile river civilisation 2	2				
	7.2	1,2	Read Recommended Reading			2		
8	7.1	1,2	Nile river civilisation 3	1				
	7.2	1,2	Read Recommended Reading			4		
9	8.1	1,2	Yellow river civilisation	2				
	8.2	1,2	Read Recommended Reading			4		
10	9.1	1,2	Indus Valley civilisation	2			L	
	9.2	1,2	Read Recommended Reading			4		
11	10.1	1,2	Greek civilisation	2			L	

	10.2	1,2	Explain the basic features of Greek civilization and its inspiration for the later other civilizations.			6		AS2 start
12	11.1	1,2	Roman civilisation	2			L	
	11.2	1,2	Continue AS1			4		
13	12.1	1,2	Minoan and other European civilisations	1			L	
	12.2	1,2	Complete AS2			4		AS2 due
14	13.1	1,2	Maya and Inca civilisations	1			L	
	13.2	1,2	Read Recommended Reading			4		
15	14.1	1,2	Agro-irrigation civilization of Sri Lanka	2	6		D, FV	ST
	14.2	1,2	Read Recommended Reading			8		
Total Hours				27	06	67		

*Teaching methods: L=Lectures, FV=Field visit, D=Discussion*

*Assessments methods: ST = Spot Test, AS=Assignment*

**Assessment Strategy:**

<b>Continuous Assessment</b>	AS1 - 15%	40%
	AS2 - 15%	
	ST - 10%	
<b>End Semester Examination</b>		60%
<b>Total</b>		100%

<b>Course Coordinator</b>	<b>Teaching Panel</b>
Mr. Chandima Bandara Ambanwala ( <a href="mailto:cbamba@rjt.ac.lk">cbamba@rjt.ac.lk</a> )	Mr. Chandima Bandara Ambanwala - ( <a href="mailto:cbamba@rjt.ac.lk">cbamba@rjt.ac.lk</a> )
	Mr. Thilanka Manoj Siriwardana - ( <a href="mailto:thilanka@ssh.rjt.ac.lk">thilanka@ssh.rjt.ac.lk</a> )

**Organization of the course:**

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>Theory</b>	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
<b>Practical</b>															■
<b>Independent Learning</b>		■	■	■	■	■	■	■	■	■	■	■	■	■	■
<b>Field visits</b>															■
<b>Assignments</b>			■								■				

**Recommended Reading**

- ඉලංගසිංහ, මංගල., (2003), *ඉන්දු නිම්න අධිරාජ්‍යය*, ඇස්, ගොඩගේ සහ සහෝදරයෝ, කොළඹ.
- කරුණානන්ද, උක්කුබණ්ඩා., (2010), *සුමේරියානු ශිෂ්ටාචාරය*, ඇස්. ගොඩගේ සහ සහෝදරයෝ, කොළඹ.
- පීරිස්, මර්ලින්., (2002), *පැරණි මිසරය*, පරි. ඩී.ආර්. පොන්නම්පෙරුම, එස්. ගොඩගේ සහ සහෝදරයෝ, කොළඹ.
- සෝමදේව, රාජී. පද්මසිරි කන්නන්ගර හා අනුන්තරාදේවී විද්‍යාලංකාර (2016), *ඉපැරණි ලෝක ශිෂ්ටාචාර*, අධ්‍යාපන ප්‍රකාශන දෙපාර්තමේන්තුව.
- Scarre, Christopher & Brain M. Fagan (1997), *Ancient Civilizations*, Longman, New York.

**Course Name:** Traditional Technology and Craft

**Course Code:** ARCH12022 (15:30:55)

**Course Capsule:** Introduction to technology and techniques, Traditional technology and craftsmanship through historical records, Traditional earthen techniques and technology, Ancient metal technology of Sri Lanka, Traditional stone works, Ancient glass technology of Sri Lanka, wooden craftsmanship and works, Beads production technology in Sri Lanka, Socio-Economic background of pre-industrial crafts, Lapidary works, lacquer works, Brassware, Jewelry, The technology of Household articles, Current socio-economic issues of the artisans, Government policy decisions and measures.

**Course Aim:** To provide knowledge and awareness on socio-technological concepts of ancient craft and technology enabling students to promote ancient craft industries in Sri Lanka

**Course ILOs:**

After completing this course, students should be able to:

1. describe the social-technological concept
2. explain the traditional techniques and its social, political, economic and cultural backgrounds
3. distinguish the thoughts and development of ancient humans through ancient technology
4. evaluate the current socio-economic trends and relate them with the governmental decisions

**Lesson Sequence:**

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1, 2	Introduction to technology and techniques	1			L, D	
	1.2	1, 2	Read recommended reading			3		
	2.1	1,2,3	Traditional technology and craftsmanship through historical records	1			L, D	
	2.2		Evaluate the historical evaluation of craftsmanship			3		AS1 start
2	3.1	1,2,3	Traditional earthen techniques and technology		10		FV	V, AS2 Start
	3.3	1,2,3	Continue with AS1			4		
3	4.1	1,2,3	Ancient metal technology of Sri Lanka	1			L, D	
	4.2	1,2,3	Complete AS1			4		AS1 due
4	5.1	1,2,3	Traditional stone works	1			L, D	
	5.2	1,2,3	Engaging with stone works		5		FV	
	5.3	1,2,3	Read recommended reading			4		
5	6.1	1,2,3	Ancient glass technology of Sri Lanka	1			L, D	
	6.2	1,2,3	Characterization of ancient glass technology			4		AS2 Due
6	7.1	1,2,3	Wooden craftsmanship and works	1			L, D	
	7.2	1,2,3	Wooden crafts			4		ST1
7	8.1	1,2,3	Beads production technology in Sri Lanka	1			L, D	
	8.2	1,2,3	Read recommended reading			4		
8	9.1	1,2,3	Socio-Economic background of pre-industrial crafts	1			L, D	
	9.2	1,2,3	Read recommended reading			4		
9	10.1	4	Lapidary works	1			L, D	
	10.2	4	Read recommended reading			3		
10	11.1	4	Lacquer works	1			L, D	

	11.2	4	Engaging with lacquer works		5		FV	ST2
	11.3	4	Read recommended reading			3		
11	12.1	4	Brassware	1			L, D	
	12.2	4	Engaging with brassware		5		FV	
	12.3	4	Read recommended reading			3		
12	13.1	4	Jewelry industry	1			L, D	
	13.2	4	Engaging with jewelry techniques		5		FV	
	13.3	4	Read recommended reading			3		
13	14.1	2,4	Technology of Household articles	1			L, D	
	14.2	2,4	Read recommended reading			3		
14	15.1	4	Current socio-economic issues of the artisans	1			L, D	
	15.2	4	Read recommended reading			3		
15	16.1	4	Government policy decisions and measures	1			L, D	
	16.2	4	Read recommended reading			3		
Total Hours				15	30	55		

*Teaching methods: L=Lectures, FV=Field visit, D=Discussion*

*Assessments methods: V = Viva examination, Spot Tests=ST, AS=Assignment*

**Assessment Strategy:**

<b>Continuous Assessment</b>	AS1 - 10%	40%
	AS2 - 10%	
	ST1 - 10%	
	ST2 - 10%	
<b>End Semester Examination</b>		60%
<b>Total</b>		100%

<b>Course Coordinator</b>	<b>Teaching Panel</b>
Prof. Thusitha Mendis ( <a href="mailto:thusitha@ssh.rjt.ac.lk">thusitha@ssh.rjt.ac.lk</a> )	Prof. Thusitha Mendis ( <a href="mailto:thusitha@ssh.rjt.ac.lk">thusitha@ssh.rjt.ac.lk</a> )
	Prof. Chandana Rohana Withanachchi ( <a href="mailto:chandana@ssh.rjt.ac.lk">chandana@ssh.rjt.ac.lk</a> )
	Mr.Chandima Bandara Ambanwala ( <a href="mailto:cbamba@rjt.ac.lk">cbamba@rjt.ac.lk</a> )

**Organization of the course:**

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>Theory</b>	■		■		■		■		■		■		■		■
<b>Practical</b>		■		■		■		■		■		■		■	
<b>Independent Learning</b>	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
<b>Field visits</b>		■		■		■		■		■		■		■	
<b>Assignments</b>	■	■													

**Recommended Reading**

- Coomaraswamy, A.K. (1964). The Arts & crafts of India & Ceylon. The noonday Press A division of Farrar straus and company. New York.
- කුමාරස්වාමි, ඒ.කේ. (1994). මධ්‍ය කාලීන සිංහල කලා. පරි. එච්.ආර්. සෝමරත්න. ජාතික කෞතුකාගාර දෙපාර්තමේන්තුව. කොළඹ.
- මැන්දිස්, ටී., විතානාච්චි, සී.ආර්. (2016). ශ්‍රී ලංකාවේ පුරාණ තාක්‍ෂණය හා සම්පත් පරිහරණය. කර්තෘ ප්‍රකාශන. වාරියපොළ.
- මැන්දිස්, ටී. (2017). පුරාණ මැටිබඳුන් තාක්‍ෂණය හා ජේතවන විහාරයේ මැටි බඳුන් වර්ගීකරණය. සන්දේශා ප්‍රකාශකයෝ. නුගේගොඩ.
- තිලකසිරි, ජේ. (1994). ශ්‍රී ලංකාවේ පාරම්පරික ශිල්ප ගම් හා පාරම්පරික ශිල්පීන්ගෙන් පැවත එන පවුල් පිළිබඳ සම්කෂණයක් (කොටසක ඉන්ග්‍රීසි පරිවර්තනයක් සහිතව). ආර්. ගොඩගේ සහ සහෝදරයෝ. කොළඹ.
- විතානාච්චි, සී.ආර්. ඇන්දළ කැටයම් කලාව. කර්තෘ ප්‍රකාශන.
- ලගමුව, ඒ. ශ්‍රී ලංකාවේ බෞද්ධ ප්‍රතිමා ලක්ෂණ. මධ්‍යම සංස්කෘතික අරමුදල.

**Course Name:** Introduction to Rajarata Heritage

**Course Code:** HEMG12012 (30:00:70)

**Course Capsule:** Define Rajarata, Traditional Rajarata vapi gam and farming, Current water, farming and harvesting issues, Maha Bodhi tradition, Rajarata architectural heritage, Ethnic and cultural groups, Linguistic heritage, Traditional medicinal practices, Handicraft, Traditional festivals, Customs and traditions, Religions, Folklore, Magic and superstitions, Emerging issues in the region and the academic responsibility

**Course Aim:** To provide a comprehensive knowledge of the heritage in the region covered by ancient Rajarata enabling to create a graduate who is sensitive to the natural and cultural heritage values in the Rajarata and peripheral regions

**Course ILOs:**

After completing this course, students should be able to:

1. define the Rajarata region according to its historical status, geographical boundaries and political authority
2. explain the natural and cultural heritage located in Rajarata
3. describe the unique features of the Rajarata heritage
4. review the current social conditions, issues and policies



**Lesson Sequence:**

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	Introduction and Define Rajarata	2			L, D	
	1.2	1	Read recommended reading			5		
2	2.1	2,3	Traditional Rajarata vev gam and Farming 1	2			L, D, FV	
	2.2	2,3	Assessing traditional land use practices			5		AS1 start
3	2.1	2,3	Traditional Rajarata vev gam and Farming 2	2			L, D	
	2.2	2,3	Continue with AS1			5		
4	3.1	2,3	Current water, farming and harvesting issues	2			L, D	
	3.2	2,3	Continue with AS1			5		
5	4.1	4	Maha Bodhi tradition	2			L, D	
	4.2	2,3	Complete AS1			5		AS1 due
6	5.1	2,3	Rajarata architectural heritage	2			L, D	
	5.2	2,3	Read recommended reading			5		
7	6.1	2,3	Introduction to Ethnic and cultural groups	2			L, D	
	6.2	2,3	Brief the cultural identities of each community you have studied.			5		AS2 start
8	7.1	2,3	Linguistic heritage	2			L, D	
	7.2	2,3	Continue with AS2			5		
9	8.1	2,3	Traditional medicinal practices	2			L, D	
	8.2	2,3	Meet a traditional medicine practitioner in the region and discuss the value and challenges in the practice			5		
10	9.1	2,3	Introduction to handicraft	2			L, D	
	9.2	2,3	Visit the regional small scale markets (pola) and observe the types of handicrafts. What can you say about the regional handicraft market?			5		AS2 due

11	10.1	2,3	Values of traditional festivals	2			L, D	
	10.2	2,3	Participate in any traditional ritual or festival in the region and write an article about the event. AS 1 is due at the end of the 15th week.			5		
12	11.1	2,3	Customs and traditions	2			L, D	
	11.2	2,3	Read recommended reading			4		
13	12.1	2,3	Religions (Buddhism, Hinduism, mythologies)	2			L, D	
	12.2	2,3	Read recommended reading			4		
14	13.1	2,3	Introduction to the folklore, magic and superstitions	2			L, D	
	13.2	2,3	Find more about the folklore, magic and superstitions in the region and ways to manage the values of such heritage			4		
15	14.1	4	Emerging issues in the region and the academic responsibility	2			L, D	
	14.2	4	Read recommended reading			3		
Total Hours				30	0	70		

*Teaching methods: L=Lectures, P=Practical, FV=Field visit, D=Discussion*

*Assessments methods: AS=Assignment*

**Assessment Strategy:**

<b>Continuous Assessment</b>	AS1 - 20%	40%
	AS2 - 20%	
<b>End Semester Examination</b>		60%
<b>Total</b>		100%

<b>Course Coordinator</b>	<b>Teaching Panel</b>
Prof. Chandana Rohana Withanachchi ( <a href="mailto:chandanaw@ssh.rjt.ac.lk">chandanaw@ssh.rjt.ac.lk</a> )	Prof. Nuwan Abeyawardana ( <a href="mailto:nuwan@ssh.rjt.ac.lk">nuwan@ssh.rjt.ac.lk</a> )
	Mr. Chandima Bandara Ambanwala ( <a href="mailto:cbamba@rjt.ac.lk">cbamba@rjt.ac.lk</a> )
	Mr. Thilanka Manoj Siriwardana ( <a href="mailto:thilanka@ssh.rjt.ac.lk">thilanka@ssh.rjt.ac.lk</a> )

**Organization of the course:**

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>Theory</b>															
<b>Practical</b>															
<b>Independent Learning</b>															
<b>Field visits</b>															
<b>Assignments</b>															

**Recommended Reading**

- අවිසදහාමී, උදුල බණ්ඩාර (2015), *වැව*, ප්‍රාචී ප්‍රකාශන, හෝකන්දර.
- ධර්මදාස, කේ.එන්.ඕ. හා එච්.එම්.එස්. තුන්දෙනිය (2015), *සිංහල දේව පුරාණය*, සී/ස ඇස්. ගොඩගේ සහ සහෝදරයෝ (පුද්.) සමාගම, කොළඹ.
- පාකර්, හෙන්රි (2008), *පුරාණ ලංකාව*, පරිවර්තනය නිස්සංක පෙරේරා, ඇස්. ගොඩගේ සහ සහෝදරයෝ, කොළඹ.
- මානෑව, කේ.බී. (2004), *නුවරකලාවියේ ජන මංගල්ල*, ඇස්. ගොඩගේ සහ සහෝදරයෝ, කොළඹ.
- ලීච්, ඊ.ආර්. (2003), *පුළුළිය*, අනුවාදක. එම්.ඩී.එච්. සෙනෙවිරත්න, සූරිය ප්‍රකාශකයෝ, කොළඹ.
- විජේසේකර, නන්දදේව (2015), *ශ්‍රී ලංකාවේ උරුමය*, සී/ස ඇස්. ගොඩගේ සහ සහෝදරයෝ (පුද්.), කොළඹ.

**Course Name:** Heritage Typologies

**Course Code:** HEMG12022 (30:00:70)

**Course Capsule:** Introduction to cultural heritage typologies: archaeological sites/ monuments/ historic city centers/ vernacular architecture/ cultural landscapes/ agricultural landscapes/ colonial heritage, Architectural heritage influenced by South India, Performing arts influenced by other cultures, Architectural heritage based on Portuguese culture, Architectural heritage based on Dutch culture, Architectural heritage based on English/British culture, Intellectual heritage, Intangible cultural heritage, Cultural landscapes, Industrial heritage, Other cultural influence for visual art and household materials in Sri Lanka

**Course Aim:** To draw the attention of the undergraduates to a variety of heritage typologies that needs to be managed for the benefit of heritage as well as society.

**Course ILOs:**

After completing this course, students should be able to:

1. describe the heritage typologies and their different roles in the society
2. explain the value of studying and protecting all typologies
3. define the national and international criteria for understanding different typologies
4. apply the social dialogue relevant to diverse typologies

**Lesson Sequence:**

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	Introduction to cultural heritage typologies: archaeological sites/ monuments/ historic city centers/ vernacular architecture/ cultural landscapes/ agricultural landscapes/ colonial heritage 1	2			L, D	
	1.2	1	Read recommended reading			5		
2	1.1	1	Introduction to cultural heritage typologies: archaeological sites/ monuments/ historic city centers/ vernacular architecture/ cultural landscapes/ agricultural landscapes/ colonial heritage 2	2			L, D	
	1.2	1	Read recommended reading			5		
3	2.1	1,2	Architectural heritage influenced by South India 1	2			L, D	
	2.2	1,2	Assessing architecture influenced by South India			5		AS1 start
4	2.1	1,2	Architectural heritage influenced by South India 2	2			L, D	
	2.2	1,2	Continue AS1			5		
5	3.1	1,2	Performing arts influenced by other cultures	2			L, D	
	3.2	1,2	Complete AS1			5		AS1 due
6	4.1	1,2	Architectural heritage based on Portuguese culture	2			L, D	
	4.2	1,2	Read recommended reading			5		
7	5.1	1,2	Architectural heritage based on Dutch culture	2			L, D, FV	
	5.2	1,2	Read recommended reading			5		
8	6.1	1,2	Architectural heritage based on English/British culture	2			L, D, FV	
	6.2	1,2	Read recommended reading			5		
9	7.1	3,4	Intellectual heritage	2			L, D	
	7.2		Read recommended reading			5		
10	8.1	3,4	Intangible cultural heritage 1	2			L, D	V

	8.2	3,4	Documenting intangible heritage in Sri Lanka			5		AS2 start
11	8.1	3,4	Intangible cultural heritage 2	2			L, D	
	8.2	3,4	Continue AS2			4		
12	9.1	3,4	Cultural landscapes	2			L, D	
	9.2	3,4	Complete AS2			4		AS2 due
13	10.1	3,4	Industrial heritage 1	2			L, D	
	10.2	3,4	Read recommended reading			4		
14	10.1	3,4	Industrial heritage 2	2			L, D	
	10.2	3,4	Read recommended reading			4		
15	11.1	2,3,4	Other cultural influence for visual art and household materials in Sri Lanka	2			L, D	
			Read recommended reading			4		
Total Hours				30	0	70		

*Teaching methods: L=Lectures, FV=Field visit, D=Discussion*

*Assessments methods: V = Viva examination, AS=Assignment*

### Assessment Strategy:

Continuous Assessment	AS1 - 20%	40%
	AS2 - 20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Prof. Thusitha Mendis ( <a href="mailto:thusitha@ssh.rjt.ac.lk">thusitha@ssh.rjt.ac.lk</a> )	Prof. Thusitha Mendis ( <a href="mailto:thusitha@ssh.rjt.ac.lk">thusitha@ssh.rjt.ac.lk</a> ) Prof. Nuwan Abeywardana ( <a href="mailto:nuwan@ssh.rjt.ac.lk">nuwan@ssh.rjt.ac.lk</a> )

### Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Practical															
Independent Learning	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Field visits							■	■							
Assignments			■							■					

### Recommended Reading

- *Education and Training in Safeguarding Heritage*, Select Papers by Jukka Jokilehto, Editor Saša Dobričić
- Jokilehto, J. "On definitions of cultural heritage." In: ICOMOS ICLAFI E-Journal 1, (2009), p 4-26.
- Sitaram Bhartia Institute of Scientific Research. *Restoration In: Mayamata: An Indian Treatise on Housing Architecture and Iconography*. Trans. B. Dagens. New Dehli, 1985, p. 334-341. (Chapter on Renovation)
- Wijesuriya G. *Conservation in Context In: Conservation and Preservation: Interactions between Theory and Practice* In memoriam Alois Riegl (1858 – 1905) – Proceedings of the International Conference of the ICOMOS International Scientific Committee for the Theory and and the Philosophy of Conservation and Restoration, Vienna, 23-27 April 2008, Eds. M. S. Falser, W. Lipp, A. Tomazewsky. Polistampa, Firenze, 2010. p. 233-248.
- මැන්දිස්, කුසිත හා ශ්‍යාමලී ගුණරත්න (2016), උරුම කළමනාකරණ ප්‍රවේශය, කර්තෘ ප්‍රකාශනයකි, අනුරාධපුරය.

**Course Name:** Socio-economic History of Ancient India and Sri Lanka

**Course Code:** ARCH21012 (30:00:70)

**Course Capsule:** What is history, Historiography and historian, Historical sources in Indian sub-continent (India and Sri Lanka), Geological and geographical background of history, The early history of North India, The early history of Deccan, Mahavamsa and other Pali chronicles, Social and Economic history of Anuradhapura period, History of Rohana Kingdom, History of Jaffna Kingdom, Social and Economic history of the Polonnaruwa period, Sri Lanka and the trade links, Historical links of Sri Lanka with South-East Asia, South- West Kingdoms of Sri Lanka, Kandyan kingdom

**Course Aim:** To provide knowledge on the history of the South Asian region and Sri Lanka enabling students to solve complex socio-economic and political questions.

**Course ILOs:**

After completing this course, students should be able to:

1. distinguish history and historiography
2. describe the socio-economic history of India and Sri Lanka
3. explain the features of socio-economic history through material sources



**Lesson Sequence:**

Week	Lesson No.	Related ILOs	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	What is history?	2			L, D	
	1.2	1	Read recommended reading			5		
2	2.1	1	Introduction to historiography and historian	2			L, D	
	2.2	1	Read recommended reading			5		
3	3.1	2, 3	Historical sources in Indian sub-continent (India and Sri Lanka)	2			L, D	V
	3.2	2, 3	Define historical sources			5		AS1 start
4	4.1	2, 3	Geological and geographical background of history	2			L, D	
	4.2	2, 3	Continue with AS1			5		
5	5.1	2, 3	Early history of North India	2			L, D	
	5.2	2, 3	Complete AS1			5		AS1 due
6	6.1	2, 3	Early history of Deccan	2			L, D	
	6.2	2, 3	Read recommended reading			5		
7	7.1	2, 3	Mahavamsa and other Pali chronicles	2			L, D	
	7.2	2, 3	Read recommended reading			5		
8	8.1	2, 3	Social and Economic history of Anuradhapura period	2			L, D	
	8.2	2, 3	Analyzing the Anuradhapura kingdom			5		AS2 start
9	9.1	2, 3	History of Rohana Kingdom	2			L, D	
	9.2	2, 3	Continue with AS2			5		
10	10.1	2, 3	History of Jaffna Kingdom	2			L, D	
	10.2	2, 3	Complete AS2			5		AS2 due
11	11.1	2, 3	Social and Economic history of the Polonnaruwa period	2			L, D	
	11.2	2, 3	Read recommended reading			4		

12	12.1	2, 3	Sri Lanka and the trade links	2			L, D	
	12.2	2, 3	Read recommended reading			4		
13	13.1	2, 3	Historical links of Sri Lanka with South-East Asia	2			L, D	
	13.2	2, 3	Read recommended reading			4		
14	14.1	2, 3	South- West Kingdoms of Sri Lanka	2			L, D	
	14.2	2, 3	Read recommended reading			4		
15	15.1	2, 3	Kandyan kingdom	2			L, D	
	15.2	2,3	Read recommended reading			4		
Total Hours				30	0	70		

*Teaching methods: L=Lectures, D=Discussion*

*Assessments methods: V = Viva examination, AS=Assignment*

**Assessment Strategy:**

<b>Continuous Assessment</b>	AS1 - 20%	40%
	AS2 - 20%	
<b>End Semester Examination</b>		60%
<b>Total</b>		100%

<b>Course Coordinator</b>	<b>Teaching Panel</b>
Prof. C.R Withanachchi ( <a href="mailto:chandanaw@ssh.rjt.ac.lk">chandanaw@ssh.rjt.ac.lk</a> )	Prof C.R Withanachchi ( <a href="mailto:chandanaw@ssh.rjt.ac.lk">chandanaw@ssh.rjt.ac.lk</a> )

**Organization of the course:**

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>Theory</b>															
<b>Practical</b>															
<b>Independent Learning</b>															
<b>Field visits</b>															
<b>Assignments</b>															

**Recommended Reading**

- Davy, J. (1821). An Account of the Interior of Ceylon. Tisara Prakasakayo Ltd. Dehivala.
- Karunananda, U.B. (2006). Nuwarakalawiya and North Central Province under British Administration. Research Centre for Social Sciences. University of Kelaniya. Kelaniya.
- ඉතිහාසයේ අතීතය. (2005). සංස්. රණවීර ලෙස්ලි ගුණවර්ධන. ඇස්. ගොඩගේ සහ සහෝදරයෝ. කොළඹ.
- පාකර්, එච්. (2008). පුරාණ ලංකාව. පරිවර්තනය නිස්සංක පෙරේරා. ඇස්. ගොඩගේ සහ සහෝදරයෝ. කොළඹ.
- ලංකා විශ්වවිද්‍යාලයේ ලංකා ඉතිහාසය. (2001). 1 කාණ්ඩය. 1 භාගය. සංස්. නිකලස් ආටිගල හා තවත් අය. විද්‍යාලංකාර විශ්වවිද්‍යාලයේ සිංහල පරිවර්තනය.
- ලංකා විශ්වවිද්‍යාලයේ ලංකා ඉතිහාසය. ෪ කාණ්ඩය. ෪෪ භාගය (1971). විද්‍යාලංකාර විශ්වවිද්‍යාලයේ පයෙඕෂණ අංශය. කැලණිය.
- ලියනගමගේ, ඒ. (2002). මධ්‍යකාලීන ලංකා ඉතිහාසය. අධ්‍යාපන ප්‍රකාශන දෙපාර්තමේන්තුව. කොළඹ.

**Course Name:** Theory and Methods in Archaeology

**Course Code:** ARCH21022 (20:20:60)

**Course Capsule:** Introduction to the religions, philosophy and thought, Defining theory and theorem, Impact of primary European philosophical schools on Theoretical Archaeology, Applying theoretical thinking into the studies, Introduction to archaeological exploration, Ground survey methods, Geophysical survey, Aerial survey methods and photogrammetry, Positioning and Global Positioning System, Archaeological excavation methods and techniques, Archaeological excavation recording methods, Artifact classification, analyzing, Dating methods

**Course Aim:** To provide knowledge on why, who and how the archaeologist interprets the archaeological data, enabling students to use them as field archaeologists to deal with their archaeological findings.

**Course ILOs:**

After completing this course, students should be able to:

1. describe the philosophy base to develop the archaeological knowledge
2. explain the development of archaeological theory
3. apply the basic theoretical concepts to the archaeological studies
4. select adequate methodology and methods for an archaeological exploration
5. initiate, plan and implement archaeological field practices while evaluating the process
6. develop research and analytical techniques and interpretive skills associated with practical archaeology

**Lesson Sequence:**

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1,2	Introduction to the religions, philosophy and thought	2			L, D	
	1.2	1,2	What are the major religions in the world? What is the difference between religion and philosophy? Find and read from the external sources.			5		
2	2.1	2	Theory and theorem	2			L, D	
	2.2	2	Read recommended reading. Write a summary of the theories you know.			5		
3	3.1	2,3	Impact of primary European philosophical schools on theoretical Archaeology (Colonialism, Liberalism, Marxism) 1	2			L, D	
	3.2	2,3	Read recommended reading. Why are there many schools in archaeology? What are the significant features of Sri Lankan archaeology? Discuss with your colleagues			5		
4	3.1	2,3	Impact of primary European philosophical schools on theoretical Archaeology (Orientalism, Post Modernism etc.) 2	2			L, D	
	3.2	2,3	Read recommended reading. Why there are many schools in archaeology? What are the significant features of Sri Lankan archaeology? Discuss with your colleagues			5		
5	5.1	2,3	Applying theoretical thinking into the studies	1			L, D	
	5.2	2,3	Write a conceptual paper in the classroom for the AS 1. Develop it throughout the session and submit at the end of the 15 <sup>th</sup> week.		4			AS 1 Start
	5.3	2,3	Read recommended reading and other relevant articles from the blog.			5		
6	6.1	4,5	Introduction to archaeological exploration	2			L, D, FC	
	6.2	4,5	Explorations 1		2			
	6.3	4,5	Continue with AS1			5		
7	7.1	5,6	Introduction to Ground survey methods	1			L, D, FC	

	7.2	5,6	Explorations 2		2			ST1
	7.3	5,6	Complete AS1			5		AS1 due
8	8.1	5,6	Introduction to Geo-physical survey	1			L, D, FC	
	8.2	5,6	Explaining geo-physical surveys			5		AS2 start
9	9.1	5,6	Aerial survey methods and photogrammetry	1			L, D, FC	Q1
	9.2	5,6	Introduction to stereoscope		2			
	9.3	5,6	Continue with AS2			5		
10	10.1	5,6	Positioning and Global Positioning System (GPS)	1			L, D, FC	Q1
	10.2	5,6	Creating a site map for the university		2			ST2
	10.3	5,6	Complete AS2			5		AS2 due
11	11.1	5,6	Archaeological excavation methods and techniques 1	1			L, D, FC	
	11.2	5,6	Archaeological excavations		3			
	11.3	5,6	Read recommended reading – Archaeological excavations			5		
12	12.1	5,6	Archaeological excavation methods and techniques 2	1			L, D, FC	
	12.2	5,6	Excavation methods		2			
13	13.1	5,6	Introduction to Archaeological excavation recording methods	1			L, D, FC	
	13.2	5,6	Recording methods		2			
14	14.1	5,6	Artifact classification, analyzing	1			L, D, FC	V
	14.2	5,6	Artifact classification		1			
15	15.1	5,6	Introduction to Dating methods	1			L, D	
	15.2	5,6	Read recommended reading			5		
Total Hours				20	20	60		

*Teaching methods: L=Lectures, FC = Field Class, D=Discussion*

*Assessments methods: V = Viva examination, ST= Spot Tests, Q=Quiz, AS=Assignment*

### Assessment Strategy:

<b>Continuous Assessment</b>	AS1 - 10%	60%
	AS2 - 10%	
	ST1 - 10%	
	ST2 - 10%	
	Q1 - 20%	
<b>End Semester Examination</b>		40%
<b>Total</b>		100%

<b>Course Coordinator</b>	<b>Teaching Panel</b>
Prof. Thusitha Mendis ( <a href="mailto:thusitha@ssh.rjt.ac.lk">thusitha@ssh.rjt.ac.lk</a> )	Prof. Thusitha Mendis ( <a href="mailto:thusitha@ssh.rjt.ac.lk">thusitha@ssh.rjt.ac.lk</a> )
	Prof. Nuwan Abeywardana ( <a href="mailto:nuwan@ssh.rjt.ac.lk">nuwan@ssh.rjt.ac.lk</a> )
	Mr. Thilanka Manoj Siriwardana ( <a href="mailto:thilanka@ssh.rjt.ac.lk">thilanka@ssh.rjt.ac.lk</a> )

### Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>Theory</b>															
<b>Practical</b>															
<b>Independent Learning</b>															
<b>Field visits</b>															
<b>Assignments</b>															

### Recommended Reading

- Hodder, Ian and Hutson, Scott, (2003), *Reading the past: current approaches to interpretation in Archaeology*, Cambridge University Press
- Renfrew, C. & P. Bahn (2005), *Archaeology: The key concept*, Routledge, London and New York.
- Renfrew, C. & P. Bahn (2003), *Archaeology: an introduction*, Thames & Hudson, New York.
- Renfrew, C. & P. Bahn (2016), *Archaeology; theories, methods and practice*, 7<sup>th</sup> edition, Themes & Hodson, New York.
- Trigger, Bruce, (1996), *A history of archaeological thought*, Cambridge University Press.
- Find further readings <http://departmentofarchaeologyrajarata.blogspot.com/p/reading-materials.html>

**Course Name:** Elements of Sanskrit

**Course Code:** ARCH21032 (30:00:70)

**Course Capsule:**

Origin & History of Sanskrit literature, Approach to historical linguistics and Sanskrit, Sanskrit alphabet, Sanskrutha Sanyogakshara, Words, sentences, and paragraphs, Conjugation of nouns and verbs in the Sanskrit language, Grammar of Sanskrit language (Sandhi, Samāsa), Sanskrit mahakavya literature, Sanskrit inscriptions in India, Advisory Phrases in the language (According to the Prathyashathaka, Hithopadesha and Panchathanthraya etc.), Sanskrit Inscriptions in Sri Lanka

**Course Aim:** To provide a basic understanding of the Sanskrit language enabling students to examine the historical studies such as epigraphy, numismatics and chronicles.

**Course ILOs:**

After completing this course, students should be able to:

1. apply the knowledge to read Devanagari script, Sanskrit inscriptions and other Sanskrit sources
2. examine the content in general Sanskrit texts
3. identify and explain the grammatical features of Sanskrit language



**Lesson Sequence:**

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	3	Introduction to the history of Sanskrit literature	2			L	
	1.2	3	Read recommended reading			4		
2	2.1	2	Origin of the Sanskrit literature	2			L	
	2.2	2	History of Sanskrit			4		AS 1 Start
3	3.1	1,3	Approach to historical linguistics and Sanskrit	2			L	
	3.2	1.3	Continue AS 1			4		
4	4.1	1	Sanskrit alphabet 01	2			L	
	4.2	1	Complete AS 1			4		AS 1 Due
5	4.1	1	Sanskrit alphabet 02	2			L	
	4.2	1	Read recommended reading			5		
6	5.1	1,2	Introduction to Sanskrutha Sanyogakshara	2			L	
	5.2	1,2	Read recommended reading			4		
7	6.1	3	Words, sentences, and paragraph	2			L	Q1
	6.2	3	Read recommended reading			5		
8	7.1	1,2,3	Conjugation of nouns in the Sanskrit language	2			L	Q1
	7.2	1,2,3	Read recommended reading			5		
9	8.1	1,2,3	Conjugation of verbs in the Sanskrit language	2			L	Q1
	8.2	1,2,3	Read recommended reading			6		
10	9.1	1,2,3	Introduction to grammar of Sanskrit language (Sandhi, Samāsa)	2			L	Q1
	9.2	1,2,3	Grammar of Sanskrit			6		Q1Start - Due
11	10.1	1,2,3	Sanskrit mahakavya literature	2			L	
	10.2	1,2,3	Read recommended reading			4		
12	11.1	1	Sanskrit inscriptions in India	2			L	
	11.2	1	Read recommended reading			5		

13	12.1	2,3	Advisory Phrases in the language (According to the Prathyashathaka, Hithopadesha and Panchathanthraya etc.)	2			L	
	12.2	2,3	Read recommended reading			5		
14	13.1	1,2	Sanskrit Inscriptions in Sri Lanka 01	2			L	
	13.2	1,2	Read recommended reading			4		
15	13.1	1,2	Sanskrit Inscriptions in Sri Lanka 02	2			L	
	13.2	1,2	Read recommended reading			5		
Total Hours				30	0	70		

*Teaching methods: L=Lectures*

*Assessments methods: Q=Quiz, AS=Assignment*

**Assessment Strategy:**

<b>Continuous Assessment</b>	AS1 - 20%	40%
	Q1 - 20%	
<b>End Semester Examination</b>		60%
<b>Total</b>		100%

<b>Course Coordinator</b>	<b>Teaching Panel</b>
HOD	Visiting Staff

**Organization of the course:**

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>Theory</b>															
<b>Practical</b>															
<b>Independent Learning</b>															
<b>Field visits</b>															
<b>Assignments</b>															

**Recommended Reading**

- ආනන්දමෙහෙය හිමි, බලංගොඩ (1996), සරල සංස්කෘතශික්ෂකය 1, මොඩන් පොත් සමාගම, නුගේගොඩ.
- ආනන්දමෙහෙය හිමි, බලංගොඩ (1996), සරල සංස්කෘතශික්ෂකය 2, මොඩන් පොත් සමාගම, නුගේගොඩ.

**Course Name:** Conservation I (Concepts)

**Course Code:** HEMG21012 (30:00:70)

**Course Capsule:** Evolution of the conservation concepts, Traditional approaches, Sri Lankan context, Main approaches to Heritage Management, Basic Concepts, Authenticity, Integrity, National and international legislations on heritage management, International institutions dealing with heritage, Conservation processes, History of conservation in Sri Lanka.

**Course Aim:** To provide a knowledge on the historical and theoretical issues of conservation both globally and locally enabling students to work as heritage managers to select appropriate heritage management approaches for their sites.

**Course ILOs:**

After completing this course, students should be able to:

1. explain the diversity and complexity in heritage conservation discourse.
2. illustrate international and local legislation/ norms/ principles related to heritage and critically analyze them
3. demonstrate main approaches and concepts in heritage management
4. differentiate authenticity and integrity
5. apply conservation process to heritage sites

**Lesson Sequence:**

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	Conservation concepts	2			L, D	
	1.2	1	Read recommended reading, conservation concepts			5		
2	2.1	1	Traditional approaches	2			L, D	
	2.2	1	Read recommended reading, approaches			5		
3	3.1	1, 2	Introduction to Sri Lankan context	2			L, D	
	3.2	1, 2	Read Archaeology Act of Sri Lanka			5		
4	4.1	3	Main approaches to Heritage Management 1	2			L, D	
	4.2	3	Demonstrating main approaches to heritage management with examples from Sri Lanka			5		AS1 start
5	4.1	3	Main approaches to Heritage Management 2	2			L, D	
	4.2	3	Continue with AS1			5		
6	4.1	3	Main approaches to Heritage Management 3	2			L, D	
	4.2	3	Complete AS1			5		AS1 due
7	5.1	3	Introduction to basic concepts	2			L, D	
	5.2	3	Read recommended reading			5		
8	6.1	4	Differentiating authenticity	2			FV	
	6.2	4	Read recommended reading, Authenticity			5		
9	7.1	4	Differentiating Integrity	2			FV	
	7.2		Read recommended reading, Integrity			5		
10	8.1	2	National and international legislations on heritage management	2			L, D	Q1
	8.2	2	Assessing national legislations			5		AS2 start
11	9.1	2	International institutions dealing with heritage	2			L, D	
	9.2	2	Continue with AS2			5		

12	10.1	4	Differentiating issues of authenticity/ integrity/ diversity/ interventions	2			L, D	
	10.2	2	Complete AS2			5		AS2 due
13	11.1	5	Applying conservation processes 1	2			L, D	
	11.2		Read recommended reading			5		
14	11.1	5	Applying conservation processes 2	2			L, D	
	11.2		Read recommended reading			5		
15	15.1	2	History of conservation in Sri Lanka	2			L, D	
Total Hours				30	0	70		

*Teaching methods: L=Lectures, D=Discussion*

*Assessments methods: Q=Quiz, AS=Assignment*

**Assessment Strategy:**

<b>Continuous Assessment</b>	AS1 - 10%	40%
	AS2 - 20%	
	Q1 - 10%	
<b>End Semester Examination</b>		60%
<b>Total</b>		100%

<b>Course Coordinator</b>	<b>Teaching Panel</b>
Prof. Thusitha Mendis ( <a href="mailto:thusitha@ssh.rjt.ac.lk">thusitha@ssh.rjt.ac.lk</a> )	Prof. Thusitha Mendis ( <a href="mailto:thusitha@ssh.rjt.ac.lk">thusitha@ssh.rjt.ac.lk</a> )
	Visiting Staff

**Organization of the course:**

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>Theory</b>	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
<b>Practical</b>															
<b>Independent Learning</b>	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
<b>Field visits</b>								■	■						
<b>Assignments</b>				■						■					

**Recommended Reading**

- *Education and Training in Safeguarding Heritage*, Select Papers by Jukka Jokilehto, Editor Saša Dobričić
- Sully, D. *Conservation Theory and Practice. Materials, Values and People in Heritage Conservation*. In: The International Handbooks of Museum Studies, First Edition. General Editors: Sharon Macdonald and Helen Rees Leahy. Vol 4: Practice, Edited by Conal McCarthy, John Wiley & Sons, (2013), p. 1-21.
- Wijesuriya G. *Conservation in Context In: Conservation and Preservation: Interactions between Theory and Practice* In memoriam Alois Riegl (1858 – 1905) – Proceedings of the International Conference of the ICOMOS International Scientific Committee for the Theory and and the Philosophy of Conservation and Restoration, Vienna, 23-27 April (2008), Eds. M. S. Falser,
- මැන්දිස්, කුසිත හා ශාමලී ගුණරත්න (2016), උරුම කළමනාකරණ ප්‍රවේශය, කර්තෘ ප්‍රකාශන, අනුරාධපුරය.

**Course Name:** Recording and Documentation

**Course Code:** HEMG21022 (20:20:60)

**Course Capsule:** Principles and Guidelines for Heritage Recording and Documentation, Strategies for Documentation (6ws), Levels of Recordings, Tools and Technologies: Photography and Videography, Topographic Survey, Global Positioning Systems, Remote Sensing and Photogrammetry, Laser Scanners, Integrating Techniques

**Course Aim:** To provide comprehension and training on traditional and modern recording and documentation methods enabling students to use them accurately in the process of managing heritage.

**Course ILOs:**

After completing this course, students should be able to:

1. define basic concepts of heritage recording and documentation
2. recognize and apply the relevant documentation and recording methods practically
3. administer a project independently and demonstrate the skills



**Lesson Sequence:**

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	Introduction to heritage recording and documentation	2			L	
	1.2	1	Read recommended reading			4		
2	2.1	1	Principles and guidelines for heritage recording and documentation	2			L, D	ST
	2.2	1	Read recommended reading			4		AS 1 Start
3	3.1	1	Strategies for documentation (6ws)	2			L	
	3.2	1	Continue with AS 1			4		
4	4.1	1	Levels of recordings	1			L	
	4.2	1	Complete AS 1			4		AS 1 Due
5	5.1	2,3	Introduction to tools and technologies	1			L, D	
	5.2	2,3	Work with related tools			4		
6	6.1	2,3	Simple measuring systems	1			L, TBS	
	6.2	2,3	Group Work 1		2			
	6.3	2,3	Read recommended reading			4		
7	7.1	2,3	Introduction to Photography and videography: Based on Heritage Studies	1			L, TBS	V, AVM
	7.2	2,3	Group Work 2		2			
	7.3	2,3	Importance of photography & videography on promoting heritage values			4		AS 2 Start
8	8.1	2,3	Indoor Photography and videography (Heritage related)	1				
	8.2	2,3	Work with related equipment		2			
	8.3	2,3	Continue with AS 2			4		
9	9.1	2,3	Outdoor Photography and videography (Heritage related)	1				
	9.2	2,3	Work with related equipment		2			
	9.3	2,3	Complete AS 2			4		AS 2 Due

10	10.1	2,3	Introduction to Topographic survey 1	2			L	V
	10.2	2,3	Read recommended reading			4		
11	10.1	2,3	Introduction to Topographic survey 2				TBS	V
	10.2	2,3	Group Work 3		5			AS3, Start-Due
	10.3	2,3	Work with related tools			4		
12	11.1	2,3	Global Positioning Systems	1			L	
	11.2	2,3	Work with related tools		1			
	11.3	2,3	Recording a heritage site using GPS/Google Earth			4		AS 4 Start
13	12.1	2,3	Remote sensing and Photogrammetry	2			L, D	
	12.2	2,3	Work with related tools		2			
	12.3	2,3	Continue with AS 4			4		
14	13.1	2,3	Laser Scanners	1			L	
	13.2	2,3	Complete AS 4			4		AS 4 Due
15	14.1	2,3	Introduction to Integrating Techniques	2			L,D, TBS	
	14.2	2,3	Group Work 4		4			
	14.3	2,3	Read recommended reading			4		
Total Hours				20	20	60		

*Teaching methods: L=Lectures, D=Discussion, TBS=Team Based Study*

*Assessments methods: AVM=Audio & Visual Media, V=Viva examination, Spot Tests=ST, AS1=Assignment 1 etc.*

**Assessment Strategy:**

<b>Continuous Assessment</b>	AS1 - 10%	40%
	AS2 - 10%	
	AS3 - 10%	
	AS4 - 10%	
<b>End Semester Examination</b>		60%
<b>Total</b>		100%

<b>Course Coordinator</b>	<b>Teaching Panel</b>
Mr. Tikiri Bandara Wijepala ( <a href="mailto:tbwijepala@gmail.com">tbwijepala@gmail.com</a> )	Prof. Thusitha Mendis - ( <a href="mailto:thusitha@ssh.rjt.ac.lk">thusitha@ssh.rjt.ac.lk</a> )
	Prof. Nuwan Abeywardana – ( <a href="mailto:nuwan@ssh.rjt.ac.lk">nuwan@ssh.rjt.ac.lk</a> )
	Mr. Tikiri Bandara Wijepala ( <a href="mailto:tbwijepala@gmail.com">tbwijepala@gmail.com</a> )

**Organization of the course:**

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>Theory</b>	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
<b>Practical</b>						■	■	■	■	■	■	■	■	■	■
<b>Independent Learning</b>	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
<b>Field visits</b>															
<b>Assignments</b>		■					■								

**Recommended Reading**

- Abeywardana, Nuwan. (2021). *GIS based heritage inventories*, Sandesha Publishers.
- *Archaeological Site Manual* (1990), Edited by Spence Craig, Department of Urban Archaeology Museum of Landon.
- Brian, Thompson, L. (1990). *Practical Guidance for Video Art*, U.K., Nottin Hill.
- Euginia, Parry/ Janis, Mc Neil, (1977). *Photography within the Humanities*, Danbury, Addition House Publishers.
- අබේවර්ධන, නුවන්, (2021). *පුරාවිද්‍යාව සහ උරුම කළමනාකරණය සඳහා භූගෝලීය තොරතුරු පද්ධතිය*, සංදේශ ප්‍රකාශකයෝ.
- මැන්දිස්, ටී., විතානවිච්, සී. *පුරාවිද්‍යා ගවේෂණ හා කාලනිර්ණ ක්‍රම*, කර්තෘ ප්‍රකාශන

Course Name: **Heritage Management Systems**

Course Code: HEMG21032 (25:10:65)

**Course Capsule:** Evolution of the management systems, Introduction to the management systems, Sri Lankan traditional management systems, Different management approaches, Heritage and sustainable development, Sri Lankan heritage management systems, Different approaches to management of heritage starting with values assessment. Issues in Management systems

**Course Aim:** To provide a comprehensive knowledge of the management systems related to the management of heritage enabling students to work as heritage managers to protect the country's heritage.

**Course ILOs:**

After completing this course, students should be able to:

1. describe the current management systems pertaining to management of Heritage
2. explain all aspects of heritage management systems pertaining to management of heritage in Sri Lanka
3. appropriately execute a role while interacting with the institutes, laws and ethics enforced in archaeological heritage management
4. appropriately link heritage management with the sustainable development of the country

**Lesson Sequence:**

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	Evolution of the management systems	2			L, D	
	1.2	1	Read recommended reading			5		
2	2.1	1	Sri Lankan traditional management systems 1	2			L, D	
	2.2	1	Defining traditional Management Systems			5		AS1 start
3	3.1	2	Different management approaches 1	2			L, D	
	3.2	2	Continue with AS1			5		
4	4.1	2, 3	Introduction to Management systems	2				
	4.2	2	Complete AS1			5		AS1 due
5	5.1	2, 3	Management systems (Elements)	1				
	5.2		Defining elements of a management system		2			
	5.3		Read recommended reading – elements			5		
6	6.1	2, 3	Management systems (Processes)	1				
	6.2		Defining processes of a management system		2			
	6.3		Read recommended reading – processes			5		
7	7.1	2, 3	Management systems (Results)	1				
	7.2		Defining results of a management system		2			
	7.3		Read recommended reading – results			5		
8	8.1	4	Linkage of heritage and sustainable development 1	2			L, D	
	8.2		Read recommended reading			5		
9	8.1	4	Linkage of heritage and sustainable development 2	2				
	8.2		Read recommended reading			5		
10	9.1	2, 3	Sri Lankan heritage management systems (cultural) 1	2			L, D	

	9.2		Analyzing Sri Lankan cultural heritage management systems			5		AS2 start
11	9.1	2, 3	Sri Lankan heritage management systems (natural) 2	2			L, D	
	9.2		Continue with AS2			5		
12	10.1	2, 3	Integrated Management approaches	2				
	10.2		Complete AS2			5		AS2 due
13	11.1	2, 3	Different approaches to management of heritage starting with values assessment. 1	1			FV, D	
	11.2		Defining heritage values 1		2			
	11.3		Read recommended reading			5		
14	11.1	2, 3	Different approaches to management of heritage starting with values assessment. 2	1			FV, D	
	11.2		Defining heritage values 2		2			
15	12	2,3	Issues in Management systems	2			L, D	
Total Hours				25	10	65		

*Teaching methods: L=Lectures, FV=Field visit, D=Discussion*

*Assessments methods: AS=Assignment*

**Assessment Strategy:**

<b>Continuous Assessment</b>	AS1 - 10%	40%
	AS2 - 10%	
<b>End Semester Examination</b>		60%
<b>Total</b>		100%

<b>Course Coordinator</b>	<b>Teaching Panel</b>
Prof. Nuwan Abeywardana ( <a href="mailto:nuwan@ssh.rjt.ac.lk">nuwan@ssh.rjt.ac.lk</a> )	Prof. Nuwan Abeywardana ( <a href="mailto:nuwan@ssh.rjt.ac.lk">nuwan@ssh.rjt.ac.lk</a> )

**Organization of the course:**

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>Theory</b>	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
<b>Practical</b>					■	■	■						■	■	
<b>Independent Learning</b>	■	■	■	■	■	■	■	■	■	■	■	■	■		
<b>Field visits</b>													■	■	
<b>Assignments</b>		■								■					

**Recommended Reading**

- *Education and Training in Safeguarding Heritage*, Select Papers by Jukka Jokilehto, Editor Saša Dobričić
- Jokilehto, J. *On definitions of cultural heritage*. In: ICOMOS ICLAFI E-Journal 1, (2009), p 4-26.
- Magar, V. *Conserving Religious Heritage within Communities in Mexico*. In: Conservation of Living Religious Heritage. Ed. H. Stovel, N. Stanley-Price, and R. Killick. Rome: ICCROM, 2006, p. 86-93. (ICCROM: XXI 562)
  - [http://www.iccrom.org/pdf/ICCROM\\_ICSO3\\_ReligiousHeritage\\_en.pdf](http://www.iccrom.org/pdf/ICCROM_ICSO3_ReligiousHeritage_en.pdf)
- *Managing cultural world heritage, UNESCO*
  - <https://whc.unesco.org/en/managing-cultural-world-heritage/>

**Course Name:** Ancient Built Environment

**Course Code:** ARCH22012 (30:00:70)

**Course Capsule:** Interpretation and concepts in the built environment, Ancient city Formation, *Rigvedic* Architecture, The architecture of the Maurya period, Indian architecture: Buddhist, Hindu and Islamic, South Indian architecture, Pre and Protohistoric architecture in Sri Lanka, City constructions of Sri Lanka, Built Environment in Anuradhapura period, Built Environment in Polonnaruwa period, Built Environment in South-West kingdoms, Built Environment in Kandyan period, Secular built environment of Sri Lanka, Applicability of the ancient concepts to the modern contexts, Form and function in ancient and modern built environment

**Course Aim:** After identifying the basic concepts and definition in the built environment, the present course focuses mainly on architecture as a major fact in the ancient built environment. Unique features vested in the South Asian architecture will be emphasized while considering the various cultures and phases in South Asia and Sri Lanka. The knowledge gain from the course will help undergraduates to approach in built environment in heritage, conservation and research approaches.

**Course ILOs:**

After completing this course, students should be able to:

1. explain the concept of the built environment
2. examine the correlation between the humans and the built environment in the past and present
3. describe the features in ancient Indian built environment
4. classify and differentiate the features in the ancient built environment of Sri Lanka



**Lesson Sequence:**

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1,2	Interpretation and concepts in the built environment	2			L, D	
	1.2	1,2	Read recommended reading			5		
2	2.1	2	Ancient city Formation	2			L, D	
	2.2	2	Read recommended reading			5		
3	3.1	3	Introduction to <i>Rigvedic</i> Architecture	2			L, D	
	3.2	3	Read recommended reading			5		
4	4.1	3	Architecture of the Maurya period	2			L, D	
	4.2	3	Read recommended reading			5		
5	5.1	3	Indian architecture: Buddhist, Hindu and Islamic	2			L, D	
	5.2	3	Selected Indian architecture traditions			5		AS 1 Start
6	6.1	3	South Indian architecture	2			L, D	
	6.2	3	Continue with AS 2			5		
7	7.1	4	Classification of Pre and Protohistoric architecture in Sri Lanka	2			L, D	
	7.2	4	Read recommended reading			5		AS 1 Due
8	8.1	4	City constructions of Sri Lanka	2			L, D, FV	
	8.2	4	City formation process of a selected ancient city			5		AS 2 Start
9	9.1	4	Built Environment in Anuradhapura period	2			L, D, FV	V
	9.2	4	Read recommended reading			5		
10	10.1	4	Built Environment in Polonnaruwa period	2			L, D, FV	V
	10.2	4	Complete AS 1			5		AS2 Due
11	11.1	4	Built Environment in South-West kingdoms	2			L, D,	
	11.2	4	Read recommended reading			5		

12	12.1	4	Built Environment in Kandyan period	2			L, D	
	12.2	4	Read recommended reading			5		
13	13.1	4	Introduction to Secular built environment of Sri Lanka	2			L, D	
	13.2	4	Read recommended reading			5		
14	14.1	4	Applicability of the ancient concepts to the modern contexts	2			L, D	
	14.2	4	Read recommended reading			5		
15	15.1	4	Form and function in ancient and modern built environment	2			L, D	
Total Hours				30	0	70		

*Teaching methods: L=Lectures, FV=Field visit, D=Discussion*

*Assessments methods: V = Viva examination, AS=Assignment*

**Assessment Strategy:**

<b>Continuous Assessment</b>	AS1 - 20%	40%
	AS2 - 20%	
<b>End Semester Examination</b>		60%
<b>Total</b>		100%

<b>Course Coordinator</b>	<b>Teaching Panel</b>
Snr. Prof. Ariya Lagamuwa ( <a href="mailto:ariyalagamuwa@gmail.com">ariyalagamuwa@gmail.com</a> )	Snr. Prof. Ariya Lagamuwa ( <a href="mailto:ariyalagamuwa@gmail.com">ariyalagamuwa@gmail.com</a> )
	Prof. Thusitha Mendis ( <a href="mailto:thusitha@ssh.rjt.ac.lk">thusitha@ssh.rjt.ac.lk</a> )

**Organization of the course:**

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>Theory</b>															
<b>Practical</b>															
<b>Independent Learning</b>															
<b>Field visits</b>															
<b>Assignments</b>															

**Recommended Reading**

- Bandaranayake, Senaka (1974), *Sinhalese Monastic Architecture*, E.J. Brill, Leiden.
- Brown, Percy (1942), *Indian architecture (Islamic period)*, D.B. Taraporevala Sons & Co. PVT. Ltd.
- Brown, Percy (2013), *Indian architecture (Buddhist and Hindu period)*, D.B. Taraporevala Sons & Co. PVT. Ltd.
- *Mañjuśrī Vāstuvidyāsāstra* (1995), Editors M.H.F. Jayasuriya, Leelananda Premathilaka & Roland Silva, the Archaeological survey of Sri Lanka and The central Cultural fund, Colombo.
- Silva, Roland (2006), *Environment, Town, Village and monastic planning*, The Department of Archaeology, Colombo.
- Wijesuriya, Gamini (1998), *Buddhist Meditation Monasteries of Ancient Sri Lanka*, Department of Archaeology, Colombo.
- පරණවිතාන, එස්. (1963), *ලංකාවේ ස්තූපය*, ලංකා පුරාවිද්‍යා ගවේෂණයේ ශාස්ත්‍රීය නිබන්ධනය, V කාණ්ඩය, ලංකා-ණ්ඩුවේ මුද්‍රණාලය.

**Course Name** : Palaeography and Epigraphy

**Course Code** : ARCH22022 (32:12:56)

**Course Capsule:** Introduction to palaeography and epigraphy, Origin and antiquity of the Brahmi script, Inscription as a source of history, History of the epigraphical studies, Practice: Brahmi script, North and South Indian inscriptions, Early Brahmi inscriptions, later Brahmi inscriptions, palm-leaf manuscripts, Other Manuscripts (stone, botanical, metal, clay & other), Case studies

**Course Aim:** To provide knowledge in ancient epigraphy, scripts and inscriptions to the candidates as they would be able to use them accurately at professional level to identify and interpret the evidence related to paleography

**Course ILOs:**

After completing this course, students should be able to:

1. explain about the ancient scripts and epigraphies
2. apply the knowledge to read the early and later Brahmi scripts
3. detect and examine the contents in ancient Sinhalese and North Indian Prakrit inscriptions
4. manipulate the ancient olaleaf manuscripts and other manuscripts vigilantly

**Lesson Sequence:**

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	Introduction to palaeography and epigraphy	1	-		L	
	1.2	1	Read recommended reading			4		
	2.1	1	Origin and antiquity of the Brahmi script	1			L	
	2.2	1	Read recommended reading			2		
2	3.1	1	Inscription as a source of history	1			L	
	3.2	1	Briefly explain the history of Sri Lankan epigraphical studies history and estimate the contribution of Professor Senarat Paranavitana for Sri Lankan Inscriptions studies			2		AS1 start
	4.1	1, 2	History of the epigraphical studies in Sri Lanka	1			L	
	4.2	1,2	Continue AS1			4		
3	5.1	2	Practice – Brahmi script	2			L, D	
	5.2	2	Continue AS1			6		
4	6.1	1,2,3	North and South Indian inscriptions 1 (Selected)	2			L	AS1 due
	6.2	1,2,3	Complete AS1			2		
5	6.1	1,2,3	North and South Indian inscriptions 2 (Selected)	2				
	6.2	1,2,3	Read recommended reading			2		
6	6.1	1,2,3	Selected North and South Indian inscriptions 3 (Selected)	2				
7	7.1	1,2,3	Early Brahmi inscriptions from the emergence to 1 <sup>st</sup> century BC	2			L, FV	
	7.2	1,2,3	Reading randomly selected inscriptions					MS
	7.3	1,2,3	Selected sites in Anuradhapura/Mihintale		6			
	7.4	1,2,3	Read recommended reading			5		
8	8.1	1,2,3	Later Brahmi inscriptions - 1 <sup>st</sup> century BC to 8 <sup>th</sup> century AD 1	2			L	

	8.2	1,2,3	Read recommended reading			4		
9	8.1	1,2,3	Later Brahmi inscriptions - 1 <sup>st</sup> century BC to 8 <sup>th</sup> century AD 2	2				
	8.2	1,2,3	Read recommended reading			3		
10	8.1	1,2,3	Later Brahmi inscriptions - 1 <sup>st</sup> century BC to 8 <sup>th</sup> century AD 3	2				
	8.2	1,2,3	Read recommended reading			3		
11	9.1	1,2	Sinhala Inscriptions 1	2			L	
	9.2	1,2	Read recommended reading			4		
12	9.1	1,2	Sinhala Inscriptions 2	2				
	9.2	1,2	Read recommended reading			3		
13	10.1	1,2,4	History, Preparation, and lettering of palm-leaf manuscripts	2			L, FV	V
	10.2	1,2,4	Procedure of preparing manuscripts		6			
	10.3	1,2,4	Read recommended reading			4		
14	11.1	1,4	Other Manuscripts (stone, botanical, metal, clay & other) and Preservation manuscripts	2			L	
	11.2	1,4	Read recommended reading			3		
15	12.1	1,2,3	Case studies of selected inscriptions	4			D, FV	
	12.2	1,2,3	Read recommended reading			5		
Total Hours				32	12	56		

*Teaching methods: L=Lectures, FV=Field visit, D=Discussion*

*Assessments methods: MS = Mid-semester examination, V = Viva examination, AS=Assignment*

**Assessment Strategy:**

<b>Continuous Assessment</b>	AS1 - 15%	40%
	MS - 15%	
	V - 10%	
<b>End Semester Examination</b>		60%
<b>Total</b>		100%

<b>Course Coordinator</b>	<b>Teaching Panel</b>
Mr. Chandima Bandara Ambanwala ( <a href="mailto:cbamba@rjt.ac.lk">cbamba@rjt.ac.lk</a> )	Snr. Prof. Ariya Lagamuwa ( <a href="mailto:ariyalagamuwa@gmail.com">ariyalagamuwa@gmail.com</a> )
	Mr. Chandima Bandara Ambanwala ( <a href="mailto:cbamba@rjt.ac.lk">cbamba@rjt.ac.lk</a> )

**Organization of the course:**

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>Theory</b>															
<b>Practical</b>															
<b>Independent Learning</b>															
<b>Field visits</b>															
<b>Assignments</b>															

**Recommended Reading**

- Epigraphia Zeylanica. Vol.1, 2, 3, 4, 5. (Part.1&2), 6 (Part.1, 2 & 3), 7, 8, 9, Published by the Department of Archaeology. Sri Lanka.
- Paranavitana, S. (1956). Sigiri Graffiti. Sri Lanka Archaeological Survey. Colombo.
- Paranavitana, S. (1970). Inscriptions of Ceylon. Volume I. Department of Archaeology. Sri Lanka.
- Paranavitana, S. (1983). Inscriptions of Ceylon. Volume II. Part I. Department of Archaeology. Sri Lanka.
- Paranavitana, S. (2001). Inscriptions of Ceylon. Volume II. Part II. Department of Archaeology. Sri Lanka.
- අභිලේඛන. (1990). පුරාවිද්‍යා දෙපාර්තමේන්තුවේ ශත සංවත්සරය (1890-1990). සමරු පොත් පෙළ දෙවන වෙළුම. ප්‍රධාන සංස්කාරක නන්දදේව විජේසේකර. පුරාවිද්‍යා දෙපාර්තමේන්තුව. කොළඹ.
- අමරවංශ හිමි, කොත්මලේ. (1969). ලක්දිව සෙල්ලිපි. ඇම්.ඩී. ගුණසේන සහ සමාගම. කොළඹ.
- ගුණසේකර, බී. (1996). සිංහල අක්ෂර සම්භවය හා එහි විකාශනය. ඇස්. ගොඩගේ සහ සහෝදරයෝ. කොළඹ.
- ගුණසේකර, බී. (2009). සිංහල හෝඩිය දැනගත් ඉඳුරා. දයාවංශ ජයකොඩි සහ සමාගම. කොළඹ.

- ධර්මදාස, කේ.එන්.ඕ. (1999). භාෂාවේ සම්භවය හා සංස්කෘතික මුහුණුවර. ඇස්. ගොඩගේ සහ සහෝදරයෝ.න කොළඹ.
- පඤ්ඤාසාර හිමි, ඔක්කම්පිටියේ. (2004). සිංහල අක්ෂර රූප විකාසය හා භාරතීය ආභාසය. කර්තෘ ප්‍රකාශන. කැලණිය.
- පරණවිතාන, එස්. (2000). සීගිරි කුරුටු හි. වෙළුම I. පරි. සුවර්ත ගමිලත්. පුරාවිද්‍යා දෙපාර්තමේන්තුව. කොළඹ.
- මහාවංශය සිංහල. (2015). සංස්කරණය හික්කඩුවේ ශ්‍රී සුමංගල හිමි හා තවත් අය. බෞද්ධ සංස්කෘතික මධ්‍යස්ථානය. දෙහිවල.
- මේධානන්ද හිමි, එල්ලාවල. (2008). නවතම ශිලාලිපි ගවේෂණ. දයාවංශ ජයකොඩි සහ සමාගම. කොළඹ.
- ධීරානන්ද හිමි, හඟුරන්කෙත. (2004). රාජත්වය, රාජ්‍යය සහ ආගම. ආර්ය ප්‍රකාශකයෝ. වරකපොල.
- රණවැල්ල, එස්. (2004). සිංහල සෙල්ලිපි වදන් අකාරාදිය. පුරාවිද්‍යා දෙපාර්තමේන්තුව. කොළඹ.
- ලගමුව, ඒ. (2006). ශ්‍රී ලංකාවේ පුස්තකාල පොත් ලේඛන කලාව. සංස්කෘතික කටයුතු පිළිබඳ දෙපාර්තමේන්තුව. කොළඹ.
- ලාහුගල කොට්ටෙහෙර හෙවත් දීගලක මහා විහාර වංශය. (2014). සංස්. චන්දිම බණ්ඩාර අඹන්වල හා සුමේධ විරවර්ධන. බුදුනෙක ප්‍රකාශකයෝ, මහනුවර.



**Course Name:** Ancient Monetary Systems and Numismatics

**Course Code:** ARCH22032 (30:00:70)

**Course Capsule:** History of Barter and Other Mediums of Exchange, Ancient Mintage Techniques, Sri Lankan Coins-Earliest/Medieval/Colonial, Memorial Plaques after Independence, Earliest Coinage Systems in Continental India-North Indian/South Indian Coins, Greek Coins, Roman Coins, Indo-Greek Coins.

**Course Aim:** To provide knowledge on evolution of ancient monetary systems, National and International Coins enabling students to identify and classify the evidence related to coins retrieved from field and use them as a historical source.

**Course ILOs:**

After completing this course, students should be able to:

1. examine and categorise Sri Lankan coins
2. define the features and the nature of financial media
3. explain the bartering systems practised among ancient societies
4. identify the features of Indian Coins
5. recognize the features of Greek and Roman coins

**Lesson Sequence:**

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	3	Introduction to monetary systems and numismatics	2			L, D	
	1.2	3	Read recommended reading			2		
2	2.1	3	History of barter and other mediums of exchange	2			L, D	V
	2.2	3	Ancient barter systems used in various civilizations			4		AS 1 Start
3	3.1	3, 4	Earliest evidence for coinage systems in continental India	2			L, D	
	3.2	3, 4	Continue with AS 1			4		
4	4.1	2, 3, 1	Ancient mintage techniques	2			L, D	
	4.2	2, 3, 1	Complete AS 1			4		AS 1 Due
5	5.1	5, 2	Study of selected Greek coins	2			L, D	V
	5.2	5, 2	Read recommended reading			4		
6	6.1	5, 2	Study of selected Roman coins	2			L, D	V
	6.2	5, 2	Significance of Greek & Roman coins as evidence in ancient international trading linkages based on Sri Lanka			4		AS 2 Start
7	7.1	4, 2	Study of selected Indo-Greek coins	2			L, D	
	7.2	4, 2	Continue with AS 2			4		
8	8.1	4, 2	North Indian coins	2			L, D	
	8.2	4, 2	Complete AS 2			6		AS 2 Due
9	9.1	4, 2	South Indian coins	2			L, D	
	9.2	4, 2	Read recommended reading			6		
10	10.1	1, 2	Earliest Sri Lankan coins 1	2			L, D	V
	10.2	1, 2	Importance of earliest coins in Sri Lanka			6		AS 3 Start
11	10.1	1, 2	Earliest Sri Lankan coins 2	2				V

	10.2	1, 2	Continue with AS 3			6		
12	11.1	1, 2	Medieval Sri Lankan coins (Polonnaruwa, Dambadeniya) 1	2			L, D	
	11.2	1, 2	Complete AS 3			4		AS 3 Due
13	11.1	1, 2	Medieval Sri Lankan coins (Polonnaruwa, Dambadeniya) 2	2				
	11.2	1, 2	Read recommended reading			6		AS 4 Start
14	12.1	1, 2	European colonial coins in Sri Lanka	2			L, D	
	12.2	1, 2	Read recommended reading			6		
15	13.1	1, 2	Coins and memorial plaques after independence	2			L, D	
	13.2	1, 2	Read recommended reading			4		AS 4 Due
Total Hours				30	0	70		

*Teaching methods: L=Lectures, D=Discussion*

*Assessments methods: V = Viva examination, AS=Assignment*

**Assessment Strategy:**

<b>Continuous Assessment</b>	AS1 - 10%	40%
	AS2 - 10%	
	AS3 - 10%	
	AS4 - 10%	
<b>End Semester Examination</b>		60%
<b>Total</b>		100%

<b>Course Coordinator</b>	<b>Teaching Panel</b>
Mr.Tikiri Bandara Wijepala ( <a href="mailto:tbwijepala@gmail.com">tbwijepala@gmail.com</a> )	Mr. Tikiri Bandara Wijepala ( <a href="mailto:tbwijepala@gmail.com">tbwijepala@gmail.com</a> )

**Organization of the course:**

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>Theory</b>															
<b>Practical</b>															
<b>Independent Learning</b>															
<b>Field visits</b>															
<b>Assignments</b>															

**Recommended Reading**

- Bopearachchi, O. (1993). Indo Greek, Indo Scythian and Indo Parthian coins. The National Numismatic Collection. Smithsonian Institute. Washington.
- Codrington, H.W. (1993). Ceylon coins and currency. Department of National Museums. Colombo.
- කල්දේරා, එල්. (1959). ලංකාවේ මිල මුදල්. කොළඹ ජාතික කෞතුකාගාරය. කොළඹ.
- කුලකුංඟ, ටී.ඊ. (2015). ශ්‍රී ලංකාවේ කාසි හා මුදල් ව්‍යවහාරය. මධ්‍යම සංස්කෘතික අරමුදල. කොළඹ.
- ගුණරත්න, ජී.ඒ. (2009). කාසියේ අසිරිය. ශ්‍රී ලංකා මහ බැංකුව. කොළඹ.
- ප්‍රේමතිලක, පී. එල්. (2001). පුරාණ ඉන්දියාවේ කාසි. ශ්‍රී ලංකා සංස්කෘතික ශාස්ත්‍රායතනය. කොළඹ.
- සිරිසෝම, ඇම්.ඇච්., අමරසිංහ, ජී. හස් එඹු කහාපන. පුරාවිද්‍යා දෙපාර්තමේන්තුව. කොළඹ.

**Course Name:** Pottery in Archaeology

**Course Code:** ARCH22042 (19:22:59)

**Course Capsule:** Pottery and other earthenware, Research history of pottery studies, Methods of pottery research and theoretical background, Assemblages and sites, Terracotta figures, Production, distribution, use and meaning of potteries, Form and function of potteries, Typology, chronology and classification, The social organisation of pottery production; producer to consumer, Scientific analytical and anthropological approaches, Pottery petrography

**Course Aim:** To provide the practical skills of pottery studies, to familiarize the candidates with the process of pottery production and its social context enabling them to answer the broader archaeological research questions other than general recording, drafting and sorting.

**Course ILOs:**

After completing this course, students should be able to:

1. identify and explain the significant attributes of a given pottery artefact (form, surface treatment, and paste), and describe their characteristics, using standard terminology and illustration techniques
2. use analytical tools to review the composition, functional and technological attributes critically
3. use the pottery research as part of archaeological field research and demonstrate how to use pottery to evaluate site chronology, function, economy, etc.

**Lesson Sequence:**

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching /Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	Introduction to pottery and other earthenware	1			L	SEM
	1.2	1	Read recommended reading			3		
2	2.1	1	Research history of pottery studies	2			L	SEM
	2.2	1	Read recommended reading			3		
3	3.1	1	Methods of pottery research and theoretical background	2			L	SEM
	3.2	1	Read recommended reading			3		
4	4.1	2,3	Assemblages and sites	2			L	SEM
	4.2	2,3	Read recommended reading			3		
5	5.1	3	Introduction to Terracotta figures	1			L	SEM
	5.2	3	Read recommended reading			3		
6	6.1	2,3	Production, distribution, use and meaning of potteries	2			L, D	SEM
	6.2	2,3	Read recommended reading			6		
7	7.1	2,3	Form and function of potteries 01	1			L,D	SEM
	7.2	2,3	Read recommended reading			2		
8	7.1	2,3	Form and function of potteries 02	1			L,D,GW	SEM
	7.2	2,3	Group Work 1		3			
	7.3	2,3	Read recommended reading			4		
9	8.1	2,3	Typology, chronology and classification 01	2			L,D	SEM
	8.2	2,3	Read recommended reading			5		
10	8.1	2,3	Typology, chronology and classification 02		5		L,D	SEM
	8.2	2,3	Draw a pottery			5		
11	9.1	3	Social organisation of pottery production; producer to consumer 01	1			L,D	SEM
	9.2	3	Read recommended reading			3		
12	9.1	3	Social organisation of pottery production; producer to consumer 02		5		L,D,FV	SEM
	9.2	3	Visiting a traditional pottery village			5		
13	10.1	2	Introduction to Scientific analytical approaches	2			L,D	SEM

	10.3	2	Read recommended reading			5		
14	11.1	2,3	Anthropological approaches	2			L,D,FV	SEM
	11.2	2,3	Visiting a traditional pottery village		3			
	11.3	2,3	Read recommended reading			3		
15	12.1	2	pottery petrography		6		L,D	SEM
	12.2	2	Laboratory Work			6		
Total Hours				19	22	59		

*Teaching methods: L=Lectures, FV=Field visit, D=Discussion, GW= Group Work*

*Assessments methods: SEM=Seminar*

### Assessment Strategy:

Continuous Assessment	SEM – 60%	60%
End Semester Examination		40%
<b>Total</b>		<b>100%</b>

<b>Course Coordinator</b>	<b>Teaching Panel</b>
Prof. Thusitha Mendis ( <a href="mailto:thusitha@ssh.rjt.ac.lk">thusitha@ssh.rjt.ac.lk</a> )	Prof. Thusitha Mendis ( <a href="mailto:thusitha@ssh.rjt.ac.lk">thusitha@ssh.rjt.ac.lk</a> )

### Seminar guidelines

Students must organize a seminar titled "Material culture in archaeology". The seminar can be based on a single artifact type or range of artefacts. Contribution of the students to organize the seminar will be assessed under the following criterion.

1. Student's role in the organizing committee and the active participation - 20%
2. Presenting a paper at the seminar - 20%
3. Academic writing - 20%

### Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Practical															
Independent Learning															
Field visits															
Assignments	■														

### Recommended Reading

- De Silva, Nimal and Ranjith Dissanayake (2008), *A Catalogue of ancient pottery from Sri Lanka*, Post Graduate Institute of Archaeology, Sri Lanka.
- Orton, C. and M. Hughes (2013), *Pottery in Archaeology*, Cambridge University Press, Cambridge.
- Rice, P.M. (2005), *Pottery Analysis: A Sourcebook*, University of Chicago Press, Chicago.
- Shepard, A.O. (1980), *Ceramics for the Archaeologist*, (10<sup>th</sup> reprinting), Braun-Brumfield, Ann Arbor.
- Sinopoli, C.M. (1991), *Approaches to Archaeological Ceramics*, Plenum Press, New York.



**Course Name:** Conservation II; (Technical)

**Course Code:** HEMG22012 (15:30:55)

**Course Capsule:** Introduction to conservation, Ethics of conservation, Causes of deterioration, Degrees of intervention, Documentation and condition report, Budget and human resources management, Structural conservation: wooden, bricks and stone etc., Presentation, Interpretation and Visitor Management, Introduction to material conservation, Laboratory Conservation process: Artifact Analysis, Planning, Desalination, Cleaning, Stabilization, Consolidation (Mechanically and Chemically), Washing, Drawing, Assembling, Interpretation, report writing & presentation

**Course Aim:** To provide a comprehensive knowledge of the technical processes of conservation, the degradation factors and levels of interventions, the artefact conservation and the requirements and the degradation factors and intervention levels enabling students to work as conservation specialist to perform practical measures taken in monument and artefact conservation

**Course ILOs:**

After completing this course, students should be able to:

1. explain the architectural and artefact conservation process
2. evaluate the degradation factors and levels of intervention
3. distinguish the appropriate architectural and artifact conservation methods and approaches
4. evaluate artefact and architectural conservation reports

**Lesson Sequence:**

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	Introduction to conservation	2			L, D	
	1.2	1	Basic concepts of conservation			5		AS1 start
2	2.1	1	Ethics of conservation	2			L, D	
	2.2	1	Continue with AS1			5		
3	3.1	2	Causes of deterioration (Theory)	1			L, D, FV	
	3.2	2	Causes of deterioration (Practical)		1			
	3.3		Complete AS1			5		AS1 due
4	4.1	2	Degrees of intervention (Theory)	1			L, D, FV	
	4.2	2	Degrees of interventions (Practical)		1			
	4.3	2	Read recommended reading			5		
5	5.1	2,3	Documentation & condition report	1			L, D	
	5.2	2,3	Factors effecting documentation and condition reports		1			
	5.3	2,3	Condition report & Budget			5		AS2 Start
6	6.1	2,3	Budget and human resources management	1			L, D	
	6.2	2,3	Practicing budget preparation		2			
	6.3	2,3	Continue with AS2			5		
7	7.1	2,3	Structural conservation: wooden, bricks & stone etc. 1	1			L, D, FC	V
	7.2	2,3	Structural conservation (Practical)		2			
	7.3	2,3	Complete AS2			5		AS2 due
8	8.1	2,3	Structural conservation: wooden, bricks & stone etc. 2	1			L, D, FC	
	8.2	2,3	Introduction to wood conservation		3			
	8.3	2,3	Read recommended reading – structural conservation			5		

9	9.1	4	Presentation, Interpretation and Visitor Management	2			L, D	
	9.2	4	Read recommended reading			5		
10	10.1	3	Introduction to material conservation	1			L, D, FC	
	10.2	3	Identifying materials		2			
	10.3	3	Read recommended reading			5		
11	11.1	2,3	Laboratory conservation process 1: Artifact Analysis, Planning, Desalination, Cleaning, Stabilization, Consolidation (Mechanically and Chemically), Washing, Drawing, Assembling	1			L, D, FC, LW	
	11.2	2,3	Introduction to conservation process		3			
	11.3	2,3	Read recommended reading			5		
12	12.1	2,3	Laboratory Conservation process 2		5		LW	ESP
13	13.1	2,3	Laboratory Conservation process 3		5		LW	ESP
14	14.1	2,3	Laboratory Conservation process 4		5		LW	ESP
15	15.1	3,4	Interpretation, report writing & presentation	1			L, D	
Total Hours				15	30	55		

*Teaching methods: L=Lectures, LW= Laboratory Work, FV=Field visit, D=Discussion, FC=Field Class*

*Assessments methods: ESP = End-semester practical examination, V = Viva examination, AS=Assignment*

**Assessment Strategy:**

<b>Continuous Assessment</b>	AS1 - 20%	40%
	AS2 - 20%	
<b>End Semester Examination</b>		60%
<b>Total</b>		100%

<b>Course Coordinator</b>	<b>Teaching Panel</b>
Prof. Thusitha Mendis ( <a href="mailto:thusitha@ssh.rjt.ac.lk">thusitha@ssh.rjt.ac.lk</a> )	Prof. Thusitha Mendis ( <a href="mailto:thusitha@ssh.rjt.ac.lk">thusitha@ssh.rjt.ac.lk</a> )
	Visiting Staff

**Organization of the course:**

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>Theory</b>	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
<b>Practical</b>			■	■	■	■	■	■	■	■	■	■	■	■	■
<b>Independent Learning</b>	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
<b>Field visits</b>			■	■	■	■	■	■	■	■	■	■	■	■	■
<b>Assignments</b>	■				■										

**Recommended Reading**

- Cronyn, J.M., (2003). *Elements of archaeological conservation*. Routledge
- මැන්දිස් තුසිත, ගුණරත්න ශ්‍යාමලී (2016), *උරුම කළමනාකරණ ප්‍රවේශය*, කර්තෘ ප්‍රකාශනයකි.
- ඊඩ්, යොසෙෆ් (1991), *ප්‍රකෘතිකරණය හා සංරක්ෂණය*, පරිවර්තක. ප්‍රේමලාල් කුමාරසිරි, පුරාවිද්‍යා පශ්චාත් උපාධි ආයතනය, කොළඹ.

**Course Name:** Travel and Tour Management

**Course Code:** HEMG22022 (26:08:66)

**Course Capsule:** History of Tourism, tourism studies: concepts and theories, major components of tourism, Career Paths in Tourism, Heritage tourism, Hospitality industry, Accommodation sector and types of rooms, Tour Guiding, Tourism planning, Principles of sustainable Tourism, Types of organizations related to tourism industry, Trends and themes in the use of tourist resources, Regional heritage values for the national development

**Course Aim:** To provide necessary knowledge on evolution of Travel Industry, tourism and hospitality industry and its key components: Tour guiding, planning cultural and heritage sites for tourism, sustainable tourism and accommodation sector enabling students to apply these theoretical components in a practical manner to maximize the profit of tourism related organizations and Rajarata heritage as a meaningful experience for tourism

**Course ILOs:**

After completing this course, students should be able to:

1. explain the historical background and key concepts of tourism and travel Industry.
2. discuss career paths in Tourism
3. describe heritage tourism
4. discuss the hospitality industry and its major components
5. perform tour guiding practices
6. describe on Tourism planning and apply principles of sustainable tourism for tourism planning
7. explain different types of tourism related organizations
8. discuss on the trends and themes in the use of tourist resources
9. analyze Rajarata heritage as a meaningful experience for tourism
10. describe Regional heritage values for the national development

**Lesson Sequence:**

Week	Lesson No.	Related ILOs	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	History of Tourism	2			L, D, V	
	1.2	1	Refer the given tutorials and videos given by the lecturer			4		
2	2.1	1	Tourism Studies: concepts and theories	2			L, D, V	
	2.2	1	Read recommended reading			4		
3	3.1	1	Major components of tourism	2			L, D	
	3.2	1	Read recommended reading			4		
4	4.1	2	Career Paths in Tourism	2			L, D	
	4.2	2	Refer the given videos and tutorials for further information			4		
5	5.1	3	Heritage tourism	2			L, D, V	
	5.2	3	Tutorials provided by the lecturer			5		
6	6.1	1,2, 4	Hospitality industry	2			L, D, V	
	6.2	1,2, 4	Refer the web sites of star category hotels in Sri Lanka			5		
7	7.1	1,2,4	Accommodation sector and types of rooms	1			L, D, V, FV	
	7.2	1,2,4	An identification of a selected star category hotel in Sri Lanka and make a report on its different types of rooms		2			
	7.3	1,2,4	Refer the related videos for the reference			5		
8	8.1	5	Tour Guiding	1			L, D, V, FV	
	8.2	5	Demonstrate the practices of tour guiding		2			AS1 Start
	8.3	5	Refer the related videos for the reference			5		
9	9.1	6	Tourism planning	2			L, D	
	9.2	6	Refer the tutorials provided by the lecturer			5		
10	10.1	1,6	Principles of Sustainable Tourism	2			L, D, FV	
	10.2	1,6	An application of sustainable tourism principles for a selected tourist		2			

			destination in Sri Lanka					
	10.3	1,6	Refer the tutorials and library for further information			5		
11	11.1	7	Different types of organizations related to tourism industry	2			L, D	
	11.2	7	Refer the websites of government and private sector tourism related organizations in Sri Lanka			5		
12	12.1	8	Trends and themes in the use of tourist resources	2			L, D	
	12.2	8	Refer the given tutorials provided by the lecturer			5		AS1 Due
13	13.1	9	Rajarata heritage as a meaningful experience for tourism	2			L, D	
	13.2	9	Assessment on Rajarata heritage			5		AS2 start
14	14.1	10	Regional heritage values for the national development	2			L, D	
	14.2	10	Continue with AS2			5		
15	15.1		Assesement on Regional heritage values for the national development		2			AS2 due
Total Hours				26	8	66		

*Teaching methods: L=Lectures, FV=Field visit, D=Discussion, V- Video*

*Assessments methods: AS=Assignment*

### Assessment Strategy:

<b>Continuous Assessment</b>	AS1 - 20%	40%
	AS2 - 20%	
<b>End Semester Examination</b>		60%
<b>Total</b>		100%

<b>Course Coordinator</b>	<b>Teaching Panel</b>
Prof. Nuwan Abeywardana ( <a href="mailto:nuwan@ssh.rjt.ac.lk">nuwan@ssh.rjt.ac.lk</a> )	Prof. Nuwan Abeywardana ( <a href="mailto:nuwan@ssh.rjt.ac.lk">nuwan@ssh.rjt.ac.lk</a> )
	Visiting Staff

### Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>Theory</b>	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
<b>Practical</b>							■	■							■
<b>Independent Learning</b>	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
<b>Field visits</b>				■	■	■	■								
<b>Assignments</b>								■					■		

### Recommended Reading

- Goeldner, C.R., & Ritchie, B.J.R., (2009). *Tourism: Principles, Practices, & Philosophies*, Canada: John Wiley and Sons.
- Harris, R., Williams, P., Griffin, T. eds., (2012). *Sustainable tourism*. Routledge.
- Inkson, C., Minnaert, L., (2018). *Tourism management: An introduction*. Sage.
- Pender, L. and Sharpley, R. eds., (2004). *The management of tourism*. Sage.
- Tajeddini, K., Ratten, V., Merkle, T. eds., (2019). *Tourism, Hospitality and Digital Transformation: Strategic Management Aspects*. Routledge.
- Walker, J.R. Walker, J.T., (2010). *Tourism concepts and practices*, London: Prentice Hall.



**Course Name:** Prehistory

**Course Code:** ARCH31012 (27:06:67)

**Course Capsule:** Introduction to prehistory, Theory for understanding prehistory, Geological time scale, world Prehistory, Research History of Sri Lankan Prehistory, Pleistocene period, Paleolithic in Sri Lanka, Mesolithic Period in Sri Lanka, Neolithic period, case, Prehistoric tools technology

**Course Aim:** To provide knowledge in world and Sri Lankan prehistory enabling students to use them accurately at professional level to identify and interpret prehistoric evidence retrieved from the field.

**Course ILOs:**

After completing this course, students should be able to:

1. describe the concept of prehistory
2. explain the phases in human evolution and human-environment relationship
3. question and hypothesize the cultural trends
4. examine the features of prehistory
5. analyze a given lithic assemblage

**Lesson Sequence:**

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	Introduction to prehistory	1	-		L	
	1.2	1	Read recommended readings			4		
	2.1	1, 4	Theory for understanding prehistory	1			L	
	2.2	1,4	Read recommended readings			4		
2	3.1	1	Geological time scale	1			L	
	3.2	1	Read recommended readings			2		
3	4.1	2	Prehistory of Africa	2			L	
	4.2	2	Read recommended readings			5		
4	5.1	2	European prehistory	2			L	
	5.2	2	Read recommended readings			5		
5	6.1	2	Prehistory of South Asian region	2			L	
	6.2	2	Read recommended readings			5		
6	7.1	1, 4	Research History of Sri Lankan Prehistory	2			L	
	7.2	1,4	Contribution of Dr. Siran Deraniyagala			4		AS1 start
7	8.1	2	Pleistocene period of Sri Lanka	2			L	
	8.2	2	Continue AS1			4		
8	9.1	2	Paleolithic in Sri Lanka	2			L	
	9.2	2	Complete AS1			6		AS1 due
9	10.1	2, 3	Microlithic/ Mesolithic Period in Sri Lanka 1	2			L, FV	AS2 start
	10.2	2,3	Continue AS2			5		
10	10.1	2,3	Microlithic/ Mesolithic Period in Sri Lanka 2	2			L, FV	
	10.2	2,3	Continue AS2			2		
11	11.1	2, 3	Neolithic/Transition period	2			D	
	11.2	2,3	Continue AS2			4		
12	12.1	3	2 Case studies related to wet zone prehistory of Sri Lanka 1	2			L, D	
	12.2	3	Complete AS2			5		AS2 Due
13	12.1	3	2 Case studies related to wet zone prehistory of Sri Lanka 2	2			L, D	

	12.2	3	Read recommended readings			5		
14	13.1	5	Prehistoric tools technology 1	2			L	
	13.2	5	Read recommended readings			3		
15	13.1	5	Prehistoric tools technology 2				L	
			Workshop		6			
	13.2	5	Read recommended readings			4		
Total Hours				27	6	67		

*Teaching methods: L=Lectures, FV=Field visit, D=Discussion,  
Assessments methods: AS=Assignment*

**Assessment Strategy:**

<b>Continuous Assessment</b>	AS1 - 20%	40%
	AS1 - 20%	
<b>End Semester Examination</b>		60%
<b>Total</b>		100%

<b>Course Coordinator</b>	<b>Teaching Panel</b>
Mr. Chandima Bandara Ambanwala ( <a href="mailto:cbamba@rjt.ac.lk">cbamba@rjt.ac.lk</a> )	Mr. Chandima Bandara Ambanwala ( <a href="mailto:cbamba@rjt.ac.lk">cbamba@rjt.ac.lk</a> )
	Mr. Thilanka Manoj Siriwardhana ( <a href="mailto:thilanka@ssh.rjt.ac.lk">thilanka@ssh.rjt.ac.lk</a> )

**Organization of the course:**

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>Theory</b>															
<b>Practical</b>															
<b>Independent Learning</b>															
<b>Field visits</b>															
<b>Assignments</b>															

**Recommended Reading**

- Deraniyagala, S.U. (1992). The Prehistory of Sri Lanka. Part I & II, an ecological perspective. Department of Archaeology Survey. Memoir Volume 8. Colombo.
- Deraniyagala, P.E.P. (2001). The Pleistocene of Ceylon. Ceylon National Museum. Colombo.
- Deraniyagala, S.U. (2007). The Prehistory and Protohistory of Sri Lanka. The Central Cultural Fund. Sri Lanka.
- Kennedy, K. A.R. (2003). God-Apes and Fossil Men: Paleoanthropology of South Asia. The University of Michigan Press. United State of America.
- Perera, H. N. (2010). Prehistoric Sri Lanka. Late Pleistocene rock shelters and open-air site. BAR Publications. England.
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**Course Name:** Protohistory

**Course Code:** ARCH31022 (26:08:66)

**Course Capsule:** Introduction to protohistory, Theory of protohistory, Protohistory of South Asia, Protohistoric sites in South Asia, Protohistoric mortuary practice and burial classification, Settlement and social archaeology of protohistoric age, Resources usage in protohistoric Sri Lanka, Micro-environmental settings of the protohistoric settlements in Sri Lanka, Scientific approaches for the protohistoric studies

**Course Aim:** To provide knowledge on theoretical base of protohistory and social transformations enabling students to reconstruct the cultural sequence of the country.

**Course ILOs:**

After completing this course, students should be able to:

1. describe the concept of protohistory
2. explain the attributes of the protohistoric cultures
3. identify a protohistoric site with its associated material culture
4. analyze and hypothesize the cultural and micro-environmental trends in the protohistoric Sri Lanka

**Lesson Sequence:**

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching /Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	Introduction to protohistory	1			L, D	
	1.2	1	Read recommended reading			5		
2	2.1	2	Theory of protohistory	2			L, D	
	2.2	2	Read recommended reading			5		
3	3.1	3	Protohistory of South Asia	2			L, D	
	3.2	3	Protohistoric India			5		AS1 start
4	4.1	3	Protohistoric sites in South Asia 1	2			L, D	
	4.2	3	Continue with AS1			5		
5	4.1	3	Protohistoric sites in South Asia 2	2			L, D	
	4.2	3	Complete AS1			5		AS1 due
6	5.1	2,3	Protohistoric mortuary practice and burial classification	1			L, D, FC	ST1
	5.2	2,3	Protohistoric mortuary practices		4			
	5.3	2,3	Megalithic mortuary practices			5		AS2 start
7	6.1	2,3	Protohistoric mortuary practice and burial classification	2			L, D, FV	
	6.2	2,3	Continue with AS2			5		
8	7.1	4	Mortuary rituals in protohistoric period of South Asia 1	2			L, D	
	7.2	4	Complete AS2			3		AS2 due
9	7.1	4	Mortuary rituals in protohistoric period of South Asia 2	1			L, D	
	7.2		Read recommended reading			3		
10	8.1	4	Settlement and social archaeology of protohistoric age 1	2			L, D	

	8.2	4	Read recommended reading			5		
11	8.1	4	Settlement and social archaeology of protohistoric age 2	2			L, D, FV	
	8.2	4	Read recommended reading			5		
12	9.1	3	Resource usage in protohistoric Sri Lanka	2			L, D	V
	9.2	3	Read recommended reading			7		
13	10.1	4	Micro-environmental settings of the protohistoric settlements in Sri Lanka 1	2			L, D, FV	
	10.2	4	Read recommended reading			2		
14	10.1	4	Micro-environmental settings of the protohistoric settlements in Sri Lanka 2	2			L, D	
			Read recommended reading			3		
15	11.1	3,4	Scientific approaches for the protohistoric studies	1			L, D, FV	
	11.2	3,4	Applying scientific methods in protohistory		4			ST2
			Read recommended reading			3		
Total Hours				26	8	66		

*Teaching methods: L=Lectures, FV=Field visit, D=Discussion, FC=Field Class*  
*Assessments methods: V = Viva examination, Spot Tests=ST; AS=Assignment*

**Assessment Strategy:**

<b>Continuous Assessment</b>	AS1 - 10%	40%
	AS2 - 10%	
	ST1 - 10%	
	ST2 - 10%	
<b>End Semester Examination</b>		60%
<b>Total</b>		100%

<b>Course Coordinator</b>	<b>Teaching Panel</b>
Prof. Thusitha Mendis ( <a href="mailto:thusitha@ssh.rjt.ac.lk">thusitha@ssh.rjt.ac.lk</a> )	Prof. Thusitha Mendis ( <a href="mailto:thusitha@ssh.rjt.ac.lk">thusitha@ssh.rjt.ac.lk</a> )

**Organization of the course:**

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>Theory</b>															
<b>Practical</b>															
<b>Independent Learning</b>															
<b>Field visits</b>															
<b>Assignments</b>															

**Recommended Reading**

1. Deraniyagala, S.U. (1972). The Citadel of Anuradhapura 1969: Excavations in the Gedige Area. Ancient Ceylon. Department of Archaeology. Colombo.
2. Deraniyagala, S.U. (2007). The Prehistory and Protohistory of Sri Lanka. The Central Cultural Fund. Sri Lanka.
3. Senevirathne, S. (1984). Black and red ware complex in Sri Lanka. Ancient Ceylon. No.5, Department of Archaeology. Colombo.
4. Somadeva, R. (2010). Archaeology of the Uda Walave Basin. Occasional Paper Series, Postgraduate Institute of Archaeology, Colombo.
5. මධ්‍ය යාන්තය නිමිතයේ ජනාවාස පුරාවිද්‍යාව. (2017). සංස්කරණය සී.ආර්. විතානාච්චි හා කුසිත මැන්දිස්. රජරට විශ්වවිද්‍යාලයේ පර්යේෂණ හා ප්‍රකාශන අරමුදල. ශ්‍රී ලංකා රජරට විශ්වවිද්‍යාලය. මිහින්තලේ.
6. මධ්‍ය දැදුරුමය නිමිතයේ ජනාවාස පුරාවිද්‍යාව. (2019). සංස්කරණය කුසිත මැන්දිස්. රජරට විශ්වවිද්‍යාලයේ පර්යේෂණ හා ප්‍රකාශන අරමුදල. ශ්‍රී ලංකා රජරට විශ්වවිද්‍යාලය. මිහින්තලේ.



**Course Name:** Cultural Anthropology and Ethno-archaeology

**Course Code:** ARCH31033 (35:20:95)

**Course Capsule:** Introduction to anthropology, cultural anthropology and ethno archaeology, Basic concepts in the anthropology, cultural anthropology and ethno archaeology, Introduction to the theoretical approaches in the Ethnoarchaeology, Research methods and ethics in anthropology and Ethnoarchaeology, Interpreting culture and Society, Examining the attributes of the simple societies and the complex societies, Distinguishing the Sri Lankan ethnic groups, tribes and social hierarchy, Introduction to the Ethnoarchaeology in South Asia, Basics of Ethnoarchaeology -Ethnographic evidence and archaeological interpretation, Application of middle-range theory and ethnographic analogy, Applying Ethnobiology into cultural studies, Testing the applicability of Household archaeology, Case studies in ethno archaeology, Conducting a field research.

**Course Aim:** To provide knowledge and awareness on the basic concepts of cultural anthropology and ethno archaeology enabling students to develop the analytical skills through providing a training of the methods and methodology in Ethnoarchaeology.

**Course ILOs:**

After completing this course, students should be able to:

1. apply the concepts in anthropology, cultural anthropology and Ethno archaeology when required and incorporate concepts for analytical purposes
2. synthesize the social organizations and attributes of the existing simple societies
3. interpret the materiality related cognition of societies and present it to an audience
4. interpret the ancient material culture by studying the material culture of simple societies and relating to analogical reasoning

**Lesson Sequence:**

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	Introduction to anthropology, cultural anthropology and ethnoarchaeology	2			L, D	
1	1.2	1	Read recommended reading. Why did anthropology emerge as a subject? What was its actual requirement at the time?			5		
1	2.1	1	Basic concepts in the anthropology, cultural anthropology and ethnoarchaeology	2			L, D	
1	2.2	1	Read recommended reading. How are these three approaches to studying the human culture changing from each other?			5		
2	3.1	1	Introduction to the theoretical approaches in the Ethno archaeology	3			L, D	
2	3.2	1	Read recommended reading. Why are ethno archaeologists like to study the modern communities?			5		
3	4.1	1	Research methods and ethics in anthropology and ethno archaeology	2			L, D	
3	4.2	1	Read recommended reading. Design and conduct individual research for the AS 1. The assignment is due at the end of the 15 <sup>th</sup> week.			6		AS 1 start
4	5.1	4	Interpreting culture and society	3			L, D	
4	5.2	4	Read recommended reading. Why do archaeologists need to be more critical about the 'culture'?			6		
5	6.1	2,3	Examining the attributes of simple societies and the complex societies	3			L, D	
5	6.2	2,3	Read recommended reading. Are the attributes of each society lead us to think of nominal or ordinal social classification?			6		
6	7.1	2,4	Distinguishing the Sri Lankan ethnic groups, tribes and social hierarchy	3			L, D	
6	7.2	2,4	Read recommended reading. What are the roots of the ethnic issues in Sri Lanka? Gather data about the ethnic 'minorities' and current political discussions.			6		
7	8.1	1	Introduction to the Ethno archaeology in South Asia	2			L, D	

7	8.2	1	Read recommended reading. What potentials do we have in South Asia to conduct the ethno archaeological studies?			6		AS 1 due
8	9.1	3,4	Studying artifacts	3			L, D	
8	9.2	3,4	Read recommended reading. What attributes do we need to study in the artefacts recovered from an archaeological sites to compare them with ethnological samples?			6		
9	10.1	1,4	Application of middle-range theory and ethnographic analogy	3			L, D	
9	10.2	1,4	Read recommended reading. Write a summary of the application of the theory.			6		
10	11.1	1,2	Application of Ethnobiology into cultural studies	3			L, D	
10	11.2	1,2	Prepare a list of folk terms you are using for the fauna/flora in your region.			6		
11	12.1	3	Testing the applicability of Ethno archaeology - 1	3			L, D,	
11	12.2	3	Conduct a group study in a selected village settlement		5		P	AS 2 start
11	12.3	3	What types of artefacts/objects shows potentials of studying form-function relationship, which could apply to the archaeological studies?			6	FV	
12	12.1	3	Testing the applicability of Ethno archaeology – 2	2			L, D,	
12	12.2	3	Conduct a group study in a selected village settlement		5		P	
12	12.3	3	What types of artefacts/objects shows potentials of studying form-function relationship, which could apply to the archaeological studies?			7	FV	
13	13.1	2,4	Applications of experimental archaeology I		2		FV	
13	13.2	2,4	Working with clay. Try to make and burn your pot.			6		
14	14.1	2,4	Applications of experimental archaeology II		3		FV	
14	14.2	2,4	Working with clay. Try to make and burn your pot.			6		
15	15.1	2,3	Case studies in ethno archaeology	1			L, D	AS 2 due
15	15.2	2,3	How to present your findings obtained from the relevant studies in topic 4, 12 or 13.		5		P	
15	15.2	2,3	Summaries your research findings and experiences. Learn how to present them in a small group session. (PowerPoint is just a tool)			7		
Total Hours				35	20	95		

Teaching methods: L=Lectures, FV=Field visit, D=Discussion

*Assessments methods: AS=Assignment*

**Assessment Strategy:**

<b>Continuous Assessment</b>	AS1 - 20%	40%
	AS2 - 20%	
<b>End Semester Examination</b>		60%
<b>Total</b>		100%

<b>Course Coordinator</b>	<b>Teaching Panel</b>
Mr. Thilanka Manoj Siriwardana ( <a href="mailto:thilanka@ssh.rjt.ac.lk">thilanka@ssh.rjt.ac.lk</a> )	Mr. Thilanka Manoj Siriwardana ( <a href="mailto:thilanka@ssh.rjt.ac.lk">thilanka@ssh.rjt.ac.lk</a> )

**Organisation of the course:**

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>Theory</b>	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
<b>Practical</b>												■	■	■	■
<b>Independent Learning</b>	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
<b>Field visits</b>												■	■	■	■
<b>Assignments</b>			■								■				

**Recommended Reading**

- Bandaranayaka, Senaka, et al. (1994), *Further Studies in the Settlement Archaeology of the Sigiriya – Dambulla region*, Post Graduate Institute of Archaeology, Colombo.
- Binford, Lewis, R. (1962), *Archaeology as anthropology*, *American Antiquity*, Vol. 28, No. 2
- Hodder, Ian. (1982), *The present past: an introduction to anthropology for archaeologists*, London.
- Nanda, Serena and Richard L. Warms. (2013), *Cultural Anthropology*, USA (or alternate book)
- Seligman, C.G., and Seligman B.Z. (1911) , *The Veddas*, Cambridge.
- ගුණවර්ධන, රණවීර (1993), *සිවුර සහ නඟල*, සමාජ විද්‍යාඥයන්ගේ සංගමය, කොළඹ.
- රත්නපාල, නන්දසේන (2012), *සමාජවිද්‍යා පර්යේෂණ මූලධර්ම*, ආර්ය ප්‍රකාශකයෝ, වරකපොල.

**Course Name:** Conservation III (Special Themes/ Underwater Cultural Heritage/paintings)

**Course Code:** HEMG31012 (20:20:60)

**Course Capsule:** Introduction to maritime archaeology and underwater cultural heritage, History, Theory and Issues in Maritime and Underwater Archaeology, The Archaeology of Submerged Landscapes, Seafaring in the Ancient World, Methods in Underwater Archaeology, Underwater cultural heritage of Sri Lanka, International doctrines on underwater cultural heritage, Conservation of underwater cultural heritage, Introduction to conservation of paintings, Materials and technology for paintings, Conservation process for paintings, Treatment methods for paintings, Documentation and esthetic presentation of Mural paintings

**Course Aim:** To provide a basic knowledge and understanding of the place and role of maritime archaeology in the interpretation of maritime sub-cultures as well as cultures in the wider context, and an introduction to the history of the practice of maritime and underwater archaeology and expose the students to another typology of heritage which is paintings and their conservation and management enabling them to work as conservators to protect the underwater cultural heritage and paintings.

**Course ILOs:**

After completing this course, students should be able to:

1. demonstrate a sound knowledge of the history and practice of maritime and underwater archaeology.
2. explain the nature of underwater cultural heritage management practice and theory, and initiate, plan, implement and evaluate it in a maritime archaeology context.
3. review, synthesize and analyze major issues in maritime archaeology and underwater culture heritage and conservation.
4. communicate maritime archaeology and heritage issues appropriately to a range of audiences
5. undertake their work as independent professional archaeologists or cultural heritage managers in an ethical manner.
6. distinguish the conservation and management of painted heritage and relevant processes.

**Lesson Sequence:**

Week	Lesson No.	Related ILOs	Lesson Title	Time (hours)			Teaching /Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1,2	Introduction to maritime archaeology and underwater cultural heritage	2			L, D	
	1.2	1,2	Read recommended reading			5		
2	2.1	1,2,3	History, Theory and Issues in Maritime and Underwater Archaeology	2			L, D	
	2.2	1,2,3	Defining maritime archaeology			5		AS1 start
3	3.1	2	Archaeology of Submerged Landscapes	2			L, D	
	3.2	2	Continue with AS1			5		
4	4.1	2	Seafaring in the ancient world	2			L, D	
	4.2	2	Continue with AS1			5		
5	5.1	1,2,4,5	Methods in Underwater Archaeology	2			L, D	
	5.2	1,2,4,5	Complete AS1			5		AS1 due
6	6.1	2,5	Underwater cultural heritage of Sri Lanka	2			L, D	
	6.2	2,5	Read recommended reading			5		
7	7.1	1,2	International doctrines on underwater cultural heritage	1			L, D	
	7.2	1,2	Read recommended reading			5		
8	8.1	3,5	Introduction to conservation of underwater cultural heritage	2			L, D	
9	9.1	6	Introduction to conservation of paintings	2			L, D	
	9.2	6	Read recommended reading			5		
10	10.1	6	Materials and technology for paintings	1			L, D, FV	
	10.2	6	Defining painting materials		2			
11	11.1	6	Introduction to mural Paintings techniques	1			L, D, FV	

	11.2	6	Defining mural paintings in Sri Lanka		2			
	11.3	6	Identifying mural paintings in Sri Lanka			5		AS2 start
12	12.1	6	Conservation process for paintings	1			L, D	
	12.2	6	Practicing painting conservation process		3			ST1
	12.3	6	Read recommended reading			5		
13	13.1	6	Examination and documentation		3		FC	
	13.2	6	Read recommended reading			5		AS2 due
14	14.1	6	Treatment methods for paintings		5		FC	ST 2
	14.2	6	Read recommended reading			5		
15	15.1	6	Esthetic presentation of Mural paintings		5		FC	
Total Hours				20	20	60		

*Teaching methods: L=Lectures, FV=Field visit, D=Discussion, FC=Field Class*

*Assessments methods: ST= Spot Tests, AS=Assignment*



**Assessment Strategy:**

<b>Continuous Assessment</b>	AS1 - 10%	40%
	AS2 - 10%	
	ST1 – 10%	
	ST2 – 10%	
<b>End Semester Examination</b>		60%
<b>Total</b>		100%

<b>Course Coordinator</b>	<b>Teaching Panel</b>
Mr. Tikiri Bandara Wijepala ( <a href="mailto:tbwijepala@gmail.com">tbwijepala@gmail.com</a> )	Mr. Tikiri Bandara Wijepala ( <a href="mailto:tbwijepala@gmail.com">tbwijepala@gmail.com</a> )
	Visiting Staff

**Organization of the course:**

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>Theory</b>	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
<b>Practical</b>															
<b>Independent Learning</b>	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
<b>Field visits</b>															
<b>Assignments</b>		■													

**Recommended Reading**

- Agrawal, O.P., Wickramasinghe, N. (2002), *Materials & Techniques of Ancient Wall Paintings of Sri Lanka*, Sandeep Prakashan, New Delhi.
- Bandaranayaka, S. (1986), *The Rock and Wall Paintings of Sri Lanka*, Colombo, Lake House Book Shop.
- Muckelroy, K. (1978), *Maritime archaeology*. Cambridge University Press.
- Sharon, C. (1987), *The Conservation of Wall Paintings*, The Getty Conservation Institute, London.
- Silva, R.H.D. (1995), *The Techniques of Ancient Sinhalese Wall Painting, Sigiriya*, In, J ayawickrama.(Ed), Paranavithana Falicitation Volume, Colombo , Gunasena (89 - 121).
- *Sri Lanka Maritime Archaeological Unit Report on the Avondster Project 2001 – 2002*
  - [https://maritimeasia.ws/maritimelanka/avondster/Avondster\\_2001-02.pdf](https://maritimeasia.ws/maritimelanka/avondster/Avondster_2001-02.pdf)
- *UNESCO convention on underwater cultural heritage*
  - <http://www.unesco.org/new/en/culture/themes/underwater-cultural-heritage/2001-convention/>

**Course Name:** Museology

**Course Code:** HEMG31022 (26:08:66)

**Course Capsule:** History of Museums: National & International, Types of Museums, Interpretations and Role of Museums, Museum Management: Preservation/Display/ Exhibitions/Security, Museum Education, Museums for 21<sup>st</sup> Century.

**Course Aim:** To develop a successful graduate on Museum management-related concerns enabling them to use their knowledge and skills at a professional level.

**Course ILOs:**

After completing this course, students should be able to:

1. explain the role of Museums
2. describe museum concepts and the historical background
3. define museum process from acquisition to storing, maintenance and exhibition
4. describe museum, collection and venue management practices

**Lesson Sequence:**

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
01	1.1	2, 1	Introduction to the History of Collections & Museums: National & International	2			L	
	1.2	2,1	Read recommended reading			5		
02	2.1	2,1	Types of museums	2			L, D	V
	2.2	2,1	Various museum types in world / Sri Lanka			4		AS 1 Start
03	3.1	1,2	Interpretations and role of museums	2			L, D	
	3.2	1,2	Continue with AS 1			4		
04	4.1	3,4	Professional code of ethics	2			L	
	4.2	3,4	Complete AS 1			4		AS 1 Due
05	5.1	4,3	Collection management	2			L, D	
	5.2	4,3	Read recommended reading			4		
06	6.1	3,4	Inventories & Documentations 1	2			L, D	V
	6.2	3,4	Create an Inventory for 'Dr. Shiran U Deraniyagala' Research museum			5		AS 2 Start
07	6.1	3,4	Inventories & Documentations 2	1			L, D, TBS	V
	6.2	3,4	Group Work 1		2			
	6.3	3,4	Continue with AS 2			5		
08	7.1	3,4	Care & preservation of collections 1	2			L	
	7.2	3,4	Complete AS 2			4		AS 2 Due
09	7.1	3,4	Care & preservation of collections 2	1			L	
	7.2	3,4	Read recommended reading			4		

10	8.1	3,4	Display, exhibits & exhibitions 1	2			L,D,AVM, TBS	V
	8.2	3,4	Group Work 2		2			
	8.3	3,4	The use of modern technology in museums			5		AS 3 Start
11	8.1	3,4	Display, exhibits & exhibitions 2	1			L,D,FV, AVM	V
	8.2	3,4	Visiting museum/s		2			
	8.3	3,4	Continue with AS 3			6		
12	9.1	1,2	Introduction to museum education	2			L	
	9.2	1,2	Complete AS 3			4		AS 3 Due
13	10.1	4,3	Museum environment management	2			L, D	ST
	10.2	4,3	Read recommended reading			4		AS 4 Start
14	11.1	4,3	Museum security	2			L, D	
	11.2	4,3	Continue with AS 4			4		
15	12.1	1,3,4	Introduction to museums of 21 <sup>st</sup> century	1			L, D,FV	
	12.2	1,3,4	Visiting museum/s		2			
	12.3	1,3,4	Complete AS 4			4		AS 4 Due
Total Hours				26	8	66		

*Teaching methods: L=Lectures, FV=Field Visit, D=Discussion, AVM= Audio & Visual Media, TBS= Team-Based Study*

*Assessments methods: ST=Spot Test, V=Viva AS=Assignment*

**Assessment Strategy:**

<b>Continuous Assessment</b>	AS1 - 10%	40%
	AS2 - 10%	
	AS3 – 10%	
	AS4 – 10%	
<b>End Semester Examination</b>		60%
<b>Total</b>		100%

<b>Course Coordinator</b>	<b>Teaching Panel</b>
Mr. Tikiri Bandara Wijepala ( <a href="mailto:tbwijepala@gmail.com">tbwijepala@gmail.com</a> )	Mr. Tikiri Bandara Wijepala ( <a href="mailto:tbwijepala@gmail.com">tbwijepala@gmail.com</a> )
	Visiting Staff

**Organization of the course:**

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>Theory</b>															
<b>Practical</b>															
<b>Independent Learning</b>															
<b>Field visits</b>															
<b>Assignments</b>															

**Recommended Reading**

- Jeyaraj, V. (2002), *HandBook on Conservation in Museum*, Commissioner of Museums, India.
- Munley, Mary Ellen. *Early Learning in Museums a review of literature* Principal, MEM & Associates, April 2012.
- (පරි) ලක්දිසිංහ, සිරිනිමල්. 1988, *කෞතුකවස්තු සංරක්ෂණ මූලධර්ම*. රජයේ මුද්‍රණ නීතිගත සංස්ථාව.

**Course Name:** Geo-archaeology

**Course Code:** ARHM32013 (54:10:86)

**Course Capsule:**

Geology, Archaeology and Geo-archaeology, Historical and archaeological evidence on the use of rocks and minerals, Rocks, Minerals and soil, Geological settings of South Asia and Sri Lanka, Methods in geo-archaeology (From planning to analysis), Archaeological Dating, Archaeological explorations and geo-environmental recording, Site formation process and taphonomy, Archaeological excavations and context recordings, Geo-archaeological approaches to stratigraphy, Archaeo-metallurgy, Geo-environment and architecture, Geo-anthropology, Geo-archaeological fieldwork.

**Course Aim:** To develop an intellectual, eminent and enthusiastic graduate in archaeology who would be able to build up the connection between cultural and environmental context as they could interpret the field archaeological phenomenon.

**Course ILOs:**

After completing this course, students should be able to:

1. define the concepts, theories, technical terms in geo-archaeology
2. classify a given assemblage of rocks, minerals and soil
3. apply the concepts in site formation process and taphonomy in archaeological research
4. analyze the geo-archaeological data using relevant analytical methods

**Lesson Sequence:**

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching /Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	Introduction: Geology, Archaeology and Geo-archaeology	2			L	
	1.2	1	Read recommended reading			4		
2	2.1	1	Historical and archaeological evidence on the use of rocks and minerals	4			L	
	2.2	1	The use of rocks and minerals in ancient culture			6		AS 1 Start
3	3.1	2	Earth –Categorizing Rocks, Minerals and soil	4			L, D	
	3.2	2	Continue AS 1			8		
4	4.1	1,2	Geological settings of South Asia and Sri Lanka	4			L	
	4.2	1,2	Complete AS1			6		AS 1 Due
5	5.1	1	Methods in geo-archaeology (From planning to analysis)	4			L	
	5.2	1	Read recommended reading			6		
6	6.1	1	Introduction to Archaeological Dating	4			L	
	6.2	1	Read recommended reading			6		
7	7.1	4	Archaeological explorations and geo-environmental recoding	4			L,D	
	7.2	4	Read recommended reading			6		
8	8.1	3	Site formation process and taphonomy 01	4			L, D, IL	
	8.2	3	Read recommended reading			6		
9	8.1	3	Site formation process and taphonomy 02	4				V
	8.2	3	Site formation process of an archaeological site			4		AS 2 Start
10	9.1	4	Introduction to Archaeological excavations and context recordings	4			L,D	
	9.2	4	Continue AS 2			6		

11	10.1	4	Geo-archaeological approaches to stratigraphy	4			L, D	
	10.2	4	Complete AS 2			6		AS 2 Due
12	11.1	3,4	Introduction to Archaeo-metallurgy	4			L	
	11.2	3,4	Read recommended reading			5		
13	12.1	4	Geo-environment and architecture	4			L	
	12.2	4	Read recommended reading			6		
14	13.1	3,4	Introduction to Geo-anthropology	4			L	
	13.2	3,4	Read recommended reading			6		
15	14.1	3,4	Practicing Geo-archaeological fieldwork		10		P,FV	
	14.2	3,4	Study the matrix chart			5		
Total Hours				54	10	86		

*Teaching methods: L=Lectures, D=Discussion, FV=Field Visit*  
*Assessments methods: V = Viva examination, AS=Assignment*



**Assessment Strategy:**

<b>Continuous Assessment</b>	AS1 - 20%	40%
	AS2 - 20%	
<b>End Semester Examination</b>		60%
<b>Total</b>		100%

<b>Course Coordinator</b>	<b>Teaching Panel</b>
Mr. Tikiri Bandara Wijepala ( <a href="mailto:tbwijepala@gmail.com">tbwijepala@gmail.com</a> )	Mr. Tikiri Bandara Wijepala ( <a href="mailto:tbwijepala@gmail.com">tbwijepala@gmail.com</a> )
	Visiting Staff

**Organization of the course:**

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>Theory</b>	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
<b>Practical</b>															■
<b>Independent Learning</b>	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
<b>Field visits</b>															■
<b>Assignments</b>		■							■						

**Recommended Reading**

- Courty, M.A. (2001), *Microfacies analysis assisting archaeological stratigraphy*, *Earth Sciences and Archaeology*. P. Goldberg, V. T. Holliday and C. R. Ferring. London.
- French, C.A.I. (2003). *Geoarchaeology in Action: Studies in Soil Micromorphology and Landscape Evolution*, Routledge, London.
- Goldberg, P. & R. Macphail (2006), *Practical and Theoretical Geoarchaeology*, Oxford: Blackwell.

**Course Name:** Geoinformatics in Archaeology and Heritage

**Course Code:** ARHM32023 (25:44:81)

**Course Capsule:** Introduction to Geo-informatics, Spatial Data Models and basic geodesy, Working with Geo-database, Positioning and digital surveying methods, Spatial analysis and Archaeological applications in GIS, Remote Sensing & Digital Image Processing, Google application, Open source mapping for archaeology and heritage management

**Course Aim:** To develop an intellectual, eminent and enthusiastic graduate in archaeology who would be able to build up the connection between cultural and environmental context as they could interpret the field archaeological phenomenon.

**Course ILOs:**

After completing this course, students should be able to:

1. define the basic spatial concepts
2. work with geodatabases
3. use GIS based surveying, positioning and mapping tools
4. analyze the spatial data within GIS based platform
5. appraise the usage of suitable and relevant digital applications in independent archaeological researches

**Lesson Sequence:**

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching /Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	Introduction to Geo-informatics 1	2			L	
	1.2	1	Read recommended reading			5		
2	2.1	1	Introduction to Geo-informatics 2	2			L	
	2.2	1	Introduction to Geo-informatics 3		2			ESP
	2.3	1	Assignment 1			5		AS 1 Start
3	3.1	2	Spatial Data Models and basic geodesy 1	3			L, D	
	3.2	2	Continue AS 1			5		
4	4.1	1,2	Spatial Data Models and basic geodesy 2		6		L	ESP
	4.2	1,2	Complete AS1			5		AS 1 Due
5	5.1	1	Working with Geo-database 1	3			L	
	5.2	1	Read recommended reading			5		
6	6.1	1	Working with Geo-database 2		6		L	ESP
	6.2	1	Read recommended reading			6		
7	7.1	4	Positioning and digital surveying methods (Theory)	3			L,D	
	7.2	4	Positioning and digital surveying methods (Practical)		6			ESP
	7.3	4	Read recommended reading			5		
8	8.1	3	Spatial analysis and Archaeological applications in GIS 1	3			L, D, IL	
	8.2	3	Read recommended reading			6		
9	8.1	3	Spatial analysis and Archaeological applications in GIS 2		6			ESP,V
	8.2	3	Assignment 2			5		AS 2 Start
10	9.1	4	Remote Sensing & Digital Image Processing 1	3			L,D	
	9.2	4	Continue AS 2			5		
11	10.1	4	Remote Sensing & Digital Image Processing 2		6		L, D	ESP
	10.2	4	Complete AS 2			6		AS 2 Due
12	11.1	3,4	Google application 1	3			L	
	11.2	3,4	Read recommended reading			6		

13	12.1	4	Google application 2		6		L	ESP
	12.2	4	Read recommended reading			5		
14	13.1	3,4	Open source mapping for archaeology and heritage management 1	3			L	
	13.2	3,4	Read recommended reading			6		
15	14.1	3,4	Open source mapping for archaeology and heritage management 2		6		P,FV	ESP
	14.2	3,4	Read recommended reading			6		
Total Hours				25	44	81		

*Teaching methods: L=Lectures, P=Practical, D=Discussion, FV=Field Visit*

*Assessments methods: ESP – End semester Practical V = Viva examination, AS=Assignment*

**Assessment Strategy:**

<b>Continuous Assessment</b>	AS1 - 20%	40%
	AS2 - 20%	
<b>End Semester Examination</b>		60%
<b>Total</b>		100%

<b>Course Coordinator</b>	<b>Teaching Panel</b>
Prof.Nuwan Abeywardana ( <a href="mailto:nuwan@ssh.rjt.ac.lk">nuwan@ssh.rjt.ac.lk</a> )	Prof.Nuwan Abeywardana ( <a href="mailto:nuwan@ssh.rjt.ac.lk">nuwan@ssh.rjt.ac.lk</a> ) Visiting Staff

**Organization of the course:**

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>Theory</b>	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
<b>Practical</b>	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
<b>Independent Learning</b>	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
<b>Field visits</b>															■
<b>Assignments</b>		■							■						

**Recommended Reading**

- Abeywardana, N. (2021). *GIS based heritage inventories*, Sandesha Publishers
- Aronoff, S. (1995), *Geographic Information Systems: A Management Perspective*, WDL Publications, Canada.
- Kiffir, L. (1994), *Remote Sensing and Image Interpretation*, Third Edition, John Wiley and Sons, Inc, Canada.
- Natural Resources Canada. *Fundamental of Remote Sensing*, A Canada Center for Remote Sensing Remote Sensing Tutorial,
- Rolf, A. (2004), *Principles of Geographic Information Systems*, The International Institute for Geo-Information Science and Earth Observation (ITC), The Netherlands
- අබේවර්ධන, එන්. (2021), පුරාවිද්‍යාව සහ උරුම කළමනාකරණය සඳහා භූගෝලීය තොරතුරු පද්ධතිය, සංදේශ ප්‍රකාශකයෝ

**Course Name:** Archaeological sciences

**Course Code:** ARHM32033 (46:35:69)

**Course Capsule:** Applications of archaeological sciences, History, theory, methods and case studies in archaeological sciences, Nature of archaeological samples and possible applications, Key technical terms, instruments, elements and other related concepts, Magnification, Elemental analysis, Isotopic analysis, Organic material analysis, Minerals and inorganic compounds, Basic chemical applications in the field archaeology, Dating methods, Ancient DNA, and current research trends

**Course Aim:** To develop an intellectual, enthusiastic graduate in archaeology who would be able to introduce the concepts and theories both related to archaeology and the natural sciences as they could analyse critically and interpret archaeological data by using scientific, modern analytical methods

**Course ILOs:**

After completing this course, students should be able to:

1. explain the basic scientific application in archaeology
2. apply and use of relevant identification and analytical methods
3. co-relate the evidence to reconstruct past events and synthesize
4. critically review the themes related to culture and environment

**Lesson Sequence:**

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching /Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	Introduction to the applications of archaeological sciences	2			L	
	1.2	1	Read recommended reading			4		
2	2.1	1	History, theory, methods and case studies in archaeological sciences	4			L	
	2.2	1	Read recommended reading			4		
3	3.1	1	Nature of archaeological samples and possible applications	4			L	
	3.2	1	Analytical methods that can be used for a selected sample (soil, rocks, artifacts, etc.)			4		AS 1 Start
4	4.1	1	Key technical terms, instruments, elements and other related concepts	4			L	
	4.2	1	Read recommended reading, Practice instruments			6		
5	5.1	2,3	Magnification	4			L, D	V
	5.2	2,3	Laboratory Work		5			
	5.3	2,3	Artifacts observation through Magnification (Viva)			4		AS 2 Start
6	6.1	2,3,4	Elemental analysis	4			L, D	
	6.2	2,3,4	Laboratory Work		5			
	6.3	2,3,4	Read recommended reading, Practice instruments			6		AS 1 Due
7	7.1	2,3,4	Isotopic analysis 01	4			L, D	
	7.2	2,3,4	Read recommended reading, Practice instruments			6		
8	7.1	2,3,4	Isotopic analysis 02		5		L, D	
	7.2	2,3,4	Laboratory Work			3		AS 2 Due
9	8.1	2,3,4	Organic material analysis 01	4			L, D	
	8.2	2,3,4	Read recommended reading, Practice instruments			6		
10	8.1	2,3,4	Organic material analysis 02		5		L, D	
	8.2	2,3,4	Laboratory Work			6		
11	9.1	2,3,4	Minerals and inorganic compounds	4			L, D	

	9.2	2,3,4	Laboratory Work		5			
	9.3	2,3,4	Read recommended reading, Practice with minerals.			4		
12	10.1	1,2	Basic chemical applications in the field archaeology 01	4			L, D	
	10.2	1,2	Laboratory Work		5			
	10.3	1,2	Read recommended reading, Practice with chemicals.			4		
13	10.1	1,2	Basic chemical applications in the field archaeology 02		5		L, D	
	10.2	1,2	Laboratory Work			4		
14	11.1	3,4	Dating methods	4			L, D	
	11.2	3,4	Read recommended reading			4		
15	12.1	4	Ancient DNA and current research trends	4			L, D	
	12.2	4	Read recommended reading			4		
Total Hours				46	35	69		

*Teaching methods: L=Lectures, D=Discussion, Laboratory Work*

*Assessments methods: V=Viva, AS=Assignment*



**Assessment Strategy:**

<b>Continuous Assessment</b>	AS1 - 20%	40%
	AS2 - 20%	
<b>End Semester Examination</b>		60%
<b>Total</b>		100%

<b>Course Coordinator</b>	<b>Teaching Panel</b>
Mr. Tikiri Bandara Wijepala ( <a href="mailto:tbwijepala@gmail.com">tbwijepala@gmail.com</a> )	Mr. Tikiri Bandara Wijepala ( <a href="mailto:tbwijepala@gmail.com">tbwijepala@gmail.com</a> )
	Visiting Staff

**Organization of the course:**

<b>Activity</b>	<b>Week of the Semester</b>														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>Theory</b>	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
<b>Practical</b>															
<b>Independent Learning</b>	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
<b>Field visits</b>															
<b>Assignments</b>			■		■										

**Course Name:** Heritage Sites and Project Management

**Course Code:** ARHM32043 (36:37:77)

**Course Capsule:** Introduction to heritage site management, the scope of heritage site management, the planning process, Site planning requirement: boundary survey & description, land use plan, conservation plan, utilities & services plan, community development plan, tourism plan, coordinating conservation & tourism plans, Financial management: estimating, BOQs, budget etc., Site maintenance, Heritage site management and public relations, Human Resource Management

**Course Aim:** To provide a basic understanding of the heritage site management and the process enabling students as a way to make awareness of the socio-political influences impacting on the heritage site management process.

**Course ILOs:**

After completing this course, students should be able to:

1. describe the heritage site management, its process, and sectors need to consider in the process
2. evaluate the concurrent socio-political factor enforcing on the management process
3. demonstrate the skills in heritage site management process
4. analyze projects against basic project management and human resource management theories
5. design and implementation project proposal

**Lesson Sequence:**

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching /Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	Introduction to heritage site management	2			L, D	
	1.2	1	Read recommended reading			4		
2	2.1	1	The scope of heritage site management	2			L, D	
	2.2	1	Read recommended reading			4		
3	3.1	1,2,3,4,5	The planning process 01	4			L, D	
	3.2	1,2,3,4,5	Read recommended reading			6		
4	3.1	1,2,3,4,5	The planning process 02 (Site Visit)		10		L, D, FV	
	3.2	1,2,3,4,5	Site planning process			6		AS 1 Start
5	4.1	1,2,3,4,5	Site planning requirement: boundary survey & description, land use plan, conservation plan, utilities & services plan, community development plan, tourism plan, coordinating conservation & tourism plans 01	4			L, D	
	4.2	1,2,3,4,5	Continue AS 1			6		
6	4.1	1,2,3,4,5	Site planning requirement: boundary survey & description, land use plan, conservation plan, utilities & services plan, community development plan, tourism plan, coordinating conservation & tourism plans 02	4			L, D	
	4.2	1,2,3,4,5	Complete AS1			5		AS 1 Due
7	4.1	1,2,3,4,5	Site planning requirement: boundary survey & description, land use plan, conservation plan, utilities & services plan, community development plan, tourism plan, coordinating conservation & tourism plans 03 (Site Visit)		6		L, D, FV	
	4.2	1,2,3,4,5	Observe and apply the planning methods to a selected site			6		
8	5.1	2,3,5	Financial management : estimating, BOQs, budget etc. 01	4			L, D	

	5.2	2,3,5	Estimate and Budget creating (Viva)			4		AS2(V) Start
9	5.1	2,3,5	Financial management: estimating, BOQs, budget etc. 02 (Creating a condition report and a budget)		7		L, D	
	5.2	2,3,5	Continue AS 2			4		
10	6.1	2,3,4	Site maintenance 01	4			L, D	
	6.2	2,3,4	Complete AS2			6		AS 2 Due
11	6.1	2,3,4	Site maintenance 02		6		L, D	
	6.2	2,3,4	Practice site maintaining methods			5		
12	7.1	2,3,4	Heritage site management and public relations 01	4			L, D	
	7.2	2,3,4	Read recommended reading			6		
13	7.1	2,3,4	Heritage site management and public relations 02		8		L, D, FV	
	7.3	2,3,4	Museum Visit			6		
14	8.1	2,3,4,5	Human Resource Management	4			L, D	
	8.2	2,3,4,5	Read recommended reading			6		
15	8.1	2,3,4,5	Human Resource Management	4			L, D	
	8.2	2,3,4,5	Read recommended reading			3		
Total Hours				36	37	77		

Teaching methods: L=Lectures, FV=Field visit, D=Discussion  
Assessments methods: V = Viva examination, AS=Assignment

**Assessment Strategy:**

<b>Continuous Assessment</b>	AS1 - 20%	40%
	AS2 - 20%	
<b>End Semester Examination</b>		60%
<b>Total</b>		100%

<b>Course Coordinator</b>	<b>Teaching Panel</b>
Prof. Thusitha Mendis ( <a href="mailto:thusitha@ssh.rjt.ac.lk">thusitha@ssh.rjt.ac.lk</a> )	Prof. Thusitha Mendis ( <a href="mailto:thusitha@ssh.rjt.ac.lk">thusitha@ssh.rjt.ac.lk</a> )
	Visiting Staff

**Organization of the course:**

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>Theory</b>	■	■	■		■	■		■		■		■		■	■
<b>Practical</b>				■			■		■		■		■		
<b>Independent Learning</b>	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
<b>Field visits</b>				■			■						■		
<b>Assignments</b>				■				■							

**Recommended Reading**

- Wells, Kathryn N., Timothy J. Kloppenborg, Rodrigo Vilanova. (2017), *Project Management for Archaeology*, Business Expert Press, USA.

**Course Name** : Heritage Tourism

**Course Code** : ARHM32053 (40:20:90)

**Course Capsule:** Tourism concepts and theories, Impacts of Tourism, Heritage Tourism and impacts, Lesser-known attractions, Tangible and intangible heritage assets, Attractive cultural events, Sustainable tourism practices, Values and Issues in heritage Tourism, Domestic tourism, Planning cultural and heritage sites, Tour guiding, Heritage tourism promotion

**Course Aim:** To provide knowledge on concepts, theories and its key components on Heritage Tourism, enabling students to help to the protection of significant places of historic or heritage and provide required knowledge to analyze the threats and mitigating measures to enhance the values of heritage sites for tourism.

**Course ILOs:**

After completing this course, students should be able to:

1. describe Tourism concepts and theories, Impacts of Tourism
2. explain on Heritage Tourism, Impacts of heritage Tourism
3. discuss on Lesser-known attractions in Sri Lanka
4. explain Tangible and intangible heritage assets in Tourism
5. describe on Attractive cultural events in Sri Lanka
6. recommend Sustainable tourism practices for Heritage Tourism
7. describe on Values and Issues in Heritage Tourism
8. explain on Domestic tourism in Sri Lanka
9. explain on Planning cultural and heritage sites for the tourism
10. describe on Tour Guiding
11. comment on Heritage tourism promotion

**Lesson Sequence:**

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching /Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	Tourism concepts and theories	3			L, D	
	1.2	1	Refer the library for further reading on background of Tourism industry			6		
2	2.1	1	Impacts of tourism	3			L, D	
	2.2	1	Refer the internet for further reading on impacts of Tourism			6		
3	3.1	2	Heritage tourism	3			L, D	
	3.2	2	Refer the related references for further reading provided by the lecturer			6		
4	4.1	2	Impacts of heritage Tourism	3			L, D	
	4.2		Refer the internet for further reading on impacts of heritage Tourism			6		
5	5.1	3	Lesser-known attractions in Sri Lanka	3			L, D	
	5.2		Refer the tutorials provided by the lecturer			6		
6	6.1	4	Tangible and intangible heritage assets in Tourism	3			L, D	
	6.2		Refer the video clips provided by the lecturer			6		
7	7.1	5	Attractive cultural events in Sri Lanka	3			L, D	AS1 Start
	7.2	5	Refer the tutorials provided by the lecturer			6		
8	8.1	6	Recommend on sustainable tourism practices for Heritage Tourism	3			L, D	
	8.2	6	Refer the tutorials provided by the lecturer			6		
9	9.1	7	Values and Issues in heritage Tourism	2			L, D	
	9.2	7	Refer the tutorials provided by the lecturer			6		
10	10.1	8	Domestic tourism in Sri Lanka	2			L, D	
	10.2	8	Refer the given references for further knowledge on the impacts of tourism			6		AS1 Due
11	11.1	9	Planning cultural and heritage sites for the tourism	3			L, D	
	11.2	9	Refer the tutorials and video clips for further knowledge			6		
12	12.1	10	Tour guiding 1	2			L, D	AS2 Strat

	12.2	10	Demonstrate tour guiding practices		20			
	12.3	10	Refer the tutorials and video clips for further knowledge			6		
13	12.1	10	Tour guiding 2	2			L, D	
	12.4		Refer the tutorials and video clips for further knowledge			6		AS2 Due
14	13.1	11	Comments on heritage tourism promotion 1	3			L, D	
	13.2		Refer the tutorials provided by the lecturer			6		
15	13.1	11	Comments on heritage tourism promotion 2	2			L, D	
	13.2		Refer the tutorials provided by the lecturer			6		
Total Hours				40	20	90		

*Teaching methods: L=Lectures, FV=Field visit, D=Discussion*

*Assessments methods: AS=Assignment*



### Assessment Strategy:

<b>Continuous Assessment</b>	AS1 - 20%	40%
	AS2 - 20%	
<b>End Semester Examination</b>		60%
<b>Total</b>		100%

<b>Course Coordinator</b>	<b>Teaching Panel</b>
Prof. Nuwan Abeywardana ( <a href="mailto:nuwan@ssh.rjt.ac.lk">nuwan@ssh.rjt.ac.lk</a> )	Prof. Nuwan Abeywardana ( <a href="mailto:nuwan@ssh.rjt.ac.lk">nuwan@ssh.rjt.ac.lk</a> ) Visiting Staff

### Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>Theory</b>	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
<b>Practical</b>												■			
<b>Independent Learning</b>	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
<b>Field visits</b>														■	
<b>Assignments</b>							■					■			

### Recommended Reading

- Coningham, R.A.E. (2006), *Anuradhapura: the British-Sri Lankan excavations at Anuradhapura Salgaha Watta: Volume 2: the artefacts* (No. 1508). Archaeopress.
- Goeldner, C.R., & Ritchie, B.J.R. (2009), *Tourism: Principles, Practices, & Philosophies*, Canada: John Wiley and Sons
- Harris, R., Williams, P., Griffin, T. eds. (2012), *Sustainable tourism*. Routledge.
- Inkson, C., Minnaert, L. (2018), *Tourism management: An introduction*. Sage.
- Medlik, S. ed. (2016), *Managing tourism*. Elsevier.
- Macleod, D.V. and Carrier, J.G. eds. (2009), *Tourism, power and culture: anthropological insights*. Channel View Publications.

**Course Name:** Landscape and Agro-irrigation Archaeology

**Course Code:** ARHM41013 (56:15:79)

**Course Capsule:** Introduction to Landscape Archaeology, Theories on Landscape Archaeology, Introduction to irrigation archaeology, Research history, Ancient water harvesting and management systems in Sri Lanka, Ancient water governance in Sri Lanka, Ancient sources on water harvesting and management systems, Evolution of the world irrigation systems, Irrigation of Anuradhapura period, Irrigation of Polonnaruva period, Ancient irrigation society, Irrigation technology, Traditional knowledge in irrigation societies

**Course Aim:** To develop an intellectual, eminent and enthusiastic graduate in archaeology who would be able to build up the connection between cultural and environmental context as they could interpret the field archaeological phenomenon.

**Course ILOs:**

After completing this course, students should be able to:

1. introduce basic concepts of Landscape archaeology
2. provide an understanding of the ancient irrigation landscape and technology of Sri Lanka
3. provide an awareness of the establishment, development and collapse of the irrigation in the agricultural society
4. introduce the sustainable landscape management system linked with the ancient irrigated landscape

**Lesson Sequence:**

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching /Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	Introduction to Landscape Archaeology	4			L	
	1.2	1	Read recommended reading			5		
2	2.1	1	Theories on Landscape Archaeology	4			L	
	2.2	1	Assignment 1			5		AS 1 Start
3	3.1	2	Introduction to irrigation archaeology	4			L, D	
	3.2	2	Continue AS 1			5		
4	4.1	1,2	Research history	4			L	
	4.2	1,2	Complete AS1			5		AS 1 Due
5	5.1	1	Ancient water harvesting and management systems in Sri Lanka	4			L	
	5.2	1	Read recommended reading			6		
6	6.1	1	Ancient water governance in Sri Lanka	4			L	
	6.2	1	Read recommended reading			5		
7	7.1	4	Ancient sources on water harvesting and management systems	4			L,D	
	7.2	4	Read recommended reading			5		
8	8.1	3	Ancient sources on water harvesting and management systems	4			L, D, IL	
	8.2	3	Read recommended reading			6		
9	8.1	3	Evolution of the world irrigation systems	4				V
	8.2	3	Assignment 2			5		AS 2 Start
10	9.1	4	Evolution of the world irrigation systems	4			L,D	
	9.2	4	Continue AS 2			6		
11	10.1	4	Irrigation of Anuradhapura period	4			L, D	
	10.2	4	Complete AS 2			6		AS 2 Due
12	11.1	3,4	Irrigation of Polonnaruva period	4			L	
	11.2	3,4	Read recommended reading			5		
13	12.1	4	Ancient irrigation society	4			L	

	12.2	4	Read recommended reading			6		
14	13.1	3,4	Irrigation technology	4			L	
	13.2	3,4	Read recommended reading			5		
15	14.1	3,4	Traditional knowledge in irrigation societies		15		P,FV	
	14.2	3,4	Read recommended reading			4		
Total Hours				56	15	79		

*Teaching methods: L=Lectures, D=Discussion, FV=Field Visit*

*Assessments methods: V = Viva examination, AS=Assignment*

### Assessment Strategy:

Continuous Assessment	AS1 - 20%	40%
	AS2 - 20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Prof. Nuwan Abeywardana ( <a href="mailto:nuwan@ssh.rjt.ac.lk">nuwan@ssh.rjt.ac.lk</a> )	Prof. Nuwan Abeywardana ( <a href="mailto:nuwan@ssh.rjt.ac.lk">nuwan@ssh.rjt.ac.lk</a> ) Prof. Chandana Withanachchi ( <a href="mailto:chandanaw@ssh.rjt.ac.lk">chandanaw@ssh.rjt.ac.lk</a> )

### Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Practical															■
Independent Learning	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Field visits															■
Assignments		■							■						

### Recommended Reading

- Brigitta Schütt, A.Pitawala and Wiebke Bebermeier. (2019), *Evolution of the Dry Zone Water Harvesting and Management Systems in Sri Lanka during the Anuradhapura Kingdom; a study based on Ancient Chronicles and Lithic Inscriptions*. *Water History*, 11: 75-103 (<https://doi.org/10.1007/s12685-019-00230-7>)
- Brigitta Schütt, Thusitha Wagalawatta and Wiebke Bebermeier. (2019), *Indigenous Agricultural Systems in the Dry Zone of Sri Lanka: Management Transformation Assessment and Sustainability*. *Sustainability* 11, 910. (<https://doi.org/10.3390/su11030910>)
- Wiebke Bebermeier and Brigitta Schütt. (2018), *Ancient Water Management and Governance in the Dry Zone of Sri Lanka Until Abandonment, and the Influence of Colonial Politics during Reclamation*. *Water* 10, 1746. (<https://doi.org/10.3390/w10121746>)
- Wiebke Bebermeier, Ingo Middelhaufe and Brigitta Schütt. (2018), *Water Harvesting in the Tropics. An Introduction of an ancient System in the dry Zone of north central Sri Lanka*, *Water Harvesting in Drylands*.

**Course Name:** Environmental Archaeology

**Course Code:** ARHM41023 (35:20:95)

**Course Capsule:** Archaeology is a study of time and space. The present course unit will discuss this 'space' matter in archaeology, an, i.e. environment where humans live. The discussion will go through how the environment preserves evidence of ancient human behaviors and what those traces tell us. How can we use the remains and features from the ancient environments to understand the past societies? How the climate changes affected humans? How was the ancient people adapted to their environments? Environmental archaeology studies such questions by using the concepts in both of social-behavioral science as well as natural sciences. Further, the course will provide an awareness of main analytical methods using in the environmental archaeology.

**Course Aim:** To provide knowledge in ancient environment to the candidates as they would be able to use them accurately at a professional level in order to identify and interpret the archaeological and environmental data while providing a better understanding of the value of using modern analytical methods in archaeology.

**Course ILOs:**

After completing this course, students should be able to:

1. describe the basics of the environmental archaeology
2. explain the adaptive strategies of humans in a given time and space
3. apply and use of relevant identification and analytical methods
4. co-relate the evidence to reconstruct past events and synthesize
5. critically review the themes related to culture and environment

**Lesson Sequence:**

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching /Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	Fundamentals of biology and the environmental archaeology	2			L, D	
	1.2	1	Learn following by watching recommended videos a. Environment b. Ecology c. Climate d. soil and sediments e. Animal kingdom f. Plant kingdom g. Domestication			7		
2	2.1	1	History, theory, methods and case studies in environmental archaeology	4			L, D	ST
	2.2	1	Brief the details of major environmental archaeological studies done in the world			5		AS 1 start
3	3.1	2,5	Ecology and ecosystems	4			L, D	
	3.2	2,5	Study the agro-ecological zones in Sri Lanka - what are the characteristic features of each region			7		
4	4.1	2,4	Faunal and floral archaeological evidences in Sri Lanka	3			L, D	
	4.2	2,4	Study the given literature and data sets. Can you notice any unique pattern in each case study?			5		
5	5.1	1,3	Introduction to archaeozoology	2			L, D	AS 1 due
	5.2	1,3	Memorize the given list of scientific names/ body parts/technical terms			7		
6	6.1	3,4,5	Faunal remains : retrieving and identification	1			L, D	
	6.2	3,4,5	Retrieve faunal remains from a given site/sample bag and try to identify		6			
	6.3	3,4,5	Draw selected samples and study published reports to learn illustration methods			7		

7	7.1	3,4,5	Faunal remains : reporting and recording	1			L, D	
	7.2	3,4,5	Fill the given forms and data cards		6			
	7.3	3,4,5	Study the given publications and learn common and different types of data recorded in each case study			7		
8	8.1	3,4,5	Analyzing faunal remains	3				
	8.2	3,4,5	Try to use the discussed statistical methods to analyses the given data sets by your own and search other suitable methods to analyses the same data set			7		
9	9.1	1	Introduction to Archaeobotany	2			L, D	
	9.2	1	Memorize the given list of scientific names/ plant remain type/technical terms			7		
10	10.1	4,5	Reconstructing Environments : Macro & micro floral remains	3			L, D	V1
	10.2	4,5	Read the given publications and study the types of floral remains studied in each case			7		V1
11	11.1	3,4	floral remains : retrieving and identification	1			L, D	
	11.2	3,4	Retrieve floral remains from the given sample and try to identify them by naked eye and microscope		4			
	11.3	3,4	Read the other case studies and try to find similarly reported evidences and the possibility of using such data for the identification purposes			5		
12	12.1	3	Floral remains : analysis	1			L, D	
	12.2	3	Study the recovered macro remains at the laboratory		2			AS2 start
	12.3	3	Study the given literature			7		
13	13.1	2,5	palaeoenvironments and paleoclimates	3			L, D	
	13.2	2,5	Study the provided materials. Also, do self-learning of the paleoclimate changes of Sri Lanka			5		
14	14.1	3	Data analysis and statistics	3			L, D	
	14.2	3	Apply suitable analytical method to the given data set		2			
	14.3	3	Analyze the same data set with different methods and compare the results			7		AS 2 due
15	15.1	5	Further studies	2			L, D	
	15.2	5	Study the given materials			5		



Total Hours	35	20	95		
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*Teaching methods: L=Lectures, D=Discussion*

*Assessments methods: V = Viva examination, AS=Assignment*

**Assessment Strategy:**

<b>Continuous Assessment</b>	AS1 - 10%	40%
	AS2 - 10%	
	V1 - 20%	
<b>End Semester Examination</b>		60%
<b>Total</b>		100%

<b>Course Coordinator</b>	<b>Teaching Panel</b>
Mr. Thilanka Manoj Siriwardana ( <a href="mailto:thilanka@ssh.rjt.ac.lk">thilanka@ssh.rjt.ac.lk</a> )	Mr. Thilanka Manoj Siriwardana ( <a href="mailto:thilanka@ssh.rjt.ac.lk">thilanka@ssh.rjt.ac.lk</a> )

**Organization of the course:**

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>Theory</b>	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
<b>Practical</b>						■	■				■	■		■	
<b>Independent Learning</b>	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
<b>Field visits</b>						■	■								
<b>Assignments</b>		■										■			

**Recommended Reading**

- Butzer, Karl. (1971), *Environment and archaeology: an ecological approach to prehistory*, Methuen and Co. Ltd, Great Britain.
- Deraniyagala, S.U. (1992), *Prehistory of Sri Lanka: an ecological perspective*, Department of Archaeological Survey, Sri Lanka.
- Drennan, Robert. (2009), *Statistics for archaeologists: A common sense approach*, Springer.
- Katupotha, Jinadasa. (1995), *Evolution and Geological significance of Holocene emerged shell beds on the Sothern Coastal zone of Sri Lanka*, Journal of Coastal Research, no. 11:4, pp. 1042-1061
- Panabokke, CR, 1996, *Soils and Agro-Ecological Environments of Sri Lanka*, Natural Resources, Energy and Science Authority, Sri Lanka
- Premathilake, Rathnasiri. (2006), *Relationship of environmental changes in central Sri Lanka to possible prehistoric land-use and climate changes*, *Palaeogeography, Palaeoclimatology, Palaeoecology*, 240:468–496
- Siriwardana, Thilanka. (2014), *History of the Use of molluscs in Sri Lanka*, Biodiversity Secretariat, Sri Lanka

**Course Name** : Advances in Prehistoric and Protohistoric Archaeology in Sri Lanka

**Course Code** : ARHM41033 (46:27:77)

**Course Capsule:** Introduction to the recent studies of Sri Lankan prehistory and protohistory, Horton plains, plant domestication and palynology, Prehistory of the wet lowlands in Sri Lanka, case study of Bulathsinhala, Fa-hian cave, Coastal dwellers and the resource use patterns in the Mesolithic period, Hunter-gatherers in transition, Clay canoe burial tradition, Megalithic burial complexes, Mortuary archaeology in the Dry zone, Resource exchange pattern between the Eco zones of Sri Lanka in the protohistoric period, develop hypothesis to study the protohistoric mortuary practices, architecture, environment, identity and materiality in the protohistoric period, Future endeavors

**Course Aim:** To provide a basic understanding of the Sri Lankan prehistory and protohistory enabling students to use as a way to examine the cultural continuity in Sri Lanka.

**Course ILOs:**

After completing this course, students should be able to:

1. describe the cultural continuity through the time and space in relate to the identity, cultural attributes and materiality
2. explain burial practices and other cultural behaviors
3. comment the current research trends and evaluate of the validity of the facts
4. review the novel archaeological literature

**Lesson Sequence:**

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching /Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1,3,4	Introduction to the recent studies of Sri Lankan prehistory and protohistory	2			L, D	
	1.2	1,3,4	Read recommended reading			7		
2	2.1	1,3,4	Horton plains, plant domestication and palynology	3			L, D, FV	
	2.2	1,3,4	Read recommended reading			7		
3	3.1	1,3	Prehistory of the wet lowlands in Sri Lanka	4			L, D	ST
4	3.2	1,3	Field Visit: prehistoric sites situated in wet lowland (Fa-hien cave, Batadomba cave, Doravaka etc.)		12		FV	
5	3.3	1,3	ST1: explaining the prehistoric environmental and other conditions around the various prehistoric sites			7		AS 1 Start
6	4.1	3,4	Pahiyangala cave- The nature of the oldest to latest Mesolithic evidences	2			L	
	4.2	3,4	Read recommended reading			7		
7	5.1	1,3,4	Coastal dwellers and the resource use patterns in the Mesolithic period	3			L, FV	
	5.2	1,3,4	Read recommended reading			7		
8	6.1	1,3,4	Hunter-gatherers in transition	3			L, D	
	6.2	1,3,4	Read recommended reading			7		
9	7.1	1	Clay canoe burial tradition and related studies	3			L, D	AS 1 Due
	7.2	1	Read recommended reading			7		
10	8.1	1,2	Megalithic burial complexes and novel findings	6			L, D	
	8.2	1,2	Read recommended reading			7		
11	9.1	1,2	Mortuary archaeology in the Dry zone	4			L, D	AS 2 Start
	9.2	1,2	Read recommended reading			7		
12	10.1	1,2,3	Resource exchange pattern between the Eco zones of Sri Lanka in the protohistoric period	4			L, D	
	10.2	1,2,3	Read recommended reading			7		
13	11.1	2	How to develop hypothesis to study the protohistoric mortuary practices	4			L, D	

	11.2	2	Visiting protohistoric sites		15		FV	
14	12.1	1	Architecture, environment, identity and materiality in the protohistoric period	4			L, D	
	12.2	1	Read recommended reading			7		
15	13	3,4	Future endeavors	4			L, D	AS2 Due
Total Hours				46	27	77		

*Teaching methods: L=Lectures, FV=Field visit, D=Discussion*

*Assessments methods: AS=Assignment*

**Assessment Strategy:**

<b>Continuous Assessment</b>	AS1 - 20%	40%
	AS2 - 20%	
<b>End Semester Examination</b>		60%
<b>Total</b>		100%

<b>Course Coordinator</b>	<b>Teaching Panel</b>
Mr. Chandima Bandara Ambanwala ( <a href="mailto:cbamba@rjt.ac.lk">cbamba@rjt.ac.lk</a> )	Mr. Chandima Bandara Ambanwala ( <a href="mailto:cbamba@rjt.ac.lk">cbamba@rjt.ac.lk</a> )
	Prof. Thusitha Mendis ( <a href="mailto:thusitha@ssh.rjt.ac.lk">thusitha@ssh.rjt.ac.lk</a> )
	Mr. Thilanka Manoj Siriwardana ( <a href="mailto:thilanka@ssh.rjt.ac.lk">thilanka@ssh.rjt.ac.lk</a> )

**Organization of the course:**

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>Theory</b>															
<b>Practical</b>															
<b>Independent Learning</b>															
<b>Field visits</b>															
<b>Assignments</b>															

**Recommended Reading**

- Deraniyagala, P.E.P. (2001), *The Pleistocene of Ceylon*, Ceylon National Museum, Colombo.
- Deraniyagala, S.U. (1992), *The Prehistory of Sri Lanka, Part I & II, an ecological perspective*, Department of Archaeology Survey, Memoir Volume 8, Colombo.
- Deraniyagala, S.U. (2007), *The Prehistory and Protohistory of Sri Lanka*, The Central Cultural Fund, Sri Lanka.
- Kennedy, Kenneth A.R. (2003), *God-Apes and Fossil Men : Paleoanthropology of South Asia*, The University of Michigan Press, United State of America
- Senevirathne, S. (1984), *Black & red ware complex in Sri Lanka*, Ancient Ceylon, No.5, Department of Archaeology, Colombo.
- ප්‍රේමතිලක, ටී.ආර්. හා සෙනෙවි එපිට්ටන් (2007), *පරාග විද්‍යාව හෝර්ටන් නැන්ත හා දකුණු ආසියාවේ අති පුරාණ කෘෂිකාර්මික පරිසරය*, සීමාසහිත ස්ටැම්පර්ඩ් ලේක් (පුද්ගලික) සමාගම, පත්තිපිටිය.

**Course Name:** Field School

**Course Code:** ARHM41043 (07:55:88)

**Course Capsule:** Students must organize a seminar based on the results of the annual field schools. The seminar can be based on the survey, excavation, public awareness, report writing and publication, etc. Further, each student has to submit a report on one of their field experience.

**Course Aim:** To provide a comprehensive knowledge of the field archaeology which will lead to create a graduate who is skillful at archaeological survey, excavation and other practical work with a high competence in the presentation.

**Course ILOs:**

After completing this course, students should be able to:

1. independently engage in archaeological field work
2. expertise in Archaeological survey, excavation and other field methods
3. create comprehensive reports on field activities
4. present research outputs in a seminar

**Lesson Sequence:**

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
N/A	1	1,2	Ground survey methods		5	10	L, D	SEM
N/A	2	1,2	Archaeological excavation methods	3	10	10	L, D	SEM
N/A	3	1,2	Material conservation		10	10	L, D	SEM
N/A	4	1,2	Artifact analysis and classification		10	10	L, D	SEM
N/A	5	1,2	Architectural conservation		10	10	L, D	SEM
N/A	6	1,2	Sampling techniques		10	10	L, D	SEM
N/A	7	3	Archaeological report writing	4		14	L, D	SEM
N/A	8	4	Presentation skills			14	L, D	SEM
Total Hours				7	55	88		

*Teaching methods: L=Lectures, D=Discussion*

*Assessments methods: SEM=Seminar*



**Assessment Strategy:**

<b>Continuous Assessment</b>	Student's role in the organizing committee and the active participation - 10%	100%
	Presenting a paper at the seminar - 20%	
	Academic writing/ presentation skills - 10%	
	Final report - 60%	
<b>End Semester Examination</b>		0%
<b>Total</b>		100%

<b>Course Coordinator</b>	<b>Teaching Panel</b>
Dr. Nuwan Abeywardana ( <a href="mailto:nuwan@ssh.rjt.ac.lk">nuwan@ssh.rjt.ac.lk</a> )	Prof. Thusitha Mendis ( <a href="mailto:thusitha@ssh.rjt.ac.lk">thusitha@ssh.rjt.ac.lk</a> )
	Dr. Nuwan Abeywardana ( <a href="mailto:nuwan@ssh.rjt.ac.lk">nuwan@ssh.rjt.ac.lk</a> )
	Mr. Tikiri Bandara Wijepala ( <a href="mailto:tbwijepala@gmail.com">tbwijepala@gmail.com</a> )
	Mr. Thilanka Manoj Siriwardana ( <a href="mailto:thilanka@ssh.rjt.ac.lk">thilanka@ssh.rjt.ac.lk</a> )

**Organization of the course:**

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>Theory</b>															
<b>Practical</b>															
<b>Independent Learning</b>															
<b>Field visits</b>															
<b>Assignments</b>															

**Course Name:** Research methods and academic integrity

**Course Code:** ARHM41053 (47:00:103)

**Course Capsule:** Archaeology and heritage management honors degree programme include a research component which needs to be carried out under the guidance and supervision submit as a dissertation, which will be assessed. Present course will provide training and exposure to academic research methods, proposal writing, and writing skills. Student will be given a guideline and supervise their work by a supervisor/s assigned by the Departments. The topic of the dissertation/ research may selected by the student but has to be approved by the relevant supervisor and the Head of the Department.

**Course Aim:** To provide knowledge of getting a theoretical approach to a research to the candidates as they would be able to use them accurately at a professional level to design a research methodology and develop the presentation skills

**Course ILOs:**

After completing this course, students should be able to:

1. choose a proper research question
2. support the selected research theme with a relevant literature survey
3. compile a research proposal
4. formulate a theoretical approach to a research question
5. apply presentation skills

**Lesson Sequence:**

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching /Learning Methods	Assessment Methods
				T	P	IL		
1	1	1	Introduction to dissertation / research	5		10	L	
2	2	1	Diversity of possible researches	5		10	L, D	AS1 Start
3	3	1,2,3,4	Establishing research question(s), objectives and scope	5		10	L, D	
4	4	1,2,3,4	literature survey and critical review	5		10	L, D	
5	5	2,3,5	Referencing and citation	5		10	L	
6	6	4	Proposal formulation	5		10	L, D	V, AS1 Due
7	7	2,3,4	Research methods and developing a research methodology	5		10	L, D	
10-11	8	2,3,4	Research colloquium	6		15	L	
12-15	9	2	Proposal presentation	6		18	D	V
Total Hours				47	0	103		

*Teaching methods: L=Lectures, D=Discussion*

*Assessments methods: V = Viva examination, AS=Assignment*

**Assessment Strategy:**

<b>Continuous Assessment</b>	Research Proposal - 40%	100%
	Proposal Presentation - 20%	
	Essay - 20%	
	Attendance - 20%	
<b>End Semester Examination</b>		0%
<b>Total</b>		100%

<b>Course Coordinator</b>	<b>Teaching Panel</b>
Head of the Department	All Staff

**Organization of the course:**

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>Theory</b>															
<b>Practical</b>															
<b>Independent Learning</b>															
<b>Field visits</b>															
<b>Assignments</b>															

**Course Name:** Dissertation

**Course Code:** ARHM42016

**Course Capsule:** Candidates are trained to conduct independent research through the ARHM 4113 course unit. The present course unit is an extension of it, and at this moment, it is expected from the candidates to show their progress in the selected research project and submit a final dissertation for the assessment. A written dissertation of 8,000-10,000 words must be submitted for the assessment. As an option to the dissertation or as part of it candidates could submit an audio or video documentary, digital media presentation such as database, web site or other creative research work with prior consent of the relevant supervisor and the Head of the Department.

**Course Aim:** To provide knowledge, skills, and attitudes on independent work enabling students to practical use and examine the effectiveness.

**Course ILOs:**

After completing this course, students should be able to:

1. research the independently selected topic and present the final result by applying the learnt knowledge to analyze, synthesize and evaluate data along with a hypothesis
2. develop the academic writing and presentation skills

**Assessment Strategy:**

<b>Continuous Assessment</b>	Final Report - 80%	100%
	Viva Presentation - 20%	
<b>End Semester Examination</b>		0%
<b>Total</b>		100%

<b>Course Coordinator</b>	<b>Teaching Panel</b>
Head of the Department	All Staff

**Course Name:** Special Projects

**Course Code:** ARHM42022 (32:20:48)

**Course Capsule:** It is expected from a university graduate to behave in a bound to the academic honesty, social responsibility and ethics while they are working and update the research skills. The present course unit aims to provide a guide to develop such soft skills.

**Course Aim:** To provide the awareness of academic honesty, ethics, integrity and social responsibility enabling students to develop the presentation skills to present in the research sessions.

**Course ILOs:**

After completing this course, students should be able to:

1. avoid the plagiarism and follow the accepted norms in citation and referencing
2. use the plagiarism detection applications
3. show a social responsibility and behave in professional ethics
4. present a paper in a research session

**Lesson Sequence:**

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching /Learning Methods	Assessment Methods
				T	P	IL		
1	1	1,2,3,4	Workshop on academic integrity	08		12	L, D	AS 1
3	2	1,2,3,4	workshop on citation and plagiarism	08		12	L, D	
5	3	1,2,3,4	workshop on ethics and social responsibility	08		12	L, D	ST
7	4	1,2,3,4	workshop on research abstract/paper writing and presentation	08		12	L, D	V
9-15	5	1,2,3,4	Organizing Research Symposium		20			
Total Hours				32	20	48		

*Teaching methods: L=Lectures, D=Discussion*

*Assessments methods: V = Viva examination, Spot Tests=ST, AS=Assignment*

**Assessment Strategy:**

<b>Continuous Assessment</b>	Course portfolio - 40%	100%
	Attending to/presenting in a research conference - 40%	
	Attendance for workshops - 20%	
<b>End Semester Examination</b>		0%
<b>Total</b>		100%

<b>Course Coordinator</b>	<b>Teaching Panel</b>
Head of the Department	All Staff

**Organization of the course:**

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>Theory</b>	■	■	■	■	■	■	■	■							
<b>Practical</b>															
<b>Independent Learning</b>	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
<b>Field visits</b>															
<b>Assignments</b>	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■



**Course Name:** Industrial Training

**Course Code:** ARHM42033

**Course Capsule:** The candidates following the Bachelor of Arts Honors degree programme looking forward to having employment afterwards. It will be beneficial to have an in hand experience on institutional structure, establishment and financial regulations, traditions and working norms gain by working in formal institute/establishment. Notably, the graduates will be able to approach the employment opportunities along with the industrial training successfully.

**Early completion** - Students who are following the ARHM 42032 - industrial training unit can engage maximum two-week field works in each semester from the honors first year onwards. This can be completed either as a field training in any related field (archaeology, heritage management, tourism, etc.). A proper documentation must maintain and present along with the industrial training report. Students can request to reduce the duration of above training periods from the total industrial training period. The duration of the Field school should not count into this.

- Candidates can select an institute on their will which subjects to the prior recommendation of the Head of the Department or attends to an institute proposing by the Industrial Training Unit.
- Training should commence and implement under the supervision of the internal and external examiners. Monthly progress reports must provide to the Head of the Department/Examiner.
- Candidates must complete 1,000 – 1,500 working hours during the six (6) month industrial training period. The early completion durations will be reducing from the industrial training period.

**Course Aim:** To provide an opportunity to apply theoretical knowledge practically to the candidates so that they would be able to use establishment structure, financial regulations, traditions and related structural conditions in institutes while producing an effective graduate to the labour force.

**Course ILOs:**

After completing this course, students should be able to:

1. demonstrate professional behaviour in an establishment with a proper understanding of the institutional structures, objectives and roles
2. practice the establishment regulations

*Accountable on the collective responsibility of staff*

**Assessment Strategy:**

<b>Continuous Assessment</b>	Final report	- 60%	100%
	Monthly progress report	- 20%	
	Viva/ Presentation	- 20%	
<b>End Semester Examination</b>			0%
<b>Total</b>			100%

<b>Course Coordinator</b>	<b>Teaching Panel</b>
Head of the Department	-

**With the notes of the brief meeting with Prof. Sudarshan Seneviratne on  
10<sup>th</sup> September, 2020**

*Stakeholder survey, Department of Archaeology and Heritage Management, Faculty  
of Social Sciences and Humanities, Rajarata University of Sri Lanka*

**11<sup>th</sup> September 2020 at the Sri Lanka Foundation Institutes**



**Agenda**

**9.00:** Arrival of participants and registration

**Inaugural session**

**9.30 am – 9.35 am:** Welcome speech: Prof. Thusitha Mendis (Head of the Department)

**9.35 am – 9.45 am:** Context & Overview of Programme. Prof. Sudharshan Seneviratne (Consultant for OBE-LCT for Dept. of Archaeology, Rajarata Univ. & High Commissioner Designate for Sri Lanka to Bangladesh)

**9.45 am – 9.55 am –** Introduction to the programme: Dr. Nuwan Abeywardana (Coordinator of Programme)

**10.00 am – 11.00 am: Session 1 – Intellectual skills**

Chair: Prof. Sudharshan Seneviratne and Prof: Ariya Lagamuwa

Coordination: Mr. Thilanka Siriwardane

**11.00 am – 11.15 am – Tea**

**11.15 am – 12.30 pm – Session 2 - Practical skills**

Chair: Prof. Sudharshan Seneviratne and Prof. Thusitha Mendis

Coordination: Mr. Tikiribandara Wijepala

12.30 pm – 1.30 pm – Lunch

**1.30 pm – 2.45 pm: Session 3 – Soft skills**

Chair: Prof. Sudharshan Seneviratne and Dr. Vishaka Nanayakara

Coordination: Mr. Chandima Ambanwala

2.45 pm – 3.00 pm – Tea

**3.00 pm – 4.15 pm: Session 4 - Graduate profile**

Chair: Prof. Sudharshan Seneviratne and Prof. Chandana Withanachchi

Coordination: Dr. Nuwan Abeywardana

**4.15 pm – 4.45 pm: Futuristic perspective on Professional linkages and Industry**

**4.45 pm – 4.50 pm: Vote of thanks by the Dean of the Faculty**

**End of the agenda**

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## **Minutes**

### **1. Matters aroused from the meeting**

Points as highlighted at the short meeting – 10<sup>th</sup> September 2020

What is the scope of the stakeholder meeting on 11<sup>th</sup> September?

1. What are the skills stakeholders expecting from our graduates – their opinion
2. The mentors will need to equip to meet the requirements of such a programme – Self-evaluation?

#### **Theme 1 - Intellectual skills**

What are intellectual skills? What are the parameters?

- Being a professional who is sensitive to the other identities with multi-cultural views

eg -

Gender issues, state and the archaeology, identity and archaeology, Interpretative studies, hegemony – how we create a person who can handle these types of thoughts, issues in an intellectual capacity?

Freethinkers, thinking sphere and the current socio-political context where such graduates are going to work. What will be the philosophy of the department in this scenario and what will be our stronghold?

The department will need to create and operate its sources for funding to sustain the Intellectual credibility without being vulnerable to collapse while going through this long-term programme.

Plagiarism and other acts – The graduates must be aware of these, and the academic training must reflect such values

Information, knowledge and cognitive values – Ripple effect and the counter ripple effect

Nuwan – What will be the market expects from a graduate – *let us take the stakeholders concepts to formulate the points to the curriculum*

○ (Read the Inamgaon report)

### **Theme 2 - Practical skills**

Practical skills and application of the practice- The process of the practice

interpretation –

The level and percentage of the practices offering to the students? How much and which level?

The former programme of the CCF is that students are incorporated and experienced socio-cultural skills while they are working.

○ Linking the department with a site to train and produce a path for the students to develop their skills.

Exhibitions and knowledge dissemination as a part of the practice

### **Theme 3 - Soft skills**

Define – Critical thinking, IT, Teamwork,

Critical thinking – Independently thinking and questioning

- **Graduate profile**

Open discussion to get the thoughts from the stakeholders

Views of the Department members

- **Industrial linkage**

How to connect the students with the other avenues?

The graduates must be able to stand for their vision and for what they believe. Their contribution to the market must be natural and authentic, which brings fresh concepts to the market with more capable and strong 'voice and personality'.

A proper mechanism should establish to trace the skills of every single graduate and guide/direct them toward a path of success through their degree programme which will open them novel opportunities other than in their field of study.

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Minutes of the meeting on 11<sup>th</sup> September 2020

Welcome by prof Thusitha Mendis,  
9.38 am.

Participants – Prof. Sudarshan Senevirathna, Prof. BD. Nandadeva, Prof. Ariya Lagamuwa, Prof. Jagath Weerasinghe, Dr. Gamini Wijesuriya, Dr. Vishaka Nanayakkara, Mr. Ranjith Bandara Dissanayake, Dr. Padmakumara Jayasinghe, Dr. Prasanna Rathnayake, Ms. Bhagya Mahavithana, Mr. Anuradha Piyadasa, Mr. Rasika Muthukumarana, Prof. Chandana Withanachchi, Prof. Thusitha Mendis, Dr. Nuwan Abeywardana, Mr. TB Wijepala, Mr. Thilanka Siriwardana, Mr. Sandaruwan, Mr. Indika Jayasekara, Ms. Janeena Nonis

Brief intro of the Department – video

**9.50 am – Prof. Sudharshan Senevirathne – Intro to the session**

The department of ARHM is successfully maintaining problem oriented academic systems and greeted to the department.

Sri Lankan tradition inherited a system of knowledge from 'Bodhi' or buddhi which is not limited to the island but derived the concepts from the outside world.

The archaeology graduates must be able to be humanistic, work without being biased and working in the norms of as said by Lord Buddha, i.e. Sathara Agathi

How do we use soft-skills more efficiently as a tool

The personality and other concerns of the graduates

Archaeology is a team effort

How to create links with other venues to open opportunities to the graduates

10.05 am - Dr. Nuwan Abeywardana  
Intro of the Faculty and the Department  
Accelerating Higher Education Expansion and Development – AHEAD operation

From Teacher centered to Learner centered teaching

### Intellectual Skills

How to develop the intellectual skills –

Dr. Gamini Wijesuriya –  
The archaeology graduates will need to direct toward the heritage management

Archaeology and Heritage Management are two different disciplines. Archaeology Department of Arch has become a place of providing jobs to the Archaeology graduates and it has ceased the approach of other disciplines in to the Department and malfunctioned. It will need to correct asap to the betterment of archaeology and Heritage Management. Hence, the course must be directed into the correct path.

Dr. BD. Nandadeva

All of the disciplines in the university system commonly facing the issue of developing IS. The school education system producing students who cramming and the a gradual decrease of IS observed since 1980s. The university have the challenge to convert a person into an intellect within four years, who are not in such a level at the entrance. Humanistic, freethinking, analytical student! mindset change! How much liberal art education integrating in to the programme other than the ARHM. Core courses and elective courses – elective courses must be and are the major part of the course which directing the students to novel intellectual skill development.

Prof SS

The school education system is responsible for the degradation of the SL IS of the students. Liberal arts – in SL tradition there was the liberal art system. Most of the social issues rooting into the collapse of this tradition as well. The Kalama sutraya – critical thinking. Issue related – Problem oriented and critical thinking education system.

Dr. Vishaka Nanayakkara

The school education system should not solely blamed of the collapse of the education system. The students are spending considerable time with the university. Hence, the teachers are responsible to change the system from the University. The responsibility of the University teacher. How to change the attitudes and taste of the students by being more creative and adaptations.

Prof. Jagath Weerasinghe

Problem is in the University. Universities are teaching institutes. Humanities should learn lessons from the past. (connecting with Vishaka and Gamini). To what level of intellectual skills are we going

to develop? Frankfurt or theoretical thinking? Archeology is finding things!? Archaeology is not self evident. So what is the level of undergraduate IS. Cross training programmes (same as electives) – so as a way of thinking is multifaceted and to develop the applied mathematics and theoretical engineering. Pattern reading and computer sciences thinking. Theories of modernity. These should be raise

Dr. Gamini Wijesooriya

Knowledge acquisition. Language is essential in this and the graduates must learn materials in Sinhala. Why can't we translate materials in to Sinhala?

Prof. SS

The students are coming to us and thinking process should be raise at the uni level. (quoting Jagath) – Critical thinking. Cognition and behavioral norms. Communication knowledge is important.

Mr. Anuradha Piyadasa

Intellectual skills to what level? Why do we need create a graduate and what will be their role in the country? Professional or academic? Most of the times we are seeing the graduates are not aware of the paths and the ventures open to them.

Prof. Jagath

Postgraduate degree is completing an archaeologist. Not the BA. And the level?

Mr. ANuradha

The intake is too high. What sort of ventures will be open to them and the graduates expectations? The opinion of Council of Archaeologists?

Prof. SS

During the 1980s, the ccf had a mechanism to enroll graduates. Are we going to the create an ARHM graduate per se or who is suitable to any industry? There are fields which the graduates can use their existing skills and knowledge. The government has programmes and we can join them with that.

Mr. ANuradha

Agri faculty of the Peradeniya gains multi fasceted disciplines such as management, project managment, logistics, etc.

prof Chandana

The Agri system is so suite.

Prof. Thusitha

Dr. BD nandadeva



Elective system creates several opportunities.

What are intellectual skills – interpretation –

Dr. Gamini

Of what areas do we need to develop the intellectual skills?

Prof Thusitha

We are currently running archaeology and Heritage Management as two separate disciplines

Dr Vishaka

In the psychomotor domain we have to enhance the skills and it should be amalgamate in the first levels.

#### Practical Skills

Interpretation – what are the limitations and what do we mean by practical

1. What are the practical skills?
2. How to take the practical skills beyond it?

Prof SS

How to interact with the society and working with the people?

The NGOs and other industries created chaos where graduates actively engaged to resolve and most of these people got an experience to the mitigate the social issues. The realistic social issues and consciousness of those is essential to the graduates. Archaeology is not recording but going deeper in to the past. Aren't we doing public archaeology and how?

Dr Nuwan

At least ten practical should include in the study programme which are predefined and decide. What are the basic skills the graduates should have and define the practical accordingly

Prof. Jagatha

Lab, field, studio and society practical. Four practical fields. We need to address these all.

Dr. BD nandadeva

The basket system of the University is for convenience. But, we do not adhere the basic principles of the US system which is in two levels. In the first level it is Knowledge delivering. At the second level is the issue oriented. We only think horizontally but not vertically. When the student are going up in the level, we must change the approach and these levels to cater much better learning to them.

Dr. Padmakumara

Field skill development. The subject areas which a graduate should be aware of. Material identification is a must. The basic identification is a must. The basic knowledge of other fields must come from the first year and not at the end of the levels. Geology is a must subject for practical.

Dr. Gamini

Are we finding the practical for the current programmes?

Mr. Rasika Muthukumarana

The graduate must be able to stand and handle all the day to day works practically. Is that what we are focusing on or is it about the 40% mark practical system.

Dr. Nuwan

We have to create practical manuals and students have to achieve the level. What the essential practical skills an archaeologist and heritage manager should have, is what we are expecting to gain here. Systematising the system.

MR Rasika

Annually we meet graduates. A main fact I'm noticing is that there are few who are higher in IQ and knowledge. Geography – time and space, maths – to logic, political science – In most cases the students who follow these are adaptable to the challenging environments than the others.

Prof. SS

The students must approach other faculties and it is a must.

Prof. Thusitha

We have to change the whole course. The major concern is developing a student from the knowledge level to an analytical level.

Ms. Bhagya Mahavithana

Tourism is directly linked with the practical skills. Interns most of the time are lacking the skills of using the knowledge practically. The application of knowledge is an issue. Sustainability is trending. Sustainability management, environment, social sustainability, peace are the four pillars of modern tourism development and heritage is part. Authenticity is a basic principle of this tourism development project planning and the community values are being considered. These should be included in the study programmes.

Dr. Padmakumara

Public awareness is a major issue. There are disciplines and research, but not sufficiently penetrate in the society. If the general public is knowledgeable – this should be done by the professionals and scholars. How do we teach them to do so?

Ms. Bhagaya

We do not have enough knowledge to adapt the international investments accordingly to the SL requirements. But in most of the cases, it is a failure.

Dr. Prasanna Rathnayaka

In the architecture, we learn other subjects as economics, building structures, fine arts, physiology, building services etc. These are from different faculties. The graduates know many concerns of these subjects to get the works done from these when work practically. Why the archaeologists are not working collaboratively with the other scientists?

Mr. Anuradha Piyadasa

Most of the graduates do not have an idea to see the overall picture, but the self-oriented part. Academic integrity is a must know and most of the countries are teaching these. Referencing system and the AI is a separate part of the other universities. It is a practice.

Dr Vishaka

When developing the curriculum we must think how the psychomotor domain and knowledge domain work together. It is not separated

Dr. Gamini

Practical skills for HM

- Value assessment
- Conflict resolution
- MGT planning
- managing sacred –
- Managing the world heritage – nomination, mgt planning, reporting process,
- Issues of knowledge and rights
- Impact assessment
- Sustainable development

Prof. Jagath

Sharing the knowledge with the public has to deal with the emotions.

Studio practical – 3dimensional activities to train and train the eye. How we use the studio method for that. Visual issues.

Dr Padmakumara

Photography is a must.

Prof. Jagath

But, the archaeologists must visually observe the artefacts and the stratigraphy and “draw” it.

Dr. Nandadeva

- i. sample collections, preparation, analysis and interpretation – researcher must personally handle and aware of these to handle practically.
- ii. Living heritage – World concerns are on the intangible heritage. UNESCO 10 year programme of intangible heritage and education (how to use the intangible heritage “to” learn) – Rajarata located in the best region for such studies the department must think of that as a field to be develop.

Mr Anuradha

Disseminating the knowledge and handling the public. Practical skill of the presenting the knowledge.

Prof. Jagath

Language as skill is a reality. Required common sense such as language.

Dr. Gamini

Tangible, intangible and intellectual heritage. Getting the intellectual heritage is the skill.

Mr. Ranjith Bandara

Field archaeology is in the programme already. All the previous speakers raised the matter of the dealing with the public and communicating with them. CCF has limited Public relations but the department is directly working with that. The officers in the department are trained by the universities, but they are not capable of identifying the interests of the public. Slogan of "community development through heritage" and being a part of their life to handle the heritage. It is a must have skill.

#### 1.30 pm Soft skills

Dr. Vishaka Nanayakkara

Interpretation – i. Sample interpretation ii. public speaking, negotiation, knowledge dissemination

Mr. Anuradha

At least 3 month internship in a non-related institute

Dr. Gamini

Statement of significance – Conflict resolution and compromising skills are essential for the heritage managers. Eg. the Kurunegala incident

Value assessment – No more expert driven approaches.

Dr. Vishaka

How we integrate the above raised matter into the curriculum?

Dr. Nandadeva

The academic staff members must change their attitudes to incorporate soft skills

Dr Vishaka

Lecturer - Not a sage on the stage but a friend by the side

Prof Jagath

Archaeology is technical job in the current practice which should be changed. There is a demand to think of archaeology in a different way. Archaeology as history of ideas and thoughts.

Mr. Rasika M



quoting Prof. Jagath - above is the utopia. Students are in the other end and the academics are in the mid way but not reached the prime. Academic staff must change their mindset.

Ideational realm

Dr Nandadeva

Common skills should be the term. Not SS. for Leadership training there are not enough opportunities. in the school level, the sports promoting as the best way to leadership training. But, there are very few those who are able to give leadership actually. The empathy and other humanistic skills are the major requirement.

Prof. Jagath

In the project report, include the parts as softskills such as public speaking and working with the society.

Dr. Nuwan

Also, we need raise an awareness of the professionalism.

Dr. Padmakumara

Focus and the sharpness of the students are decreased when they are getting in to the higher level. The thinking capacity is draining with the education and they do not have a lifelong aim. They need to evolve and naturally shape themselves.

Mr. Sandaruwan

Most of the raised matters were not in the syllabus but the instructors were able to give us some training beyond the curriculum. The practice we gain was aided to work with the society. The Department provided the skills of the machine operation, related skills and knowledge of techniques.

Dr Vishaka

How many such students created from the department? Developing attitudes of all the students to come up in to that level.

Ms. Bhagya

Attitude building and open mindedness. Must start from the orientation and identify their skills to direct them to the potential paths with their skills. SWOT  
Multi-disciplinary approaches will be develop with these capacities. Sense  
Entrepreneurship - Skill to adjust the available opportunities and find own path.

Mr. Rasika

How to deliver your knowledge to the general public in a common language. also in a case of the someone new to the field.

Mr. Indika Jayasekara

Most of the new intake students are lacking the skills mentioned by Sandaruwan.

Ms. Janeena

If we can develop the skills of the students from the first years in an equal manner it will be better. Also, the multi cultural sense of the people as a Sri Lankan. The reading and the materials. Archaeology - English reading.

Prof. SS

Is that archaeologist are looking into the inclusivity? cultural diversity and the identity related issues must be handle by the students. Beyond the tribal mindset>

#### Session 04 – Graduate profile

3.05 pm

Prof SS open the discussion

What is the contribution of the graduate to the nation? to the country? to the people?

The personal philosophy of the graduate and the personality?

Dr. Nandadeva

both curriculum and the GP is linked together. This cannot be done in a linear thinking . Also the utopian dreamworld thoughts will not be achievable.

ii. Subject benchmarks are the threshold of the expecting outcome of the graduate hence the subject benchmark, curriculum and GP must link together.

iii. The available resources and the feasibility of the programme.

Prof. SS

To understand the feasibility of the subject benchmark and the GP, we must have an awareness of the ground reality.

Prof Jagath

The basic understanding of the current political background. It is a grave responsibility of the graduates to identify the political thoughts on the archaeology and handle it. Eg. motherland concept of ethnicity, Ethnic realities. There is no solid anthropology, solid archaeology. Also, in SL the archaeology serves divisively to the politics of the country.

Prof. SS

quote jagatha – in the current case, we do not impose our thoughts on the graduates, but as mentors we are allowing them to come up with intellectual personality by their own

Prof. Jagath

The ambiguity of the archaeological data must be give to the students. The responsibility and the accountability of the what we are saying

Dr. Gamini

This graduate is not an archaeologist. they are the doing archaeological heritage management.

Dr Gamini

The Graduate profile must align to both heritage management and Archaeology

Dr. Nandadeva

What kind of jobs are these graduates are joining with? with that we can have a better understanding of the GP

Mr. Anuradha

How we maintain a balance in archaeology and finance? most of the students are not thinking beyond their subject knowledge and not properly employing their skills to earn money.

Prof SS

Previously there was a mechanism to sustain the graduates to learn while earning. CCF.

Mr Anuradha

Most of the students do not have a direct or firm link with the field and disappointment is major thing left at the end

Dr Vishaka

personal capabilities, subject Specific competencies, ethical and social attributes, professional All these must be assessed and in the study programme

Prof SS

Top down view – Archaeology and heritage is up there and have to look from there  
From Bottom to top view - ??

Dr. Gamini

When a student goes to interview four Qs asks

- i. Personality
- ii. Subject
- iii. Professionalism
- iv. Ethical /interpersonal skills

Prof SS

Do we prepared graduates to face the interviews?

Dr. Nandadeva

In the Harvard subject specific credits are only 42-45. The rest is covering from ca. 75 is liberal arts.

Prof SS

At least one year professional training after graduation is compulsory in other countries.

Dr. Gamini

Agreeing with professor SS

Prof Chandana

The final year education will be English medium as discussed recently.



Futuristic perspectives on professional linkages and industry

3.55 pm

Ms Bhagya

To be a tourism professional there are potentials to the archaeologists. The curriculum must provide a proper guidance to the students to the field.

Prof SS

In the curriculum, there are many facets which easily link with the tourism. What are they?

Ms Bhagya

Many. The current site management is poor. Tourism is diverse and need to identify their requirements and facilities.

Prof. SS

There are trajectories. CCF and private sector. The private sector requirement and the mechanism creating by the CCF are not in par. When creating the linkages there will be practical issues as most of the hoteliers are not open to the new market openings. This will be effective on the job market

Dr Gamini

Opportunities for the graduates

- Interpretations and presentations
- Tourism
- Management masters degree – Introducing heritage management into the management

prof. SS

how the industrial training works?

Prof Thusitha

There is a 6 months industrial training as a part of the study programme.

Prof SS

The trainees can get jobs from the places they are trained. Any mechanism to firm that!

Prof Chandana

We already have languages and tourism in the study programme

Dr Nandadeva

Some of the foreign universities have job fares along with the final presentations of the students.

Dr Prasanna

Most of the graduates in the department of Archaeology have favours of the divisions. Conservation, epigraphy, promotions, maintenance are the division which have many opportunities. Need more training in this regard.

Dr Gamini

English teaching is possible

Mr. Anuradha

What are the "industries" the graduates can approach? we must identify these and map

Prof Jagath

Passion and design,

End of the session

Vote of thanks by Prof. Chandana Withanachchi

## Accelerating Higher Education Expansion and Development – AHEAD operation

### From Teacher centred to Learner-centred teaching

Prof. Sudharshan Senevirathne – Introduction to the session

The Sri Lankan tradition inherited a system of buddhi / Bodhi from India, shows that we open-minded and always open to new concepts coming from the outer world.

The archaeology and heritage management graduates must be

Sri Lankan tradition inherited a system of knowledge from 'Bodhi' or buddhi, which is not limited to the island but open to the concepts from the outside world.

The archaeology graduates must be able to be humanistic, work without being biased and working in the norms of as said by Lord Buddha, i.e. Sathara Agathi

How do we use soft-skills more efficiently as a tool

The personality and other concerns of the graduates

How to create links with other venues to open opportunities to the graduates

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## Intellectual Skills

Key points of the discussion.

### Opinions and views

**Schools systems and University system** - The school education system should not solely be blamed for the collapse of the education system. The students are spending considerable time with the University. Hence, university teachers are responsible for changing the system from the University. The responsibility of the University teacher and the University as a teaching institute. How to change the attitudes and taste of the students by being more creative and adaptations?

**Levels of the development** – graduates will get more sound and more in-depth understanding of the discipline after the completion of their postgraduate degree. Hence, the levels of development should think.

**Employment and training** – During the 1980's, the CCF had a mechanism to enrol the graduates. Now the government has plans and programmes regarding the heritage which we can access or use for the benefit of the graduates

- ii. The available resources and the feasibility of the programme must test during the syllabus revision. We must know the ground reality.

**Raise students personality** – we should not impose our thoughts on the graduates, but as mentors, we are allowing them to come up with intellectual personality by their own

**Awareness of handling the data** - The ambiguity of the archaeological data must be given to the students. They must have the responsibility and the accountability of what they are saying.

**Preparing the students to face the corporate sector** - When a student goes to interview four Qs asks

- i. Personality
- ii. Subject
- iii. Professionalism
- iv. Ethical /interpersonal skills

They need to prepare themselves. At least one-year professional training after graduation is compulsory in other countries.

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## Futuristic perspectives on professional linkages and industry

**Opportunities** - To be a tourism professional, there are potentials to the archaeologists. The curriculum must provide proper guidance to the students to the field. Tourism is diverse and needs to identify their requirements and facilities. Some other opportunities for the graduates

- Interpretations and presentations
- Tourism
- Management masters degree – Introducing heritage management into the management

Some of the foreign universities have job fares along with the final presentations of the students. We need to identify what are the “industries” the graduates can approach? We must identify these and map. Fashion design and apparel is one such area.

**Weaknesses** - There are trajectories. CCF and the private sector. The private sector requirement and the mechanism creating by the CCF are not in par. When creating the linkages, there will be practical issues as most of the hoteliers are not open to the new market openings. This will be effective on the job market.

Also, the mindset of graduates has an effect. Department of archaeology has become a place of providing jobs to the archaeology graduates, and most of the employed graduates are attempting to remain in the Survey and Excavation divisions. Though the conservation, epigraphy, promotions, maintenance divisions need more research officers and have more vacancies, none of the graduates is applying for the divisions. Hence, the subjects must be diversified and direct into the correct path.

**Strengths** – Currently there are 6 months industrial training as a part of the study programme. The trainees can get jobs from the places they are trained. Need a mechanism to firm that. Also, we already have languages and tourism in the study programme

**End of the session**