

## **Devmini Malka Wijeratne**

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**Date of Birth:** 07/07/1996

### **Education:**

**Sept. 2017- 2019: The University of Sheffield (United Kingdom). MA, The Archaeology of the Classical Mediterranean (Dissertation: First Class. Overall Classification: Merit)**

- Enhanced my methods of research and writing and my ability to present my research with clarity and confidence.
- Improved my ability to conduct independent research.
- I have consistently obtained upper-second and firsts for my assignments.
- Has provided me with the ability to handle Microsoft Word and Microsoft PowerPoint with confidence and ease.
- Dissertation: 'The Fate of Roman coins in India: their imitation, defacement and distribution'. I analysed the arguments surrounding finds of Roman coins in India and compared the different theories, pointing out the vast differences in the methods of research undertaken by the older studies and the newer ones. It further argued that there was simply not enough evidence available on the topic for conclusive arguments to be made and concluded that better understanding of the material would be more beneficial than numerous open-ended arguments being produced.

**Sept. 2014- June. 2017: The University of Sheffield (United Kingdom). BA Archaeology and History (2.1)**

Studying Archaeology has allowed me to develop a wide range of skills that involve:

- Collecting, researching and cross-referencing resources.
- Studying History alongside Archaeology has taught me to adapt to assorted styles of analysis, to improve my methods of time-management, vital presentation and debating skills and to look for the deeper implications of certain events and primary sources.
- Maintained an average of 2.1 throughout my undergraduate and maintained a £1000 scholarship for all three years.
- Gained skills in fieldwork including surveying landscapes and excavation.
- Dissertation, "To what extent did the cult of Dionysos find expression in religious and domestic contexts in Pompeii?"

**Sept. 2012- June. 2014: Colombo International School**

A Levels: History (B), Geography (B), Classical Civilisations (B)

**Sept. 1999- June. 2012: Royal Institute International School**

7 Cambridge O/Levels, Including English (A\*), Maths (B), French (B), History (B), Geography (A), English Lit. (B), Biology (B)

### **Employment:**

**Sept. 2016- June 2017, University of Sheffield: Student Associate for Learning and Teaching (Arts and Humanities Team)**

- This experience involved the team working on a project that enhanced learning and teaching in our faculty, primarily through the use of social media.
- The project enhanced my adaptability, improved my presentation skills, taught me project management, helped my time-management, and taught me skills in marketing and networking.
- It heightened my efficiency in gathering and analysing information through the creation of surveys.
- It required me to liaise between the different departments in the Arts and Humanities Faculty to discuss the project and understand what the Faculty wanted the outcome of the project to be.

**Sept. 2017- June 2018, University of Sheffield: Student Associate for Learning and Teaching (Library Team)**

- The new position also involved a project where we analysed how students utilised the University's library services and formed potential solutions and improvements to the system that would make the resources more accessible.
- This experience required me to efficiently and accurately analyse the inquiries sent in to the Library, to recognise problems, to come up with potential solutions and to effectively work in a team to ensure an ideal outcome.
- It taught me how to manage and lead a focus group and further enhanced my presentation skills.
- I also filmed a prototype video talking about our project.
- I completed ethics training provided by the University of Sheffield in preparation for this role as it involved handling private information and confidential questions.

**July 2018: Two-week placement at The National Railway Museum in York**

- This involved me and another student creating a "dummy exhibition" and presenting it to Museum officials at the end of the two-week period.
- Taught me how archives are managed and various conservation techniques
- It increased my ability to work well under pressure and in limited time.
- It enhanced my interaction in one-on-one meetings and group meetings.
- It helped me understand issues such as budgeting and health and safety.

**Additional experience****Fieldwork at Redmires World War I training Camp**

- Taught me vital skills in Geophysical survey, field planning, mapping out the landscape and using a total station.
- Enhanced my ability to adapt to new situations.
- Improved my ability to learn and understand quickly and efficiently

**Brodsworth Community Archaeology Project**

Introductory skills in:

- Geophysical surveying, field-walking, filling out context sheets and the identification of diverse types of pottery and soil.

**Fieldwork at Firth Park, Sheffield**

- Troweling, shoveling, finds processing and using a total station.

**Volunteering: Our Broomhall, Broomhall Centre**

My main tasks included the organisation of documents and photographs that had been contributed by the locals of Broomhall. Volunteering for this project greatly helped me develop my IT skills and taught me how to archive.

**Further Interests and Achievements****University of Sheffield Sri Lankan Society (September 2014 onwards)**

- September 2015- June 2016: Charity Officer.
- Sang lead for the society's band (2014 and 2015) in Battle of the bands, hosted by the International Students Committee.
- Organised events, including Infaz Cup 2016 a charity cricket game.
- Hosted the Sri Lankan stall at World Food Festival (organised by the International Students Committee) for which we won "Best stall"
- Helped organize various other events such as the Sri Lankan and Tamil New Year celebrations.

**University of Sheffield Archaeology Society (September 2014 onwards)**

- September 2016- June 2017: Secretary and Inclusions officer.
- September 2017- June 2018: Secretary.
- This role has required me to remain organised and has allowed me to develop my networking skills. My role as Inclusions officer has also made me more confident when meeting new people.

- It gave me several skills in administrative work in addition to those gained in my part-time work at University.