



# RAVE

SRI LANKA'S 1<sup>ST</sup> MAGAZINE  
PUBLISHED WITH THE  
**UNESCO ASPnet**



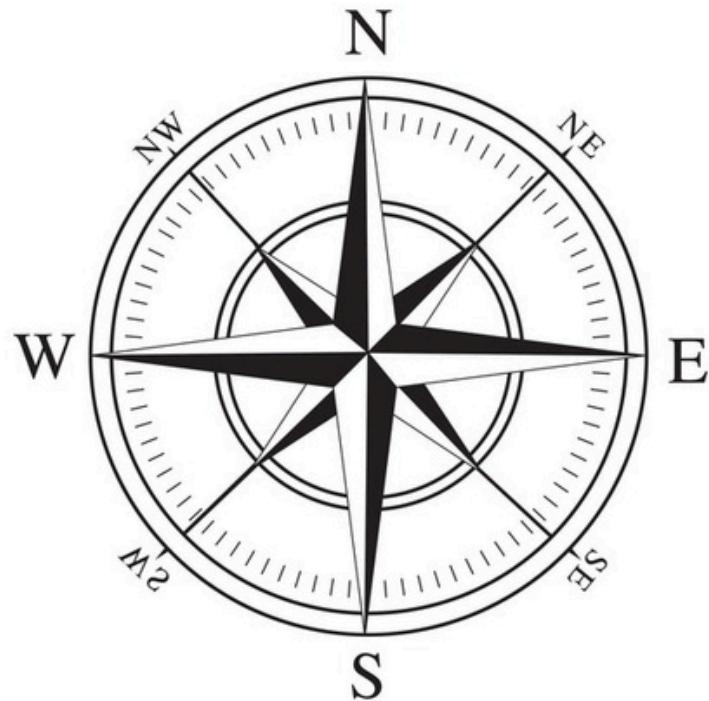
**VOLUME 04 | 2025**

UNESCO CLUB OF ROYAL COLLEGE



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# FROM THE PRINCIPAL

It is with great pride that I extend my warmest wishes to the Royal College UNESCO Club as you present this year's edition of RAVE, a magazine that continues to reflect the intellectual confidence and cultural maturity of our students. RAVE stands as a testament to the creativity, commitment, and curiosity that have long defined Royalists, and I am pleased to see this spirit carried forward by one of our most dynamic student societies.

The UNESCO Club has consistently demonstrated its ability to engage with contemporary issues while upholding the ethos of our College. Your efforts in promoting dialogue, cultural literacy, and responsible citizenship mirror the values we strive to instill in every student. It is evident that the club continues to grow in both scope and seriousness, proving itself to be an important platform within the Royal community.

As you publish this edition, may you continue to challenge perspectives, celebrate diversity, and inspire your peers to think beyond boundaries. I commend the students and the teachers who supported this endeavor, and I am confident that RAVE will once again secure its place as a thoughtful, polished, and proudly Royal publication.

I extend my best wishes for your future projects and initiatives.

**MR. ATHULA WIJEWARDANA**  
**PRINCIPAL**



# FROM THE DEPUTY PRINCIPAL OF CO - CURRICULAR ACTIVITIES

It gives me great satisfaction to extend my greetings to the Royal College UNESCO Club as you unveil this year's edition of RAVE. As the Senior Master in Charge of Clubs and Societies, I have had the privilege of observing the steady development of this club and the unique role it plays in our extracurricular landscape.

The UNESCO Club occupies a special position among our societies. It bridges culture, education, and global awareness—three pillars that are essential for the growth of well-rounded students. Throughout the year, I have seen the club maintain a commendable balance between ambition and discipline, ensuring that its activities reflect both purpose and professionalism.

RAVE, in particular, stands as evidence of the club's commitment to meaningful engagement. The magazine captures a blend of thoughtful expression and organized effort, demonstrating the quality that Royalists strive to uphold.

I extend my appreciation to the students who guided this project with dedication, and to the Teacher-in-Charge for her steady and invaluable support. I wish the UNESCO Club continued success as you broaden your horizons in the years ahead.

**Mr. PRADEEP NISHANTHA PIYUM ARACHCHI**  
DEPUTY PRINCIPAL OF CO - CURRICULAR ACTIVITIES



# FROM THE MASTER-IN-CHARGE OF CLUB & SOCIETIES

It is with genuine admiration that I congratulate the Royal College UNESCO Club on the release of RAVE, a magazine that has earned its place as one of the most distinctive student publications in our College. A school is not only defined by its academic performance but also by the depth of its intellectual and cultural expressions, and RAVE continues to excel in this space.

What makes this magazine stand out is not merely its design or its writing, but its purpose. RAVE provides a platform for young minds to examine, interpret, and question the world around them. It encourages students to articulate their thoughts with clarity and confidence, while also celebrating the diversity of views that makes our school environment so vibrant.

The UNESCO Club has shown a consistent ability to curate content that is balanced, relevant, and reflective of the spirit of inquiry. A publication like this enriches the College community, offering readers a chance to engage with meaningful discussions that stretch far beyond the classroom. I also extend my appreciation to Mrs. Manori Senaratne, the dedicated Teacher-in-Charge, whose guidance has helped shape both the magazine and the mindset behind it.

My sincere appreciation goes to the editorial team, contributors, and teachers who dedicated their time and talent to this edition. I look forward to witnessing the continued evolution of this magazine and the club behind it.

**Mr. DHANANJAYA FERNANDO**  
MASTER-IN-CHARGE OF CLUB & SOCIETIES



# FROM THE DEPUTY SECRETARY GENERAL OF SLNCU

It is with great pleasure that I extend my warm greetings to the UNESCO Society of Royal College on the publication of this magazine, which reflects the dedication, creativity, and global vision of its members. As the National Coordinator of the UNESCO Associated Schools Project Network (ASPnet), I am delighted to acknowledge the meaningful contribution your society continues to make towards promoting UNESCO values within the school community.

The ASPnet, operating across more than 180 countries, is a unique global network committed to fostering peace, sustainable development, intercultural understanding, and respect for human dignity. In Sri Lanka, our ASPnet schools play a vital role in shaping young citizens who are informed, responsible, and inspired to contribute to a better world.

Through initiatives such as the World Cultural Heritage Youth Symposium, Enikki Festa, Global Citizenship Education activities, greening education programmes, and various international collaborations, the ASPnet provides valuable opportunities for students and teachers to engage in transformative learning experiences. These programmes help enhance critical thinking, creativity, leadership, and teamwork while exposing students to global perspectives and multicultural dialogue.

Royal College has been an active and enthusiastic member of this network, demonstrating commendable commitment to integrating UNESCO values into education. I trust this publication will continue to encourage students to explore global issues and strengthen their contribution to the ASPnet movement.

I extend my best wishes to the Editorial Board and all contributors for the continued success of this inspiring initiative.

**Mr. Nalaka Rathnayake**

DEPUTY SECRETARY GENERAL & NATIONAL COORDINATOR  
UNESCO ASPNET  
SRI LANKA NATIONAL COMMISSION FOR UNESCO (SLNCU)

# FROM THE TEACHER-IN-CHARGE



It is with great pride that I present my message for this edition of RAVE, a publication that reflects both the creativity and commitment of the Royal College UNESCO Club. As Teacher-in-Charge, I have had the privilege of closely witnessing the dedication of its members—much of which goes unseen, yet forms the foundation of the club's strength.

This year, the club focused on projects with meaningful social impact. While environmental and heritage initiatives could not be pursued as planned, the students devoted themselves to urgent community needs through medical assistance programs, educational support for underprivileged schools, contributions to a war-heroes' welfare station, and compassionate service at an orphanage. These experiences fostered responsibility, empathy, and genuine service.

The club also strengthened its ties with other schools and UNESCO Clubs, promoting shared learning and collaboration. I sincerely appreciate the students for their hard work and commitment, as well as the editorial team of RAVE for producing this publication with care and excellence.

I am confident that the UNESCO Club will continue to grow, guided by purpose, dedication, and service in the years ahead.

**Mrs. MANORI SENARATNE**  
TEACHER-IN-CHARGE



# THE UNESCO CLUB



The Royal College UNESCO Club was established in 2007 with the support of the National UNESCO Association, marking the beginning of a long-standing commitment to service and social responsibility. Initially guided under teacher leadership, the club underwent a significant transition in 2020, evolving into a fully student-led organization. This shift empowered students to take initiative, develop leadership skills, and actively contribute to meaningful causes. The club's primary objective is to enhance the well-being of individuals and promote a higher standard of living through initiatives centered on Education, Culture, and Social Services, both within the school community and at the national level. By addressing social needs, encouraging cultural appreciation, and fostering educational growth, the club strives to uplift individuals from diverse backgrounds. Through its projects and outreach efforts, the Royal College UNESCO Club aims to create a supportive and inclusive environment that enables individuals and communities to move toward a more comfortable, dignified, and sustainable lifestyle.

# ABOUT RAVE`25

## **Sri Lanka's 1 st Ever Magazine Published with The UNESCO Associated Schools Network**

Rave'25 is a magazine by the Royal College UNESCO Club that aims to showcase the Club's journey, values, and impact through its educational, cultural, social service, environmental, and technological initiatives. It highlights signature projects carried out over the years and reinforces the Club's commitment to empathy, diversity, responsibility, and meaningful action. The magazine also provides students with a platform to express their creativity and leadership through articles, interviews, artwork, and photography, while celebrating the diverse talents and cultural heritage of Royalists. Distributed widely in both print and digital formats to students, teachers, alumni, and partners, Rave'25 stands as a vibrant reflection of the Club's spirit of service and growth, inspiring continued engagement and compassion within the school community.

# EDITORIAL NOTE

“Small acts, when multiplied by millions of people, can transform the world.”

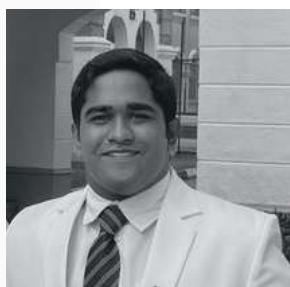
– Howard Zinn

It is with great pride that we present Rave, the official magazine of the UNESCO CLUB of Royal College. This publication is more than a collection of events, it is a reflection of the spirit, compassion, and commitment our members have shown in serving the community around us.

Each initiative featured here represents our efforts to make a meaningful impact, from outreach programs and donation campaigns to awareness initiatives that encouraged dialogue and empathy. Through these projects, we continue to uphold the core values of UNESCO: peace, education, and human dignity.

We extend our sincere gratitude to our Principal for the continued support and guidance, without which these projects would not have been possible. We also thank our teacher-in-charge, the executive committee, and every student who worked tirelessly to bring these efforts to life.

It is our hope that Rave not only documents our journey but inspires future members to take bold steps in creating a more understanding and united world.



A handwritten signature in black ink, appearing to read "Yunila".

**Yunila Edirisinghe**



A handwritten signature in black ink, appearing to read "Yethmin".

**Yethmin Perera**

**EDITORS - RAVE '25**



# ARTICLES

## **CARING FOR OUR ENVIRONMENT: A SHARED RESPONSIBILITY**



The environment that surrounds us includes air, water, soil, plants and animals. It gives us essential resources such as clean air to breathe, water to drink, food to eat, and materials to daily life. Yet, human activities like pollution, deforestation, industrialization and climate change are causing serious harm to our planet. If we do not act now the consequences will affect both nature and humans alike.

### **Key Components of the Environment**

The environment consists of five main components: air, water, soil, plants, and animals. Air provides oxygen and helps distribute seeds and rain. Water sustains life, supports crops, and nourishes ecosystems. Soil is rich in nutrients, supporting plants and filtering water. Plants supply oxygen, food, medicine, and materials while cooling and beautifying the Earth. Animals pollinate, spread seeds, enrich soil, and maintain ecological balance. Together, these elements form a system that sustains life on our planet.

These components create a life-supporting system that makes our planet vibrant and alive.

### **Why do we have to protect the environment?**

A healthy environment is essential for life. It provides clean air, safe water, fertile soil and habitats for countless species. Forests, rivers and oceans help and support biodiversity when ecosystems are damaged. Humans face different kinds of problems like respiratory illness, water scarcity, food shortage and natural disasters. Protection ensures that future generations can also enjoy a safe and healthy planet.

### **How can we protect the environment?**

We can protect the environment in different ways like avoiding burning polythene due to the carbon dioxide produced in the atmosphere, using eco-friendly vehicles will minimize air pollution and by planting more trees we can prevent soil erosion and get oxygen. We also can protect the environment by not adding domestic waste into the environment by doing these tasks we can protect the environment.

### **Conclusion**

Protecting the environment is a responsibility that we all like to share. Small actions when formed together can make a big difference. By caring for our planet today, we ensure a cleaner,

healthier and sustainable world for ourselves and future generations.

**H.L.Weerasinghe (6G)**

## **THE CULTURE OF SRI LANKA**

Did you know what makes Sri Lanka special? it is our culture the way we live, celebrate, and connect with each other. Culture is everywhere: in the food we eat, the clothes we wear, the languages we speak, and the festivals we celebrate. It is what makes every family, every village, and every city unique, just like colours in a painting.

I live in Sri Lanka, and I feel proud of our rich traditions. One of my favourite times of the year is the Sinhala and Tamil New Year. My favourite time is when we met together with our family. We had a great time with our family. During this festival, our home is filled with the aroma of sweetmeats, and my family wakes up early to fire the stove in auspicious time. I love helping my grandmother prepare the sweetmeats and playing traditional games like olinda keliya with my cousins. . (Olinda keliya is a game that played in past mostly by women using Olinda seeds.) These moments make me feel connected to my family and our culture. I also enjoy Vesak when the streets are decorated with bright lanterns and colourful pandals, and people come together to celebrate the life

of the Lord buddha. Also there are lots of Dansals in the street.

Culture is more than just celebrations it teaches us important lessons. In Sri Lanka, we are taught to respect our elders, help others, and live in harmony. Traditional dances like Kandyan dancing, the rhythmic beat of drums, and folk music and folk poetry. Even crafts like mask-making and weaving show how creative our ancestors were. These traditions help me understand who I am and why our heritage matters.

However, I notice that some traditions are slowly fading. Many children today prefer modern trends and forget old customs. That is why it is important for all of us to protect and celebrate our culture. We can learn traditional songs, listen to stories from our grandparents, Schools can also organize cultural days and performances to teach us about our rich heritage.

At the same time, learning about other cultures is exciting. Every culture has something unique to offer. By respecting and celebrating each other's traditions, we can create friendships and understanding across the world. Culture is not just about the past it is a bridge to the future.

Sri Lankan culture is a valuable gift passed down from generation to generation .it makes

our world bright, joyful, and peaceful. As a child growing up here hope to carry these traditions with me and share them with the world. Culture is the key to make a good world. We need to protect our culture and respect other cultures.

**N.S.R. De Silva (6L)**

### **MANNAR ISLAND: SRI LANKA'S SILENT TREASURE WAITING FOR THE WORLD TO NOTICE**

Sri Lanka is known worldwide for its eight UNESCO World Heritage Sites—from the sacred city of Kandy to the legendary fortress of Sigiriya. Yet hidden in the northwestern corner lies a place just as extraordinary but still missing from the global spotlight: Mannar Island. A land shaped by wind, history, birds, and myth, Mannar is more than a destination; it is a living storybook waiting to be recognized on UNESCO's map.

#### **Where Nature Teaches Better Than Any Classroom**

Mannar is often called “a school without walls,” and the title suits it perfectly. Its landscapes form an immense outdoor classroom where every feature tells a different lesson. The ancient Portuguese and Dutch forts whisper stories of colonial struggles and maritime trade. The beaches and lagoons reveal layers of biodiversity, from rare mangroves to colorful coral reefs. Each year, thousands of

migratory birds arrive as if attending a global gathering in the sky. For students and researchers, Mannar offers what no textbook ever could: life unfolding in real time. With UNESCO recognition, these opportunities for hands-on learning would be preserved, strengthened, and shared with the world.

#### **A Cultural Meeting Point Through Time**

For centuries, Mannar has been a crossroads of civilizations. Traders, fishermen, pilgrims, and explorers once gathered on its sands. Its pearl-fishing industry was famous across Asia, attracting merchants from India, Arabia, and Europe. Even today, Mannar carries the spirit of multicultural harmony. Hindu temples, Christian churches, and Muslim mosques stand side by side, reflecting centuries of coexistence. Mannar does not simply protect culture—it lives culture. Recognizing it as a UNESCO site would safeguard this unique heritage and ensure its stories endure for generations.

#### **Where Science Meets the Future**

Although Mannar's past is ancient, its potential is powerfully modern. Strong, steady winds sweep across its coastline, making the island an ideal location for renewable energy. Wind farm projects already demonstrate how Mannar could help Sri Lanka move toward clean and sustainable

power. At the same time, its ecosystems—filled with seagrass, coral reefs, and endangered species—offer scientists valuable opportunities for climate and conservation research. International recognition would attract funding, collaboration, and innovation, turning Mannar into a hub for future-focused science.

### **An Environmental Sanctuary Worth Protecting**

Mannar is not only a place to study or explore—it is a fragile sanctuary in urgent need of protection. The island is home to dugongs, sea turtles, flamingos, and hundreds of bird species. As part of the Gulf of Mannar Biosphere, its ecosystems rank among the richest in South Asia. Yet these landscapes face increasing risks from climate change, pollution, and unchecked development. Becoming a UNESCO World Heritage Site would strengthen conservation efforts, promote responsible ecotourism, and secure long-term environmental protection.

### **A Call for the World to Listen**

Mannar Island holds everything UNESCO stands for—heritage, culture, science, and nature. Recognizing Mannar is not just honoring a place; it is celebrating a treasure that belongs to all humanity. As the island stands quietly, brushed by ocean winds, it waits for the world to finally hear its story.

**K.M.N.N.B.Kangara (6J)**

## **WHY YALA NATIONAL PARK DESERVES TO BE A FUTURE UNESCO WORLD HERITAGE SITE**

Yala National Park is possibly the best place in our majestic island to experience wildlife on a very different scale. Situated in the South Eastern region of Sri Lanka, this iconic destination hugs the Indian Ocean from the coast of Hambantota. Spanning almost 980 square kilometers, this wildlife park secures its place as the second largest national park in Sri Lanka. Yala is in a hot and semi-arid environment and experiences an average temperature of 26 degrees of Celsius to 30 degrees of Celsius throughout the year.

Yala was first designated as wildlife sanctuary in the year 1900 and later designated as a national park in 1938, along with Wilpattu. It is believed that this land was used as a hunting ground during the British occupation of Sri Lanka and known to have housed an ancient civilization in the glory days of Sri Lankan kings.

Yala has an extraordinary ecosystem filled with lush green trees and thriving wildlife. A whopping 215 species of birds call this precious land 'home' of which seven of them are endemic to Sri Lanka, including the 'Sri Lanka Grey Hornbill' and the 'Sri Lanka Junglefowl'. Many birds migrate here throughout the year due to the favorable environment for them and most of the migrant birds

take shelter in the lovely Yala wetlands.

The mammals in Yala add a lot of beauty to the whole park. Hence, it is the highest visited wildlife park in Sri Lanka. Yala National Park also boasts one of the highest leopard densities in the whole world. Therefore, this beautiful wildlife habitat really deserves the title of being the next UNESCO world heritage site. 44 species of mammals including the Sri Lankan Elephant roam here, live freely and happily in this wonderful national heritage. Yala is home to many animals who are endange-red. These animals going extinct will greatly affect the environment badly and Yala plays a crucial role in conserving them for the future generation.

Yala National Park is possibly the best place in our majestic island to experience wildlife on a very different scale. Situated in the South Eastern region of Sri Lanka, this iconic destination hugs the Indian Ocean from the coast of Hambantota. Spanning almost 980 square kilometers, this wildlife park secures its place as the second largest national park in Sri Lanka. Yala is in a hot and semi-arid environment and experiences an average temperature of 26 degrees of Celsius to 30 degrees of Celsius throughout the year.

The reptile species that live in the park are 47 and six of them are endemic to us. Another importanc-e of the park is that all 5 globally endangered sea turtles including

the 'Leatherback Turtle' visit the shores of Yala throughout the year. Many snakes including the 'Indian Cobra' and crocodiles including the 'Saltwater Crocodi-le' live in the grasslands and wetlands of Yala. There are also 18 amphibian species and 2 of them are endemic to Sri Lanka. 21 freshwater fish also live in the comfort of Yala National Park's lakes and ponds.

Hence, how can we ignore such an amazing place with a very dense, thriving population of wildlife? This majestic place truly deserves a 'UNESCO world heritage site' title because it houses endangered species, helps animals live freely without any risk of dying from gunshots, destruction of their habitats and other bad human activities.

**"THE WORLD IS LUCKY; IT GOT SUCH A MARVELLOUS PLACE !"**

**H.A.H.K.Abeysinghe (6K)**

**GLOBAL WARMING: THE BIGGEST ENVIRONMENTAL CHALLENGE OF OUR TIME**



Global warming means our Earth is getting hotter because of things people do, like driving gas-powered cars, cutting down trees, and using lots of electricity from coal and oil. These things release gases called 'Greenhouse Gases' such as water vapour, carbon dioxide, methane, nitrous oxide, ozone, and several industrial fluorinated gases, into the air, and they trap heat like a big blanket over the Earth.

Many people might think, "Well, warmer weather sounds nice." But it's not just about warm weather. Due to global warming, the ice at the North and South Poles is melting. Sea levels are rising, which can flood coastal areas. Animals like polar bears and penguins are losing their habitats because the ice is melting. The weather is starting to become more extreme, with stronger winds, storms, and floods.

Even though we Sri Lankans live far from the North Pole, global warming affects everyone, no matter where they live. These are some of the many ways global warming can affect us. It can change the food we eat because crops don't grow well in extreme heat. Also, it can affect the water supply, and some places may even run out of clean water. And when there is hotter air, it means that there is more pollution, which can make it hard for us to breathe. And worst of all, it puts the future of children like us at risk.

Now, as children, we can also contribute to stopping global warming. We can take the responsibility to switch off lights when no one is using them. Try to use less plastic and recycle more. Take your own bags when you go shopping because by doing this, we can reduce the amount of plastic shopping bags that end up polluting the environment. Use public transportation. They're cheaper and reduce the amount of harmful gases released into the atmosphere. Plant as many trees as you can, and avoid cutting down trees on a mass scale. Walk or bike short distances without asking for car rides. Try to bring this topic up when you're having a conversation with your friends.



Some countries have already started to take action against global warming. Our country, Sri Lanka, has introduced the end of free plastic shopping bags from November 2025. Shops now charge an extra amount for plastic shopping bags, making customers bring their own bags to avoid paying extra. In Germany, if you return a plastic or glass bottle to a shop or vending machine, you

receive a small amount of about €0.25. This has led to recycling rates of over 90%. In the Netherlands, there is a huge investment in cycling infrastructure. Bikes are prioritized over cars, reducing emissions and pollution. Ireland has introduced a plastic bag tax in 2022, which reduced usage by more than 90%.

The reason why this topic should be brought to people's attention is that we must care about the Earth that we live on. The future should be safe, not just for us, but for plants, and animals too. If we don't act now, things could get worse. But if we work together, we can protect our planet. I believe that we can be Earth heroes, not just someday, but with the little acts we do each day.

**Y. T. Rajapaksha (6E)**

## **DRIVING THE FUTURE: SOLAR-POWERED EV CHARGING IN SRI LANKA**



### **Introduction**

● Sri Lanka is moving towards a cleaner and smarter future. Around the world, electric vehicles (EVs) are becoming popular, and our country is also starting to use them. To make sure these vehicles can run without harming the environment, Sri Lanka is planning to build solar-powered charging centers. This means we can use the sun's energy to power cars instead of burning fuel. .

### **Why Solar Charging is Important**

- **Clean Energy:** Solar power does not pollute the air like petrol or diesel.
- **Low Cost:** After solar panels are set up, the energy from the sun is free.
- **Energy Independence:** Sri Lanka can use its own sunlight instead of buying oil from other countries.
- **Reliable:** Since we have sunshine almost all year, solar energy is a dependable source.

### **Where They Will Be Built**

**Cities:** Places like Colombo, Kandy, Anuradhapura, Jaffna, trincom-alee Hambantota and Galle will have solar charging hubs for city drivers.

**Highways:** Charging stations on expressways will help people travel long distances in EVs.



- **Villages:** Even rural areas can benefit, especially where electricity is weak, because solar power can work anywhere there is sunlight.



## How the Technology Works

- **Solar Panels :** Collect sunlight and turn it into electricity.



- **Batteries :** Store extra energy so cars can charge at night or on cloudy days.



- **Smart Chargers :** Allow many cars to charge at once and show how much energy is being used.



- **Grid Connection :** Extra solar energy can be sent back to the national electricity grid.



## Benefits for Sri Lanka

- **Green Image :** Shows Sri Lanka as a country that cares about the environment.

- **Jobs :** New work for engineers, technicians, and workers to build and maintain the centers.

- **Tourism :** Tourists will see Sri Lanka as a modern and eco-friendly destination.

● **Education :** Schools and universities can use these centers to teach students about science and technology.

### Challenges

● **High Cost :** Building solar centers needs a lot of money at first.

● **Government Support :** Rules and incentives are needed to make the plan successful.

● **Public Awareness :** People must learn more about EVs and renewable energy to accept these changes.

### Conclusion

Solar-powered EV charging centers are not just about cars — they are about building a **cleaner and brighter future for Sri Lanka**. By using the sun's energy, we can reduce pollution, save money, and inspire the next generation to use science and technology for good.

**M.T.D.Fernando (7H)**

## WHICH SRI LANKAN LOCATION DESERVES TO BE RECOGNIZED AS A WORLD HERITAGE SITE?

UNESCO stands for United Nations Educational, Scientific and Cultural Organisation. It is a specialised agency of the United Nations with the aim of promoting cultural diversity. There are 1248 UNESCO World Heritage Sites across 170 countries of which 972 are Cultural, 235 are Natural and 42 have Mixed properties. Galapagos Islands in Ecuador is the very first

UNESCO World Heritage Site. The World Heritage Committee considers 10 criteria to nominate UNESCO World Heritage Sites, of which (i) - (vi) are Cultural and (vii) - (x) are Natural .

**There are 8 UNESCO World Heritage Sites in Sri Lanka as of 2025. They are;**

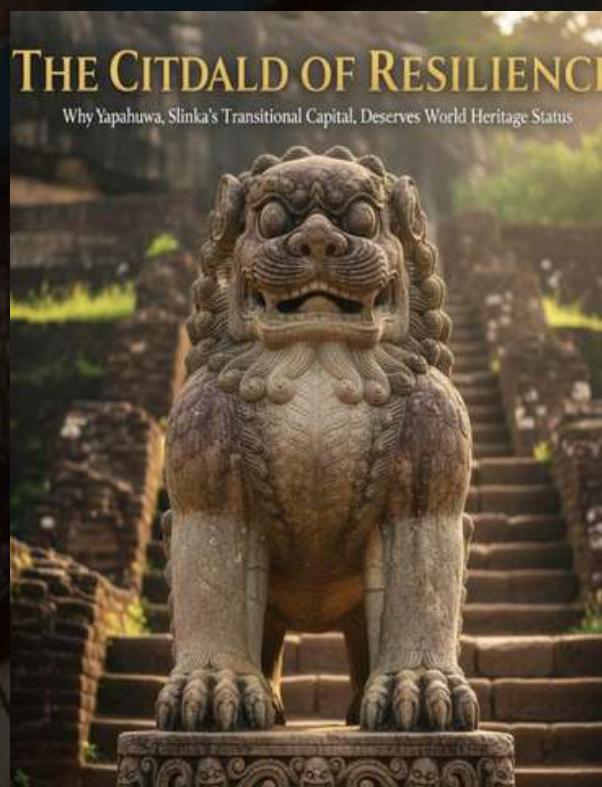
1. Ancient City of Polonnaruwa
2. Ancient City of Sigiriya
3. Sacred City of Anuradhapura
4. Old Town of Galle and its Fortifications
5. Sacred City of Kandy
6. Sinharaja Forest Reserve
7. Rangiri Dambulla Cave Temple
8. Central Highlands of Sri Lanka

According to my opinion, the most deserving location to be recognized as the 9th World Heritage Site of Sri Lanka is the Ancient Ariyakara Viharaya in the Rajagala Archaeological Reserve. Located in the Ampara district in the Eastern Province, it was added to Sri Lanka's Tentative List on the 27th of February 2020. It was added to the list as a proposed Cultural World Heritage Site that meets criteria (i), (iii) and (iv). It is located on a mountain named "Rajagala", previously named "Girikumhiilla". Therefore, the monastery was first called "Girikumhiilla Tissa Pabbatha Viharaya" using a part of King Lajjittissa's name as the monastery was built by King Lajjittissa between 167 and 137 BC. Its monastic remains lie 346 metres above the mean sea level.

All Documentations, Explorations, Archaeological Excavations, Layo-ut, Architectural Conservations, Maintenance, Provision of Public Relation activities and Security are carried out as a joint project of the Department of Archaeology and the University of Sri Jayewardenepura of Sri Lanka since the 1st of September 2012. Its Outstanding Universal Value is further justified by its ability to be equated with other Buddhist Monasteries on the World Heritage List including the Ruins of the Buddhist Vihara at Paharpur in Bangladesh; Buddhist Monuments at Sanchi and Archaeological Site of Nalanda Mahavihara at Nalanda, Bihar in India; Bagan in Myanmar; Buddhist Ruins of Takht-i-Bahi and Neighbouring City Remains at Sahr-i-Bahlol and Taxila in Pakistan & the Sacred City of Anuradhapura in Sri Lanka. The preliminary investigations conducted by the Department of Archaeology of Sri Lanka identified 28 archaeological remains in the monastery scattered over 400 hectares. In addition a stone inscription stating the Relics of Arahat Mahinda is enshrined in a stupa in the premises was discovered among about 70 other inscriptions. The climb, of a duration of one and a half hours, will provide a pleasant experience of venturing through the forest. This will allow tourists to refresh their minds and give us a glimpse of how the enlightened monks would have walked through the stairways discussing their noble preachings and resting along the way. So, in conclusion, according to my

opinion, the Ancient Ariyakara Viharaya in the Rajagala Archaeological Reserve, located in the Ampara District in the Eastern Province, is the most deserving Sri Lankan location to be recognized as the next UNESCO World Heritage Site in the future.

**C. M. P. Ratnayake (7H)**



## **THE FORGOTTEN SENTINEL : WHY YAPAHUWA DESERVES WORLD HERITAGE STATUS**

In the grand narrative of Sri Lanka's UNESCO World Heritage sites, the familiar giants—Sigiriya, Polonnaruwa, and Anuradhapura—cast long shadows. Yet, rising abruptly from the Kurunegala plains stands a rock fortress that arguably embodies a more critical, transitional moment in the island's history than any other. Yapahuwa is not just a ruin; it is a monument to resilience.

As a short-lived capital (1272–1284 AD) built during a time of intense geopolitical instability, Yapahuwa represents a unique intersection of military engineering, artistic fusion, and environmental adaptation. Here is the case for its recognition as a World Heritage site, viewed through the lenses of Education, Culture, Science, and the Environment.



### **Education: A Living Classroom for Crisis Management**

While Polonnaruwa teaches us about prosperity, Yapahuwa teaches us about survival. For educators and historians, the site offers a distinct curriculum: the study of a kingdom in retreat, adapting to survive.

• **The Era of Drift :** Yapahuwa serves as the perfect case study for the "Drift to the Southwest," a pivotal era where Sinhalese civilization moved away from the dry zone to escape Magha of Kalinga's invasions. It physically demonstrates how statecraft changes under pressure—shifting from sprawling, flat cities to vertical, fortified redoubts.



• **Geopolitics in Stone:** It is an educational goldmine for understanding early globalization. The discovery of Chinese celadon pottery and coins (some from the Song Dynasty) at the site provides tangible proof of the "Maritime Silk Road." It teaches students that even a fortress under siege remained connected to a vast global trade network.



**2. Culture: The Artistic "Bridge" of the 13th Century** Yapahuwa is not merely a defensive structure; it is an aesthetic anomaly that bridges the gap between the Polonnaruwa and Kandyan eras. Its exclusion from the World Heritage list overlooks a distinct artistic lineage.

- **The Yapahuwa Lion:** The stone lions flanking the staircase are culturally unique. Unlike the stylized lions of Anuradhapura, the Yapahuwa Lion (featured on the LKR 10 note) shows distinct Chinese influence, likely a result of diplomatic ties with the Yuan Dynasty. This represents a rare moment of "Sinicization" in Sri Lankan art history.



- **The Dance of Stone:** The porch of the ornamental stairway features friezes of dancers and musicians that are some of the finest examples of dynamic movement in stone. These carvings capture the cultural vibrancy that the Kingdom tried to preserve even while facing existential threats. It was the last great stone gallery before the island's capital moved to the wooden architecture era of Kurunegala and Kotte.



### 3. Science & Technology: Engineering Vertical Defense

From an engineering perspective, Yapahuwa is a masterclass in **vertical urbanism** and defensive optical illusions.



- **The Staircase Illusion:** The fortress's most famous feature, its steep ornamental staircase, was designed with a specific technological purpose. The steps are dangerously steep and narrow, forcing any climber to look down to watch their footing—a psychological and tactical disadvantage for an attacking army. The gradient is engineered to make the structure appear taller and more imposing from the ground than it actually is, a sophisticated use of forced perspective.

- **Hydraulic Adaptation:** Unlike the giant reservoirs of the



previous capitals, Yapahuwa's engineers had to rely on harvesting rainwater on a granite monadnock. The intricate network of rock-cut cisterns and drains at the summit demonstrates a shift in hydraulic engineering from "irrigation for agriculture" to "storage for siege survival."



#### 4. Environment: The Inselberg Ecosystem

Yapahuwa is a "monadnock" or inselberg (isolated hill), which creates a unique micro-climate and biological haven that differs from the surrounding lowlands.

• **A Sky Island of Biodiversity:** These isolated rock outcrops often function as "sky islands," hosting specialized flora that has evolved to survive on bare rock surfaces (lithophytes). Recognizing Yapahuwa would protect not just the ruins, but the unique dry-zone rock ecosystem that surrounds it.



• **The Sentinel Landscape:** The view from the summit offers a pristine 360-degree observation of the surrounding agricultural hinterland. Preserving this "viewshed" is crucial. World Heritage status would help buffer the site against encroaching modern quarries and unplanned urbanization, ensuring that the symbiotic relationship between the rock and the surrounding forest remains intact.

#### Conclusion

Yapahuwa is more than a "smaller Sigiriya." It is the architectural embodiment of a nation refusing to give up. It represents a critical bridge in Sri Lanka's timeline—a moment where art, engineering, and nature were mobilized to protect the island's most sacred possession, the Tooth Relic. To list Yapahuwa as a World Heritage site is to honor the spirit of resilience itself. Current Status Note: As of 2025, Yapahuwa is not yet inscribed on the UNESCO World Heritage List, nor is it officially on Sri Lanka's tentative list (which includes sites like the Seruwila Mangala Raja Maha Vihara and the ancient pilgrim route). Advocacy for Yapahuwa requires a technical dossier focusing on its "Outstanding Universal Value" (OUV) based on the criteria above

Yapahuwa is demonstrably more than a ruin; it is a masterpiece of transitional ingenuity—a fortress of last resort that refused to compromise its cultural soul. It is the architectural testament

to resilience, capturing a pivotal moment in Sri Lankan history where the survival of the state was intertwined with the highest forms of artistic and technological adaptation.

Your detailed case—spanning the geopolitical lessons of the **Era of Drift**, the singular beauty of the **Sino- Lankan lion** and its unique art history, the sophisticated **vertical engineering** of the defensive staircase, and the critical **biodiversity** of its inselberg ecosystem—collectively establishes a profound and irrefutable claim to **Outstanding Universal Value (OUV)**.

This is why the time for advocacy is now. Yapahuwa stands ready to fill a crucial gap on the World Heritage map, offering a narrative of global connection and crisis management that resonates with universal relevance. To inscribe this site is not merely to honor a past kingdom, but to secure a **living lesson in human perseverance**. It is time for the **Forgotten Sentinel** to be recognized by UNESCO, ensuring its legacy is protected, studied, and celebrated as a shared treasure of humanity.



## **THE BALANGODA MAN AND THE CAVE GONE ABANDONED**

Many from our generation are not aware of the Balangoda Man (*Homo Sapience balagodensis*) and the history of them. It is a prominent group which inhabited during the late Quaternary period. The modern man, *homo sapiens* have existed here for 125,000 years according to the prehistoric records of Sri Lanka, but with stronger evidence from 34,000 BP obtain from the cave excavations in the lowland wet zone with an appearance similar to that of a Neanderthal, a prominent supraorbital ridge, heavy jaw and thick skull. They were comparatively tall for the region, around 170 centimeters that is 20 centimeters more than the modern-day Sri Lankans. These settlements have been found in the caves surrounding the town Balangoda,

Proofs were found their hunting skills with the tools such as daggers made from sambar antler and hand axes carve from elephant leg bone and some geometrical microliths made of small stones. Also, some marine related items such as marine shells, shark teeth and evidence of sea salt were there though the coastal area is far as 40 kilometers. They have camped out there with dogs and have used fire, but no evidence of having cooked food instead in raw neither have used cultivated crops.

The earliest skeleton found in Fe Hien Cave named of Chinese monk who explore it. It was belonged to a child and dated back around 30,000 years. There is strong biological evidence of a genetic link between the Balangoda Man and the Veddas who are still living as indigenous people of Sri Lanka. According to the former Director of Archelogy Mr. S. U. Deraniyagala other similar evidences were found at Batadomba lena in Kuruvita (28,000-11,000 BP), Belilena at Kithulgala (27,000- 3500 BP) and Alu Lena at Attanagda at Kegalle(10,5000 BP). They would have been moving from place to place. The Balangoda Man was forgotten in the annals of history until these discoveries.

Many Hominid skeletons have been discovered date back millions of years in the world, where Balangoda man comes to the third place. Although researches suggests that Homo sapience only appeared about 200,000 to 300,000 years ago the oldest complete skeleton is about 100,000 years old found from Israel near Nazareth.

**G.A.S.Yapa (8E)**



**S.A.Gunasinghe  
(10F)**

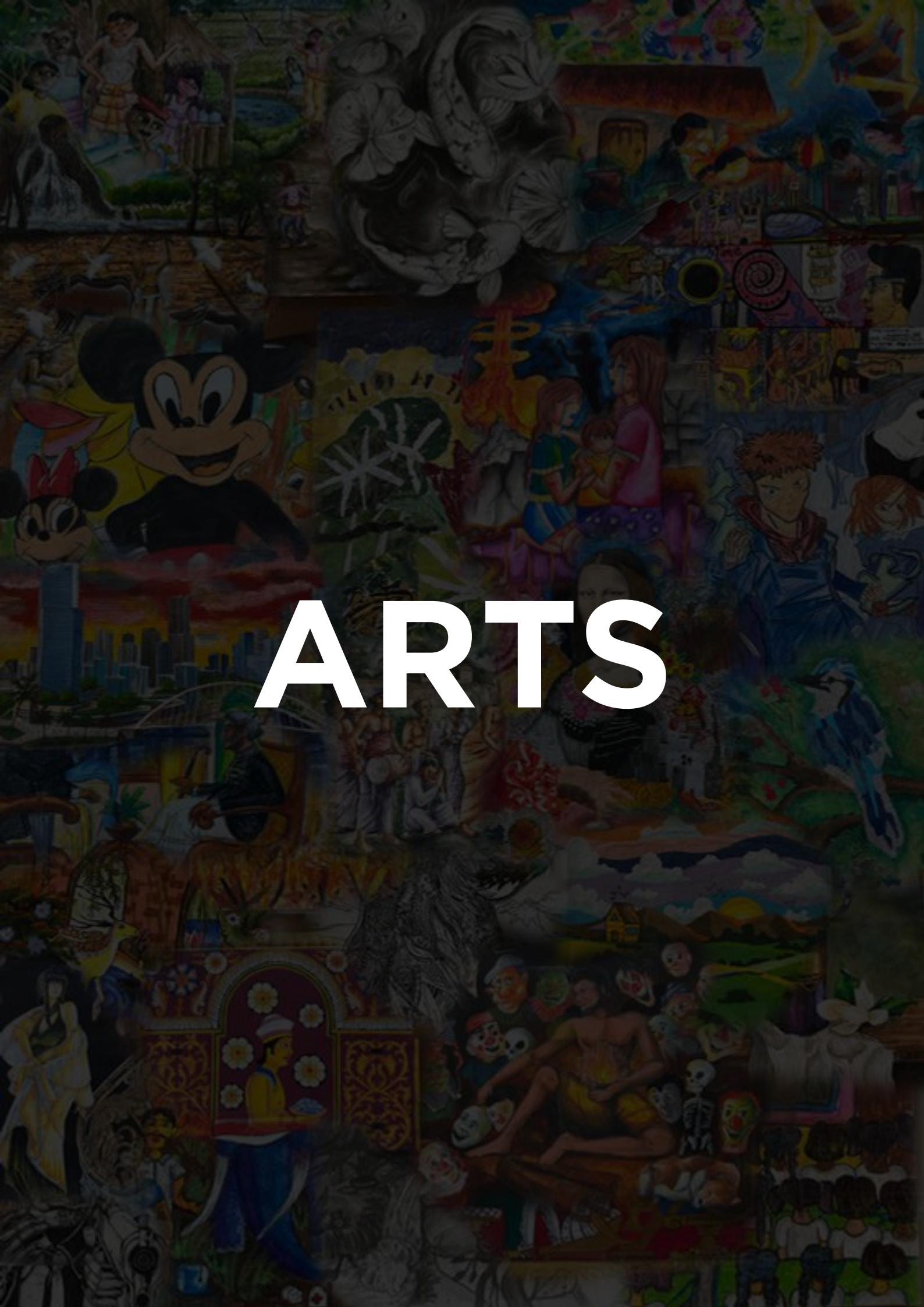
## **THE TIMELESS BEAUTY OF SRI LANKA`S UNESCO WORLD HERITAGE SITES**

UNESCO, the United Nations Educational, Scientific and Cultural Organization, plays a vital role in protecting cultural and natural heritage around the globe. Its mission goes far beyond listing famous landmarks—it works to ensure that these places are safeguarded for future generations.

When a site is declared a UNESCO World Heritage Site, it receives international recognition and protection. This status encourages governments and communities to take responsibility for conserving the area. UNESCO provides expert advice, funding, and global partnerships to support restoration projects, environmental protection, and cultural preservation efforts.

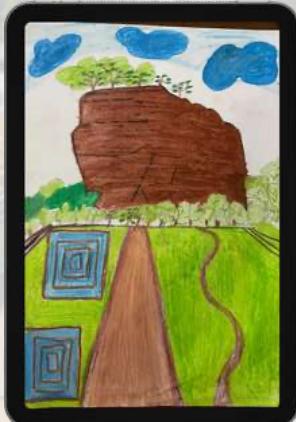
Moreover, UNESCO promotes awareness and education, helping people understand the value of heritage. Through initiatives like World Heritage Day, cultural exchange programs, and youth involvement activities, the organization ensures that young people become active participants in protecting history and culture.

In a rapidly changing world, UNESCO's work serves as a reminder that safeguarding heritage is not just a duty—it is a collective promise to honor the past and inspire the future.



# ARTS

# GRADE 1



K. D. S. Kejan  
Class 1H



M. M. M. Mahdi  
Class 1G



R. Viraadan  
Class 1C



00045/3269  
Class 1J

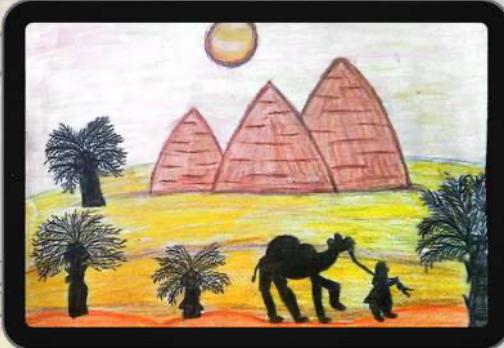


A. D. Fernando  
Class 1G



N. A. Athukorala  
Class 1F

# GRADE 2



2507  
Class 2K



K. D. Godamune  
Class 2F



P. M. T. Bandara  
Class 2H



G. S. Sooriyagama  
Class 2K



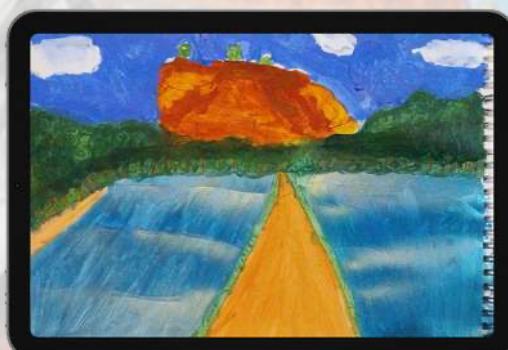
M. V. V. Mayakaduwa  
Class 2G



N. M. Jayasekara  
Class 2K



I. N. Karunasena  
Class 2J



G. T. B. De Silva  
Class 2H



G. Y. Sooriyagama  
Class 2K



H. Hewalunuwilage  
Class 2G



K. P. K. Gagana  
Class 2A

## GRADE 3



R. G. M. Wanniarachchi  
Class 3G



S. Vihashith Sakisan Vihashith  
Class 3C

# GRADE 4



S. V. S. Hewawasam  
Class 4A



W. C. P. De Mel  
Class 4B



N. S. Abeysekera  
Class 4J



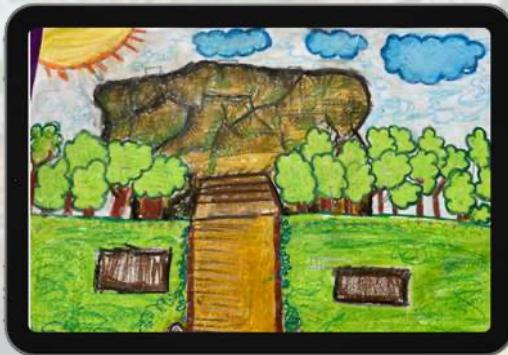
S. Amrish  
Class 4C



M. R. Haafil  
Class 4B



R. P. D. S. Pramadige  
Class 4F



A. A. Kalutota Abeeth Aaryya  
Class 4F



E. S. Bamunuarachchi  
Class 4H

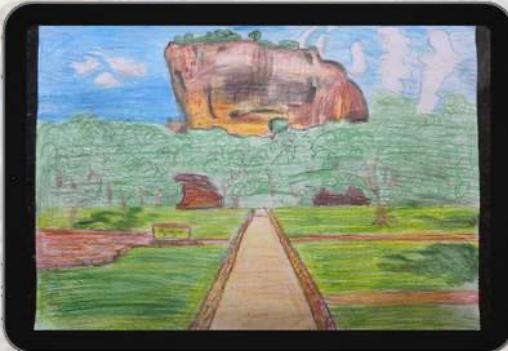
# GRADE 5



Peiris T. M. K.  
Class 5B



N. K. Bamunuarachchi  
Class 5A



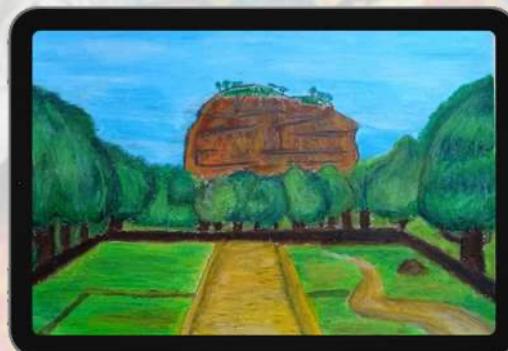
L. T. A. Mendis  
Class 5H



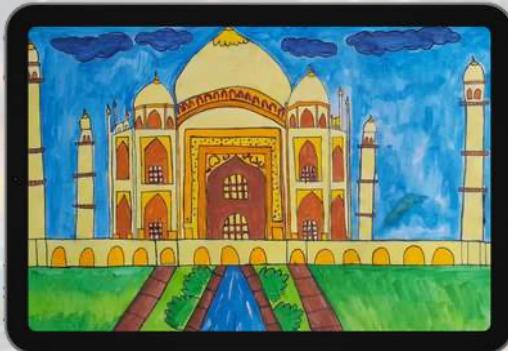
M. A. Aadhil  
Class 5D



Attanayake M. M. D  
Class 5J



S. M. Insaf  
Class 5D



O. Hewalunuwilage  
Class 5B



V. Shavindaeish  
Class 5D



T. Sashzvin  
Class 5D



S. D. Bastiangamage  
Class 5F





RAVE

# PROJECTS

# Spark of Hope

Some children carry the weight of the world before they can even understand it. Spark of Hope, led by our UNESCO Club, was an initiative to bring warmth, care, and a sense of belonging to young girls at a local orphanage.

## Spark of Hope



Every smile, every cheer, and every interaction reflected the belief that love, care, and hope are just as vital as material support. Through Spark of Hope, the children experienced not just joy, but dignity, confidence, and the reassurance that someone sees and values them. This initiative stands as a testament to the UNESCO Club's dedication to compassion, equality, and community service, proving that even small gestures, when given with heart, can leave a lasting imprint on young lives.



The programme combined thoughtful donations. Including stationery, books, toys, mosquito-nets, and essential sanitary items—with interactive activities designed to inspire, engage, and nurture. But beyond the gifts, the true essence lay in the moments shared: conversations, laughter, encouragement, and attention from club members who took the time to listen, support, and connect.



# Hearts for Heroes



Hearts for Heroes '25 is a community service initiative organized by the Royal College UNESCO Club to honor and support Sri Lanka's war heroes who devoted their lives to safeguarding the nation during the civil war. As part of this project, the club organized a visit to Mihindu Seth Arana, located in Attidiya, a home that cares for wounded and differently-abled war heroes.

During the visit, the members of the Royal College UNESCO Club donated essential items including clothes, dry food rations, and sanitary materials, based on the needs of the residents. This initiative aimed not only to provide material support but also to express gratitude, respect, and solidarity with those who made immense sacrifices for the country.

## HEARTS For HEROES

Hearts for Heroes '25 stands as a testament to the club's commitment to humanitarian values, national appreciation, and social responsibility, reminding us of the importance of remembering and caring for our nation's heroes.



# AROGYA

## The Medical Camp

Organized collaboratively by the Royal College UNESCO Club and the Sujatha Vidyalaya, Matara UNESCO Club, AROGYA transformed MR/Batawala Pathegama Model Primary School into a centre of healing on 31st August 2025. For one day, classrooms and corridors became consultation rooms, and the school's halls echoed with the hum of care, guidance, and hope.



### 1. BASIC CONSULTATIONS

As a key component of the Aarogya Medical Camp, basic medical consultations were provided to all attendees to assess their overall health and identify potential concerns. These consultations included essential health checks such as measuring blood pressure, blood sugar levels, body weight, and general physical assessments conducted under medical supervision.



This initial screening ensured that participants received timely guidance, appropriate referrals where necessary, and a better understanding of their personal health status, reinforcing the camp's focus on preventive care and community well-being.

## 2. EYE CARE

Eye care was a key component of the Aarogya Medical Camp, focusing on identifying and addressing common vision-related concerns. Vision screenings were conducted to assess eyesight difficulties among participants.



Over 200 reading glasses were distributed to individuals in need, helping to improve daily comfort and overall quality of life.

## 3. DENTAL CARE

Dental care formed an essential part of the Arogya Medical Camp, addressing common oral health concerns within the community. Basic dental examinations were conducted by qualified professionals, along with guidance on oral hygiene and preventive care.



This initiative helped raise awareness about maintaining good dental health and encouraged early attention to potential issues.

## 4. MEDICINE AND HEALTH EDUCATION

Eye care was a key component of the Aarogya Medical Camp, focusing on identifying and addressing common vision-related concerns. Vision screenings were conducted to assess eyesight difficulties among participants.



Over 200 reading glasses were distributed to individuals in need, helping to improve daily comfort and overall quality of life.



# BRAINWAVE`25

Knowledge inspires, and curiosity drives growth. Brain Wave, organized by our UNESCO Club, was an inter-class quiz competition for students from grades 6 to 9, designed to challenge minds and encourage academic engagement.



Through semi-finals and finals, students competed in teams, strengthening collaboration, critical thinking, and confidence. The competition also fostered class unity and promoted a culture of curiosity, teamwork, and learning across the school.



By recognizing winners and runners-up, the UNESCO Club not only celebrated achievement but also inspired all participants to embrace knowledge as a shared, rewarding journey. Brain Wave reinforced the club's commitment to cultivating academic excellence and meaningful engagement within the school community.

# HELPING HAND`25

Helping Hand was a major collaborative outreach project organised by the Royal College UNESCO Club, in partnership with the UNESCO Society of Mahamaya Girls' College, Kandy. The project was conducted on 13th November 2025 at Gnanadassi Junior School, Handurumulla, a rural school serving a community with limited educational resources. The initiative aimed to uplift students by addressing both their educational needs and overall well-being, while fostering inter-school cooperation and shared social responsibility.

## Helping Hand

For the Smiles ,  
That Matter



## DONATION PROGRAMME



As part of the donation programme, essential school supplies were distributed to students across all grade levels with careful attention to their educational needs. Primary students received school bags, books, and basic learning materials, while students in the upper sections were provided with additional useful items to support their studies. These donations were aimed at strengthening the learning environment and easing the daily challenges faced by the students.



## INTERACTIVE DAY

In addition to the donations, the project featured an interactive day designed to create a joyful and engaging experience for the children. A variety of activities and competitions, including art contests, spelling bees, puzzles, treasure hunts, map colouring, and one-bounce cricket, were organised alongside singing and dancing sessions. These activities encouraged creativity, teamwork, and confidence, ensuring that the day was not only entertaining but also meaningful for the students.



# Catalysts`25



Catalysts'25 is an annual educational outreach project organized by Royal College UNESCO Club, with the aim of supporting and uplifting students in rural and underprivileged schools across Sri Lanka. The project focuses on enhancing academic knowledge, motivation, and access to quality learning resources for G.C.E. Ordinary Level students.

Under Catalysts'25, subject-based educational seminars were conducted for the core O/L subjects: Sinhala, English, Mathematics, and Science. These sessions were conducted by experienced Royal College teachers, ensuring high academic standards and effective teaching methodologies.

In addition to the seminars, students were provided with essential educational materials, including subject-related tutes, past paper books, reference books, and stationery items, to support their studies beyond the sessions. This year, the project was successfully carried out at St. Mary's College, Dehiwala, benefiting 60 students, all of whom received the full set of learning materials.



Catalysts'25 reflects Royal College's commitment to social responsibility and educational equity, aiming to inspire students, strengthen their academic foundations, and contribute positively to the future of Sri Lanka's education system.

# A Collaborative Year Like No Other ;

AROGYA

Helping  
Hand  
For the Better  
Everyday

## Perspectives of Collaborators

As the president of Sujatha UNESCO ,I want to give a big thanks to Royal College for teaming up with us to make the medical camp happen.Working together with such an energetic and supportive team made the whole experience really inspiring.

Everyone put in so much effort from planning to the actual event and it truly showed.Because of this collaboration,we were able to help so many people and create a program we can all be proud of.

I am genuinely grateful to Royal College for their teamwork ,dedication and positive spirit throughout this project this project.This experience reminded me how much we can achieve when schools come together with one goal.

**Esandi Kulathunga**

(President - UNESCO Society of Sujatha Vidyalaya Matara)





Helping Hand '25 was a collaborative community service project carried out jointly by the UNESCO Club of Royal College and the UNESCO Society of Mahamaya Girls' College, Kandy. It was held on 13th of November 2025 at Handurumulla Gnanadassi Junior School, Mirigama. This was one of the most significant initiatives our committee has ever experienced. From the beginning, both schools shared the same vision of supporting a rural school with sincerity, teamwork and compassion which made the entire experience really special.

One of the most notable aspects of this collaboration project was the seamless way our committees worked together. For instance, ideas were shared freely, responsibilities were assumed equitably and every task was undertaken with genuine commitment. Despite the typical challenges that come with organizing such a massive project, the unity and smooth coordination between both committees made everything manageable and strengthened the outcome.

Moreover, as someone who worked closely with every stage of the event in my role as the Project Chairperson, I was able to see first hand how supportive and cooperative the committee of the Royal College's UNESCO Club was. Their kindness, spirit and commitment perfectly matched the effort and energy shown by our own committee. Furthermore, it created the whole project atmosphere filled with respect, encouragement and a shared sense of purpose.

Overall, Helping Hand '25 became more than just a project but a memorable learning experience that built strong friendships and genuine mutual respect between our two societies. On behalf of the UNESCO Society of Mahamaya Girls' College, we are genuinely grateful for the dedication and support extended by the UNESCO Club of Royal College and we wish them all the success in the future initiatives as well..

**Uththara Perera**

(Vice President - UNESCO Society of Mahamaya Girls' College Kandy)



# RAVE VOLU

[www.royalunesco.org](http://www.royalunesco.org)