



NATIONAL INSTITUTE OF SOCIAL  
DEVELOPMENT



# STUDENT JOURNAL OF SOCIAL WORK

2022

Social Development Policy, Research & Publications  
National Institute of Social Development  
(Ministry of Women, Child Affairs and Social Development)

**STUDENT JOURNAL OF SOCIAL WORK-2022**

@ SOCIAL DEVELOPMENT POLICY, RESEARCH AND PUBLICATIONS DIVISION.

**ISBN 978-955-8003-20-6**

**Proof Reading**

Hariharathamotharan

**Cover Page Design**

Indika Wijerathna

**Supportive Staff**

M.I.S. Neelakanthi

A.K.S. Alankara

**Publisher**

Social Development Policy, Research and Publications Division

National Institute of Social Development

Liyanagemulla

Seeduwa

Sri Lanka

**Telephone** : +94112882506/7  
: +94112256027/ +94112256082

Fax : +94 112882502

Email : [info@nisd.ac.lk](mailto:info@nisd.ac.lk)

Web : [www.nisd.ac.lk](http://www.nisd.ac.lk)

**@ All Right Reserved**

Authors are solely responsible for the Contents of these Articles about of this Journal

**Advisors**

Shamini Attanayake, Director General (Acting), Additional Director General (Academic) National Institute of Social Development, Liyanagemulla, Seeduwa.

M.S.M. Asmiyas, Director, Social Development Policy, Research and Publications Division, National Institute of Social Development, Liyanagemulla, Seeduwa.

**Editors**

HariHarathamotharan, Senior Research Officer, NISD

Sandya Sirikumara, Research Officer, NISD

Chamari Thabrew, Research Assistant, NISD

Nisansala Madushani Silva, Research Assistant, NISD

**Reviewers****Prof. Wasantha Subasinghe**

Department of Sociology

University of Kelaniya

**Prof. M.T.M. Mahees**

Department of Sociology

University of Colombo

**Dr. Chulani Herath**

Senior Lecturer

Faculty of Health Sciences

The Open University of Sri Lanka

## Author Details

***A.A.P.D Dasanayaka***

Bachelor of Social Work- NISD

***M. A. Udani Thakshila***

Bachelor of Social Work- NISD

**Abirami Rasakumar**

Bachelor of Social Work- NISD

**திறவு சொற்கள்**

Bachelor of Social Work- NISD

**Vegini Gnanenthiran**

Bachelor of Social Work- NISD

***Rohitha Dhananjaya***

Master of Social Work (Reading), NISD

***Eranga Panawenna***

Master of Social Work (Reading), NI

## Content

- |    |  |       |
|----|--|-------|
| 1. | ANALYSIS ON PSYCHOSOCIAL FACTS OF SCHOOL GOING AND NON-SCHOOL GOING CHILDREN IN SAMUDRA SHAKTHI CONDOMINIUM, LUNAWA (SRILANKA)<br><i>A.A.P.D Dasanayaka</i>  | 6-23  |
| 2. | THE NECESSITY OF PROMOTING SOCIAL PARTICIPATION IN ORDER TO REDUCE SOCIAL ISOLATION IN OLDER PEOPLE<br><i>M. A. Udani Thakshila</i>  | 24-42 |
| 3. | COMMUNITY BASED CORRECTIONS PROCESS AND RECIDIVISM<br><i>Abirami Rasakumar</i>   | 43-53 |
| 4. | பொருளாதார ரீதியாக பிரச்சினையை எதிர்கொள்ளும் சேவைப்பயனாளிக்கான வலுவூட்டல் சமூகப்பணி இடையீட்டு செயன்முறை : வடமாகாண விதவைகள் மற்றும் பெண்தலைமைத்துவ குடும்பங்களுக்கான தேசிய நிலையத்தை அடிப்படையாகக்கொண்ட சமூகப்பணி பரீட்சயம்.<br><b>திறவு சொற்கள்</b> | 54-65 |
| 5. | DIASPORA'S CONTRIBUTION IN SOCIAL SERVICES: A SOCIOLOGICAL STUDY BASED ON J/69 GRAMA NILADHARI DIVISION, GURUNAGAR<br><i>Vegini Gnanenthiran</i>   | 66-74 |
| 6. | කොවිඩ් වසංගත තත්ත්වය හමුවේ පාසැල් ළමුන්ට හා ස්වයං රැකියාවන් හි නියුතු වූවන්ගේ පවුල් ජීවිතවලට සිදු කර ඇති බලපෑම හා ඒ සඳහා සමාජ වැඩ මැදිහත්වීම් පිළිබඳ ව සමාලෝචනයක් සිදු කිරීම.<br><i>Rohitha Dhananjaya</i>   | 75-86 |
| 7. | අධිකරණ ක්ෂේත්‍රය තුළ සමාජ ප්‍රත්‍යාස වැඩ භාවිතය පිළිබඳව විමසීමක්<br><i>Eranga Panawenna</i>  | 87-96 |

## 1

## ANALYSIS ON PSYCHOSOCIAL FACTS OF SCHOOL GOING AND NON-SCHOOL GOING CHILDREN IN SAMUDRA SHAKTHI CONDOMINIUM, LUNAWA (SRILANKA)

**A.A.P.D Dasanayaka**

*School of social work ,National Institute of Social Development*

*Liyanagemulla, Seeduwa, Srilanka.*

*Tel :+94112882506/07, Email :Info@nisd.ac.lk*

### Abstract

*The research was aimed to empower school and non-school going children of samudra shakthi condominium which is situated in Lunawa, Moratuwa, Srilanka in aspects of educational, leadership, motivational, mental health, sanitation and economical aspects The Moratuwa divisional sector is can be considered as sub- urban area which is belong to Colombo district. Samudra shakthi condominium where the Student Social Worker (SSW) selected as the community for the community work project is area which is highlighted as where the professional support is really need for the children wellbeing. According to the needs identifies through the need assessment which was done by SSW. It emphasis the need of planning a successful activity series which are gain benefited to the children in the community and overall to the whole community. Data collection has done by using several tools and this study conducted by using both primary and secondary data. Data collection was done by using the tools transect walk, interviews with key informants, community members, focus group discussion, home visit and observations. High number of early school dropouts and school terminations, less focus on mental and emotional health wellbeing, Lack of motivational and leadership skills, Less concern on cleanliness, personal hygiene and productivity among children and Less opportunities to showcase children's aesthetic skills were analyzed as finding of the study. The programs were planned by addressing the aspects of educational, leadership, motivational, mental health, sanitation and economical wise. The support and guidance provided by the Divisional Secretariat office of Moratuwa especially the NCPA officer who is working for the wellbeing of children to deliver better support system to the community from the community work project. The objectives of the community work project were able to achieve through the hardworking of SSW and with the support of multi professionals. The activities were helped to make a considerable change among the community even from the mindset / thinking pattern and behavior. That will be benefited to the future generation of the country.*

**Key words** –Student social worker, Divisional secretariat, National child protection officer, Condominium

## Introduction

Community, in the broadest sense of the term, has a spatial and a geographical connotation.” This geographical conception of community involves the idea of a definite and permanent occupation of a given territory. But the community is not a mere geographical expression. (Park, 1921). The people living in one particular area or people who are considered as a unit because of their common interests, social group, or nationality. There are many ways to think about community. A geographically defined locality or a larger functional group where members are bound by common concerns, lifestyles and socio- cultural orientations, which guide or organize their lives and collective norms of functioning. Adding precision to our understanding of community can help funders and evaluators identify, understand, and strengthen the communities they work with. There has been a great deal of research in the social sciences about what a human community is (Putnam, 2000). According to systems perspective, a community is similar to a living creature, comprising different parts that represent specialized functions, activities, or interests, each operating within specific boundaries to meet community needs For example, schools focus on education, the transportation sector focuses on moving people and products, economic entities focus on enterprise and employment, faith organizations focus on the spiritual and physical well-being of people, and health care agencies focus on the prevention and treatment of diseases and injuries (Henry, 2011).

Samudra shakthi is a condominium which is situated in Lunawa. It is belonging to the Lunawa south Grama Niladhari division in Moratuwa. The condominium was established by the government in 2006 for the People who lost their houses due to Tsunami time period. There are 20 buildings were established at the condominium and in one building it is consisting 08 houses all together in the condominium 160 houses can be identified. There are nearly 352 people living in the whole condominium and among them we can identify 124 as children who are under age 18. People who are living in the condominium are based on the occupations such as fishery related activities, businesses related to fruits and vegetables, selling goods in the market, daily wages, working as house keepers. The condominium is more famous for illegal activities related to drugs and for crime groups. Many illegal things are happening inside since it is situated in sub – urban area. According to the research findings which was done by the SSW (Student social worker) children in Moratuwa divisional sector are in need of support for their mental and emotional wellbeing. The rationale of the study was selected by the SSW by reviewing other studies which were done based on children living in condominiums in srilankan context. Respiratory health effects of exposure to indoor and outdoor air pollution among children (age 7-10 years) in selected settings in the western province of Sri Lanka (2010) by Y.L.S Nandasena, Quality of life study on slum dwellers (With special reference to Sri Lanka) (2015) by W. Subasinghe, Addressing the Shelter Issue of Urban Poor a Case Study from Sri Lanka. In Meeting global challenges in research cooperation (2008) by C.K.M Deheragoda are some research studies explored by SSW under the research area. There the gap was identified as less concern was drawn into the area of psychosocial facts of the children who are in the category of school going and non-school going living in sub – urban condominium environment. As a result of addressing the above metioned gap SSW decided to

plan community work project by focusing on analysis of psychosocial facts of school going and non-school going children living in Samudra shakthi condominium situated in Lunawa.

The research findings of the social worker mentioned that 3/6 children in Moratuwa divisional sector are in condition to be depressed according to Edinburg mental wellbeing scale. Additionally, the data collected by key informal interviews explained that special focus should pay on children in the community. Key informants such as the director of SERVE organization, principle of Methodist College, NCPA officer & counselling officer of divisional secretariat explained the need social worker and his role in the community especially for the wellbeing of children. According to the guidance provided by the field and faculty supervisors SSW decided to conduct the community work by targeting children in Samudra shakthi condominium. Especially to uplift the mental and emotional wellbeing of children through various activities and programs are planned by the social worker. The rational to select Samudra shakthi condominium is due to above research findings, key informal interviews and also the issues that are associate among the condominium were influenced.

### **Research problem**

What are the psychosocial facts need to be addressed within school and non-school going children in Samudra Shakthi Condominium Lunawa?

### **Research objectives**

#### *General objective*

- To empowering school and non-school going children of Samudra Shakthi Condominium in aspects of educational, leadership, motivational, mental health, sanitation and economical aspects.

#### *Sub objectives*

- To empower children towards free school education
- To enhance the emotional and mental health wellbeing
- To empower children through motivation, leadership and life skills aspects.
- To improve the health and sanitation among themselves
- To improve and polish on listening, speaking, reading
- To empower through economic aspects
- To develop their aesthetic skills (Singing, dancing, drama)

### **Literature review**

According to the studies three major mental health domains were identified among Srilankan adolescents as loneliness, anxiety and suicidal ideation. Research indicates that adolescents are especially affected by mental health issues, with over 16% of the population aged 10–19 years experiencing some form of adverse mental health and suicide being the 2nd highest cause of death amongst those aged 15–19 years (WHO, 2019). Focusing the attention towards the below



literature it highlighted the need of psychosocial facts that affecting adolescents living in sub-urban condominium. Silva M.D., Nikapota. A ., & Vidyasagara N.W., (1998) highlighting on the study of “The need for child health services which provide for physical and mental health in Sri Lanka” is as a developing country where children less than 15 years old form 35% of the population of 14.9 million (Statistical Handbook 1982) and child mental health services have been an accepted component of health policy since 1983. The strategies which helped the planning process may be of relevance to other professionals with similar concerns in other developing countries. The need for child health services which provide for physical and mental health is strong and the justification for such services has been given elsewhere (WHO 1977).

Chandrasekara W.S., (2018) study on “The effects of mindfulness based stress reduction intervention on depression, stress, mindfulness and life satisfaction in secondary school students in Sri Lanka” that Stress and depression levels of school students in recent years are increasing due to many reasons such as individualism, academic competitions etc. However, school mental health counselors relatively use less strategy to assist students in reducing these mental health difficulties. Many studies in other countries have discovered that the positive effects of Mindfulness Based Stress Reduction (MBSR) intervention on stress reduction of students, but in Sri Lanka, it is relatively unexplored. Therefore, this study explored the impacts of MBSR intervention on Depression, Perceived Stress, Mindfulness Attention Awareness, and Life Satisfaction. A group of 30 students from Advance Level classes in a school was randomly selected and was given two days of MBSR program per week for continues eight weeks. Data were collected before and after the 8-week intervention of MBSR. Post-intervention levels of depression and stress were significantly lower than pre-intervention levels, whereas mindfulness attention and life satisfaction were at significantly higher levels. These results confirmed that school-based MBSR program could be effective in improving the level of mental health in secondary school students in Sri Lanka. The findings highlight the possibility for stress reduction, and awareness attention training in using MBSR intervention.

## **Methodology**

Need assessment was momentous to identify the needs of the community and investigate the feasibility for the community project. Community needs and strengths were identified through different strategies and tools such as transect walk, interviews with key informants, community members, focus group discussion, home visit and observations. Data collection has done by using several tools and this study conducted by using both primary and secondary data. Student Social worker used several data collection tools for collect relevant data. Before select the community SSW visited to the Moratuwa divisional sector and under the reference of Divisional secretariat the Lunawa condominium was selected as the community. Primarily SSW formed a volunteer group within community. There were ten members in that volunteer group and they are age between 6- 15. It was facilitated to SSW to collect more data regarding community and implement the community project. The researcher is in need to fill the gap of analysis in the area of psychosocial facts of the children who are in the category of school going and non-school going living in sub – urban condominium environment. Focusing the Socio –

economic factors and the development of aesthetic skills were the main area that was drawn the attention under psychosocial analysis of the SSW.

## Data analysis and discussion

Needs identifies through the needs assessment by using need assessment tools can be elaborate as below,

- Decrease the level of school drop outs and termination of school education among children living in the condominium

Considerable numbers of children living in the condominium are having issues related to early school drop outs and termination of school education. 152 children are living in the Samudra shakthi condominium that are age under 18 years and among them nearly 35 children are not attending to the school due to various issues having among them.

- Uplift the mental health wellbeing and focus more on to improve the emotional wellbeing of children living in the condominium can be seen in low level while considering about their mental health.

Most of them are depressed with the COVID- 19 virus which was happened through the country over nearly 2 years. Children were not allowed to attend the school physical education. Most of educational activities were done via online. Therefore, children were not allowed to meet their friends and to engage in things that they like to keep proper mental health among themselves. Also the economic factors, issues related within the family and other social environment is making the children more vulnerable while considering about mental health.

- Improve leadership and motivational skills among children Children in the area are having less motivation towards leadership.

- Improve the cleanliness, personal hygiene and productivity among children

The surrounding environment of the condominium seems unclean due to less space, stuck of the drainage systems, not having common areas for garbage disposal and etc. Elucidate the importance of cleanliness is much important and also it directly leads to keep children in healthy as well in a child friendly environment.

- Create an environment to showcase their aesthetic talents Children in the community are having various talents within themselves they are much talented in singing, dancing, performing drama, announcing, drawing arts, writing stories essays and doing raps related to Sinhalese and English languages. But they haven't received any proper guidance for theses aesthetic and extracurricular activities. Creating opportunity for them is really important.

**Table 01 - Problem prioritization**

|  |  |
|--|--|
| <p><b>Urgent</b></p> <ul style="list-style-type: none"> <li>• Early School dropouts and termination of school education</li> <li>• Poor mental health wellbeing</li> <li>• Lack of personal hygiene among student</li> <li>• Problematic family background</li> <li>• Lack of child friendly environment</li> <li>• Economic difficulties among families</li> <li>• Lack of leadership and motivational skills</li> <li>• Not having proper goals and aims regarding the future</li> <li>• No proper way for dispose the garbage.</li> </ul> | <p><b>Not urgent</b></p> <ul style="list-style-type: none"> <li>• Lack of opportunities to showcase their hidden talents</li> <li>• Marginalized from the outer society</li> <li>• Negative attitudes with negative behavioral pattern</li> <li>• Low level of education of parents</li> </ul> |
| <p><b>Not important and urgent</b></p>   | <p><b>Not important and not urgent</b></p>   |

Table 01, Indicates that the problem prioritization into four categories. Several finding were done under the category of urgent by identifying urgent prioritizations in the community. Problems related to attitudes and mind sets were categorized into not urgent category. All problems identified were important for the wellbeing of children living in condominium.

**Table 02 - Bradshaw's taxonomy of needs**

| Normative Need  | Felt Need   | Comparative Need  | Expressed Need                        |
|---|---|---|---------------------------------------|
| Early School dropouts and termination of school education | Lack of leadership and motivational skills            | Early School dropouts and termination of school education | Need of support for school education  |
| Poor mental health wellbeing                              | Not having proper goals and aims regarding the future | Poor mental health wellbeing                              | Motivational and educational programs |

|  |  |  |  |
|--|--|--|--|
| Lack of personal hygiene among student | No proper way for dispose the garbage                  | Lack of personal hygiene among student | To establish a youth society                             |
| Problematic family background          | Lack of opportunities to showcase their hidden talents | Problematic family background          | To educate children through various empowerment programs |
| Lack of child friendly environment     |  | Lack of child friendly environment     |  |

Table 02, Indicates as how needs of the community were expressed through Bradshaw's taxonomy of need classification. Bradshaw (1994) defined need as: normative (distinguished by professionals, such as vaccination), felt (wants, wishes and desires), expressed (vocalised needs or how people use services) and comparative needs, which indicate that needs arising in one location, may be similar for people with similar socio-demographic characteristics living in another location. Through the expressed need SSW is able to identify that people living in the community are in understanding regarding the need of motivation, empowerment and support system for their children's wellbeing. Particularly to provide them school education.

### Table 03 - Community action plan

#### *To achieve main objectives*

- Empowerment program for non-school going children and children who terminated their school education.(Among 152 children who are age under 18 years nearly 35 children are not attending to school according to the observations and gathered data)

| Activity   | Responsibility   | Duration  |
|--|--|-----------|
| A discussion with to discuss about the issues which are among children within the Lunawa condominium. Especially about the school dropout and early termination of school education. | Divisional secretariat higher authorities, Filed officers including GN officers, Samurdhi , NCPA, Development officers, social service officers and all other governmental and non-governmental organizational | Two weeks |

|   |   |          |
|---|---|----------|
|   | officers who are working for the wellbeing of children<br><br>Student social worker |          |
| Preparing a data base on a excel sheet based on a questionnaire prepared by the SSW to gather information about children, their personal details, Details regarding to their school education. If they are not attending to the school education reasons for it by visiting homes which are situated in the condominium. ( There are 160 houses are situated in the condominium premises) | NCPA officer<br><br>Student social worker   | Month    |
| A Goal setting program by Mr. Kapila rasnayaka (social activist) who is especialized in the fields of social work, gender and motivational.   | Resource person<br><br>Student social worker  | One week |
| Leadership and motivational program by Mr. supun wijerathna (Attorney at Law and Member of youth parliament )   | Resource person<br><br>Student social worker  | One week |
| Educational and mental health related program series conducted by the SSW   |   |          |
| Importance of the education   | Student social worker   | One week |
| Mindfulness   | Student social worker   | One week |
| Story telling   | Student social worker   | One week |
| Safety and security   | Student social worker   | One week |

|                             |                       |          |
|-----------------------------|-----------------------|----------|
| Cleanliness and good habits | Student social worker | One week |
| Vision board making         | Student social worker | One week |
| Art therapy                 | Student social worker | One week |

*To achieve sub objectives*

| <b>Activity</b>   | <b>Responsibility</b>   | <b>Duration</b> |
|---|---|-----------------|
| Children day concert in Lunawa condominium premises sponsoring the program by MJF foundation Moratuwa.  | Student social worker<br>Divisional secretariat field officers mainly the NCPA officer              | Three week      |
| Distribution of 80 parcels of grocery items each Rs.2000 worth under the sponsorship of Keels organization. Beneficiaries will be selected by the GN officers the Moratuwa divisional secretariat   | Keels Moratuwa branch marketing manager<br>Divisional secretariat officers<br>Student social worker | Month           |
| A job fair is planned with collaboration of some industrial factories established in Moratuwa such as Maliban, keels, cargills food city, Ceylon juwallery, CDB bank, Siddalepa institute and some other textile industries located at Moratuwa and surround area |   | Three weeks     |
| Productivity and cleanliness workshop by productivity officer of Divisional secretariat Moratuwa. Collaboratively planned a program to select the best clean house among children and provide a gift through Divisional secretariat.                              |   | One week        |

|  |  |                                     |
|--|--|-------------------------------------|
| Dancing workshop series by a Dancing teacher who is qualified in all type of dancing including traditional, western and all. (classes are being conducting in every Saturday afternoon in the condominium premises) After the workshop classes were conducted in every Saturday. |  | One week and every Saturday evening |
| Establishing a youth society   |  | One week                            |
| Drama day  |  | Three weeks                         |
| Shramadana campaign in SERVE activity center which is situated in condominium premises   |  | One week                            |

Table 03, Indicates programs planned under main and sub objectives. Programs are planned to empower community children through the aspects of educational, leadership, motivational, mental health, sanitation and economical. Several programs were planned by focusing some focal factors such as to reduce school dropouts and early school termination. SSW highly concerned on improving the mental and emotional health wellbeing by supporting to their aesthetic skills during designing the program series. In the phrase planned program activity, responsible parties and allocated time schedule was planned.

**Table 04- Evaluation methods**

| Activity   | Objective  | Indicators  | Changes happened  |
|--|--|---|---|
| <b>Activities under main community work task</b>   |  |   |   |
| <b>Empowerment program for non-school going children and children who terminated their school education.</b>   |  |   |   |
| A discussion with to discuss about the issues which are among children within the Lunawa condominium. Especially about the school dropout and early termination of school education. | To inform higher authorities regarding school dropout and school termination of children in the community as a social issue. | Conducted a discussion by participating Divisional secretariat higher authorities, Filed officers including GN officers, Samurdhi , NCPA, Development officers, social service officers and all other | <ul style="list-style-type: none"> <li>The issue was addressed seriously in the discussion and some responsibilities were assigned from AG of DS office to responsible officers for to attend on children with issues.</li> </ul> |

|   |   |   |  |
|---|---|---|--|
|   |   | governmental and non-governmental organizational officers who are working for the wellbeing of children | <ul style="list-style-type: none"> <li>• Resource linking was happened for the wellbeing of children</li> </ul>  |
| Preparing a data base on an excel sheet based on a questionnaire prepared by the SSW to gather information about children, their personal details, Details regarding to their school education. If they are not attending to the school education reasons for it by visiting homes which are situated in the condominium. | To collect information on children who are in need of help from the respective parties and for the easy reference of DS office worker's in child related activities | Done home visits to collect data nearly 120 houses were visited by the SSW                              | Data base was created in DS office of Moratuwa including all the details of children living in the community.<br><br>It will help them to provide a better service for them in future. ( to provide scholarships and sponsorships) |
| A Goal setting program by Mr. Kapila rasnayaka (social activist) who is especialized in the fields of social work, gender and motivational  | To assist children to set some goals in their lives   | Invited to a resource person to conduct the session. SSW provide the assistance throughout the session  | Children were motivated and received clear idea as why goal setting is really needed in lives. Also they enjoyed the videos and fun games happened there   |
| Leadership and motivational program by Mr. Supun Wijerathna (Attorney at Law and Member of youth parliament)  | To take initiative in leadership and motivated in developing their life skills  | Invited to a resource person to conduct the session. SSW provide the assistance throughout the session  | Through the Moral stories shared in the session they were motivated and those examples helped them for decisions making & life skill development.  |
| <b>Educational and mental health related program series conducted by the SSW</b>  |   |   |  |
| 1. Importance of the education session  | To encourage them to engage in school education   | Explained the importance of education by applying role models   | Learned about role models and how they win the lives with difficulties. Also how   |



|                                |  |  |   |
|--------------------------------|--|--|---|
|                                |  |  | the education made positive impact on their lives   |
| 2. Mindfulness session         | To make them calm and relax                            | Engaged them in some mind relaxation activities and fun games designed by the SSW  | They learned some anger management techniques and mind relaxing activities. Also had fun in the session by engaged in fun games                           |
| 3. Story telling Session       | To develop the listening ability and rational thinking | Explained three simple stories which are introduced by Ministry of education Srilanka for life skill development of children   | Learned listening as a skill and received chance to be rationalized by applying characters in the stories for their lives.                                |
| 4. Safety and security session | To make a secure and safe environment around children  | Explained some characters to them and asked them to arrange them according to the level that they can be trust in their lives  | Learned that safety and security is important while dealing with characters they are meeting in their lives   |
| 5. Cleanliness and good habits | To develop confidence personality among children       | Through videos and pictures explained children as how they can keep their body clean. Also explain about good habits and practices they can be used in day today lives through some role plays | Use to wear clean attires with clean body to the sessions by children. And used to behave in better than earlier they used to while classroom activities. |
| 6. Vision board making         | To encourage them for a clear vision in the life       | Teach them the way that the vision board should be created   | Prepared some vision board and pasted it in their favorite places in the house to remind their future visions   |
| 7. Art therapy                 | To make them calm and engaged in aesthetic activities  | Allow them to draw the favorite incident based on some stories   | Helped them to relax their mind, engage in drawing and polish their aesthetic skills  |

|   |   |   |  |
|---|---|---|--|
|   |   |   | also learned to share and helped each other's  |
| <b>Activities under sub community work task</b>   |   |   |  |
| Children day concert in Lunawa condominium premises sponsoring the program by MJF foundation Moratuwa   | To identify and enhanced the aesthetic skills of children | Helped them to prepared with dancing items that they are willing            | Developed the team work and many talented children were identified. Additionally they had much fun and happiness throughout the period           |
| Distribution of 80 parcels of grocery items each Rs.2000 worth under the sponsorship of Keels organization. Beneficiaries will be selected by the GN officers the Moratuwa divisional secretariat   | To provide economical support to the children's families  | Assist the program as a coordinator from beginning to the end               | Assist community people in difficult situation of due to COVID -19 and Economic crisis of SL   |
| A job fair is planned with collaboration of some industrial factories established in Moratuwa such as Maliban, Keels, Cargills food city, Ceylon juwallery, CDB bank, Siddalepa institute and some other textile industries located at Moratuwa and surround area | To reduce the unemployment within the community           | Coordinated the session by resource linking                                 | Many young people in the community were receive clear idea about job procedures, qualifications and got registered in many jobs they are willing |
| Productivity and cleanliness workshop by productivity officer of Divisional secretariat Moratuwa. Collaboratively planned a program to select the best  | To create a productive citizen to the country             | A resource person was invited to the session. SSW did the coordination part | Explained the importance of keeping surround environment healthy and clean. The competition winner was selected by the productivity officer of   |

|  |  |  |  |
|--|--|--|--|
| clean house among children and provide a gift through Divisional secretariat   |  |  | DS office and provided school equipments for the child.  |
| Dancing workshop series by a Dancing teacher who is qualified in all type of dancing including traditional, western and all. (classes are being conducting in every Saturday afternoon in the condominium premises) After the workshop classes were conducted in every Saturday. | To guide them on their talents and keep engage in aesthetic activities | Invited to a resource person (Dancing teacher) was invited to conduct the session. SSW provide the assistance throughout the session | Children who are talented for dancing receive a better chance to join a free class and children enjoyed the session.                           |
| Establishing a youth society   | To empower the youth in the community                                  | Resource persons were invited  | A youth society was established for a bright future of children learning in the condominium  |
| Drama day  | To develop aesthetic skills  | Guidance and support was given to children to practice drama   | Best drama was selected for the divisional competitions and many children who are talented in drama was identified                             |
| Shramadana campaign in SERVE activity center which is situated in condominium premises   | To keep the surround environment clean                                 | Took the initiative for the shramadhana campaign with children   | Children learned the importance of keeping surround environment clean and importance of it. Also to repair and protect the available resources |

Table 04, Indicates the progress and the changed that SSW was able to achieve in the community through community work project. The table elucidates the Activity, objective, indicator and change happened through each and every activity that was take part in the project. Most of indicators were based on qualitative indicators which allow them to surpass other measurements of analysis as well as provide specific and nuanced information more focusing on the progress of the program activities. It's clearly proclaiming the objectives which expect

through the designed program series. The changed happened within the community is admire through the hard work of SSW and the multi professionals including the volunteer group.

Activity under main community work task which is to reduce the level of school dropouts and early school termination was highlighted in the discussion with responsible authorities. SSW was able to link children with the necessary resources and parties as to receive assistance for their school education. In addition to the educational and mental health related program which was initiated by the SSW was able to construct huge impact on mental and emotional wellbeing of children.

## Conclusion

Community work is participation process, increase the belongingness of the people, and build self-help, mutual help, and self-determination. As well as through this process identify and fulfill needs, solve community problems and identity to social harmony and integration and improve quality of life. Basically community process consists with five phrases such as identify the need, prioritize the need, develop confidence, find resources and take action. SSW has to follow this process and reach the all phrases of the process.

SSW selected the Moratuwa Samudra shakthi condominium as the community to continue the community work practice. The condominium is situated in Lunwa. At the very first social worker faced many difficulties while adjusting to the community since the community environment, language, behaving and talking pattern all were differ from person to person within the community than the environment where social worker grew up. It is a planned community and established 2006 after Tsunami. People who lost their houses due to Tsunami were settle there. There are 180 houses are situated within the condominium. Those houses were built in to various building and each. Building is consisting with 8 houses. As that there are 20 buildings can be seen in the condominium premises. Since the condominium is situated in Moratuwa as a sub urban area mostly people are engaged in occupations related with small scale businesses as fruits, vegetables, fish and most of the jobs related with the sea. And also carpentering can be seen as another occupation which is famous for Moratuwa community.

SSW conduct the need assessment through key informal interview, focused, group discussions, and community observations and through community meetings to identify the needs in the community. There the need of addressing children wellbeing was raised and also based on the research finding of SSW (It also emphasis that children in Moratuwa divisional sector are in need of support for their emotional wellbeing. According to the research findings 3/6 children are in level of to be depression according to Warwick Edinburgh mental wellbeing scale. Out of them 2/3 are female and 1/3 is a male. According to the findings female children are much vulnerable while considering the mental health.)

Through the need assessment below needs in the community were identified,

- School dropouts and early termination
- child not friendly unclean environment

- Negative attitudes
- Not having proper goals and visions
- Lack of accessibility for opportunities
- Less attention towards mental health wellbeing
- Economic difficulties due to COVID and economic crisis in SL.

According to above needs below activities and programs were implemented by the SSW in the community as the community work project. Through the project various aspects were focused and highlighted of the community. Since it is a planned community surround environment, Culture, behavior patterns all may differ from one to each other than to a normal community. While considering the behavior pattern community members are much connected with each other's. There may be positive as negative outcomes from it. While considering about the children in the community they are not same as children who are living in village area. They are getting exposure from good consequences as well bad consequences too.

The knowledge of the SSW developed throughout the six months. Experience which was faced in the field work practice helped SSW to enhance the knowledge by linking class room learning's with the practice as experience helps to develop the knowledge and knowledge helps to experience the situation in a meaningful manner. Community work is an ongoing processes of developing SSW self. SSW learned new skills, new ways of thinking, new ways of looking at the world and new ways of approaching people through community work. SSW used educational roles, representational roles and technical roles during the community work practice.

As per the recommendation for the future activities related to the community, SSW suggest that,

- Children are considering as the future in the country more child centered programs should be done by the Government and DS offices. (Awareness programs in schools, Goal setting programs, Aesthetic activities, competitions, health and mental health services)
- Youth and the community members in the society should aware about the services providing by the government and other organizations. Though the resources and services are available within the community people are not aware and used them for the wellbeing.
- Programs should establish to stop schools drop out and school termination of children especially in areas similar to the community. It should be highly monitor. Then only we can reduce unscholarly number of citizens in the country.
- Condominiums should be provided some more facilities with related to health and sanitation (The garbage disposal system should be prepared, library, restrooms, play area for children and other facilities should be provided if not children were limited into their houses and neighborhood)
- Not only the attitude of children but also attitude of parents should be changed towards the wellbeing of children as children should give more priority than any other else.

- Since these children are living in flats they all should encourage and motivated to focus on mental health wellbeing of them especially. Programs/ workshops should implement by schools and other responsible authorities by focusing children's mental health wellbeing

SSW developed her professional behavior in views Social worker as a calling lifetime commitment to certain values and actions, base practice on a body of knowledge and research findings that have been learned through formal education and training. SSW had experiences with assumes personal responsibilities for examining the quality of service provided and for working to make agency, program, or policy change that will improve service to the client.

## References

- Asquith, S., Clark, C. L., & Waterhouse, L. (2005). *The role of the social worker in the 21st century: A literature review* (Vol. 25). Edinburgh: Scottish Executive Education Department.
- Bland, R., Drake, G., & Drayton, J. (2021). *Social work practice in mental health: An introduction*. Routledge.
- Constable, R. (2009). The role of the school social worker. *School social work: Practice, policy, and research*, 3-29.
- Dhavaleshwar, C. U. (2016). The role of social worker in community development. *International research journal of social sciences*, 5(10), 61-63.
- Eccles, J. S., & Wigfield, A. (2002). Motivational beliefs, values, and goals. *Annual review of psychology*, 53(1), 109-132.
- Ginsberg, L. H. (1976). *Social Work in Rural Communities. A Book of Readings*
- Goldberg, E. M. (1957). The psychiatric social worker in the community. *British Journal of Psychiatric Social Work*, 4(2), 4-15.
- Hardcastle, D. A., Powers, P. R., & Wenocur, S. (2004). *Community practice: Theories and skills for social workers*. Oxford University Press, USA.
- Haque, M. F., Haque, M. A., & Islam, M. (2014). Motivational Theories-A Critical Analysis. *ASA University Review*, 8(1).
- Hugman, R. (1996). Professionalization in social work: the challenge of diversity. *International Social Work*, 39(2), 131-147.
- Jayawardana, B. H., & Nanayakkara, K. (2018). Ethical challenges in social work practice in Sri Lanka. *Asian Social Work Journal*, 3(2), 37-41.
- Ife, J., & Fiske, L. (2006). Human rights and community work: Complementary theories and practices. *International Social Work*, 49(3), 297-308.

Subramaniam, J., Hatta, Z. A., & Vasudevan, G. (2014). Introducing the innovations in social work teaching and practice: A micro experience from the National Institute of Social Development, Sri Lanka. *Social work education and practice: Scholarship and innovations in the Asia Pacific*, 54-71.

Vasudevan, V. Inclusion of Children as Active Citizens and Social Work Intervention with Community in Sri Lanka.

Wandersman, A., & Florin, P. (2000). Citizen participation and community organizations. In *Handbook of community psychology* (pp. 247-272). Springer, Boston, MA

## 2

## THE NECESSITY OF PROMOTING SOCIAL PARTICIPATION IN ORDER TO REDUCE SOCIAL ISOLATION IN OLDER PEOPLE

**M. A. Udani Thakshila**

School of social work ,National Institute of Social Development  
Liyanagemulla, Seeduwa, Srilanka.  
Tel :+94112882506/07, Email :Info@nisd.ac.lk

---

### Abstract

*Many Asian countries including Sri Lanka, has experienced rapid ageing of the population from last few decades. Sri Lankan elderly population currently represents 12.4% of the total population. When the elders are reaching to their old age, they have to face different kinds of situations and difficulties. Among them, social isolation is one of the major negative situations that elders have to face. To decrease this condition of social isolation, increasing the level of social participation is necessary for the older people. The main purpose of this study is to explore the necessity of promoting social participation in order to reduce social isolation in older people. Under this main aim, this research discusses the topics as causes and effects of social isolation in older people, existing services for older people, benefits of social participation and activities need to promote social participation in older people. The sample size of this research is 25 respondents and this study was conducted using both quantitative and qualitative analyses. The researcher followed purposive sampling method which comes under non- probability sampling. Questionnaire and semi- structured interview have used for data collection. Data analysis was done with the use of statistical methods through MS Excel software and qualitative data through thematic analysis method. The findings of this research will help for the authorities, social service organizations, related professionals, academics and whole society to understand the necessity of promoting social participation in order to reduce social isolation in older people.*

**Key words:** *older people, Social isolation, Social participation, Social network, Social support*



## INTRODUCTION

Many Asian countries including Sri Lanka, has experienced rapid ageing of the population from last few decades. According to the World Health Organization (2002) elderly population is the fastest growing population in the world. In 2012, the population over 60 years was 2.5 million which 12.5% of the total population in Sri Lanka (Department of Census and Statistics, 2012). By 2041, one out of four of the population would be elderly (DCS, 2012). So, this will affect for the country in many aspects. Decline in the birth rate and the death rate had resulted in the increase of the number of older persons in the population. The shift of age structure from younger to older with a higher proportion resulted in a transformation of the shape of the age pyramid of the country from a broad based to "barrel shaped" that confirming ageing at the apex (Siddhisena., 2004).

### **Problem statement**

This research conducts to explore about the necessity of promoting social participation in order to reduce social isolation in older people. The basis of this research is the concept of "Ageing". In Sri Lankan context, the person who has completed 60 years of age is considered as an elderly person.

In another aspect, female life expectancy is higher than male life expectancy in Sri Lanka, leading to an increasing early- widow population in the country. It is evident that one in every three older women is widowed (DCS, 2012).

The institute of policy studies of Sri Lanka (2017) states that there is a relationship between social isolation and older people. Social isolation means the condition of reduced social belonging, reduced responsibility towards other people, social contact of a very low level and lacking in relationship quality and fulfillment (Nicholson, 2009). Although social isolation may occur in people of all ages, it is a more common problem of the older populations. Courtin and Knapp (2017) state that social isolation is particularly problematic in old age due to decreasing economic and social resources, functional limitations, death of relatives and spouses and changes in family structures and mobility. Furthermore, Hammig (2019) identifies that social isolation can be defined as the opposite of social integration or a lack of social interaction and therefore as having only few confidants or closely related persons or none at all. On other hand, insecurity resulting from multiple losses can lead to imposed isolation.

The elderly people prefer to live with children and grandchildren which significant for happiness. With the emergence of new socio-economic situations due to modernization, industrialization and urbanization, the extended family system is decreasing and nuclear family system is becoming more popular. Social factors such as the breaking down of the extended family system, erosion of the traditional values due to modernization, migration, industrialization, urbanization and globalization lead to many life style changes in the developing countries (Siddhisena & Rathnayake, 1998). The changing life style has resulted in the disintegration of the institution of family. This situation warrants strategies to stabilize the family and assist the protection of the elders. So, the long- term care of the elderly was affected.

When consider about the social isolation, it also commonly seen among the elders. Specially, the personal capabilities and physical status of the elders may cause to raise isolation (Snedeker, 2017). Accordingly, the elders who are suffering from vision, hearing and muscle impairments feel isolated within the society. The elders, who are staying in elders' homes, have very limited number of social contacts and interactions. At the same time, the elders who are staying in other institutions such as National Institute of Mental Health or other psychiatric wards of the hospitals on treatment, they feel social isolation because of their mental disorders (Maduwage, 2019). Whatever the situation, most of the elders are suffering from social isolation.

Broad social participation in shaping policies to advance health equity is justified on ethical and human rights grounds, but also pragmatically (WHO, 2008). There has long been interest in the role of social relationships in promoting health of the older generation and the evidence base for the significance of social participation as a protective factor in old age has been growing rapidly (Jayakody, 2018). Social participation is influenced by the social environment, which is defined by three broad dimensions: interpersonal relationships (Social support and social network), social inequalities (Socioeconomic position and income inequality, racial discrimination), and neighborhood and community characteristics (Social cohesion and social capital, neighborhood factors) (Hooghe & Botterman, 2011).

Although this elderly social isolation problem can be seen in the society, lack of actions has been taken to solve this problem. Most of the previous researches has explored about the factors affected for social isolation, health risks of social isolation, effects of social isolation and some other related topics. But, there is no proper social work research which illustrates the steps can be taken to reduce social isolation by increasing social participation among elderly. So, the researcher has identified this gap and thought to undertake a research in order to fill this research gap.

### **Aim and Objectives**

Main aim: - To determine the necessity of promoting social participation in order to reduce social isolation in older people

Sub objectives: -

- I. To find out the causes for social isolation in older people
- II. To investigate the existing services which help to decrease the isolation in older people
- III. To come up with the way of promoting social participation in order to reduce social isolation

### **Research questions**

- What are the causes for social isolation in older people? (Related to sub objective I)
- What are the existing services which help to decrease the isolation in older people? (Related to sub objective II)

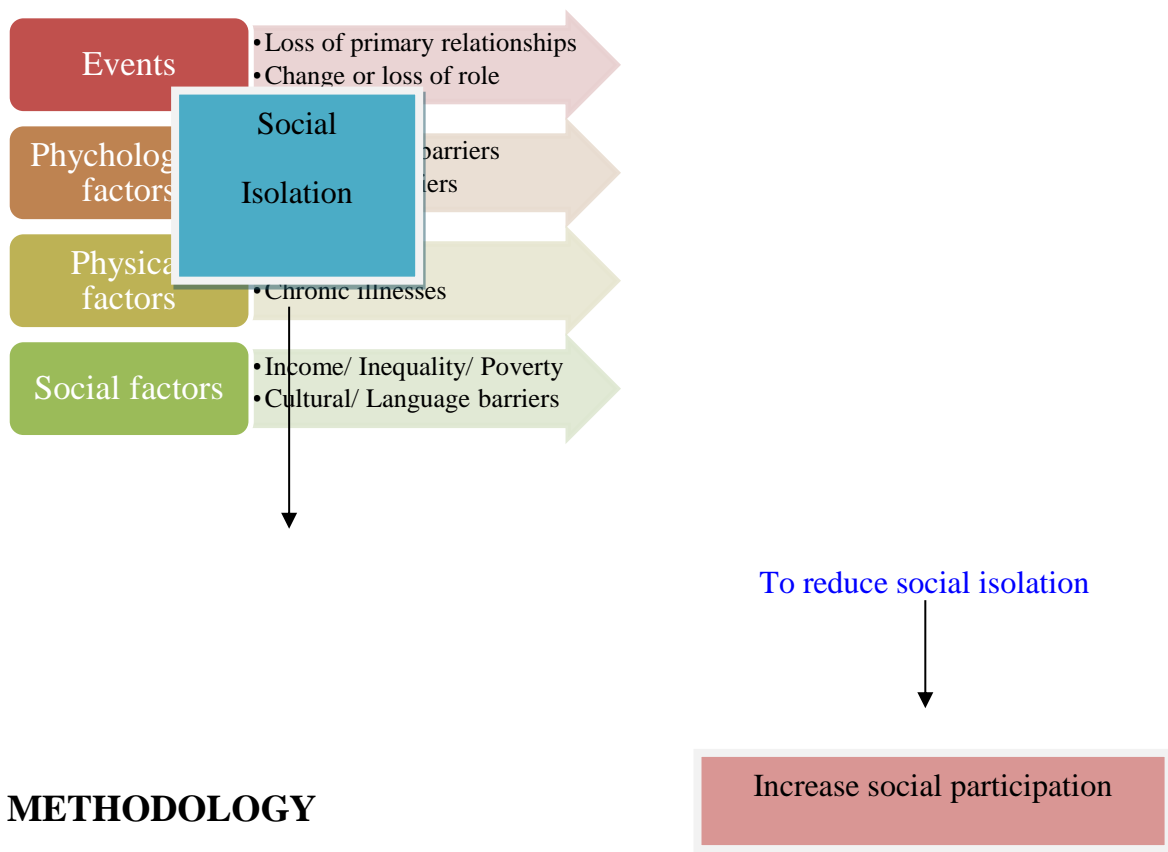
- How the increase of social participation can help to reduce social isolation in older people? (Related to sub objective III)

### Conceptual framework

A conceptual framework is a structure which the researcher believes can best explain the natural progression of the phenomenon to be studied (Camp, 2001). It is linked with the concepts, empirical research and important theories used in promoting and systemizing the knowledge espoused by the researcher.

The author has developed following conceptual framework according to this research study.

Figure 1: Conceptual framework (Author developed, 2020)



### METHODOLOGY

A research can be defined as a task which people are logically conducting to find some facts to expand the knowledge (Saunders, Lewis, & Thornhill, 2009). Social work research can be defined as a systematic investigation into the problems in the field of social work.

A study design is a plan, structure and strategy of investigation so conceived as to obtain answers to research questions or problems (Kumar, 2012). In this study, the author uses the mixed design which consists of both quantitative and qualitative research components.

### Study population, sample size and sampling technique

The population of this research based on Kaduwela divisional secretariat area which is situated in Colombo district. The author has selected a divisional secretariat area in Colombo district because according to the secondary data which she gathered, the highest number of older population (Age 60 years and above) is living in Colombo district. The reports of Department of Census and Statistics, Sri Lanka has mentioned that the older population in Colombo district is 12.5% from the total ageing population in Sri Lanka which marked the highest ageing population in a district. The sample size of the research was 25 elders. Furthermore, to gather data on socio- economic and health aspects related to ageing and social isolation, the author has interviewed some key informants.

The researcher followed purposive sampling method which comes under non- probability sampling.

### **Types of data**

In this research, the author initially collected secondary data from books, journal articles, past literature, surveys, reports and other websites as sage publications, research gate in relevant to the ageing, social isolation and social participation. Then the primary data collection has done by the author through a well structured questionnaire and interviews.

### **Data collection methods and instruments**

In the current study, the author has used questionnaires as the data collection instrument from the selected 25 elderly people. Among those 25 elders the author interviewed 10 elders and for further studies. Additionally, to gather data on socio- economic and health aspects related to ageing and social isolation, the author has interviewed some key informants who are working with the elderly population in the country. Thus, the author has used both qualitative and quantitative data collection methods and instruments such as questionnaires and semi-structured interviews since this study followed the mixed research design.

### **Data collection and analysis**

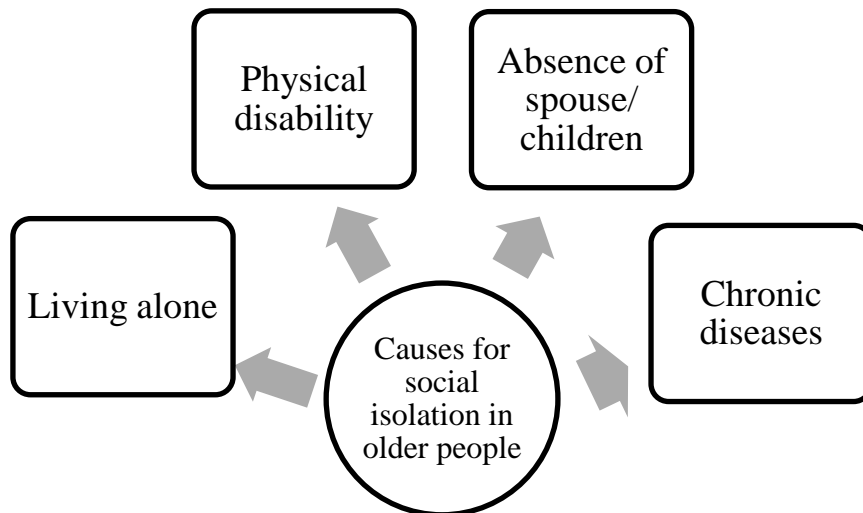
After collecting the data through the questionnaire, the researcher collected data through a semi- structured interview. The interview was consisted of two parts. The first interview was held between the researcher and the selected respondents who were participated for the questionnaire. According to the purposive sampling technique, the researcher has selected 10 respondents by concerning the way they had participated and answered for the questionnaire. The inclusion criteria were age over 60 years, good mental health and interest in discussing the topic. The second interview was held between the researcher and the key informants related to the field.

Data analysis was done with the use of statistical methods through MS Excel software and the findings has represented through column charts and pie charts as necessary. The qualitative data has analyzed through thematic analysis method.

## Theme Maps

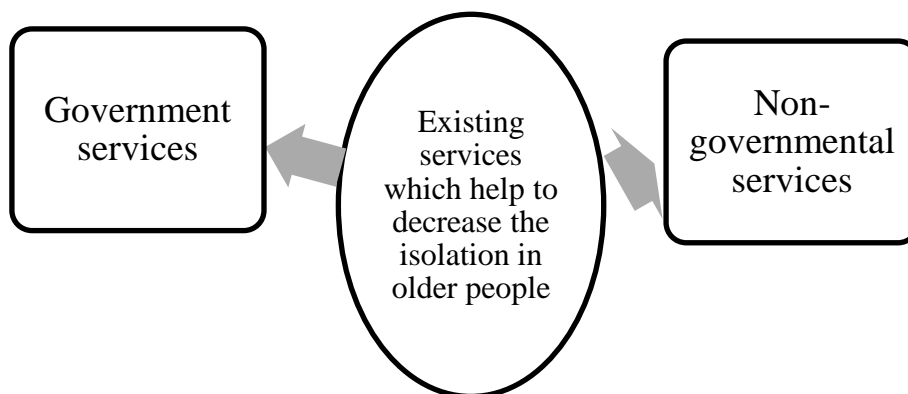
**Sub objective I:** To find out the causes for social isolation in older people

Figure 2: Theme map for sub objective 01 (Author developed, 2020)



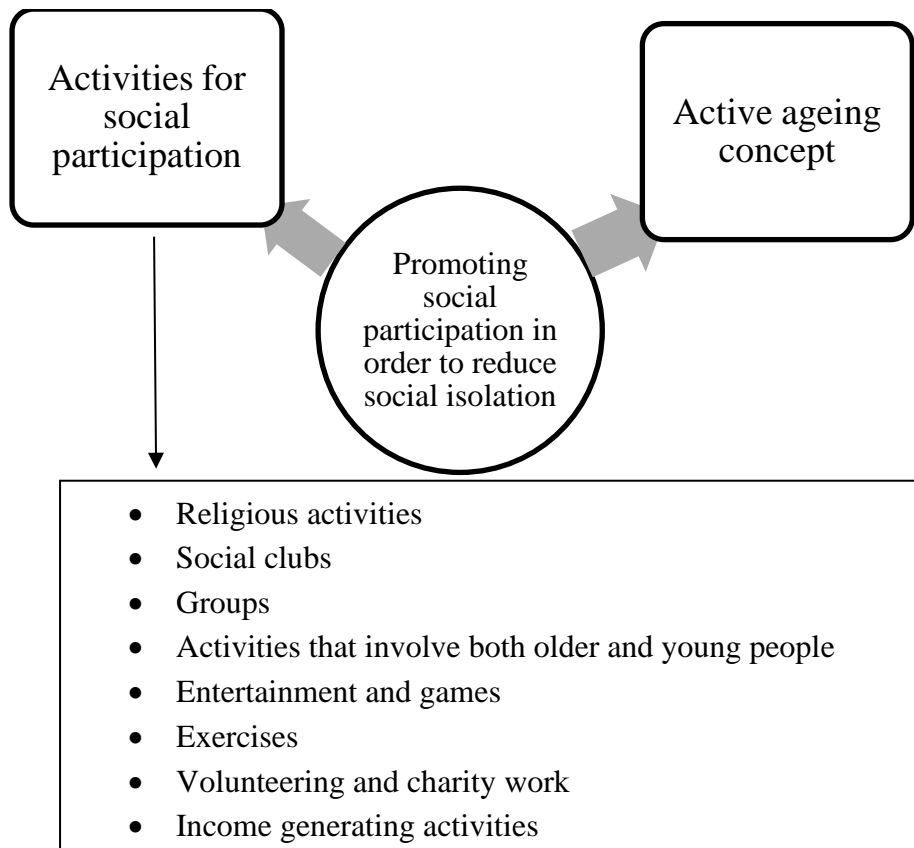
**Sub objective II:** To investigate the existing services which help to decrease the isolation in older people

Figure 3: Theme map for sub objective 02 (Author developed, 2020)



**Sub objective III:** To come up with the way of promoting social participation in order to reduce social isolation

Figure 4: Theme map for sub objective 03 (Author developed, 2020)



### **Ethical consideration**

The research undertaken abides by ethical guidelines. Anonymity and confidentiality was highly protected. Participation of the respondents was voluntarily and no any personal details were included in the study. The researcher has got the permission for data collection from the respective respondents, their families, care givers and from the key informants.

### **Findings and Analysis of the Questionnaire data**

#### **Response rate**

The response rate of the questionnaires and interviews is 100%.

#### **Demographic details of the respondents**

In this study, the researcher has identified four age categories and 7 respondents were belong to the 60- 70 years age category, 8 respondents were belong to the 71- 80 years age category, 8 respondents were belong to the 81- 90 years age category and 2 respondents were belong to the 91 years and above age category.

The level of education qualification of a respondent may affect for the answers. According to this study, 7 respondents were grade 8 passed, 9 respondents were Ordinary level passed, 5 were Advanced level passed and 4 were had Above Advanced level or professional

qualifications. From the respondents, 11 were married, 10 were unmarried and 4 were widowed. 60% respondents were female and 40% respondents were male.

### Living arrangement, social network and social support details of the respondents

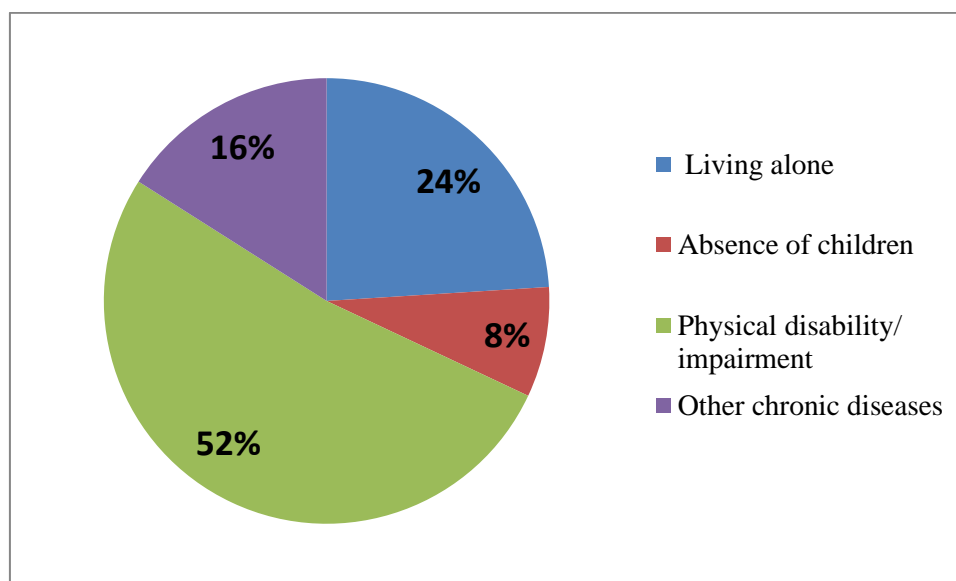
According to the collected details, 10 respondents are living alone, another 10 respondents are living with spouse and children and remained 5 respondents are living with spouse or current partner. Also, 10 respondents have not children. Also, 4 respondents have one child, 6 respondents have two children, 1 respondent has three children and 4 respondents have four or more than four children. Furthermore, 11 respondents have no grand children. Also, 5 respondents have one grandchild, 4 respondents have two grand children, 3 respondents have three grand children and 2 respondents have four or more than four grand children.

From the Question 10, author had collected details about the people who are helping for the respondents when he/ she need help. Relevant to the living arrangement, respondents were identified their partners, children, friends, relations, neighbours as the people who are there for when they need help. The unmarried respondents expect help from relations and/ or friends and/ or neighbours.

According to the collected details for the 11<sup>th</sup> Question, 76% respondents given answer as “Yes” by accepting that disability, handicap or chronic disease kept them away from participating in community activities and social opportunities. 24% respondents were given the answer as “No” for this question.

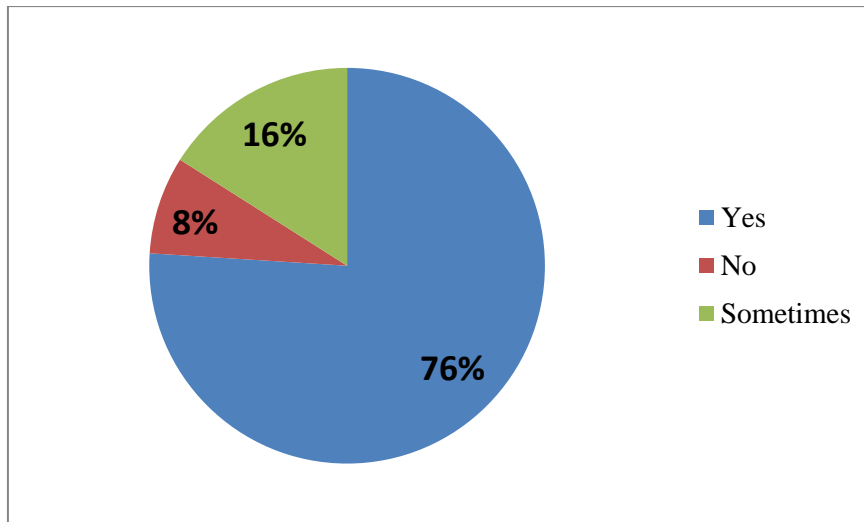
From the last question of Section Two (Question 12) author wanted know the reasons that respondents are not much engaging with social activities. The result can be shown as follow.

Figure 5: Reasons for not much engaging with social activities (Author developed, 2020)



### Social participation details of the respondents

Figure 6: Preference to be socially active and participate in social activities (Author developed, 2020)



Moreover, according to the collected details, 56% of respondents are sometimes attending for religious activities, 36% of respondents often attending and 8% of respondents rarely attending for religious activities. 44% of respondents are rarely attending for meetings with organized groups, 32% of respondents are sometimes attending, 16% of respondents often attending and 8% of respondents are never attending for meetings with organized groups. 64% of respondents are sometimes socializing with friends and relatives, 16% of respondents are often, 16% of respondents rarely and 4% of respondents never socializing with friends and relatives. 44% of respondents are sometimes attending entertainment activities, 24% of respondents are rarely, 20% of respondents often and 12% of respondents are never attending entertainment activities. 40% of respondents are sometimes attending for volunteering activities, 36% of respondents are rarely attending, 16% of respondents never and 8% of respondents are often attending for volunteering activities.

### Respondents' ideas for participating for social activities

From Question 19, the researcher examines the respondents' preference to do activities that involve both older and young people to reduce social isolation in older people. According Most of the respondents which represents the 60% proportion Agreed to the statement. 16% of the respondents Strongly Agreed and another 16% of respondents had Average idea about that. However, 8% of the respondents disagreed for the statement. From Question 20, the researcher examines the respondents' preference to do attend the social clubs. Most of the respondents which represents the 65% proportion Agreed to the statement. 12% respondents Strongly Agreed and 19% of the respondents had Average idea about that. However, 4% of the respondents Disagreed for the statement. From Question 21, the researcher examines the respondents' preference to do volunteering and charity work. Most of the respondents which represents the 56% proportion Agreed to the statement. 28% respondents Strongly Agreed and



16% of the respondents had Average idea about that. From Question 22, the researcher examines the respondents' preference to participate in religious activities and tours. Most of the respondents which represents the 56% proportion Agreed to the statement. 36% respondents Strongly Agreed and 8% of the respondents had Average idea about that. From Question 23, the researcher examines the respondents' preference to engage in income generating activities. Most of the respondents which represents the 60% proportion Agreed to the statement. 24% respondents Strongly Agreed and 16% of the respondents had Average idea about that. From Question 24, the researcher examines the respondents' preference to work with the groups. Most of the respondents which represents the 60% proportion Agreed to the statement. 28% respondents Strongly Agreed and 12% of the respondents had Average idea about that.

## Data Analysis

### Causes of social isolation in older people

Almost all participants expressed that they feel loneliness and feeling of isolation within their community. The causes for social isolation may be varying according to their current living condition, health conditions, other life events and/ or any other reason. Because of social isolation, all of them experienced negative impacts.

(Respondents were marked as R1 – R10 and Key informants were marked as K1 - K3 to keep their privacy).

“I am unmarried and living alone. So, I don't have close relationships with anyone. Specially, I don't have good relationship with relations. So, most of the times, I am in my home. I feel I am isolate within the community.” (R4)

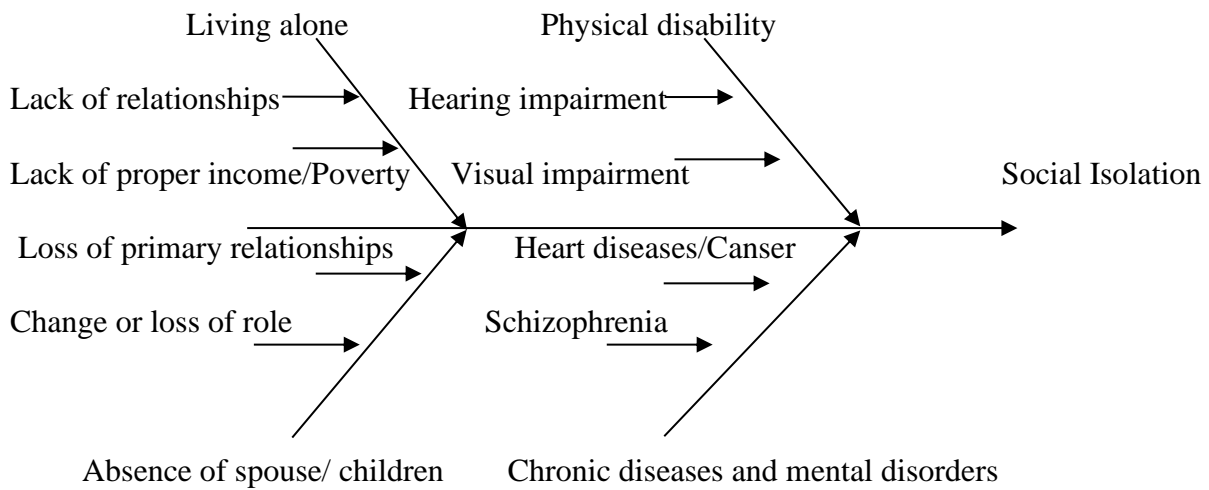
“I am living with physical disability. In the year of 2002, I fell down from a jack tree and my left side leg was injured. I cannot go anywhere. I have to spend all my day in this bed. There is no anyone to talk. I cannot participate for any activity. I am isolated within this society.” (R6)

“I am suffering from a heart disease. I am taking medicine. My children did not allow me to go anywhere even to the temple. I know they are really worrying about my disease but I need to participate for social activities. I like singing; I like to talk with people. But, my children did not allow me to do those things. I feel so lonely and isolate.” (R7)

“I am a physically disability person. I am living with my spouse in this home. We have two children but both of them are living in Australia with their families. They are sending us money but they do not let us to go anywhere. I am doing same things everyday as my routine. Eating, sleeping, watching television, reading newspapers are only in my everyday daily routine. I feel so lonely and sad to say, each and every moment I think I am isolated within this community.” (R9)

The author has used Fishbone Analysis to explain the causes of social isolation further. Fishbone Analysis is a visualization tool for categorizing the potential causes of a problem.

Figure 7: Causes of Social Isolation (Author developed, 2020)



### Effects of social isolation in older people

Table 1: Effects of social isolation in older people (Author developed, 2020)

| Health effects   | Social effects  | Economical effects   |
|--|---|--|
| Social isolation has higher risks for a variety of physical and mental conditions including high blood pressure, heart disease, a weakened immune system, anxiety, depression, cognitive decline, Alzheimer's disease, and even death. | <ul style="list-style-type: none"> <li>Decreasing social network</li> <li>Decreasing social support from the society</li> </ul> | <ul style="list-style-type: none"> <li>No any opportunity to have an income</li> <li>Do not have the chance to get help in immediate situations</li> </ul> |

### Existing services for older people

- Mainly the government established and maintain elders' homes for the older people
- Protection of the rights of elders (Amended) Act, No. 5 of 2011
- National Secretariat for Elders
- National council for elders
- Pension for retired government officers
- Give Rs 5000/= payment for elders over age 100
- Give Rs 2000/= payment for elders over age 70
- Senior citizen committees
- Legal aid

- Elders Sponsorship "Wedihiti Awarana kepakaru"
- Senior Citizen Assistance Scheme for Elderly Hood
- Eye Lenses and Hearing aid instrument to the needy
- Identity card for all elders who are over 60 years of old
- Home care services for elders
- Help for self employments
- Elders' day celebrations

Moreover, there are non- governmental organizations, charity organizations which provide facilities and services for elders. "HelpAge Sri Lanka" is a good example for a charitable non-governmental Organization working for and on behalf of disadvantaged senior citizens in Sri Lanka to improve their quality of lives.

"We are providing the day center facility for the elders to spend their day time. In there, they can do various recreational activities including making greeting cards, flower pots and whisks. We are providing breakfast, lunch and evening tea for them in a free of charge. During the free time they can work together with the other elders who are coming to the day center. They can cook, they can do games, they can watch television and they can do many more good things in there. I think this day center concept is very helpful for them to decrease their loneliness and it helps to diminish social isolation. Moreover, we are providing the services such as eye hospital, medical camps, ayurvedic center, distribution of disability equipments, free physiotherapy center, sponsor a grandparent programme, voluntary home care programme, home care assistants programme, Wheels on meals programme and training programme for the well-being of the elderly." (K1)

### **Benefits of social participation for the well- being of older people**

"I am physically disabled and I am spending all my day in this home. I could not go anywhere; I am going out only to take medicine. But, I like to socialize with my relations, neighbours and friends. I think it can give me a very relaxed mind and it can decrease my stress." (R1)

"My husband died in the year of 2014. Now I am living alone. Sometimes, I am participating for religious activities. Also, I am engaged in the women's committee in our village. In there I can meet new people. I can talk and work with them in a very friendly manner. Although I am living alone, I feel I am belonging to this community and I am very happy about that." (R3)

"I think by engaging social activities I can make a lot of new friends and I believe there's always somebody there for me within this community." (R5)

According to the collected data from the key informants, the benefits can be divided into three parts.

### **Social benefits**

- Belong to a community
- social inclusion

- Can build- up close relationships
- Can develop social networks
- Social interaction and friendships
- Can have social support

### **Physical health benefits**

- Enhanced quality of life
- Lower morbidity
- Significant positive impact on participants' perceptions of their physical health

### **Mental health benefits**

- Improved life satisfaction
- Lower levels of psychological distress
- Lower rates of depression
- Decreased risk of dementia
- Decreased possibility of generalized anxiety disorders

### **Activities need to promote social participation for older people**

Each and every respondent suggested some activities to do in order reduce their feeling of isolation

- Religious activities, tours and excursions
- Social clubs

“I am a woman who likes to engage in social clubs to do various crafts activities. I can make various beautiful crafts works. That activity leads me to spend a happy life. It helps me to get rid from my isolated feeling. So, I think giving chance to attend for social clubs such as for crafts, books, and gardening will help old age people to get rid from social isolation.” (R3)

- Groups related to political, cultural and social activities
- Activities that involve both older and young people (intergenerational activities)

“I like to do the activities that we used to have when we were younger. I like to identify new generation young people. I like to talk with them, play with them and laugh with them. It will help to vanish my feeling of loneliness and isolation.” (R4)

- Entertainment activities and games
- Exercises
- Volunteering and charity work

“I am unmarried and I am living alone. I like to participate in religious works and charity works. Specially, I like to help people and I love volunteering. During these activities I can work together with other people and that companionship, helps me to improve my life satisfaction.” (R8)

- Income generating activities

## Discussion

The main aim of this research is to explore about the necessity of promoting social participation in order to reduce social isolation in older people. The basis of this research is the concept of “Ageing”.

According to this research the researcher’s main focus was on social isolation and social participation. Social isolation can be defined as the condition of reduced social belongingness, social contact, lacking in relationship quality and reduced responsibility towards other people. Social participation encourages the elders’ participation of civil society and the empowerment of affected communities to become active protagonists in shaping their own health. According to the research, all the respondents were suffered the condition of social isolation within their respective communities. The respondents who were residing in elders’ home felt loneliness and isolation than other respondents.

The participants had various causes for social isolation which includes physical impairment/ disability, being single, living alone, absence of spouse or children, chronic diseases and financial difficulties. Most of these causes are related with the life events and activities. Participants felt they were estranged from the society and even from their own children because of their disability, children being too busy, they are living in far away or lack of contacts with the family. According to the key informants, other than these causes mental health and cognitive barriers, income inequality, cultural/ language barriers, transportation issues, exposure to domestic or community violence and low self esteem also can be caused for social isolation in elderly.

When consider about the effects of social isolation, it has health effects for a variety of physical and mental conditions including high blood pressure, heart disease, a weakened immune system, anxiety, depression, cognitive decline, Alzheimer’s disease, and even death. Decreasing social network, decreasing social support from the society can be social effects and no any opportunity to have an income can be an economical effect.

Due to the above mentioned causes, the social life of most of the service users was mostly dependent on their care provider’s availability which limited the amount and choice of activities and made this people more socially isolated. According to the questionnaire survey 76% of the respondents like to be more socially active and participate in social activities. But, when consider about these older people’s current situation, their participation in social activities is in a very low level. They are not often attending for social activities. Although we are happy about the social improvements, it is not always giving us good results. Social improvements lead to increase the wants of the people. As a result the educational levels, employment levels of the children were increased. So, the children went far away from home to fulfill their needs and wants. Finally, because of the urbanization children went to cities and old parents were limited to the grand home in the village. Social participation gives number of social benefits, physical health benefits and mental health benefits for the older people. Specially, the older people who were marginalized as socially isolated can get a relief through social participation. During the social participation activities people can get to know about each

other and can make meaningful relationships. That will help them to lead a healthy life without negative impacts.

Thus, it is clear that social participation is necessary for reduce social isolation in older people. As a country all the people and respective authorities should take steps to promote social participation among older people. Therefore, as a step it is necessary to aware the older people about life events, social incidents and other relevant areas. Specially, the authorities should introduce a proper plan for the elders to spend their retirement age. It will help them to avoid numerous problems in old age. In addition, as a country there should be a proper health care system for the elderly people which is consisting of multi- dimensional health care professionals. The intermediate and long- term health care institutions to provide an optimized service for the older generation also should be established. For this step social workers also can give their contribution. When consider about this kind of topics, social workers' contribution is very necessary. The social workers can properly work with the elders who are isolate within the community. They have a key role to play at the interface between the older person, their families, hospital staff and community services. The role of the social worker in the care of older people is to represent and advocate for the person's needs, while collaborating with other key stakeholders and establishing the supports required. So, the social work intervention includes advocating on behalf of the service users to a range of services such as local authorities and social welfare services. Social work intervention assists the service users to empower them by themselves. Furthermore, social worker can give his/ her contribution in policy making activities in behalf of the well- being of elderly people. It is a great help to protect the dignity of the elderly population in the country.

Moreover, as a country it can take some long term actions other than the previously discussed actions to promote social participation among elderly. Accordingly, involve the elders for the day- to- day activities of the society and accepting their experiences, ideas and suggestions is leading to promote social participation among elders. In addition, if the government can involve the elders for the labour force as the "Silver Economy" it can give more positive outcomes for the lives of the elderly as well as for the country. Furthermore, if the country can amend the National elderly health policy by concerning latest needs and wants of the elders, it will be more advantageous.

Hence, the researcher could identify that it is necessary for promoting social participation in order to reduce social isolation in older people.

## **Recommendations and conclusion**

Relevant to the findings and analysis the author has made following recommendations.

Table 2: Recommendations (Author developed, 2020)

| Area of improvement | Recommendation | Benefit |
|---------------------|----------------|---------|
|---------------------|----------------|---------|

|                    |   |   |
|--------------------|---|---|
| Retirement age     | Introduce proper insurance schemes and make an elder friendly environment to spend their retirement age.  | Help to properly face for their numerous problems in old age and can have a safe elderly life.  |
| Health care system | Establish a proper health care system which is consisting of multi- dimensional health care professionals in order to find out the physical, mental and spiritual conditions of the elders who are in their homes as well as in the institutional care. | Help to decrease the various physical, mental diseases, negative effects of the life events, other negative conditions of the elders and support to lead a healthy and happy life for the elders. |
| Policy making      | Appoint a group of members to find out the implementation status of the National Elderly Health Policy in Sri Lanka and introduce activities to increase the social participation of the elders while protecting their dignity.                         | Help to make a secured environment for the elders and help to protect their dignity and worth.  |

## Conclusion

The author has undertaken this research to explore about the necessity of promoting social participation in order to reduce social isolation in older people. Mainly the respective major life events, physical, social and mental related issues cause for social isolation in older people. According to the survey data, the respondents do not participate for the social activities and that affects for their status of social isolation. Although, there are number of existing services for the elders, most of the older people are not much engaging in those. But they were agreed that social activities are needed to decrease their isolated situation. This research showed that involvement in various types of social activities needs to increase the social participation in older people. While the social participation level is increasing, it helps to reduce social isolation in older people. Some results of this study are match with prior research “Factors associated with social participation amongst elders in rural Sri Lanka” (Jayakody, 2018) which indicates participating for social activities is a necessary thing for the elderly people. The findings of this research will help for the authorities, social service organizations, related professionals, academics and whole society to understand the necessity of promoting social participation in

order to reduce social isolation in older people. In conclusion, the researcher indicates that the findings of this research verify the necessity of promoting social participation for older people in order to reduce social isolation.

## REFERENCES

Camp, W. (2001). Formulating and Evaluating Theoretical Frameworks for Career and Technical Education Research. *Journal of Vocational Education Research*, 26(1), 4-25. doi: 10.5328/jver26.1.4

Courtin, E. & Knapp, M. (2017). Social isolation, loneliness and health in old age: A scoping review. *Health and social care in the community*, 25(3). doi: 10.1111/hsc.12311

Economic and Social Statistics of Sri Lanka | Central Bank of Sri Lanka. (2012). Retrieved 11 January 2020, from <https://www.cbsl.gov.lk/en/publications/other-publications/statistical-publications/economic-and-social-statistics-of-sri-lanka>

Fratiglioni, L., Paillard-Borg, S., & Winblad, B. (2004). An active and socially integrated lifestyle in late life might protect against dementia. *Pubmed*, 3(6), 343-353. doi: 10.1016/S1474-4422(04)00767-7.

Gardner, I., Brook, E., Ozanne, E. & Kendig, H. (1998). Improving social networks. *A research report*.

Hammig, O. (2019). Health risks associated with social isolation in general and in young, middle and old age. *PLOS ONE*, 14(7). doi: 10.1371/journal.pone.0219663

Holloway, I. & Wheeler, S. (2002) *Qualitative research in nursing*. Blackwell Science, Oxford.

Hooghe, M., & Botterman, S. (2011). Urbanization, Community Size, and Population Density: Is There a Rural-Urban Divide in Participation in Voluntary Organizations or Social Network Formation?. *Nonprofit and Voluntary Sector Quarterly*, 41(1). doi: 10.1177/0899764011398297

IPS. (2017). Retrieved 17 October 2020, from <https://www.ips.lk/>

Jayakody, G. (2018). Factors associated with social participation amongst elders in rural Sri Lanka: A cross-sectional mixed methods analysis. *BMC public health*, 4- 6. Retrieved from <https://www.researchgate.net/publication/325190421>

Kumar, R. (2012). Research methodology: a step by step guide for beginners. *Nurse researcher*, 19(3). doi: 10.7748/nr.19.3.45.s5



- Maduwage, S. (2019). Sri Lankan 'silver-aged' population. *Journal Of The College Of Community Physicians Of Sri Lanka*, 25(1), 1- 2. doi: : <https://doi.org/10.4038/jccpsl.v25i1.8205>
- Manami, E., Hisashi, K., Yoshinori, F., Kazushige, I., Yutaka, W., Hirohiko, H., Hun, K., Kaori, I., Koichiro, O., & Shuichi, O. (2019). Social participation reduces isolation among Japanese older people in urban area. *PLOS ONE*. doi <https://doi.org/10.1371/journal.pone.0222887>
- Menike, H., R., A. (2015). Social Support and Social Security of Elderly Population in Sri Lanka. *International Journal of Business and Social Science*, 6(11), 51-54.
- Meyer, R., & Schuyler, D. (2011). Old Age and Loneliness. *PMC*, 13(2). doi: 10.4088/PCC.11f01172
- Minagawa, Y., & Saito, Y. (2014). Active Social Participation and Mortality Risk among Older People in Japan. *Research on aging*, 37(5). doi: 10.1177/0164027514545238
- Mugenda, O., M. & Mugenda, A., G. (2003). Research Methods, Quantitative and Qualitative Approaches. *Open Access Library Journal*.
- Nicholson, N. (2009). Social isolation in older adults: an evolutionary concept analysis. *Journal of Advanced Nursing*, 65(6), 1342-1352. doi: 10.1111/j.1365-2648.2008.04959.
- Pinquart, M., & Sorensen, S. (2001). Influences on Loneliness in Older Adults: A Meta-Analysis. *Basic and Applied Social Psychology*, 23(4), 245-266. doi: 10.1207/s15324834basp2304\_2
- Researchmethodology. (2019). Retrieved 15 June 2020, from <https://research-methodology.net/>
- Saunders, M., Lewis, P., & Thornhill, A. (2009). *Research Methods for Business Students* (5th ed., pp. 41- 50). Uttar Pardesh: Pearson.
- Siddhisena, K. (2004). Socio- Economic implications of ageing in Sri Lanka: An overview. *Oxford Institute of Ageing Working Papers*, 4- 10. Retrieved from [https://www.ageing.ox.ac.uk/files/workingpaper\\_105.pdf](https://www.ageing.ox.ac.uk/files/workingpaper_105.pdf)
- Siddhisena, K., A., P. & Rathnayake, K. (1998). Aging of population and elderly care in Sri Lanka. *Sri Lankan Journal of Population Studies*.
- Silva, S., H., N., M. & Thabrew, K., C., K., D. (2018). Social work interventions on ageing and changing role of the family in elder care. *E- journal of social work*, 2(2), 33-39.

Singer, C. (2018). Health effects of social isolation and loneliness. *Journal of aging life care*, 2018 Spring. Retrieved from <https://www.aginglifecarejournal.org/health-effects-of-social-isolation-and-loneliness/>

Snedeker, L. (2017). Aging & Isolation — Causes and Impacts. *Social work today*, 17(1), 24. Retrieved from <https://www.socialworktoday.com/archive/011917p24.shtml>

UNESCAP. (2015). Retrieved 20 June 2020, from <https://www.unescap.org/>

WHO. (2002). Retrieved 02 April 2020, from <https://www.who.int/>

WHO. (2008). Retrieved 05 April 2020, from <https://www.who.int/>

WHO.(2015). Retrieved 11 December 2020, from <https://www.w>

## 3

## COMMUNITY BASED CORRECTIONS PROCESS AND RECIDIVISM

**Abirami Rasakumar**

School of social work ,National Institute of Social Development  
Liyanagemulla, Seeduwa, Srilanka.  
Tel :+94112882506/07, Email :Info@nisd.ac.lk

---

### Abstract

*Prison overcrowding leads to serious problems for prison authorities. It is related to serious health hazards and disturbs penal rehabilitation and reformation programs. As a result, security problems, terrorism, and subversive actions may occur. If prison is overcrowded hard and soft criminals interact with each other, which may lead to connecting mild offenders to hardcore criminals. Overcrowded prisons cause stress for prison officials and further strain prisoners as they live in unacceptable conditions. In Sri Lanka, we have very few non-institutional treatment methods, and those methods have not been effective due to administration problems and provisions. Therefore, it is time to improve the treatment of offenders through the enhancement of community-based corrections process alternatives to incarceration. Many countries have probation, parole, and community service which are commonly known as traditional alternatives to imprisonment. These non-institutional treatment methods are widely used in many developed and developing countries. The non-institutional measures are mostly community-based corrections. The concept has evolved with the thinking that correction if linked to the community, will be less costly, more humane, and more effective than imprisonment in dealing with offenders convicted of minor offenses. There is a need in the field of community corrections for a systematic and orderly development having due regard for local conditions and local needs. In developing such a system, it is necessary to ensure that no individual who does not require incarceration for the protection of others is confined in an institution and that no individual is subjected to more supervision or control than required. On the other hand, the creation of community-based programs should ensure that they respond not only to the needs of the offenders but also to the interest of the community. If they are not administered properly it will amount to the criminal justice system going soft on crimes and criminals. (Glaze, 2011).*

*The research leads to identifying the effectiveness of community-based corrections when the initial threat is recidivism. Recidivism means the person who relapses in the rehabilitation process frequently. And how it's developed through the community-based corrections functions. There are several direct and indirect causes of recidivism from a psychosocial perspective, but this research focused on community corrections itself because community-based corrections emerged as an alternative to prisons. When*

*utilizing community-based corrections resources in an effort should be possible to reduce recidivism (Bouffard and Muftic 2006). The introduction clearly explains the evaluation of community corrections through the ancient period and then the rationale of the study explained the justification of the topic to the support conceptual study. To collect information and data about this problem a researcher able to use primary data and secondary data, to get primary data researcher use observation, focus group discussions and interview with clients & professionals. For secondary data researcher used a community-based corrections performance annual report. This data collection and data findings were clearly explained accordingly than explained the way of findings and the way of choosing the sample size and to analyze the whole data about the research and researcher used thematic analysis to find out the accurate problem which they are having when engage in providing services for respondents. Finally, it will focus on the social work interventions in the effective discharge planning for offenders, roles of professionals, specifically social workers, in discharge planning/reentry planning, issues surrounding recidivism, community-based programs, and evaluation of the work surrounding them. I hope this research helps to study future researchers to do better involvement in their research and it's allowed to empower Community based corrections parliament Act, policies, and programs in the process that especially focus on the challenges faced by community-based corrections officers and recidivists.*

**Key Words :** *Community, corrections, criminals, prison, rehabilitation*

## Introduction

Community-Based corrections Provide correctional Supervision and services in a community setting as an alternative to jail or prison. Community-based corrections programs began in the 1970s, 1980s, and 1990s. The programs offer an alternative to incarceration within the prison system. Many criminologists believed a significant number of offenders did not need incarceration in high-security prison cells. Some inmates, who might otherwise have been ready to turn away from a life of crime, instead became like the hardened criminals they associated with in prison. In response, states, counties, and cities established local correctional facilities and programs that became known as community-based corrections. These facilities, located in neighborhoods, allowed offenders normal family relationships and friendships as well as rehabilitation services such as counseling, instruction in basic living skills, how to apply for jobs, and work training and placement.

The purpose of this study is to obtain professional perspectives on the role of the community-based corrections process in reducing recidivism through the professionals that directly serve this population. Understanding the systems and barriers in our society. It's time to start finding the cause that our high rates of recidivism. It's a burning social problem in developed countries as well as developing countries. Sri Lanka is one of the Developing countries, and recidivism become a social problem in the future, "prevention is better than cure" based on this statement Sri Lanka now facing the problem is overcrowding in prisons, either recidivism is one of the reasons for it. In many counties, recidivism is a burning social problem I felt that it's important to understand more about the community-based corrections process and how far it's effective on offenders' development other hand community-based corrections service providers need support from internal and external resources for empowering offenders and minimizing recidivism. Finally, this curiosity about learning about this subject area enhanced my ability as a researcher to effectively decipher the constructed themes that have emerged from my research questions. This chapter has discussed the introduction of the research study, the rationale of the research, the Problem statement, the main objectives, and the main research questions, conceptual framework, the methodology, the data analyzing method, the research finding analysis, and finally the conclusion and summaries of the whole research study. Furthermore, it will be focused on social work interventions in the correctional settings and minimize the recidivisms.

## Rational

In the current scenario, an alarming problem is the crime rate increasing gradually, Prisons over-growing, and the expenditure of the prison rate also, unfortunately, increasing worldwide. In Sri Lanka housebreaking and theft 15,050, theft of property 10,980, Abduction/Kidnapping 1,036, manufacture or any quantity of Heroin, cocaine, morphine, trafficking, import or possession of dangerous drugs 1,155, cheating 8,651, hurt by knife 2,635, Robbery 4,235, rape/incest 2,080 and assault rate (source: Sri Lanka police,2014). The crime defines in two parts, major offenses such as murder, etc., and minor offenses or deviant behavior such as illicit liquor-related offenses,

public nuisance, etc. On other hand increasing government costs incurred in the maintenance of prisoners, Recurrent Expenditure (1) Actual 4,620,303,182, Capital Expenditure (2) Actual 1,905,927,903, Average Cost Per Prisoner (Approximately) (I) Per Year 256,741 (2) Per Day 703, Average Cost of Food per Prisoner (I) Per Year 48,111 (2) Per Day 132 (Source: Department of Prisons, 2015). And the overcrowding in the prison, the Prison population totals 16,990 and the official capacity of the prison system 11 762, and the occupancy level is 190.6% (via Sunday times, Sri Lanka). Approximately 5228 prisoners are incarcerated out of the capacity of prison occupancy. It's an alarming condition of the country because on one side crime rate gradually increasing and other side prisons over-crowding rate also increasing if its alarming condition will be continuing it should be a major burden for peace and harmony of the society. Globally these unfavorable conditions have been faced by many states, then they introduced a mechanism for solving them. For this situation, they have introduced Community-Based Corrections; it is possible to change the situation while giving priority to the minor offenders and identifying their needs and working for their community for the particular time period. In community-based correction should be processed to improve the potential of the offender's skills and rehabilitate them within the community and preserve their family unity through developing them mentally, physically, economically, and spiritually. It deals with a primary level of an individual and functions a major role in reducing overcrowding in the prisons, costs incurred in the maintenance of prisoners, and reoffending rate. The community-based corrections are designed systematically and it's a way of social work. But nowadays recidivism is a kind of threat to these community-based corrections. If a person was rehabilitated by a community-based corrections program and relapsed in its process and returned to imprisonment for the same offense. It's a double burden for the government because 17 governments allocate costs for the department of community-based corrections as well as the department of prisons. But the increasing crime rate and offender rate have been exiting in society. For community-based corrections, the annual total expenditure was 174,779,846.18 in 2014. Government expectations and the goals of the department of community-based corrections both are destroyed because of the challenge of recidivism. However, one side reason should be the lack of a community-based corrections process for the repetition. Recidivism is one of the core factors for the increasing crime rate and the overcrowding of prisons. The correction system is a continuous and dynamic process in this process reoffending is one of relapse on it, and if one finds out the main cause of recidivism it is easy to work on it. This research is based on it and the area chosen for collecting related information in Northern Province. From 2000 to 2006 no community correction orders were sentenced in Northern Province but suddenly 952 numbers of community correction orders were issued in 2011. From 2011 to 2014 number of community correction orders were issued. In Northern Province, Jaffna district Mallakam DS division has 92 community correction orders issued and it's leading among other DS divisions.

## **Research objectives**

### **Main Objectives**

To study the effectiveness of Community Based Corrections.

### **Specific objectives**

- To study the process of Community Based Corrections.
- To study the challenges faced by community corrections officers in the community-based corrections process.
- To explore the factor that influencing on recidivism.

### **Research Question**

- What is the process designed in community-based correction?
- What are the challenges faced by community corrections officers in the community-based corrections process?
- What is the factor that influencing on recidivism?

## **Conceptual framework**

Underlying all the research that student researcher has reviewed a theme of needed renovations and improvements upon existing community-based correctional programs to be more efficient, of higher quality, and with better developed placements specific to offender types. Though much of the general research available provides mixed results and attitudes for the effectiveness of community-based programs, there is still a strong belief that these programs can produce even better results if a focus on program implementation was enhanced. If programs such as community supervision, supportive reintegration, and electronic monitoring were utilized specifically for the types of offenders that do best while participating in them, both recidivism and financial burdens could be reduced. Successful programs are invaluable for reintegrating individuals back into their communities, lowering prison populations, and recidivism. The research I have reviewed revealed mixed results in community-based correctional programs. These programs are not necessarily appropriate for all offenders, nor are they as successful as they could be. However, there seems to be a consensus among the researchers that these different types of programs could be used to a far greater extent than they are now, with greater efficiency, and higher success rates. Community-based correctional programs need to be 29 dynamic, multi-faceted, and specifically designed to address certain types of offenders. Until these programs are restructured and refocused, researchers will not be able to effectively study their full potential for reducing recidivism. Currently however, general research does not convincingly support the benefits and utilization of community supervision. On the other hand,

supportive reintegration appears to be influential and successful in reducing re-arrest rates. This can most likely be attributed to the multi-faceted nature of this type of program and its focus on rehabilitation. Offering services and resources that allow offenders to address and possibly overcome multiple issues, limitations, and impediments, as well as connect with a supportive network, seems to be a convincing combination for reducing re-offenses. Future research is needed on all types of correctional programs, both prison and community based. More information is also necessary on offender typing with the intention of better understanding proper placement within community corrections and recidivism rates by demographic information (e.g. race, age, location, etc.). Furthermore, comparing our correctional systems, programs, and outcomes to other Western nations may provide thoughtful insights into alternative penal structures and possibilities. For community-based corrections to be fully understood and utilized, we need to have a deeper appreciation of how they work, with what types of offenders they benefit most, and how their implementation can be best employed to maximize recidivism reduction, decrease correctional costs, and increase public safety.

## **Methodology**

### **Research perspective**

The recidivism and escalating crime rate in particular region and the nature of the research question. I am a strong believer in the subjectivity of human experience and that human beings tend to influence each other's perceptions. Such a perspective has influenced my practice as a correctional social worker, as I have the tendency to find out the perception of the re-offenders and the correctional officers, I work with towards their issues and situations before I assess their situations. I would also frequently check with them about what shapes their perspective, thinking and ideologies.

### **Research design**

A qualitative approach was chosen as it allows getting the data from Recidivist and key informants through the semi-structured interview. That methodology will be adopted to allow for an in-depth exploration of the experiences of Recidivist. Thus, the focus in the data collection is on collecting individual accounts of the research strived to gain an understanding of community-based correction process programs 'role in reducing recidivism to identify the challenges faced by community-based corrections officers in Mallakam judiciary place and helping ex-offenders succeed within the community and linking it back to the literature after data analysis.

### **Study area**

This study was carried out in Community Based Corrections Magistrate's Court Mallakam, Jaffna to collect the important and relevant data's the study location was selected, and there was an available sample to select to conduct the interviews at one place. Therefore, the Mallakam Community Based Corrections selected to the study. This research trends to study the process of Community Based Corrections and the



Challenges of correctional officers and Risk Factors that influencing on Recidivism to obtain effective and efficiency services from Community Corrections. According to that purpose qualitative method is more suitable for this study.

### **Sampling method**

Researcher has suggested Convenience purposive sampling to try to find out the data from Recidivist and minor offenders who received community Based Corrections Order and the key informants. It utilizes purposive sampling to find a closely to address the purposes of the research. Purposive sampling allows us to select a case that demonstrates some feature or process that the researcher is interested in, which means in this research that the informant was selected based on having challenges to fulfill the need of Recidivist, as well as based on risk Factors for the Recidivism in Community Based Corrections. However, informants to be selected for the research could vary in terms of their opinion, gender, religion and ethnicity, and with differing experiences so as to add fullness to the data

### **Selection criteria**

The sample size was 10, the research; purposive sampling was used to select cases that met the following criteria, as well as on the availability of such informants. Several criteria were adopted for the selection of informants. Firstly, they should regard the respondent had received Community Based Corrections order more than one time on their Rehabilitation. This criterion is given so that only informants who felt that their own risk factors influencing on Recidivism. Finally, informants were to be chosen on the basis that they are able to recall their experiences with previous offences, corrections services and reasons for relapsed on rehabilitation process and agree to be interviewed at least one times.

### **Data collection method**

This research study has used face to face interviews, observation, and focused group discussion as a data collection method. This research was found out the fact behind the issues. Interviews, observation, and focused group discussion were helped to get more information rather than conducting other surveys. It has used interview guide as a data collection tool and observed the Recidivist and Corrections officer's behavior as well.

Interview was one of the main primary qualitative data collection methods of this research study. A semi-structured interview guide was created, based on the research questions, for the first interview for recidivist, as well as the second of interviews for key informants. Questions were kept open-ended to facilitate sharing by the informants and to allow participants the flexibility to personalize the way in which to share their resilience experiences. Observation was another tool used to collect data on this research study, through the observation it has gathered the behaviors, body Language, expressions, and their level of communication with others in the Community Based Corrections and Court environment. Focused group discussion the focused group discussion guided the researcher to improve the research purpose and the objectives of

the research. The Focus group discussion had with Community Corrections Officer, Work Supervisor, Counsellor Development Officers, Respondents 10 Key informants interview Community Corrections Officer 1 Work Supervisor 1 Counsellor 1 Development Officers 5 in-depth interviews Respondents (Minor Offenders) Family members 10 not completed.

That discussion between the Community Based Corrections officers and other professionals to gather the data related the topic of the research. Therefore, the researcher would be able to do the analysis with a support of in- depth interview or semi- structured interview. data collected information Tamil was used as the primary language of interview in this research and the recording would be translated into English for data analysis.

### **Data analysis method**

Manual method was used to analyze the data's. Under the manual method the thematic tool was used to analyze the data. The thematic method is very use full way to analyze the qualitative data in this study. The main themes are 1. *Social Cognition Risk indicators include*: "Attitudes, values, beliefs, rationalizations, and a personal identity that is favorable to crime. 2. *Social Associates or Social Support for Crime Risk indicators include*: "Includes the association with pro-criminal others and relative isolation from anti-criminal others. 3. *Family/Marital Circumstances Adult Risk and Youth Risk indicators include*: "Poor quality of the relationships (parent-child, spouse-spouse); inconsistent rules, low expectations, lack of parental monitoring and neutrality regarding criminal behavior 4. *School/Work Risk indicators include*, "Low levels of performance and involvement and low levels of rewards and satisfactions 5. *Leisure/Recreation Risk indicators include*, "Low levels of involvement and satisfactory in anti-criminal leisure pursuits." 6. *Substance Abuse Risk indicators include* problems with alcohol and/or drugs. Once interviews were transcribed, each interview was initially read several times, with each of the main aims and questions of the study in mind that risk factors influencing on recidivism and the link with challenges faced by correctional officers. These were made as main themes of this research study.

### **Findings**

The main themes are social cognition the addictive process reinforces distorted thought patterns. Your thoughts can harm your emotional life and become a reason to use and continue the addiction. Distorted thoughts can also trigger a relapse. A composite measure of criminal thinking was created for the six months measured by adding individual criminal thinking constructs together. Participants with higher scores indicate higher levels of criminal thinking. (K. Knight et al., 2006.) Likewise, respondents in Mallakam community-based corrections they have certain irrational thought patterns it's cause for the recidivism when link with professional's challenges when providing rehabilitations. Hence Government should face burden from prisons as well as community-based corrections. Antisocial associates The Orientation of Social Support (OSS) instrument was used to obtain the number of family members and

friends within the participant's social network with whom they commit crimes and use drugs (Alemi et al., 2003). The deviant peers were the strongest predictor of criminal conduct as compared with employment or friendship networks. As youth age, it appears that pathways such as marriage, employment, and other maturation events diminish the effect of antisocial peers for some offenders in Mallakam. The professionals go beyond what are resources available in their community so there facing challenges to providing effective services to recidivist. Family and marital relations Family who were caring and provided emotional support to the participant. The family and marital relationship also cause for the respondent's relapse. In the Mallakam community-based corrections respondent 's family status should be mostly in broken and poor parental monitoring. If family couldn't support for the rehabilitations of the respondents, it also definitely interrupting in process of corrections. Employment The nature of employment is a way of stimulating the person to involving deviant behavior and the surrounding and co-workers also part of the deviant behavior of the respondents. In the Mallakam community-based corrections mostly depend on the agriculture and hard workers so they strongly belief on their irrational thoughts its increasing recidivism when professional face challenges on providing suitable services for them. Leisure and recreation time The Community Assessment Inventory (CAI) was used to measure leisure and recreational time (Brown, O'Grady, Battjes, & Katz, 2004) by totaling the amount of hours spent each week in the following areas: passive activities, social and recreational areas, self-help and productive activities, and family time. This measure excluded time spent using drugs and engaging in criminal activity. It captures aspects of leisure and recreational activities found to be related to criminal involvement among adult populations. In Mallakam the innocent respondents couldn't know about leisure time activities then they are engaging in deviate behaviors with their peer groups. It should be clashes with a rehabilitation process and the professionals facing challenges to providing suitable therapy and training for them to understand and implementing the services. Substance use Substance use are more common risk factor when it's come to the Mallakam community-based corrections rehabilitations. The respondent addict to the alcohol and drugs uses these substance use stimulating by their family context, deviant peer group associations, poor ability on recreational activities and employment. Hence the professional handling the substance uses client it shouldn't focusing only for addiction rather than all aspect of other risk factor as well. So, the professionals facing on the challenges to provide holistic services to respondents it should be cause for the recidivism.

## **Conclusion**

According to (Bouffard and Muftic 2006) if couldn't be utilized appropriately and efficiently it burdens the government. The community-Based Corrections emerged purposively to decrease overcrowded prisons, more cost-effective, and reduce reoffending rates as well. The concept of community corrections has a very effective and special concern for the offender's worth and dignity and to preserve the family and employment. It's a very appreciate rehabilitation rather than prisons. That's why it's an alternative to prisons for minor offenders. Hence the above-mentioned issue should

chaos the community-based corrections model and the lack of resources is challenging when it's come to the Mallakam judiciary. if community-based corrections are to be fully understood and utilized, we need to have a deeper appreciation of how they work, with what types of offenders they benefit most, and how their implementation can be best employed to maximize recidivism reduction, decrease correctional costs, and increase public safety. In conclusion, if minimizing the challenges within community-based corrections. And introducing innovative and effective amenities for needy respondents it's obviously reducing recidivism at the same time increases the effectiveness of community-based corrections rehabilitation services. For innovation and support for the correctional settings, Social Work is one suitable profession. Because SW is an art. it requires great skills to understand delinquent and criminal behavior. It is a science because of its problem-solving method and its attempt to be objective in determining offenders and criminal activities and in developing principles and operational concepts to deal with delinquency and crime. Juvenile delinquency and crime are major problems in modern society. Social work has an important role to play in the control correction and prevention of delinquency and crime. Social work attempts to help the individual, his family, and the community to face and solve delinquency and crime through the utilization of individual, family, and community resources. Casework, group work, and community organization are the basic processes utilized by the social worker in correctional settings. The correctional social worker is given authority to change the way offenders (clients) express values in action. All social workers work with offenders in terms of values. More than any other function, the correctional social worker's task is defined in terms of changing the values of the delinquent or criminal so that they become suitable to act with the values of society. The social worker helps, particularly the police departments, courts, probation, institutions, parole, and prevention. Therefore, professional social work in correctional settings is a comprehensive constructive social attitude, therapeutic in some instances, restraining in some instances, but preventive in its total social impact. In conclusion, utilized appropriately and efficiently, have the potential to decrease overcrowded prisons, be more cost-effective than incarceration, and reduce reoffending rates”

## References

- Alemi F, Stephens R, Llorens S, Schaefer D, Nemes S, Arendt R. The orientation of social support measure. *Addictive Behaviors*. 2003;28:1285–1298.
- Andrews DA, Bonta J. *The psychology of criminal conduct*. New Providence, NJ: Anderson; 2010.
- Arnold T. Master's thesis. St. Cloud University; St. Cloud, MN: 2007. Dynamic changes in Level of Service Inventory-Revised (LSI-R) scores and the effects of prediction accuracy.
- Bouffard, Jeffrey A. and Lisa R. Muftic. 2006. —Program Completion and Recidivism Outcomes Among Adult Offenders Ordered to Complete a Community Service Sentence. *Journal of Offender Rehabilitation* 43(2):1-33.

Brown BS, O'Grady KE, Battjes RJ, Katz EC. The Community Assessment Inventory— Client views of supports to drug abuse treatment. *Journal of Substance Abuse Treatment*. 2004;27:241–251.

Bushway SD, Apel R. A signaling perspective on Employment-Based Reentry Programming. *Criminology & Public Policy*. 2012;11:21–50. 69

Gunasekara, Leel. Administration Report of the Commissioner of Probation and Child Care Services for the year 1983, Colombo: Government Press, 1985.

Glaze, L. (2011). Correctional population in the united states, 2010. Bureau of Justice Statistics, 43.

Glaze, L. E., & James, D. J. (2006). Mental health problems of prison and jail inmates. (Spreadsheet No. NCJ 213600).Bureau of Justice Statistics.

Monahan KC, Steinberg L, Cauffman E. Affiliation with antisocial peers, susceptibility to peer influence, and antisocial behavior during the transition to adulthood. *Developmental Psychology*. 2009;45:1520–1530.

National Institute of Justice. 2009 annual report on drug use among adult and juvenile arrestees. Washington, DC: U.S. Department of Justice; 2010. (Office of Justice Programs, NCJ No. 193013)

Knight K, Garner BR, Simpson DD, Morey JT, Flynn PM. An assessment for criminal thinking. *Crime & Delinquency*. 2006;52:159–177.

### **Sri Lankan Statutes and Government Documents**

The Constitution of Sri Lanka 1972, Chapter 2&3.

The Constitution of Sri Lanka 1978, Chapter 7.

The penal Code, Chapter 2&3 of laws of Sri Lanka.

The Probation of Offenders Ordinance, Chapter 24, of the Laws of Sri Lanka.

The Criminal Procedure Code, Chapter 2, Sub Section 18 (1), of community Service Order of Sri Lanka. 6. The Prevention of Terrorism Act, 1982.

Hansard Report, 1956 May 17.

Hansard Report, 1959 Nov. 24. 76

Prison Statistics of Sri Lanka, Vol.7, 1988

### **Web site Recommended Citation**

<https://www.ussc.gov/about/news/press-releases/march-9-2016> 2017.7.19

<http://journals.sagepub.com/doi/abs/10.1177/00328855114152242> 2017.7.19

[http://www.researchgate.net/publication/233343030\\_Impact\\_of\\_Community-](http://www.researchgate.net/publication/233343030_Impact_of_Community-Based_Rehabilitation_Programmes_The_Case_of_Palestine)

[Impact\\_of\\_Community-](http://www.researchgate.net/publication/233343030_Impact_of_Community-Based_Rehabilitation_Programmes_The_Case_of_Palestine)

[Based\\_Rehabilitation\\_Programmes\\_The\\_Case\\_of\\_Palestine](http://www.researchgate.net/publication/233343030_Impact_of_Community-Based_Rehabilitation_Programmes_The_Case_of_Palestine) 2017.7

## 4

பொருளாதார ரீதியாக பிரச்சினையை எதிர்கொள்ளும்  
சேவைப்பயனாளிக்கான வலுவூட்டல் சமூகப்பணி இடையீட்டு  
செயன்முறை : வடமாகாண விதவைகள் மற்றும்  
பெண்தலைமைத்துவ குடும்பங்களுக்கான தேசிய  
நிலையத்தை அடிப்படையாகக்கொண்ட சமூகப்பணி  
பரீட்சயம்.

திறவு சொற்கள்

*School of social work ,National Institute of Social Development  
Liyanagemulla, Seeduwa, Srilanka.  
Tel :+94112882506/07, Email :Info@nisd.ac.lk*

சேவைப்பயனாளி தன்னுடைய பிரச்சினைகளை தானே அடையாளம் கண்டு கொண்டு அவற்றிலிருந்து வெளிவருவதற்காக வசதிப்படுத்தும் தொழில்வாண்மையான துறையே சமூகப்பணி துறை எனப்படுகிறது. சமூகப்பணி செயன்முறையில் விடயப்பணி என்பது முறைமையாக பயன்படுத்தப்பட்டாலும் சேவைநாடிகளை கையாளும் போதும் சமூக பெறுமானங்கள், நியமங்கள், விழுமியங்கள் தொடர்பாக கவனம் செலுத்த வேண்டியது அவசியமாக காணப்படுகிறது. ஏனெனில் சேவைநாடிகளின் விருப்பங்களும் எதிர்பார்ப்புக்களையும் ஏற்படுத்துவதில் பரம்பரை மற்றும் சூழல் காரணிகள் செல்வாக்கு செலுத்துகின்றன (ஜெயராசா,2008).

விடயப்பணியின் போது பிரச்சினையின் தோற்றுவாய்கள் மாறுபடுவதனால் ஒவ்வொரு பிரச்சினைகளும் வெவ்வேறு பின்னணிகளை கொண்டுள்ளன. அதற்கு சமூகத்தின் இயங்கியல் தன்மை பங்களிப்பு செய்கிறது. சமூகத்தின் இயங்கியலை தீர்மானிப்பதில் மரபு சார் நம்பிக்கைகள் உந்துசக்தியாக அமைகின்றன. இதன் விளைவாக ஒவ்வொரு மனிதனுடைய பிரச்சினைகளை அணுகுகின்ற பொழுது ஒரேவிதமாக அணுகமுடியாது. விடயப்பணியானது தொடர்ச்சியானதும் சுழற்சிமுறையான செயன்முறை என்பதை சேவைப்பயனாளியும் வலுவூட்டலில் ஈடுபடுபவர்களும் கவனத்தில் கொள்ளவேண்டியது அவசியமாகும். ஆகவே சேவைப்பயனாளியின் கௌரவம் பாதிக்கப்படாத வகையிலும் சமூகப்பணி மூலதரங்களை கவனத்தில் கொண்டு தொழில்வாண்மை உறவினை கட்டியெழுப்புவதற்கு பொருத்தமான இடத்தில் பொருத்தமான சமூகப்பணி திறன்களை கையாள சமூகப்பணியாளர் தொழில்திறன் தேர்ச்சியை கொண்டிருத்தல் அவசியமாகும்.

எனவே சமூகப்பணியாளர் நாட்டின் சட்டமுறைகள் மற்றும் கொள்கைகள் தொடர்பாக கவனம் செலுத்துவது அவசியமாகும். ஏனெனில் தனிநபரை பிரச்சினைக்கு தள்ளும் காரணிகளாக சூழல் அல்லது கொள்கைகள் அமையுமாயின் அவற்றினை மாற்றி அமைப்பதற்கும் நுண்பாக மட்ட சமூகப்பணி இடையீட்டில் இருந்து பெரும்பாக மட்ட சமூகப்பணி இடையீட்டை மேற்கொள்ள வாய்ப்பாக இருக்கும். ஆகவே பேண் தகு வளர்ச்சி அல்லது விருத்தி தொடர்பாக விடயப்பணி செயன்முறையின் போது கவனம் செலுத்துவது அவசியமாக காணப்படுகிறது.

## விடயப்பணி முகாமைத்துவம்

### உள்ளேற்பு

கணவனை இழந்த விதவைகள் மற்றும் பெண்தலைமைத்துவ குடும்பங்களுக்கான வலுவூட்டல் நிலையத்தின் பரிந்துரைத்தல் மூலம் நோக்க மாதிரி அடிப்படையில் பண்புசார் தரவுதிரட்டல்களை மேற்கொள்ளும் வகையில் சேவைப்பயனாளி உள்ளேற்பு செய்யப்பட்டதுடன் விடயக்கற்கை மூலம் தரவுகளை திரட்டும் நோக்கில் முதலாவது அமர்வில் சமூகப்பணியாளருக்கும் சேவைப்பயனாளிக்குமிடையிலான நல்லுறவையும் நம்பிக்கை தன்மையை கட்டியெழுப்பும் பொருட்டு வரவேற்றல் மற்றும் வெளிப்படைத்தன்மை இரகசியத்தன்மை ஆகிய திறன்கள் பயன்படுத்தப்பட்டு உள்ளேற்பு செய்யப்பட்டது.

### கற்கை

சமூகப்பணி மூலதரமங்கள் மற்றும் திறன்களை அடிப்படையாக கொண்டு சேவைப்பயனாளியிடமும் பிரதான தகவல் தருநரான பாதுகாவலர், பிள்ளைகள், ஆசிரியர்கள் ஆகியோரிடமிருந்து விடயக்கற்கை மற்றும் நேர்காணல் ஊடாக தகவல் பெறப்பட்டதுடன் வீட்டு தரிசிப்பின் ஊடாக அவதானம் ஊடாக சேவைப்பயனாளி மற்றும் சூழல் அவதானிக்கப்பட்டு உளவியல் மற்றும் சிந்தனைகள் நடத்தைகளிற்கான விளக்கம் பெறப்பட்டது.

### சம்பவ பின்னணி

சேவைநாடி வயசு 38 கணவனை பிரிந்து பதினான்கு வருடங்களாக வாழ்ந்து வருகிறார். நான்கு பிள்ளைகள் மூத்த மகன் 17 வயது க.பொ.த சாதாரணதரம் படித்து விட்டு வீட்டில் இருக்கிறார். இரண்டாவது மகன் 15 வயது பத்தாம் ஆண்டு படிக்கிறார். மூன்றாவது இரட்டை ஆண் பிள்ளைகள் வயது 14 ஒன்பதாம் ஆண்டு படிக்கிறார்கள். சேவைநாடி மெலிந்த உடல்தோற்றம் உள்ளவராகவும் அடிக்கடி சந்தேகப்படுவராகவும் காணப்பட்டதுடன் துடிப்புடையவராகவும் காணப்பட்டார். சேவைநாடி பத்தாம் ஆண்டுவரை படித்துள்ளதான் போராட்ட அமைப்பு ஒன்றிலும் இணைந்துள்ளதான் தனது 22 வயதில் பெற்றாரிற்கு விருப்பமின்றி சாதி மாறி திருமணம் செய்துள்ளார். இந்நிலையில் 2006 ம் ஆண்டு கணவனிற்கும் வேறொரு பெண்ணிற்கும் தவறான தொடர்பு ஏற்பட்ட நிலையில் சேவைப்பயனாளி பார்க்கும் விதத்தில் கணவன் குறித்த பெண்ணுடன் பாலியல் ரீதியான தொடர்பை கொண்டிருந்ததுடன் சேவைப்பயனாளிக்கு உணவு வழங்காமல் இரவில் நாய்க்கு வைக்கும் உணவை சேவைப்பயனாளி நாயை விரட்டி விட்டு சாப்பிட்டதாக தற்போது கவலையடைகிறார். ஐந்து வருடங்களிற்கு முன்னர் தனது தனிப்பட்ட நலன்கருதி நிரந்தர கருத்தடையினை மேற்கொண்டுள்ளதான் யுத்தத்தில் சேவைநாடியின் காலிலும் தலையிலும் காயங்கள் ஏற்பட்டுள்ளதான் சவால்களை முகம் கொடுக்க முடியாமல் உளரீதியாக பாதிக்கப்பட்டு யாரோ செய்வினை மேற்கொண்டதாக தெரிவித்து கோவில்களிற்கு வழிபாடுகளிற்காக வீதி வீதியாக திரிந்து பின்னர் கிறிஸ்தவ மதத்திற்கு மாறி மதவழிபாடுகள் ஊடாக ஓரளவு நிலையை எட்டியுள்ளார். மூன்றுவருடம் மிருக வைத்தியதுறையில் தனியார் நிறுவனத்தின் ஊடாக பணியாற்றி வந்ததுடன் அரசாங்கம் தனியார் துறையினர் தகமைகள் இன்றி தொழில் துறையில் ஈடுபடக் கூடாது என தடை விதித்ததை தொடர்ந்து ஆறுவருடங்கள் கொழும்பில் ஆடைத்தொழில் சாலை ஒன்றில் பணியாற்றி வந்துள்ளார். இந்நிலையில் சேவைநாடியின் நண்பி ஒருவருக்கு இரண்டு பிள்ளைகள் உள்ள நிலையில் அவரும் ஆடை தொழில்சாலையில் பணியாற்ற கொழும்பிற்கு சென்றிருந்த வேளை நண்பியின் கணவரே இரு பிள்ளைகளை பார்க்கும் பொறுப்புடையவராக இருந்ததுடன் ஒரு கண் பார்வையை யுத்தத்தில் இழந்திருந்ததனால் நண்பியின் கணவருக்கும் சேவைநாடிக்கும் பழக்கம் ஏற்பட்டதுடன் நாளடைவில் அந்தரங்க உறவு வரை சென்றிருக்கிறது.

நண்பியின் கணவர் சேவைநாடியை விட ஐந்து வயது குறைந்தவர். இச்சூழலில் சேவைநாடியினுடைய பிள்ளைகளை கணவரின் தாயாரும் தம்பியாரும் கவனித்து வந்துள்ளார்கள்.

பின்னர் பிள்ளைகளை பராமரிப்பதற்கும் நண்பியின் கணவருடன் தொடர்பினை பேணிகொள்வதற்கும் கிளிநொச்சியில் உள்ள தனது வீட்டுக்கு வந்த சேவைநாடி கண்ணிவெடி அகற்றும் பிரிவில் நான்கு வருடங்கள் பணியாற்றி இருக்கிறார். எனினும் காய்சல் காரணமாக ஒருமாதம் எவ்வித முன்னறிவித்தலும் வழங்காமல் வீட்டில் நின்ற காரணத்தினால் கண்ணிவெடி அகற்றும் பிரிவில் இருந்து பணி இடைநீக்கம் செய்யப்பட்டுள்ளார். இக்காலப்பகுதியிலே உறவு நிலையில் இருந்த கணவர் விபத்து ஒன்றில் சிக்கி தலையில் காயம் ஏற்பட்ட நிலையில் பாரிய வேலைகளை செய்ய முடியாத நிலை காணப்பட்டதனால் போதை மற்றும் கசிப்பு பழக்கத்திற்குள்ளாகியுள்ளார். ஆதலினால் சேவைநாடி உறவுநிலை கணவரை வீட்டை விட்டு வெளியேற்றியுள்ளதான் தற்போதும் உறவுநிலையில் உள்ளார். இச்சந்தர்ப்பத்தில் உறவு நிலை கணவரின் மனைவி தன்னுடைய பிள்ளைகள் இருவரையும் தன்னிடம் தருமாறு சண்டையிட்டு வருவதுடன் அப்பிள்ளைகள் தற்போது உறவுநிலை கணவரின் தம்பியுடன் வாழ்ந்து வருகின்றனர்.

சேவைநாடி தற்போது இரணைமடு நன்னீர் மீன்பிடியாளர்களுக்கு நோல்ஸ் விற்பனை செய்யும் பெட்டிக்கடை வியாபாரி ஒருவரின் கீழ் உணவு பண்டங்கள் தயாரிப்பதற்காக கூலியாளாக பணியாற்றி வருகிறார். சேவைநாடி பெண்தலைமைத்துவமாக கொண்ட குடும்பமாக இருப்பதனால் கணவனை இழந்த விதவைகள் மற்றும் பெண்தலைமைத்துவமாக கொண்ட குடும்பங்களுக்கான வலுவூட்டும் தேசிய செயலகம் ஊடாக கோழி வளர்ப்பிற்கு 100000.00 ரூபாயினை வழங்கியிருந்தது. சேவைநாடி கோழிக்கூட்டை 90000.00 ரூபாயிற்கு அமைத்திருந்ததுடன் கோழி வளர்ப்பினை ஆரம்பிப்பதற்கு ஏற்ற வகையில் கோழி கூடு தயார் நிலையில் காணப்படாததுடன் மிகுதி 10000.00 ரூபா மாத்திரம் உள்ளதாக தெரிவித்திருந்ததுடன் கோழி வளர்க்க தன்னிடம் பொருளாதார நிலை இல்லை எனவும் தெரிவித்திருந்தார். சேவைநாடியின் வீடு வேலிகளற்ற நிலையில் காணப்படுவதுடன் அருகில் பற்றைகளும் குளமும் காணப்படுவதுடன் கசிப்பு விற்பனை மற்றும் நுகர்வோரின் அச்சுறுத்தல் அதிகம் காணப்பட்டதுடன் மலசலகூட கதவினையே கழற்றி சென்றுள்ள நிலையை காணக்கூடியதாக உள்ளது எனினும் சேவைநாடிக்குள்ள சட்டரீதியற்ற குடும்ப உறவு தொடர்பாக குறித்த நிறுவனம் அறிந்திருக்க வில்லை என்பதை அழுத்தமாகவும் தெரிவித்தார்.

குடும்பத்திற்குள் பிள்ளைகளுக்கான பராமரிப்பு ஆரோக்கியமானதாக காணப்படவில்லை என்பதுடன் குடும்ப தீர்மானமெடுத்தல் கூட்டாகவும் காணப்படவில்லை. இந்நிலையில் ஒருவாரத்திற்கு முன்னர் சேவைநாடியின் ஒன்பதாம் ஆண்டு பிள்ளைகளுக்கும் அயல் வீட்டுகாரருக்கும் ஏற்பட்ட தகராறில் சகோதரருக்காக நீதி கேட்க சென்ற பதினேழு வயது மகன் தலையில் அலவாங்கால் தாக்கப்பட்டு வைத்தியசாலையில் சிகிச்சைப்பெற்று வருகிறார். இந்நிலையில் சாப்பிடுவதற்கே முடியாதநிலையில் உள்ளபோது உறவுநிலையில் உள்ள கணவர் வீட்டுக்குரிய பொருட்கள் மற்றும் காச ஆகியவற்றை கொடுத்து உதவியுள்ளார்கள்.

### சமூகப்பணி தேவையும் வகிபங்கும்

சேவைப்பயனாளி தற்போது 42 வயதினை எட்டியுள்ள நிலையில் சிறுவயது பருவம் முதல் தற்போது வரைக்கும் பிரச்சினைகளை சுமப்பதாக எண்ணுவதுடன் தவறான பாலியல் தொடர்பூடாக மகிழ்ச்சியாக வாழ்வதாகவும் கருதுகிறார். குடும்ப ரீதியான அபிவிருத்தி திட்டமிடல் எதுவும் அற்றவராகவும் பிள்ளைகளைவிட பாலியல் தொடர்பிற்கு முக்கியத்துவம் கொடுப்பதனால் வாழ்வாதார முயற்சிகள் உட்பட பிள்ளைபராமரிப்பு என்பன பாதிக்கப்பட்டுள்ளன. இந்நிலையில் சேவைப்பயனாளிக்கு ஆறு வருடத்திற்கு



முன்னர் கோழிவளர்ப்பு வசதிகள் செய்யப்பட்ட போதும் சில மாதங்களில் குறித்த கோழிக்கூட்டை தன்னுடன் பணியாற்றும் நண்பர்களின் உதவியுடன் விற்பனை செய்துள்ளார். மூன்றுவருடத்திற்கு முன்னர் சைக்கிள் ஒன்று வழங்கப்பட்டுள்ள நிலையில் குறித்த சைக்கிளை சேவைப்பயனாளி பழுதடைந்துவிட்டதாக விற்பனை செய்துள்ளார். அது மாத்திரமன்றி வேலைகளுக்கு செல்வதும் திடீரென முன் அறிவித்தல் இன்றி வேலைக்கு செல்லாமல் விடுவதுமாக காணப்பட்டதனால் குறித்த நிறுவனங்கள் மற்றும் கடைகள் குறித்த சேவைப்பயனாளியை வேலையை விட்டு நீக்குவதில் அக்கறை காட்டியுள்ளன. எனினும் சேவைப்பயனாளி இதனை வாடிக்கையாக கொண்டுள்ளார்.

இதன் விளைவாக குறித்த சேவைப்பயனாளிக்கான நலன்புரி திட்டங்களை நடைமுறைப்படுத்துவதில் அரசும் அரசசாரா நிறுவனங்களும் சவால்களை சந்தித்து வந்திருக்கின்றன. சேவைப்பயனாளியை பொறுத்தவரையும் அரசும் அரசசாரா நிறுவனங்களும் தங்களை வைத்து பிழைப்பு நடத்துவதான மனப்பாங்கை கொண்டிருப்பதுடன் மீண்டும் மீண்டும் வாழ்வாதாரம் வழங்குவார்கள் என்ற அசமந்த போக்கையும் உடையவராக காணப்படுகிறார்.

இந்நிலையில் அவருடைய வீட்டு சூழல் மற்றும் வளமதிப்பீடுகளை கணிப்பிடாமல் கோழிவளர்ப்பிற்கு உதவியை தனியார் உதவியுடன் கணவனை இழந்த விதவைகள் மற்றும் பெண்தலைமைத்துவ குடும்பங்களிற்கான தேசிய நிலையம் வழங்கியுள்ளது. சேவைநாடியும் குறித்த திட்டத்தை உள்வாங்கியுள்ளதுடன் வழங்கப்பட்ட நிதி 100000.00 ரூபாவின்மீதும் கோழிக்கூடு அமைப்பதில் கவனம் செலுத்தியுள்ளதுடன் உள்ளூர் வளங்களை பயன்படுத்தி கோழிக்கூட்டினை அமைத்துள்ள நிலையில் செலவான நிதியை விடவும் அதிகமாக கணக்கு காட்டி கோழிக்கூட்டினை பூர்த்தி செய்யாத நிலையில் காணப்படுகிறார். குறித்த வாழ்வாதாரத்தை வழங்கியவர்கள் செய்வினை ரீதியாக பாதிக்கப்பட்டுள்ளதனால் குறித்த பாவத்தை போக்கவே தனக்கு வாழ்வாதாரம் வழங்கியுள்ளதாகவும் அதன் விளைவாக வழங்கப்பட்ட வாழ்வாதாரத்தை பிரயோசனப்படுத்த முடியாமல் இருப்பதாகவும் கிறிஸ்தவ மதம் என்பதனால் தனது குடும்பத்தை பாதிக்கவில்லை என்ற கருத்தை முன்வைக்கும் சேவைப்பயனாளி கிராமிய வழிபாட்டு நம்பிக்கைகளில் நம்பிக்கை உடையவராகவும் காணப்படுகிறார்.

சேவைப்பயனாளி வாழும் சூழல் யுத்த பாதிப்பிற்குட்பட்ட பிரதேசம் என்பதனாலும் கசிப்பு விற்பனை உயரளவில் காணப்படுவதாலும் சேவைப்பயனாளியின் பிள்ளைகளின் பராமரிப்பு தொடர்பாக கவனம் செலுத்த வேண்டிய தேவையுள்ளது. சேவைப்பயனாளியின் மூத்த மகன் 17 வயதினை பூர்த்தி செய்யாத நிலையில் சீர்திருத்த பள்ளியில் ஆறுமாத கால தண்டனையை அனுபவித்து வந்துள்ளதுடன் அயலவர்களுடன் ஏற்பட்ட முரண்பாட்டை தொடர்ந்து தலையில் தாக்கப்பட்டு காதலுந்த நிலையில் வைத்தியசாலையில் சிகிச்சை பெற்றுள்ளார்.

இந்நிலையில் சமூகப்பணி இடையீடு அவசியமானதுடன் குறித்த சேவைநாடியின் பிரச்சினையை அவராகவே தீர்ப்பதற்கும் குறித்த பிரச்சினையில் இருந்து தானாகவே வெளிவருவதற்கும் சமூகப்பணி திறன்கள் மற்றும் சமூகப்பணி முறைமை மூலதரமங்கள் போன்றவை பயன்படுத்தப்பட்டு தொழில்வாண்மை உறவுநிலை கட்டியெழுப்பப்பட்டு ஊக்கப்படுத்தல் வழங்கப்படவேண்டும்.

### பிரச்சினைக்கான கணிப்பீடு

சேவைநாடியிடமிருந்து பெற்றுக்கொள்ளப்பட்ட அடிப்படைதரவுகள் கோட்பாடு மற்றும் தரவு திரட்டல் கருவிகள் மூலம் கணிப்பீடு செய்யப்பட்டு பிரச்சினையை சேவைநாடி விளங்கிக்கொள்ள வசதிப்படுத்தப்பட்டது.

## Dynamic Diagnosis

சேவைப்பயனாளியின் நடத்தைகள் மற்றும் ஆளுமைகள் புறத்தோற்றம் விசேட பண்புகள் பிரச்சினையை கையாளும் விதம் முடிவெடுக்கும் ஆற்றல் எதிர்நோக்கும் சக்தி போன்றவற்றை அடையாளப்படுத்துவதற்காக பின்வருமாறு கணிப்பீடு மேற்கொள்ளப்படுகிறது.

| இல | கணிப்பீட்டு காரணிகள்    | மறையானவிடயங்கள்  | நேரான விடயங்கள்  |
|----|-------------------------|--|--|
| 01 | உடலியல் காரணிகள்        | கால் மற்றும் தலை ஆகியவற்றில் காயமடைந்து இருத்தல்.<br>முள்ளந்தண்டில் காயமடைந்து இருத்தல்.   | கருத்தடை<br>மேற்கொண்டிருத்தல்.   |
| 02 | உளவியல் காரணிகள்        | சிறுவயதில் சகோதரர்களை இழந்திருத்தல்.<br><br>திருமண வாழ்க்கையில் பிரிந்து இருத்தல்.<br><br>தவறான பாலியல் தொடர்புகளை கொண்டிருந்ததனால் கடவுள் என்னை தண்டிப்பார் என்கின்ற மனோநிலை. | தன்னம்பிக்கையை கொண்டிருத்தல்.<br>கடின உழைப்பிற்கான மனோநிலை.                        |
| 03 | ஆன்மீக காரணிகள்         | கடவுள் தொடர்ச்சியாக என்னையே சோதிக்கின்றான் என்கின்ற மனோநிலை.   | கடவுளிற்கு விசுவாசமாக இருத்தல்.<br>பிரார்த்தனை செய்தல்                             |
| 04 | ஆழிகைகாரணிகள்           | சிறுவயதில் இருந்து வாழ்க்கையை அனுபவிக்கவில்லை என்கின்ற மனநிலை  | சமூகத்திற்கு முன்னால் மற்றவர் பாராட்டும் வகையில் வாழ வேண்டும் என்கின்ற சிந்தனை.    |
| 05 | நடத்தைரீதியான காரணிகள்  | கவனக்குறைவு பிள்ளைகளில் பொருத்தமான பராமரிப்பை மேற்கொள்ளாது இருத்தல்.<br>அயலவர்களுடன் முரண்பாட்டை உறவை கொண்டிருத்தல்.   | வேலைத்தளத்தில் அக்கறையுடன் பணியாற்றுவதில்.   |
| 06 | பொருளாதார காரணிகள்      | வேலை இடைநிறுத்தம்.<br>தோழில் பாதுகாப்பின்மை  | தையல்பயிற்சி பெற்றிருத்தல்<br>கோழிவளர்ப்பினை மேற்கொள்வதற்கான அறிவினை கொண்டிருத்தல் |
| 07 | குடும்பரீதியான காரணிகள் | பிள்ளைகளின் வெறுப்பிற்குள்ளாகியிருத்தல்.   | சித்தப்பாவின் உதவி காணப்படல்.  |

|    |                             |  |   |
|----|-----------------------------|--|---|
|    |                             | முறையற்ற பாலியல் தொடர்பு   | மூத்த மகனின் ஆதரவு இருத்தல் மூத்த கணவரின் தாயாரினால் பிள்ளைகளை பராமரிப்பதற்கான உதவியிருத்தல். |
| 08 | மனவெழுச்சி ரீதியான காரணிகள் | அடிக்கடி கவலைப்படுதல். எளிதில் கோபம் அடைவதாக காணப்படல். ஆக்கோற்சமான வார்த்தைகளை பிரயோகித்தல் | மற்றவர்களுடன் தொடர்பாடலை மேற்கொள்ளும் போது அன்பையும் அக்கறையையும் வெளிப்படுத்தல்.             |

### Clinical Diagnosis.

உடல்ரீதியானது சிந்தனை அறிகை நடத்தை மனவெழுச்சி ரீதியானவற்றில் மருத்துவம் சார் குணம் குறிகளை அடையாளப்படுத்துவதற்காக மேற்கொள்ளப்படுகிறது. கால் மற்றும் தலையில் காயங்கள் காணப்படுவதனாலும் சிறுவயதில் சகோதரர்களின் இழப்பு கணவரின் பிரிவு யுத்தத்தில் கால் மற்றும் தலைப்பகுதியில் காயம் காரணமாகவும் உடலின் ஆரோக்கியமற்ற தன்மையை அனுபவிப்பதுடன் உளவியல் ரீதியாக ஆரோக்கியமற்ற நிலையில் உள்ள மருத்துவரிடம் சிகிச்சை பெற்று வந்திருந்த போதும் தற்போது சிகிச்சையை இடை நிறுத்தியுள்ளதால் நெருக்கீட்டினை சந்தித்து வருகிறார்.

### பிரச்சினை பகுப்பாய்வு

சேவைப்பயனாளி கிறிஸ்தவ பெந்திக்கோஸ் மதத்தை சேர்ந்திருப்பதனால் கடவுள்மீதான நம்பிக்கையையும் கொண்டுள்ளார். துன்பங்கள் வரும் போது யேசுவை நினைத்து பிரார்த்தனை செய்வதனால் துன்பங்களில் இருந்து வெளிவரமுடியும் என்பது அசையாத நம்பிக்கையாகவுள்ளது. அமர்வினை முன்கொண்டு செல்வதிலும் பிரச்சினைகள் காணப்படவில்லை. பொதுவாக கிறிஸ்தவ மத கூட்டங்களில் விழிப்புணர்வு விடயங்கள் பேசப்படுவதால் அதிகமான விடயங்களை அறிந்தவராக உள்ளார். கணிப்பீடு செய்யும் போதும் சூழலியல் கோட்பாட்டின் பிரகாரம் அவருடைய பிரச்சினை எந்த எந்த மட்டங்களில் பாதிக்கப்பட்டுள்ளது. குறித்த பிரச்சினைக்குள் தள்ளும் சூழலியல் காரணிகள் எவை போன்றவற்றை கணிப்பிடவும். குறித்த சேவைநாடியின் விருத்தி உளவியல் பருவங்களை மதிப்பீடு செய்வதற்கு அவசியமாகிறது. குறித்த சேவைப்பயனாளியின் குடும்ப கட்டமைப்பு சீர் குலைந்த நிலையில் காணப்படுவதுடன் வேலைக்காக சேவைநாடி பிள்ளைகளை விட்டு விட்டு தூர இடங்களில் பணியாற்றுவதனால் பிள்ளைகள் அடைய வேண்டிய விருத்தி உளவியல் பருவங்களை அடையாததனால் ஆகோற்ச நடத்தை உடையவர்களாகவும் மனவெழுச்சிக்கு அடிக்கடி உட்படுபவர்களாகவும் காணப்படுகின்றனர்.

மூத்த மகன் சட்டவிரோத மண் கடத்தல் மற்றும் மரம் கடத்தலில் ஈடுபடுவதனால் சட்டரீதியான அறிவு அல்லது சட்டம் தொடர்பான விழிப்புணர்வு அற்றவர்களாகவும் காணப்படுகின்றனர். அது மட்டுமன்றி சுற்றுப்புறத்தில் கசிப்பு பாவனை மற்றும் கஞ்சாவிற்பனை அதிகரித்து இருப்பதனால் வயதுவேறுபாடின்றி அதற்கு அடிமையாகி உடல் மற்றும் உளநலக்குறைவு உடையவர்கள் காணப்படுவதுடன் சமூக நியமங்கள் குழப்பநிலைக்குள்ளாகிய நிலையில் காணப்படுகின்றன.

முரண்பாட்டு கோட்பாட்டின் பிரகாரம் விழுமியங்கள் சீர் குலைந்துள்ள நிலையில் பாவம், புண்ணியம் என்ற வேறுபாடற்ற வருமானம் ஈட்டலையே அப்பிரதேசத்தில் இருக்கிறவர்கள்

மேற்கொள்கின்றனர். ஆள் உள்ளூணர்வு குழப்பங்கள் காணப்படுவதனால் ஆளிடையே தொடர்பை கட்டியெழுப்புவதில் நெருக்கடிகளை சந்தித்து வருகின்றனர். அரசு மற்றும் அரசுசார்பற்ற நிறுவனங்களால் ஒதுக்கப்பட்ட கிராமமாக காணப்படுவதனால் சேவை வழங்கல் என்பது குறைவாக காணப்படுகிறது. முறைமை கோட்பாட்டின் பிரகாரம் பிள்ளைகளின் நடத்தையானது மாறுபாடுடையதாக இருப்பதனால் பாடசாலையில் ஆசிரியர்களின் அணுகுமுறையும் மாறுபாடுடையதாகவே காணப்படுகிறது. இவ்வாறு சேவைநாடியின் இலக்குகளை திட்டமிடும் போதும் வாழும் சூழல் மற்றும் சமூகத்தின் இயற்கை தன்மையை கருத்தில் கொள்ள வேண்டியுள்ளதால் சமூக விஞ்ஞான மற்றும் கோட்பாட்டு நிமயங்களை கருத்தில் கொள்ள வேண்டியுள்ளது.

### சேவைப்பயனாளியிடம் காணப்பட்ட பிரச்சினைகள்

- உளவியல் ரீதியான நெருக்கடி
- வாழ்வாதார பிரச்சினை
- சேவைநாடியின் பிள்ளைகளின் பாடசாலை ஒழுங்கீனமின்மையும் பிறள்வு நடத்தையும்
- குடும்ப ஆதரவின்மை

### விடய அணுகுமுறையியல்.

விடய அணுகுமுறையியல் சேவைப்பயனாளிக்கான சமூகப்பணி இடையீட்டின் உறுதி தன்மையை விளக்குவதுடன் அவற்றின் விளைவுகளை விஞ்ஞான ரீதியாக மதிப்பீடு செய்யவும் பயன்படுகிறது. சேவைநாடியின் ஆரம்ப கட்ட தகவலானது களதரிசிப்பு மற்றும் அவதானம் ஊடாக ஆரம்பகட்ட தகவலானது சேவைப்பயனாளியினுடைய வீட்டுத்தரிசிப்பினை மேற்கொண்டு குடும்ப வாழ்வாதார முறைமை, பிள்ளை பராமரிப்பு மற்றும் சுற்றுப்புறு சூழல், கிராமிய பின்னணி, குடும்ப மற்றும் பிள்ளைகளின் பாதுகாப்பு என்பன அவதானித்து குறிப்பிடப்பட்டதுடன் விடயக்கற்கை மூலமும் தரவுகள் பெறப்பட்டன. தெரிவு செய்யப்பட்ட புத்தகங்கள் மற்றும் கணவனை இழந்த மற்றும் பெண்தலைமைத்துவ குடும்பங்களின் வலுவூட்டல் நிலையத்தின் பதிவேடுகள், பிரதேச செயலகத்தின் பதிவேடுகள் போன்றவற்றின் மூலம் தரவுகள் திரட்டப்பட்டது.

சேவைநாடியிடம் காணப்பட்ட பிரச்சினைகள், சமூகப்பணி கோட்பாடுகளான உள்பகுப்பாய்வு மற்றும் சூழலியல் கோட்பாடு மூலமும், இடைவெளிகள் அடையாளப்படுத்தப்பட்டதுடன் சமூகப்பணி திறன்கள், சமூகப்பணி மூலதரமங்களின் அடிப்படையில் பிரச்சினைகளை இனங்கண்டு பகுப்பாய்வு செய்து பிரச்சினைகளை அவராகவே தீர்ப்பதற்கு வசதிப்படுத்தப்பட்டது. சேவைநாடியின் பிரச்சினைகளை கணிப்பீடு செய்வதற்கு Life line, Life Chart, Eco Map, Problem Tree, Fish Born, Spidergram போன்றவற்றின் ஊடாக தகவல் திரட்டப்பட்டு கணிப்பிடப்பட்டது. திரட்டப்பட்ட தகவலை அடிப்படையாக கொண்டு பண்புசார் மற்றும் அளவு சார் தகவல் பகுப்பாய்வு மேற்கொள்ளப்பட்டுள்ளது.

### சமூகப்பணி தலையீடு

சேவைப்பயனாளிக்கான இடையீட்டு செயன்முறை என்பது பிரச்சினைகளை தொழில்வாண்மை ரீதியாக கணிப்பீடு செய்த பின்னர் சேவைப்பயனாளி எதிர்பார்க்கும் ஆரோக்கியமான இலக்கினை அவராகவே அடைவதற்கு வசதிப்படுத்தலை குறிக்கும். ஆகவே இடையீட்டு செயன்முறையின் போது இலக்குகளை மதிப்பீடு செய்வதுடன் அவ் இலக்குகளை அடைவதற்கான வளங்கள் மற்றும் மாற்று வழிகள் தொடர்பான கணிப்பீட்டை மேற்கொண்டிருக்க வேண்டியது அவசியமாகும்.

## பிரதான இலக்கு

பொருளாதார ரீதியாக பிரச்சினையை எதிர்கொள்ளும் சேவைப்பயனாளிக்கான வலுவூட்டலுக்கான சமூகப்பணி இடையீட்டை மேற்கொள்ளுதல்.

## உப இலக்கு

- பிள்ளைகளின் ஆதரவை பெற்றுக்கொடுத்தல்.
- சேவைப்பயனாளியின் சுயத்தை உணர செய்தல்.
- சேவைப்பயனாளியின் உளநல மேம்பாட்டை உறுதி செய்தல்.
- சேவைப்பயனாளியின் பொருளாதார செயற்பாட்டிற்கு ஆளணி உதவியை வசதிப்படுத்தல்.
- வாழ்வாதாரச் செயற்பாட்டை ஒழுங்குபடுத்தல்.

மேற்குறித்த இலக்குகளை அடையும் பொருட்டு சமூகப்பணியாளரினால் சேவைநாடியுடன் கலந்துரையாடப்பட்டு திட்டமிடல் மேற்கொள்ளப்பட்டது.

## சமூகப்பணி செயற்படுத்தல்.

சமூகப்பணி தலையீட்டில் அடையாளப்படுத்தப்பட்ட இலக்குகளை அடையும் பொருட்டு சேவைநாடியின் ஒப்புதலுடன் தயாரிக்கப்பட்ட திட்டத்தை செயற்படுத்துவதற்கான முயற்சிகள் முன்னெடுக்கப்பட்டது.

## பிள்ளைகளின் ஆதரவை பெற்றுக்கொடுத்தல்

பாடசாலை பிள்ளைகளின் உசாந்தன் (பெயர்மாற்றப்பட்டுள்ளது) மற்றும் உசாகரனின் (பெயர்மாற்றப்பட்டுள்ளது) நடத்தை திருத்தங்களிற்கான உளவளத்துணை செயற்பாட்டை முன்னெடுக்க பாடசாலை அதிபர் மற்றும் உளவளத்துணை ஆசிரியரிடம் கலந்துரையாடி வசதிப்படுத்தப்பட்டதுடன் பாடசாலை உளவளத்துணை ஆசிரியரால் உளவளத்துணை செயற்பாட்டை முன்னெடுக்க வசதிப்படுத்தப்பட்டதுடன் சிறுவர் நன்னடத்தை உத்தியோகத்தரினால் குறித்த பாடசாலைக்கு விஜயம் மேற்கொண்டு மாணவர்களின் கல்வி செயற்பாட்டை கண்காணிப்பது என தீர்மானம் மேற்கொள்ளப்பட்டது. பிள்ளைகள் பாடசாலைக்கு செல்லவும் மேலதிகவகுப்புக்களுக்கு செல்லவும் நீண்ட நேரம் செலவாவதனால் அவற்றினை சரி செய்வதற்கு துவிச்சக்கர வண்டி ஒன்றினை வசதிப்படுத்திக் கொடுக்கும் நோக்கில் சிறுவர் நன்னடத்தைப்பிரிவு உத்தியோகத்தரினால் பொறுப்பு ஏற்றுக்கொள்ளப்பட்டது. சேவைப்பயனாளி தங்குவேலை மற்றும் வெளியில் வேலைக்கு செல்வதால் பிள்ளைகளின் பராமரிப்பையும் பாதுகாப்பையும் உறுதி செய்யும் பொருட்டு சமூகப்பணியாளரினால் சேவைப்பயனாளியின் முதல் கணவரின் தம்பியுடன் கதைத்து வசதிப்படுத்திக்கொடுக்கப்பட்டது.

## சேவைப்பயனாளியின் சுயத்தை உணர செய்தல்

சேவைப்பயனாளி குடும்ப கட்டமைப்பு சீர் குலைந்து இருத்தல் மற்றும் பொருளாதார நிலை மந்தமாக காணப்படுவதை அடுத்து சேவைப்பயனாளியிடம் காணப்பட்ட பலங்களை அடையாளப்படுத்தி ஊக்கப்படுத்தல் சமூகப்பணியாளரினால் மேற்கொள்ளப்பட்டது. சேவைப்பயனாளி அரசில் தங்கி வாழுவதாகவும் எல்லாவற்றையும் அரசாங்கம் அனைத்து உதவிகளையும் மேற்கொள்ள வேண்டும் என்ற மனநிலையில் காணப்பட்டதுடன் பிள்ளைகளின் பராமரிப்பைவிட தனது சுகத்திற்கும் சுதந்திரத்திற்கும் முக்கியத்துவம் உடையவராக காணப்பட்டுள்ளதால் சமூகப்பணியாளரால் அவருடைய அறிகையில் மாற்றத்தை ஏற்படுத்தி நடத்தையை மாற்றுவதற்கு உளக்கல்வி வழங்கப்பட்டது.

## சேவைப்பயனாளியின் உளநல மேம்பாட்டை உறுதி செய்தல்

பிரதேச செயலக உளவளத்துணை உத்தியோகத்தரினால் சேவைப்பயனாளியின் உளநலத்தை மேம்படுத்தும் பொருட்டு தனிநபர் உளவளத்துணை மேற்கொள்ளப்பட்டதுடன் தேவைப்படும் பட்சத்தில் கிளிநொச்சி வைத்தியசாலை உளநலபிரிவை நாடவும் வசதிப்படுத்தப்பட்டது. சேவைப்பயனாளி மற்றும் குடும்பத்திற்கு இடையே நெருக்கம் காணப்படாததனாலும் பிள்ளைகளின் ஆதரவை பெற்றுக்கொடுக்கும் நோக்கிலும் குடும்ப உளவளத்துணை செயற்பாட்டினை பிரதேச செயலக உளவளத்துணை உத்தியோகத்தரினால் மேற்கொள்ளப்பட்டது.

## சேவைப்பயனாளியின் பொருளாதார செயற்பாட்டிற்கு ஆளணி உதவியை வசதிப்படுத்தல்

### குடும்பகுழு கலந்துரையாடல்

இரு குடும்ப குழு கலந்துரையாடல் மேற்கொள்ளப்பட்டதுடன் ஒன்று அம்மம்மா, தாய் மற்றும் பிள்ளைகளுடனும் மற்றயது சித்தப்பா மற்றும் பிள்ளைகளுடனும் நடாத்தப்பட்டது ஆகும். குறித்த கலந்துரையாடலில் அம்மம்மா வீட்டு வேலைகளை பொறுப்பெடுத்து மேற்கொள்வதும் பிள்ளைகள் அம்மா வேலைக்கு சென்று வந்தவுடன் சிறு உதவி செய்வதும் அம்மா இரவு தங்கு வேலையில் இருந்து பகல் நேர வேலையில் ஈடுபடுவது தொடர்பாகவும் ஏற்றுக்கொள்ளப்பட்டது மற்றய கலந்துரையாடலில் சித்தப்பாவும் மூத்த மகனும் வீட்டு வேலையை அடைத்துக்கொள்வது தொடர்பாக பேசப்பட்டு ஏற்றுக்கொள்ளப்பட்டது. இதன் போது சமூகப்பணியாளர் மற்றும் சமுர்த்தி உத்தியோகத்தர் பங்குபற்றியிருந்தனர்.

### விடயமாநாடு

சிறுவர் நன்னடத்தை பிரிவு உத்தியோகத்தரினால் ஏற்கனவே வழங்கப்பட்ட அறிவுறுத்தலிற்கு அமைய சிறுவர் நன்னடத்தை உத்தியோகத்தர் தலைமையில் விடயமுகாமையாளரான பெண்தலைமைத்துவ குடும்பங்களின் வலுவூட்டல் நிலைய அபிவிருத்தி உத்தியோகத்தர் வசதிப்படுத்தலுடனும் கரைச்சி பிரதேச செயலகத்தில் இடம்பெற்றது. அன்றைய தினம் பெண்கள் அபிவிருத்தி உத்தியோகத்தர், உளவளத்துணை உதவியாளர், பெண்தலைமைத்துவ வலுவூட்டல் நிலைய அபிவிருத்தி உத்தியோகத்தர், சமுர்த்தி உத்தியோகத்தர், சமூகப்பணியாளர், சிறுவர் மேம்பாட்டு உத்தியோகத்தர் போன்றோர் கலந்து கொண்டிருந்ததுடன் சேவைநாடிக்கு அறிவுறுத்தப்பட்ட போதும் சேவைநாடி தொலைபேசி ஊடாக வரமுடியாத காரணத்தை தெரிவித்திருந்தார். அதற்கமைய விடயமாநாட்டில் குறித்த சேவைநாடியின் பிரச்சினை விரிவாக கலந்துரையாடப்பட்டு பின்வரும் தீர்மானங்கள் நிறைவேற்றப்பட்டது.

உளரீதியாக குறித்த சேவைப்பயனாளி நிலையான தீர்மானங்களை கொண்டிராததனால் சேவைப்பயனாளியை சுயமாக இயங்குவதற்கான ஊக்கப்படுத்தலை மேற்கொள்வதற்கு சமூகப்பணியாளர் வசதிப்படுத்துவதற்கான பொறுப்பை பாரம் எடுத்துக்கொண்டார்.

உளவளத்துணை செயற்பாட்டை மேற்கொள்ள பெண்கள் விவகார மற்றும் சிறுவர் அபிவிருத்தி சமூக பாதுகாப்பு அமைச்சின் உளவளத்துணையாளர் பொறுப்பினை ஏற்றுக்கொண்டதுடன் இடமாற்றத்திற்குள்ளாக நேரிடின் சமூகபாதுகாப்பு அமைச்சின் உளவளத்துணையாளரின் உதவியுடன் குறித்த உளவளத்துணை செயற்பாட்டை முன் எடுப்பதாக தெரிவித்திருந்தார்.

குறித்த சேவைநாடி ஒன்றுக்கு பின் முரணான தீர்மானங்களை மேற்கொள்வதனாலும் பாலியல் ரீதியான தொடர்பை பேண விரும்புவதனாலும் சேவைநாடி மற்றும் அவரது பிள்ளைகள் பாதிப்படைய கூடிய வாய்ப்பு காணப்படுவதனால் அவ்வாறான நெருக்கடிகளை தவிர்ப்பதற்கு குடும்ப ஆதரவு பொறிமுறையை ஏற்படுத்துவதாக தீர்மானிக்கப்பட்டதுடன் அதற்கான பொறுப்பினை சமுர்த்தி உத்தியோகத்தர்

பொறுப்பேற்றுக்கொண்டதுடன் கிராமசேவகர் மற்றும் மத தலைவரின் உதவியை பெற்றுக்கொள்வதாகவும் தெரிவித்திருந்தார்.

பிரதேச செயலகத்தில் தற்போது ஒதுக்கீடு செய்யப்பட்ட வாழ்வாதாரம் இல்லாததனால் ஏற்கனவே பெண்தலைமைத்துவ வலுவூட்டல் நிலையத்தினால் வழங்கப்பட்ட வாழ்வாதாரமான கோழி வளர்ப்பை முன்னெடுப்பதற்கான பணிகளையும் தேவைப்படும் பட்சத்தில் கோழிக்கூட்டில் குறைந்த எண்ணிக்கையான கோழிவளர்ப்பினை மேற்கொள்ள உதவுவதாகவும் பெண்கள் அபிவிருத்தி உத்தியோகத்தர் பொறுப்பினை ஏற்றுக்கொண்டார்.

சமூக நலன் விரும்பியிடமிருந்து துவிச்சக்கர வண்டி ஒன்றினை பெற்றுக்கொடுப்பதற்கு முனைவதாக பெண்கள் வலுவூட்டல் நிலையத்தின் அபிவிருத்தி உத்தியோகத்தர் தெரிவித்திருந்ததுடன் ஏற்கனவே தமது நிலையத்தினால் வழங்கப்பட்ட சைக்கிளினை சேவைநாடி விற்பனை செய்துள்ளதனால் சேவைப்பயனாளி வலுவூட்டலுக்கு உள்ளானதை உறுதி செய்த பின்னரே வழங்க முடியும் எனவும் தெரிவித்தார்.

### மதிப்பீடும் கண்காணிப்பும்

சேவைப்பயனாளியை வலுவூட்டுவதற்கான பொறுப்புக்களின் செயற்பாட்டினை கண்காணிப்பதற்கு விடய முகாமையாளரான அபிவிருத்தி உத்தியோகத்தரிடம் பார்ப்படுத்தப்பட்டதுடன் விடயமாநாட்டை தொடர்ச்சியாக நடாத்தி செல்லவும் வலியுறுத்தப்பட்டது. பிள்ளைகளிற்கான உளவளத்துணை செயற்பாட்டை உளவளத்துணை ஆசிரியர் மேற்கொண்டிருந்ததுடன் குறித்த பிள்ளைகளின் நடத்தைகளில் முன்னேற்றம் காணப்படுவதாகவும் இவ்வருடம் குறித்த ஆசிரியர் இடமாற்றம் பெற்று செல்வதனால் தற்போது சித்திர ஆசிரியர் ஒருவரிடம் குறித்த வேலைத்திட்டத்தை ஒப்படைத்ததாகவும் தெரிவித்தார். குறித்த சேவைநாடியின் வீட்டை சுற்ற வேலி அடைப்பதற்கு காட்டுக்குள் 16 கட்டைகள் வெட்டி போடப்பட்டுள்ளதாகவும் வெகுவிரைவில் வேலி அடைத்து விடுவதாகவும் தெரிவித்திருந்தனர். சமுர்த்தி உத்தியோகத்தரினால் புதிதாக சமுர்த்தி திட்டத்தில் பயனாளிகள் உள்வாங்கப்பட்டு சமுர்த்தி கொடுப்பனவு வழங்கப்பட்டு வருகிறது.

### சேவைப்பயனாளியின் தற்போதைய நிலை

சேவைப்பயனாளி தற்போது உளரீதியாக ஆரோக்கியநிலையை அடைந்துள்ளதடன் சமுர்த்தி உத்தியோகத்தரினால் சமுர்த்தி கொடுப்பனவு வழங்கப்பட்டு வருவதுடன் சேவைப்பயனாளியின் மூத்த மகன் இரணமடு நீர் தேக்கத்தில் நன்னீர் மீன் பிடி தொழிலில் ஈடுபட்டு வருகிறார் எனினும் அரசினால் வழங்கப்பட்டுள்ள வாழ்வாதார செயற்பாடு முன்னெடுக்கப்படவில்லை. கசிப்பு விற்பனை சமுர்த்தி உத்தியோகத்தரின் தலையீட்டினால் இராணுவ உதவியுடன் கட்டுப்பாட்டிற்குள் கொண்டுவரப்பட்டுள்ளது. சேவைப்பயனாளி தற்போது தங்கு வேலையை தவிர்த்து இரவு நேரங்களில் பிள்ளைகளுடன் நேரத்தை செலவு செய்து வருகிறார்.

### கலந்துரையாலும் பரிந்துரையும்

போரினால் பாதிக்கப்பட்ட பெண்தலைமைத்துவ குடும்பங்கள் எதிர் நோக்கும் சவால்கள் விசேடமானவை மட்டுமல்ல வித்தியாசமானவை அவற்றை தேசிய அளவில் பொதுமைப்படுத்துவது என்பது பொருத்தமற்றது. ஆகவே அவ்வாறான சேவைப்பயனாளிகளை கையாளும் போது பொதுவான கொள்கைகள் மற்றும் வரையறைகளின் பால் கையாளப்படுவது என்பதும் வழமையான அரச நிர்வாக பொறிமுறை திறன்களுடன் கையாளப்படுதல் என்பதும் மாற்றி அமைக்கப்பட்டு தனிப்பட்ட ஒவ்வொரு சேவைப்பயனாளிகளின் முழுமையான மதிப்பீட்டின் பிரகாரம் கையாளப்பட வேண்டும். அவ்வாறு நடைபெற்றாலே நீடித்த நிலையான வளர்ச்சியை பெண்தலைமைத்துவ குடும்பங்கள் எட்ட முடியும்.

### எதிர் நோக்கிய சவால்கள்.

சேவைப்பயனாளியை முழுமையான சமூகப்பணி ரீதியாக அணுகும் முறைமை தெரிந்திருந்த போதும் ஏற்கனவே காணப்பட்ட சேவைவழங்கல் முறைமை காரணமாக சேவைப்பயனாளி கொண்டுள்ள மனப்பாங்கினை மாற்றியமைப்பதில் சவால்கள் காணப்பட்டது.

கிராமமட்டங்களில் சேவைப்பயனாளிகள் எதிர்கொள்ளும் சவால்களுக்கும் அரசு மட்டங்களில் காணப்படும் கொள்கை உருவாக்கங்களிற்கும் இடையே காணப்பட்ட இடைவெளி குறித்த சேவைப்பயனாளிக்கான சமூகப்பணி இடையீட்டை வரையறைக்குட்பட்டதாக மட்டுப்படுத்தியது.

பிரதேச செயலகத்தினால் சமூகப்பணி பயிலுனராக பணியாற்றுவதற்கான இடைவெளி மட்டுப்படுத்தப்பட்டதாக காணப்பட்டதுடன் பிரதேச செயலகத்தில் காணப்பட்ட அபிவிருத்திசார் கலந்துரையாடலின் தீர்மான அறிக்கைகள் மட்டுப்பாடுடையதாக இருந்தது.

பிரதேச செயலக உத்தியோகத்தர்களின் அசமந்த போக்கு சேவைநாடியுடனான சமூகப்பணி செயற்பாட்டை முன்னிறுத்துவதில் தடையாக இருந்தது. குறிப்பாக சேவைநாடியை கணிப்பீடு செய்வதற்கான வசதி சமூகப்பணி பயிலுனருக்கு மறுக்கப்பட்டிருந்ததுடன் குறித்த கணிப்பீட்டை பிரதேச செயலக உத்தியோகத்தர்களே மேற்கொள்ள வேண்டும் என வலியுறுத்தப்பட்டிருந்தது இதன் விளைவாக பிரதேச செயலக உத்தியோகத்தர்களின் அறிக்கைகளை பெற்றுக்கொள்ள இரண்டு மாதங்கள் சென்றன.

விடயமாநாட்டை மேற்கொள்ள பெண்தலைமைத்துவ குடும்பங்களுக்கான நிலையம் ஆர்வம் காட்டியிருக்காத நிலையில் சிறுவர் நன்னடத்தை பிரிவினை அணுகி விடயமாநாட்டை மேற்கொள்ள வேண்டியிருந்ததுடன் குறித்த விடயமாநாட்டை மேற்கொள்ள முன்னர் சிறுவர் நன்னடத்தை பிரிவின் கணிப்பீட்டு அறிக்கையை கோரியிருந்த போதும் அவ்வறிக்கை கிடைக்கப்பெறாததனால் விடயமாநாட்டில் குறித்த சேவை நாடி தொடர்பான விடயக்கற்கையை முழுவதுமாக பகிரவேண்டி ஏற்பட்டதுடன் விடயமாநாடு ஒழுங்குபடுத்தப்பட்ட சூழல் இரகசியம் பேணும் தன்மையை கொண்டிருக்கவில்லை என்பதில் இருந்து அதிக சிரத்தையை சிறுவர் நன்னடத்தை பிரிவு கொண்டிருக்கவில்லை. சேவை நாடியின் ஒத்துழைப்பு மற்றும் பாலியல் தொடர்பு மற்றும் பிடிவாதம் காரணமாக சேவைப்பயனாளியை வலுவூட்டுவது சிரமம் நிறைந்ததாக காணப்பட்டது.

### எதிர் கொண்ட வழிமுறை

பிரதேச செயலக உத்தியோகத்தர்களை பயன்படுத்தியே தொழில்வாண்மை கணிப்பீடு மேற்கொள்ளப்பட்டதுடன் தினமும் அவர்களுடன் கதைத்து நினைவு படுத்த வேண்டிய நிலை ஏற்பட்டது.

களப்பயிற்சி நிறுவனம் விடயமாநாட்டை வைக்க விரும்பியிராத காரணத்தினால் சிறுவர் நன்னடத்தை திணைக்களத்துடன் இணைந்தே குறித்த விடயமாநாட்டை மேற்கொள்ளப்பட்டது.

விடயமாநாட்டின் போது சேவைப்பயனாளிக்கு முன்னறிவித்தல் வழங்கியிருந்த போதும் சேவைப்பயனாளி சமூகம் தராததனால் சேவைப்பயனாளி இன்றியே விடயமாநாடு மேற்கொள்ளப்பட்டது.



## உணர்வும் பிரதிபலிப்பும்

சேவைப்பயனாளிக்கு சமூகப்பணியாளராக இயன்றவரை அணுகிய போதும் உளரீதியான ஆறுதல் இருப்பதாக சேவைப்பயனாளி வெளிப்படையாக தெரிவித்திருந்த போதும் சமூகப்பணி இடையீட்டின் நோக்கம் முழுமையாக நிறைவு செய்யப்பட்டிருக்கவில்லை என்பது சமூகப்பணி இடையீட்டில் காணப்பட்ட தவறுகளை அடையாளம் கண்டு மீண்டும் ஒரு விடயப்பணி செயன்முறையை சிறப்பாக செய்ய வேண்டும் என்ற நம்பிக்கை காணப்பட்டது.

அரசு உத்தியோகத்தர்கள் கடமைகளை நிறைவேற்றுவதும் சேவைப்பயனாளியின் உயரிய நலன்களை விட கொள்கை உருவாக்கங்களுக்கு முக்கியம் அளிப்பதும் சேவைவழங்குனர்கள் மாற்றத்தை எதிர்கொள்ள வேண்டும் என்ற மனப்பாங்கை ஏற்படுத்தியது.

## முடிவுரை

தொழில்வாண்மையான சமூகப்பணியானது வகுப்பறைகளில் உரிய விஞ்ஞானமற்றும் கலைசார்ந்ததாக கற்பிக்கப்பட்டாலும் அவற்றை நடைமுறைப்படுத்துவதில் பாரிய இடைவெளி இருப்பதை காணமுடிந்தது. சேவைப்பயனாளியின் வெளிப்படை பிரச்சினை பொருளாதார பிரச்சினையாக தோற்றம் பெற்றாலும் அதின் உண்மையான வடிவத்தில் உளரீதியான மற்றும் சமூக ரீதியான காரணிகள் செல்வாக்கு செலுத்தியிருந்ததுடன் அவற்றை களைவதில் வெளிக்காரணிகளின் செல்வாக்கை கட்டுப்படுத்தி சேவைப்பயனாளியின் சிந்தனை மற்றும் அறிகை நடத்தை ஆகியவற்றில் மாற்றம் கொண்டுவர முயற்சிகள் மேற்கொள்ளப்பட்டதுடன் சூழலியல் கோட்பாடு உள்பகுப்பாய்வு கோட்பாடு விருத்தி உள்வியல் கோட்பாடு ஐநாவின் பெண்தலைமைத்துவ குடும்பங்களிற்கான கொள்கைகள் மற்றும் மாவட்ட மற்றும் தேசிய அடிப்படையிலான கொள்கைகள் தொடர்பாக கவனம் செலுத்தப்பட்டு முழுமையான கணிப்பீட்டின் பின்னர் சமூகப்பணி திறன்கள் மற்றும் சமூகப்பணி மூலதர்மங்களை பின்பற்றி வேறுபட்ட சமூகப்பணியாளரின் வகிப்பங்கை பயன்படுத்தியும் அரசு நிர்வாக பொறிமுறைகளை மீறாமலும் குறித்த சேவைப்பயனாளியின் இயலுமையை கட்டியெழுப்பி பொருளாதார வலுவூட்டலை மேற்கொள்ள கவனம் செலுத்தப்பட்டது.

## உசாத்துணை நூல்

அஸ்மியாஸ் (2018), மகிழ்ச்சிகரமான குடும்ப வாழ்வு ஒரு உள்வியல் கண்ணோட்டம், ரேடியன்ஸ் பதிப்பகம், கொழும்பு.

இராசேந்திரம் ஸ்ராலின்,(2015),ஆளுமை கொள்கைகள், ஜீவநதி வெளியீடு, அல்வாய்.

வேலுப்பிள்ளை சிவயோகலிங்கம் (2014) இலங்கையில் சிறுவர் பராமரிப்பும் அபிவிருத்தியும் இஸ்லாமிக் புக் கவுஸ் கொழும்பு.

ஆல்போன்ஸ் (2014) முழு மனித வளர்ச்சியில் உன் ஆளுமை கிளறேசியன் பப்ளிக்கேசன், வெலிசர

ஜெயராசா (2008), சீர்மிய உள்வியல், சேமமடு பதிப்பகம், கொழும்பு.

ஜெயராசா (2008), உள்வியல் முகங்கள், சேமமடு பதிப்பகம், கொழும்பு

தணலன்(2005), சிந்தனையாளர் கார்ல் மார்க்ஸ், பிரேமா பிரசுரம், சென்னை

சிறி ஹெட்டிகே (2017), நிதானமான சமூகத்தை நோக்கி, குமரன் புத்தக இல்லம், கொழும்பு.

கஜவிந்தன் (2017), உள்வியல், குமரன் புத்தக இல்லம், சென்னை.

முத்துலிங்கம் (2010), கல்வியும் உள்வியலும், சேமமடு பதிப்பகம், கொழும்பு

## 5

**Diaspora's Contribution in Social Services: A Sociological Study based on J/69 Grama Niladhari Division, Gurunagar****Vegini Gnanenthiran***School of social work ,National Institute of Social Development  
Liyanagemulla, Seeduwa, Srilanka.**Tel :+94112882506/07, Email :Info@nisd.ac.lk***ABSTRACT**

*They Tamil Diaspora have the tendency to maintain transnational involvement with their own country people in many ways. Many organizations and institutions provide social services with the participation of Tamil Diaspora community in Sri Lanka. The Diaspora engages in service-oriented activities in North and many parts of the East. They also have different social interests for the benefit of their people. The main aim of this study is to investigate the contribution of Tamil Diaspora to the social services of the Gurunagar J/69 Grama Niladhari Division. Mixed method approach was used for this study employing snowballing sampling method. A total of hundred samples was selected from the beneficiaries who got the diaspora's assistance in the GN Division. Primary data was collected through the interviewer administered questionnaire, case study methods, focus group discussion and, key informant interviews methods. Qualitative data were analyzed thematically. Quantitative data was analyzed using a descriptive statistical method with the support of SPSS. Results of this study showed, the Diaspora provide s assistance for the education, professional assistance, contributions to Religious affairs, contribution of community level organizations and assistances to the needy people. Almost 23% of respondents said that diaspora have special concern on the educational supports. About 98% of respondents said that social services also contributed to the development of the community. In the study area, Diasporas focus on their birth place, which plays an important role in promoting social services through the organizations run with the contribution of Diasporas.*

**Key words:** Philanthropy; Social Services; Tamil Diaspora; Transnational involvement

### ஆய்வுச்சுருக்கம்

இலங்கையில் தமிழர் நலன்சார்ந்து புலம்பெயர்ந்தோர் பங்களிப்புடன் பல நிறுவனங்கள், அமைப்புக்களும் சமூக சேவைகளை ஆற்றி வருகின்றன. புலம்பெயர்ந்து வாழும் தமிழ் மக்கள் சொந்த நாட்டினர் உடனான நாடுகடந்த தொடர்புகளைப் பல வழிகளிலும் பேணி வரும் போக்கு காணப்படுகின்றது. எனவே புலம்பெயர்ந்தோர் தமது பிறந்த இடங்களின் நலன்கருதி பல்வேறு சமூக சேவைகள் சார்ந்த செயற்பாடுகளை வடக்கு மற்றும் கிழக்கின் பல பகுதிகளில் மேற்கொண்டு வருகின்றனர். அந்தவகையில் இந்த ஆய்வானது சமூக சேவைகளை வழங்குவதில் புலம்பெயர்ந்தோரின் பங்களிப்புக்களை மதிப்பிடுவதனை நோக்கமாகக் கொண்டு யாழ்ப்பாணம் குருநகர் J/69 கிராம சேவகர் பிரிவினை அடிப்படையாகக் கொண்டு மேற்கொள்ளப்பட்டுள்ளது. கலப்பு முறையினைப் பயன்படுத்தி குருநகர் J/69 கிராம சேவகர் பிரிவில் புலம்பெயர்ந்தோரின் உதவிகள் மூலம் பயன்பெற்ற நபர்களை அடிப்படையாகக் கொண்டு பணிப்பந்து மாதிரி எடுப்பு முறையில் 100 பேர் மாதிரியாகத் தெரிவு செய்யப்பட்டு நேர்காணலை அடிப்படையாகக் கொண்ட வினாக்கொத்து முறை, குவிமையக் குழுக் கலந்துரையாடல், விடய ஆய்வு, பிரதான தகவல் தருனருடனான நேர்காணல், நேரடி அவதானம் மூலம் தரவுகள் சேகரிக்கப்பட்டும், பண்புசார் தரவுகள் கருப்பொருள் ரீதியான பகுப்பாய்வு முறைக்கும் அளவு ரீதியிலான தரவுகள் விவரண புள்ளிவிபர ரீதியான முறையில் சமூக விஞ்ஞானங்களுக்கான புள்ளிவிபரவியல் மென்பொதியை SPSS பயன்படுத்தியும் பகுப்பாய்வு மேற்கொள்ளப்பட்டுள்ளது. ஆய்வின் முடிவுகளாக புலம்பெயர்ந்தோரினால் மேற்கொள்ளப்படும் சமூக சேவைகளாக கல்விக்கான உதவிகள், தொழில்சார் உதவிகள், சமயசார் விடயங்களுக்கான பங்களிப்புக்கள், சமுதாய மட்ட அமைப்புக்களுக்கான பங்களிப்புக்கள், ஆதரவற்றோருக்கான உதவிகள் போன்ற வழங்கப்படுகின்றது. கல்விக்கான உதவிகள் தொடர்பில் புலம்பெயர்ந்தோர் அதிக கவனம் செலுத்துவதாக 23% ஆனோர் குறிப்பிட்டுள்ளனர். இங்கு முன்னெடுக்கப்படும் சமூக சேவைகள் சமுதாய அபிவிருத்திக்கான பங்களிப்பினையும் வழங்கியுள்ளதாக 98% ஆனவர்கள் குறிப்பிட்டுள்ளனர். புலம்பெயர்ந்து வாழ்வர்கள் தாம் பிறந்து வளர்ந்த சொந்த இடத்தின் மேம்பாடு குறித்து கவனம் செலுத்தி வருகின்றனர். புலம்பெயர்ந்தோர் பங்களிப்புடன் இயங்கும் அமைப்புக்கள் ஆய்வுக்குட்படும் பகுதியில் சமூக சேவைகளை முன்னெடுப்பதில் முக்கிய பங்கு வகிக்கின்றது.

திறவுச்சொற்கள் : பரோபகாரம்; புலம்பெயர் தமிழர்கள்; நாடுகடந்த ஈடுபாடு; சமூக சேவைகள்

### ஆய்வு அறிமுகம்

புலம்பெயர்தல் என்பது Diaspora என்ற கிரேக்கச் சொல்லினை அடியொற்றிக் கையாளப்படும் சொல்லாகும். மக்கள் தாம் வாழும் நாட்டிலிருந்து வலிமையான தள்ளுவிசையின் காரணமாக பிற நாடுகளுக்குச் சென்று சிதறி வாழ்வதைக் குறித்து நிற்கின்றது. அதாவது சொந்த தாய் நிலத்தை விட்டு வேறொரு நாட்டிற்குச் சென்று வாழ்வதாகும். இலங்கையில் தமிழ் மற்றும் சிங்கள இனங்களிடையே வெவ்வேறுபட்ட சித்தாந்தங்களின் உருவாக்கத்தினால் இனரீதியிலான முரண்பாடுகள், வன்முறைகள், யுத்தம் விரட்டியடிப்பு போன்றவற்றின் விளைவாக இலங்கைத் தமிழர் சர்வதேச நாடுகளில் தஞ்சம் புக நேரிட்டது, இதனை புலம்பெயர்தல் என்றும் அவ்வாறு புலம்பெயர்ந்தோரை புலம்பெயர்வாளர்கள் என்றும் அழைக்கின்றனர் (சுகபாலன், 2019). இவ்வாறு புலம்பெயர்ந்து வாழ்வர்களினால் தாம் பிறந்து வளர்ந்த சொந்த இடத்தின் மேம்பாடு குறித்து கவனம் செலுத்தும் தன்மைகள் தொடர்பில் வெவ்வேறு நாட்டு அனுபவங்கள் மூலம் வெளிப்படுகின்றது. உலகின் பல பாகங்களில் பல்வேறு நாடுகளிலிருந்து புலம்பெயர்ந்து வாழ்வோர் தமது சொந்த நாடுகளின் அபிவிருத்திக்கு பல்வேறு சேவைகளை வழங்கி வருகின்றனர். இந்தியாவின் புலம்பெயர்ந்து வாழ்வோரின் பொருளாதார திறனை அதிகரிக்க அந்நாடு பல கொள்கைகளையும் கொண்டு காணப்படுகின்றது. இந்தியாவின் முன்னேற்றத்துக்கு புலம்பெயர்ந்தவர்களினால் கணிசமான பங்களிப்பு வழங்கப்பட்டுள்ளது (Mishra, 2016). எனவே உலகளவில் புலம்பெயர்ந்தவர்கள் தமது சொந்த நாட்டின் மீதான பற்று காரணமாக பல்வேறு செயற்பாடுகளைச் செய்து வருகின்றனர் என்பது குறிப்பிடத்தக்க விடயமாக உள்ளது.

இலங்கையில் சிங்கள மற்றும் தமிழ் இனத்தவர்களிடையிலான உள்நாட்டு யுத்தத்தின் நிமித்தம் பல்லாயிரக்கணக்கான வடக்கு மற்றும் கிழக்குப் பகுதியினைச் சேர்ந்த தமிழ் மக்கள் புலம்பெயர்ந்து உலகின் பல்வேறு பகுதிகளில் வாழ்ந்து வருகின்றனர். இவர்கள் தமது தமிழர் தாயகப் பகுதிகளுக்கு போர் நடைபெற்ற காலம் தொடக்கம் இன்று போர் முடிவுற்று பதினொரு ஆண்டுகள் கழிந்தும் தமது பங்களிப்புக்களை செய்து வருகின்றனர். இலங்கையில் போருக்குப் பின்னர் புலம்பெயர்ந்தோரினால் செய்யப்படும் செயற்பாடுகள் புதிய உயரங்களை எட்டியுள்ளதாக குறிப்பிடப்படுகின்றது (Pande, 2016). யாழ்ப்பாண மாவட்டத்தில் உள்ள பாஷையூர் கிழக்கு கிராமத்தில் புலம்பெயர்ந்தவர்கள் குறிப்பாக பிரான்ஸ், ஜேர்மனி, கனடா, அவுஸ்ரேலியா, ஐக்கிய இராச்சியம் ஆகிய நாடுகளில் வாழ்ந்து வருபவர்களினால் அக் கிராமத்துக்கு வைத்தியசாலை நடாத்துதல், சிறுவர் கல்வி, இரவு நேரப் பாடசாலை, பல்கலைக்கழக மாணவர்களுக்கான உதவிகள், சமய நிகழ்வுகள் மற்றும் கலாசார செயற்பாடுகளுக்கான உதவிகள், தொழில் சார் உதவிகளாக மீன்பிடிக்கருவிகள் கொள்வனவிற்கான உதவிகள் எனப் பல்வேறுபட்ட சமூக சேவைகள் மேற்கொள்ளப்படுகின்றது (ஐயதிலக மற்றும் பலர், 2016). எனவே இங்கு ஆய்வுக்குட்பட்டுள்ள குருநகரில் J/69 கிராம சேவகர் பிரிவிலும் புலம்பெயர்ந்தோரின் பங்களிப்புடன் தமது பிறப்பிட சமுதாயத்திற்கு கல்வி, தொழில் பயிற்சி அளித்தல், சமூக மையங்கள் அமைத்தல், ஆலயங்கள் புனரமைப்பு, விளையாட்டு போன்ற பல்வேறு சமூக சேவைகளை மேற்கொண்டு வருகின்றனர். எனவே இந்த ஆய்வானது புலம்பெயர்ந்தோரின் பங்களிப்புடன் மேற்கொள்ளப்பட்டு வரும் சமூக சேவைகள் தொடர்பில் ஆராய்வதில் கவனம் செலுத்தியுள்ளது.

### இலக்கிய மீளாய்வும் புதிய அறிவிற்கான பங்களிப்பும்

புலம்பெயர்ந்தோரினால் யாழ்ப்பாணம் பாஷையூர் கிழக்கு கிராமத்துக்கு ஏராளமான உதவிகள் செய்யப்பட்டு வருகின்றது. அந்தவகையில் கல்விசார் உதவிகளாக புலம்பெயர்ந்தோரினால் சிறுவர் கல்வி, இரவு நேரப் பாடசாலை, பல்கலைக்கழக மாணவர்களுக்கான உதவிகள் போன்றன வழங்கப்படுகின்றது. மேலும் தொழில் முயற்சிகளுக்கான உதவிகள், சமய மற்றும் கலாசார விடயங்களுக்கான உதவிகள் போன்ற பல சேவைகளுக்கான உதவிகள் புலம்பெயர்ந்தோரினால் வழங்கப்படுகின்றது (ஐயதிலக மற்றும் பலர் 2016). குருநகர் J/69 கிராம சேவகர் பிரிவிலும் புலம்பெயர்ந்தோரினால் கல்வி, தொழில், ஆன்மீக விடயங்களுக்கான உதவிகள் வழங்கப்படுகின்றது. எனவே இவ்விடயம் மேற்குறிப்பிட்ட இரு ஆய்வுகளிலும் புலம்பெயர்ந்தோரினால் மேற்கொள்ளப்படும் சமூக சேவைகளுடன் தொடர்புபட்டுள்ளதாக உள்ளது. எனவே இந்த விடயம் இரு ஆய்வுகளிலும் தொடர்புபட்டுள்ளது.

ஆய்வானது யாழ்ப்பாண தீபகற்பத்தில் புலம்பெயர்ந்தோர் நிதிப்பங்களிப்பில் பரிசாக கட்டப்பட்ட கோயில்கள் அதன் சமூக, பொருளாதார, கலாசார மாற்றங்கள் தொடர்பில் கவனம் செலுத்துகின்றது. யாழ்ப்பாண தீபகற்பத்தில் புலம்பெயர்ந்தோர் நிதியளித்துக் கட்டப்பட்ட கோயில் பரிசுகளின் தாக்கத்தை நன்கு புரிந்து கொள்ள முடிகின்றது (Hollenbach, Thurirajah & Subramaniam, 2020). குருநகர் J/69 கிராம சேவகர் பிரிவில் மேற்கொள்ளப்பட்டுள்ள ஆய்வானது புலம்பெயர்ந்தோர் பங்களிப்புடன் ஆலயபுனரமைப்பு பணிகள், திருவிழாக்கால உதவிகள் போன்றவை புலம்பெயர்ந்தோரின் உதவியில் மேற்கொள்ளப்படுகின்றது என்ற விடயத்தை வலியுறுத்தி நிற்பது புலம்பெயர்ந்தோர் பங்களிப்புடனான உதவிகளின் தாக்கமாகவே உள்ளது எனும் விடயம் மேற்குறிப்பிட்ட ஆய்வுடன் தொடர்புபட்டு அமைந்துள்ளது. மேலும் மேற்குறிப்பிடப்பட்டுள்ள ஆய்வில் புலம்பெயர்ந்தோர் பங்களிப்பில் கட்டப்பட்ட கோயில் பரிசுகளின் தாக்கத்தை மட்டும் ஆராய்கின்றது ஆனால் இங்கு மேற்கொள்ளப்படவுள்ள ஆய்வானது சமூக சேவைகளில் புலம்பெயர்ந்தோர் பங்களிப்புடனான ஏனைய விடயங்கள் தொடர்பிலும் கவனம் செலுத்தும் தன்மையானது மேற்குறிப்பிட்ட ஆய்வின் இடைவெளியினை பூர்த்தி செய்யும் வகையில் மேற்கொள்ளப்பட்டுள்ளது என்பதும் குறிப்பிடத்தக்க விடயமாகும்.

கென்யாவிலிருந்து புலம்பெயர்ந்தோர் டன்சானியா, உகண்டா, ஐக்கிய ராஜ்ஜியம், அமெரிக்கா, கனடா போன்ற நாடுகளில் வசித்து வருகின்றனர். கென்யாவின் சமூக, பொருளாதார வளர்ச்சிக்கு கென்ய புலம்பெயர்ந்தோர் குறிப்பிடத்தக்க பங்களிப்பினை செய்கின்றனர். சுவீடனில் உள்ள கென்யர்கள் பல ஆண்டுகளாக அந்தவகையில் தன்னார்வ வருகைகள், தனிப்பட்ட முதலீட்டு முயற்சிகள், பணம் அனுப்புதல், சமூக திட்டங்களுக்கு பங்களித்தல், அறிவு மற்றும் அனுபவ பகிர்வுகள் போன்றவற்றை மேற்கொள்கின்றனர் (Wasike, 2010). அந்தவகையில் குருநகர் J/69 கிராம சேவகர் பிரிவில் மேற்கொள்ளப்பட்டுள்ள ஆய்விலும் புலம்பெயர்ந்தோர் சமூக சேவைகளை மேற்கொள்ள பல அமைப்புகள் மற்றும் கழகங்களுக்கு பணம் அனுப்புதல் மூலமாக சமூக ரீதியிலான விடயங்களை மேற்கொள்ள உதவுகின்றனர் எனும் விடயம் மேற்குறிப்பிட்ட ஆய்வுடன் தொடர்புபட்டுள்ளது.

ஆய்வானது சமுதாய மேம்பாட்டுக்கு புலம்பெயர்ந்த சமூக தொழில் முனைவோரினால் மேற்கொள்ளப்படும் செயற்பாடுகள் தொடர்பில் குறிப்பிடப்பட்டள்ளது. இந்த ஆய்வின் நோக்கம் சமூக தொழில் முனைவோரின் பண்புகளை கண்டறிந்து நன்கொடை வழங்குபவர்களிடமிருந்து வேறுபடுத்துகின்றது. இந்தியாவின் பஞ்சாபிலிருந்து 19 ஆம் நூற்றாண்டில் வடஅமெரிக்காவுக்கு புலம்பெயர்ந்தவர்கள் தமது மூதாதையர் வாழ்ந்த இடங்களை அபிவிருத்தி செய்வதில் அவர்களின் தலையீடுகள் தொடர்ந்து காணப்படுவதாக குறிப்பிடப்பட்டுள்ளது புலம்பெயர்ந்தோர் தமது கிராம மேம்பாட்டுக்கு நிதி ஆதாரங்களை வழங்குவது மட்டுமல்ல புதிய யோசனைகள், நவீன அணுகுமுறைகள், தொழில்நுட்ப விடயங்களையும் வழங்குவதன் மூலம் கிராமப்புற சமூகங்களையும் அதன் அமைப்புக்களையும் நவீனமயமாக்க அவை பங்களிப்பதாகவும் குறிப்பிடப்பட்டுள்ளது (Dhesi, 2016). குருநகர் J/69 கிராம சேவகர் பிரிவில் மேற்கொள்ளப்பட்டுள்ள ஆய்விலும் புலம்பெயர்ந்தோர் சமுதாய மட்ட அமைப்புகளுக்கு தமது யோசனைகளை வழங்கி புதிய செயற்பாடுகளை ஊக்குவிக்கும் தன்மை காணப்படுகின்றது அத்துடன் நிதி ஆதாரங்களையும் வழங்குகின்றனர் எனும் விடயம் மேற்குறிப்பிட்ட ஆய்வுடன் தொடர்புபட்டுள்ளது.

### ஆய்வு முறையியல்

ஆய்வுக்காக குருநகர் J/69 கிராம சேவகர் பிரிவானது தெரிவு செய்யப்பட்டு கணியம்சார் மற்றும் பண்புசார் ஆய்வு நுட்பங்கள் இணைந்த கலப்புமுறை (Mixed method) ஆய்வு வடிவம் பயன்படுத்தப்பட்டுள்ளது. ஆய்வின் மாதிரி எடுப்பு முறை ஆனது J/69 கிராம சேவகர் பிரிவிலிருந்து புலம்பெயர்ந்தோர் உதவியினால் பயன்பெற்ற மக்களை அடிப்படையாகக் கொண்டு பணிப்பந்து மாதிரி எடுப்பு முறையில் ஆய்வுப் பகுதியில் நிரந்தரமாக வசித்து வரும் 100 பேர் மாதிரியாகத் தெரிவு செய்யப்பட்டுள்ளனர். ஆய்வில் J/69 கிராம சேவகர் பிரிவினை பிறப்பிடமாகக் கொண்டுள்ளவர்கள் உள்வாங்கப்பட்டுள்ளனர். இங்கு முதலாம் நிலைத் தரவுகள் ஆக நேரடி அவதானம், நேர்காணலை அடிப்படையாகக் கொண்ட வினாக்கொத்து, பிரதான தகவல் தருனருடனான நேர்காணல், குவிமையக் குழுக் கலந்துரையாடல், விடய ஆய்வுகள் போன்றவையும் இரண்டாம் நிலைத்தரவுகளாக ஆய்வுக் கட்டுரைகள், சஞ்சிகைகள், இணையத்தளம் மூலமான தரவுகள், யாழ்ப்பாண பிரதேச செயலக தரவுகள், ஆய்வுத் தலைப்புடன் தொடர்புடைய தகவல்களைக் கொண்ட நூல்கள், இணையத்தளம் மூலமான தகவல்கள் போன்றவை மூலம் தரவு சேகரிக்கப்பட்டு ஆய்வானது மேற்கொள்ளப்பட்டுள்ளது. ஆய்வின் போது பெற்றுக் கொள்ளப்பட்டுள்ள தரவுகள் மற்றும் தகவல்கள் பகுப்பாய்விற்கு உட்படுத்தப்பட்டுள்ளன. பண்புசார் தரவுகள் கருப்பொருள் ரீதியான பகுப்பாய்வு முறைக்கும் அளவு ரீதியிலான தரவுகள் விவரண புள்ளிவிபர ரீதியான முறையில் சமூக விஞ்ஞானங்களுக்கான புள்ளிவிபரவியல் மென்பொதியை SPSS பயன்படுத்தியும் பகுப்பாய்வு மேற்கொள்ளப்பட்டுள்ளது. ஆய்வு ஒழுக்கவியல் ஆய்வின் அனைத்துக் கட்டங்களிலும் பின்பற்றப்பட்டுள்ளது.

## பெறுபேறுகளும் ஆராய்தலும்

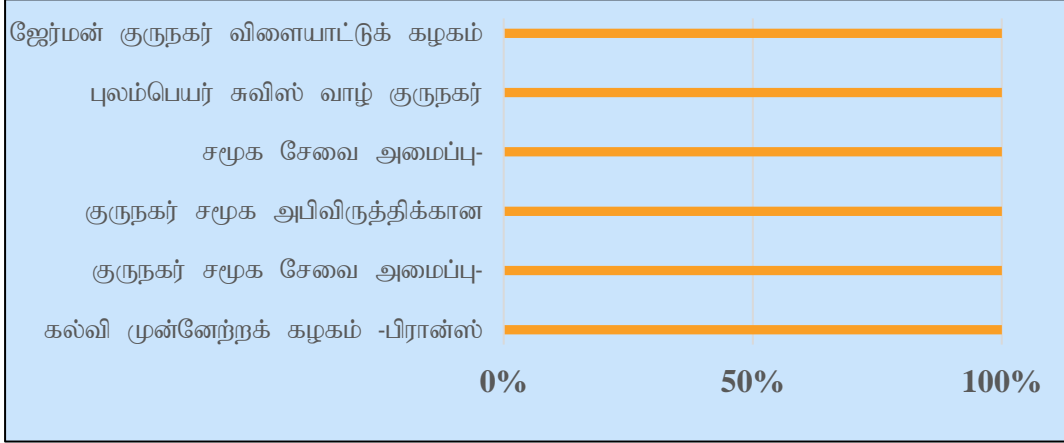
## அட்டவணை 1: சமூக மற்றும் குடித்தொகைக் காரணிகள்

| சமூக மற்றும் குடித்தொகைக் காரணிகள் | எண்ணிக்கை    | வீதம்% |       |
|------------------------------------|--------------|--------|-------|
| வயது (வருடங்களில்)                 |              |        |       |
| 18-28                              | 19           | 19.0   |       |
| 29-38                              | 20           | 20.0   |       |
| 39-48                              | 28           | 28.0   |       |
| 49-58                              | 11           | 11.0   |       |
| 59-68                              | 13           | 13.0   |       |
| 69-78                              | 8            | 8.0    |       |
| 79-88                              | 1            | 1.0    |       |
| மொத்தம்                            | 100          | 100.0  |       |
| பால்நிலை                           |              |        |       |
| ஆண்                                | 70           | 70.0   |       |
| பெண்                               | 30           | 30.0   |       |
| மொத்தம்                            | 100          | 100.00 |       |
| சமயம்                              | கத்தோலிக்கம் | 100    | 100.0 |
| மொத்தம்                            | 100          | 100.0  |       |
| கல்விநிலை                          |              |        |       |
| தரம் 1 -5 வரை                      | 21           | 21     |       |
| தரம் 6 -11வரை                      | 63           | 63.0   |       |
| க.பொ.த உயர்தரம்                    | 15           | 15.0   |       |
| பல்கலைக்கழகம்                      | 1            | 1.0    |       |
| மொத்தம்                            | 100          | 100.0  |       |
| தொழில்                             |              |        |       |
| மீன்பிடி                           | 67           | 67.0   |       |
| வியாபாரம்                          | 3            | 3.0    |       |
| அரசு பணி                           | 1            | 1.0    |       |
| தனியார் துறை                       | 1            | 1.0    |       |
| தொழில் புரியவில்லை                 | 28           | 28.0   |       |
| மொத்தம்                            | 100          | 100.0  |       |

(மூலம் : களஆய்வு, வினாக்கொத்து 2021)

சமூக சேவைகளை வழங்குவதில் புலம்பெயர்ந்தோரின் பங்களிப்பு எனும் ஆய்வில் ஆய்வுக்குட்படுத்தப்பட்டவர்களின் சமூக மற்றும் குடித்தொகைக் காரணிகள் அட்டவணை 1 இல் காட்டப்பட்டுள்ளது. ஆய்வுக்குட்படுத்தப்பட்டவர்களில் 28% ஆணர் 39-48 வயதுப்பிரிவினர். ஆண்கள் 70.0% ஆக உள்ளனர். 100% ஆணர்களும் உரோமன் கத்தோலிக்க சமயத்தை பின்பற்றுபவர்களாக உள்ளனர். ஆரம்பக் கல்வியினை 21% ஆணர்களும் இடைநிலைக் கல்வியினை 63.0% ஆணர்களும் க.பொ.த உயர் தரத்தினை 15% ஆணர்களும் பல்கலைக்கழக கல்வியினை 1% ஆணர்களும் பூர்த்தி செய்துள்ளனர். உள்ளனர். பெரும்பாலானோர் ஆதாவது 67% ஆணர்கள் மீன்பிடியினை தமது தொழிலாகக் கொண்டு காணப்படுகின்றனர்.

#### வரைபு 1 : புலம்பெயர்ந்தோர் பங்களிப்புடன் இயங்கும் கழகங்கள்



(மூலம் : களஆய்வு, வினாக்கொத்து, 2021)

வரைபு 1 இன் ஊடாக புலம்பெயர்ந்தோர் பங்களிப்புடன் பல்வேறு கழகங்கள் இயங்குகின்றன என்பதை விளங்கிக் கொள்ள முடிகின்றது. கல்வி முன்னேற்றக் கழகம் - பிரான்ஸ், குருநகர் சமூக சேவை அமைப்பு - ஜேர்மன், குருநகர் சமூக அபிவிருத்திக்கான இணையம் பேர்கள் - ஒஸ்லோ, சமூக சேவை அமைப்பு - கனடா, அமெரிக்கா, புலம்பெயர் சவிஸ் வாழ் குருநகர் மக்கள் ஒன்றியம், ஜேர்மன் குருநகர் விளையாட்டுக் கழகம் போன்றவை இயங்குகின்றன என ஒவ்வொரு கழகங்கள் பற்றியும் 100% ஆணரும் அவை இயங்குகின்றன எனக் குறிப்பிட்டுள்ளமையை வரைபு வெளிப்படுத்தியுள்ளது. எனவே இந்த கணியம்சார் தரவுகளுக்கு வலுச்சேர்க்கும் வகையில் பண்புசார் தரவுகளும் அமைந்துள்ளன. “கிராமத்தில் புலம்பெயர்ந்தோரின் பங்களிப்புடன் இங்கு கழகங்கள் பல ஆண்டுகளாக இயங்கி வருவதற்கும் குறிப்பிட்டுள்ளனர். அந்தவகையில் கல்வி முன்னேற்றக் கழகம் - பிரான்ஸ், குருநகர் சமூக சேவை அமைப்பு - ஜேர்மன், குருநகர் சமூக அபிவிருத்திக்கான இணையம் பேர்கள் - ஒஸ்லோ, சமூக சேவை அமைப்பு - கனடா, அமெரிக்கா, புலம்பெயர் சவிஸ் வாழ் குருநகர் மக்கள் ஒன்றியம், ஜேர்மன் குருநகர் விளையாட்டுக் கழகம் போன்ற கழகங்கள் செயற்பட்டு வருவதாகக் குறிப்பிட்டுள்ளனர். குருநகர் சமூக சேவை அமைப்பு இங்கு 1994 தொடங்கப்பட்டது எனவும் கனடா - அமெரிக்கா சமூக சேவை அமைப்பானது கனடாவில் 1996 தொடங்கப்பட்டாலும் 2002 இங்கு ஆரம்பிக்கப்பட்டதாகவும் தெரிவித்தனர்..”(குவிமையக் குழுக் கலந்துரையாடல்).

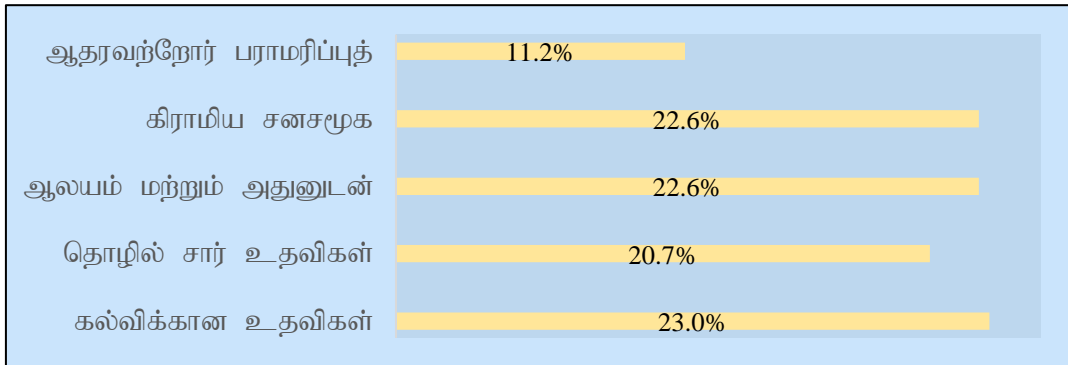
“புலம்பெயர் நாடுகளின் பெயர்களைக் கொண்ட அமைப்புக்கள் பல காணப்படுகின்றது. அதாவது கல்வி முன்னேற்றக் கழகம் பிரான்ஸ், குருநகர் சமூக அபிவிருத்திக்கான இணையம் பேர்கள் - ஒஸ்லோ, கனடா - அமெரிக்கா சமூக சேவை அமைப்பு, புலம்பெயர் சவிஸ் வாழ் குருநகர் மக்கள் ஒன்றியம், ஜேர்மன் குருநகர் விளையாட்டுக்

கழகம் போன்றவை காணப்படுகின்றது...” (பிரதான தகவல் தருனருடனான நேர்காணல் 01)

“இஞ்ச எங்கட இடத்தில் இருந்து போன நிறைய பேர் வெளிநாட்டில் எங்கட ஊரின் பெயர்ல கழகங்களை தொடங்கி அங்க உள்ள எங்கட ஆட்களுட காசுகளைச் சேர்த்து இங்க உள்ள எங்கட சனத்துக்கு நிறைய உதவிகள் செய்து வறாங்கள்...” (விடய ஆய்வு 03).

எனவே மேற்குறிப்பிட்ட பண்புசார் தரவுசேகரிப்பு மூலங்களான குவிமையக் குழுக் கலந்துரையாடல், பிரதான தகவல் தருனருடனான நேர்காணல் 01, விடய ஆய்வு 03 போன்றவற்றில் புலம்பெயர்ந்தோர் பங்களிப்பில் இயங்கும் கழகங்கள் அமைப்புக்கள் தொடர்பான விடயங்களைக் விளக்கி நிற்பதோடு குவிமையக் குழுக் கலந்துரையாடலில் அக் கழகங்கள் சில தோற்றம் பெற்ற ஆண்டுகள் பற்றிய விபரத்தையும் குறிப்பிடுகின்றது ஆனால் பிரதான தகவல் தருனருடனான நேர்காணல் 01, விடய ஆய்வு 03 போன்றவை ஆண்டு விபரம் தொடர்பில் குறிப்பிடவில்லை என்பதும் இவற்றுக்கிடையிலான வேறுபடும் அம்சமாக உள்ளது. அத்துடன் விடய ஆய்வு 03 இல் இயங்கும் கழகங்கள் அல்லது அமைப்புக்களின் பெயர்களைக் குறிப்பிட்டுக் கூறப்படாத நிலை காணப்படுகின்றன. அத்துடன் வரைபு 01 காட்டி நிற்கும் கணியம்சார் தரவுகளை நிரூபிக்கும் வகையில் பண்புசார் தரவுகளும் அமைந்துள்ளன. சில புலம்பெயர் நாடுகளில் உள்ள இரு நாட்டினர் இணைந்தும் கழகங்கள் ஆரம்பித்து செயல்படுத்தி வருகின்றனர். அதாவது சமூக சேவை அமைப்பு கனடா, அமெரிக்கா இரு நாடுகளிலும் உள்ள புலம்பெயர் உறவுகள் தமது ஊரின் நலனுக்காக இணைந்து பல சமூக சேவைச் செயற்பாடுகளில் ஈடுபடுகின்றனர் என்பதும் குறிப்பிடத்தக்க விடயமாகும். புலம்பெயர்ந்தோர் தமது சொந்த ஊரின் நலனுக்கான செயற்பாடுகளை மேற்கொள்ளவே இவ்வாறான கழகங்களை உருவாக்கி பல செயற்பாடுகளை அவற்றின் மூலம் செய்கின்றனர்.

**வரைபு 02: புலம்பெயர்ந்தோர் பங்களிப்புடன் இடம்பெற்று வரும் சமூக சேவைகள்**



(மூலம் : களஆய்வு, வினாக்கொத்து, 2021)

புலம்பெயர்ந்தோரின் பங்களிப்புடன் ஆய்குட்படும் கிராம சேவகர் பிரிவினில் இடம்பெற்று வரும் சமூக சேவைகள் தொடர்பில் வரைபு 02 இன் ஊடாக அறிந்து கொள்ள முடிகின்றது. அந்தவகையில் கல்விக்கான உதவிகள், தொழிலுக்கான உதவிகள் ஆலயங்கள் மற்றும் அதனுடன் இணைந்த பொது விடயங்களுக்கான உதவிகள், கிராம சனசமூக நிலையங்களுக்கான உதவிகள், ஆதரவற்றோர் பராமரிப்புத் தொடர்பான உதவிகள் போன்றன வழங்கப்படுகின்றது. அதிகமானவர்கள் அதாவது 23.0% ஆனவர்கள் கல்விக்கான உதவிகள் வழங்கப்படுகின்றது எனவும் குறைந்தளவிலானோர் அதாவது 11.2% ஆதரவற்றவர்களுக்கான உதவிகள் வழங்கப்படுவதாகவும் குறிப்பிட்டுள்ளனர். எனவே இங்கு பல்வகைப்பட்ட செயற்பாடுகள் மேற்கொள்ளப்பட்டு வருகின்றது என்பதுடன் இந்த கணியம்சார் தரவுகளுக்கு வலுச்சேர்க்கும் வகையில் பண்புசார் தரவுகளும் அமைந்துள்ளது,



“எங்கட ஊரின் பெயர்ல கழகங்களை தொடங்கி அங்க உள்ள எங்கட ஆட்களுட காசுகளைச் சேர்த்து இங்க உள்ள எங்கட சனத்துக்கு நிறைய உதவிகள் செய்து வறாங்கள். இங்க ஜேர்மன் கழகத்தால இலவசமாக எங்கட ஊர்ப் பிள்ளையளுக்கு ரீயூசன் பின்ரேத்தில இருந்து இரவு எட்டு மணி வரை நடக்கிறது...”(விடய ஆய்வு 03).

“எமது கழகத்தின் பெயர் புலம்பெயர் சவிஸ் வாழ் குருநகர் மக்கள் ஒன்றியம் ஆகும். இது 2001 இல் ஆரம்பிக்கப்பட்டது. இக் கழகம் எமது ஊரைச் சேர்ந்தவர்களால் சவிஸிலும் இயங்கி வருகின்றது. அவர்களின் நிதி உதவிகள் மூலம் இங்கு பல செயற்பாடுகள் செய்யப்படுகின்றது. அதாவது விதவைகளுக்கு 5000 நிர்ந்தர வைப்பிலிடப்பட்டு குறிப்பிட்ட காலத்தின் பின் அவர்கள் அவர்கள் மீண்டும் வட்டியுடன் எடுக்க நடவடிக்கைகள் மேற்கொள்ளப்பட்டது. A/L படிக்கும் வறிய மாணவர்களுக்கான ரீயூசனுக்காக பணம் செலுத்தப்பட்டது. வறுமைக்கோட்டிற்குட்பட்டவர்களின் வீட்டில் மரணச் சடங்குகள் ஏதேனும் நிகழ்ந்தால் அவர்களுக்கு 5000 இப்போதும் வழங்கி வருகின்றோம். 70 மேற்பட்ட அங்கவீனர்களுக்கு ஒவ்வொரு வருடமும் வங்கியில் 6000 வைப்பிலிடப்பட்டு வருகின்றது....”(பிரதான தகவல் தருனருடனான நேர்காணல் 02).

“எங்கட ஊரில வெளிநாட்டுக்கார உதவியால இங்கு ஊருக்குள்ள உள்ள பள்ளிக் கூடங்களை முன்னேற்ற பண உதவியள் செய்றவங்க அதுமட்டுமல்ல சனசமூக நிலையங்களுக்கான உதவிகள் தினமும் சனசமூக நிலையங்களில் ஒன்றுக்கு மேற்பட்ட பத்திரிகைகள் போட பணம் அனுப்புறவங்கள், கோயிலுக்கு உதவுறவங்க.....” (விடய ஆய்வு 02).

எனவே மேற்குறிப்பிட்ட பண்புசார் தரவு சேகரிப்பு மூலங்கள் வழியான தரவுகள் ஊடாக நோக்கும் போது புலம்பெயர்ந்தோரினால் மேற்கொள்ளப்படும் செயற்பாடுகள் தொடர்பில் வரைபு 2 காட்டும் செயற்பாடுகள் அனைத்தையும் வெளிப்படுத்தி நிற்பதனால் கணியம்சார் தரவுகளை வலுப்படுத்தும் வகையில் பண்புசார் தரவுகளும் அமைந்துள்ளன. அத்துடன் ஜேர்மன் அமைப்பு கல்விசார் நடவடிக்கைகளை அதிகம் மேற்கொள்கின்றது என்பதனை விடயஆய்வு 03 குறிப்பிட்டுள்ளது. அத்துடன் புலம்பெயர் சவிஸ் வாழ் குருநகர் மக்கள் ஒன்றியம் கல்விசார் செயற்பாடுகளுடன் ஆதரவற்றோருக்கான உதவிகள் போன்றவற்றிலும் கவனம் செலுத்துகின்றது என பிரதான தகவல் தருனருடனான நேர்காணல் 02 ஊடாகவும் அத்துடன் விடய ஆய்வு 02 மூலம் பாடசாலைகள் மற்றும் சனசமூக நிலையங்களுக்கான உதவிகளும் வழங்கப்படுகின்றன. எனவே மேற்குறிப்பிட்ட பண்புசார் தரவுகள் இடையில் கல்விசார் செயற்பாடுகளை புலம்பெயர்ந்தோர் மேற்கொள்கின்றனர் எனும் விடயத்தில் ஒன்றுபட்ட கருத்து வெளிப்படுகின்றது என்பதுடன் வரைபு 2 மூலம் குறிப்பிடப்பட்டுள்ள கணியம்சார் தரவுகளை வலுப்படுத்தும் வகையில் பண்புசார் தரவுகளும் அமைந்துள்ளன.

### முடிவுரை

ஆய்வுக்குட்பட்ட பகுதியில் புலம்பெயர்ந்தோர் பங்களிப்புடன் கழகங்கள் இயங்கி வருகின்றது. இக் கழகங்களின் செயற்பாடுகள் பல ஆண்டுகளாக முன்னெடுக்கப்பட்டு வருவதுடன் சமூக சேவைகளை முன்னெடுப்பதிலும் முக்கிய பங்கு வகிக்கின்றன. கழகங்கள் ஊடாக புலம்பெயர்ந்தோரின் பங்களிப்புடன் மேற்கொள்ளப்பட்டு வரும் சமூக சேவைகளாக கல்விக்கான உதவிகள், தொழிலுக்கான உதவிகள் ஆலயங்கள் மற்றும் அதனுடன் இணைந்த பொது விடயங்களுக்கான உதவிகள், கிராம சனசமூக நிலையங்களுக்கான உதவிகள், ஆதரவற்றோர் பராமரிப்புத் தொடர்பான உதவிகள் போன்றன மேற்கொள்ளப்பட்டு வருகின்றது. இவ்வாறு புலம்பெயர்ந்தோரினால் மேற்கொள்ளப்படும் சமூக சேவைகள் மூலம் அப்பகுதி மக்களுக்கு நன்மை அதிகம் கிடைக்கப் பெற்றுள்ளது எதிர்காலத்தில் அவற்றினை எவ்வாறு மேம்படுத்தலாம் என்பதற்கு மக்களின் எதிர்பார்ப்புக்கள் நீண்டகாலத்திற்கு பயன்பெறக் கூடிய செயற்பாடுகளையே தமது சமுதாயத்திற்கு புலம்பெயர்ந்தோர் உதவிகள் மூலம் எதிர்பார்க்கின்றனர் என்ற முடிவினை தெளிவுற வலியுறுத்துகின்றது. புலம்பெயர்ந்தோரின் சமூக சேவைகள் வழியான செயற்பாடுகள் மூலம் அவர்களின் நாடுகடந்த

வலையமைப்புக்கள் பேணப்படுவதுடன் புலம்பெயர்ந்தோர் தொடர்பிலான அடையாள உருவாக்கங்களையும் அவர்களின் சொந்த இடங்களில் ஏற்படுத்துகின்றது.

### உசாத்துணை

Dhasi, S. (2016). Diaspora social entrepreneurs and community development. International Journal Of Social Economics. Retrieved From <https://www.resarcgate.net/publication/2274429404>

Hollenbach, P., Thurairajah, T., Subramaniam, J. (2020). *Gift Of a temple: Socio-economic and cultural changes around diasporic engagement in Jaffna Peninsula, Sri Lanka*. Retrieved From <https://doi.org/10.1080/09584935.2020.1819960>

Mishra, A. (2016). *Diasporas Development and the Indian State, The Commonwealth journal of Affairs*. Retrieved From <https://dx.doi.org/10.1080/00358533.2016.1246859>

Pande, A. (2016). *Role of diasporas in home land Conflict, Conflict resolution and post-war reconstruction the case of Tamil diaspora and Sri lanka*. Retrieved From <https://dx.doi.org/10.1080/19438192.2016.1236458>

Wasike, R. (2018). The Role The Kenyan Diaspora in Sweden in Kenya's Economic Development.

குகபாலன், கா. (2019). *இலங்கைத் தமிழர் புலம்பெயர்வு கனடாவில் அவர்கள் வாழ்வியல்*. குரு பிறிண்டேர்ஸ்.

ஜயதிலக்க, த., அமிர்தலிங்கம், கோ., குணசேகர,ஷி., குருசாந்,ந. (2016). *ஆயுத முரண்பாடு, யுத்தத்திற்கு பின்னரான மீட்சி: இலங்கையின் யாழ்ப்பாண மாவட்டத்தில் உள்ள பாஷையூர் கிழக்கு கிராமத்தினைப் பற்றிய சமூகவிபர ஆய்வு, இனத்துவக் கற்கைகளுக்கான சர்வதேச நிலையம்*.

# 6

කොවිඩ් වසංගත තත්ත්වය හමුවේ පාසැල් ළමුන්ට හා ස්වයං  
රැකියාවන් හි නියුතු වුවන්ගේ පවුල් ඒකකවලට සිදු කර ඇති බලපෑම  
හා ඒ සඳහා සමාජ වැඩ මැදිහත්වීම පිළිබඳ ව සමාලෝචනයක් සිදු  
කිරීම.

**Rohitha Dhananjaya**

*School of social work ,National Institute of Social Development  
Liyangemulla, Seeduwa, Srilanka.  
Tel :+94112882506/07, Email :Info@nisd.ac.lk*

## හැඳින්වීම

චීනයෙන් ආරම්භ වූ කොරෝනා වෛරසය මුළු මහත් ලෝකවාසීන් භීතියට පත් කරමින් ලොව පුරා සිසුයෙන් ව්‍යාප්ත වන්නට විය. ශ්‍රී ලංකාව ද මෙම වසංගතයෙන් පීඩාවට පත්ව සිටින අතර මේ වන විට ලක්ෂ 05කට අධික ජනතාවක් මෙම මරාන්තික කොවිඩ් උවදුරට ගොදුරු විය. 14000 කට ආසන්න සංඛ්‍යාවක් ජීවිතක්ෂයට පත් විය. මෙම වෛරසය පුද්ගලයාගෙන් පුද්ගලයාට ඉතා සිසුයෙන් සම්ප්‍රේණය වන බැවින් සහ ගෝලීය වශයෙන් සිදු කර ඇති බරපතල අවදානම් තත්ත්වය හමුවේ ලෝක සෞඛ්‍ය සංවිධානය කොවිඩ් වෛරසය ගෝලීය වසංගත තත්ත්වයක් ලෙස නම් කරනු ලැබීය. ලොව පුරා ඉතා සිසුයෙන් පැතිරී ගිය මෙම වසංගතය ශ්‍රී ලංකාවේ මිනිස් සමාජය වෙත සම්ප්‍රේෂණය වීමට ගත වූයේ ඉතා කෙටි කාලයකි. ශ්‍රී ලංකාවේ කොරෝනා වෛරසය ව්‍යාප්ත වීම ආරම්භයේ දී රජය විසින් රට තුළ ඇදිරි නීතිය පනවා ජනතාව නිවෙස් තුළට සීමා කිරීමට ගත් පියවර යම් මට්ටමකින් සාර්ථක විය. මෙයට අමතරව රෝග මර්ධනය කිරීම අරමුණ පෙරදැරිව කොවිඩ් මර්ධන කාර්ය සාධක බලකායක් ස්ථාපිත කර අවශ්‍ය කටයුතු සිදු කිරීමට පියවර ගන්නා ලදී. මේ අනුව වීසා නිකුත් කිරීම තාවකාලිකව නතර කිරීම, ගුවන් ගමන් සේවා තාවකාලිකව අත්හිටුවීම, පොදු ස්ථාන සහ මහජන ප්‍රවාහන සේවා විෂබීජහරණය කිරීම සහ අඩු ආදායම්ලාභී මෙන්ම දෛනිකව වැටුප් ලබන ජනතාව සඳහා සහන පැකේජයක් හඳුන්වා දීම වැනි කරුණු ක්‍රියාත්මක කිරීමට කටයුතු කළ අතර මෙම වසංගතයෙන් ආරක්ෂාවීමට නිරන්තරයෙන් සෞඛ්‍ය උපදෙස් පිළිපදිමින් කටයුතු කළ යුතු බව සෞඛ්‍ය ආමාත්‍යාංශය ප්‍රමුඛ සෞඛ්‍ය බලධාරීන් ජනතාව දැනුවත් කරන ලදී. ඒ අනුව සමාජ දුරස්ථභාවය, දැන් සේදීම, මුව ආවරණ පැළඳීම වැනි සෞඛ්‍යාරක්ෂිත ක්‍රමවේදයන් අනුගමනය කිරීමට ජනතාව උනන්දු කරන ලදී. නමුත් ජනතාව මේ සම්බන්ධයෙන් දැක්වූ නිදාශීලී ප්‍රතිපත්තිය හමුවේ සහ දැඩිව තම සෞඛ්‍ය උපදෙස් අනුගමනය නොකිරීම හේතුවෙන් කොරෝනා වෛරසය ශ්‍රී ලංකාව තුළ දිගින් දිගටම පැතිර යාමට හේතු විය. මේ අනුව සංවරණ සීමා පැනවීම සහ ඇතැම් ප්‍රදේශ ලොක්ඩවුන් කිරීමට පවා රජයට සිදු විය. මෙමඟින් සමාජයේ බොහෝ පිරිසක් තම සෞඛ්‍යාරක්ෂාව සඳහා අවධානය යොමු කළ අතර ඇතැම් පිරිස් ඒ සම්බන්ධයෙන් කිසිදු උනන්දුවක් නොදැක්වීම කණගාටුවට කරුණකි.

කොවිඩ් වසංගත තත්වය හමුවේ ගම්පහ ප්‍රදේශයේ පාසැල් ළමුන්ට හා ස්වයං රැකියාවන් හි නියුතු වුවන්ගේ පවුල් ඒකකවලට සිදු කර ඇති බලපෑම පිළිබඳව විමර්ශනයක් සිදු කිරීමට මෙමගින් බලාපොරොත්තු වන අතර මොවුන්ගේ ගැටළු විසඳීම සඳහා සමාජ වැඩ ප්‍රවේශයන් භාවිතා කළ යුතු ආකාරය පිළිබඳව යම් විමර්ශනයක් සිදු කරමි. කෙසේ වෙතත් කොවිඩ් වසංගත තත්වය හමුවේ සමාජ විද්‍යාවේ සහ සමාජ වැඩ භූමිකාවේ විවිධ පැතිකඩයන් ඔස්සේ න්‍යාතමක සහ ගුණාත්මක දත්ත රැස් කිරීමක් සිදු කර ඇත.

**පාසැල් ළමුන්ට හා ස්වයං රැකියාවන් හි නියුතු වුවන්ගේ පවුල් ඒකකවලට සිදු කර ඇති බලපෑම**

කොරෝනා වසංගතය පාසැල් අධ්‍යාපනය සඳහා ප්‍රබල තර්ජනයක් ඇති කළේය. ලොව පුරා බිලියන 2000කට ආසන්න දරුවන්ගේ සහ තරුණයන්ගේ අධ්‍යාපනය කෙරෙහි මෙමගින් බලපෑම් එල්ල විය. යුනෙස්කෝ සංවිධානයේ නිරීක්ෂණයට අනුව ලොව පුරා රටවල් 189 ක පාසැල් තාවකාලිකව වසා දැමීමට සිදු වී ඇත. එය ලෝක ශිෂ්‍ය ජනගහනයෙන් 98% ක් බව පෙන්වා දී තිබේ. පාසැල් වසා දැමීම මගින් සිසුන්ට සහ ගුරුවරුන්ට මෙන්ම ඔවුන්ගේ පවුල්වලට පමණක් නොව ආර්ථික හා සමාජීය ප්‍රතිවිපාක පුළුල් ලෙස ඇති කරනු ලැබීමට හේතුවක් වී ඇත. කොවිඩ් වසංගතය හමුවේ කුඩා සහ මධ්‍ය පරිමාණ ව්‍යාපාරවලට මෙන්ම සුළු කර්මාන්තවලට ඉතාමත් දරුණු ලෙස බලපෑම් එල්ල වී ඇත. ස්වයං රැකියාවල නියුතු වුවන් සියළුදෙනාගේ සිය ජීවනෝපාය අහිමිවී ඇත. ලාංකීය සමාජය දෙස නිරීක්ෂණය කිරීමේ දී බොහෝ ස්වයං රැකියාවන් හි නියුක්තවුවන් තම ආදායම සපයා ගන්නේ විවෘත ආදායම් මාර්ගවලට යොමු වීමෙනි. උත්සව ආශ්‍රයෙන් තම ආදායම ලබා ගන්නා මොවුන් සිංහල අවුරුදු සමය, වෙසක් සහ දිපවාලි කාල පරිච්ඡේදය මෙන්ම තත්කල් සමයේ තම වෙළඳාම් සිදු කරනු ලබයි. ජනවාරි සිට මාර්තු දක්වා වූ කාලය තරමක අඩු ආදායමක් මොවුන් ලබයි.

වර්තමානය වන විට කොරෝනා වෛරසය මිනිස් ජීවිතවල නව පිටුවක් පෙරලෙමින් සිටියි. තාක්ෂණය වඩාත් ඉදිරිගාමී ලෙස ලාංකීය සමාජය තුළ තිරණාත්මක සාධකයක් බවට පත් වී තිබේ. ලෝකය පුරා මෙම වෛරසය පැතිරීමක් සමඟ මිනිසා භෞතිකව දුරස්ථ වෙමින් තාක්ෂණය පෙරටත් වඩා මිනිස් ජීවිතවලට සමීප වී තිබේ. කොරෝනා ව්‍යසනය සමඟ අධ්‍යාපනයට ද කිසියම් ආකාරයක ඉදිරි පියවරක් තබන්නට සිදු විය. ඒ මාර්ගගත අධ්‍යාපන ක්‍රමවේදයයි. ළමා පරපුර රටක ජීවනාලිය වේ. ගෝලීය කොරෝනා වසංගතය සමඟ පෙර පාසැල් අධ්‍යාපනයේ සිට විශ්වවිද්‍යාල අධ්‍යාපනය දක්වා වූ සිසු පරපුරට එල්ල වී ඇති අහියෝග බොහෝමයක් වේ. මේ වන විට ඇතැම් සිසුන් අන්තර්ජාල අධ්‍යාපනයට පිවිස සිටියත් සෑම සිසුවෙක්ම මෙම පහසුකම එක ලෙස භාවිතා නොකරයි. ගම්පහ ප්‍රදේශයේ ජීවත්වන පාසැල් සිසුන් ද මෙම අහියෝගයට මුහුණ දී සිටියි. ඒ සඳහා ඔවුන්ගේ ආර්ථික සහ සමාජ මට්ටම බලපානු ලබයි. පාසැල් දරුවන්ට ඒ සඳහා අවශ්‍ය අධ්‍යාපනික සහ තාක්ෂණික පසුබිම මෙන්ම පෙළ පොත් ලබා ගැනීමේ ගැටළුව ද පවතියි. නිවසේ සිට අන්තර්ජාලයට සම්බන්ධ වීමට හැකියාව ඇත්තේ සීමිත පිරිසකට පමණි. සමහර විට ඒ සඳහා අවැසි තාක්ෂණික මෙවලම් නොතිබීම ප්‍රධාන ගැටළුවක් වේ. අන්තර්ජාල මාර්ගගත අධ්‍යාපන

ක්‍රමවේදය මගින් ආදාල දේශන සටහන් සහ පැවැරම් අභ්‍යාස ගුරු භවතුන් දරුවන් වෙත යොමු කරන අතර ඒවා මූලික පිටපත් වශයෙන් ලබා ගැනීමට ද දරුවන්ට සිදු වී තිබේ.

නාගරික සමාජයේ ජීවත්වන පවුල් ඒකකයන් යම් ආකාරයකින් මෙම ගැටළුව සඳහා මුහුණ දී සිටියත් ග්‍රාමීය වශයෙන් ජීවත් වන පවුල් ඒකකයන් තුළ පවතින ආර්ථික ගැටළු හමුවේ තම දරුවන්ට අවැසි අධ්‍යාපන පසුබිම ලබා දීමට නොහැකි වී දෙමව්පියන් අසරණව සිටිනු දැක ගත හැකි වේ. සමාන්‍ය පෙළ සහ උසස් පෙළ හදාරන දරුවන් විශාල සංඛ්‍යාවක් සිටින ගම්පහ ප්‍රදේශයේ කොවිඩ් වසංගතය නිසා පැන නැගී ඇති ආර්ථික දුෂ්කරතා හමුවේ වැඩිමහල් පාසැල් දරුවන් පාසැල හැර යමින් පවතියි. ඇතැමෙක් ඔවුන්ගේ බාල සහෝදර සහෝදරියන්ගේ අධ්‍යාපනයට සහාය දැක්වීමට පටන් ගෙන තිබේ. තවත් අයෙක් තම දෙමාපියන්ගේ ජීවන වෘත්තීය නගා සිටුවීමට සහයෝගය දක්වමින් සිටියි. ඉන් සමහරක් දු දරුවන් සමාජ විරෝධී ක්‍රියා සඳහා ද යොමු වී තිබේ. දරුවන්ගේ අධ්‍යාපන අයිතිය මෙපරිද්දෙන් කොරෝනා පැහැර ගනිමින් සිටිනු ලබයි. මේ හේතුවෙන් ඉදිරියේ දී ළමා ශ්‍රමිකයන් සංඛ්‍යාව ඉහළ යාමක් සිදු විය හැකි අතර බොහොමයක් සමාජ සංස්කෘතික ගැටළු මෙමගින් නිර්මාණය විය හැකි වේ. සීමිත ආදායමක් ඇති පවුල්වලට මේ මොහොතේ ඩේටා කාඩ්වලට පවා ගෙවනු ලබන ගාස්තුව දැරිය නොහැකි තරම් වූ බරකි.

ගම්පහ ප්‍රදේශය අධ්‍යාපන කේන්ද්‍රස්ථානයක් වේ. එබැවින් උපකාරක පන්ති සමූහයක් ගම්පහ වටා බිහිවී තිබේ. පාසැල් අධ්‍යාපනයට අමතරව දරුවන් තම දැනුම වර්ධනය කර ගැනීමට සහ විභාග ඉලක්ක කර ගනිමින් උපකාරක පන්ති සඳහා සහභාගි වේ. මෙම උපකාරක පන්ති එලෙසින්ම අන්තර්ජාල පහසුකම් භාවිතයෙන් සිදු කිරීමට එම ගුරුවරුන් උත්සහ කර තිබේ. නමුත් දරුවන්ට මෙමගින් ආර්ථික සහනයක් ලබා දීමට උපකාරක පන්ති ගුරුවරුන් ඉදිරිපත් වී නොමැත. අධ්‍යාපනය ලබා දීම වෙනුවෙන් මුදලක් තීරණය කර ඇති මෙවන් වකවානුවක එවැනි සේවාවක් බලාපොරොත්තු විය නොහැකි වේ. කෙසේ නමුත් දරුවන් වෙනුවෙන් උපකාරක පන්ති පවත්වන ගුරුවරුන් තම උපකාරක පන්ති පවත්වමින් සිටිනු ලැබේ. දරුවන්ට අවශ්‍ය වන්නේ නිදහස් මානසික පරිසරක් තුළ තම අධ්‍යාපන කටයුතු සිදු කර ගෙන යාම වේ. නමුත් තම පවුලේ ආර්ථික පසුබිම මේ සඳහා සෘජුව බලපෑම් සිදු කරනු ලැබේ. කොවිඩ් වසංගතය හමුවේ පවුලේ ආර්ථිකය කඩා වැටී ඇත. යහපත් මානසික පරිසරක් තුළ දරුවන් තම අධ්‍යාපන කටයුතුවලට යොමු කිරීමට දෙමව්පියන් දැඩි උත්සහයක නිරත වේ. ඒ අනුව දරුවන් දැඩි ආතතිකාරක පරිසරයක් තුළ තම ජීවිතය පවත්වා ගැනීමට සිදු වී තිබේ.

මෙම කරුණු සියල්ල එක්ව ගත් කල ළමා ලෝකයේ පැවැති සජීවී බව ළමුන් ගෙන් දුරස් වී ඇත. පූර්ණ පෞරුෂ වර්ධනයක් සඳහා ළමා කාලය ඉතා වැදගත් සාධකයක් වේ. ළමුන්ගේ කායික, මානසික සහ මනෝ සමාජීය සංවර්ධනය සඳහා ඔවුන් විසින් සංවර්ධන අවධීන් නිසි පරිදි පූර්ණත්වයට පත් කල යුතු බව සංවර්ධන මනෝ විද්‍යාඥයින් පවසා තිබේ. නමුත් මෙම කොරෝනා වසංගතයෙන් ආරක්ෂා වීමට දෙමාපියන් නිරන්තරයෙන් තම නිවෙසට වී කාලය ගත කරන ලෙස දරුවන්ට උපදෙස් දී තිබේ. මේ තුළින් දරුවන් මානසික කම්පනයට පත් විය හැකි වේ. සම වයසේ තම යහළුවන් සමඟ කාලය ගත කිරීමට දරුවන්ට අවකාශ නොලැබේ. පරිගණක තිරය මත ඔවුන්ගේ ජීවිතය ක්‍රේන්ද්‍රගත වී තිබේ. පාසැල් ගුරුවරුන් සහ උපකාරක පන්ති ගුරුවරුන් තම අධ්‍යාපන ඉලක්ක සපුරා ගැනීමට තාක්ෂණික ප්‍රවේශයන් භාවිතා කිරීම

විවේචනයට ලක් කල නොහැකි කරුණකි. දීර්ඝ කාලීනව තාක්ෂණික මෙවලම් භාවිතයට ළමුන් හුරු වීම ළමා මනසට යෝග්‍ය නොවන බව අප කවුරුත් දන්නා කරුණකි. නැතහොත් දරුවා විවිධ මානසික ආතතීන් සහ රෝගබාධවලට ගොදුරු විය හැකි වනවා සේම ඇතැම් විට විවිධ අපචාරවලට යොමු වීමේ අවස්ථා ද උදාවේ.

සමස්තයක් ලෙස ගම්පහ ප්‍රදේශය සැලකීමේ දී දරිද්‍රතාවය, නව තාක්ෂණය සමඟ පවතින දුරස්ථ බව, තාක්ෂණික උපකරණ භාවිතයේ පවතින අසමත්කම හෝ එයට අවශ්‍ය දැනුම ළමුන් සහ දෙමාපියන් සතුව නොතිබීම වැනි අභියෝග දැක ගත හැකි වන අතර මාර්ගගත ඉගැන්වීමේ ක්‍රමවේදය ක්‍රියාත්මක කිරීමේ දී ශ්‍රී ලංකාව තුළ පොදුවේ පවතින ගැටළු ලෙස මෙය හැඳින්විය හැකි වේ. ස්වයං රැකියාවක් යනු තමා විසින් තමාගේ හැකියාව අනුව යම් භාණ්ඩයක් හෝ සේවාවක් නිෂ්පාදනය කිරීම හෝ අලෙවිකිරීම ලෙස සරලව හඳුන්වා දිය හැකි වේ. මේ සඳහා මූලික ප්‍රාග්ධනය ඉතා අවම මට්ටමක් වන අතර භූමිය, ශ්‍රමය, ප්‍රාග්ධනය සහ ව්‍යවසායකත්වය යන නිෂ්පාදන සාධක තුලනයකින් කුඩා හා මධ්‍ය පරිමාණ කර්මාන්තකරුවන් ලෙස තම ව්‍යාපාරික අවස්ථා දියුණු කර ගැනීමේ හැකියාව ඔවුන්ට පවතිනු ඇත.

ඕනෑම රටක ජීවනාලිය එහි කුඩා හා මධ්‍ය පරිමාණ කර්මාන්තකරුවෝ ය. ලෝකයේ සංවර්ධිත රටවල් ඒ තත්ත්වයට පත් වීමට මූලික වී ඇත්තේ කුඩා හා මධ්‍ය පරිමාණ ව්‍යවසායකයන් දැක්වූ දායකත්වය වේ. පශ්චාත් කොවිඩ් වසංගත කාලයේ දී ජන ජීවිතය සහ ආර්ථිකය ශක්තිමත් කිරීමට සුළු හා මධ්‍ය පරිමාණ ව්‍යවසායකයන් ශක්තිමත් කළ යුතුව ඇත. ගම්පහ ප්‍රදේශයේ සුළු හා මධ්‍ය පරිමාණ කර්මාන්තකරුවන් මෙන්ම ස්වයං රැකියාලාභීන් විශාල ප්‍රමාණයක් තම වෘත්තීන් හි නියැලී සිටිනු ලබයි. ගම්පහ ප්‍රදේශයේ පාර දෙපස යම් යම් නිෂ්පාදන භාණ්ඩ තබා ගනිමින් අලෙවි කරන වෙළඳාම්කරුවන් මෙන්ම රාත්‍රී ආහාර කඩ පවත්වා ගෙන යන්නන් සහ සුළු පරිමාණයේ හෝටල් පවත්වා ගෙන යන්නන් ඇතුළු පිරිස් කොවිඩ් දෙවන රැල්ලත් සමඟ දැඩි අපහසුතාවයකට ලක් විය. මාලු අලෙවිය නතර වීම නිසා දහස් ගණනින් සුළු පරිමාණ ව්‍යාපාරිකයන් අසිරුතාවයන්ට පත් විය. මෙම පිරිස් බොහොමයක් දෛනිකව තම ආදායම උපයා ගන්නා අතර ඉතුරුම් ප්‍රමාණය ඉතා අවම මට්ටමක පවතියි. කොවිඩ් වසංගතය හමුවේ රජය විසින් ඉදිරිපත් කළ සෞඛ්‍ය මාර්ගෝපදේශණයන් පදනම්ව තම ජීවිතාව පවත්වා ගැනීමේ දැඩි අර්බුදයක මෙම ස්වයං රැකියාලාභීන් මුහුණ පා සිටියි.

සිසුයෙන් දියුණු වන ප්‍රදේශයක් වූ ගම්පහ ප්‍රදේශයේ සුපිරි වෙළඳසැල් ජාලය හමුවේ අසරණ වී සිටි මෙම ස්වයං රැකියාලාභීන් කොවිඩ් වසංගතය හමුවේ තම දෛනික පාරිභෝගික ජනතාව ඔවුන් කෙරෙන් දුරස් විය. තාක්ෂණික ක්‍රමවේදයන් ඔස්සේ නාගරික ජනතාව තම අවශ්‍යතා සුපිරි වෙළඳ සැල් ජාලය ආශ්‍රීතව ඉටු කර ගත්තත් ස්වයං රැකියාලාභීන් සහ ඔවුන්ගේ පාරිභෝගික ජනතාව දැඩි පීඩනයකට එමඟින් ලක් වී තිබේ. ලබා ගත් ණය පියවා ගැනීමට සරිලන ආදායමක් නොලැබෙන මෙවන් වකවානුවක තම දෛනික ජීවිතයේ ආර්ථික ගැටළු හේතුවෙන් කෙසේ හෝ යම් මූල්‍යමය වාසියක් ලබා ගැනීමට පුද්ගලයින් පෙළෙඹේ. මෙහිදී මුදල් ලබා ගන්නා මූල්‍යයන් ඔවුන්ට එතරම් වැදගත් නොවේ. සමාජ විරෝධී ක්‍රියා සහ අපරාධ සඳහා පුද්ගලයින් යොමු වන්නේ මේ නිසාවෙනි. ගම්පහ ප්‍රදේශය තුළ සොරුන් බහුල වී ඇති

බව ගම්පහ ප්‍රදේශය භාර වැරලේලවත්ත පොලිස් ස්ථානය මඟින් කොරකුරු වාර්තා වී තිබේ. දියුණු රටවල ස්වයං රැකියාලාභීන්ට රජය විසින් මාසික දීමනාවක් ගෙවනු ලබන අතර ශ්‍රී ලංකාවේ එවැනි වැඩ පිළිවෙලක් සකස් කර නොමැත. අඩු ආදායම්ලාභීන්ට රු. 5,000.00ක දීමනාවක් ගෙවනු ලැබූ අතර අද වන විට එය රු. 2,000.00 දක්වා අඩු වී ඇත. එබැවින් රජය විසින් මේ සඳහා අවධානය යොමු කර මොවුන් ක්‍රමානුකූලව ලියාපදිංචි කරවා යම් උත්තේජන පැකේජයක් හඳුන්වා දීම ඉතා වැදගත් වන අතර එසේ නොමැති වුවහොත් බරපතල සමාජ ගැටළු නිර්මාණය වීමට බොහෝ විට ඉඩ තිබෙනු ඇත.

පාසැල් ළමුන්ට හා ස්වයං රැකියාවන් හි නියුතු වුවන්ගේ පවුල් ඒකකවලට සිදු වී ඇති ගැටළු විසඳා ගැනීමට කටයුතු කිරීම

හදිසි ආපදා තත්ත්වයක දී ශ්‍රී ලංකාව තුළ පළමුවෙන් සිදු වන්නේ පාසැල් වැසීමයි. ගංවතුර තත්ත්වයක දී හෝ නාය යාමක දී වුවත් පාසැල් වසා තැබීමට රජය විසින් කටයුතු කරනු ලබයි. මේ සඳහා හේතු වන්නේ විපතට පත්වන අයට නවාතැන් ලබා දීමට පාසල භාවිතා කරන බැවිනි. කොවිඩ් වසංගතයත් හදිසි ආපදා තත්ත්වයක් ලෙස හඳුනාගත හැකි වේ. නමුත් මේ අවස්ථාවේ දී පාසලක් විපතට පත් වී තිබේ. ඒ නිසාවෙන් ම පාසැල මෙන්ම පාසැල් දරුවන් අප විසින් ආරක්ෂා කර ගත යුතු වේ. දැනුම පදනම් කර ගත් සමාජයක් සඳහා යන ගමනේ දී රටේ පාසැල් පද්ධතිය ආරක්ෂා කර ගැනීම අනාගතය ශක්තිමත් කිරීමක් ලෙස හඳුන්වා දිය හැකි වේ. මාර්ගගත අධ්‍යාපන ක්‍රමය අයහපත් දෙයක් නොවේ. ගැටළුව වන්නේ ඊට අවශ්‍ය යටිතල පහසුකම් සකස් කිරීමයි. කොවිඩ් හමුවේ නිදහසිලි ප්‍රතිපත්තියක් අනුගමනය නොකොට මේ සඳහා අවශ්‍ය වේදිකාව (Platform) නිර්මාණය කර ගත යුතු වේ. මේ සඳහා අධ්‍යාපනවේදීන්, විද්වතුන්, ප්‍රවීණයන් එකතු වී මේ සඳහා ගැලපෙන වේදිකාව (Platform) නිර්මාණය කර ගත යුතු වේ. මෙයට සමාජ වැඩකරුවන් ලෙස ඉහළ දායකත්වයක් ලබා ගත හැකිය. පුද්ගලයාගේ, සමාජයේ සහ ප්‍රජාවගේ ගැටළු හඳුනා ගනිමින් ඒ සඳහා විසඳුම් යෝජනාවලියක් ලබා දීමට වෘත්තීය මැදිහත්වීමක් සමාජ වැඩකරුවන්ට සිදු කළ හැකි වේ. ආර්ථිකය කඩා වැටීම නිසා දරුවන් මෙන්ම දෙමාපියන්ගේ ද බලාපොරොත්තු සුන් වී දැඩි ලෙස ඉවිභංගත්වයට පත් වී සිටින මෙවන් අවස්ථාවක මිනිසුන්ට තම ජීවන ගැටළු විසඳා ගැනීමට උදව් කරනු ලබන විද්‍යාත්මක ප්‍රවේශයක් සඳහා යොමු වීම ඉතා වැදගත් වේ. එමඟින් පුද්ගලයා සවිබල ගන්වා ඔවුන්ගේ ආර්ථික, සමාජීය, මානසික පරිසරය ශක්තිමත් කර පවුල් ඒකකය ගොඩනංවමින් සමාජ ව්‍යුහය නැවත සකස් කර ගැනීමට මඟ පෙන්වීමක් සිදු කළ හැකි වේ. මේ සඳහා සමාජ වැඩ කරුවන්ගේ කාර්ය භාර්ය ඉතා වැදගත් වේ.

**සමාජ වැඩ ප්‍රවේශයන් භාවිතයේ යෙදවීම**

පුද්ගලයාට ඔහුගේ ජීවන කාර්යයන් කිරීමට ඇති අපහසුතා මඟ හැරවීම සහ ඔවුන්ගේ අභිමාර්ථ වටිනාකම් අවබෝධ කර ගැනීමට අවස්ථාව ලබා දීමත් ඒ සඳහා අන්තර් පුද්ගල ක්‍රියා සහ සමාජ පරිසරය පිළිබඳ අවධානය යොමු කිරීමත් වැදගත් වේ. එමෙන්ම රටක ජනතාවගේ පොදු ජීවන මට්ටම පවත්වා ගැනීම සඳහා පොදුවේ ක්‍රියා කිරීමත් වැදගත් වේ. මෙම කොවිඩ් වසංගතය හේතුවෙන් ගම්පහ ප්‍රදේශය ආශ්‍රිතව සහ සමස්ත රට තුළ පාසැල් ළමුන්ට සහ ස්වයං රැකියාලාභීන්ට පහත සඳහන් ගැටළු පැන නැගී ඇති බව නිරීක්ෂණය විය.

පාසල් ළමුන්

- අධ්‍යාපන උපකරණ සහ පෙළපොත් ලබා ගැනීමේ ගැටළුව
- ආර්ථික දුෂ්කරතා හමුවේ පාසල් දරුවන් පාසැල හැර යාම
- නිවසේ සිට අන්තර්ජාලයට සම්බන්ධ වීමට හැකියාව සීමිත පිරිසකට පමණක් තිබීම
- ගුරු භවතුන් විසින් යොමු කරන දේශන සටහන් සහ පැවැරුම් අභ්‍යාස මුද්‍රිත පිටපත් වශයෙන් ලබා ගැනීමට ද දරුවන්ට සිදු වීම

ස්වයං රැකියාලාභීන් :

- දෛනිකව උපයා ගන්නා ආදායම සහ ඉතුරුම් ප්‍රමාණය ඉතා අවම වීම
- නව - තාක්ෂණය සමඟ පවතින දුරස්ථ බව
- දරිද්‍රතාවය

පොදු සාධක :

- තාක්ෂණික උපකරණ භාවිතයේ පවතින අසමත්කම හෝ එයට අවශ්‍ය දැනුම ඔවුන් සතුව නොතිබීම
- මානසික කම්පනයට පත් වීම
- පෞරුෂත්ව අක්‍රමතා ඇති වීම
- විවිධ රෝගා බාධ ඇති වීම
- සමාජ විරෝධී ක්‍රියා සහ අපරාධ සඳහා යොමු වීම

මේ සඳහා ගුරුවරුන් නිර්මාණශීලී වීම වැදගත් වන අතර තමන්ගේ නිර්මාණශීලීත්වය මෙම අධ්‍යාපන ක්‍රමය තුළට ඇතුළත් කළ යුතු වේ. යම් ගැටළුකාරී අවස්ථාවක ක්‍රියාකාරී විය යුත්තේ කෙසේ ද යන්න පිළිබඳව සොයා බැලිය යුතු වේ. මේ සඳහා අප භාවිතා කරන තාක්ෂණය තුළම විසඳුම් සොයා ගත හැකි වේ. පාසැල් මට්ටමින් නව තාක්ෂණය ගමට යාමට අවශ්‍ය පහසුකම් සකස් විය යුතු වේ. රජය මැදිහත් විය යුත්තේ මෙම කරුණු ඉටු කිරීමට බවත් මෙහිදී පෙන්වා දීමට කැමැත්තෙමි. එපරිද්දෙන්ම තම දෛනික ජීවිතාව සරිකර ගන්නා ස්වයං රැකියාලාභීන් වෙනුවෙන් ඔවුන්ගේ ආර්ථිකය සවිමත් කිරීමට වැඩපිළිවෙලක් සැකසිය යුතු වේ. ඔවුන්ගේ මානසික ගැටළු විමසා බලා ඒ සඳහා විසඳුම් ක්‍රමවේදයක් සකස් විය යුතු වේ. තම පවුල සහ පවුලේ කාර්යභාරයන් නිසි ලෙස ඉටු වීම මඟින් සමාජ යාන්ත්‍රණයේ පැවැත්ම තහවුරු කර ගත හැකි වේ. ඒ නිසාවෙන්ම සමාජ පැවැත්ම තහවුරු කිරීම සඳහා ආර්ථික සහයෝගිතාවය ශක්තිමත් කර කුටුම්භය ආරක්ෂා කළ හැකි නම් මෙවැනි වසංගත කාලයක දී වඩා සවිමත්ව ඒ සඳහා මුහුණ දිය හැකි වේ.

ඒ අනුව දුරස්ථ ඉගෙනුම් වැඩසටහන් සමඟින් විවෘත අධ්‍යාපනයට අවශ්‍ය වේදිකා සකස් කරමින් අධ්‍යාපන කටයුතු ඉදිරියට රැගෙන යාමටත් පුද්ගලයා සවිබල ගන්වමින් ඔවුන්ට නැවත සමාජානුයෝජනය සිදු කිරීමට අවශ්‍ය මඟ පෙන්වීමත් සමාජ වැඩකරුවන් ලෙස සිදු කල හැකි බව පෙන්වා දෙමි. මෙම ගැටළු විසඳා ගැනීමට සමාජ වැඩ පසුබිම තුළ සමාජ වැඩ



ආකෘතින් සහ ප්‍රවේශයන් භාවිතා කළ හැකි වේ. සමාජ වැඩ පරිසරය තුළ අප සාකච්ඡා කරනු ලබන සමාජ වැඩ ආකෘතින්/ප්‍රවේශයන් බොහොමයක් පවතියි.

- බල ගැන්වීමේ ප්‍රවේශය (Empowerment)
- පාරසරික ප්‍රවේශය (Ecological)
- ගැටළු විසඳීමේ ප්‍රවේශය (Problem Solving)
- ශක්තිය මුල් කර ගත් ප්‍රවේශය (Strength Based)
- අයිතින් මුල් කර ගත් ප්‍රවේශය (Right Based)
- මනෝගතික ප්‍රවේශය (Psychodynamic)
- අන්තර් ආංශයික ප්‍රවේශය (Intergrated)
- ඒකාබද්ධ ප්‍රවේශය/පද්ධති ප්‍රවේශය (System Based)

සිද්ධි අධ්‍යයනයක් ඇසුරින් :

දුෂාන්ත නම් වයස අවුරුදු 45ක් පමණ වූ විදුලි කාර්මික ශිල්පියෙක් ගම්පහ, හංසගිරි ප්‍රදේශයේ ජීවත් වෙයි. මෙහිදී ඔහුගේ පෞද්ගලිකත්වයට හානියක් වන බැවින් ඔහුගේ පුද්ගල නම සහ හඳුනා ගැනීමේ තොරතුරු පිළිබඳ ව ආදේශක භාවිතා කරන ලදී. විවාහකයෙක් වූ දුෂාන්ත දියණියක් සහ පුතුන් දෙදෙනෙකුගේ පියෙකි. තම බිරිඳ නිවසේ වැඩ කටයුතු සිදු කරන අතර දුෂාන්තගේ මව ද සිය නිවසේ ජීවත් වෙයි. දියණිය අ.පො.ස. ෭/පෙළ විභාගය අවසන් කර පෞද්ගලික ආයතනයක සේවය කරයි. වැඩිමහල් පුතා අ.පො.ස. ස/පෙළ විභාගය අවසන් කර නිවසේ රැඳී සිටියි. බාල පුතා තවම පාසැල් යමින් සිටියි. ඔහු 02 වන ශ්‍රේණියේ ඉගෙන ගනු ලබයි. බෞද්ධයෙක් වූ දුෂාන්ත සිය බිරිඳ සමඟ කිට්ටු සබඳතාවයක් නොපවත්වයි. බොහෝ දිනවල සුළු මත ගැටුම් ඇති වේ. සමහර දිනවල දී පොලිස් ස්ථානයේ පැමිණිල්ලක් දක්වා සිදුවීම දුර දිග යයි. මේ සඳහා හේතුව ලෙස පවසන්නේ බිරිඳ විසින් දුෂාන්තට වෙනත් සබඳතාවයක් ඇති බවට දෝෂාරෝපණය කිරීම බව හඳුනා ගත හැකි වේ. යම් ආර්ථික පසුබිමක් සහිත දුෂාන්තගේ නිවස තවමත් නිම නොවූ අතර ඔහු සරල දිවි පෙවකක් ගත කරන පුද්ගලයෙක් බව නිරීක්ෂණයට ලක් කල හැකි වේ. කොවිඩ් වසංගතය හමුවේ ඔහුගේ ජීවන වෘත්තීය අඩපණ වී ඇත. පවුලේ සාමාජිකයන් සියළු දෙනා නිවස තුළට ක්‍රෝන්දුගත වී ඇත. ආර්ථික ගැටළුව මෙම පවුල් ඒකකය තුළ උද්දීපනය වෙද්දී එමඟින් ඇති වන පාරසරික තත්ත්වයන් හමුවේ මානසික ආතතීන් මත පවුල් ගැටළු ඇති වී ඇත. විවිධ වූ වයස් මට්ටම්වල පසුවන දරුවන්ගේ මානසික ව්‍යාකූලතා හමුවේ පැන නගින ගැටළු තවත් උග්‍ර අතට හැරී ඇත. මෙම සිද්ධි අධ්‍යයනය තුළ තම ආදායම අහිමි වීම සහ පාසැල් දරුවාගේ අධ්‍යාපන කටයුතු ඉදිරියට සිදු කර ගෙන යාමේ ගැටළුව හඳුනා ගත හැකි අතර ඉන් පරිබාහිරව පවුල තුළ අන්තර් සබඳතා පවත්වා ගැනීමේ ගැටළු ද ඇති වී තිබෙන බවත් නිරීක්ෂණයට ලක් විය. මේ සඳහා සමාජ වැඩකරුවෙකු ලෙස පහත ප්‍රවේශ ඔස්සේ විසඳුම් යෝජනාවලියක් සකස් කර ගත හැකි වේ.

බලගැන්වීමේ ප්‍රවේශය :

සියලු පුද්ගලයින් සතුව ඔවුන්ට ආවේණික වූ ශක්ති ප්‍රභවයන් ඇති බවත් ඔවුන් වෙතස් කළ හැකි බවත් ඒ අනුව ඔවුන්ගේ ශක්තින් හා හැකියාවන් වෙතස් කරමින් පුද්ගල සංවර්ධනයක් කරා එළඹිය හැකි බවත් පෙන්වා දෙන අතර පවතින ගැටළු හමුවේ එම ශක්තින් වැසි ඇති බවත් තේරුම් ගත යුතු වේ. සමාජ වැඩකරුවෙකු ලෙස පළමුවෙන් දූෂාන්ත මහතා වෙත නිසි ගෞරවය ලබා දිය යුතු අතර ඔහුගේ අන්‍යෝන්‍යවයට ගරු කල යුතු වේ. ඔහු සතුව පවතින සම්පත් හා ශක්තින් ගවේෂණය කිරීමක් සිදු කර ක්‍රියාකාරී සැලසුමක් සකස් කල යුතු වේ. අන්තර් පුද්ගල සම්බන්ධතාවය නැවත ඇති කිරීමට කටයුතු කළ යුතු වේ. ඔහු තම පවුල සහ සමාජය සමඟ පවත්වා ගත යුතු සම්බන්ධතාවය නැවත ගොඩ නැගීමට සහයෝගය සහ මඟ පෙන්වීම ලබා දිය යුතු වේ. ආදාල ක්‍රියාකාරී සැලැස්මේ ප්‍රගතිය සහ දුර්වලතා ඇගයීමකට ලක් කළ යුතු වේ.

මේ සඳහා සම්මුඛ සාකච්ඡා, දැනුවත් කිරීම, නිවාස වාරිකා සහ පුහුණු කිරීමේ වැඩසටහන් වැනි ක්‍රමවේදයන් භාවිතා කළ හැකි වේ. පවතින අවස්ථාවන්වලට පරිබාහිරව විසඳුම් සොයා ගැනීමට පවතින අවස්ථා පුළුල් කල හැකි වේ. මෙහිදී පවුලේ සමාජිකයන් එකතු වී තම ගැටළු සහ එයට ලබා ගත හැකි විසඳුම් සාකච්ඡා කිරීමට අවස්ථාවක් උදා කර දිය හැකි වේ. එමඟින් අන්තර් සබඳතා ශක්තිමත් කිරීම සහ පුද්ගලයින් තේරුම් ගැනීමට අවස්ථාවක් ලැබෙන අතර ගැටළුවලට මුහුණ දීමට ඔවුන් සතුව පවතින ශක්තින් ඔවුන්ටම අවබෝධ කර දීමට හැකියාව ලැබෙනු ඇත.

පාරසරික ප්‍රවේශය :

පුද්ගලයා පරිසරයේ සමාජිකයෙකු ලෙස සලකා කටයුතු කිරීම මෙම ප්‍රවේශයේ දී සිදු වේ. පුද්ගලයා සහ පරිසරය එකකිනෙකට බැඳී ඇති බැවින් පුද්ගලයාගේ ගැටළුව පරිසරය හා බැඳී ඇති බවත් පරිසරය නිවැරදිව හඳුනා ගැනීම මඟින් පුද්ගල ප්‍රශ්ණ, ගැටළු සහ ඒ සඳහා මුල් වන හේතූන් සියල්ල පරිසරය තුළින් නිරීක්ෂණය කළ හැකි බව අවබෝධ කර ගත යුතුව තිබේ.

එබැවින් දූෂාන්තගේ පවුල් පරිසරය යහපත් කිරීමට අවශ්‍ය මඟ පෙන්වීම ලබා දිය යුතු අතර පුද්ගල වටිනාකම් සහ ඇගයුම් පද්ධතිය එකිනෙකාගේ අවශ්‍යතා මත තුලනය කර ගැනීමක් සිදු කළ යුතු බවත් වටහා දිය යුතු වේ.

මනෝ ගතික ප්‍රවේශය :

පුද්ගලයාට පවතින මානසික පීඩාකාරී බව සහ ආතතිමය තත්ත්වයන් හමුවේ තමා පිළිබඳව නිසි අවබෝධයක් ලබා ගත නොහැකි වේ. ඔහු ශාරීරික, මානසික හා සමාජීය වශයෙන් නිෂ්ක්‍රියත්වයට පත් වන බව මෙම ප්‍රවේශයේ දී අවධාරණය කර තිබේ. මෙහිදී සමාජ වැඩ වෘත්තිකයෙකු ලෙස පුද්ගලයාගේ ශක්තින් හා හැකියාවක් හඳුනා ගැනීම සිදු කළ යුතු වන අතර දුර්වලතා හඳුන්වා දී ඒවා ගොඩ නගා ගැනීමට සහාය ලබා දිය යුතු වේ. පුද්ගලයාගේ ප්‍රජානන හැකියාවන් ඔහුගේ සංවර්ධනය සඳහා යොදා ගැනීමට කටයුතු කල හැකි වේ. පුද්ගලයාගේ පවුල් සාධක සහ පවුල් පසුබිම හඳුනා ගෙන පුද්ගල සංවර්ධනය සඳහා යොමු

කිරීම මගින් අන්තර් සම්බන්ධතා ගොඩනැංවීම හා පවතින සම්බන්ධතා සංවර්ධනය කිරීම කළ හැකි වේ. එමගින් එම සම්බන්ධතා පුද්ගලයාගේ සංවර්ධනය සඳහා භාවිතා කළ හැකි වේ.

ගැටලු විසඳීමේ ක්‍රමවේදය :

ගැටලුවක් ඇතිවන්නේ තම අවශ්‍යතා ඉටු නොවීම මතයි. මේ සඳහා විවිධ මතවාදයන්, අනවබෝධය, සමාජ සංස්කෘතික සාධක වැනි දෑ බලපානු ලබයි. සමාජ සහ ආර්ථික සාධක මෙන්ම කායික සහ මානසික සාධක මේ සඳහා හේතු විය හැකි වේ. .

මෙහිදී පහත කරුණු පිළිබඳව සමාජ වැඩ වෘත්තිකයාගේ අවධානය යොමු කිරීම ඉතා වැදගත් වේ.

- ගැටලුවේ ඉතිහාසය
- ගැටළුවට මුල් වූ හේතු සාධක
- දැනට ඇති වි ඇති බලපෑම
- වර්තමාන ස්වභාවය
- ගැටළුව සඳහා මැදි වි ඇති පාර්ශවයන් පිළිබඳ ව කරුණු අධ්‍යයනය කිරීම

දූෂාන්ත මහතාගේ ගැටළුව ලෙස හඳුනා ගත හැක්කේ යම් සැලකිය යුතු කාලයක් තම බිරිඳ සමඟ පවතින අනවබෝධය වේ. එමගින් පවුල් සංස්කෘතිය යහපත් මට්ටමින් ගොඩ නැගී නොමැත. ඇති වි ඇති කොවිඩ් වසංගතය හමුවේ දූෂාන්තගේ රැකියාවේ ඇති වූ පසුගාමීත්වය හේතුවෙන් සහ පවුල තුළ එමගින් පැන නැගුණු මානසික අසහනකාරී තත්ත්වය හේතුවෙන් ඔවුන් දැඩි මානසික කම්පනයට පත් වි ඇත. තම දරුවන් ද නිසි අවබෝධයකින් තොරව කටයුතු කරන බැවින් පාසැල් යන වයසේ සිටින තම පුතා දැඩි ආතතිකාරක වර්ගයා රටාවක් පෙන්වුම් කරනු ලබයි.

මේ සඳහා නිරීක්ෂණය, සම්මුඛ සාකච්ඡා, විවිධ වාර්තා හා සංඛ්‍යා ලේඛන මෙන්ම ද්විතීය මූලාශ්‍ර යොදා ගනිමින් ගැටළුවට ලබා දිය හැකි විසඳුම් යෝජනාවලිය සකස් කර ගත හැකි වේ.

ශක්තිය මුල් කර ගත් ප්‍රවේශය :

පුද්ගලයා තුළ පවතින ශක්තින් හා පිවන ඉල්ක්ක හඳුනා ගනිමින් මානව සම්බන්ධතා සංවර්ධනය කරමින් පුද්ගල අභිප්‍රේරණයක් සිදු කළ හැකි බව මෙම ප්‍රවේශයේ දී හඳුන්වා දෙනු ලබයි. මෙහිදී අධ්‍යාපනය, හැකියාව, පවුල සහ නැදැ පිරිස මෙන්ම තම පරිසරය වැනි සාධක මුල් කර ගත හැකි බවත් පෙන්වා දෙනු ලබයි. දූෂාන්ත සරල දිවි පෙවක් ගත කරන පුද්ගලයෙක් බව නිරීක්ෂණය විය. නමුත් ඔහුගේ වර්ගයාට සහ පුරුදු සිය භාර්යාව ප්‍රශ්න කර සිටියි. එබැවින් පළමුව ඔහු පිළිබඳව නිවැරදි මානසික සිය භාර්යාව සහ පවුල වෙත අභිප්‍රේරණය කළ යුතු වේ. ඒ සඳහා සම්මුඛ සාකච්ඡා ක්‍රමවේදය භාවිතා කළ හැකි වේ.

අයිතීන් මූල කර ගත් ප්‍රවේශය :

සෑම පුද්ගලයෙකුටම සමාන අයිතීන් පවතින බවත් ඔවුන්ගේ මූලික අයිතීන් ආරක්ෂා කිරීම මගින් පුද්ගලයා සවි බල ගැන්විය හැකි බවත් මෙහිදී අවධාරණය කරනු ලබයි. මෙහිදී පුද්ගලයාට අධ්‍යාපනය, රැකියාව, නිවාස වැනි දෑ ලබා ගැනීමට අයිතියක් තිබෙන බවත් ඒ සඳහා පුද්ගලයා සවිබලගැන්විය යුතු බවත් පෙන්වා දෙනු ලබයි.

අන්තර් ආංශයික ප්‍රවේශය :

මෙහිදී සමාජ වැඩ ප්‍රවේශ කිහිපයක් එකවර යොදා ගැනීම අදහස් කෙරේ. මෙමඟින් පුද්ගලයා, පවුල කණ්ඩායම් සහ ප්‍රජාව සමාජයේ එකම පද්ධතියක් ලෙස සලකා කටයුතු කරනු ලැබේ. පවතින සම්පත්වලින් නිසි ප්‍රයෝජන ලබා ගැනීමට කටයුතු කල යුතු වේ.

දුෂාන්ත මහතාට පවතින ගැටළුව වනුයේ දැඩි ආර්ථික පසුගාමීත්වයයි. යම් අධ්‍යාපන මට්ටමක් ලබා සිටින ඔහු මනා පිරිපුන් පෞරුෂ ලක්ෂණ පෙන්නුම් නොකරයි. සැමවිටම නිහඬතාවය සියළු ගැටළුවලට විසඳුම බව ඔහුගේ නිගමනය වේ. එබැවින් පළමුවෙන්ම දුෂාන්ත මහතාගේ ජීවන ආකල්පය යම් සුබවාදී තලයකට ගැනීමට අපට සිදු වේ. ඔහු තුළ පවතින ඇහුම්කන් දීමේ ගුණාංගය මත ඔහුට නිසි ගෞරවය සහ සැලකිල්ලක් දැක්විය යුතු වේ. මේ සඳහා ශක්තිය මුල් කර ගත් ප්‍රවේශය සහ අයිතීන් මුල් කර ගත් ප්‍රවේශය භාවිතා කළ හැකි වේ. ඉන් පසු ඔහු දැනුවත් කළ යුතු වේ. ඔහුගේ පාරසරික තත්ව විශ්ලේෂණයක් සිදු කළ යුතු වේ. පවුල හා සමාජ සම්බන්ධතා කෙරෙහි පවතින නොසැලකිල්ල ඉවත ලා තමා සතු ශක්තීන් පදනම් ව යමක් කළ හැකි බව දුෂාන්ත සහ ඔහුගේ පවුල වෙත ඒත්තු ගැන්විය යුතු වේ. මේ සඳහා පාරසරික ප්‍රවේශය භාවිතා කළ හැකි වේ.

මිනිසා සමාජ සත්වයෙක් බවත් සාමූහික පදනම ජීවිතයේ ඉදිරි පැවැත්ම බවත් මිනිස් ආකල්ප සහ සිතිවිලි මත වර්ගයාව හැඩ ගැසෙන බවත් සාමූහික ප්‍රයත්නයක් තුළින් ගැටළු විසඳා ගත හැකි බවට වූ දැනුවත් කිරීමක් සිදු කළ හැකි වේ. මේ සඳහා මනෝ ගතික ප්‍රවේශය යොදා ගත හැකි වේ. තම පරිසර සාධක භාවිතයෙන් පවතින කොවිඩ් වසංගත තත්ත්වය හමුවේ කෙටි කාලීන ආදායම් මාර්ග සඳහා සාමූහිකව ප්‍රවේශයක් ලබා ගත හැකි බවත් ඒ සඳහා පවතින රාජ්‍ය සහ පෞද්ගලික අවස්ථා පිළිබඳ ව දැනුවත් කර ඔවුන් සතුව පවතින සමාජ වගකීම පිළිබඳව වටහා දීමෙන් ඔවුන් සතු දක්ෂතා සහ කුසලතා ඇසුරෙන් බලගැන්වීමක් සිදු කල හැකි වේ. මේ සඳහා ගැටළු විසඳීමේ ක්‍රියාවලිය මෙන්ම බල ගැන්වීමේ ප්‍රවේශය භාවිතා කල හැකි වේ.

අඩු ආදායම් ලාභී ජනතාවගේ ආර්ථිකය සවිබල ගැන්වීම සහ පාසැල් දරුවන්ගේ අධ්‍යාපන කුසලතා නව මානයකින් ක්‍රියාත්මක කිරීමට ආදාල සංවර්ධන වැඩසටහන් යෝජනා කිරීම සහ ඒ සඳහා සකස් කරනු ලබන සමාජ ප්‍රතිපත්තින් සඳහා සිය දායකත්වය ලබා දීම වෘත්තීය සමාජ වැඩකරුවන් ඉටු කල යුතු සමාජ වගකීමකි. මේ සඳහා පවතින සම්පත් නිසි පරිදි භාවිතයේ යෙදවීම සහ අන්තර් ආයතන සම්බන්ධීකරණයක් සිදු කිරීමේ හැකියාව ද පවතියි.

මෙයට පද්ධති ප්‍රවේශයක් භාවිතා කල හැකි වන අතර සේවාවලාභී පද්ධතිය, ඉලක්ක පද්ධතිය, සම්පත් පද්ධතිය, සේවා සැපයුම් පද්ධතිය, පරිසර පද්ධතිය ඇතුලත් ව සියල්ල ඒකාබද්ධව වූ විසඳුම් වැඩ පිළිවෙලක් ක්‍රියාත්මක කල යුතු වේ. ස්වයං සංකල්පය යොදා ගැනීම, පවතින සම්පත් නිසි පරිදි භාවිතයේ යෙදවීම, පුහුණු සහ දැනුවත් කිරීමේ වැඩසටහන් යොදා ගැනීම, සම්බන්ධතා භාවිතා කිරීම, නිවාස වාරිකා, වාරිකාකරණය වැනි සමාජ වැඩ උපකරණ භාවිතා කිරීම මගින් සමාජ වැඩකරුවෙකුට මනා වෘත්තීය සම්බන්ධතාවයක් ගොඩ නගා ගත හැකි වේ.

ස්වයං සංකල්පය :

පුද්ගලයාගේ සංවර්ධනය සඳහා පුද්ගලයා යොදා ගැනීම මෙමගින් අදහස් වේ. මේ සඳහා දැනුම, කුසලතා, ආකල්ප පදනම්ව පුද්ගලයා සතු ශක්තීන් සහ දුර්වලතා හඳුනා ගනිමින් පුද්ගල ගැටළු විසඳා ගැනීමට අවබෝධය ලබා දිය හැකි වේ.

පුද්ගලයාට තම උත්සහයෙන් තම ගැටළුවට විසඳුම් සොයා ගැනීමට නොහැකි වූ විට සමාජ වැඩ භූමිකාව තුළ සමාජ ප්‍රත්‍යාස වැඩ ක්‍රමය භාවිතා කල හැකි වේ. මෙය පුද්ගලයාට ලබා දෙන උපකාරාත්මක සේවයකි. මෙහිදී පුද්ගලයා සෘජුව ඉලක්ක කර ගනිමින් ඔහු හා බැඳුණු සංවර්ධන ක්‍රියාවලියක් සිදු කරනු ලබයි.

පුද්ගලයාගේ කායික හැකියාව වර්ධනය කිරීම, ආර්ථික හැකියාව වර්ධනය කිරීම, සමාජයමය හැකියාව වර්ධනය කිරීම, මානසික හැකියාව වර්ධනය කිරීම මේ තුළින් සිදු කල හැකි අතර පුද්ගල පෞරුෂත්වය සංවර්ධනය කර පුද්ගල ශක්තීන් හා හැකියාවන් වර්ධනය කිරීමෙන් ස්ව-ශක්තිය පිළිබඳ විශ්වාසය ඇති කල හැකි වේ.

පුද්ගලයා හා පරිසරය අතර මනා සම්බන්ධයක් ඇති කරමින් පවතින සම්පත් සංවර්ධනය කිරීම තුළින් පුද්ගල බාධක ඉවත් කිරීම මගින් පුද්ගලයා සවි බල ගැන්විය හැකි වේ.

කණ්ඩායම් වැඩ ක්‍රමය ද පුද්ගලයාගේ වර්ධනයට වැදගත් වේ. කණ්ඩායමේ වර්ධනයට පුද්ගලයා වැදගත් වේ. මේ සඳහා පවුල ප්‍රබල දායකත්වයක් ලබා දේ. මෙමගින් ආර්ථික හා සමාජීය අවශ්‍යතාවයන් ඉටු කර ගැනීම, හුදෙකලාව නැති කර ගැනීම, විනෝදය ලබා ගැනීම, පුද්ගල ආරක්ෂාව ලබා ගැනීම, මානසික සහ සමාජීය අවශ්‍යතාවයක් සපුරා ගැනීම වැනි කාර්යයන් තෘප්ත කල හැකි වේ. මෙමගින් තම ශක්තීන් හා හැකියාවන් සඳහා බලපාන සාධක සහ තමාගේ දායකත්වය පුද්ගලයාට නිවැරදිව වටහා ගත හැකි වනු ඇත.

### නිගමනය සහ යෝජනාව

මෙම වසංගතය එක රැයකින් අවසන් නොවේ. මේ මොහොතේ සිදු කල යුත්තේ කුමක්දැයි නිශ්චය කර ගැනීමට හැකියාවක් නොමැතිව බොහෝ පුද්ගලයින් තම ජීවිතය පවත්වා ගැනීම සිදු කරයි. සමාජ වැඩ වෘත්තිකයා මෙහිදී ඔවුන්ට අදහස් ප්‍රකාශ කිරීමට හා ඔවුන්ට ඇහුම් කන් දීමට වැඩි අවධානයක් යොමු කල යුතු වේ. ඔවුන්ගේ මනස සුබවාදීව වෙනස් කල යුතු වේ.

ඇතැමුන් තම ප්‍රශ්න ප්‍රකාශ කරන අතර තවත් අයෙක් එසේ නොකරයි. මෙම අවස්ථාවේ දී තමන් කරන දේ නිවැරදි යැයි බොහෝ පුද්ගලයෝ කල්පනා කරයි. තමා ගැටළුව හඳුනා ගෙන ඇති ආකාරය නිවැරදි යැයි සිතයි. නමුත් එය වැරදි සහගත විය හැකි වේ. සමාජ වැඩ වෘත්තීයයා මෙය වටහා දිය යුතු වේ ඒ සඳහා මනෝ විද්‍යාත්මක සිද්ධාන්ත කරුණු භාවිතා කල හැකි වේ. පෙර පරිදිම අවදිවීම, ආහාර ගැනීම, ක්‍රීඩා කිරීම, නියමිත කාල සටහනකට අනුව වැඩ කිරීම මගින් ආතතියෙන් මිදිය හැකි වේ. දරුවන් නිර්මාණාත්මක ක්‍රියා සඳහා යොමු වීම. නිවසේ සිට අන්තර්ජාලය භාවිතා කරන අවස්ථාවල දී දෙමව්පියන්ගේ හෝ වැඩිහිටියෙකුගේ සුපරීක්ෂාව මත එම කාර්යය සිදු කිරීම වැදගත් බවත් අවධාරණය කල යුතු වේ. පුද්ගලයින් තම වගකීම් හා කාර්ය භාර්යයන් මග හැරීමට උත්සහ කරයි. අනුන් මත යැපීමට උත්සහ කරයි. තම දුබලතා හා ගැටළු අනුන් මත පවරා අනුන්ට වෝදනා කිරීමට උත්සහ කරයි. සමාජ වැඩ වෘත්තීයයා මෙය නිසි පරිදි කළමනාකරණය කල යුතු වේ. ගැටළුව හඳුනා ගනිමින් විසඳුම් ක්‍රියාත්මක කල යුතු වේ. පවතින ගෝලීය අර්බුදය හමුවේ ස්වයං රැකියාලාභීන් ඉතා අසරණ තත්ත්වයකට පත් වී ඇත. ඔවුන් නැවත සවි බල ගැන්වීමක් සිදු කල යුතුව ඇත. එම පවුල් වල සිටින පාසැල් යන දරුවන් තම දෙමව්පියන්ගේ ආර්ථික දුෂ්කරතා හමුවේ අන්ත අසරණ වී සිටියි. ඔවුන් දැඩි මානසික සහ කායික කම්පනයකට ලක් වී සිටියි. ගම්පහ ප්‍රදේශය මුල් කර ගනිමින් මෙම කරුණු ඉදිරිපත් කලත් දිවයිනේ බොහෝ ප්‍රදේශයන් හි ස්වයං රැකියා ලාභීන් පමණක් නොව රැකියාවන් හි නියුතු ප්‍රජාව මෙන්ම ව්‍යාපාරික ප්‍රජාව ද දැඩි ආර්ථික සහ මානසික අර්බුදයකට ලක් වී සිටියි. හෙට දවසේ ජීවිතය පිළිබඳ ව යම් බලාපොරොත්තුවක් මත ඔවුන් කටයුතු කරනු ලබයි.

රජය විසින් ක්‍රියාත්මක කරනු ලබන එන්නත්කරණ වැඩසටහන ඉදිරියටත් ක්‍රියාත්මක කරමින් ප්‍රජාවගේ අවබෝධය සමඟින් නිසි සෞඛ්‍යාරක්ෂිත ක්‍රමවේදයන් සඳහා යොමු වීමෙන් නැවත අපගේ ජන ජීවිතය වෙත ප්‍රවිෂ්ඨ විය හැකි බවට විශ්වාස කර සිටින අතර එතෙක් සමාජ වැඩකරුවන් ලෙස අප සමාජය මෙන්ම ප්‍රජාව ද ආරක්ෂා කර ගත යුතු බව සිහිපත් කර සිටිමි. ඒ සඳහා සමාජ වැඩකරුවන් ලෙස වෘත්තීයමය ප්‍රවේශයක් ලබා ගත යුතු බවත් අවධාරණය කර සිටින අතර ඒ සඳහා ගැටළු හඳුනා ගැනීමේ කුසලතාවය, සැලසුම් කිරීමේ කුසලතාවය, සන්නිවේදනය, ඉදිරිපත් කිරීම, සම්බන්ධතා පවත්වා ගැනීම, නිරීක්ෂණය, උපදේශනය, අධ්‍යාපනය, විමර්ශනය, තීරණ ගැනීම, ඇහුම් කන් දීම, විශ්ලේෂණය කිරීම, අවශ්‍ය තැන්හි බලපෑම් කිරීම සහ වාර්තා කිරීම වැනි සමාජ වැඩකරුවෙකු සතු කුසලතා වර්ධනය කර ගත යුතු අතර ප්‍රජාවේ පැවැත්මට ප්‍රජානුන්තුවාදී ක්‍රියාවලියක් තුල තම කාර්යයන්හි නියැලෙමින් ජනතාවගේ සුබසාධනය අරමුණු කර ගනිමින් සමාජ ප්‍රතිපත්ති නිසි පරිදි ස්ථානගත වීමට ක්‍රියාකාරී වෙමින් කටයුතු කල යුතු වේ. ඒ සියල්ල එක්ව ගත් කල නැවතත් ශ්‍රී ලංකාව තුල පිරිපුන් පුද්ගල සමූහයක් සපිරී සමාජ ව්‍යුහයක් නිර්මාණය කර ගත හැකිය.

### ආශ්‍රිත ග්‍රන්ථ

1. Retrieved 22.10.2021 from <https://cedsrilanka.org> ›
2. Retrieved 24.10.2021 <https://wachana.lk/others/others/38/>
3. Retrieved 25.10.2021 <https://www.cbsl.gov.lk/>, <https://si.wikipedia.org/wiki/>

## 6

## අධිකරණ ක්ෂේත්‍රය තුළ සමාජ ප්‍රත්‍යෝග වැඩ භාවිතය පිළිබඳව විමසීමක්

**Eranga Panawenna**

*School of social work ,National Institute of Social Development*

*Liyanagemulla, Seeduwa, Srilanka.*

*Tel :+94112882506/07, Email :Info@nisd.ac.lk*

### හැඳින්වීම

මෙහිදී පළමුව, සමාජ ප්‍රත්‍යෝග වැඩ, එහි ඉතිහාසය, නිර්වචන, අරමුණු හා මූලධර්ම ඇසුරෙන් ලුහුඬින් හඳුන්වා දී, අධිකරණ ක්ෂේත්‍රය තුළ ජාත්‍යන්තර වශයෙන් සමාජ ප්‍රත්‍යෝග වැඩ භාවිතය පිළිබඳව විමසා බැලීම සිදු කරනු ලැබේ. පසුව, ශ්‍රී ලංකාවේ අධිකරණ ක්ෂේත්‍රය තුළ සමාජ ප්‍රත්‍යෝග වැඩ භාවිතය පිළිබඳව විවේචනාත්මකව විමසා බලනු ලැබේ. සමාජ ප්‍රත්‍යෝග වැඩ යනු පුද්ගලයා හා පවුල සමඟ වැඩ කිරීම කෙරෙහි මූලික අවධානය යොමු කරනු ලබන වෘත්තීය සමාජ වැඩ පරිච්ඡේදී භාවිතා කරනු ලබන සෘජු නැතහොත් ප්‍රාථමික ක්‍රමවේදවල පළමුවැන්න ලෙස හඳුනා ගත හැකිය (~Social Case Work - Guide 2 Social Work~, 2022). මෙහි දී, තනි පුද්ගලයන් හෝ පවුල් වල සමාජ ක්‍රියාකාරිත්වය (Social Functioning) පිළිබඳ ගැටලු වලට අදාළව ඒවා විසඳීම සඳහා සිද්ධියෙන් සිද්ධිය වෙත වෙනම සලකා බලන (Case by case approach) යොදා ගනු ලැබේ. 1877 වසරේ දී, ලන්ඩනයේ පුණ්‍යාධාර සංවිධානයේ (Charity Organization of London) ආකෘතිය අනුව පිහිටුවා ගන්නා ලද, ඇමරිකානු පුණ්‍යාධාර සංවිධාන සංගමය (American Charity Organization Society) ඇමරිකා එක්සත් ජනපදය තුළ දිළිඳු පුද්ගලයන්ට උපකාර කිරීම සඳහා ගනු ලැබූ පළමු පියවර වන අතර මෙම සංවිධානයේ අරමුණු වූයේ, දිළින්දන්ට උපකාර කළ හැකි ආකාර සොයා බැලීම හා, ඔවුන්ට උපකාර කළ හැකි තනි පුද්ගල සේවා සංවිධානය කිරීමත් ය. මෙය ප්‍රත්‍යෝග වැඩ පිළිබඳ වෘත්තීය ක්‍රමවේදයේ ආරම්භක අවස්ථාවයි.

මෙම සංවිධානය යටතේ සේවය කළ, "Friendly Visitor" ලෙස හැඳින්වූ ස්වේච්ඡාවෙන් වැඩ කළ පුද්ගලයන් විසින් පළමුව දිළින්දන්ගේ අවශ්‍යතා තක්සේරු කිරීම, ද්‍රව්‍යාත්මක සහය ලබා දීම හා මාර්ගෝපදේශනය, උපදෙස් ලබා දීම යන අරමුණු තෘප්ත කර ගැනීම සඳහා දිළින්දන්ගේ නිවාස වලට ගිය අතර, පසුව "පේසා"ටැබ්ලි / Paid Helper" ලෙස සංවර්ධනය වූ "Friendly Visitors", තම අපේක්ෂිත අරමුණු ඉටු කර ගැනීම සඳහා ක්‍රමානුකූල කාර්යපටිපාටියක් අනුගමනය කරන ලදී. එනම්, ඔවුන් දිළින්දන් හා ඔවුන්ගේ පවුල් වල දත්ත එක් රැස් කොට අවශ්‍යතා තක්සේරු කළ පසු උපකාර කරන ලදී. මෙහි දී, සියලුම දත්ත ඇතුළත් පෞද්ගලික තොරතුරු මෙන් ම, සැපයූ උපකාරයේ ස්වභාවය පිළිබඳව වාර්තා පවත්වාගෙන යන ලදී.

නිවෙස් වලට ගොස් සේවය ලබා දුන් ප්‍රත්‍යාසන්නවැඩකරුවන්ට නායකත්වය ලබා දෙන ලද්දේ, ඇමරිකානු ජාතික මේරි රිච්මන්ඩ් (Mary Ellen Richmond) විසින් වන අතර, පළමු සමාජ වැඩ වෘත්තීයවේදිනිය මෙන්ම, සමාජ ප්‍රත්‍යාසන්න වැඩ නිර්මාතෘවරිය ලෙසද සලකනු ලබන්නේ ඇයයි. එම නිවෙස් වල විසූ පුද්ගලයන් හා ඔවුන්ගේ පවුලේ සාමාජිකයන් මුහුණ දුන් ගැටළු විසඳීම සඳහා ප්‍රත්‍යාසන්න වැඩකරුවන් සතු කුසලතාවයන් භාවිතා කරන ලද අතර, ඇය විසින් රචිත, සමාජ රෝග විනිශ්චය (Social Diagnosis) කෘතිය තුළ පළමු වරට, ප්‍රත්‍යාසන්න සමාජ වැඩ ක්‍රියාවලිය, ගැටළු විසඳීමේ ක්‍රියාවලියක් ලෙස හඳුනා ගන්නා ලදී.

සමාජ ප්‍රත්‍යාසන්න වැඩ ක්‍රමවේදය භාවිතා කරන ප්‍රත්‍යාසන්න සමාජ වැඩ වෘත්තීයයන් සේවාවලාභියාගේ ගැටලුව සොයා ගැනීම සඳහා මෙන් ම තක්සේරු කිරීම සඳහා ද විධිමත් ක්‍රමානුකූල ප්‍රවේශයක් (Methodical Approach) භාවිතා කරන අතර විවිධ සමාජ වැඩ විද්‍යාඥයන් විසින් විවිධාකාරයෙන් සමාජ ප්‍රත්‍යාසන්න වැඩ නිර්වචනය කර තිබේ.

මේරි රිච්මන්ඩ්, සමාජ ප්‍රත්‍යාසන්න වැඩ අර්ථ දක්වන්නේ, විවිධ පුද්ගලයන් සඳහා හා ඔවුන් සමඟ සහයෝගයෙන් කටයුතු කිරීමෙන් ඔවුන්ගේම හා සමාජයේ අභිවෘද්ධිය සාක්ෂාත් කර ගැනීම සඳහා විවිධ දේ කිරීමේ කලාව ලෙසිනි (Ija, 2022). එමෙන් ම, ඇය විසින් ම සමාජ ප්‍රත්‍යාසන්න වැඩ, පුද්ගල, එනම්, ගැහැණු, පිරිමි හා ළමයින්ගේ සමාජ සම්බන්ධතා වල වඩා හොඳ ගැලපීමක් ඇති කිරීමේ කලාවී වශයෙන් ද හඳුන්වා දෙයි.

1922 වසරේදී, ඇය, "පුද්ගලයන්, පුද්ගලයා හා සමාජ පරිසරය අතර තනි තනිව හා සවිඥානිකව බලපෑම් සිදු කළ ගලපා ගැනීම් හරහා, පෞරුෂය සංවර්ධනය කිරීමේ ක්‍රියාවලිවලින් සමාජ ප්‍රත්‍යාසන්න වැඩ සමන්විත වන බව" පෙන්වා දී තිබේ. 1920 වසර පමණ වන විට මතු වූ, ෆ්‍රොයිඩ්‍යානු මනෝ විද්‍යාව ප්‍රත්‍යාසන්න වැඩ වර්ධනය සඳහා සුවිශේෂී පිටුවහලක් වූ බව මෙම නිර්වචන තුළින් පැහැදිලි වේ.

ඇමරිකාවේ විකාගේ ගුරුකුලය නියෝජනය කරන සමාජ ප්‍රත්‍යාසන්න වැඩ විෂය පුරෝගාමියෙකු ලෙස සැලකෙන හෙන්රි හැරිස් පර්ල්මන් විසින් සිය 'Social casework A problem solving process' කෘතියෙහි අර්ථ දක්වනු ලබන ආකාරයට, සමාජ ක්‍රියාකාරිත්වයේ දී මතු වන පුද්ගල ගැටලු ඵලදායී ව හසුරුවා ගැනීමට, ඇතැම් මානව සුබසාධන ආයතන විසින් පුද්ගලයන්ට උපකාර කිරීමේ ක්‍රියාවලිය සමාජ ප්‍රත්‍යාසන්න වැඩ වේ.

ඇමරිකා එකසන් ජනපදයේ හා කැනඩාවේ සමාජ වැඩ විෂය මාලාව සංවර්ධනය සඳහා පුරෝගාමී ව කටයුතු කළ සමාජ වැඩ විෂය පිළිබඳ අධ්‍යාපනඥයෙක් ලෙස සැලකෙන ව(ර්)නර් බොයම් විසින්, පොදුවේ සමාජ වැඩ විෂය හඳුන්වා දෙන්නේ, පුද්ගලයන් හා ඔවුන්ගේ සමාජ පරිසරය අතර පවතින අන්තර් සම්බන්ධතාවය මත පදනම් වූ ක්‍රියාකාරකම් මඟින්, කණ්ඩායම් තුළ එක් එක් පුද්ගලයන්ගේ සමාජ ක්‍රියාකාරිත්වය පුළුල් කිරීමට කටයුතු කරනු ලබන විෂය (Ni, 2022) ලෙසය.

ඒ යටතේ, බොයම් විසින් පුද්ගලයෙකුගේ ජීවිතයේ මනෝ සමාජීය අංග පිළිබඳ ව කටයුතු කරන සමාජ වැඩ ක්‍රමයක් ලෙස සමාජ ප්‍රත්‍යාසන්න වැඩ හඳුන්වා දී තිබේ. එනම්, බොයම් ට



අනුව, සමාජ ප්‍රත්‍යාස වැඩ යනු, පුද්ගලයෙකුගේ භූමිකාවේ කාර්ය සාධනය (role performance) වැඩිදියුණු කිරීම මගින් එම පුද්ගලයාගේ සමාජ ක්‍රියාකාරිත්වය වැඩිදියුණු කිරීම (Improve), ප්‍රතිස්ථාපනය කිරීම (Restore), නඩත්තු කිරීම (Maintain) හා වැඩිදියුණු කිරීම (Enhance) සඳහා පුද්ගලයෙකුගේ ජීවිතයේ මනෝ-සමාජ අංශවලට මැදිහත් වන සමාජ වැඩ ක්‍රමයකි (Mohinuddin, 2017).

ඇලන් පින්කස් (Allen Pincus) හා ඇන් මිනහම් (Anne Minaham) ට අනුව, සමාජ වැඩ විෂය තුළ තම ජීවන අරමුණු ඉටු කර ගැනීමට, පීඩාව අවම කර ගැනීමට හා තම අපේක්ෂාවන් හා අඟනාකම් අවබෝධ කර ගැනීමට ඇති පුද්ගල හැකියාවට බලපෑම් කරන, පුද්ගලයා හා සමාජ පරිසරය අතර පවතින අන්‍යෝන්‍ය සම්බන්ධය පිළිබඳ ව සමාජ වැඩ සැලකිලිමත් වේ (Herath, 2018). ඉහත නිර්වචනවලින් පැහැදිලි වන ආකාරයට, සමාජ ප්‍රත්‍යාස වැඩ විෂය තුළ පුද්ගලයා, පවුල මෙන් ම පුද්ගල සම්බන්ධතා සම්බන්ධයෙන් ද ඉහළ සැලකිල්ලක් දැක්වීම සිදු වේ.

අවධානමට ලක්විය හැකි, පීඩාවට පත් වූ හා දරිද්‍රතාවයේ ජීවත් වන පුද්ගලයින්ගේ අවශ්‍යතා හා සවිබල ගැන්වීම කෙරෙහි විශේෂ අවධානයක් යොමු කරමින්, මිනිස් යහපැවැත්ම වැඩි දියුණු කිරීම හා සියලු මිනිසුන්ගේ මූලික මානව අවශ්‍යතා සපුරාලීමට උපකාර කිරීම සමාජ ප්‍රත්‍යාස වැඩ ක්‍රියාවලියේ මූලික අරමුණ වේ.

#### සමාජ ප්‍රත්‍යාස වැඩවල නියුතු වෘත්තිකයාගේ අරමුණු

සමාජ ප්‍රත්‍යාසවැඩ වෘත්තිකයෙකු විසින් තම සේවාවලාභියාට සේවය සැපයීමේ දී, ප්‍රධාන වශයෙන්, සේවාවලාභීන් සමඟ යහපත් සම්බන්ධතාවක් ගොඩ නගා ගැනීම, සේවාවලාභියා විසින් ඉදිරිපත් කරනු ලබන ගැටලුව හඳුනා ගෙන, එය හොඳින් අවබෝධ කර ගෙන එම ගැටලුව විසඳා ගැනීම සඳහා සේවාවලාභියාට උපකාර කිරීම, සේවාවලාභියාගේ මනස ශක්තිමත් කිරීම, සේවාවලාභියාට ඉදිරියේ දී මුහුණ දීමට සිදු විය හැකි ගැටළු වළක්වා ගැනීම, සේවාවලාභියා සතු අභ්‍යන්තර සම්පත් වර්ධනය කිරීම මගින් අනාගත අභියෝග වලට සාර්ථක ව මුහුණ දීම සඳහා සේවාවලාභියා සුදානම් කිරීම අරමුණු කරයි.

සමාජ ප්‍රත්‍යාස වැඩ වල ස්වභාවය විමසා බැලීමේ දී, ප්‍රත්‍යාස සමාජ වැඩ වෘත්තිකයා හා සේවාවලාභියා එකිනෙකාගෙන් ස්වාධීන වේ. එනම්, සේවය සපයනු ලබන තැනැත්තා හා සේවාවලාභියා අතර සමාන බල සම්බන්ධතාවයක් පවතියි. කිසිවෙකු කිසිවෙකුට ඉහළින් බලය ක්‍රියාත්මක නොකරයි. එමෙන් ම, සමාජ ප්‍රත්‍යාස වැඩ සම්බන්ධතාවයෙහි ප්‍රතිකාරාත්මක අගයන් (Therapeutic values) ගණනාවක් පැවතිය හැකි ය. සමාජ ප්‍රත්‍යාස වැඩ ක්‍රියාවලිය පවතින තත්ත්වයේ වර්ධනයක් (improvement of condition) වේ. එමෙන්ම, මෙය පෞරුෂ සංවර්ධන ක්‍රියාවලියක් වන අතර, හැකියාව වර්ධනය කිරීමේ ක්‍රියාවලියකි. මෙහි විශේෂත්වය වන්නේ, සමාජය තුළම වෙනස්කම් සිදු කිරීමේ ක්‍රියාවලියක් වීමය.

ඇමරිකා එක්සත් ජනපදයේ විකාගෝ සරසවියේ සම්මානිත මහාචාර්යවරියක් වන හෙලන් හැරිස් පර්ල්මන් (Helen Harris Perlman) ද සමාජ වැඩ පිළිබඳ විකාගෝ ගුරුකුලය නියෝජනය කරන පුරෝගාමී තැනැත්තියක් වන අතර, ඇය විසින් සමාජ ප්‍රත්‍යාස වැඩ පිළිබඳ ග්‍රන්ථ කිහිපයක් රචනා කොට තිබේ. ඒ අතරින් Social casework A problem solving process (1957) හා Relationship The heart of helping people (1979) යන කෘති සමාජ ප්‍රත්‍යාස වැඩ පරිචය සඳහා බෙහෙවින් වැදගත් වේ.

විශේෂයෙන්ම, හෙලන් හැරිස් පර්ල්මන්ගේ Social casework A problem solving process (1957) කෘතිය, සමාජ ප්‍රත්‍යාස වැඩ පිළිබඳ මූලික කරුණු ඇතුළත් කෘතියක් ලෙස සැලකෙන අතර, මෙම කෘතියේ වැදගත්කම වන්නේ, සමාජ ප්‍රත්‍යාස වැඩ විෂයයට අදාළවත්, සමාජ ප්‍රත්‍යාස වැඩ ක්‍රියාත්මක කිරීමේදීත්, කෙතරම් සංකීර්ණතා ඇතත්, සමාජ ප්‍රත්‍යාස වැඩ සඳහා ඒකීයත්වයක් මෙන්ම, ඒකාබද්ධතාවයක් ලබා දෙන මූලිකාංග (element), බලවේග (force) හා ක්‍රියාවලි (processes) පවතින බව මෙම කෘතියෙන් පර්ල්මන් පෙන්වා දීම හේතුවෙනි.

ඇය මෙම කෘතිය තුළ එම නියතයන් හඳුනා ගනිමින්, විශ්ලේෂණය කරමින්, ගැටළු විසඳීමේ තාර්කික රාමුව තුළින් එම නියතයන් දකින අතර, "Helen Harris Perlman's 5 P's theory" ලෙස හඳුන්වන ඇය විසින් ඉදිරිපත් කරන ලද සමාජ ප්‍රත්‍යාස වැඩ වල මූලිකාංග 5 පිළිබඳ ව මෙහි දී හඳුනා ගනු ලැබේ. එනම්, පුද්ගලයා, ගැටලුව, ස්ථානය, වෘත්තීය නියෝජිත, ක්‍රියාවලිය වේ. " person with a problem comes to a place where a professional representative supports him through a given process" යනුවෙන් සමස්ත ක්‍රියාවලිය එහි සියලුම අංග සමග සංක්ෂිප්ත ව දැක්වීමට සමත් වී තිබේ ( (Rengasamy, බ.ා.).

### පුද්ගලයා (Person)

සමාජ ප්‍රත්‍යාස වැඩ ක්‍රියාවලිය තුළ සෑම තැනැත්තෙක්ම පුද්ගලයෙකු ලෙස හඳුනා නොගැනේ. මෙහි පුද්ගලයා ලෙස හඳුනා ගනු ලබන්නේ, පිරිමියෙකු, කාන්තාවක්, ළමයෙකු හෝ සමාජීය, මානසික හෝ ආර්ථික ගැටළු ඇති ඕනෑම සහය අවශ්‍ය හෝ අපේක්ෂා කරන පුද්ගලයෙක් වේ. මේ පුද්ගලයා සමාජ ප්‍රත්‍යාස වැඩ ක්‍රියාවලිය තුළ සේවාලාභියා ලෙස හඳුනා ගනු ලැබේ. ඒ අනුව, තම අපහසුතා කළමනාකරණය කර ගැනීම අපහසු හෝ අසමත් පුද්ගලයෙකු සමාජ ප්‍රත්‍යාස වැඩ වෘත්තීයයෙකුගේ සහය පතයි.

### ප්‍රශ්නය (Problem)

මිනිසාගේ පරිසරයේ ඇති බාධකයක ප්‍රතිඵලයක් ලෙස මතුවන තත්ත්වය ප්‍රශ්නයක් ලෙස හඳුනා ගත හැකිය. හුසේන් හා අලවුදින් (Hussain & Alauddin) ට අනුව, සමාජ ප්‍රත්‍යාස වැඩවල ප්‍රශ්නය යනුවෙන් හඳුනා ගනු ලබන්නේ, සේවාදායකයාගේ සාමාන්‍ය ක්‍රියාකාරීත්වය අනතුරේ හෙළා හෝ කඩාකප්පල් කර ඇති ආතති සහගත තත්ත්වයක් වේ.

ප්‍රධාන ප්‍රශ්න වර්ග දෙකකි. එනම්, අභ්‍යන්තර පුද්ගල ගැටලු (Intra-personal Problem) හා අන්තර් පුද්ගල ගැටලු (Inter-personal Problem) වශයෙනි. එක පුද්ගලයෙකුට පමණක් බලපාන තත්ත්වයක් හා එම තත්ත්වයේ ප්‍රතිඵලයන් එක පුද්ගලයෙකු පමණක් භුක්ති විඳින අවස්ථාවක එම ගැටලුව අභ්‍යන්තර පුද්ගල ගැටලුවක් ලෙසත්, පුද්ගලයන් 2ක් හෝ වැඩි ගණනකට හෝ කණ්ඩායමකට බලපාන තත්ත්වයක් අන්තර් පුද්ගල ගැටලුවක් ලෙසත් හඳුනා ගනු ලැබේ. පුද්ගලයාගේ ගැටලුවේ ස්වභාවය අනුව ගැටලු වර්ගීකරණය කළ හැකි අතර, උදාහරණයක් වශයෙන්, සමාජීය, මනෝවිද්‍යාත්මක, කායික හෝ මූල්‍යමය ලෙස ගැටලුව වර්ග කළ හැකි ය.

#### ස්ථානය (Place)

මෙහි ස්ථානය යනු, සේවාලාභියා ප්‍රත්‍යක්‍ෂ සමාජ වැඩ වෘත්තීයයෙකුගේ සේවය ලබා ගැනීම සඳහා පැමිණෙන ආයතනයයි. හුසේන් හා අලවිදීන් (Hussain & Alauddin) ට අනුව, ආයතනයක් යනු, සේවාලාභියාගේ දුෂ්කරතාවයට පිළියමක් ලෙස, ද්‍රව්‍යාත්මක හෝ ද්‍රව්‍යාත්මක නොවන, සේවා සපයනු ලබන සංවිධානයයි. ආයතන වර්ග 2 කි. එනම්, රජයේ ආයතන හා පෞද්ගලික ආයතන වේ. සරල ව, රජය විසින් පවත්වා ගෙන යනු ලබන ආයතන රජයේ ආයතන ලෙසත්, රජය සහය දක්වන හෝ ස්වේච්ඡා දායකත්වයෙන් මූල්‍යාධාර සපයා ගන්නා සංවිධාන පෞද්ගලික ආයතන ලෙසත් මෙහි දී හඳුනා ගනු ලැබේ.

#### වෘත්තීය නියෝජිත (Professional Representative)

මෙහි වෘත්තීය නියෝජිත යනු, සමාජ වැඩ වෘත්තීයයා වන අතර, සේවාලාභීන් සමඟ සබඳතා ගොඩනගා ගැනීමට හා ඔවුන්ගේ ගැටළු හා විසඳුම් තීරණය කිරීමට සමාජ වැඩ වෘත්තීයයාට හැකි විය යුතුය. හුසේන් හා අලවිදීන් (Hussain & Alauddin) ට අනුව, වෘත්තීය නියෝජිත සමාජ වැඩ පිළිබඳ දැනුම, කුසලතා, අභ්‍යන්තර හා ආචාරධර්ම මත පදනම් ව කටයුතු කළ යුතු අතර, තමා සපයන සේවය පිළිබඳ ව තම සංවිධානයටත්, තම සේවාලාභියාටත් වගකිව යුතුය. සේවා ස්ථානයට සාපේක්ෂව ව ප්‍රත්‍යක්‍ෂ සමාජ වැඩ වෘත්තීයයාගේ තනතුරු නාමය වෙනස් විය හැකි අතර, එය, පාසල් ප්‍රත්‍යක්‍ෂ වැඩවෘත්තීයයා හෝ මානසික ප්‍රත්‍යක්‍ෂ වැඩවෘත්තීයයා හෝ අධිකරණ ප්‍රත්‍යක්‍ෂ වැඩවෘත්තීයයා විය හැකිය.

#### ක්‍රියාවලිය (Process)

ක්‍රියා මාලාවක්, ක්‍රියාවලියක් ලෙස හඳුනා ගනු ලැබේ. ප්‍රත්‍යක්‍ෂ සමාජ වැඩ සන්දර්භය තුළ, සේවාදායකයින්ට උපකාර කිරීම හා දුෂ්කරතා විසඳීම සඳහා සිදු කරන ක්‍රියාදාමය ක්‍රියාවලිය ලෙස හැඳින්වේ. මෙම ක්‍රියාවලියේ ප්‍රධාන අදියර 6 ක් හඳුනා ගත හැකි ය.

#### ➤ ප්‍රවේශය (Intake)

මෙම අවස්ථාවේදී, සේවාවලාභියා හා සමාජ ප්‍රත්‍යාස වැඩ වෘත්තිකයා අතර, පළමු සම්මුඛ සාකච්ඡාව සිදු වන අතර, මෙම අවස්ථාවේදී, සේවාවලාභියා සමඟ සුභදතාවයක් (rapport) ගොඩ නගා ගනියි.

➤ මනෝ- සමාජීය විශ්ලේෂණය (Psycho Social Study)

මෙම අවස්ථාවේ දී, සේවාවලාභියා පිළිබඳ ව මනෝ- සමාජීය කරුණු (Psycho Social Facts) රැස් කර ගැනීම සිදු වේ.

➤ මනෝ සමාජීය රෝග විනිශ්චය (Psycho Social Diagnosis)

සොයා ගත් මනෝ සමාජීය කරුණු සේවාවලාභියාට බලපාන ආකාරය පිළිබඳ ව විභාග කරමින් තක්සේරු කිරීම මෙම අවස්ථාවේ දී සිදු වේ.

➤ ප්‍රතිකාර සැලැස්ම / මැදිහත්වීම (Treatment / Intervention)

මෙම අදියරේ දී, සේවාවලාභියා සමඟ එක්ව, සේවාවලාභියාට අහිමන ආකාරයට සේවාවලාභියා විසින් ඉදිරිපත් කළ ගැටලුව විසඳා ගැනීම සඳහා ක්‍රියාකාරී සැලැස්මක් සකස් කර ගැනීම සිදු වේ.

➤ ඇගයීම (Monitoring and Evaluation)

සේවාවලාභියාගේ ගැටලුව මෙන් ම, ප්‍රතිකාර සැලැස්මේ ක්‍රියාත්මකභාවය ඇගයීම ට ලක් කිරීම මෙම අවස්ථාවේ දී සිදු වේ.

➤ අවසන් කිරීම හා පසු විපරම (Follow up and Termination)

සේවාවලාභියාගේ තත්ත්වය පිළිබඳ ව පසු විපරම හා අදාළ කාර්යභාරය අවසන් කිරීම මෙම අදියරේ දී සිදු වේ.

### සමාජ ප්‍රත්‍යාස වැඩ මූලධර්ම

සෑම ආයතනයක් සතුවම, එම ආයතනයට අනන්‍ය නීති රෙගුලාසි පද්ධතියක් පවතියි. කෙසේ නමුත්, මෙම සමාජ වැඩ මූලධර්ම එම ආයතනවල අත්‍යාවශ්‍ය ප්‍රමිතීන් වේ. ඒවා මඟින් ප්‍රත්‍යාස සමාජ වැඩ වෘත්තිකයාගේ ක්‍රියාකාරකම් සඳහා මාර්ගෝපදේශ සපයයි. ප්‍රධාන වශයෙන් සමාජ ප්‍රත්‍යාස වැඩ මූලධර්ම 7ක් හඳුනා ගත හැකි ය. එනම්,

1. ප්‍රත්‍යාසීකරණය
2. අරමුණු සහිත හැඟීම් ප්‍රකාශ කිරීම
3. පාලිත චිත්තවේගීය මැදිහත්වීම
4. පිළිගැනීම
5. නිර්-විනිශ්චිත ආකල්ප

6. සේවාවලාභියාට ඇති ස්වයං- නිර්ණය කිරීමේ අයිතිය
7. රහස්‍යභාවය වේ (විජේසේකර, M, 2022).

### අධිකරණ සමාජ වැඩ හැඳින්වීම

අධිකරණ සමාජ වැඩ ක්ෂේත්‍රය අනෙකුත් සමාජ වැඩ ක්ෂේත්‍ර වලට සාපේක්ෂව, නව ක්ෂේත්‍රයක් වුවද, අධිකරණයේ විභාග වන නඩු සංඛ්‍යාව මෙන් ම, බන්ධනාගාර ගත වන ජනගහනය විශාල වශයෙන් වර්ධනය වීම හේතුවෙන්, සුදුසුකම් සහිත සමාජ වැඩ වෘත්තිකයන්ට පහසුවෙන් ප්‍රවේශ විය හැකි, විශාල ඉල්ලුමක් සහිත සුවිශේෂී ක්ෂේත්‍රයක් ලෙස හඳුනා ගත හැකි ය.

විශේෂයෙන් ම, සේවාවලාභීන් අධෛර්යමත් කරනු ලබන, නිරන්තර වෙනස් වීමට භාජනය වන නීති පද්ධතිය තුළ, අධිකරණ සමාජ වැඩ, අපරාධ යුක්ති ක්‍රමයේ, මනෝවිද්‍යාත්මක හා වර්ධනාත්මක සේවා සඳහා අත්‍යාවශ්‍ය රාජ්‍ය සේවාවක් බවට පත් වෙමින් පවතියි.

අධිකරණ සමාජ වැඩ, මානසික රෝහල්වල අපරාධ විත්තිකරුවන් ඇගයීමට හා ප්‍රතිකාර කිරීමට සීමා වී ඇති බව බොහෝ දෙනා සාවද්‍ය ලෙස විශ්වාස කරන නමුත්, විත්තිකරු හෝ පැමිණිලිකරු පදනම් වූ සිවිල් හා අපරාධ යුක්ති ක්‍රම තුළ ක්‍රියාත්මක වන සියලු සමාජ සේවා මෙම ක්ෂේත්‍රයට අදාළ කළ හැකි ය.

ඇමරිකා එක්සත් ජනපදයේ, අධිකරණ සමාජ වැඩ පිළිබඳ ජාතික සංවිධානය (National Organization of Forensic Social Work (NOFSW)) විසින් විස්තර කරනු ලබන ආකාරයට, අධිකරණ සමාජ වැඩ යනුවෙන් හඳුන්වනු ලබන්නේ, නීතිය හා නීති පද්ධති වලට අදාළ ප්‍රශ්න හා විවිධ ගැටලු සඳහා සමාජ වැඩ අදාළ කිරීමයි. සමාජ වැඩ වෘත්තීය යටතේ මෙම ක්ෂේත්‍රය සායන හා මනෝ විකිත්සක රෝහල් වලින් ඔබ්බට ගොස් අපරාධ විත්තිකරුවන්ගේ ගැටලු වල නීත්‍යානුකූල බව හා වගකීම ඇගයීම හා ඒවාට විසඳුම් ලබා දීම දක්වා දිව යයි.

අධිකරණ සමාජ වැඩ පිළිබඳ ව පුළුල් ව සිදු කරනු ලබන නිර්වචනයකට, අපරාධ සහ සිවිල් යන දෙඅංශයෙන් ම නීතිමය ගැටළු සහ නඩු පැවරීම් වලට සම්බන්ධ වන සමාජ වැඩ පරිච්ඡේද ඇතුළත් වේ. ඒ අනුව, ළමා භාරකාරත්වය සම්බන්ධ ගැටළු, නීත්‍යානුකූල වෙන් වීම, දික්කසාදය, නො සලකා හැරීම, දෙමාපියන්ගේ අයිතිවාසිකම් අවසන් කිරීම, දරුවන් හා කලත්‍රයා අපයෝජනය කිරීම, බාල වයස්කාර සහ වැඩිහිටි අධිකරණ සේවා, විශෝධනය හා සිවිල් ආරවුල් යන සියල්ල මෙම නිර්වචනයට අයත් වේ (~Forensic Social Work, 2020).

බාකර් හා බ්‍රැන්සන් (Barker and Branson) (2000) අධිකරණ සමාජ වැඩ පුළුල් නීතිමය පරිසරයක් තුළ තැබූ අතර, ඔවුන් එය සමාජයේ නීතිමය සහ මානව සේවා පද්ධතිය අතර අතුරු මුහුණත (interface) කෙරෙහි අවධානය යොමු කරන වෘත්තීය විශේෂත්වයක් ලෙස අර්ථ දැක්වීය. Hughes and Neal (1983) අධිකරණ සමාජ වැඩ නීතිය හා මානසික සෞඛ්‍යය යන ක්ෂේත්‍ර දෙකෙහි අන්තර්පේදනයක් ලෙස හඳුනා ගන්න අතර, අධිකරණ සමාජ වැඩ

වෘත්තිකයන් සේවය කරන්නේ, නීතිය හා මානසික සෞඛ්‍යය යන අංශ දෙක ම සමස්තයක් (Gestalt) ලෙස සලකා එම අංශ දෙකම අතිරිදනය වන විට ය.

Roberts and Brownell (1999) අනුව, අධිකරණ සමාජ වැඩ යනු, විශේෂයෙන් වින්දිතයින් හා ළමා හෝ වැඩිහිටි වැරදිකරුවන් වැනි විශේෂිත ජනගහනයකට සේවය කිරීම සඳහා අවශ්‍ය දැනුම හා කුසලතා අවශ්‍ය වෘත්තියක් වන අතර, ඒ සම්බන්ධ ප්‍රතිපත්ති සකස් කිරීම මෙන් ම, ඔවුන් සමඟ කටයුතු කරමින් සමාජ වැඩ වෘත්තිය භූමිකාව ක්‍රියාත්මක කිරීම, අධිකරණ සමාජ වැඩ වෘත්තිකයන් විසින් සිදු කරනු ලැබේ.

#### අධිකරණ සමාජ වැඩ වෘත්තිකයකුගේ කාර්යභාරය

අධිකරණ සමාජ වැඩ වෘත්තිකයන් විසින්, ප්‍රතිපත්ති සහ වැඩසටහන් සංවර්ධනය, මැදිහත් වීම, උපදේශනය සහ බේරුම්කරණය, ඉගැන්වීම, පුහුණුව හා අධීක්ෂණය, වර්ගාත්මක විද්‍යා පර්යේෂණ හා විශ්ලේෂණය යන කාර්යයන් වලට අමතරව, අපරාධ යුක්තිය, බාලවයස්කාර යුක්තිය හා විශෝධන ක්‍රමවේද පිළිබඳ ව, නීති සම්පාදකයින්, නීතිය ක්‍රියාත්මක කරන්නන්, නීතිඥයින්, නීති සිසුන් සහ නීතිවේදීන් මෙන් ම, මහජන සාමාජිකයන් ට, උපදේශනය, අධ්‍යාපනය හෝ පුහුණුව ලබා දීම සිදු කරයි (~Forensic Social Work~, 2020).

ඊට අමතර ව, අපරාධ හා බාලක යුක්තිය (criminal and juvenile justice) සම්බන්ධ ක්‍රියාවලියට මැදිහත් වූ පුද්ගලයන් සම්බන්ධ, රෝග විනිශ්චය, තක්සේරු කිරීම හා ප්‍රතිකාර කිරීමත් (Diagnosing, assessing, and treating), මානසික තත්ත්වය, දරුවන්ගේ අවශ්‍යතා, නොහැකියාවන් හෝ සාක්ෂි දීමට ඇති නොහැකියාව පිළිබඳව රෝග විනිශ්චය කිරීම, ප්‍රතිකාර කිරීම හෝ නිර්දේශ කිරීම, විශේෂඥ සාක්ෂිකරුවෙකු ලෙස සේවය කිරීම, නීතිය බලාත්මක කරන්නන් සහ අනෙකුත් අපරාධ යුක්තිය පසිඳලීමේ නිලධාරීන් පරීක්ෂා කිරීම, ඇගයීම හෝ ප්‍රතිකාර කිරීම (Screening, evaluating, or treating) ආදිය අධිකරණ සමාජ වැඩ වෘත්තිකයෙකු ලෙස ඉටු කරනු ලැබේ (~Forensic Social Work, 2020).

අධිකරණ සමාජ වැඩ වෘත්තිකයෙකු බවට පත් වීම සඳහා අපරාධ යුක්ති ක්‍රියාවලිය පිළිබඳ අවබෝධය වැදගත් වන අතර, ඕනෑම සමාජ වැඩ වෘත්තිකයෙකුට පහසුවෙන් කටයුතු කළ නොහැකි සුවිශේෂී පුහුණුවක්, පළපුරුද්දක් හා දැනුමක් සහිත ව ප්‍රවේශ විය යුතු විෂය ක්ෂේත්‍රයක් ලෙස අධිකරණ සමාජ වැඩ ක්ෂේත්‍රය හඳුනා ගත හැකි ය.

ශ්‍රී ලංකාවේ අධිකරණ යුක්ති ක්‍රමයට, පොලිසිය, අධිකරණය හා බන්ධනාගාරය යන ආයතන ත්‍රිත්වය ම සම්බන්ධ වන අතර, අධිකරණ සමාජ වැඩ වෘත්තිකයන් ලෙස අපරාධ යුක්ති ක්‍රමය හා සම්බන්ධව කටයුතු කරන වෘත්තිකයන් දැනට නොමැත. කෙසේ නමුත්, මෙම ක්ෂේත්‍ර වල වෙනත් තනතුරු වල සේවය කරන නිලධාරීන් ට සමාජ වැඩ විෂය සම්බන්ධයෙන් දැනුම ලබා දීමේ අරමුණින් ක්‍රියාත්මක වන විවිධ වැඩසටහන් පවතියි.

## නිගමනය

ජාත්‍යන්තර අන්දැකීම් සම්බන්ධයෙන් සලකා බැලීමේ දී, ශ්‍රී ලංකාවේ අධිකරණ යුක්ති ක්‍රියාදාමය තුළ ඉහත විස්තර කළ ආකාරයට, සමාජ ප්‍රත්‍යේක වැඩ, වැළැක්වීම (Prevention), ප්‍රවර්ධනය (Promotion), සුව කිරීම/ පිළියම් (Cure/Remedy), පුනරුත්ථාපනය (Rehabilitation), ප්‍රතිස්ථාපනය (Restoration) හා සමාජ පරිසරය වෙනස් කිරීම සඳහා භාවිතා කළ හැකි ය. ඒ අනුව, සමාජ ප්‍රත්‍යේක වැඩ ක්‍රමවේදය හරහා, සේවාලාභියා හා ඔහුගේ පවුලේ අය සමඟ කටයුතු කිරීමට උත්සාහ කිරීම තුළින් සේවාලාභියාගේ සමාජ ක්‍රියාකාරීත්වයේ නිරසාර ප්‍රශස්ත මට්ටමක් පවත්වා ගැනීමට සමාජ වැඩ වෘත්තිකයන්ට හැකි වේ (Boehm, 1967). එය අධිකරණ සමාජ වැඩ ක්ෂේත්‍රයට ද එක ලෙස අදාළ ය.

## ආශ්‍රිත ග්‍රන්ථ නාමාවලිය

Boehm, W. W. (1967). Social Psychiatry and Social Work. Canadian Psychiatric Association Journal, 12(1\_suppl), 29–39. <https://doi.org/10.1177/070674376701201S06>

Forensic Social Work. (2020). Retrieved 30 August 2022, from <https://www.nofsw.org/what-is-forensic-social-work-1>

Herath, H.MC.J. (2018). Social welfare and social work. Lecture 4, University of Sri Jayewardhanapura

Ijaz, M. (2022). Definition of social case work. Retrieved 27 August 2022, from <https://socialwork.pk/definition-of-social-case-work/>

Kumar, R. *Social Work Methods* [Ebook]. Retrieved from <https://ddceutkal.ac.in/Syllabus/MSW/Paper-5.pdf>

Mohinuddin, M. (2017). What is Social Casework?. Retrieved 27 August 2022, from <https://www.sweducarebd.com/2017/03/social-casework-method.html>

Ni, S., 2022. Social Work's Focus of Concern. [Blog] *Social Work and Beyond*, Available at: <<http://socialangakingwork.blogspot.com/2010/02/social-works-focus-of-concern.html>> [Accessed 26 September 2022].

Rengasamy, S. *Social Case Work* [Ebook]. Retrieved from [http://daga.co.in/pages/msw/Pg-MSW-I%20YEAR-MAJOR-\(CW\)Social%20Work%20Practice%20With%20Individual.pdf](http://daga.co.in/pages/msw/Pg-MSW-I%20YEAR-MAJOR-(CW)Social%20Work%20Practice%20With%20Individual.pdf)

Sharma, V., n.d. *Working with Individual*.

Social Care Institute for Excellence (SCIE). 2022. *Prevention in social care*. [online] Available at: <<https://www.scie.org.uk/prevention/social-care>> [Accessed 26 September 2022].

Social Case Work – Guide 2 Social Work. (2022). Retrieved 22 May 2022, from <https://guide2socialwork.com/social-case-work/>

Wijsekara ,M. (2021). Methods and Techniques in Social Case Work 1. Lecture 6, National Institute of Social Work