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SAMÖDHÄNA

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SAMÖDHÄNA

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Editorial Note

It is with great pleasure that we present volume 10 (Issue II) of "Samodhana," our esteemed journal dedicated to the vast realm of Social Sciences and Humanities. As we delve into the ever-evolving landscape of knowledge, we find ourselves at a crossroads where interdisciplinary research emerges as a beacon of intellectual progress.

In today's interconnected world, societal issues transcend conventional disciplinary boundaries. Our complex challenges demand a multifaceted approach that draws upon the diverse perspectives and methodologies inherent in the social sciences and humanities. The journal aims to encourage the publication of scholars' research on the Social Sciences and Humanities to promote knowledge at the national level. It publishes review papers, book reviews, and original research articles.

"Samodhana," volume 10 (Issue II) embodies our commitment to showcasing the remarkable diversity and intellectual rigour present in the field. The articles featured in this Issue reflect the breadth and depth of research conducted across disciplines, shedding light on critical issues and their societal implications. In volume 10, Issue II, five articles were published covering subjects such as Urbanization, Ethnoarchaeology, Online Education, Career intention, and Female Youth Unemployment.

We invite you to immerse yourselves in the rich tapestry of insights from our esteemed authors, whose research exemplifies the power of interdisciplinary collaboration by embracing different theoretical frameworks, methodologies, and perspectives. We believe fostering a holistic intellectual environment is crucial for advancing knowledge and facilitating informed discussions.

The support given by Prof. D. Thusitha Mendis, Dean of the Faculty of Social Sciences and Humanities, editorial board members, all respective authors, and reviewers is highly appreciated. We also thank our readers, whose unwavering support and engagement inspire us.

We hope this " Samodhana " volume 10 (Issue II) will broaden your horizons and ignite a curiosity that transcends disciplinary boundaries. Let us embark on this journey of interdisciplinary exploration, embracing the vast tapestry of the social sciences and humanities.

Prof. Manjula Ranagalage
Editor-in-Chief
Samodhana – The Journal of Faculty of Social Sciences and Humanities

Spatio-temporal Analysis of Urban Growth Pattern and Relevant Environmental Consequences: A Case Study of Kandy City and Surrounding Area

HMYLP Herath[1]

Abstract

The earth's natural landscape changes over time and spatially, and it also influences the creation of various environmental issues. Urbanization is inevitably one of the most important development indicators and is a rapidly growing dynamic process. Especially the cities in the hill country of Sri Lanka are also facing the adverse effects of rapid urbanization due to their economic and social significance. This study examines the spatiotemporal pattern of urbanization and the relevant environmental consequences in Kandy City, Sri Lanka, from 1994 to 2021. The data required for this research were obtained from both primary and secondary and analyzed using GIS techniques and Statistical Analysis methods. Land Use/Land Cover (LULC) classification was made using a pixel-oriented supervised classification method and examined the temporal pattern of urban land changes across two-time intervals (1994–2007, 2007-2021, and 1994–2021). Variations in urbanization patterns were analyzed from 250 m to 250 m using a Multiple Ring Buffer. A ground-level study was conducted to verify the accuracy of the information obtained from the mapped data, and data were obtained from a questionnaire and

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interviews with a randomly selected 100 people living near the city of Kandy. The Pearson Correlation Analysis and descriptive statistic methods were used to illustrate the relationship between variables. The results showed that the area under Impervious Surface during the 27 years from 1994 to 2021 increased by 35.23 Km^2, while the forest cover decreased by 52.78 Km^2. The annual growth rate of the Impervious Surface can be identified as 1.30 km^2 per year from 1994 to 2021, and the forest cover has lost 1.95 km^2 per year. Depicts a positive correlation between urbanization and other variables, such as environmental pollution, climate change, waste disposal, and resource availability. Thus, the study identified a rapid increase in land area and a rapid decline in forest cover due to the growing informal urban pattern. Therefore, this research confirms that it is required to focus on sustainable urban development to address the current environmental, social and economic crisis.

Keywords: Kandy City; Urban Growth, LULC Changes; Multiple Ring Buffer; Sustainable Urban Development

Introduction

Understanding the entire earth's surface makes it possible to identify various changes in the current land use pattern spatially and temporarily. Humans have considered the earth their habitat for about a million years, which is considered a very short period, and humans, as well as other species, have lived as part of nature itself. As a result of prolonging the human life span, human beings have been able to transcend environmental boundaries and fulfil their infinite needs. As a result, the land has undergone various changes over time and changes in environmental factors.

According to the United Nations World Population Prospects (UNWPP), "urbanization is a complex socio-economic process that transforms the built environment, converting formerly rural into urban settlements, while also shifting the spatial distribution of a population from rural to urban areas. It includes changes in dominant occupations, lifestyle, culture, and behavior, thus altering urban and rural areas' demographic and social structure (United Nations, 2018). In 1920, the urban population comprised 14% of the World and reached 25% in 1950 (Weber & Puissant, 2003). In 1990, only 15% of the World's population lived in cities, while in the 20th century, this picture was fully transformed, with half the population of the World estimated to live in

cities (Michael, Annez, & Buckley, 2009). Currently, 50% (3.3 billion) of the World's population lives in urban areas (United Nations, 2008). Whether in developed or developing countries, the widespread growth of urbanization is making pursuing prosperous and sustainable cities problematic. As a city grows, it will need to develop more land for public infrastructure (roads, water, and utilities), housing, and industrial and commercial use due to increasing population concentration and economic activity. Therefore, urbanization can be considered as an observable transformation of the spatial pattern of land use and land covers, such as the transformation of agricultural and forest land use into a built-up area or the gradual transformation of the rural landscape into an urban form.

During the past decades, Kandy City, Sri Lanka's last kingdom and the country's "heartbeat" in South Asia, has experienced rapid urban growth. However, due to new development projects and other human activities, the natural system is in a critical condition today. The rapid growth of Kandy City has created several environmental problems throughout the area that arise from widespread urban poverty, slum growth, high energy consumption, urban waste problem, increasing vehicular air pollution, and mismanagement of limited resources. In addition, valuable urban green cover spaces and agricultural land have also been affected due to land-use changes (JICA, 2018). This impedes the 11th goal of the sustainable development goals of Smart & Sustainable City. Therefore, spatial analysis is fundamental to understanding urban growth and Remote Sensing (RS), and Geographical Information System (GIS) techniques provide exceptional opportunities to analyze growth patterns and changes in the city.

In this context, this study aims to study the spatiotemporal analysis of -growth patterns and the relevant environmental consequences in the Kandy urban area from 1994, 2007 to 2021 and to identify and analyze the Land Use Land Cover (LULC) changes in the Kandy city and surrounding area by using remote sensing and GIS techniques and statistical analysis methods. The findings of this study can be used as essential information to improve the sustainability of future urban planning in Kandy.

Materials and Methods

Study Area

Kandy District has 20 Divisional Secretariat Divisions and 1188 Grama Niladhari Divisions (GND). Several Divisional Secretariat Divisions (DSD) from the city Centre are very important because it is an area where large-scale development projects have been and are being implemented recently. Kandy is roughly 500 meters above sea level, surrounded by mountains and hills, and has a pleasant temperature. The "Sacred City of Kandy," which includes the Temple of the Tooth Relic, is a UNESCO World Heritage Site. It has a tropical climate characterized by high rainfall and high temperatures. The dry period is from January to April. The average daytime ambient temperature is in the range of 28–32 °C, and relative daytime humidity is in the range of 63–83% (Dissanayake, Morimoto, & Ranagalage, 2019). Kandy experiences a monsoon rainfall distribution, with a long-term mean (2085 mm) and monthly rainfall of approximately 52–398 mm (Ranagalage, et al., 2018). The population of the Kandy district increased gradually from 1,048,317 in 1981 and 1,279,028 in 2001 to 1,375,382 in 2012, with an average growth rate of approximately 0.66% between 2001 and 2012. The daily transient population was approximately 100,000 in 2011. In this study, the researcher selected a 15 × 15 km geographical grid as the study area with a 7.5-km radius from the city Centre (latitude 7.293118°, longitude 80.635050°) covering 225 km^2, bounded by 7.225320° to 7.360850° latitude and 80.567086° to 80.703099° longitude. Also, the study area covers 12 Divisional Secretariat Divisions in the Kandy District.
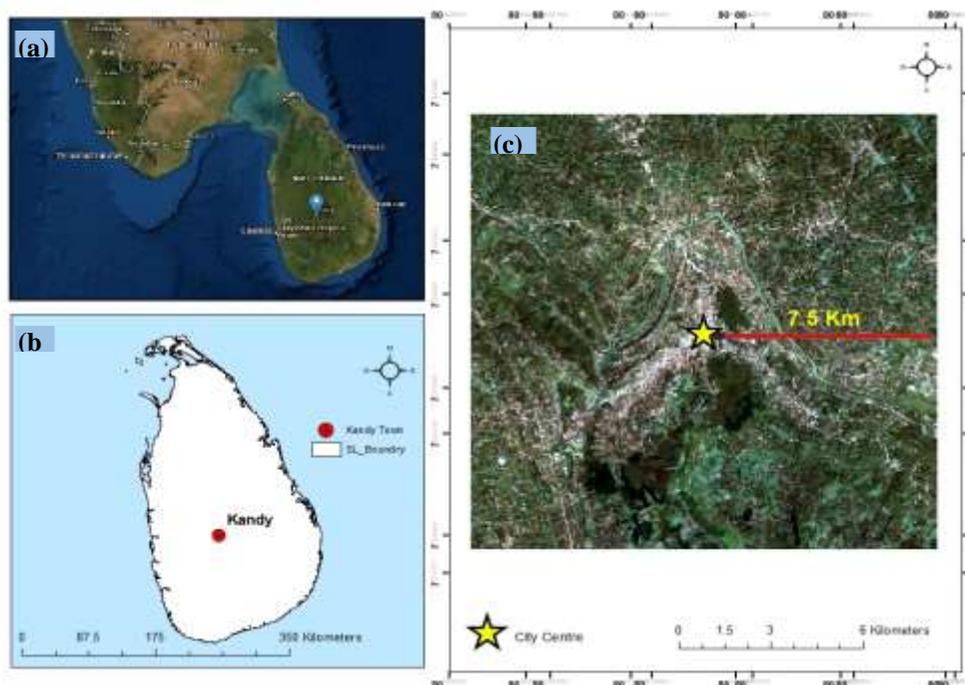
Figure 01: (a) Location of Sri Lanka in South Asia, (b) Location of the Kandy in Sri Lanka,) (c) The study area is represented by ' Landsat-8 image with a true-colour

Datasets and Data Preprocessing

The data required for this research were obtained from both primary and secondary. The researcher used Landsat Level 1, radiometrically calibrated and atmospherically corrected data from the United States Geological Survey (USGS). Landsat images were used to map the Land-use/Cover of the Selected Kandy area for three-time points, i.e., 1994, 2007, and 2021. These images, with a spatial resolution of 30 m, include a Landsat-5 image acquired on 14 January 1994, a Landsat-5 image acquired on 02 January 2007, and a Landsat-8 image acquired on 08 January 2021. Various methods were adopted in the data selection stage to generate quality and reliable outputs. These are; selecting cloud-free images and pre-geo-rectification using Universal Transverse Mercator (UTM) zone 44 north projection.

Table 01: Metadata of Landsat Images (1994-2007-2021)

Metadata of Landsat images			
Sensor	Landsat 5 TM	Landsat 5 TM	Landsat 8 OLI/TIRS
Landsat Sensor ID	LT05_L1TP_141055_199401 14_20170115_01_T1	LT05_L1TP_141055_200701 02_20161117_01_T1	LC08_L1TP_141055_202101 08_20210307_01_T1
Date	14-Jan-94	2-Jan-07	8-Jan-21
Spatial Resolution	30m*30m		
Time	04:15:19 - 04:07:32 a.m.	04:48:43 - 04:46:52 a.m.	04:54:09 - 04:54:12 a.m.

1994 – Landsat 5   2007 – Landsat 5   2021 – Landsat 8
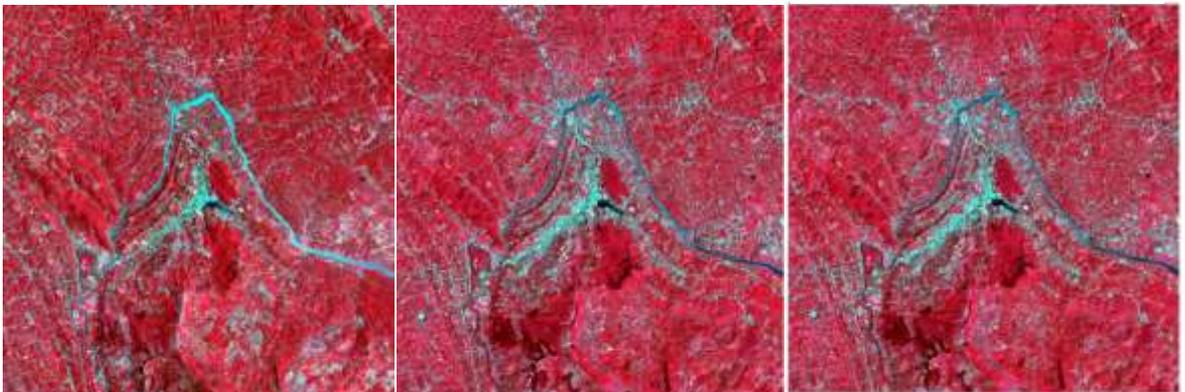
Figure 02: Landsat Images represent the study area (Color Infrared (CIR)

Primary data were used to verify the accuracy and reliability of the data obtained from the maps of this research. A questionnaire and interview methodology were used to obtain the data. Data collection was done based on two main objectives. Those are;

a. To study the impact of urban growth on the environment (questionnaire & interview),

b. To study the accuracy of the facts confirmed by the maps.

To study the impact of urban growth on the environment, independent variables and dependent variables were created in the questionnaire, and data were collected accordingly.
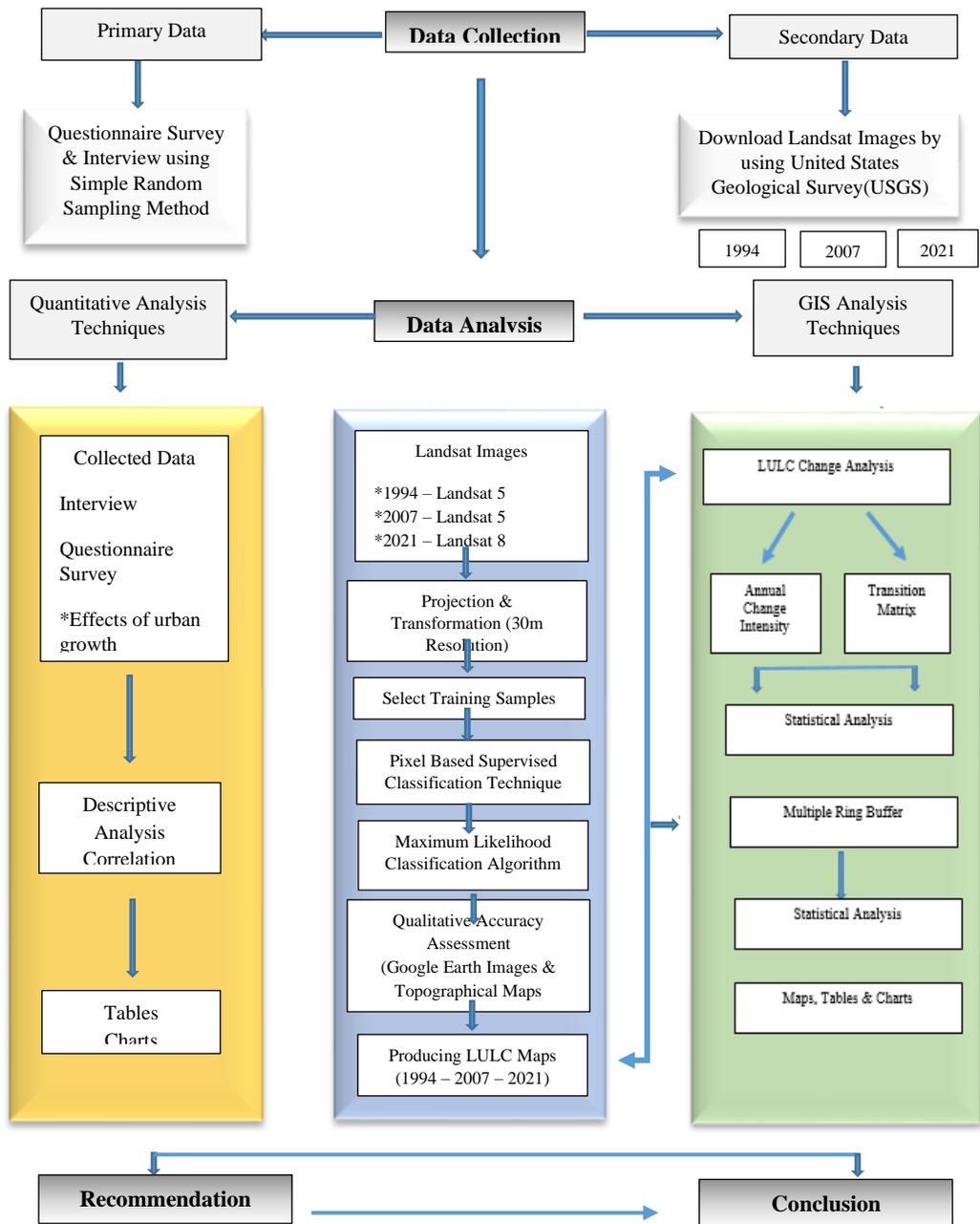
Figure 03: Workflow of the study

A hundred residents of the identified urbanized areas of Kandy, such as Rajawatta, deiyannewela, Ampitiya, Katugastota, and Tennekumbura were

randomly selected based on the maps. Soft and hard copy versions of the questionnaire were distributed among the sample.

Table 02: Sample Size and Selection of Samples

Primary Data Collection Method	Sample	Sample Size	Sample Selection Method
Questionnaire Survey Unstructured Interviews	Residents ○ Rajawatta ○ Katugastota ○ Ampitiya ○ Deiyannewela ○ Thennekumbura	100	Simple Random Sample Method
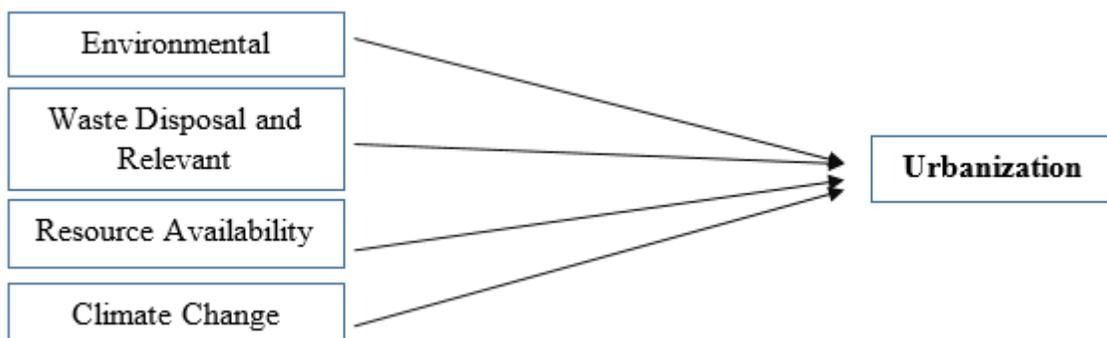
Figure 04: Independent variable and dependent variables used in the questionnaire
(Conceptual Framework)

1.1.Land-use/cover (LULC) Classification

The researcher used the pixel-based supervised classification technique employing the maximum likelihood classification algorithm to analyze 1994, 2007 and 2021 Landsat images. This technique involved three main steps; (i) training sites/sample preparation (total 1200), (ii) signature development (iii) Classification. The classification was conducted to extract the four LULC types, as shown in the below table.

Table 03: Description of land-use/land-cover (LULC) classes with respective codes

ID	LULC	Code	Description
1	Impervious Surface	IS	Areas with a very high urban proportion, including the central business district, and commercial, industrial, and residential lands.
2	Forest Cover	FC	Areas with a high vegetation fraction, including dense and less dense forests with evergreen trees.
3	Cropland	CL	Agricultural lands, including paddy, tea, and other farmlands.
4	Water body	WB	Areas covered by water, including rivers, tanks, and ponds.

Lat. $7^0 17' 36.96"$
Lon. $80^0 38' 11.04"$

Lat. $7^0 18' 2.88"$
Lon. $80^0 38' 36.96"$

Lat. $7^0 17' 24"$
Lon. $80^0 38' 11.04"$
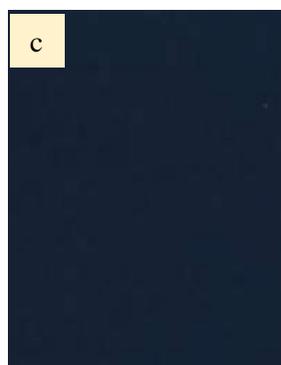
Lat. $7^0 15' 14.4"$
Lon. $80^0 39' 2.88"$

Figure 05: (a) Impervious Surface, (b) Forest cover, (c) Water body, (d) Cropland

Accuracy Assessment

The accuracy assessment was performed to determine the accuracy of the LULC information and was obtained from Landsat data. A layered random sampling method was selected to cover all LULC types, generating 120 points each year. Subsequently, in 1994, 2007, and 2021, Google Earth historical images were used as reference data for accuracy assessment.

Table 04: Accuracy assessment of LULC types.

	LULU	1994	2007	2021
User accuracy (%)	IS	100	93.3	100
	FC	90.63	100	100
	CL	96.43	76.7	90
	WB	100	100	100
Producer accuracy (%)	IS	100	100	96.77
	FC	96.67	100	100
	CL	90	81.08	93.75
	WB	100	100	100
Overall accuracy (%)		96.7	92.5	97.5
Kappa Coefficient		95.62	90.19	94.77

Area Calculation

Classified 1994, 2007 and 2021 maps are in raster format and represent pixel-like terrain. So in doing the calculations, the grid was converted to kilometers.

Equation 1:

$$\text{Area (Sq. Km)} = \text{No. of Grid} / 0.0009$$

LCLC Change Calculation

The maps were categorized separately, and the existing changes in land-use patterns from year to year were studied. Changes in impervious surface, forest cover, croplands and water bodies were studied from 1994 to 2007 (13 years). In this way, changes in land use patterns during 2007–2021 (14 years) and 1994–2021 (27 years) were analyzed.

Equation 2:   1994 vs. 2007 LCLC Changes = (2007 – 1994)

2007 vs. 2021 LULC Changes = (2021 – 2007)

1994 vs. 2021 LULC Changes = (1994 – 2021)

The following formula was used to calculate the annual changes in each land use pattern.

Equation 3: $$\text{Annual LULC Change} = \frac{\text{LCLC Change}}{\text{No. of years (Ex; 2007-1994 = 13)}}$$

Transition Matrix

Each year's land use/cover change patterns should be compared to identify which land use category is transferred to the other land use category. (to create transition). For this, the Combine tool of the ArcGIS 10.4 software was used (Spatial Analysis Tool – Local – Combine). This method can represent the transitions in the selected period under each land use/cover category. It is then analyzed using the pivot table in Excel software, and all data has been translated into sq. kilometers. Using ArcGIS 10.4 software, gain maps, lost maps, and no change maps were created.

Multiple Ring Buffer

The Multiple Ring Buffer tool generates several buffers at a set distance. Accordingly, 250 m, 500 m, 750 m, 1000 m, 1250 m, 1500 m, 1750 m, 2000 m, 2250 m, 2500 m, 2750 m, 3000 m, 3250 m, 3500 m, 3750 m, 4000 m, 4250 m, 4500 m, 4750 m, 5000 m, 5250 m, 5500 m, 5750 m, 6000 m, 6250 m, 6500 m, 6750 m, 7000 m, 7250 m, and 7500 m distances were designed and studied from the clock tower as the Centre point in the Kandy city area selected as the study area. The spatial changes that have taken place in urbanization can be identified in terms of individual distances.

Statistical Analysis Methods

The research methodology plays a unique role in achieving the research objectives, and as an essential step in the research methodology, it is possible

to check the significance between the independent and dependent variables. That is, to study the extent to which the results obtained by research using the scientific method of the independent and dependent variables have influenced the change in the independent variable. Although geological research is based on spatial information and phenomena, statistical calculations are widely used to identify the relationship between this spatial information. The 'Pearson Correlation Analysis method and the Descriptive Statistic method' can be identified as analytical methods used in statistics to represent the relationship between variables. This method was used as a statistical method to identify the relationship between calculated indicators using remote sensing techniques in identifying geo-environmental changes in research.

Results and Discussion

Identification of land use & land-cover changes in Kandy City and the surrounding area

The Kandy area is of paramount importance compared to other cities, so the sustainability of its sensitive ecosystem is essential. In making a comparative analysis of this, it is important to pay close attention to the major changes that have taken place in the pattern of land use in the years 1994, 2007, and 2021.

Table 05: LCLC areas in 1994,2007 and 2021 with Km ^{2}

Category	ID	1994	2007	2021
Impervious Surface	IS	5.3	18.5	40.5
Forest Cover	FC	130.3	98.4	77.6
Croplands	CL	87.8	105.6	104.4
Water body	WB	2.3	2.4	2.5
Total		225.7	225.0	225.0
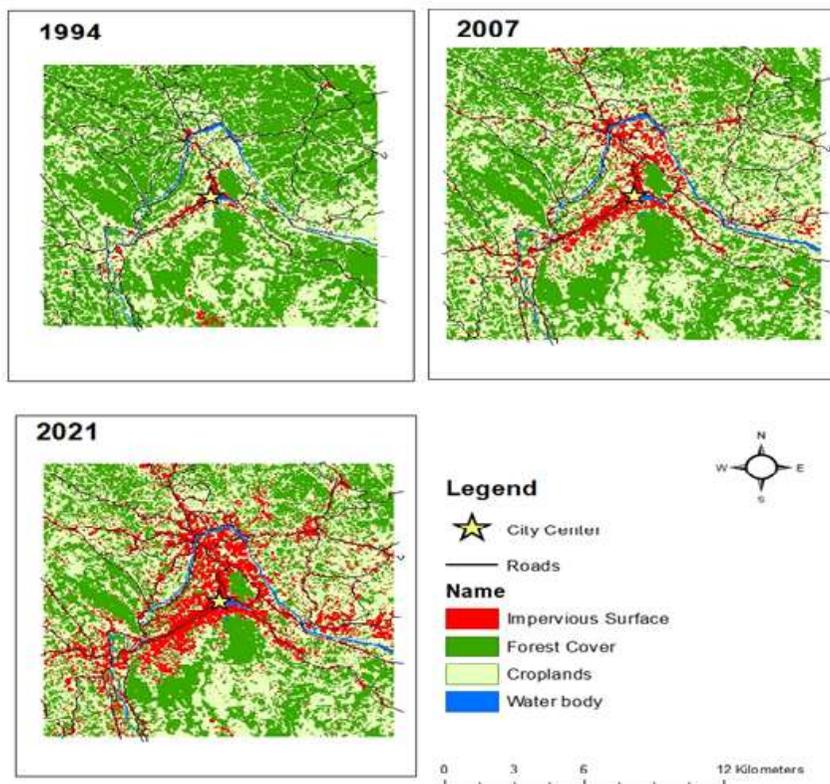
Figure 06: Land-use / Land cover Change in 1994, 2007 and 2021

In 1994, when the land use patterns of the study area were identified, most of the croplands (CL) were spread in the area's central, eastern and southwestern parts. Statistically, it covers an area of about 87.8 km^2. A more protected forest area can be identified than croplands in 1994. It covers an area of about 130.3 km^2. Especially in areas like Watapuluwa West, Yatihalagala, Boowelikada, Uda peradeniya, Maligathenna, Pussathenna, etc., the forest cover (FC) was high. This area's impervious surface (IS) is mainly in the city Centre. A linear urbanization pattern can be identified along roads such as Kandy city, Mahaiyawa, Deiyannewela, Mulgampola, Welata, Katukele, Katugastota, etc. In addition, IS in other areas can be identified as normal usual. A small area of about 5.3 Km^2 has been identified as an IS area. Regarding water sources, the Mahaweli River, its tributaries, Nuwara-Wewa and other water sources are spread over a distance of about 2.3 Km^2. Especially in 1994, the Kandy area did not show many urban features besides the city Centre.

In 2007, a large area of land was used for croplands (Agricultural lands) in identifying the land use patterns of the study area. That is, about 105.6 Km^2. This revealed that most of the land had been used for human activities. Croplands are more prevalent in the mapped area's eastern, southwestern, and central parts. Forests are also scattered throughout the area. That is an area of 98.4 Km^2. Preserved areas such as Udawattekele and Hanthana sites are protected. Also, the Impervious surface area in 2007 has grown rapidly and is growing at about 18.5 Km^2. Accordingly, with the rapid decline in the percentage of forests, the number of impervious surfaces and croplands has increased.

An analytical study of the land use patterns scattered throughout the area by 2021 in the 21st century confirms that more land area has been used for agriculture. That is an area of 104.4 Km^2. The human impact will increase rapidly by 2021. The rapid growth of the population, as well as the need to meet current needs, represents the spread of urbanization throughout the region by 2021. The impervious surface is spread over a large area of about 40.5 Km^2. By 2021, an evolving pattern of informal urbanization can be seen near roads and throughout the region.

Annual Change Intensity of 1994 – 2007, 2007 – 2021, and   1994 – 2021
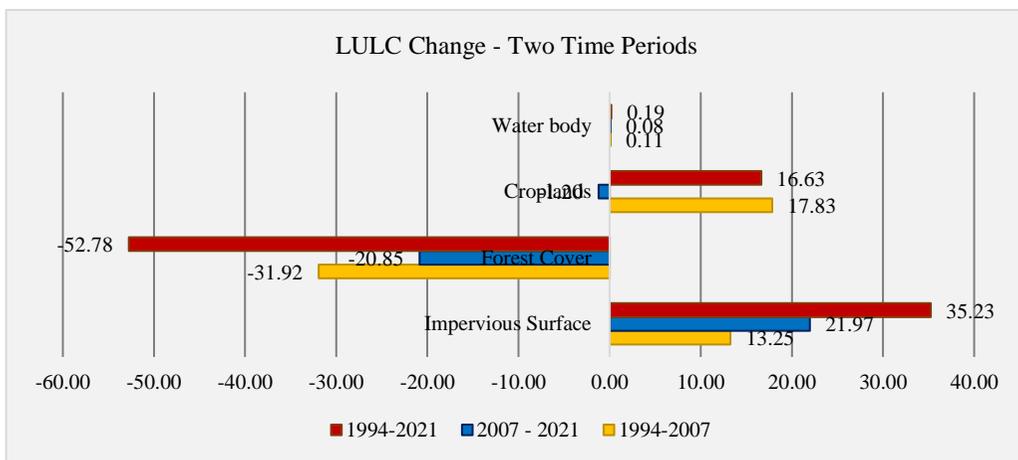

Figure 07: Land-use Land Cover Change - Two-Time Intervals

Table 06: Comparative study of the LULC change

LULC Type	ID	1994-2007	2007 - 2021	1994-2021
Impervious Surface	IS	13.25	21.97	35.23
Forest Cover	FC	-31.92	-20.85	-52.78
Croplands	CL	17.83	-1.20	16.63
Water body	WB	0.11	0.08	0.19

During the first period (1994 – 2007), that is, over 13 years, 13.25 Km^2 of impervious surface (IS) was added to the total land area to identify the land use pattern of the area. The Croplands (CL) adds up to 17.83 Km^2 of total land area. It can identify a growing state of urbanization. The total area of forest cover (FC) has decreased by 31.92 Km^2. This significant reduction confirms the impact on the environment of urban growth. The second period, 2007 to 2001, saw more urban sprawl over the 14 years than in the first period. That is 21.97 Km^2 of the total land area under IS, an increase of 8.72 Km2 over the previous period. Especially during 2007-2021, we lost 20.85 Km2 of forest cover during these fourteen years compared to the total land area of 21.97 Km^2. The area under cultivation increased from 17.83 Km^2 in the previous year to 1.20 Km^2 in the second period. Considering the total urban growth during the third period, 27 years from 1994 to 2021, we have lost a vast area of 52.78 Km^2 of forest cover.

Table 07: Annual LULC Change Calculation

LULC Types	ID	1994-2007	2007 - 2021	1994-2021
Impervious Surface	IS	1.02	1.57	1.30
Forest Cover	FC	-1.46	-1.49	-1.95
Croplands	CL	1.37	-0.09	0.62
Waterbody	WB	0.01	0.01	0.01

This calculation represents the reduction and the increase in annual forest cover, impervious surface, water resources, and croplands over selected periods. During the period of thirteen years from 1994 to 2007, 1.02 Km^2 of land was created annually over the entire land area in Kandy. That is, there has been a gradual development of physical resources. Also, an area of 1.46 Km^2 of forest cover is lost annually. It has a considerable impact on the ecosystem. When new construction occurs on road development buildings, etc., the forest cover for those projects is removed. Also, from 1994 to 2007, an area of 1.37

Km^2 was added to the total area annually. From 2007 to 2021, the forest cover decreased by 1.49 $Km^{2,}$ and the cultivated area decreased by 0.09 Km^2 annually.

However, there has been a rapid increase in the area of construction, which is estimated to be 1.57 Km^2. During the 27 years from 1994 to 2021, 1.30 Km^2 was added annually, and the forest cover decreased by 1.95 Km^2.

Transferring of land uses during the corresponding periods
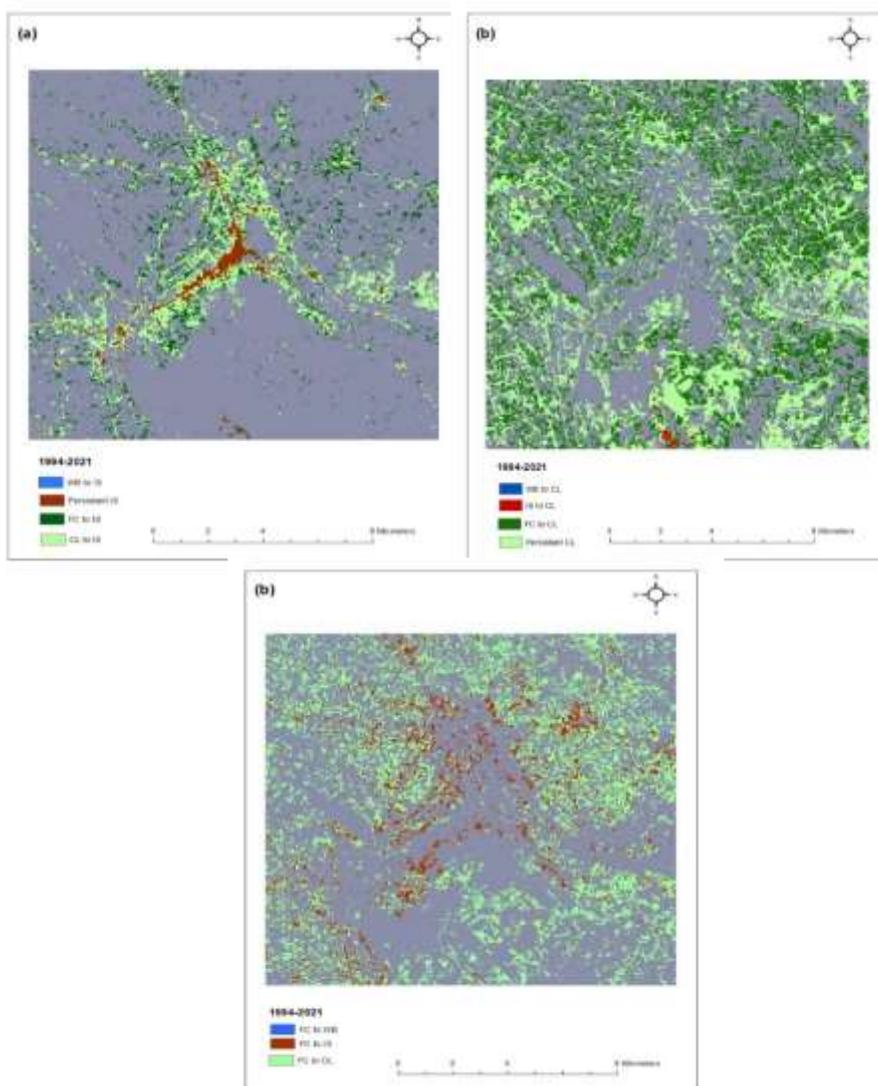
Figure 08: (a) Impervious Surface Gain Map, (b) Croplands Gain Map, (c) Forest Lost Map

During 1994-2021, a large area of forest cover, i.e. about 14.03 Km^2, was transferred into IS. In particular, a significant amount of forest cover remains in this area, as responsible agencies such as the Environment Authority of Sri Lanka, the Ministry of Wildlife, and the Central Environmental Authority protect ecologically sensitive areas as protected areas (Dunumadalawa Forest Reserve, Udawattakele Sanctuary, Campbell's Lane Forest Reserve). However, it can be seen that there is much construction around these sensitive areas. From 1994 to 2021, 22.03 Km^2 of forest cover was transferred into Cropland. Also, 21.34 Km^2 of croplands have been converted into IS.
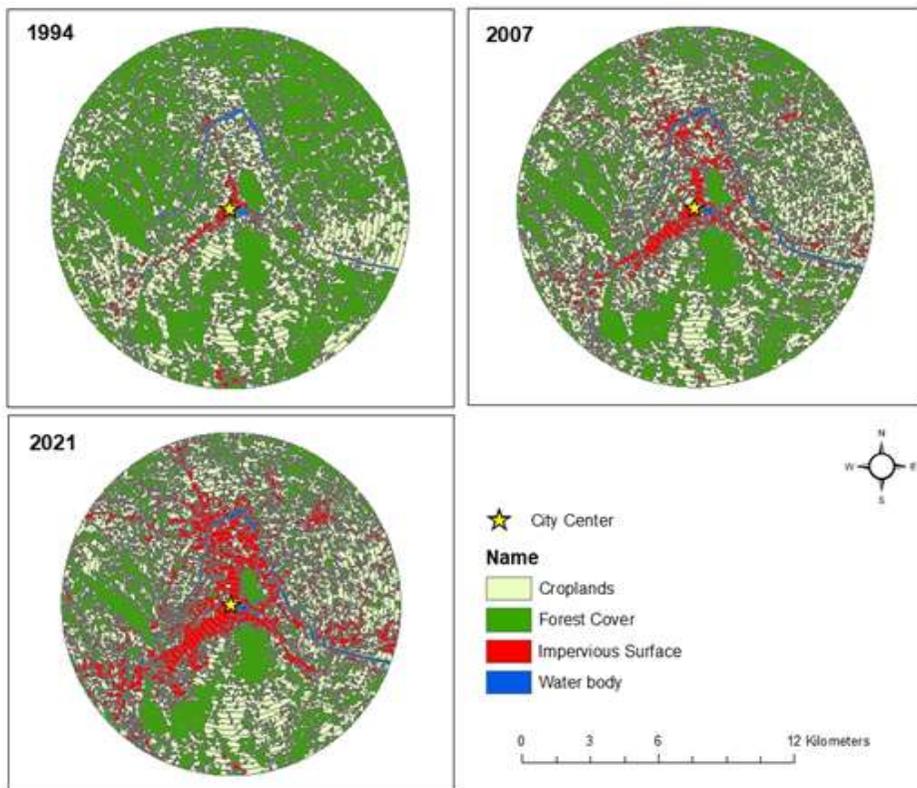
Figure 09: Identification of urban growth Pattern by 250 m by 250 m Using Multiple Ring Buffer

Table 08: Land-use Land cover by 250 m by 250 m in 1994

	LULC ID	250 m	1000 m	3000 m	5000 m	7500 m
1994 (%)	Crop Lands	4.46	40.04	41.71	40.03	34.58
	Forest Cover	0.01	39.68	52.93	58.50	63.81
	Impervious Surface	95.53	18.08	2.77	0.85	1.22
	Waterbody	0.00	2.19	2.59	0.63	0.39

The spatial distribution of urbanization over 1994, 2007, and 2021 confirms the distinction of 250 m from the city Centre.

- o With the rapid growth of urbanization, a rapid increase in land under IS can be seen.
  Example: In 1994, 18.08% of the land area was IS within 1,000 m of the city Centre. By 2007, that figure had grown to 45.04%; by 2021, it was 65.50%, up 36.96% from 1994.
- o With the growth of urbanization, forest cover is declining rapidly.
  Example: In 1994, forest cover within 1,000 m of the city Centre was 39.68 %. However, by 2007, that figure had fallen further to 23.94 %, and by 2021 it had dropped to 20.94 %.
- o In the early days of urbanization, it stretched between 250 m and 500 m, but today it has expanded to 7500 m.
  Example: The area of IS, 7500 m from the city Centre in 1994 was 1.22 %; in 2007, it had increased slightly to 3.87 %. However, by 2001, the area under IS had grown rapidly to 11.16 % at 7,500 m.
- o With the growth of urbanization, human beings have become more and more focused on land use (Croplands) in the Kandy area.
  Example: At a distance of 7500 m, in 1994, the croplands were identified as 34.58 %. That land area has grown to 46.75 % by 2021.
- o By 2021, the Kandy area shows a pattern of informal rapid urban growth compared to 1994.

The objective of this statistical analysis was the identification of the environmental consequences of urbanization. As per the methodology, the sample size of the research is 100. This information was obtained from the people of Deiyannewela, Thannekubura, Ampitiya, Rajawatta, and Katugastota targeting the urban community. The researcher was able to distribute 60 printed copies to the community. The remaining 40 responses were collected through an online survey. After filtering all the data, 14

responses were rejected for various reasons like sample responses, missing mandatory data, etc. The response rate for the data collected via the printed questionnaire was 100%, while the response rate for the online questionnaire was 23.9%.

Table 09: Survey Sample

Sample	Population	Received	Expected	Rejected	Achievement
Urban Area	Deiyannewela, Thannekubura, Ampitiya, Rajawatta, Katugastota	Online (54)	40	14	100%
		Hard copy (60)	60	0	100%

(a.) Correlation Analysis

A Pearson correlation analysis was conducted among Environmental Pollution, Waste Disposal, Resource Availability, Climate Change, and Urbanization. Cohen's standard was used to evaluate the strength of the relationships (Cohen, 1988). According to the confirmed data, urban growth and waste generation represent a positive correlation. That is, the questionnaire asked whether eco-friendly methods are being used to dispose of waste due to the informality of urbanization, and it was found that more than 90% of people dispose of garbage in an environmentally friendly manner. Most city-dwellers dispose of solid waste on poles, nearby water sources, or on both sides of roads. Also, more than 95% of the waste is discharged into the drainage system, directly affecting pollution.

Moreover, when asked if people living in suburban areas have access to fresh air, more than 75% said no. More than 90% of the respondents said that animals such as rats, cockroaches, and mosquitoes are endangered in the confirmed areas of urbanization. Thus there is a positive correlation of 0.114581738 between urbanization and waste disposal.

Table 10: Correlation Analysis

	Urbanization	Waste Disposal and the Relavant Consequences	Resource Availability	Environmental Pollution	Climate Change
Urbanization	1				
Waste Disposal and the Relavant Consequences	0.114581738	1			
Resource Availability	0.128132043	0.212441077	1		
Environmental Pollution	0.140990353	0.109477744	-0.26563607	1	
Climate Change	0.19125521	0.102733312	0.271206107	0.100128859	1

Map data showed that urban growth is causing extensive deforestation. Appropriate questions were put to the public to substantiate those points and the facts were confirmed. Accordingly, in a rural environment, nearby water sources are widely used for drinking water. But 100% said that the water sources that people living in the suburbs ask for were never used for drinking victory. It confirms the nature of informal urbanization. More than 88 % said the air around them was not fresh. Air pollution in the urbanized areas of Kandy has peaked due to factors such as heavy traffic, factories, and garbage. It is also influenced by location and can be verified based on data provided by the public. Also, a major feature of urbanization is the lack of space for cultivation or other activities. Accordingly, it was stated that more than 79% did not have enough space. Also, it is not less than five meters from the house where more than 95% of the people live. Accordingly, it can be identified that there is a positive correlation between urbanization and the adequacy of resources and it is numerically shown as 0.128132045.

It also identified a positive correlation between urbanization and environmental pollution. It can be identified as 0.140990353 if expressed numerically. That is, there are frequent noises in urban areas, such as vehicle noises and factory emissions. Data showed that areas, where more than 80% of the population live, are noisy. Soil erosion and soil degradation are also common in these areas and directly contribute to pollution. Accordingly, 76% of the respondents stated that they do not use sustainable landscaping methods. They also asked if there were any illegal constructions in the areas where they live in the 21st century as compared to the twentieth century, where more than 58% said there were illegal constructions. But 42% said it was not so. This is due to the fact that there are no unauthorized constructions on government lands (Rajawatta), and in the vicinity of resorts (Deiyannewela), people living in these areas from birth, and so on.

The final was observed to be the relationship between climate change and urbanization. According to the data obtained, these variables represent a positive correlation between the two, i.e. 0.19125521. In providing the questionnaire, most people who lived in these areas for about ten to twenty years provided data, and about 92 % of them stated that changes in rainfall patterns were observed compared to the twentieth century. Also, high temperatures are a hallmark of urbanization, with 99% claiming to see a significant change in temperature patterns. More than 87% said there was a lack of forest cover. It has also been suggested that many people are affected by natural disasters such as floods and landslides, and most do not. Thus, climate change is confirming the urbanization of this area.

(a.) Descriptive Statistics

The descriptive analysis explores the significance of the selected variable towards the dependent variable. As per the analysis carried out by the researcher, it is possible to state that the variables selected for the study are significantly positive and dependable.

Table 11: Summary Statistics Table for Interval and Ratio Variables

Variable	Mean	SE	Median	SD	SV	Kurtosis	Skewness	Sum	Min	Max
Urbanization	4.55	0.037	4.666	0.374	0.14	0.512	-0.886	455	3.333	5
Waste Disposal	3.056	0.046	3	0.46	0.211	0.196	-0.023	305.6	1.8	4
Resource Availability	2.737	0.06	3	0.601	0.361	0.227	-1.197	273.75	1.25	3.25
En Pollution	1.713	0.04	1.833	0.402	0.161	-1.201	-0.169	171.332	1	2.333
Climate Change	4.146	0.048	4	0.489	0.239	-0.383	0.124	414.6	2.8	5

Conclusion

This research is based on the spatiotemporal patterns of urbanization in 1994, 2007, and 2021. At present, it is possible to identify how LULC changes are taking place in almost every region of the World, and this study is based on the selected area of the Kandy region. The researcher used Landsat Level 1, radiometrically calibrated and atmospherically corrected data from the United States Geological Survey (USGS). A questionnaire and interview

methodology were used to obtain the data. GIS & RS techniques and Statistical Analysis Strategies are data analysis methods. The results analysis illustrates the rapid spread of urbanization. The area under IS was 5.3 Km^2 in 1994, increasing rapidly to 18.5 Km^2 in 2007 and 40.5 Km^2 in 2021.

In comparison, forest cover was 130.3 Km^2 in 1994, declining to 98.4 Km^2 in 2007 and 77.6 Km^2 by 2021. Also, in the 27 years from 1994 to 2021, we lost 52.78 Km^2 coverage, which can be identified as a severe environmental threat. When studying the annual distribution of urbanization, we lost 1.46 Km^2 of forest cover from the total land area, while 1.02 Km^2 of IS per year between 1994 and 2007 was added to the total land area. From 2007 to 2021, 1.57 Km^2 of land was added to the total land area, and 1.49 km2 of forest cover was removed. Also, from 1994 to 2001, 1.30 Km^2 of IS was added annually to the total land area, while 1.95 Km^2 of forest cover was removed from the total land area. Thus, the growth of urban spatial expansion will have a direct negative impact on a sensitive ecosystem such as Kandy. That is, it can be assumed that this area has a high level of environmental pollution. The ground-level analysis helped confirm that it's accurate and false and that there is a positive correlation between each variable. It was confirmed that the garbage crisis, a significant problem of urbanization, actually exists in this study area. They also found that rainfall and climate change were more severe in the 21st century than in the 20th. Preliminary data also confirm that environmental crises caused by growing urbanization, such as noise pollution, air pollution, soil erosion, unauthorized construction, resource scarcity, disasters, shanties, and overpopulation, are prevalent in the area. Therefore, this research confirms that it is necessary to focus on sustainable urban development to remedy the current environmental, social, and economic crisis, and appropriate remedies have been suggested for it.

Recommendations

According to the final analysis results obtained from the research, it is clear that the environmental factor has changed during the selected period in the selected Kandy area. An optimal climate and environment must be created for the organisms to live in an area. Accordingly, the involvement of all parties in creating a conducive environment in any area is essential. Several sustainable proposals, such as; the proper establishment of city boundaries, creating strong, sustainable, secure urban governance and developing the resilience of

the people, using renewable energy sources, promoting ISO 045001 Energy Management System, focusing on organic farming, and facilitating, the establishment of natural processes like Land Management Techniques, Agro-Forestry, Land Restoration, Urban/Smart Agriculture, and Green vertical farms and, improve the sustainable transport systems can be made for this and its effectiveness will be available to all living beings, in the long run, short term, and medium-term.

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පාඩිග්ගම වන්නි වැදි ගම්මානය ආශ්‍රිත ව පවතින ඇදහිලි විශ්වාස පිළිබඳ මානවවංශ පුරාවිද්‍යාත්මක අධ්‍යයනයක්

ආර්.ඩී.ඩී. පුෂ්ප කුමාර[1]

Abstract

*Padiggama **Vanni Veddha*** village is in No.54 *Hirallugama Grama Niladhari* Division in Medawachchiya Divisional secretariat of Anuradhapura District. *Padiggama village* is extremely important in the discussion of Ethno archaeology. Ethno archaeology can be used in the reconstruction of ancient cultures. Therefore, research aims to conduct an Ethno archaeological study of *Padiggama* about ritual beliefs. Research is extensively conducted on the ritual beliefs of *Vanni Veddha* villages, but ritual beliefs in *Padiggama* village are not a widely researched topic. Therefore, another research aim of this study is to fill this research gap. The research problem of this study is to study how the beliefs of the *Vanni Veddha* village in *Padiggama* can be used to interpret the archaeological interpretations of Ethno archaeology. Both qualitative and quantitative data analysis methods were used for this research. Special research methods have to be used for Ethno archaeological studies. At first, primary and secondary sources of literature written about the *Vanni Veddha* people were consulted. After that, previous research into the ritual beliefs of *Vanni Veddha* villages was studied. After that, field visits were conducted.

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[1] පුරාවිද්‍යා අධ්‍යයනාංශය, ශාස්ත්‍ර පීඨය, පේරාදෙණිය විශ්වවිද්‍යාලය, පේරාදෙණිය, ශ්‍රී ලංකාව. *dhanushkapushpakumara2069@gmail.com*

Participant observation had to be used in field visits because of ethno archaeological studies. The facts were studied by going to the places of ritual belief and adapting to their culture. There are some main ritual beliefs in *Padiggama* village. like that Deviyan *mayam weeme shanthikarmaya*, *pideni shanthiya*, worship *veddha kanda, woship of pullaar*. We can study how the young generation of *Padiggama* village accepts these religious beliefs a lot. They do not accept these religious beliefs. Therefore, researchers have to record these valuable Ethno archaeological factors. Moreover, valuable archaeological interpretations can be interpreted using ethno archaeology. Ethnoarchaeological researchers and other social groups should protect these valuable ritual beliefs for future generations.

Keywords: Archaeological interpretations, Ethno archaeology, Padiggama, Ritual beliefs, *Vanni Veddha*

පර්යේෂණ සාරාංශය

අනුරාධපුර දිස්ත්‍රික්කයේ මැදවච්චිය ප්‍රාදේශිය ලේකම් කොට්ඨාසයේ අංක 54 හිරැල්ලුගම ග්‍රාම නිලධාරි කොට්ඨාසයේ පිහිටා ඇති පාඩිග්ගම වන්නි වැදි ගම්මානය මානවවංශ පුරාවිද්‍යාත්මක වටිනාකමක් සහිත ගම්මානයකි. මානවවංශ පුරාවිද්‍යාවෙන් සිදු කෙරෙන්නේ, ප්‍රාථමික ජන කණ්ඩායම් ඇසුරින් අතීත ප්‍රාථමික සමාජය ප්‍රතිනිර්මාණය කිරීමයි. ඒ අනුව පාඩිග්ගම වන්නි වැදි ජනතාව ඇසුරින් අතීත ප්‍රාථමික වන්නි වැදි සංස්කෘතිය ප්‍රතිනිර්මාණය කිරීම සිදු කෙරේ. මෙම පර්යේෂණයේ මූඛ්‍ය අරමුණ වන්නේ, පාඩිග්ගම ගම්මානයේ පවතින ඇදහිලි විශ්වාස පිළිබඳ මානවවංශ පුරාවිද්‍යාත්මක අධ්‍යයනයක් සිදු කිරීමයි. වන්නි වැදි ගම්මානවල ඇදහිලි විශ්වාස පිළිබඳ පූර්ව පර්යේෂණ සිදු වී තිබුණ ද පාඩිග්ගම ඇදහිලි විශ්වාස පිළිබඳ පූර්ව පර්යේෂණ සිදු වී නොමැත. එබැවින් එම පර්යේෂණ රික්තය පූරණය කිරීම ද මෙම පර්යේෂණයේ අවශේෂ අරමුණකි. පර්යේෂණයේ ගැටලුව වන්නේ, පාඩිග්ගම වන්නි වැදි ගම්මානයේ ඇදහිලි විශ්වාස මානවවංශ පුරාවිද්‍යාත්මක අර්ථකථන සඳහා ඉවහල් කරගන්නේ කෙසේ ද යන්න අධ්‍යයනය කිරීමයි. පර්යේෂණ ක්‍රමවේදයේ දී ගුණාත්මක සහ සංඛ්‍යාත්මක ක්‍රමවේද ඇසුරින් පර්යේෂණ කාර්ය සිදු විය. පාඩිග්ගම ගම්මානය මානවවංශ පුරාවිද්‍යාත්මක ව වටිනාකමක් ඉසිලීම හේතුවෙන් පර්යේෂණය සඳහා මෙම මාතෘකාව තෝරා ගන්නා ලදී. ප්‍රථමයෙන් වන්නි වැදි ජනතාව පිළිබඳ ලියැවුණු ප්‍රාථමික සහ ද්විතීයික සාහිත්‍ය මූලාශ්‍රය පරිශීලනය කළ අතර පසු ව වන්නි වැදි ගම්මාන සහ ඒවායේ ඇදහිලි විශ්වාස පිළිබඳ පූර්ව පර්යේෂණ අධ්‍යයනය කෙරිණි. මෙම පර්යේෂණය මානවවංශ පුරාවිද්‍යාත්මක අධ්‍යයනයක් බැවින් ක්ෂේත්‍ර අධ්‍යනයේ දී සම්මුඛ සාකච්ඡා

පැවැත්වීම, සහභාගීත්ව නිරීක්ෂණ කුමය, පාඩිග්ගම ගම්මානයේ දින කිහිපයක් ජීවත් වීම ආදි සුවිශේෂී කුමවේද යොදා ගැනීමටට සිදු විය. එහි දී ඇදහිලි විශ්වාස සිදු කෙරෙන ස්ථානවලට ගොස් ඔවුන්ගේ සංස්කෘතියට අනුගත වෙමින් කරුණු අධ්‍යයනය කෙරිණි. දෙවියන් මායම්වීමේ ශාන්තිකර්මය, පිදේනි ශාන්තිය, වැද්දා කන්දට දානය දීම සහ පුල්ලෙයාර් වන්දනය ආදි ඇදහිලි විශ්වාස පිළිබඳ ව සාකච්ඡා කිරීමත් ඒවා ඇසුරින් පුරාවිද්‍යාත්මක අර්ථකථන සිදු කිරීමත් පර්යේෂණයේ දී සිදු කෙරිණි. පර්යේෂණයේ දී සිදු කළ මානවවංශ පුරාවිද්‍යාත්මක අර්ථකථන සඳහා දඤාන ආශ්‍රිත මහා වැදි ප්‍රජාව ද යොදා ගැනීම සිදු විය. ඒ අනුව ප්‍රාථමික වන්නි වැදි සමාජය ප්‍රතිනිර්මාණය කිරීමටත්, පුරාවිද්‍යාත්මක අර්ථකථන සිදු කිරීමටත් පාඩිග්ගම ඇදහිලි විශ්වාස ඉවහල් වන බව නිගමනය කළ හැකි ය. පාඩිග්ගම තරුණ පරම්පරාව මෙම ඇදහිලි විශ්වාස පිළිබඳ එතරම් පිළිගැනීමක් හෝ ගෞරවයක් නොමැති බව පෙනී යයි. තව ද තරුණ පරම්පරාව ඔවුන්ගේ වැඩිහිටියන්ගෙන් තමාට උරුම වන සාම්පුදායික උරුමයන් පිළිබඳ ව සැලකිය යුතු තැකීමක් නොමැති බව පෙනී යයි. සමාජ නව්‍යකරණයත් සමඟ මෙය සිදු වේ. එබැවින් මෙම වටිනා උරුමය නිසි පරිදි වාර්තා කිරීම පර්යේෂකයන් අතින් ඉටු විය යුතු කාර්යභාරයක් වන අතර උරුමය ආරක්ෂා කර ගැනීම සමස්ත ප්‍රජාවගේ ම වගකීමකි.

මූඛ්‍ය පද: ඇදහිලි විශ්වාස, පාඩිග්ගම, පුරාවිද්‍යා අර්ථකථන, මානවවංශ පුරාවිද්‍යාව, වන්නි වැදි

හැඳින්වීම (Introduction)

වර්තමාන ප්‍රාථමික ජන කොට්ඨාස යොදා ගෙන අතීත ප්‍රාථමික සමාජයන්හි සංස්කෘතිය ප්‍රතිනිර්මාණය කිරීමට (Reconstuction) මානවවංශ පුරාවිද්‍යාවෙන් විශාල පිටිවහලක් සැපයේ. තව ද ප්‍රාග් ඓතිහාසික සංස්කෘතිය ප්‍රතිනිර්මාණය කිරීමට පවා මානවවංශ පුරාවිද්‍යාවෙන් ලබා ගත හැකි පිටිවහල අනල්ප ය. ශ්‍රී ලංකාවේ වැදි ජනතාව සහ ප්‍රාග් මානවයා අතර ඇති සබඳතාව පිළිබඳ විද්‍යාත්මක ව පර්යේෂණ සිදු වී ඇත. නිදසුනක් ලෙස ඇමෙරිකාවේ කෝර්නල් විශ්වවිද්‍යාලයේ කෙනත් කෙනඩි විසින් සිදු කරන ලද ජාන විද්‍යාත්මක පර්යේෂණවලින් පෙනී ගියේ, දඤානේ වැදි ප්‍රජාව සහ මෙරට මධ්‍යශිලා යුගයේ ප්‍රාග් මානවයා අතර කිට්ටු සබඳතාවක් පවතින බවයි (දෙරණියගල, 1992: 24). තත් පර්යේෂණවලට මානවවංශ පුරාවිද්‍යාව ද එක් වූ විට බහු විෂයාත්මක ව පුරාවිද්‍යාව අර්ථකථනය කිරීමේ හැකියාව පවතී. ඒ අනුව ප්‍රාථමික සමාජ ඇසුරින් වටිනා පුරාවිද්‍යාත්මක අර්ථකථන සිදු කළ හැකි බව තහවුරු වේ. තව ද මානවවංශ පුරාවිද්‍යාවේ දී සජීවී සමාජ සමඟ පර්යේෂණ සිදු කිරීම හේතුවෙන් මෙම විෂය ක්ෂේත්‍රය ජීවමාන පුරාවිද්‍යාව (Living Archaeology) ලෙස ද හැඳින්වේ (චන්ද්‍රරත්න, 2009: 35-40). මානවවංශ පුරාවිද්‍යාව අර්ථකථනය කිරීමේ දී මෙම අර්ථදැක්වීම අතිශය වැදගත් වේ. **මන්ද සජීවී**

දත්ත පුරාවිද්‍යා අර්ථකථන සඳහා යොදා ගැනීම සුවිශේෂී සන්දර්භයක සාකච්ඡා කළ යුතු බැවිනි.

ඒ අනුව මෙම පර්යේෂණයේ මූඛ්‍ය අරමුණ වන්නේ, පාඩිග්ගම ගම්මානයේ පවතින ඇදහිලි විශ්වාස පිළිබඳ මානවවංශ පුරාවිද්‍යාත්මක අධ්‍යයනයක් සිදු කිරීමයි. පර්යේෂණ අරමුණ පිළිබඳ සැලකිය යුතු පැහැදිලි කිරීමක් සිදු කිරීම මැනවි. මෙහි දී මූලික වශයෙන් සිදු කර ඇත්තේ මානවවංශ පුරාවිද්‍යාත්මක අධ්‍යයනයක් වන අතර ඒ සඳහා පාඩිග්ගම නමැති වන්නි වැදි ගම්මානයේ දැකිය හැකි ප්‍රධාන ම ඇදහිලි විශ්වාස හතරක් යොදා ගෙන ඇත. එනම් දෙවියන් මායම්වීමේ ශාන්තිකර්මය, පිදේනි ශාන්තිය, වැද්දා කන්දට දානය දීම සහ පුල්ලෙයාර් දේව වන්දනයයි. මේ සියලු ම ඇදහිලි විශ්වාස මානවවංශ පුරාවිද්‍යාත්මක න්‍යායයන් ආශ්‍රය කරගෙන අධ්‍යයනය කිරීම පර්යේෂණයේ මූඛ්‍ය අරමුණයි. තත් විෂය ක්ෂේත්‍රයේ ඇති පර්යේෂණ රික්තය පූරණය කිරීම පර්යේෂණයේ අවශේෂ අරමුණ වේ. වන්නි වැදි ජනතාව පිළිබඳ පූර්ව පර්යේෂණ සිදු වී ඇතත් පාඩිග්ගම වන්නි වැදි ජනතාව පිළිබඳ හෝ ඔවුන්ගේ ඇදහිලි විශ්වාස පිළිබඳ පූර්ව පර්යේෂණ සිදු වී නොමැත.

මානවවංශ පුරාවිද්‍යා අධ්‍යයනයක දී සුවිශේෂී ක්‍රමවේද කිහිපයක් යොදා ගැනීම සිදු කෙරේ. **මානවවංශ විද්‍යා උදාහරණ තර්කන ක්‍රියාවලිය (Ethnographic analogy)** මානවවංශවිද්‍යා දත්ත සහ පුරාවිද්‍යාත්මක දත්ත තුලනාත්මක ව අධ්‍යයනය කිරීම **(Comparative Study)** ආදි සුවිශේෂී ක්‍රමවේද මෙහි දී යොදා ගැනේ. **මේ සියලු ම ක්‍රමවේද යොදා ගනිමින් මෙම පර්යේෂණය සිදු කරන ලදී. උක්ත ක්‍රමවේදවලින් සපයා ගත් දත්ත සියල්ල මැනවින් විශ්ලේෂණය කර පර්යේෂණ ගැටලුවේ සඳහන් වන ආකාරයට පාඩිග්ගම ඇදහිලි විශ්වාස යොදා ගෙන මානවවංශ පුරාවිද්‍යාත්මක අර්ථකථන සිදු කරන ලදී.**

පර්යේෂණ ක්‍රමවේදය (Materials and Methods)

මානවවංශ පුරාවිද්‍යාත්මක අධ්‍යයනයක දී භාවිතයට ගැනෙන පර්යේෂණ ක්‍රමවේදය අනෙකුත් පුරාවිද්‍යාත්මක අධ්‍යයනවලට වඩා වෙනස් වේ. ඊට හේතු වන්නේ මානවවංශ පුරාවිද්‍යාත්මක අධ්‍යයනයන් සජීවී මානව සමාජයන් සමඟ සිදු කිරීමයි. මෙම විෂය පථය ජීවමාන පුරාවිද්‍යාව (Living Archaeology) ලෙස හඳුන්වන බව ඉහත සඳහන් කර ඇත්තේ ද මේ නිසා ය. **කෙසේ වුවත් තත් පර්යේෂණයේ දී ගුණාත්මක (Qualitative) සහ ප්‍රමාණාත්මක (Quantitative) අධ්‍යයන ක්‍රමවේද භාවිතයට ගන්නා ලදී.** පර්යේෂණ කාර්යයේ දී ප්‍රථමයෙන් ප්‍රාථමික සාහිත්‍ය මූලාශ්‍රය සහ ද්විතීයික සාහිත්‍ය මූලාශ්‍රය යොදාගෙන වැදි ජනතාව සහ වන්නි වැදි ජනතාව පිළිබඳ අධ්‍යයනය කෙරිණි. පූර්ව පර්යේෂණවලට අවධානය යොමු කිරීමේ දී පෙනී ගියේ වන්නි වැදි ජනතාව පිළිබඳ පූර්ව පර්යේෂණ සිදු වී ඇතත් පාඩිග්ගම පිළිබඳ මානවවංශ පුරාවිද්‍යාත්මක අධ්‍යයනයක් සිදු වී නොමැති බවයි. නමුත් මෙම

පර්යේෂණයේ දී අර්ථකථනවලට එළඹීමේ දී වන්නි වැදි ජනතාව පිළිබඳ සිදු කෙරුණු පූර්ව පර්යේෂණ මහත් පිටිවහලක් විය. **වන්නි වැදි ජනතාව පිළිබඳ සිදු කළ මුල් ම විධිමත් පර්යේෂණය වන්නේ, කුකුළෑව ගම්මානය පාදක කරගනිමින් ජේම්ස් බ්‍රෝ විසින් සම්පාදිත Vedda villages of Anradhapura: The Historical Anthropology of a community in sri lanka කෘතියයි** (Brow, 1978). එහෙත් ජේම්ස් බ්‍රෝගේ අධ්‍යයනය මානවවංශ පුරාවිද්‍යාත්මක දෘෂ්ටි කෝණයකින් සිදු කළ අධ්‍යයනයක් නොවන බව මෙහි දී සඳහන් කිරීම යෙහෙකි. **එමෙන් ම මානවවංශ පුරාවිද්‍යාත්මක අධ්‍යයනයක් නොවුණ ද එඩ්මන්ඩ් ලීච් විසින් සම්පාදනය කරන ලද 'පුල්එළිය' කෘතිය ද පර්යේෂණ කාර්යයේ දී ඉවහල් වේ.** මීට අමතර ව ආචාර්ය දර්ශන බණ්ඩාර ඔහුගේ දර්ශනපති (M.Phil) උපාධිය සඳහා සම්පාදනය කළ උපාධි නිබන්ධය මේ අධ්‍යයනයේ දී අතිශය වැදගත් වේ. ඔහු විසින් වන්නි වැදි ගම්මානයක් වන කුංචුට්ටු කෝරළය මෙම අධ්‍යයනය සඳහා යොදා ගන්නා ලදි. එම අධ්‍යයනය ද සෘජුව ම මානවවංශ පුරාවිද්‍යාත්මක අධ්‍යයනයක් නොවුණ ද ඉන් ලබා ගත හැකි ආභාසය නොමඳ ය.

ඉහත සඳහන් කළ ආකාරයට ක්ෂේත්‍ර අධ්‍යයනයේ දී සුවිශේෂී ක්‍රමවේද භාවිතයට ගන්නා ලදි. **විශේෂයෙන් සහභාගීත්ව නිරීක්ෂණ ක්‍රමවේදය (Participant Observation) ක්ෂේත්‍ර අධ්‍යයනයේ දී බහුල වශයෙන් භාවිතයට ගැනීමට සිදු විය.** නිදසුනක් ලෙස 2021 වර්ෂයේ ඔක්තෝබර් මස 16 වන දා රාත්‍රියේ පාඩිග්ගම පැවති කාලි මෑණියන්ට දානය දීමේ අවස්ථාව මේ ආකාරයට සහභාගීත්ව නිරීක්ෂණය යටතේ වාර්තා කළ අවස්ථාවකි. එහි දී රැය පහන් වන තෙක් එම ස්ථානයේ රැඳී සිටිමින් කාලි මෑණියන්ට දානය දීමේ අවස්ථාව වාර්තා කරන ලදි. එහි දී කාලි මෑණියන්ගේ දේවාලයේ කපු මහතා වන කේ. විකුමපාල මහතා සහ පාඩිග්ගම මහවැවේ විදානේ මුතුබණ්ඩා මහතා සමග සම්මුඛ සාකච්ඡා පැවැත්වීම ද සිදු කෙරිණි. මේ ආකාරයට ගම්මානයට ගොස් දින කිහිපයක් ගම්මානයේ නවාතැන් ගෙන ගම්වැසියන්ගේ සංස්කෘතියට අනුගත වෙමින් මෙම ශාන්තිකර්ම, පුද පූජා නිරීක්ෂණය කරන ලදි. එහි දී ඡායාරූපකරණය, විඩියෝ පටිගත කිරීම වැනි ක්‍රමවේද ද භාවිතයට ගැනිණි.
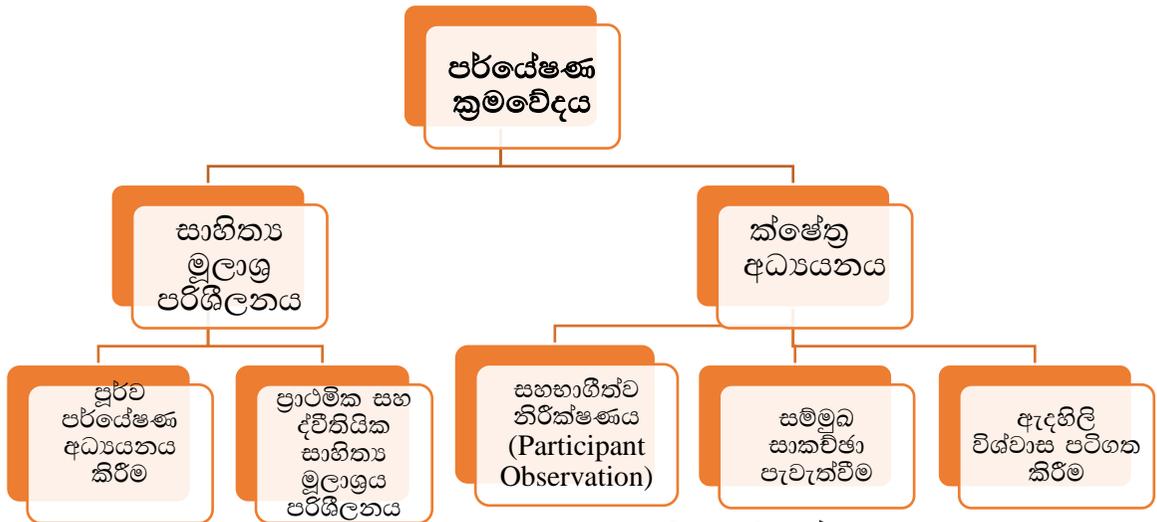
වගු සටහන් 01

ප්‍රතිඵල (Results)

මෙහි දී පාඩිග්ගම ප්‍රධාන ඇදහිලි විශ්වාස පිළිබඳ ව කරුණු දැක්වීම සිදු වන අතර දෙවියන් මායම්වීමේ ශාන්තිකර්මය, පිදේනි ශාන්තිය, වැද්දා කන්දට දානය ලබා දීම සහ පුල්ලෙයාර් වන්දනය පිළිබඳ සාකච්ඡා කෙරේ.

- ### දෙවියන් මායම්වීමේ ශාන්ති කර්මය

පාඩිග්ගම දැකිය හැකි ශාන්තිකර්ම අතර ඇති වැදගත් ම ශාන්තිකර්මය වන්නේ, දෙවියන් මායම්වීමේ ශාන්තිකර්මය යි. මෙම ශාන්තිකර්මය පොදුවේ නුවර කලාවියේ මෙන් ම වන්නි වැදි ගම්මානවල ද දැකිය හැකි ය. එහෙත් ස්ථානීය පිහිටීම අනුව පාඩිග්ගම දෙවියන් මායම්වීමේ ශාන්තිකර්මයේ ඊට ම අනන්‍ය වූ ලක්ෂණ විශද වේ. මෙකී තොකී සියලු ම කාරණා හේතුවෙන් පාඩිග්ගම දෙවියන් මායම්වීමේ ශාන්තිකර්මය ඉහළ වැදගත්කමකින් යුතු වේ. **එමෙන් ම කුකුළැව, රඹකැපුවැව, කුංචුට්ටු කෝරළය වැනි වෙනත් වන්නි වැදි ගම්මානයක දෙවියන් මායම්වීමේ ශාන්තිකර්මයක් පැවැත්වීමේ දී එහි මූලිකත්වය ගනු ලබන්නේ ද පාඩිග්ගම වැසියන් විසිනි** (සම්මුඛ සාකච්ඡා: කඳිරාතා මහතා සමඟ පුෂ්ප කුමාර, 2020.02.18). පාඩිග්ගම දෙවියන් මායම් වීමේ ශාන්තිකර්මයේ අනන්‍යතාව ඉස්මතු කිරීමට එම කරුණ වුව ද ප්‍රමාණවත් වේ. **තත් ශාන්තිකර්මය වැදගත් වීමට තවත් සුවිශේෂී කරුණක් බලපා ඇත. එනම් එහි ඇති මනෝචිකිත්සාත්මක වටිනාකමයි. ආතුරයාගේ සිතෙහි පවතින අදෘශ්‍යමාන බලවේගය පිළිබඳ පවතින බිය පහ ව ගොස් මානසික චිකිත්සාවක් ලබා දීම මෙම ශාන්තිකර්මයෙන් සිදු කෙරේ. ශාන්තිකර්මය සඳහා යොදා ගන්නා දේව ආභරණ කට්ටලය හේතුවෙන් මෙම**

මානසික චිකිත්සාව තීවු වේ. මෙම දේව ආභරණ කට්ටලය වන්නි වැදි ජනතාවගේ අනන්‍යතාව ප්‍රකට කෙරෙන ආභරණ කට්ටලයකි. මන්ද මෙම ආභරණ සියල්ල සැකසී ඇත්තේ වන්නියට අධිගෘහීත දෙවිවරුන්ගේ ආයුධවලිනි. නිදසුන් ලෙස,

- නයි හත්ත
- ජම ජාරිය
- කාල ජමජාරිය
- සීරි කඩුව
- හෝල් කෝටුව දැක්විය හැකි ය (ඡායාරූපය 01, 02, 03, 04).

මෙම ආභරණ කතරගම, හඳුන් කුමාර, කඩවර, සළඹකුමාර, ඉලන්දාරි හත්කට්ටුවේ දෙවිවරු ආදි දෙවිවරුන්ට අයත් ආයුධ වේ. මෙම ආයුධ යොදා ගැනීමෙන් ආතුරයාගේ මානසික විශ්වාසය ගොඩනැඟී අමනුෂ්‍ය බලවේගය සුවපත් වීමට හේතු වේ. ශාන්තිකර්මයේ ක්‍රියාවලිය මෙසේ ය.

ශාන්තිකර්මය ආරම්භ වීමට ප්‍රථමයෙන් යහන් තනා, ගොටු පූජා කර, දෙවියන්ට කවි ගායනා කර දෙවියන්ට ආරාධනා කිරීම සිදු වේ. ඉන් පසු ව යකැදුරා ශාන්තිකර්මය ආරම්භ කරයි. **මේ අවස්ථාවේ යකැදුරා වන්නියට අධිගෘහීත දෙවිවරුන්ගේ ආයුධ කට්ටලයක් පැළඳගෙන ශාන්තිකර්මයට අවතීර්ණ වෙයි.** මේ අවස්ථාවේ දී ආතුරයාට ආවේශ වී ඇති අමනුෂ්‍ය බලවේගයට වඩා බලවත් දෙවි කෙනෙකු යකැදුරාට ආවේශ වන අතර ඉන් ආතුරයාගේ සිතේ ඇති වන විශ්වාසය ඔස්සේ මානසික චිකිත්සාවක් ඇති වේ.

- පිදේනි ශාන්තිය

පිදේනි ශාන්තිය සිදු කෙරෙන්නේ, ලෙඩ දුක් සහ අමනුෂ්‍ය බලවේග තුරන් වීම සඳහා ය. පිදේනි ශාන්තිය සිදු කෙරෙන අනුපිළිවෙළක් පවතී. පිදේනි ශාන්තිය පොදුවේ සෑම වන්නි වැදි ගම්මානයක ම මෙන් ම නුවර කලාවියේ ගම්මානවල ද දැකිය හැකි ශාන්තිකර්මයකි. පාඩිග්ගම පිදේනි ශාන්තිය සඳහා නුවර කලාවියේ ආභාසය ලැබී ඇති අතර අවශේෂ වන්නි වැදි ගම්මානවල ආභාසය ද ලැබී ඇත. එහෙත් කාලාන්තරයක් තිස්සේ පාඩිග්ගම ගම්මානයේ මෙම ශාන්තිකර්මය පැවතීම නිසා ගම්මානයට ම ආවේණික වූ ලක්ෂණ ද පවතී. පාඩිග්ගම ගම්මානයේ පිදේනි ශාන්තිය පහත අවස්ථාවලින් යුක්ත වේ.

- ❖ පිදේනි දීම
- ❖ යහන් දීම
- ❖ දෙවියන්ට යාදිනි කීම
- ❖ මතුරා දිෂ්ටි ගැනීම
- ❖ සමයං කිරීම

මේ ආකාරයට පිදේනි ශාන්තිය සිදු කෙරේ. ශාන්තිකර්මය අවසානයේ ආතුරයාට යහපත් මානසික තත්ත්වයක් ඇති වේ.

- **වැද්දා කන්දට දානය දීම**

වෙනත් වන්නි වැදි ගම්මාන සමඟ සංසන්දනය කිරීමේ දී පාඩිග්ගම ගම්මානය වෙත සුවිශේෂී ස්ථානයක් හිමි වේ. වන්නි වැදි සංස්කෘතියේ අනන්‍යතාව ඉස්මතු කළ හැකි ප්‍රබල සාධක පාඩිග්ගම ඇදහිලි විශ්වාස අතර පවති. වැද්දා කන්දට දානය දීමේ ඇදහිල්ල ද ඒ ආකාරයේ සුවිශේෂී ඇදහිල්ලකි. මෙම ඇදහිල්ල දැකිය හැකි වන්නේ පාඩිග්ගම පමණක් වීම වෙසෙසින් සාකච්ඡා කළ යුතු කරුණකි. වැද්දා කන්ද ප්‍රකට ව ඇත්තේ මළගිය ඥාතීන්ට පූජපූජා කරන ස්ථානයක් වශයෙන් වුව ද ඒ ආශ්‍රිත ව දඩයම ද සිදු වී ඇත. වර්තමානයේ පාඩිග්ගම ආශ්‍රිත ව දඩයම විශාල වශයෙන් දැකිය නොහැකි වුව ද අතීතයේ පැවතිණි. මේ අනුව පෙනී යන්නේ වැද්දා කන්ද සංස්කෘතීන් කිහිපයක් නියෝජනය කරන ස්ථානයක් බවයි. පර්යේෂණ ගැටලුව අනුව යමින් මේ ස්ථානය මානවවංශ පුරාවිද්‍යාත්මක අර්ථකථන සඳහා ඉවහල් වන ආකාරය පරීක්ෂා බැලිය යුතු ය. එහි දී දිවයිනේ මහා වැදි සම්ප්‍රදායේ ඇදහිලි විශ්වාස පිළිබඳ අධ්‍යයනය කිරීමට සිදු වේ. **නෑ යකුන් පිදීමේ චාරිත්‍රය දඹාන ආශ්‍රිත වැදි සංස්කෘතියේ මෙන් ම අවශේෂ වැදි සංස්කෘතිවල ද විරප්‍රකට ඇදහිල්ලකි.** පාඩිග්ගම වැද්දා කන්දට දානය දීමේ ඇදහිල්ල නෑ යකුන් පිදීමේ චාරිත්‍රයට සාම්‍ය වීම මෙහි මානවවංශ පුරාවිද්‍යාත්මක අගය තිවු කරයි. වැද්දා කන්දට දානය දීමේ ඇදහිල්ලේ දී සිදු වන්නේ, පාඩිග්ගම මිය ගිය ඥාතීන් වෙත කෘතගුණ දැක්වීමයි. ස්වකීය ඥාතීන් මිය යෑමෙන් පසු ව වැද්දා කන්ද ආශ්‍රිත ව නැවත උපදින බවට පාඩිග්ගම වැසියෝ විශ්වාස කරති (සම්මුඛ සාකච්ඡා: මුතුබණ්ඩා මහතා සමඟ පුෂ්ප කුමාර, 2021.10.17). දඹාන, සීතල වන්නිය සහ බණ්ඩාරදූව ආදි ප්‍රදේශවල වැදි ජනතාව පුද්ගලයෙකු මිය ගිය පසු ඔහු කන්දේ යකා සමීපයට යන බව විශ්වාස කරති. නෑ යකුන් පිදීමේ චාරිත්‍රය නමින් ප්‍රකට මෙම චාරිත්‍රයේ දී මළගිය ඥාතීන් යළි යළිත් සිහිපත් කිරීමක් දැකිය හැකි ය (රණසිංහ, 2009: 330). වන්නි වැදි ජනතාවගේ ප්‍රභවය පිළිබඳ අධ්‍යයනය කිරීමට වුව ද මෙම ඇදහිලි ප්‍රබල වශයෙන් හේතු වේ. වන්නි වැදි ජනතාව, දඹාන ආශ්‍රිත වැදි සංස්කෘතියේ මූලයන් සහිත ජන කොටධාසයක් බවට උපකල්පනය කිරීමේ දී එම උපකල්පනය සනාථ කිරීමට මෙවැනි කාරණා පර්යේෂණ මූලයන් ලෙස යොදා ගත හැකි ය.

පුල්ලෙයාර් දේව වන්දනය

වන්නි වැදි ගම්මානවල පුල්ලෙයාර් වන්දනය පිළිබඳ සාකච්ඡා කිරීමේ දී හින්දු ආභාසය පිළිබඳ සාකච්ඡා කිරීම අත්‍යවශ්‍යයෙන් ම සිදු කළ යුතු ය. **පාඩිග්ගම මතු නො ව වෙනත් වන්නි වැදි ගම්මානවල ද හින්දු සංස්කෘතිය දැකිය හැකි ය.** වන්නි වැදි ගම්මානවලට හින්දු සංස්කෘතියේ ආභාසය ලැබෙන්නට හේතු කිහිපයක් බලපා

ඇත. ඒ අතරින් ආසන්න ම හේතුව වන්නේ වන්නි වැදි ගම්මානවල පිහිටීමයි. එනම් බොහෝ වන්නි වැදි ගම්මාන පිහිටා ඇත්තේ, දමිළ ජනතාව වාසය කරන ජනාවාස ආශ්‍රය කරගෙනයි. නිදසුනක් ලෙස මැදවච්චිය, කැබිතිගොල්ලෑව, වච්නියාව ආදි ප්‍රදේශවල වන්නි වැදි ජනතාව දමිළ ජනාවාස ආශ්‍රිත ව ජීවත් වෙති. මේ හේතුවෙන් දමිළ සංස්කෘතියේ ඇතැම් සංස්කෘතිකාංග වන්නි වැදි ගම්මාන වෙත සම්ප්‍රේෂණය වී ඇත.

පුල්ලෙයාර් වන්දනය පිළිබඳ සාකච්ඡා කිරීමේ දී භූගෝලීය වශයෙන් පවතින ආසන්නතාව මෙන් ම වන්නි වැදි ජනතාවගේ ජනශ්‍රැතියේ එන කතාන්දර ද වැදගත් වේ. පුල්ලෙයාර් දෙවියන් වන්නි වැදි ජනතාව සමග සම්බන්ධ වන්නේ, වල්ලි අම්මා හේතුවෙනි. වල්ලි අම්මා යනු කතරගම දෙවියන්ගේ බිරිඳක බව අපි දනිමු. ඇය වන්නි වැදි කන්තාවක යෑයි පාඩිග්ගම ඇතුළු වන්නි වැදි ගම්මානවල වෙසෙන ජනතාව විශ්වාස කරති (සම්මුඛ සාකච්ඡා: කදිරාතා මහතා සමග පුෂ්ප කුමාර, 2020.02.18). **කතරගම දෙවියන් සහ වල්ලි අම්මා අතර පැවති ආදර සම්බන්ධතාවට පුල්ලෙයාර් දෙවියන් උදව් කළ බව වන්නි වැදි ජනතාවගේ ජනශ්‍රැතිවල සඳහන් වේ** (බෝහිංගමුව සහ සිරිවර්ධන , 2010: 337-357). මේ සියලු ම කරුණු කාරණා පරීක්ෂා කිරීමේ දී පුල්ලෙයාර් දෙවියන් සහ වන්නි වැදි ජනතාව අතර සමීප සම්බන්ධතාවක් පවතින බව පෙනී යයි.

වන්නි වැදි ගම්මානවල පුල්ලෙයාර් දෙවියන් පිළිබඳ ගොඩනැගී ඇති මෙම පසුබිම හේතුවෙන් දෙවියන් කෙරෙහි වන්නි වැදි ජනතාවගේ ඉමහත් ගෞරවයක් පවතී. පාඩිග්ගම ගම්මානයේ වුව ද සෑම නිවසක ම පුල්ලෙයාර් වන්දනය සඳහා ස්ථානයක් වෙන් කර ඇත (ඡායාරූපය 06). තව ද මහවැව, කුඩාවැව, ඉදිගහ වැව සහ තල්ගහ වැව ආදි වශයෙන් පාඩිග්ගම ප්‍රධාන වැව් හතරක් ඇත. මේ වැව් හතර ම ආශ්‍රය කරගෙන පුල්ලෙයාර් වන්දනය සිදු වේ. අස්වැන්න නෙළන සමයේ වැව ආශ්‍රිත ව ඇති දේව සංහිඳේ පුල්ලෙයාර් දෙවියන්ට පුද පූජා පැවැත්වීම සිදු වේ (ඡායාරූපය 05). සිංහල අලුත් අවුරුද්දට පෙර අස්වැන්න ගෙට ගැනීම සිදු වන අතර එම සමයේ වැව් හතර ම ආශ්‍රිත ව උක්ත පුද පූජා පැවැත්වේ. මේ සඳහා වැව් සතර භාර ව කටයුතු කරන වැව් විදානේවරු ප්‍රමුඛ ව කටයුතු කරති. මේ ආකාරයට පාඩිග්ගම ගම්මානයේ පුල්ලෙයාර් වන්දනය ඉහළ වන්දනයට පාත්‍ර වේ.

සාකච්ඡාව (Discussion)

පාඩිග්ගම ඇදහිලි විශ්වාස පිළිබඳ මානවවංශ පුරාවිද්‍යාත්මක ව අධ්‍යයනය කළ මෙම පර්යේෂණයේ දී සොයා ගත් දත්ත ගැඹුරින් සාකච්ඡා කිරීම මෙම කොටසේ දී අපේක්ෂා කෙරේ. පර්යේෂණ අරමුණ, අනු අරමුණ, පර්යේෂණ ගැටලුව සහ පර්යේෂණ ක්‍රමවේදය අනුව යමින් තෝරා ගත් ඇදහිලි විශ්වාස මෙහි දී ගැඹුරින් විශ්ලේෂණය කිරීම සිදු වේ. ඊට ප්‍රථම ව සුවිශේෂී කරුණක් සඳහන් කළ යුතු ය. එනම් මෙම පර්යේෂණයේ දී සාකච්ඡා කළ ඇතැම් ඇදහිලි විශ්වාස පාඩිග්ගමට

අනන්‍ය ඇදහිලි විශ්වාස වන අතර ඇතැම් ඇදහිලි විශ්වාස පොදුවේ වන්නි වැදි ගම්මානවල මෙන් ම පොදුවේ නුවර කලාවියේ ද දැකිය හැකි ය. ඒ කෙසේ වුවත් මේ සෑම ඇදහිලි විශ්වාසයක ම පාදිග්ගමට අනන්‍ය ලක්ෂණ පවති. භූගෝලීය පිහිටීම ගත් විට පාදිග්ගම පොදු සමාජයෙන් තරමක් විනිර්මුක්ත ව පිහිටා ඇත. කුල භේදය නමැති කාරණය මේ සඳහා හේතු වී ඇත. මේ කරුණ ඔස්සේ පාදිග්ගම ප්‍රජාවගේ සමාජ, සංස්කෘතික හැසිරීම පිළිබඳ යම් ඉඟියක් ද සපයා ගත හැකි ය. එහෙත් වර්තමානය වන විට මේ තත්ත්වය බොහෝ දුරට වෙනස් වී ඇත්ත කාලාන්තරයක් තිස්සේ පැවති හුදෙකලා බව සමග පාදිග්ගම සංස්කෘතික අංගවල ඊට ම ආවේණික ලක්ෂණ ගැබ් වී ඇත.

ප්‍රථමයෙන් ම දෙවියන් මායම්වීමේ ශාන්තිකර්මය පිළිබඳ සාකච්ඡා කිරීම සිදු වේ. ප්‍රතිඵල කොටසේ දක්වා ඇති පරිදි මෙම ශාන්තිකර්මය අංශ ගණනාවකින් වැදගත් වේ. එබැවින් මෙම ශාන්තිකර්මය විධිමත් ව වාර්තා කිරීම අත්‍යවශ්‍යයෙන් ම සිදු විය යුතු ය. පර්යේෂණ අරමුණේ දක්වා ඇති පරිදි දෙවියන් මායම්වීමේ ශාන්තිකර්මය මානවවංශ පුරාවිද්‍යාත්මක ව අධ්‍යයනය කිරීම මෙහි දී වැදගත් වේ. ඉහත සඳහන් කර ඇති ආකාරයට මානවවංශ පුරාවිද්‍යාවෙන් සිදු කෙරෙන්නේ අතීත ප්‍රාථමික මානව සමාජ ප්‍රතිනිර්මාණය කිරීමයි. ඒ අනුව වර්තමානයේ පාදිග්ගම ආශ්‍රිත ව පවතින දෙවියන් මායම්වීමේ ශාන්තිකර්මය පාදක කරගෙන අතීත වන්නි වැදි සංස්කෘතිය ප්‍රතිනිර්මාණය කළ හැකි ය. දෙවියන් මායම්වීමේ ශාන්තිකර්මයේ දී දේව ආභරණ කට්ටලයක් භාවිත කෙරෙන බව ඉහත දක්වා ඇත. තත් දේව ආභරණ කට්ටලය වන්නියට අධිගෘහිත දෙවිවරුන්ට අයත් ආයුධ කට්ටලයකි. ඒ ඔස්සේ අතීත වන්නි වැදි ජනතාවගේ ආගමික විශ්වාස, දේව විශ්වාස ආදි බොහෝ දේවල් ප්‍රතිනිර්මාණය කළ හැකි ය. මෙම ශාන්තිකර්මය, පර්යේෂණ අනු අරමුණ සමග ගෙන සාකච්ඡා කිරීමේ දී අනු අරමුණ සාක්ෂාත් වී ඇති බව පෙනී යයි. මන්ද නුවරකලාවියේ ඇදහිලි විශ්වාස පිළිබඳ පූර්ව පර්යේෂණ සිදු වී ඇත්ත පාදිග්ගම සහ වෙනත් වන්නි වැදි ගම්මානවල අන්තර්ගත දෙවියන් මායම්වීමේ ශාන්තිකර්මය පිළිබඳ පූර්ව පර්යේෂණ සිදු වී නොමැත.

තව ද දෙවියන් මායම්වීමේ ශාන්තිකර්මය පිළිබඳ කරුණු වාර්තා කිරීමට සුවිශේෂී ක්‍රමවේද භාවිතයට ගැනීමට සිදු විය. ඒ අතර සහභාගීත්ව නිරීක්ෂණය (**Participant Observation**) වැදගත් වේ. එහි දී ගම්මානයේ දෙවියන් මායම්වීමේ ශාන්තිකර්ම පවත්වන ස්ථාන වෙත ගොස් ශාන්තිකර්ම පැවැත්වෙන ආකාරය නිරීක්ෂණය කරන ලදි. ඊට ප්‍රථම ව ගම්මානයේ ජ්‍යෙෂ්ඨ ම පුද්ගලයා වන කදිරාතා මහතා, මහවැවේ වැව් විදානේ මුතුබණ්ඩා මහතා සහ ශාන්තිකර්ම සිදු කරන කන්දාතගේ නන්දසේන මහතා යන ගම්වැසියන් සමග සම්මුඛ සාකච්ඡා පැවැත්වීම සිදු විය (ඡායාරූප 07). ඔවුන්ගෙන් ලබා ගත් තොරතුරු විධිමත් ව වාර්තා කර ගැනීමෙන් පසු ව සහභාගීත්ව නිරීක්ෂණය (**Participant Observation**) යටතේ ශාන්තිකර්ම පැවැත්වෙන ස්ථාන වෙත ගොස් ශාන්තිකර්ම පටිගත කර ගැනීම සහ කරුණු වාර්තා කිරීම සිදු කරන

ලදී. එමෙන් ම දෙවියන් මායම්වීමේ ශාන්තිකර්මයේ දී ගායනා කෙරෙන කවි ස්තොත්‍ර ආදිය වාර්තාගත කෙරිණි.

දෙවියන් මායම්වීමේ ශාන්තිකර්මය උරුම සන්දර්භය අනුව ද සාකච්ඡා කිරීම වැදගත් ය. පුරාවිද්‍යා විෂය සන්දර්භයේ දී උරුමය අංශ දෙකක් යටතේ සාකච්ඡා කෙරේ.

- ස්පර්ශනීය උරුමය (Tangible Heritage)
- අස්පර්ශනීය උරුමය (Intangible Heritage)

මේ අතරින් අස්පර්ශනීය උරුමය පිළිබඳ ලෝකයේ සාකච්ඡා කිරීම ආරම්භ වන්නේ 2003 සිටයි. 2003 දී **අස්පර්ශිත උරුමයන්** (Intangible Heritage) පිළිබඳ ජාත්‍යන්තර ප්‍රඥප්තිය සකස් කෙරිණි. අස්පර්ශිත උරුමයන් පිළිබඳ ජාත්‍යන්තර ප්‍රඥප්තියෙහි (Convention for the Safeguarding of the Intangible Cultural Heritage) අස්පර්ශිත උරුමය මෙසේ අර්ථකථනය කර ඇත.

"The 'intangible cultural heritage' means the practices, representations, expressions, knowledge, skills – as well as the instruments, objects, artefacts and cultural spaces associated therewith – that communities, groups and, in some cases, individuals recognize as part of their cultural heritage. This intangible cultural heritage, transmitted from generation to generation, is constantly recreated by communities and groups in response to their environment, their interaction with nature and their history, and provides them with a sense of identity and continuity, thus promoting respect for cultural diversity and human creativity." (Convention for the Safeguarding of the Intangible Cultural Heritage, Article 02, 2003).

මේ අනුව දෙවියන් මායම්වීමේ ශාන්තිකර්මයේ ඇති අස්පර්ශනීය උරුමයන් විශ්ලේෂණය කිරීම සහ ඒවා සංරක්ෂණය කිරීම සිදු කළ හැකි ය. විශේෂයෙන් මෙම ශාන්තිකර්මයේ අන්තර්ගත මනෝවිකිත්සමය ස්වභාවය (Psychological and Therapeutic Ritual), ශාන්තිකර්මයේ අන්තර්ගත කවි ශ්ලෝක සහ ශාන්තිකර්මය හා බැඳුණු ජන විශ්වාස ආදිය අස්පර්ශනීය උරුමයන් ලෙස අර්ථකථනය කළ හැකි අතර ඒවා මතු පරපුර වෙත සංරක්ෂණය කළ යුතු ය.

තව ද දෙවියන් මායම්වීමේ ශාන්තිකර්මය වන්නි වැදි ගම්මානවල වෙනත් ශාන්තිකර්මවලට වඩා වෙනස් වන්නේ මේ ඔස්සේ මනෝවිකිත්සාවක් ලබා දීම නිසා ය. මෙහි දී සිදු වන්නේ ආතුරයාට ආවේශ වී ඇති අමනුෂ්‍ය ආත්මයට වඩා බලවත් දේව ආත්මයක් යකැදුරාට ආවේශ වීමයි. එහි දී ආතුරාගේ සිතේ විශ්වාසයක් ගොඩනැඟේ. තව ද දේව අනාභරණ කට්ටලය හේතුවෙන් මේ විශ්වාසය තීවු වේ. සාමාන්‍යයෙන් සිංහල සංස්කෘතිය තුළ කාලාන්තරයක් තිස්සේ ගොඩනැඟුණු විශ්වාස පවතී. ඒ අතර දෙවියන් සහ අමනුෂ්‍යන් පිළිබඳ ව ද එවැනි විශ්වාස පවතී. සිංහල සංස්කෘතිය තුළ කාලාන්තරයක් තිස්සේ ගොඩනැඟුණු දෘෂ්ටිවාදය

(Ideology) වන්නේ, දෙවියන් අමනුෂ්‍යයන්ට වඩා යහපත් සහ බලවත් බවයි. දෙවියන් මායම්වීමේ ශාන්තිකර්මයේ දී භාවිතයට ගැනෙන්නේ මෙකී සිංහල සංස්කෘතිය තුළ කාලාන්තරයක් තිස්සේ ගොඩනැඟුණු දෘෂ්ටිවාදයයි. ආතුරයාගේ සිතේ මානසික විකිත්සාව ඇති වන්නේ ද මෙම දෘෂ්ටිවාදය හේතු කරගෙනයි.

වැද්දා කන්දට දානය දීමේ ඇදහිල්ල පිළිබඳ ව මීළඟට සාකච්ඡා කෙරේ. ප්‍රතිඵල කොටසේ දක්වා ඇති පරිදි මෙම ඇදහිල්ල පාඩිග්ගම ගම්මානයට සුවිශේෂී වන ඇදහිල්ලකි. එමතු නො ව මෙම ඇදහිල්ල හේතුවෙන් වන්නි වැදි සංස්කෘතිය සහ දඹානේ මහා වැදි සංස්කෘතිය අතර ඇති සාම්‍ය ද විග්‍රහ කළ හැකි ය. මේ නිසා වැද්දා කන්දට දානය දීමේ ඇදහිල්ල අංශ ගණනාවකින් වැදගත් වේ. පර්යේෂණ ගැටලුවේ දක්වා ඇති ආකාරයට වැද්දා කන්දට දානය දීම යන ඇදහිල්ල යොදා ගෙන වටිනා මානවවංශ පුරාවිද්‍යාත්මක අර්ථකථන සිදු කළ හැකි ය. විශේෂයෙන් ම ඉහත සඳහන් කළ ආකාරයට දඹානේ සහ වන්නි වැදි සංස්කෘතිය අතර ඇති සම්බන්ධතාව මෙහි දී අර්ථකථනය කළ හැකි ය. පාඩිග්ගම වැද්දා කන්ද ආශ්‍රිත ව මළවුන් විෂයෙහි ලා සිදු කෙරෙන කෘතගුණ දැක්වීමක් සිදු වේ. දඹානේ නෑ යකුන් පිදීමේ චාරිත්‍රයේ ද සිදු වන්නේ ස්වකීය මළගිය ඥාතීන් වෙත පුද පූජා කිරීමයි. ඒ අනුව පාඩිග්ගම වැද්දා කන්දට දානය දීමේ චාරිත්‍රය සහ දඹානේ කන්දෙ යකා ඇදහීමේ චාරිත්‍රය අතර යම් සාම්‍යයක් පවතී. මේ සාධකය යොදා ගෙන වන්නි වැදි ජනතාවගේ ප්‍රභවය පිළිබඳ ව මානවවංශ පුරාවිද්‍යාත්මක අර්ථකථන සිදු කිරීමේ අවකාශය ද පවතී. පාඩිග්ගම ගම්මානයේ ජ්‍යේෂ්ඨ ම ගම්වැසියා වන කදිරාතා මහතා සඳහන් කරන ආකාරයට පාඩිග්ගම වන්නි වැදි ජනතාව දඹානේ ආදිවාසීන්ගෙන් වෙන් වී පැමිණි ජන පිරිසකි (සම්මුඛ සාකච්ඡා: කදිරාතා මහතා සමඟ පුෂ්ප කුමාර, 2020.02.18). කදිරාතා මහතා සඳහන් කරන ආකාරයට දඹානේ ආදිවාසීන් පිරිසක් ශ්‍රී මහා බෝධියේ දරම්ටි පෙරහැරට පැමිණ ඇත. ආදිවාසී ජන කණ්ඩායමෙන් කොටසක් අතරමං වී ඇති අතර එම පිරිස පාඩිග්ගමට පැමිණ ජනාවාස ආරම්භ කර ඇත (සම්මුඛ සාකච්ඡා: කදිරාතා මහතා සමඟ පුෂ්ප කුමාර, 2020.02.18). මෙම පාඩිග්ගම ජනශ්‍රැතිය පිළිබඳ තත් පර්යේෂණයේ කතුවරයා විසින් ආදිවාසී නායක ඌරුවරිගේ වන්නියලැත්තන්ගෙන් විමසන ලදී (ඡායාරූපය 08) එතුමාගේ පැහැදිලි කිරීම මෙසේ ය,

"ආදිවාසී පරම්පරාව කියලා කතා දෑම්මට ඒ පරම්පරාව හැම එක්ක්ම එකමයි. හැබැයි ගම්පොජ්ජවල්වලදී වෙනස් තැන මන්දො වෙනවා. භාෂාව වෙනස් තැන මන්දො වෙනවා. සිරිත් විරිත් වෙනස් තැන මන්දො වෙනවා. ඒ කොහොම වෙනස් වුන මන්දො වුනත් ඒ හැම එක්ක්ම එකමට එකමක් සම්බන්ධ වෙන මන්දො වෙනවා"

උක්ත ප්‍රකාශයේ මූලික අදහස: (ආදිවාසී පරම්පරා විවිධ ගම්මානවල ජීවත් වීමේ දී වෙනස්කම් ඇතිවෙනවා. භාෂාව අතින්, සිරිත්විරිත් අතින් වෙනස්කම් ඇති වෙනවා. එහෙත් ආදිවාසී ජන කොට්ඨාස සියල්ල ම එකිනෙකට සම්බන්ධයි.)

(සම්මුඛ සාකච්ඡා: ආදිවාසී නායක උෘරුවරිගේ වන්නියලැත්තන් සමඟ පුෂ්ප කුමාර, 2022.02.03).

මේ ආකාරයට දඔාන සහ වන්නි වැදි සංස්කෘතිය අතර කිට්ටු සබඳතාවක් ඇති බව පෙනී යයි. ඒ සබඳතාව මානවවංශ පුරාවිද්‍යාත්මක ව තහවුරු කිරීමට වැද්දා කන්දට දානය දීමේ ඇදහිල්ල ඉවහල් වේ.

මීළඟට පුල්ලෙයාර් වන්දනය පිළිබඳ සාකච්ඡා කිරීමට අපේක්ෂා කෙරේ. ප්‍රතිඵල කොටසේ දී සාකච්ඡා කළ පරිදි පුල්ලෙයාර් වන්දනය පොදුවේ නුවරකලාවියේ මෙන් ම වන්නි වැදි ගම්මානවල ද දැකිය හැකි ය. පුල්ලෙයාර් වන්දනය පිළිබඳ සාකච්ඡා කිරීමේ දී නිසැක වශයෙන් වන්නි වැදි ගම්මානවල පවතින හින්දු ආභාසය පිළිබඳ සාකච්ඡා කළ යුතු ය. භූගෝලීය පිහිටීම අනුව පාඩිග්ගම ඇතුළු වන්නි වැදි ගම්මාන දුවිඩ ජනාවාස ආශ්‍රිත ව පිහිටා ඇත. වන්නි වැදි ගම්මානවල නාමකරණය වීමේ දී ද මෙම හින්දු බලපෑම ලැබ ඇති බව පෙනී යයි. නිදසුනක් ලෙස 'කුංචුට්ටුකෝරළය' නමැති වන්නි වැදි ගම්මානයේ නාමකරණය සැකසීමේ දී දුවිඩ ආභාසයක් ලැබ ඇති බව වචනයේ ශබ්දාර්ථය විමසීමේ දී පෙනී යයි. මේ කාරණය ද සිහි තබාගෙන පුල්ලෙයාර් වන්දනය පිළිබඳ සාකච්ඡා කිරීම යෙහෙකි.

ගණපති, විනයසාර, ගජකරණාදන් ආදි විවිධ නම්වලින් හැඳින්වෙන පුල්ලෙයාර් දෙවි ශ්‍රී ලාංකේය දේව සංස්කෘතියේ සුවිශේෂ දේව සංකල්පයකි. පුල්ලෙයාර් දේව සංකල්පය නුවර කලාවියට වැදගත් වීමට හේතු කිහිපයක් පවතී. ප්‍රධාන වශයෙන් කෘෂි ආර්ථිකයක් සහිත නුවරකලාවියට පුල්ලෙයාර් දෙවියන්ගේ ආශීර්වාදය බොහෝ වැදගත් වේ. වන්නි වැදි ගම්මානවල ජනතාවට පුල්ලෙයාර් දෙවියන් වැදගත් වීමට සුවිශේෂී කරුණක් ඇත. ඉහත දක්වා ඇති පරිදි වල්ලිඅම්මා හා බැඳුණු කථා ප්‍රවෘත්තියක් ඒ සඳහා හේතු වේ. මේ සියලු ම කාරණා හේතුවෙන් වන්නි වැදි ජනතාවට පුල්ලෙයාර් දෙවියෝ වැදගත් වෙති. පාඩිග්ගම ජනතාව වසරේ සෑම කාලයක ම කෘෂි කර්මාන්තයේ නියැලෙති. ඊට සරිලන පාරිසරික පසුබිමක් පාඩිග්ගම සැකසී තිබේ. කෘෂිකාර්මික කටයුතු සාර්ථක ව අවසන් කර ගැනීමට අවකාශය සකසා දෙන මෙන් පාඩිග්ගම වැසියන් පුල්ලෙයාර් දෙවියන්ට භාර වීම සුලබ දෙයකි (සම්මුඛ සාකච්ඡා: කන්දාතගේ නන්දසේන මහතා සමඟ පුෂ්ප කුමාර, 2021.10.17). පාඩිග්ගම ජනතාව කුමන සුබ කටයුත්තක් ආරම්භ කිරීමට වුව ද පූර්වයෙන් පුල්ලෙයාර් දෙවියන්ට යාතිකා කිරීම සිදු කරති. දෙවියන් මායම්වීමේ ශාන්තිකර්මයේ දී සඳහන් කළ ආකාරයට එහි දී ද මනෝ චිකිත්සමය ස්වභාවයක් ඇති වේ. එනම් පුල්ලෙයාර් දෙවියන් නිසා ස්වකීය කාර්ය සර්වප්‍රකාරයෙන් ම සාර්ථක වන බවට විශ්වාසයක් ගොඩනැගේ.

පාඩිග්ගම සංස්කෘතිය සමඟ අත්‍යන්තයෙන් ම බැඳි ඇති වැදගත් අංශයක් වන්නේ වාරි පද්ධතියයි. අනෙකුත් වන්නි වැදි ගම්මානවලට වඩා පාඩිග්ගම ආශ්‍රිත ව සුවිශේෂී වාරි පද්ධයක් සහ ඒ හා බැඳුණු වාරි සංස්කෘතියක් ගොඩනැඟී ඇත.

පාඩිග්ගම වාපී සංස්කෘතියේ පුරුෂාර්ථයන් වඩාත් පෝෂණය වීමට පුල්ලෙයාර් දේව සංකල්පය හේතු වී ඇත. අස්වැන්න ගෙට ගැනීමට ප්‍රථම ව පාඩිග්ගම ගම්මානයේ ප්‍රධාන වැව් සතර (මහ වැව, කුඩා වැව, ඉදිගහ වැව සහ තල්ගහ වැව) ආශ්‍රිත සංහිඳ අසල පුල්ලෙයාර් දෙවියන්ට පුද පූජා පැවැත්වේ. එහි දී 'මඬේ දීම' නමැති පූජා විධිය (මඬේ දීම යනු පුල්ලෙයාර් දෙවියන් සඳහා කිරිබතක් පිළියෙල කිරීමකි. මඬේ දීම අවසානයේ පිළියෙල කළ කිරිබත රැස් ව සිටින පිරිස බෙදා හදාගෙන අනුභව කරති.) පුල්ලෙයාර් දෙවියන් උදෙසා සිදු කෙරේ. මේ කාර්යයේ දී වැව් සතරට අදාළ වැව් විදානේවරු ප්‍රමුඛ ව කටයුතු කරති. මහවැවේ මඬේ දීමේ දී මහවැවේ විදානේ මුතුබණ්ඩා මහතා ප්‍රමුඛ ව කටයුතු කරයි. මේ ආකාරයට පුල්ලෙයාර් දෙවියන් උදෙසා පුද පූජා කිරීමෙන් පාඩිග්ගම ගම්මානයේ සියලු ම රෝග පීඩා දුරු වීම ද අපේක්ෂා කෙරේ. මේ ආකාරයට පාඩිග්ගම වාපී සංස්කෘතිය පෝෂණය කිරීමට පුල්ලෙයාර් දේව සංකල්පය හේතු වී ඇත. පර්යේෂණ අරමුණේ දක්වා ඇති පරිදි අතීත වන්නි වැදි සමාජයේ ඇදහිලි විශ්වාස ප්‍රතිනිර්මාණය කිරීමට ද පුල්ලෙයාර් දේව වන්දනය ද ඉවහල් කරගත හැකි ය.

පාඩිග්ගම පුල්ලෙයාර් වන්දනය ඇසුරින් තවත් වැදගත් කරුණක් පෙන්වා දිය හැකි ය. එනම් පුල්ලෙයාර් වන්දනාව හේතුවෙන් වන්නි වැදි ගම්මානවල මෙන් ම නුවර කලාවියේ ආගමික සහනශීලී බවක් ගොඩනැඟී ඇති බවයි. වන්නි වැදි ගම්මානවල බහුතර ජන පිරිස සිංහල ජාතිකයන් වුව ද ඔවුහු පුල්ලෙයාර් වන්දනය බහුල වශයෙන් සිදු කරති. මේ පිළිබඳ විමසීමේ දී තවත් වැදගත් කරුණක් සඳහන් කළ යුතු ය. එනම් ඇතැම් ජනප්‍රවාදවලට අනුව පුල්ලෙයාර් දෙවියෝ බෞද්ධයෙකි. පුල්ලෙයාර් දෙවියන් ජීවමාන බුදුන් වහන්සේගෙන් ධර්මය අසා සම්‍යක් දෘෂ්ටික දේවි කෙනෙකු බවට පත් වූ බව ජනප්‍රවාදවල දැක්වේ (පඤ්ඤාලෝක හිමි, 2013: 124-134). පුරාණෝක්ති අනුව පුල්ලෙයාර් දෙවියන් සඳහා හින්දු මෙන් ම බෞද්ධ ආභාසයක් ද පවතින බව මින් පැහැදිලි වේ. මේ කාරණය ද ආගමික සහනශීලී බව ඇති වීමට ඉවහල් වේ.

මේ ආකාරයට පුල්ලෙයාර් වන්දනය නමැති ඇදහිල්ල පාඩිග්ගම ජන ජීවිතයට සුබදායී බලපෑමක් සිදු කර ඇති බව පෙනී යයි. පාඩිග්ගම ආශ්‍රිත ව සංස්කෘතීන් කිහිපයක පෝෂණය සඳහා තත් දේව සංකල්පය හේතු වී ඇත.

නිගමන (Conclusions)

මෙම පර්යේෂණයේ දී අනාවරණය කර ගත් දත්ත විශ්ලේෂණය කර නිගමනවලට එළඹීම මෙම කොටසේ දී සිදු කෙරේ. ඒ අනුව පර්යේෂණයෙන් එළඹිය හැකි ප්‍රධාන ම නිගමනය වන්නේ, පාඩිග්ගම ඇදහිලි විශ්වාස මානවවංශ පුරාවිද්‍යාත්මක අර්ථකථන සිදු කිරීමට ප්‍රබල වශයෙන් ඉවහල් කර ගත හැකි බවයි. එම නිගමනය සඳහා එළඹුණු ආකාරය ප්‍රතිඵල සහ සාකච්ඡා කොටසේ දී කරුණු සහිත ව දක්වා

ඇත. මානවවංශ පුරාවිද්‍යාවෙන් සිදු කෙරෙන්නේ අතීත මානව සමාජය පිළිබඳ අනාවරණය කර ගැනීමයි. ඒ අනුව ඇදහිලි විශ්වාස පාදක කරගෙන පාඩිග්ගම වන්නි වැදි ජනතාවගේ අතීත සංස්කෘතිය ප්‍රතිනිර්මාණය කිරීමට මෙම පර්‍යේෂණය ඔස්සේ හැකි විය. එමෙන් ම පාඩිග්ගම ගම්මානය නියැදියක් ලෙස ගෙන ඉන් ලැබෙන මානවවංශ පුරාවිද්‍යාත්මක අර්ථකථන ඔස්සේ සමස්ත අතීත වන්නි වැදි සංස්කෘතිය ප්‍රතිනිර්මාණය කළ හැකි ය. ඉන් වන්නි වැදි සංස්කෘතිය පිළිබඳ මේ වන විට සොයා පාදා ගෙන ඇති කරුණු කාරණා යාවත්කාලීන කළ හැකි වනු ඇත. මෙහි දී වර්තමානයේ පාඩිග්ගම පවතින ඇදහිලි විශ්වාසයක් පිළිබඳ **මානවවංශ විද්‍යා උදාහරණ තර්කන ක්‍රියාවලිය (Ethnographic analogy)** යොදා ගෙන එහි අතීත ස්වරූපය පිළිබඳ උපකල්පන ඉදිරිපත් කළ හැකි ය. එනම් වර්තමානයේ පවතින ඇදහිලි විශ්වාසයේ ස්වරූපය, එහි ක්‍රියාකාරීත්වය, ඒ හා බැඳුණු චාරිත්‍ර ආදිය යොදා ගෙන උක්ත ඇදහිලි විශ්වාසය අතීතයේ ද මේ ආකාරයට පවතින්නට ඇතැයි උපකල්පනය කිරීමයි. ඒ අනුව පාඩිග්ගම ඇදහිලි විශ්වාස පාදක කරගෙන අතීත වන්නි වැදි සංස්කෘතිය ප්‍රතිනිර්මාණය කළ හැකි ය. ඒ සඳහා මානවවංශ පුරාවිද්‍යාත්මක සන්දර්භය භාවිතයට ගැනීම සිදු විය.

පර්‍යේෂණයේ දී එළඹිය හැකි අනෙක් වැදගත් නිගමනය වන්නේ, දිවයිනේ මහා වැදි සංස්කෘතිය සහ අවශේෂ වැදි සංස්කෘති අතර ඉතා කිට්ටු සාම්‍යයක් පවතින බවයි. තව ද පාඩිග්ගම ඇතුළු වන්නි වැදි ප්‍රජාව දඹාන ආශ්‍රිත මහා වැදි සංස්කෘතියට අයත් උප වැදි සංස්කෘතියක් බව නිගමනය කළ හැකි ය. එසේ නිගමනය කිරීමට පාඩිග්ගම ඇදහිලි විශ්වාසවලින් විශාල පිටිවහලක් ලැබේ. වැද්දා කන්දට දානය දීමේ චාරිත්‍රය සහ දඹාන ඇතුළු මහා වැදි සංස්කෘතියේ නෑ යකුන් පිදීම අතර කිට්ටු සාම්‍යයක් පවතින බව ප්‍රතිඵල සහ සාකච්ඡා කොටසේ දී සඳහන් කර තිබේ. එමෙන් ම එම කරුණ පදනම් කරගෙන ආදිවාසී නායක ඌරුවරිගේ වන්නියලැත්තන් සමඟ පැවැත්වූ සම්මුඛ සාකච්ඡාවෙන් ද වටිනා කරුණු අනාවරණය කර ගත හැකි විය. පර්‍යේෂණයේ දී මහා වැදි සංස්කෘතිය සහ පාඩිග්ගම වන්නි වැදි සංස්කෘතිය අතර ඇති සාම්‍ය අධ්‍යයනය කිරීමට පෙලඹෙන්නේ ද වැද්දා කන්දට දානය දීමේ චාරිත්‍රය පෙරදැරි කරගෙනයි. ඒ ඔස්සේ දඹානේ සංස්කෘතිය සමඟ සංසන්දනාත්මක අධ්‍යයන සිදු කිරීමෙන් අදාළ නිගමනය වෙත එළඹීමේ අවකාශය ලැබිණි. ආදිවාසී නායක ඌරුවරිගේ වන්නියලැත්තන් ප්‍රකාශ කළ පරිදි දිවයින පුරා ව්‍යාප්ත වී ඇති ආදිවාසී ප්‍රජාව අතර සාම්‍යයන් මෙන් ම විෂමතා ද පවතී (සම්මුඛ සාකච්ඡා: ආදිවාසී නායක ඌරුවරිගේ වන්නියලැත්තන් සමඟ පුෂ්ප කුමාර, 2022.02.03). එහෙත් මේ සෑම ජන කොට්ඨාසයක් ම 'වැදි' යන පොදු කුලකයට අයත් වෙති. ඒ අනුව දඹානේ මහා වැදි සංස්කෘතියෙන් බිඳී ආ සංස්කෘතියක් පාඩිග්ගම පවතින බව පෙනී යයි. එම නිගමනය වෙත එළඹීම සඳහා පාඩිග්ගම ඇදහිලි විශ්වාස විශාල පිටිවහලක් විය. එමෙන් ම පර්‍යේෂණ ගැටලුව සනාථ කිරීම සඳහා ද මෙය යොදා ගත හැකි ය. එනම් වැද්දා කන්දට දානය දීම නමැති ඇදහිල්ල මානවවංශ පුරාවිද්‍යාත්මක අර්ථකථන සිදු කිරීමට ඉවහල් වන බවයි.

මේ සමඟ එළඹිය හැකි අනෙක් නිගමනය වන්නේ, පාඩිග්ගම ඇදහිලි විශ්වාසවල පවතින ස්වාධීනත්වයි. පාඩිග්ගම ඇදහිලි විශ්වාසවල පමණක් නො ව භාෂාව, කුල ක්‍රමය, කෘෂි ආර්ථිකය සහ සමාජ සිරිත් විරිත් ආදි සෑම අංශයක ම පාඩිග්ගමට අනන්‍ය ලක්ෂණ පවතී. දඹානේ මහා වැදි සංස්කෘතිය, වෙනත් වන්නි වැදි ගම්මාන සහ නුවර කලාවියේ ප්‍රාදේශීය ලක්ෂණවල ආභාසය ලැබුණ ද පාඩිග්ගමට ස්වීය අනන්‍යතාවක් පවතී. මෙම අනන්‍යතාව ඇති වීමට පාඩිග්ගම හුදෙකලා බව ද හේතු වී ඇත. කුල ක්‍රමය හේතුවෙන් පාඩිග්ගම ප්‍රජාව මහා සංස්කෘතියෙන් තරමක් හුදෙකලාව ජීවත් වූහ. මේ හේතුවෙන් පාඩිග්ගම සංස්කෘතියේ ස්වීය, අනන්‍ය ලක්ෂණ අන්තර්ගත වේ. නිදසුනක් ලෙස දෙවියන් මායම්වීමේ ශාන්තිකර්මය වෙනත් වන්නි වැදි ගම්මානවල පැවතිය ද පාඩිග්ගම ශාන්තිකර්මය සුවිශේෂ වේ. ඒ පිළිබඳ ප්‍රතිඵල සහ සාකච්ඡා කොටසේ දී දීර්ඝ ව පැහැදිලි කර ඇත. එමතු නො ව වැද්දා කන්දට දානය දීමේ චාරිත්‍රය ආශ්‍රිත ව ද පාඩිග්ගමට අනන්‍ය ලක්ෂණ පවතී. විශේෂයෙන් ම වැද්දා කන්ද ආශ්‍රිත ව දඩයම ඇතුළ සංස්කෘතීන් කිහිපයක් පැවතී තිබේ. මේ ආකාරයට වෙනත් සංස්කෘතීන්ගේ ආභාසය ලැබුණ ද පාඩිග්ගම ඇදහිලි විශ්වාසවල ඊට ම ආවේණික ස්වීය ලක්ෂණ විශද වේ.

එමෙන් ම පාඩිග්ගම ඇදහිලි විශ්වාස පාදක කරගනිමින් එළඹිය හැකි අනෙක් නිගමනය වන්නේ අස්පර්ශනීය උරුමයන් පිළිබඳ නවමු සංවාදයක් ගොඩනැඟිය හැකිය බවයි. පර්යේෂණයේ දී සාකච්ඡා කළ සියලු ම ඇදහිලි විශ්වාස ආශ්‍රිත ව අස්පර්ශනීය උරුම පවතී. උරුම සන්දර්භයේ දී ප්‍රබල අධිකාරියක් ගොඩනඟාගෙන සිටින්නේ, ස්පර්ශනීය උරුමයි. එබැවින් අස්පර්ශනීය උරුමයන් පිළිබඳ සාකච්ඡා කිරීම වැදගත් වේ. සාකච්ඡා කොටසේ දී දක්වා ඇති පරිදි ශාන්තිකර්ම ආශ්‍රිත කවි, ස්තෝත්‍ර ආදිය අස්පර්ශනීය උරුමයන් ලෙස ආරක්ෂා කළ යුතු ය. එමෙන් ම ඉතා ම වැදගත් කරුණක් මෙහි දී සඳහන් කළ යුතු ය. එනම් දෙවියන් මායම්වීමේ ශාන්තිකර්මයේ අන්තර්ගත දෘෂ්ටිවාද (Ideology) සහ මනෝචිකිත්සමය ස්වභාවය (Psychological and Therapeutic Ritual) අස්පර්ශනීය උරුමයන් ලෙස ඉහළ වැදගත්කමක් උසුලයි. ඒ අනුව පාඩිග්ගම ඇදහිලි විශ්වාස පදනම් කරගෙන උරුම සන්දර්භයේ පවතින අස්පර්ශනීය උරුමයන් පිළිබඳ සාකච්ඡාව අභිවර්ධනය කළ හැකි ය.

මේ අනුව ප්‍රතිඵල සහ සාකච්ඡා කොටසේ දී දක්වා ඇති දත්ත මත පදනම් ව මෙම සියලු නිගමන වෙත එළඹී ඇත. පර්යේෂණ ගැටලුවේ සඳහන් වන ආකාරයට මානවවංශ පුරාවිද්‍යාත්මක අර්ථකථන සඳහා පාඩිග්ගම ඇදහිලි විශ්වාස ඉවහල් කර ගත හැකි බව තහවුරු වේ. එසේ ඉවහල් කර ගත් ආකාරය ප්‍රතිඵල සහ සාකච්ඡා කොටසේ දී සනිදර්ශිත ව පෙන්වා දී ඇත. ඒ අනුව මානවවංශ පුරාවිද්‍යාත්මක ව ඉහළ වැදගත්කමක් සහිත සංස්කෘතියක් පාඩිග්ගම ඇදහිලි විශ්වාසවල ගැබ් ව ඇති බව තහවුරු වේ.

වගුව සටහන් 02

පාඩිග්ගම සංස්කෘතිකාංගය	දඡාන ආශ්‍රිත සංස්කෘතිකාංගය	පාඩිග්ගම අනන්‍යතාව
වැද්දා කන්දට දානය පිරිනැමීම.	කන්දෙ යකා ඇදහීම (නෑ යකුන් පිදීම)	වැද්දා කන්ද ආශ්‍රිත ව මළවුන් ඇදහීමට අමතර ව අවශේෂ සංස්කෘතිකාංග ගොඩනැඟීම
පාඩිග්ගම භාෂාව	දඡානේ වැදි භාෂාව	ස්ථානීය විශේෂත්වය අනුව පාඩිග්ගමට අනන්‍ය වූ භාෂාවක් ගොඩනැඟී තිබීම

වගු සටහන් 03

පාඩිග්ගම සංස්කෘතිකාංගය	දඡානේ සංස්කෘතිකාංගය	සමතා	• විෂමතා
වැද්දා කන්දට දානය දීම	කන්දෙ යකා ඇදහීම (නෑ යකුන් පිදීම)	• මළවුන් පිදීම • දානමය පිදීම සිදු කිරීම	• පාඩිග්ගම වැද්දා කන්ද ආශ්‍රිත ව මළවුන් පිදීමට අමතරව දඬයම සහ අවශේෂ සංස්කෘතියක් ගොඩනැඟී තිබීම • වැද්දා කන්ද බුදුදහම සමඟ බද්ධ ව පැවතීම

නිර්දේශ (**Recommendations**)

මෙම පර්යේෂණයේ දී ලැබුණු දත්ත සහ විශ්ලේෂණ අනුව නිර්දේශ කිහිපයක් ලබා දිය හැකි ය. මෙම නිර්දේශ ක්‍රියාත්මක කිරීමෙන් පාඩිග්ගම ගම්මානයේ ඇදහිලි විශ්වාස මතු නො ව ගම්මානයේ සමස්ත වටිනාකම් මතු පරපුරට ආරක්ෂා කර තැබීමට හැකියාව ලැබේ. එම නිර්දේශ පහත පරිදි දැක්විය හැකි ය.

❖ පාඩිග්ගම වන්නි වැදි ගම්මානයේ ස්පර්ශනීය උරුමය මෙන් ම අස්පර්ශනීය උරුමය විධිමත් ආකාරයට වාර්තා කර තැබීම.

❖ විශේෂයෙන් අස්පර්ශනීය උරුමය නිවැරදි ව හඳුනා ගැනීම සහ ඒවා නිවැරදි ව අර්ථකථනය කිරීම.

❖ පාඩිග්ගම ගම්මානයේ ශාන්තිකර්මවල අන්තර්ගත කවි, ශ්ලෝක ආදිය නිවැරදි ව වාර්තා කිරීම සහ පටිගත කර ගැනීම.

❖ වන්නි වැදි ජනතාවගේ ඉතිහාසය ප්‍රතිනිර්මාණය කිරීමට පාඩිග්ගම සාධක යොදා ගැනීම.

❖ මානවවංශ පුරාවිද්‍යාත්මක න්‍යායයන් ඇසුරින් සාධනීය පුරාවිද්‍යාත්මක අර්ථකථන සිදු කිරීම.

❖ පාඩිග්ගම දේව ඇදහිලිවල සුවිශේෂී අනන්‍යතා හඳුනා ගැනීම

ස්තුතිය

පාඩිග්ගම වන්නි වැදි ගම්මානය ආශ්‍රිත ව පවතින ඇදහිලි විශ්වාස පිළිබඳ මානවවංශ පුරාවිද්‍යාත්මක අධ්‍යයනයක් මැයෙන් සිදු කළ මෙම පර්යේෂණයේ දී වටිනා උපදෙස් ලබා දුන් පේරාදෙණිය විශ්වවිද්‍යාලයේ පුරාවිද්‍යා අධ්‍යයන අංශයේ කථිකාචාර්ය සන්ධ්‍යා කුමාරි නවරත්න මැණිකේ මහත්මියට ගෞරව සම්ප්‍රයුක්ත ස්තුතිය පළ කරමි. එමෙන් ම ක්ෂේත්‍ර අධ්‍යයනවල දී මා වෙත නොමසුරු ව උපකාර කළ පාඩිග්ගම ගම්මානයේ ග්‍රාම නිලධාරීතුමිය ඇතුළු පාඩිග්ගම ගම් වැසියන් ස්තුති පූර්වක ව සිහිපත් කරමි.

ඇමුණුම්

ඡායාරූප

ඡායාරූපය 01: දේව අනාභරණ කට්ටලයට අයත් සීරි කඩුව

(ඡායාරූපකරණය: ආර්.ඩී.ධනුෂ්ක පුෂ්ප කුමාර)

ඡායාරූපය 02: දේව අනාභරණ කට්ටලයට අයත් කාල ජමජාරිය

ඡායාරූපය 03: දෙවියන් මායම්වීමේ ශාන්තිකර්මයේ දී භාවිත කරන යෂ්ටිය හෙවත් හෝල් කෝටුව

(ඡායාරූපකරණය: ආර්.ඩී.ධනුෂ්ක පුෂ්ප කුමාර)

ඡායාරූපය 04 (දේව ආභරණ කට්ටලයට අයත් නයි හත්ත)

ඡායාරූපය 05 (පාඩිග්ගම පුල්ලෙයාර් වන්දනය)

(ඡායාරූපකරණය: ආර්.ඩී.ධනුෂ්ක පුෂ්ප කුමාර)

ඡායාරූපය 06 (පාඩිග්ගම පුල්ලෙයාර් වන්දනය)

ඡායාරූපය 07 (මහවැවේ විදානේ මුතුබණ්ඩා මහතා සමඟ පැවැත්වුණු සම්මුඛ සාකච්ඡාව)

(ඡායාරූපකරණය: ආර්.ඩී.ධනුෂ්ක පුෂ්ප කුමාර)
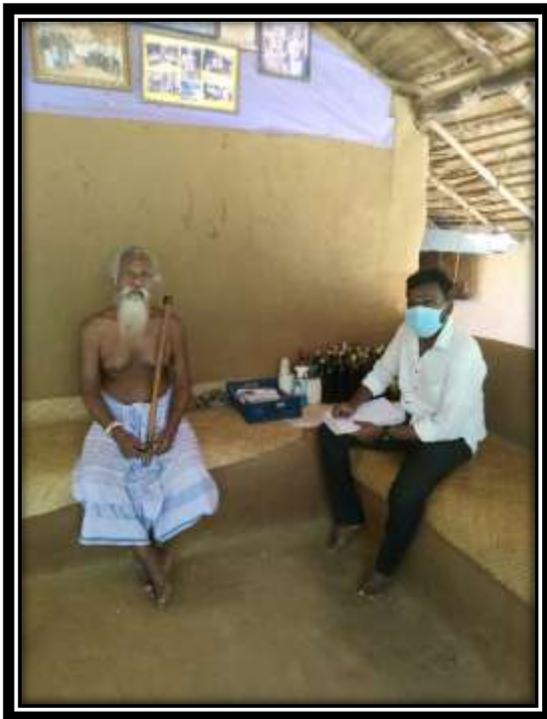
ඡායාරූපය 08 (ආදිවාසී නායක උරුවරිගේ වන්නියලැත්තන් සමඟ පැවැත්වුණු සම්මුඛ සාකච්ඡාව)

ආශ්‍රිත ග්‍රන්ථ සහ ලිපි නාමාවලිය
ප්‍රාථමික සාහිත්‍ය මූලාශ්‍රය

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ද්විතීයික සාහිත්‍ය මූලාශ්‍රය

ඔබේසේකර, ගණනාථ. (2018). "යටත්විජිත ඉතිහාසය ලේඛන හා වැද්දා පිළිබඳ ප්‍රාථමිකතාවාදය: නුවර යුගයේ ලේඛන පිළිබඳ විසම්මුතික කියැවීමක්" එල්.ඩී.සරත් විතාරණ, චින්තක රණසිංහ (සංස්.) *ගණනාථගේ රචනා.* 236-274 පිටුව, සමාජීය විද්‍යා පීඨ පර්යේෂණ මධ්‍යස්ථානය, කැලණිය විශ්වවිද්‍යාලය.

චන්ද්‍රරත්න, ආර්.එම්.එම්. (2009). "මානවවංශ පුරාවිද්‍යා අධ්‍යයන ක්‍රමවේදයන් භාවිතයෙන් පැරණි සංස්කෘතීන් ප්‍රතිනිර්මාණය" ඒ.එස්.ටී. රාජපක්ෂ, ඉෂංක මල්සිරි (සංස්.) *විකල්ප පුරාතත්ත්ව*. 35-40 පිටුව, පේරාදෙණිය: පේරාදෙණිය විශ්වවිද්‍යාලය පුරාවිද්‍යා සංගමය.

ජයම්පත්, එස්.ඒ. (2009). "මානවවිද්‍යා ක්ෂේත්‍ර දත්ත රැස් කිරීමේ විධික්‍රම" ප්‍රියාන්ත ගුණවර්ධන, ගාමිණී අධිකාරී (සංස්). මානව *විද්‍යාව හැඳින්වීම*. 56-74පිටුව, කොළඹ: ඇස් ගොඩගේ සහ සහෝදරයෝ.

දළපොත, මහින්ද කුමාර. (2003). *මුට්ටි මංගල්ලයේ වගතුග*. කොළඹ: ඇස් ගොඩගේ සහ සහෝදරයෝ.

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An Investigation on the Demeanour of Online Education to Enhance Its Standard in the Sri Lankan Context

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Abstract

With the advancement of technology, education has been tempted for modifications over the past few decades to alter classroom education, the traditional practices to blended learning pedagogy. The alternation process from traditional education to online education has been a challenge for teachers and learners over two years in Sri Lanka. Although Sri Lankans had to adapt to online education with the current outbreak of COVID-19, there is a void of understanding of the positive and negative impacts generated by this virtual learning pedagogy. Therefore, this quantitative study with 60 participants examines the facets; the advantages and opportunities inaugurated by online education, the challenges faced by students in the virtual classroom environment and the recommendations to reduce those difficulties and means to enhance the standard of online education in Sri Lanka. Hence, a questionnaire comprising 16 close-ended and one open-ended question was administered with participants and the collected data was analyzed using graphs and charts. According to the findings, online education paves the way for continuing education during the COVID-19 restriction period by utilizing

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other learning sources to optimize the learning process, learner autonomy, student-centred approach, flexibility, and creativity. On the contrary, the study highlighted several negative facets of online education, including less comfort, connection issues, technical errors, lack of facilities, unavailability of LMS and the damage caused to students' psychology due to the workload and lack of companionship. Therefore, Sri Lankan education institutions should adopt the recommendations elaborated through the study – innovations and creative learning pedagogy with well-facilitated learners and teachers, for enhancing students' learning potentials as new technology for learning becomes a trending scenario worldwide.

Keywords: COVID-19, online education, online learning, virtual classrooms

Introduction

Education: the strategical process which encompasses both practicalities to the authentic world wisdom and theoretical knowledge gained by institutions, teachers and books paves the path for the literacy of individuals. Smith (2021) emphasizes education as an approach which seeks people to navigate accuracy and feasibility, allocating time for them to come across. Correspondingly, each person in contemporary society is persuaded to be involved in academia, even to a certain extent, as education is a key component in moulding one's present and future.

With the advancement of technology, education has been tempted for modifications over the past few decades to alter classroom education, the traditional practice of every institution, to blended learning pedagogy. The renovation to this blended learning enabled the students to continue their studies while staying miles away from their institutions and at any time of the day without being trapped in a heavily scheduled timetable experiencing extensively in the online education system. Online education can be defined as Internet-based learning and teaching practices in synchronous and asynchronous atmospheres utilizing digital devices such as mobile phones, laptops, desktops, and other necessary equipment (Singh & Thurman, 2019). Though synchronous learning experience grants real-time lectures and feedback, asynchronous learning experience provides previously recorded lectures, and videos, increasing the waiting period for feedback from the tutors (Littlefield, 2018).

Due to the prevailing pandemic, all fields are encouraged to continue their daily chores online as the world is affected by COVID-19. Similarly, every academic institution has chosen online education over conventional teaching methods adapting themselves to the restrictions put on by the governments to avoid the spread of the virus. However, this pandemic triggered the need to advance online teaching methodologies, which had been researched for a more extended period but had not been harbingered as a worldwide practice. According to the findings of UNESCO (2020), more than 1 billion and 575 million students in 188 countries worldwide are affected by this current pandemic. Therefore, as the only alteration, students and teachers had to involve themselves in online education even though they are experienced or inexperienced in blended learning pedagogy.

In response to this worldwide new trend, Sri Lanka also made a significant modification in the traditional education system of the country from 12 March 2020 with the beginning of the COVID-19 restriction period (Hayashi et al., 2020). Regardless of the education stage, all the primary, secondary and tertiary level students were asked to participate in their synchronous and asynchronous learning processes using digital devices. Although "15 state universities and about 40 other state and nonstate tertiary education institutions" possessed "existing Moodle-based learning management systems under university Web servers", primary and secondary schools had to adjust themselves to the necessity overnight (Hayashi et al., 2020, p.2). With the continuous alternation process, Sri Lankan higher education institutions and schools tended to utilize Zoom in a broader range and other video conferencing platforms, including Microsoft Teams, Google Meet, Canvas, Moodle, Skype for business, Adobe Connect inculcating Gmail, Electronic-mail, WhatsApp, and other platforms for communication purposes. In addition, Sri Lankans moved to commence an exploratory asynchronous learning system through primarily used social media platforms-Facebook and YouTube to advance the online education of students with minimum technological facilities. Thus, this new teaching and learning methodology granted Sri Lankan students the ability to enrol themselves into extra online courses from world class universities to brush up their professionalism surpassing all the geographical barriers.

Statement of the Research Problem

The alternation process from traditional education to online education has been a challenge for teachers and learners over two years in Sri Lanka. Although Sri Lankans had to adapt to online education with the current outbreak of COVID-19, there is a void of understanding of the positive and negative impacts generated by this virtual learning pedagogy.

Objectives of the Study

This study examines the facets; the advantages and new opportunities inaugurated by online education, the difficulties, challenges, and disadvantages faced by teachers and students in the virtual classroom environment and the recommendations to reduce the challenges and difficulties faced by the users and ways and means which can be taken to enhance the standard of online education.

Research Questions

1. What are the advantages and new opportunities inaugurated by online education?
2. What are the difficulties, challenges and disadvantages teachers and students face in virtual classrooms?
3. What are the recommendations to reduce the users' challenges and difficulties, and what ways and means can be taken to enhance the standard of online education in Sri Lanka?

Materials And Methods

Research design and the sample

A quantitative approach was employed in conducting the study to achieve a broader understanding of the issue while answering the research questions. Furthermore, the study is conducted with the participation of 60 random students waiting for the university entrance. Furthermore, all the selected participants have completed their (G.C.E.) Advanced Level Examination preparations using online education in 2020. The chosen participants had the experience of learning via Zoom, Google Meet and Microsoft Teams. Moreover, the students in the sample ranged between 20 to 21, and their First Language (L1) was Sinhala.

Data Collection Tools and Data Analysis

A questionnaire comprised of 16 close-ended questions and one open-ended question was administered to the participants as a Google Form. The questionnaire, which consisted of three sections, aimed to determine the advantages, challenges, and recommendations to reduce the challenges and difficulties faced by online education users. As the data analysis method, students' answers to the questionnaire were presented using pie charts and graphs.

Ethical considerations

The students' consent was obtained using a Google Form. According to Byrne (2001), gaining informed consent is an essential part of all research endeavours that involve human participants to protect the human rights of the research participants. Moreover, the risk to participants in the study was nominal because the themes reviewed in the interview were improbable to cause negative responses post-interview (Van Esch, 2013).

Results

The focus of the present section is the analysis of the data to answer the research questions.

Advantages and Opportunities of Online Education

Certain advantages and opportunities could be discovered based on the participants' responses. According to the results in Figure 3.1, 76.7% of the participants agreed that online education is very important in this pandemic, while only 20% of the students revealed that online education is essential. In contrast, the rest of the students argued it to be moderately important. These presented results analyze that most students benefit from this distance learning methodology during the outbreak of COVID-19.
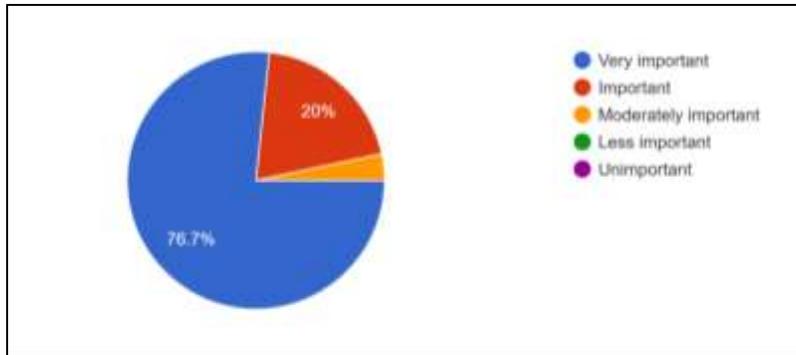
Figure 1 - The importance of online education during the pandemic 11

Moreover, the engaging audio-visual material, PowerPoint presentations, images, and games make the students During this uncertain period, online tools, including audio, videos and text messages which communicate with students promote the lacking human bonds and enhance the cooperative and interconnected online classroom environment (Dhawan, 2020). Games and other innovative interactive activities improve learners' creativity compared to the teacher-centred learning approach in physical classrooms. Mukhtar et al. (2020) acknowledge that discussion forums, chat rooms, polls, surveys, quizzes and whiteboards facilitate the communication of teachers and learners effectively and flexibly to share the learning material. In Figure 2, 63.3% of the students approved that an online classroom is a platform which provides more interesting audio-visual material, whereas only 36.7% of the respondents rejected the above idea. Additionally, in Figure 3, 91.7% of the participants expressed that they are provided sufficient online teaching material by their teachers, and only 8.3% of 60 students disagreed with the above statement. Thus, these results showcase that online education is more efficacious in providing visual aids for learners.
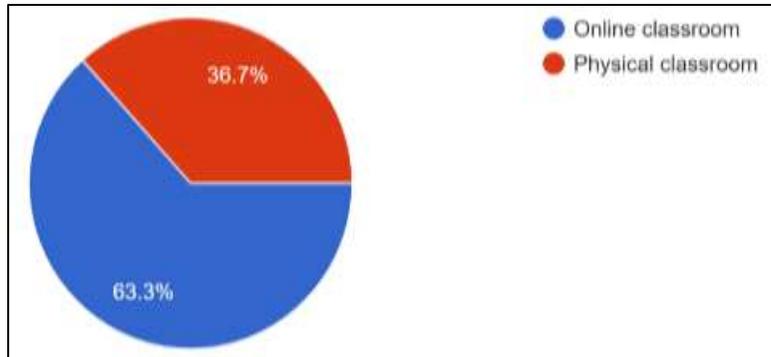
Figure 2- The usage of audio-visual aids in the classroom
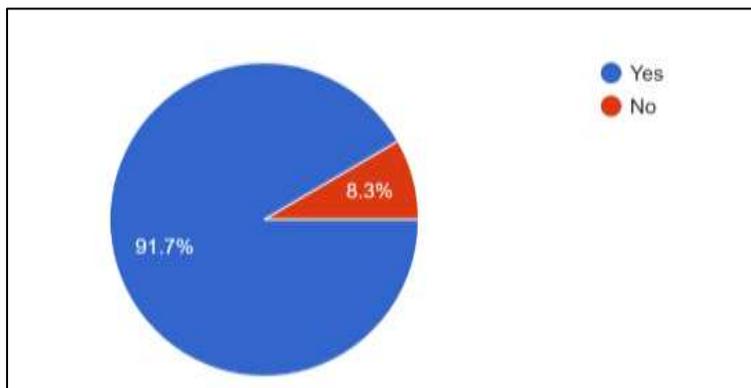
Figure 3- The availability of online learning material provided by the teachers

Though conventional teaching pedagogy depends on the paper-based learning material provided by the teacher, the online education system motivates learner autonomy on a vast scale. As the facilities of asynchronous learning are much developed with the current flow of education, the students have become self-directed learners (Muktar et al.,2020). Learners' autonomy has influenced the students to research more on their subjects rather than being marginalized to the theoretical knowledge they ought to learn. This process stimulates students' capability, enriching them with vast background knowledge of their learning content. Furthermore, students' contribution to their learning process promotes learning rather than narrowing down teaching content and provides sufficient learning prospects for the learners to engage in their online education more successfully. According to the responses in Figure 3.4, 95% of the total participants navigate extra learning sources such as Google and YouTube to participate more actively in their virtual classes, while on the contrary, only 5% of the responses deny the above statement. Regarding

the responses, it can be concluded that online learning pedagogy involves learner autonomy much more effectively than the traditional classroom environment, where most students are not encouraged to use the Internet.
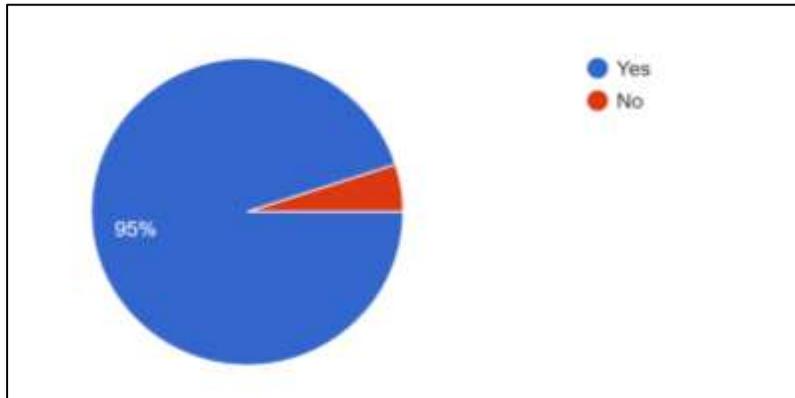
Figure.4 – The usage of other learning sources in online education

Student-centeredness can be highlighted as one of the main advantages of online education, and it enhances the flexibility of the learning pedagogy. Goode et al. (2007) emphasize that Information and Communication Technology based modern teaching philosophies shed light on more open teaching methods improving students' flexibility, independence, and self-determination to be responsible for their learning. The students' learning potentials are maximized with flexible education as they can organize their agenda more efficiently to complete an online course using face-to-face interactions with their teachers in their flipped classrooms (Dhawan, 2020). Due to the student-centred approach and the courses designed with more flexibility, the students are more comfortable and relaxed in the virtual classroom environment rather than being captives of a heavily scheduled timetable of physical classes. When considering the results of the online survey, which is illustrated in Figure 5, 90% of the participants admitted that they are comfortable with the online learning pedagogy as it motivates them to be independent learners with self-studies and as it saves their time without wasting it for transportation and other delays. However, 10% of the respondents felt comfortable with the traditional teaching pedagogy. Elaborating on the majority's response, it is evident that the virtual classrooms are enriched with a student-centred approach and flexibility of learning

schedule creating advantages and opportunities for the learners in this challenging time.
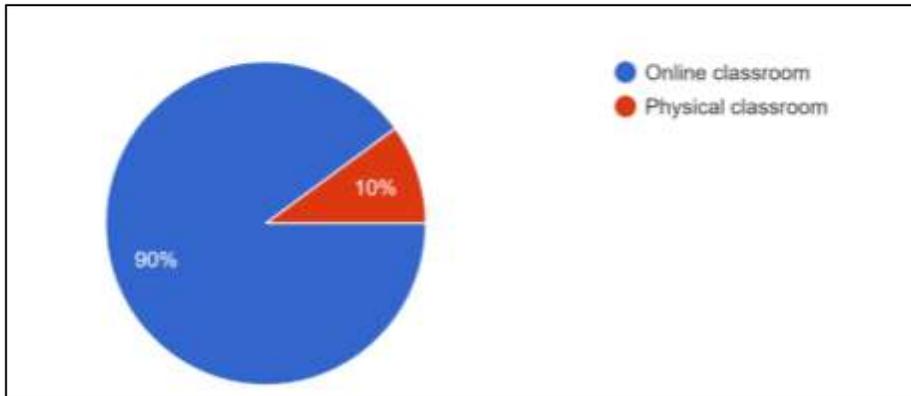

Figure 5 – Time management and the student-centeredness in the classroom

The Difficulties, challenges, and Disadvantages of Online Education

Although online education offers students numerous opportunities and advantages, several challenges, difficulties, and disadvantages could be found through the online questionnaire. The lack of enough facilities to participate in the online learning process more efficiently was demonstrated in the study as a critical challenge. Because Sri Lanka is still a developing country, all the primary, secondary and tertiary students are not provided with laptops to continue online education. According to Hayashi et al. (2020), utilizing smartphones as the alternative source of more advanced technologies for a more extended period proved to damage students' physical and mental health as a consequence of the less availability of facilities to approach the learning materials, complete quizzes and written assignments through the narrowed down screen of mobile phones. According to Figure 6, most respondents use mobile phones to participate in their classes frequently, while only 41.7% of the students had laptops for learning. Meanwhile, few people declared that they use desktops or other technological devices.
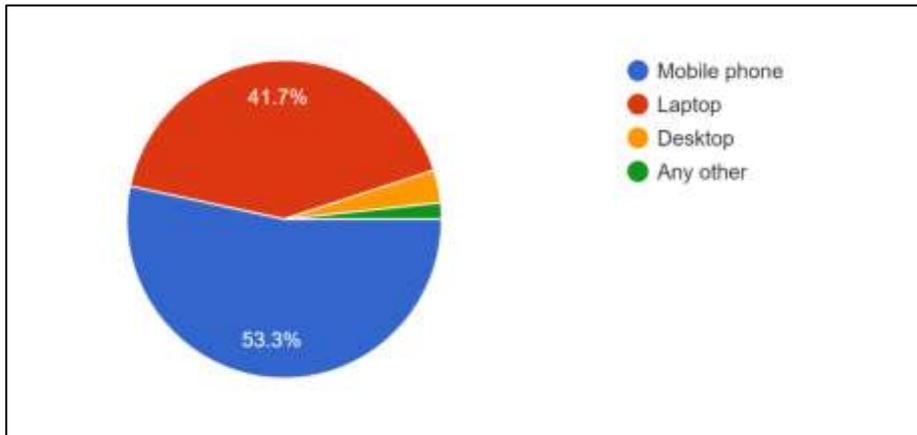
Figure 6- The device divergence in online education

 In addition, some of the Sri Lankan students' online education was challenged by their Wi-Fi or mobile data connection. Since the students in rural areas are not provided with a solid mobile connection, their education deteriorates with the rapid alteration process. It negatively impacted the mindsets of the less privileged students as they had to travel for several miles in search of proper mobile connections (Hayashi et al., 2020). Furthermore, the available mobile packages were not affordable for most of the learners, and primary and secondary students were the ones who faced this problem gravely. Most of them did not process a suitable device for their online classes and faced monetary issues in acquiring new technological devices, while tertiary-level students were one step ahead of the others in this scenario. Figures 7 and 8: the questions based on the connection type (Wi-Fi or mobile data) and the affordability of the mobile packages illustrated that 14.3% of the respondents were not comfortable with the package prices, and 22.4% stated that they could manage it to a certain extent. Thus, these two questions analyze that the lack of facilities in the country is making the condition of the students worse during this challenging time.
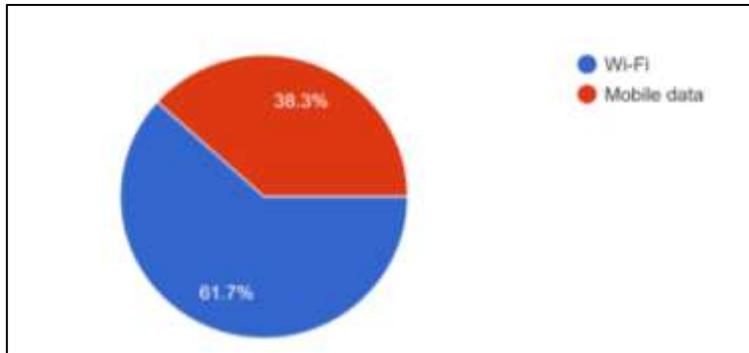
Figure 7 – The type of connection used in online education
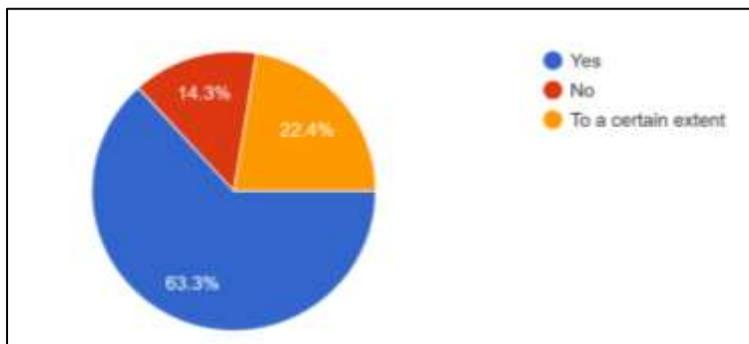
Figure 8 – The affordability of mobile packages

Further, observing the factors related to online education, the lack of prior experience in the online pedagogy of both teachers and students was one of the main difficulties that caused the lack of online education standards— completing well-designed online assessments with more credibility, just as the assignments in the traditional classroom were more difficult for the students due to their lack of technical experience (Hayashi et al., 2020). Moreover, teachers were also challenged with the modernized learning pedagogy with the unplanned rapid shift. They also had no prior experience engaging in their primary, secondary and tertiary classes through Web-based technology. The lack of experience and proper training delayed the progress of online classes, and it hugely affected the knowledge absorption of the students in every learning stage. According to Figure 9, 76.7% of the participants had no experience with online education before the outbreak of COVID-19, while 63.3% of the respondents agreed that teachers are not well-trained to conduct

virtual classes. Hence, these two factors can be demonstrated as primary causes of degrade the online education system in the country.
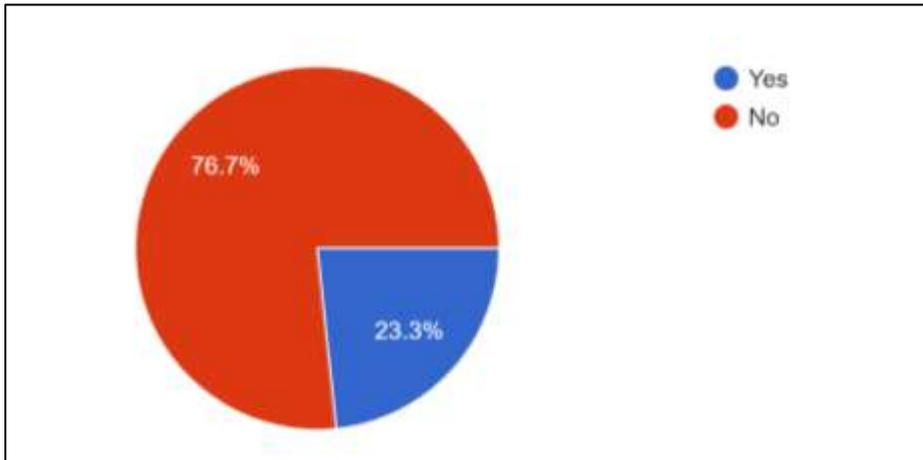
Figure 9- The experience of students in online education before COVID-19
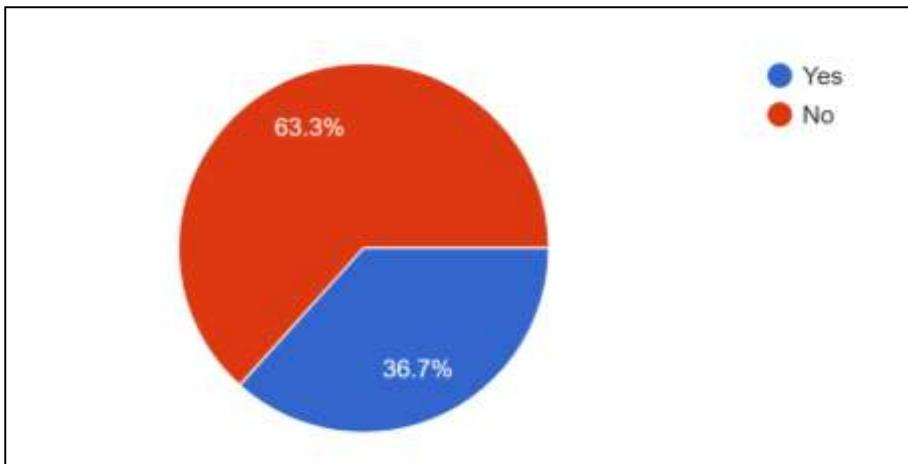
Figure 10- The experience of teachers in online teaching

Despite the abovementioned issues, the challenges inculcated with technology also make it more difficult for students to access their virtual classes easily. According to Dhawan (2020), modern technology causes downloading errors, login problems, audio and video problems, and installation issues. As presented in Figure 11, 58.3% of the respondents demonstrated that they faced errors while downloading, and 41% of the participants had issues with installation processes. 65% of the participating students had experienced login

problems login errors while utilizing Learning Management Systems and virtual classes. Further, 68.3% agreed that they faced issues associated with audio and videos in online classrooms.
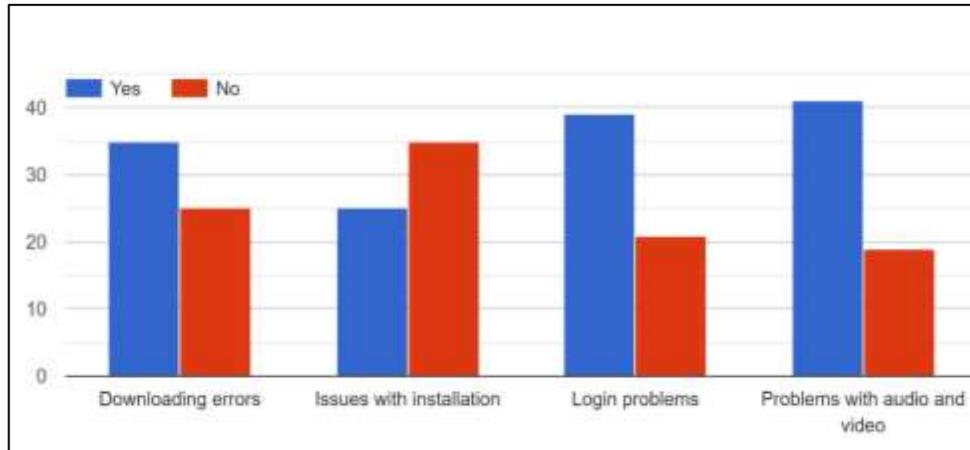
Figure 11 – Technical issues in online education

Though physical classrooms are composed of strong interpersonal relationships, virtual classrooms do not promote human bonds much. This is caused by minimized direct communication and the lack of human touch (Dhawan, 2020). Rather than providing only theoretical knowledge, the educational institution's mission is to allocate space to develop social interactions, teamwork, personality management and personality development, know about others, taking part in extracurricular activities (Hayashi et al., 2020). Figure 12 illustrates that 83.3% of the responses are partial to physical classes, while only 16.7% interpret that online classroom promotes interpersonal relationships. Studying this facet more and more, it is clearly visible that lack of communication discourages students from speaking freely and answering the teachers' questions as they are uncomfortable in that environment. According to Figure 13, 55% of the participants state that they feel motivated to speak in the physical classroom, whereas 45% of the respondents argued it to be an online classroom. Thus, the below representation depicts that online classroom is more challenging though the learners and teachers can use face-to-face interactions.
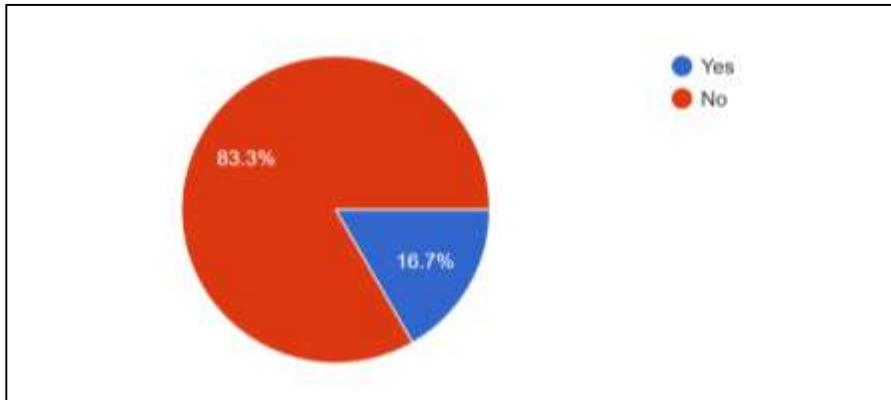
Figure 12 – The level of inter-personal relationships in online education
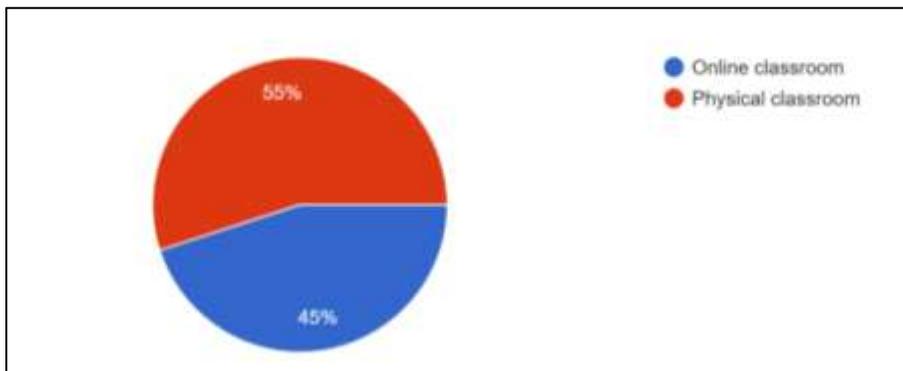
Figure 13 – The level of confidence and motivation of students in the classrooms

Correspondingly, the conditions related to the students' psychology should also be considered while conducting online classes. According to Figure 14, 51.7% of the results demonstrate that they are distracted from the lessons. Moreover, 10% of the respondents stated that their privacy was threatened due to online education meanwhile, 16.7% supported the idea that they were heavily stressed and frustrated because of over-usage of technological devices and facing high anxiety levels. Furthermore, it is spotted that the students are less engaged because of boredom (Dhawan, 2020). Monotony in virtual classes augments the boredom of both teachers and learners, decreasing the effectiveness of the online learning pedagogy. Thus, according to the findings, online education is more monotonous than conventional learning pedagogy.
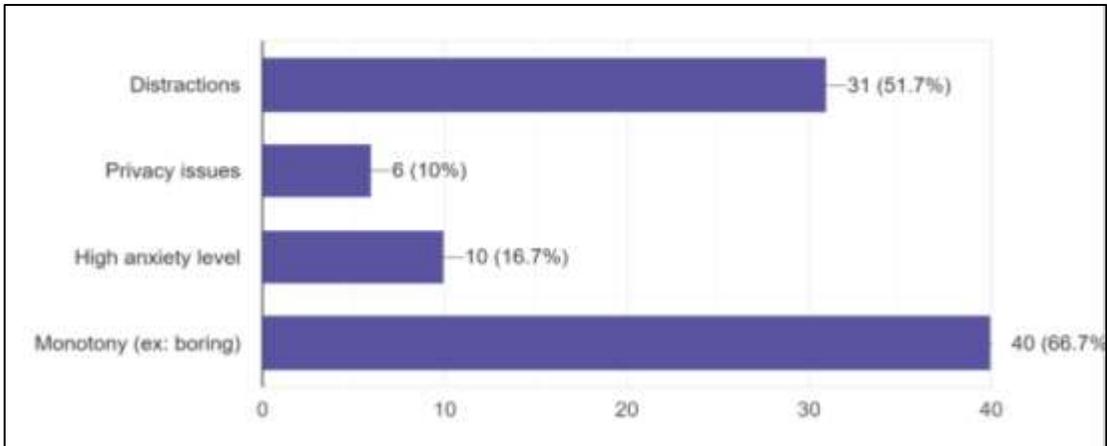
Figure 14- The difficulties face in online learning.

Further, the lack of a Learning Management System (LMS), which is used to upload lesson material, and supplementary material and to maintain students' records, was identified in the responses. Figure 3.15 depicts that 33.3% of the respondents do not clearly identify the efficacy of a Learning Management System (LMS) in online education as their institutions do not utilize or do not possess Learning Management Systems.
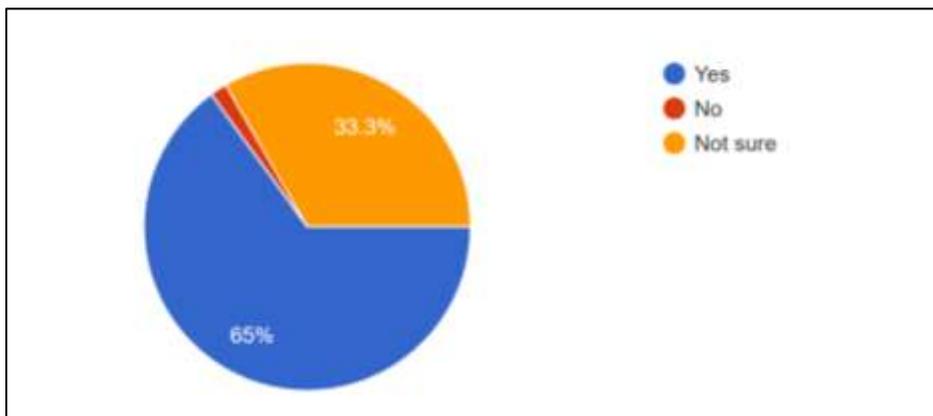
Figure 15 - The effectiveness of a Learning Management System (LMS) in online learning

Recommendations to reduce the challenges and steps to enhance the standard of Online Education

Considering the recommendations provided by the participants, it is evident that most of them require solutions for connection issues. Even though it is mentioned that all internet service providers in Sri Lanka granted free

access to university web servers during COVID-19, 12 participants requested a more stable connection all around the country (Hayashi et al., 2020).

> *"Improving connection quality is the best suggestion."*

In addition, Participant Q requested a stable free Wi-Fi connection for all the country's rural areas as it will reduce the number of students who are not privileged to attend online classes due to the unavailability of a stable connection.

> *"Give free Wi-Fi facility for rural areas."*

Additionally, the participants' responses included suggestions to minimize the digital divide in the country. As the lack of digital devices lessens the students' learning potential in online education, Participant O presented the thought of distributing technical devices to the students and teachers who are with necessary.

> *"Government can give technical devices for all students and teachers who need them."*

Furthermore, Participant X commented that the students should be supplied with facilities to take hard copies of their learning material during the lockdown period to reduce the period they are staring at the screen of mobile phones or computers. Due to financial restrictions and COVID-19 restrictions, they cannot find enough facilities. Hence the government or the institutions should take steps to facilitate the learners with printed learning material.

> *"Better if there are facilities to take printed documents, especially question papers, because it is hard to write tests looking at the screen for a long time."*

As for the cause of the lack of preparation, participants suggested implementing a programme to inform the tutors and learners about modern technology. The opinion of Participant L is as follows.

> *"Providing both students and teachers enough computer literacy."*

Though there are enough facilities-"Gmail, Google forms, Calendars, G-Drive, Google Hangouts, Google Jam Board and Drawings, Google Classroom and Open Board Software", to make online education more

engaging, the usage of these facilities are ignored due to the lack of knowledge of Information and Communication Technology (Dhawan, 2020, p 8). Improving computer literacy in each part of education can be identified as a must. To continue education in the country, teachers should be well-organized to adapt themselves to the prevailing situation engaging the key solution; planning. Even if Plan A fails, plan B should make it through the difficulties (Dhawan, 2020). By promoting teacher proficiency development, the standard of online education would be maximized.

Observing the recommendations, it can be identified that the lack of interactions in the virtual classes had affected the student's learning potential. The suggestions included several ideas to improvise the variety in the monotonous online learning pedagogy. Participant 1 and Participant 2 commented on their ideas on interactive methods as follows.

> *"1. Using games and fun learning activities and visualizations*
>
> *2. Using a variety of activities*
>
> *3. Using group work."*
>
> *"Innovative methods, group activities, breakout rooms, and interactive activities should be augmented".*

Employing interactions such as the above recommendations would increase the learning potentials of the learners as it promotes significant concepts, including remote learning as well as a student-centred approach, and it would minimize distractions in a virtual classroom environment.

Additionally, few participants shed light on the facet of face-to-face interactions. They requested to switch on the cameras of all the participants to conduct the classes through video technology. Participant E presented his idea as follows.

> *"It is better if the teacher and students connect through video technology during the class."*

The education institutions were closed for almost 2 years due to the health restrictions in the country. Hence, the encounter between the students and the teachers are not optimized in the COVID-19 period. Suppose there is opportunity to have direct communication with their colleagues and the

teachers through video technology. In that case, it will lessen the less comfortable mentality during the online classes and augment the lacking human bonds in the online learning pedagogy. Further, positive reinforcement must be included in online classrooms. As everyone is dealing with a hard time, identifying, and supporting students with various difficulties is necessary. To advance the abovementioned recommendation, Participant D and Participant W enhanced the idea of reforming the courses designed with excessive workloads to implement better physical and psychological conditions for the learners.

> *"It is better to have some ways for children to be mentally healthy than running for deadlines."*

Reducing over-scheduled online class timetables and homework would prevent students from overworking and staring at screens for a longer time and the anxiety generated by the ambiguity of homework and deadlines with limited periods. Furthermore, every institution should optimize their service with a better Learning Management System (LMS) in case of providing learning material, guidelines for exams and assignments, supplementary learning material and lecture recordings to prosper asynchronous learning potentials of the learners. Participant Z suggested this to the stage by commenting, *"A quality LMS with Pdfs".*

DISCUSSION

Stepping out of conventionalism, the acculturation of learners to online education has taken place in the world for decades through distance learning in blended learning pedagogy. With the alteration process declared due to COVID-19 restrictions, online learning is emerging as a saviour amidst the chaos (Dhawan, 2020). According to the findings in section 3, online education paves the way for continuing education during the COVID-19 restriction period by utilizing other learning sources (Google, YouTube) to optimize the learning process, learner autonomy, student-centred approach, flexibility, and creativity. On the contrary, the study highlights several negative facets of online education, including less comfort, connection issues, technical errors, lack of facilities, unavailability of LMS and the damage caused to students' psychology due to the workload and lack of companionship. Therefore, the findings that emerged in the present study are

congruent with the previous research studies that investigated the process of online learning (Dhawan, 2020: Mukhtar et al., 2020: Hayashi et al., 2020).

Correspondingly, Farris-Berg (2005) emphasized that digital natives appreciate using Internet-based resources in their classes and progressively want to employ technology to learn. According to Blattner and Lomicka (2012), teachers need new strategies and resources to grab students' attention, considering their thinking patterns and socializing behaviours stimulated using the Internet. Therefore, Sri Lankan education institutions should adopt the recommendations elaborated through the findings of the study – innovations and creative learning pedagogy with well-facilitated learners and teachers, for enhancing the learning potentials of students as the use of new technology for learning becomes a trending scenario in every school and university worldwide.

Limitations and future directions

A limitation of the present study was the application of an online questionnaire that might produce confined views. Hence, this limitation might affect the possibility of generalizing the research results. In addition, the current study was conducted only with a sample of 60 participants before joining the Sri Lanka university system. The thoughts and recommendations of the students already studying in university contexts may probably vary from the perceptions and views obtained from the present study.

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Career Intention towards Private Sector Jobs among University Students

M.T. Geethma[1*] and D.J. Jagoda[1]

Abstract

Most people expect to find a job that pays well and is well-recognized. Because of the current high inflation and competition, "employment" is a very important milestone. It is also the ultimate hope of anyone entering university. Those career intentions have been focused on different fields. It is important to identify whether factors influence the choice of one such sector. This study explored the key factors influencing university students' career intentions to turn to the private sector. A sample of 250 students was drawn using stratified random sampling from the Social Sciences and Languages faculty at Sabaragamuwa University in Sri Lanka. The study was conducted quantitatively, and the data was collected through an online questionnaire. Binary logistic regression was employed with 24 independent variables to achieve the main objective. It found that English Language Proficiency, working experience, and financial benefits were the most influential factors for students' career intention towards private sector jobs. It further pointed out that students with a high level of English proficiency were more likely to seek employment in the private sector than in the public sector.

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Regarding work experience, more students with no work experience are likelier to prefer jobs in the private sector than students with work experience. Finally, it found that students who preferred financial benefits given in the private sector were more inclined towards the private sector. This study further suggests that university students should receive positive motivation from the university, close friends, and parents to direct their career intentions to the private sector rather than stay in the public sector for long periods hoping for a job after graduation.

Keywords: career intention, private sector jobs, binary logistic regression

Introduction

Everyone has different expectations about their future job from an early age. Who would you like to be in the future? This question has been asked many times since childhood. Children speak about future professions according to their parents' professions or parents' influence. However, those future careers built in childhood are subject to change over time. The intention is a thing that a person plan to do or achieve. When a person creates a goal for his career, it can be called a "Career intention". Strong and suitable career intentions have led the way for a correct career choice. The term "career" is derived from French and Latin words. Geciki (2002) defined it simply as "the occupational, commercial, or industrial activity that a person may engage in during his academic life or in some other portion of his life until his death. Career choice is a critical topic for a job seeker because it influences the individual's future life and the country's development. "Personality, interest, self-concept, cultural identity, globalization, socialization, role model, social support and access resources such as knowledge and finance influence career choice" (Kochung & Migunde, 2011).

In Sri Lanka, university education is the heart of the higher education. Graduate employees are one of the most important foundations in the economy of Sri Lanka. The government anticipates that their contribution will boost the economy's private and public sectors. Sri Lanka places a high value on education, with a free education program covering from year one to the university level. However, due to numerous impediments, it has been unable to reap the full benefits. The biggest problem is that university

graduates waste their valuable time and knowledge without jobs. It is greatly influenced by the career intentions they develop while at the university. The debate between private and government jobs has raged for a long time. This becomes a big problem for the government when all university graduates seek jobs in the public sector. Brac, in collaboration with the Brac Institute of Governance and Development (BIGD) and Brac University, conducted a survey on 4200 Bangladeshi youths titled "Youth Survey 2018", which revealed that approximately 20% of the youth, mostly males, aged 15 to 35 are interested in going abroad for better living and career opportunities. Furthermore, most young people, 57 % of females and 42 % of males, want to work for the government.

As a result, many students are unemployed since they only have one option: a government job, which can be found in various fields (Daily Star,2019). Bai (1998) investigated how the current market economy influences university graduates' choices. He saw that when graduates were looking for jobs, they usually emphasized personal objectives such as money and power over society's interests. Al-Abri and Kooli (2018) stated that choosing a career path is a lifelong process, which is why students evaluate various criteria while deciding on a vocation, such as financial benefits and employment interest.

According to the central bank report, the 2019 unemployment rate in Sri Lanka was approximately 4.2 %; in 2020, it increased by 0.57 %. The 2019 Department of Census and Statistics Labor Force Survey Annual Report showed details about unemployment among graduates in Sri Lanka. According to it, 54.8 % were art degree graduates, and 45.2 % were other degree graduates. Now a day, graduate employees work in the non-government sector but are passionate about government jobs. When the government opens a new recruitment system for graduates, it is clear that many graduates already in private employment are struggling to find a new job in the public sector. Even though the government expects graduates to extend their cooperation to develop both the private and public sectors, they are staying away from the private sector for a variety of reasons such as job inquiries, work-life balance issues, family commitment, workload, leadership issues, career growth issues, and so on. (Buga et al., 2019)

Many researchers identified demographical and personal factors influencing students' career intention, such as age, gender, educational background, skills, competency, lifestyle, and previous working experiences. Midurangia, Suthab, and Wachissaraakey (2019) found that lack of experience, intense competition, political changes and lack of financial resources are among the variables that influence undergraduates' career goals.

The question is whether factors influence the choice of one such sector. Accordingly, it is important to determine if any factors influence the inclination towards only one such sector. Therefore, this study focused on undergraduates with career intentions towards private sector jobs and identified the factors affecting their career intention.

Material and Methods

Students from the Faculty of Social Sciences and Languages served as the population for this study, which included students from all five departments of the faculty, representing third-year first semester, fourth-year first semester and fourth-year second semester. Their exclusion is because almost every student is excited about their future careers when they are about to leave university. By the time they are in their final year of university, they have a somewhat more accurate view of their future careers; therefore, only fourth- and third-year students were used for this study. A total of 800 students make up the student population. This study population divided small groups into five departments in the Social Sciences and Languages Faculty; Department of Economics and Statistics, Department of English Language Teaching, Department of Geography and Environmental Management, Department of Languages and Department of Social Sciences. A sample size of 250 students was chosen to reflect students from each department (each stratum) proportional to the population of each department. Since the English Language Teaching Department has a limited number of students and cannot obtain a suitable proportion, the proportion was calculated by adding the number of students in the Languages Department and the English Language Teaching Department. Therefore, the number of students in the Language Department also includes those in the English Language Teaching Department. Accordingly, 88 students from the Economics and Statistics Department, 43 from the Social Sciences Department, 33 from the

Geography and Environmental Management Department, and 86 from the Languages Department were selected for the sample.

In this study, secondary data were collected manually and electronically from website statistics, journal information, newspaper articles, and research articles, and primary data was collected from students of the Social Sciences and Language Faculty at the Sabaragamuwa University of Sri Lanka via an online questionnaire. Before completing the study, the researcher conducted a pilot survey to ensure and clarify any inconsistencies that could lead to misrepresentation among the respondents.

The researcher used 24 independent variables to conduct the study, of which 18 were categorical and 6 were continuous independent variables. The categorical explanatory variables were gender, age, working experiences, parents' working status, parents' education level, English language proficiency, interest in lectures and subjects, examinations and assignments, practical training opportunities, career guidance activities, the applicability of university degree studied, salary, freedom of workplace, the opportunity for career advancement, working environment, financial benefits, and non-financial benefits. Attitudes, self-confidence, competitiveness, influence from mass media and the internet, parental influence, and peer influence were continuous variables. The collected data were analyzed using IBM SPSS (Statistical Package for the social sciences) software. The data analysis technique used in this study was Binary Logistic Regression. In addition, data analysis utilizes factor analysis, correlation analysis, one-way ANOVA test and chi-square test. The binary dependent variable is students with career intention towards private sector jobs and students who do not have career intention towards private sector jobs.

A conceptual framework shows what the researcher hopes to discover as a result of the research. According to the conceptual framework of this study, 24 hypotheses were developed.
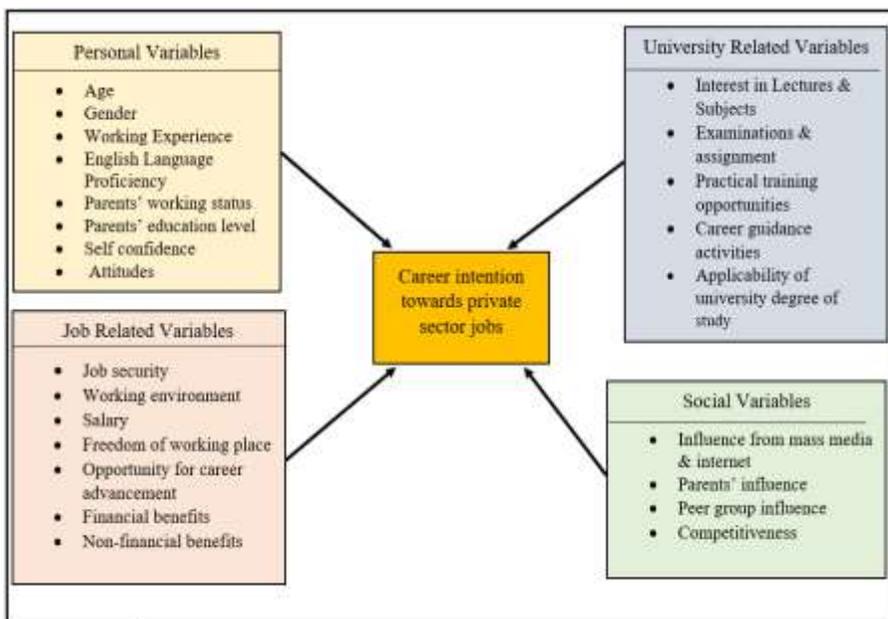
Figure 1: Conceptual Framework

Source: Sample Survey 2021

Results

Table 1: Descriptive Statistics

Variable	Category	Proportion
Department	Department of Economics and Statistics	35.2%
	Department of Geography and Environmental Management	13.2%
	Department of Social Sciences	17.2%
	Department of Languages	34.4%
Medium	English	61.2%
	Sinhala	38.8%
Duration of working experience	No experience	62%
	Less than 6 months	9.6%
	Greater than 6 months	19.2%
	Only 1 year	7.2%
	Greater than 1 year	2%
Parents' working status	Only father is working	25.6%
	Only mother is working	19.6%
	Both are working	54.8%

Source: Sample Survey 2021

According to Table 1, the highest percentage of respondents represented in Economics and Statistics department was 35.2 % and the lowest in the Geography and Environmental Management department. It was 13.2 %. All respondents were taken from representing two mediums, and the majority of respondents represented English medium which was 61.2 %. When the working experience of respondents was considered, most students (62 %) had no working experience. Accordingly, more than 50 % of the respondents have no work experience.

Regarding the employment status of students' parents, 54.8 % have both parents who work. Among them, the fathers of 82 students are employed in the government or semi-government sector, and 70 are employed in the private sector. As far as the mothers of the students are concerned, the mothers of 36 students are employed in the government or semi-government sector, and 35 are employed in the private sector. According to table 1 above, the percentage of students whose mother is employed alone is as low as 19.6 %, while 25.6 % of students reported that just their father is employed.
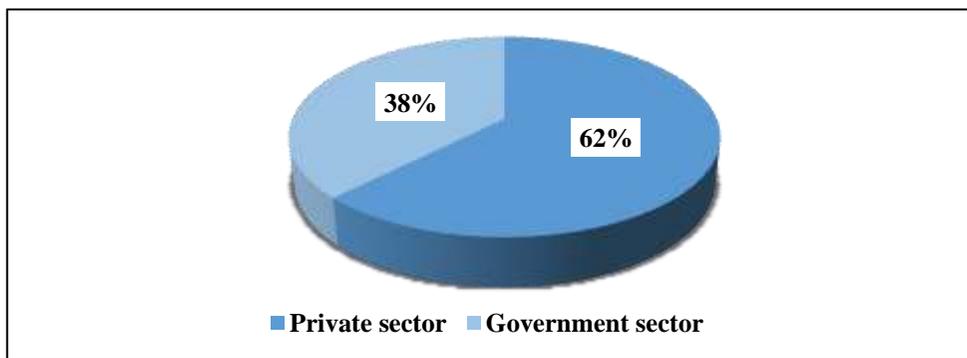
Figure 2: Students' Career intention towards private sector jobs
Source: Sample Survey 2021

The researcher gave the respondents two answers and asked this question: "What sector do you hope to work in your future job?" Most respondents were willing to do their future job in the private sector, which was 62 %. The other 38 respondents were willing to begin their future careers in the government sector.
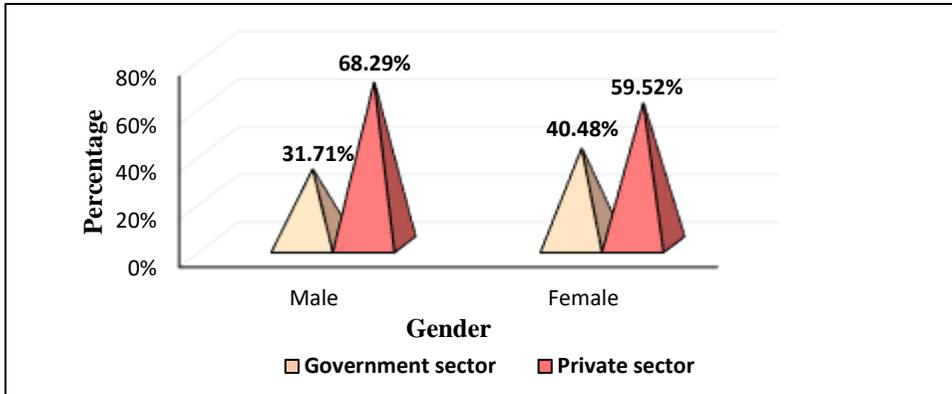
Figure 3: Student Career intention towards private sector jobs based on gender
Source: Sample Survey 2021

According to Figure 3, 68.29 % of male students and 59.52 % of female students were looking for jobs in the private sector. Male students were more likely to be employed in the private sector than female students. Accordingly, the career intention of male and female students has shifted to the private sector rather than the public sector.
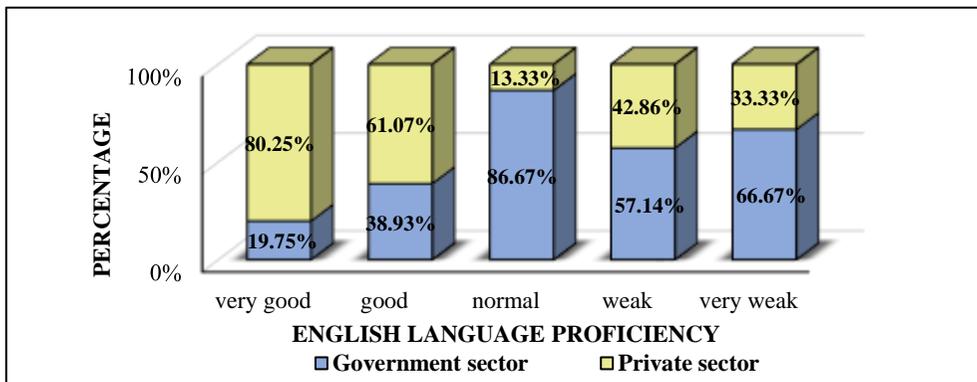
Figure 4: Student Career intention towards private sector jobs based on English Language Proficiency.
Source: Sample Survey 2021

The most significant percentage of students with an excellent command of the English language was willing to work in the private sector, which was 80.25 % and 61.07 %, respectively. Only a low percentage of 13.33 students with average English proficiency are looking for jobs in the private sector. Students with weak and very weak English language skills are more likely to seek employment in the government sector than in the private sector.
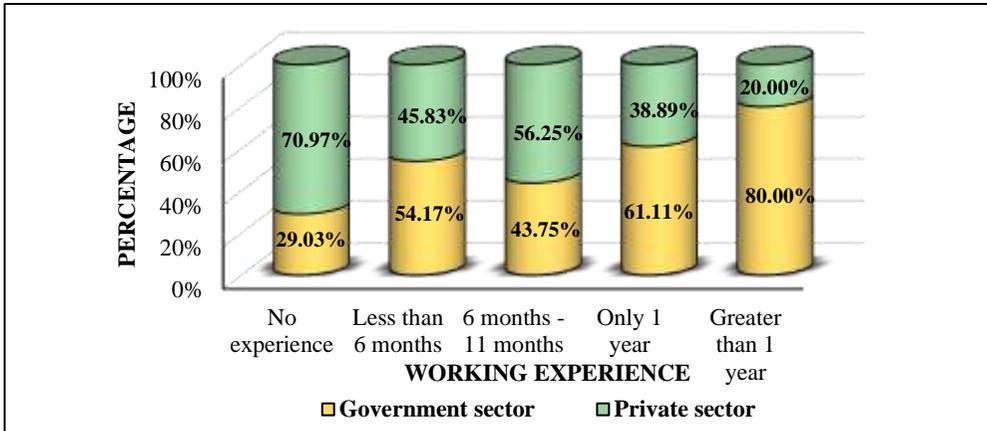
Figure 5: Student Career intention towards private sector jobs based on Working experience
Source: Sample Survey 2021

Most students with no work experience were looking for jobs in the private sector, which was 70.97 %. The students with less than six months' work experience were hopeful for jobs in the private sector, accounting for about 45.83 %. More than half of those with 6–11 months of work experience wanted to work in the private sector as a future career. Considering the career intentions of students with only 1 year or greater than 1 year of work experience, it seems that more students are looking for jobs in the public sector than in the private sector. Only 38.89 % of students with only 1 year of work experience and 20 % of students with more than 1 year of work experience hope to work in the private sector.
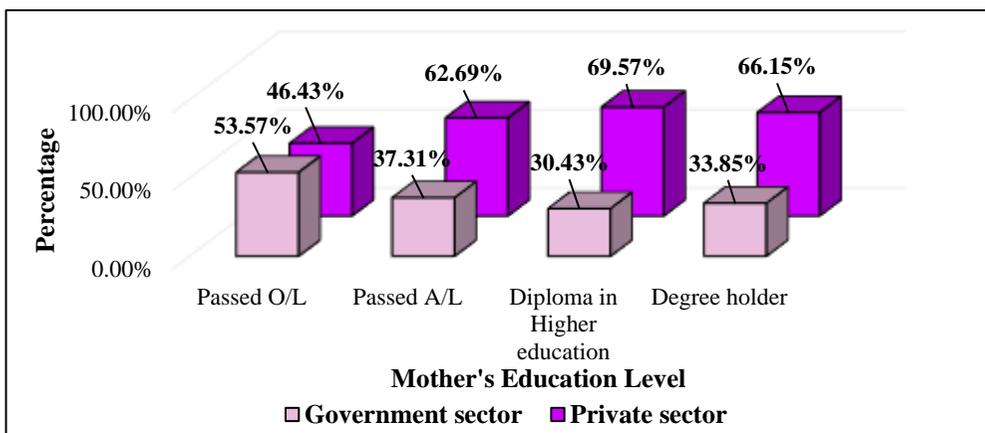
Figure 6: Student Career intention towards private sector jobs based on Mother's Education Level, Source: Sample Survey 2021

The career intentions of 53.57 % of students whose mother's education was only O/L were in the government sector, and 46.43 % were in the private sector. 37.31 % of students whose mother's education level is only advanced level want to work for the government sector, while 62.69 % want to work for the private sector. More than 60 % of students with their mother's education level or a higher diploma or degree have career intentions in the private sector.
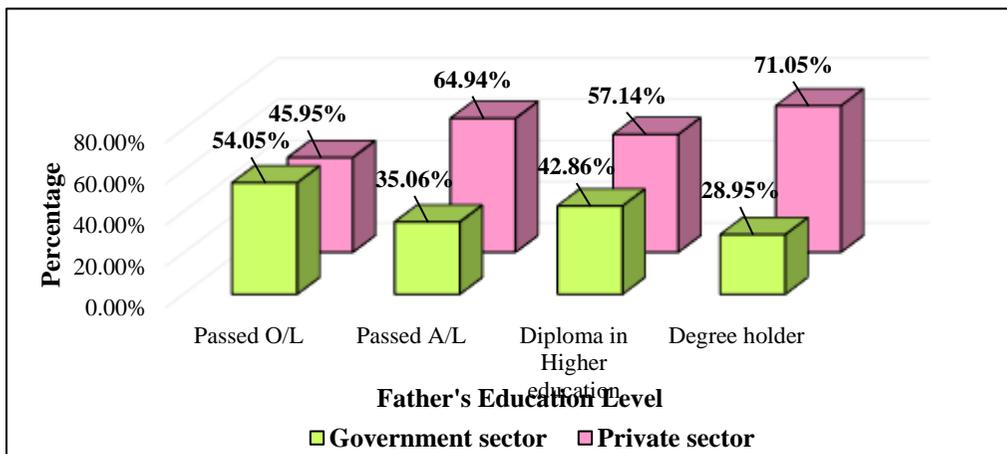
Figure 7: Student Career intention towards private sector jobs based on Father's Education Level, Source: Sample Survey 2021

When considering the father's education level and the student's career intentions, 54.05 % of students whose father's education level was only up to O/L were pursuing career intentions in the government sector. There is a greater tendency for the private sector than the government sector regarding the career intentions of students whose father's education is only up to the advanced level. It was 64.94 %.

Out of the 24 independent variables,10 were asked in the questionnaire to measure the variables of mass media and internet influence, peer influence, parents influence, attitudes, and self-confidence. Five new variables were created after adding a few of those questions and doing a factor analysis. When the correlation was checked, it was discovered that ten questions were highly correlated, which were then used for factor analysis. As the first set, six questions were used to measure the variables of mass media and internet influence, peer influence and parents' influence.

Table 2: Eigen analysis for collinear variables: Set 1

Component	Initial Eigenvalues		
	Total	**% of variance**	**Cumulative %**
1	**2.588**	43.131	43.131
2	**1.139**	18.987	62.117
3	.762	12.694	74.811
4	.642	10.698	85.509
5	.452	7.533	93.042
6	.417	6.958	100.000

Source: Sample Survey 2021

According to Table 2, there were two Eigen values greater than one. However, when considering the cumulative variance explained by the first two components, it was only 62.117 % and could not reach at least 80 %. When the first three components were added together, the cumulative variance was 74.811 %, extremely near 80 %. As a result, three factors were extracted for this set of components.

Table 3: Factor Loadings

Rotated component Metrix				Newly generated variables
	Component			
	1	**2**	**3**	
I regular get job information on social media like newspapers, YouTube & Facebook	.081	**.926**	.022	Mass media & internet influence
Social media has a huge impact on my choice to do this sector (private sector or government sector) in my future job	.559	**.559**	-.208	
I choose this sector because my parents also work in this sector	-.036	-.009	**.963**	Peer influence
My parents think that I should do my future job in this sector (private sector or government sector)	-.794	-.016	**.357**	
I discuss my future job with friends who are closer than my parents	**.619**	.508	.099	Parents influence
I choose this sector because I have close friends who can help me get a job in that sector	**.760**	.157	.126	

Source: Sample Survey 2021

According to those factor loadings in Table 3, three new variables were generated. Therefore, newly defined variables were mass media and internet, parent, and peer influence.

Table 4 represents the factor loadings of the second set of collier questions. After performing factor analysis, two new variables were generated. Based on factor loadings, the first two sets of factor loadings were named attitudes, and another set was named self-confidence.

Table 4: Factor Loadings

Rotated Component Metrix			Newly generated variables
	Component		
	1	2	
I think the sector I have chosen is the most suitable sector for my future career	**.910**	.215	Attitudes
I can get more benefits as well as opportunities from the sector I have chosen than the other sector	**.883**	.236	
This sector led me to choose to do my future career because I have good faith that I can make my maximum contribution	.639	**.651**	Self-confidence
I choose this sector because I have required skills & qualifications	.183	**.958**	

Source: Sample Survey 2021

From the factor analysis, five new independent variables were generated; Mass media and internet influence, peer influence, parents' influence, Attitudes and Self-confidence.

It is critical to determine whether there is an association between the explanatory and dependent variables before fitting the Binary Logistic Regression Model. Therefore, the Chi-square test was used to check the relationship between categorical explanatory variables and dependent variables, and the One-way ANOVA test was used to check the dependency between continuous explanatory variables and dependent variables.

The following hypothesis is used to check the association.

H_0; There is no association between explanatory variables and career intention towards private sector jobs among university students.

H$_1$; There is an association between explanatory variables and career intention towards private sector jobs among university students.

Finally, it was identified that, out of 24 independent variables: gender, parents' working status, parents' education level, interest in lectures and subjects, practical training opportunities, career guidance activities, Applicability of studied university degree, Job security, Salary, workplace freedom, non-monetary benefits, and competitiveness were not related to the dependent variable. The next step was to check for multicollinearity among explanatory variables after determining the relationship between the explanatory variables and the dependent variable. One-way ANOVA and Person correlation analysis were used to achieve the Chi-square test. Among 12 significant variables, "Attitudes", "Parent influence", and "Mass media and Internet influence" were highly correlated with other independent variables. Accordingly, seven categorical and two continuous variables were selected for the analysis. In order to select the best-fitted model, the highest G^2 value of each significant variable was considered.

The final result of the Binary Logistic Regression model is given in Table 5.

Table 5: Best-Fitted Model

Variables in the equation							
Parameter	B	S.E.	Wald	df	Sig.	Exp(B)	Reference
English Language Proficiency			22.736	4	.000		Very weak
Very good	2.004	.810	6.122	1	.013	7.418	
Good	1.183	.782	2.286	1	.035	3.264	
Weak	.403	.976	.170	1	.040	1.496	
Working experience			11.516	4	.021		Greater than 1 year
No experience	2.335	1.142	4.180	1	.041	10.328	
Less than 6 months	1.526	1.228	1.544	1	.018	4.600	
6 months-11 months	2.041	1.182	2.984	1	.044	7.699	
Only 1 year	.958	1.230	.606	1	.036	2.606	
Financial Benefits (1) (Preferred)	1.022	.404	6.406	1	.011	2.779	Not preferred
Constant	-3.591	1.450	6.139	1	.013	.028	

Source: Sample Survey 2021

According to the English Language Proficiency

Students with excellent English language proficiency have a 16.98 % chance to lean their career intention towards private sector jobs compared to students with very weak English language proficiency.

Students with a good level of English language proficiency have an 8.26 % chance to lean their career intention towards private sector jobs compared to students with a very weak level of English language proficiency.

Students with a weak English language proficiency have a 3.96 % chance to lean their career intention towards private sector jobs compared to students with very weak English language proficiency.

According to the work experience

Students with no working experience have a 22.17 % chance of leaning their career intentions towards private sector jobs compared to students with more than 1 year of working experience. Students with less than 6 months of working experience have an 11.25 % chance to lean their career intention towards private sector jobs compared to students with more than 1 year of working experience.

Students with 6– 11 months of working experience have a 17.51 % chance to lean their career intention towards private sector jobs compared to students with more than 1 year of working experience.

Students with only 1 year of working experience have a 6.7 % chance to lean their career intention towards private sector jobs compared to students with more than 1 year of working experience.

According to the financial benefits

There is a 7.12 % chance that students who are more interested or more preferred in financial benefits than those who do not care or do not prefer much about the financial benefits provided by the private sector will turn to private sector jobs.

Discussion

Some new things were covered in this research when considering other similar research findings. According to Hellen, Stella & Omare (2017), gender significantly impacts a student's profession choice. The finding also indicated that age is the second most important factor influencing career choice. However, this study found that gender was not an influencing factor but that age was an influencing factor for career intention. Saranalapala and Devadas (2020) confirmed that, family background and peer groups did not influence Sri Lankan management and commerce undergraduates' career choices, but Wen, Hao, and Bu (2015) argued that, the influence of parents, teachers, and peers has an impact on accounting students' career choices in China. This study also confirmed that parents' and peers' influence significantly affected career intention. Exciting lectures and seminars, successful examinations, practical and laboratory-based learning sessions, assignments, and student seminars were highlighted as affecting medical undergraduates' career choices by Tennakoon, Vidanapathirana, and Sutharan (2005). This study showed that interest in lectures and subjects, practical training opportunities, and examinations and assignments influenced the students' career intentions.

Lim and Soon (2006) conducted the employment selection criteria of final-year economics students at the University of Utara in Malaysia. According to the study, the most important job selection factor was long-term career expectations, followed by job security, working environment, salary, learning opportunities and flexibility in the working schedule. However, this study identified that job security and salary were no significant impact, but the working environment of the working place has some effect on students' career intentions. According to Galhena and Rathnayaka (2011), 'enjoying a career' and 'financial and non-financial factors' majorly impact students' career choices. Saranalapala and Devadas (2020) also discovered that, 'enjoying the job' and non-financial rewards such as job prestige, career availabilities, promotional and educational opportunities, and migration majorly affect management and commerce undergraduates' career choices. This study showed that, although financial benefits affect students' career intentions, non-financial benefits do not affect their future career intention.

Although many researchers study the topic of career intention with a specific career in mind, this study has not limited to one sector such as the private or government sector. Also focusing on the unemployment problem of art graduates in Sri Lanka, this study has not been conducted previously using students in the faculty of arts. Due to the COVID-19 pandemic situation, it was not easy to gather data. Data collection by an online questionnaire was less effective than a face-to-face interview. Therefore, giving an online questionnaire increases the likelihood that some students will miss the response. It was one of the limitations of this study. Studies on the career intentions of students who have completed the G.C.E. Advanced Level examination can be conducted as future research directions, not just for university students.

Conclusions and Recommendations

After finding the most influential factors in the students' career intention towards private sector jobs using the Binary Logistic Regression model, the three variables that English Language Proficiency, working experience and financial benefits, were selected as the best model.

English Language Proficiency

Students who are fluent in English are more likely to seek employment in the private sector, as the private sector is more concerned with speaking and writing English than the government sector. Students who are not very proficient in English are less likely to turn to the private sector. Accordingly, it appears that students with low English proficiency showed some reluctance to pursue employment in the private sector compared to students with good English proficiency.

Working Experience

Work experience is a key qualification in recruiting private sector employees. However, according to the results of this study, students with no work experience were more willing to work in the private sector than students with some work experience. In Sri Lanka, it is clear that even graduates with years of work experience are looking for a job in the public sector while working in the private sector. According to the research "A

descriptive study on Job switching from private sector to public sector" by Kalyani and Madhuwanthi (2021) said that, when a new public sector recruiting program is launched in Sri Lanka, most graduate employees tend to switch from the private to the public sector. Finally, they found that the primary force influencing job hopping and job insecurity is at the organization level; leadership, family pressure, compensation and rewards, and individual stress are the major secondary factors influencing graduate employees' job hopping from the private to the public sector.

Financial Benefits

According to the final result, there was more chance that students who preferred the financial benefits offered by the private sector chose the private sector to pursue their future career rather than students who had no preference or were not much considered financial benefits**.**

There are financial and non-financial benefits for both private and public sector employees. Sometimes people are more concerned with the benefits they will obtain and their salary. Many people are more inclined to choose the private sector for their jobs as the private sector offers more benefits than the government sector. Larger salaries, more growth opportunities, and better benefits such as insurance coverage, vacation time, and annual bonuses are all advantages of working in the private sector. The financial benefits of working in the private sector are frequently greater than those of working in the public sector. A small business can generate products and services that are in high demand owing to the creativity of one person or a group of employees. As a result, employees are frequently rewarded with an increased salary, more benefits like insurance coverage and vacation time, and bonuses.

In some circumstances, working in the private sector provides profit-sharing options unavailable in the public sector.

Recommendations

The "university" is a very important place to produce educated and intelligent people in the country. State universities are the main ones because

not every student can enter a state university. If the minority of students enrolled in state universities can be well managed and expelled, it will add great value to the country's economy and future. These intellectuals who graduate from state universities often suffer from the rising unemployment rate in Sri Lanka. The main reason is that they wait long until they get a job in the public sector to start their careers after university. The following suggestions are made to reduce it to some extent.

The university must provide the programs, activities, etc., required to direct the same attitude of students looking for employment in the public sector to the private sector. Providing practical training opportunities to all graduates leaving the university before they leave will also help them successfully pursue their future careers. Similarly, providing opportunities for students afraid of English language behaviors to develop their proper skills at the university will enable them to pursue the career intentions of students reluctant to return to the private sector. It is also important for the students to have the confidence to leave the university and choose the job that suits them best without being influenced by their parents, and graduates should be given proper jobs according to their qualifications.

As the final question in the questionnaire given to the students, researcher asked the main reason why they chose to pursue their future careers in the government or private sector. Considering the answers given, it was found that the common reasons for students seeking employment in the government sector to be more inclined towards that sector are the availability of a pension, the ability to work freely, the permanence of employment, and the recognition of society. As well as common reasons for students seeking employment in the private sector, there was the availability of adequate salaries, access to professional development, excellent financial benefits, and increased efficiency in the private sector over the public sector.

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A Study on Female Youth Unemployment in Sri Lanka: Special Reference to Matale District

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Abstract

Youths are defined as those between the ages of 15 and 24, playing a decisive and crucial role in a country's society and economy, whether developed or developing. However, in recent years, a significant amount of youth unemployment has emerged as a critical issue that has long affected both emerging and wealthy nations. Literature reveals that it has been a long time since more than 25% of young people are unemployed due to a skill gap. The objective of the study was to determine the likelihood that young people in Sri Lanka would be employed or unemployed based on a number of key factors affecting employability. Binary logistic regression was applied through SPSS version 22.0 to analyze the collected data from 200 individuals by convenience sampling using a questionnaire. Following a review of the related literature, the researchers have identified five independent factors - educational qualifications, professional qualifications, training and experience, English proficiency, and basic IT skills - that may contribute to unemployability.

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Results show that youth unemployment in Sri Lanka exhibited a significant link with educational attainment, professional qualifications, training and experience, English proficiency, basic IT skills, and married status, and all of these variables showed a negative correlation with youth unemployment. While decreasing those factors will raise the likelihood of unemployment, increasing those factors will decrease the likelihood. It is important to enhance young people's employment and training opportunities, build career guidance centers, increase awareness campaigns, and encourage an entrepreneurial attitude to fill the gap between Sri Lanka's demand for youth labor and supply of youth labor.

Keywords: Female youth, Sri Lanka, Skill mismatch, Youth unemployment,

Introduction

Youth is undeniably among a country's most important formidable force and resources to boost its social-economic development. In addition to being large in number, the youth are energetic and courageous and poses new ideas that can make changes to the social-economic development if they are well-coordinated and involved in the country's economic activities. Regardless of such importance, youth have been faced with many challenges, one of them being the unemployment problem. According to the Department of Census and Statistics - Sri Lanka, the youth unemployment rate in Sri Lanka was 23.80 percent in the fourth quarter of 2021.

The problem of youth unemployment is among the major challenges facing not only developing countries but also developed countries in the world. The problem of youth unemployment is more critical to developing countries due to the high poverty levels requiring all people to work to ensure survival (ILO, 2011).

According to the UN, youth can be defined as people aged 15-24. If we treat our young as significant community assets, we can differentiate our country's competitiveness through imaginative and creative problem-solving and solution-finding (Bamber, 2014). Of the preceding importance, especially to contributing to a country's economy, those youths should represent that country's labor force. According to the International Labor Organization (2020), global labor force participation in 2021 was 60.3%, with 46.8% of women and 73.8% of men, while youth labor force participation was 40.7%.

Not every member of a country's or economy's workforce is employed. Unemployed people are those who are looking for work in the labor force. According to the World Bank, the global labor force was 3.386 billion people in 2020, with 6.47% of the workforce unemployed. When considering the concept of "unemployment," one of the key concepts to address is "young unemployment." Youth unemployment is not described as a separate entity from overall unemployment in this study, but it does differ from total unemployment in terms of age levels.

ILO provides an informative definition of youth unemployment. According to them, "All persons between the age of 15- 24 who are without work and have not worked for even 1 hour in any activity within a week, should be available to start work in next 2 weeks and actively seeking for work during a specified period" can be identified as youth unemployment. A new and extraordinarily large generation of youth has joined a terrible global economic climate to create record levels of youth unemployment worldwide (Copps & Plimmer, 2013). According to Buheji and Ahmed (2017), Most of the world's youth live in developing countries, where they are frequently unemployed and forced to labor in the informal sector in deplorable conditions. As a result, it is common to find youth living in poverty and unable to afford to be unemployed. According to the International Labor Organization, around 1.3 billion young people are aged 15 to 24 worldwide. Around 497 million young people, or around 41% of the global youth population, are in the workforce. Of these, 429 million are employed, while about 68 million are looking for work and are available to do so. 2020 global youth unemployment is estimated at 13.8%, with 14.0% of males and 13.2% of females (ILO,2021).

According to the ILO and Department of Census and Statistics (DCS) reports, in Sri Lanka, youth unemployment is significantly high, especially among the low-skilled. Ilmudeen (1960) states, "Youth unemployment has been recognized as a serious problem in Sri Lanka since the 1960s, particularly among female young". A labor shortage in various booming industries and a high young unemployment rate are reported in Sri Lanka, according to the youth labor market assessment of Sri Lanka 2019. Moreover, the high youth unemployment rate has reached unprecedented levels. This raises serious questions about the relevance of past policy lessons to the present predicament of the youth labor market; youth unemployment as a percentage of total

unemployment is also high (Labor Force Survey Annual Report, 2019). In the Sri Lankan economic context, as the employed population has improved, the unemployed have become considerably more educated. High unemployment rates among upper-educated young people, especially in the female youth population in the rural sector (Gunathilaka *et al.*, 2010). This would reduce the opportunities a country would lose for one of its most valuable national assets, the youth's spirit and vitality.

When it focuses on female unemployment, there is a higher unemployment rate among women than men overall and youth. In accordance with the Labor Force survey annual reports from 2010 to 2021, overall female unemployment and youth female unemployment can be recognized as below. The overall unemployment rate from a gender perspective has presented below, and by examining that, it can be identified every time women's unemployment has exceeded the unemployment among men.

Table 01: Unemployment rate _Gender wise

Year	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Male	3.5%	2.7%	2.8%	3.2%	3.1%	3.0%	2.9%	2.9%	3.0%	3.3%	4.0%	3.7%
Female	7.7%	7.0%	6.2%	6.6%	6.5%	7.6%	7.0%	6.5%	7.1%	7.4%	8.5%	7.9%
Total	4.9%	4.2%	4.0%	4.4%	4.3%	4.7%	4.4%	4.2%	4.4%	4.8%	5.5%	5.1%

Source: Labor Force Survey annual report, 2010-2021

This shows the female youth unemployment rate in Sri Lanka. As for the overall female unemployment in the country, unemployment among females ages 15-24 is also higher than among men of that age range.
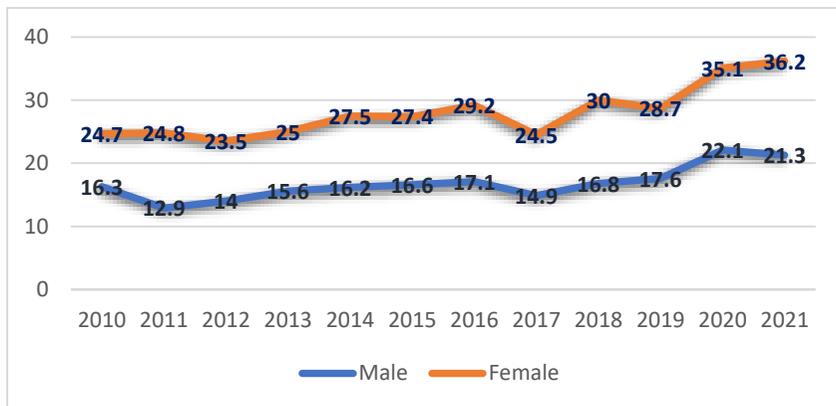
Figure 1: Youth Unemployment by gender (Age 15-24)
(Source: Labor Force Survey annual report 2010-2021)

This issue affects as the reason for choosing the concept of female youth unemployment from overall female unemployment; it can be identified that female youth unemployment is high among all age groups. According to the recent data from the Labor Force Survey annual report 2021, unemployment can be identified as below.

Table 2: Unemployment of 2021 by Age groups

	Age 15-24	Age 25-29	Age 30-39	Age above 40
Male	21.3	7.5	2.2	0.6
Female	36.2	18.3	6.5	1.6

Source: Labor Force Survey annual report, 2021

According to the table 2, the highest employment rate can be identified among age group 15-24. That is the main reason why conduct this study and provide effective recommendations for the problem.

Literature Review
Youth unemployment in the world

Unemployment among young people has become a significant issue in recent years. The form of youth unemployment varies by country, but a few characteristics are strikingly consistent across countries. In both developed and developing countries, youth unemployment remained alarmingly high,

requiring special attention from experts, while youth unemployment is also an issue in Turkey. In Turkey, 17.6% of the labor force aged 15-24 was unemployed in 1988, increasing to 19.7% in 2004 (Taşçı and Tansel, 2005). Palíšková (2014) has mentioned that the economic crisis and subsequent recession have had the most significant impact on young workers (15-24 years). In the European labor market, unemployment is the most significant risk category. The unemployment rate among young people is consistently higher than the average. Broussar and Tekleselassie (2012) have mentioned that Ethiopia offers a unique dilemma in terms of young employment: the country is grappling with rising youth landlessness in rural regions and a lack of rural job creation, which could lead to an increase in migration to cities.

According to Dietrich (2012), the economic crisis has caused a large increase in youth unemployment in most European countries. Compared to youth unemployment, adult unemployment was more slowly affected by the recession. According to the study by Dimitrov (2012), Young people in Bulgaria have been hit disproportionately hard by the crisis, with particularly high levels of unemployment and inactivity, as well as low rates of labor market participation and employment. Gunatilaka *et al.* (2010) have mentioned through their study that most young Sri Lankans struggle to find good jobs: educated young people account for a third of the unemployed, while young workers in informal employment make up a third of the entire workforce.

Female unemployment

Regarding the gender viewpoint of youth unemployment, young women are far more likely to be unemployed than young men. According to Muiya (2014), the unemployment rate for young women in Kenya is more than 10 percentage points greater than the rate for young men. Additionally, they add that women have a high unemployment rate simply because there are few job possibilities. Like in other emerging nations, the unemployment rate for young women is higher than it is for young males, as per the study of Ebaidalla (2016). Girls and young women comprise the world's 621 million young people who are not in school, job, or training (Plan International web page). Young women are more vulnerable in the labor market than men, with a more 'fragile' school-to-work transition (Loi *et al.*, 2016).

Factors Influencing Youth Unemployment

Many explanations have been propounded to explain why young unemployment is so prevalent. This section provides an overview of the supply and demand-side factors identified as potential drivers of high youth unemployment in prior studies. According to Diraditsile (2017)," there are no job opportunities in the area, and young women lack the required abilities to enter the labor market, limited by their lack of skills and knowledge. As mentioned, cultural and other factors exacerbate gender bias against women choosing formal work, and women dominate unskilled and semi-skilled blue-collar jobs, which pay less than skilled blue-collar ones dominated by men.

As per Abzhan and Bekshanova (2020), experience, higher education, good language skills, understanding of software kits, and knowledge of office software are the most prevalent needs of employers for young people, and one of the most significant reasons for the occurrence and growth of youth unemployment is a lack of field expertise (skills) within the specialty nonheritable, lack of professional skills, lack of language knowledge, lack of higher education, and lack of knowledge of office software. Sinha (2013) stated that the major causes of youth unemployment include flaws in the determinants of employability, particularly a lack of training and skill mismatch, Women – Security and Social Restrictions, and a lack of quality work. Uddin and Uddin (2013) have pointed out that rural-urban migration, rapid population growth, corruption, the rapid expansion of the educational system, and a lack of stable and sustainable power supply all contribute to youth unemployment.

Impacts of youth unemployment

A country's economy or society's most significant and crucial resource is its youth community. Their unemployment will have both short- and long-term consequences for many sectors of the country and the entire world. In other words, they are classified as a social problem when they fail or refuse to make the necessary transitions and preparations for maturity. Single parenting, low-skilled labor, unemployment, anti-social behavior, and criminality are some of the most prominent cases. This section gives you an overview of the many impacts. Unemployed women are unhappy and vulnerable, and their daily issues are overwhelming. They may be forced to work involuntarily or engage

in other forms of non-socially acceptable income, such as commercial sex work or criminal activity. It is worth emphasizing that every single one of the young female informants in this survey claimed unambiguously that unemployment had caused them to feel ashamed and guilty, as well as a decline in their health (Diraditsile, 2017).

Unemployment among young people has several personal implications, including a higher chance of being unemployed later in life, poorer income, a lack of skills, social marginalization, and being drawn into unsatisfactory relationships. There are additional economic consequences of youth unemployment, such as lower productivity, lower GDP, expensive costs and payments, and lower tax revenues, to name a few (Putun and Karatas, 2017). Youth unemployment has long-term consequences, such as losing work experience and human capital, diminished career employability and income, poor job performance, and precarious employment (Scarpetta et al., 2010). Some of the main economic and social implications of youth unemployment are criminal activity, gross income inequality, poverty, low psychological well-being, economic decline, marital instability, adult children, a threat to democracy, and emigration and brain drain (Durotoye, 2014).

Materials and Methods

Employment among the young in a country with higher productivity and capacity than adults is essential for the country's socioeconomic development. However, previous studies reveal that the unemployment rate of youths worldwide and in Sri Lanka is very high compared to adults. There is a well-known quote from billionaire Warren Buffet, "The More you Learn, the more you Earn". But it is questionable in the context of Sri Lanka. Although there is a high demand in the labor market in Sri Lanka, especially for youth, many young people in the country have been experiencing an unemployed situation for decades, even though youth have access to various opportunities for education and skill development through free education. It is increasing yearly despite the government taking many measures to reduce youth unemployment in Sri Lanka.

The main problem here is the inability of young people to provide the skills required by employers (weak and less quality labor supply). Young workers may be less efficient in job search activities in the external labour market than

adults. Younger workers are likely to have fewer contacts and less experience finding work, placing them at a relative disadvantage compared to adults. They may also find themselves in an experience trap, where employers select workers with experience, and as a result, labour market entrants are never hired and cannot increase their experience. On the supply side, youths are less likely to have significant financial commitments than their elders.

Moreover, their parents may be willing to support them should they not find work. Such factors may create an incentive to restrict their job search activity, leading to higher unemployment rates. Whether the cause is on the demand or the supply side, the outcome is that youths experience considerably higher unemployment rates than adults. So, it is important to accurately identify the gap between labor demand and labor supply of the youths, evaluate the measures taken to address the gap and attitudes of the youths towards it and, restructure those measures & establish new measures/ policies that suit current and future labor demand.

The research aims to investigate youth unemployment in Sri Lanka, with a special reference to female youths in the Matale district. However, given the current economic and social context, what factors contribute to youth unemployment is still very important to the government, policymakers, and scholars. Therefore, this research seeks new evidence on the determinants of female youth unemployment in the rural sector and suggests possible ways to tackle the problem.

This is quantitative research, and the Matale district in Sri Lanka is the study area. The study uses the internationally accepted definition of youth, which is a person aged 15 to 24 years old. 200 females were selected as the sample size from the above population aged 15-24 and those with no permanent income or occupation. This research used a non-probability sampling technique, purposive. Both primary and secondary data were used. The primary data for this study was collected through a questionnaire survey, and This study employed government of Sri Lanka publications, existing research, and websites to acquire secondary data. The dependent variable of this study was "Youth Unemployment". There were 5 explanatory variables used; educational qualifications, professional qualifications, English proficiency, training, experiences, and basic IT skills. To identify the probability of being unemployed or employed based on the level of selected factors influencing

employability, this research used a binary logistic model with 5 independent variables. Based on one or more independent factors, logistic regression predicts the likelihood that an observation will fall into one of two categories of a binary dependent variable.

$$ln\left[\frac{Y}{(1-Y)}\right] = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + + \mu$$

Where, $ln\left[\frac{Y}{(1-Y)}\right]$ – likelihood ratio (being employed or unemployed); β_0 – intercept; $\beta_1\ to\ \beta_6$ – parameters; X_1 = Educational Qualifications; X_2 = Professional Qualifications; X_3 = Training & Experiences; X_4 = English Proficiency; X_5 = Basic IT Skills; u = Error term.

Results & Discussion

Logistic regression was performed in this research to ascertain the effects of educational qualifications, professional qualifications, English proficiency, training and experiences, basic IT knowledge, and the likelihood that participants are unemployed. When performing the binary logistic regression in SPSS Statistics, it generates many output tables. Only a few primary tables are necessary to comprehend this part's binary logistic regression technique results, assuming that no assumptions have been broken. The logistic regression model was statistically significant, Chi-square = 99.998, p < .005. The model explained 52.5% (Nagelkerke R2) of the variance in youth unemployment and correctly classified 78.0% of cases. The table "Variables in the Equation" displays the statistical significance of each independent variable's contribution to the model. This table is as follows:

Table 3: Variables in the equation of logistic regression analysis

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)
Step 1ª	Edu_Qualification(1)	-2.000	.392	25.979	1	.000	.135
	professional(1)	-1.915	.708	7.314	1	.007	.147
	Training_experience(1)	-2.089	.506	17.073	1	.000	.124
	english(1)	-1.141	.406	7.919	1	.005	.319
	Basic_IT(1)	-1.020	.385	7.020	1	.008	.361
	Constant	5.351	.916	34.129	1	.000	210.766

a. Variable(s) entered on step 1: Edu_Qualification, professional, Training_experience, english, Basic_IT.

According to the output of the analysis;

$$ln\left[\frac{Y}{(1-Y)}\right] = 5.351 + (-2.00X_1) + (-1.915X_2) + (-2.089X_3)$$
$$+ (-1.141X_4) + (-1.020X_5)$$

H₁: There is a significant relationship between educational qualifications and youth unemployment in Sri Lanka: Here, the significant value of the educational qualification is 0.000. then the null hypothesis can be accepted. (P<0.05). The odds ratio was less than one; Exp (B) = 0.135. It means youths with A/L or above educational qualifications had a lower chance of unemployment.

H₂: There is a significant relationship between professional qualifications and youth unemployment in Sri Lanka: Here, the significant value of the professional qualification is 0.007. then the null hypothesis can be accepted. (P<0.05). The odds ratio was less than one; Exp (B) = 0.147. It means youths with professional qualifications had a lower chance of unemployment.

H₃: There is a significant relationship between training & experiences and youth unemployment in Sri Lanka: Here, the significant value of training & experiences is 0.000. then the null hypothesis can be accepted. (P<0.05). The odds ratio was less than one; Exp (B) = 0.124. It means youths with training & experience had a lower chance of unemployment. **H₄**: There is a significant relationship between English proficiency and youth unemployment in Sri Lanka: Here, the significant value of training & experiences is 0.005. then the null hypothesis can be accepted. (P<0.05). The odds ratio was less than one;

Exp (B) = 0.319. It means youths with good English proficiency have a lower chance of unemployment.

H₅: There is a significant relationship between basic IT skills and youth unemployment in Sri Lanka: Here, the significant value of basic IT skills is 0.008. then the null hypothesis can be accepted. (P<0.05). The odds ratio was less than one; Exp (B) = 0.361. It means youths with good knowledge/skills of basic IT and computer applications have a lower chance of unemployment. In addition to the above five independent variables, the model used one moderate variable; marital status. According to the above table, marital status is significantly related to youth unemployment. The P< 0.05 (P= 0.000). The odds ratio was less than one; Exp (B) = 0.268. It means youths who are married have a lower chance of being unemployed.

The government of Sri Lanka has implemented various types of measures to reduce unemployment among youths and enhance their employability through skill development. **Enterprise development** has been done through the National youth policy (which was formed under the regional Chambers of Commerce to promote entrepreneurship). They have established **Macroeconomic and Sectoral Policies** to encourage youth in specific industries, such as fishing, agriculture, ICT, and tourism. These industries integrate vocational training with entrepreneurship skills to attract young people, particularly rural women.

Providing **Educational training** through various institutions such as the National Qualification Framework, Ministry of Skills Development, Vocational Education, Research & Innovations, and Human Resources and Employment Policy can be identified as their most prominent measure. Under this, the following programs have been implemented: National Institute of Business Management; Ocean University of Sri Lanka; Tertiary and Vocational Education Commission; Vocational Training Authority; National Apprentice & Industrial Training Authority; etc., and also they have implemented various **Labor Laws & Legislation and Labor Market Policies** such as National Youth Policy Sri Lanka 2014, National Human Resources and Employment Policy 2012 (HREP), National Enterprise Policy, 2009, Sri Lanka Qualifications Framework 2012, Sri Lanka: The Emerging Wonder of Asia, Mahinda Chintana Vision for the Future (National

Development Strategy), Employment of Trainees Act 1978, and Employment of Women, Young Persons and Children Act 1956.

Conclusion and Recommendations

According to the study's results, all the explanatory variables significantly correlate with youth unemployment in Sri Lanka. Furthermore, all five independent variables have revealed a negative relationship with youth unemployment. In addition to the above five factors influencing youth unemployment in Sri Lanka, it also focused on marital status. This study further concludes that skills mismatch is still a fundamental phenomenon of youth unemployment in Sri Lanka. It means there is a huge gap between labor demand and labor supply. Despite high labor demand in Sri Lanka, youths don't have enough skills to fulfil the demand. They have more certifications than skills. This mismatch leads to a huge amount of youth unemployment in Sri Lanka. Skills of the youths should be developed in various ways to enhance the employability of the youth in Sri Lanka.

The Investigation outlines several suggestions highlighting the government's and businesses' shared responsibilities in combating youth unemployment. Employers are increasing their skill demands and providing opportunities for young people. Rather than enhancing their skills and experience, today's youth want certifications. The most noted thing about Sri Lanka is that supply-side initiatives are only one aspect of the solution to youth unemployment in Sri Lanka. It involves policies like increasing the quality of education and training programs, geographical subsidies, and labor market flexibility. To address youth unemployment, both short- and long-term solutions are needed, including raising both labor supply and demand. Policymakers in Sri Lanka should concentrate more on supply-side improvements. Improving education and skills, as well as vocational education, language ability, and digital literacy programs and projects that promote young people's employability, should be given higher priority.

(a). According to employers and young people, lack of job experience is an issue for those wishing to enter the labor market. Employers are responsible for providing work and training opportunities for young people as an engine of business and economic growth. If employers provide opportunities for youths to improve their skills and experience through training programs,

career quality will improve, and young people will be more likely to pursue a work-based path to certification. The government can build a bridge between youth and employers by providing facilities.

The government should do everything it can to encourage internships and work experience programs within its budgetary constraints. The government should collaborate with SMEs to provide internship and training programs to youths while assuring SMEs that their risks are minimized. The government might also focus on using financial support for small enterprises to hire young people. Employers and the government could reap huge benefits if they adopt these strategies. One result would be the formation of straightforward work-based training programs and chances for advancement. Finally, the economy and living standards of young people will improve. The government should enhance both the quantity and quality of training opportunities.

(b). A strong effort is needed to raise awareness of the private and public sector resources to help youth become more employable entrepreneurs. The education system should enhance the awareness of students about their future paths. Institutions such as Export Development Board should be intensely aware of how to become an exporter instead of searching for jobs.

(c). Complexity, simplifying the offer and sustaining cross-departmental and cross-industrial collaboration in business, innovation, and skills. This is for the young person's guarantee to employers to explain a direct and concise offer of help based on training, internships/work experience, and job-ready candidates. Moreover, getting job opportunities abroad and a work visa should be simplified. Moreover, the costs charged for it also should be minimized.

(d). Employers seek information on jobs and skills from various sources, including websites, previous workers or employers, colleges, universities, municipal councils, and other businesses or supply chain organizations. The government can do more to promote a "right career guidance" approach for firms seeking training and recruitment assistance, mainly through websites and helplines. A simple and accurate venue for finding the right career at the right time should be developed.

(e). Institutional structures at the district or regional level are needed to promote capacity building through science and technology transfer, value

chain development, entrepreneurial development, and research applicable to innovation, growth, and productivity. Moreover, the government should give easy-to-use tools and resources to boost non-formal education and young employment, allowing them to contribute more to the economy.

(f). Both the educational and vocational education systems should shape young people with talents that are in demand in the labor market, increasing their employability. Youths obtain their education at schools and universities up to Advanced Level and some through vocational institutions. Vocational programs should be properly incorporated into national development strategies, including employment and socioeconomic growth, focusing on tourism, agriculture, ICT, and contemporary infrastructure development. as well as fostering entrepreneurial mindsets and abilities.

(g). The other policy suggestion concerns tax benefits for private-sector businesses. In this sense, the government should introduce tiny tax advantages for businesses that offer internships and create jobs for the country's youth. This approach will encourage more firms to participate in innovative programs to address the problem of youth unemployment while also providing opportunities for young people to find gainful work.

(h). Developing an entrepreneur market environment. Creating Youth Economy (YE)-driven programs would increase youth participation in the country's socioeconomic development. Through skill development and promotion of youth entrepreneurs, the government can help increase youth income. Youth enterprise development and job creation will increase youth participation in the real economy. Furthermore, the government should promote existing youth-owned and governed businesses to boost economic growth. Policymakers should focus on promoting competitive youth-owned and managed enterprises, attempting to address historical imbalances through youth enterprise development, promoting gender incorporation and youth participation in economic activities, promoting transparency and accessibility, and promoting accountability and evaluation of youth economic empowerment by promoting a culture of youth entrepreneurship. Young people should be encouraged to pursue entrepreneurship, enterprise management, and ownership as realistic career options.

(i). today the young generation uses the internet every day for various purposes. The use of the internet for searching for jobs is also high nowadays. So many websites, FB pages, etc., are available to display job vacancies. However, their reliability cannot confirm. Going to post offices or bookshops and looking at gazettes and job vacancies is also practically impossible. Therefore, setting up a government-run, constantly updated website seems essential. It is vital to develop a common e-platform for job seekers and providers.

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