Case Management Guidelines for Counseling Officers & Counseling Assistants and Women Development Officers of the State Ministry of Women and Child Development.
CASE MANAGEMENT GUIDELINES FOR
COUNSELING OFFICERS & COUNSELING ASSISTANTS
AND WOMEN DEVELOPMENT OFFICERS OF THE
STATE MINISTRY OF WOMEN AND CHILD DEVELOPMENT

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Introduction

The Case Management Guidelines for Counselors and Women Development Officers At the State Ministry of Women and Child Development is the product of a collaborative effort between the State Ministry of Women and Child Development and The Asia Foundation (TAF) with financial support from USAID through the Social Cohesion and Reconciliation Activity implemented in partnership with Global Communities and The Asia Foundation under award 720-383-18-CA-00003. The document was drafted based on a need identified by the Ministry and received technical support from TAF. This document was compiled following a consultative process with Counselling Officers (CO) and Women Development Officers (WDO) from the Gampaha and Rathnapura districts. Authored by Ms. Roshan Dhammapala, in consultation with the Counselors, WDOs, and reviewed by the Ministry and TAF, the document details what constitutes case management, how it can be done, including processes of assessment, referral, and supervision for case managers. It is a first of its kind for the Ministry and can be used to further the work carried out in multidisciplinary teams.

Composition of the Technical Committee:

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<tr>
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<th>Position</th>
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<tr>
<td>Champa Upasena</td>
<td>Director Women’s Bureau</td>
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<td>Assistant Director Women’s Bureau</td>
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<td>Roshan Dhammapala</td>
<td>Consultant</td>
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<td>Thilini Kusumkumari</td>
<td>Counseling Officer - Rathnapura</td>
</tr>
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<td>Dinusha Attanayake</td>
<td>Women Development Officer - Gampaha District Secretariat</td>
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<td>Chandrika Damayanthi</td>
<td>Women Development Officer - Rathnapura District Secretariat</td>
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<td>Counseling Assistant - Gampaha Divisional Secretariat</td>
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</tr>
<tr>
<td>Mihiri Ferdinando</td>
<td>Program Director - The Asia Foundation</td>
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Message from the Country Representative of The Asia Foundation

The Asia Foundation has been investing in efforts to enable a psychosocial approach to development work in Sri Lanka for many years. The Foundation’s Mental Health and Psychosocial Support (MHPSS) team has worked across multiple settings to bring forth a myriad of initiatives to systematically conduct research and enhance the existing MHPSS knowledge base in Sri Lanka, to upskill psychosocial workers and counselors, and to facilitate long standing dialogue and partnerships between government and non-government stakeholders.

The COVID-19 pandemic has exacerbated many existing issues and heightened vulnerabilities placed on certain groups of people, especially women and children. The State Ministry of Women and Child Development, Pre-School & Primary Education, School Infrastructure & Education Service (SMWCD) have been sensitive to the increase of domestic and gender-based violence cases during this period. The Ministry has particularly felt the need to provide holistic support and requested the Foundation to formalize a system of case management for SMWCD cadre as well as for other cadre who form multidisciplinary teams. The Foundation’s interest in upskilling cadres and in building systems and structures for MHPSS has become especially important and significant within this context. These Case Management Guidelines were compiled based on the experience of Counseling Officers (COs), Counseling Assistants (CAs) and Women Development Officers (WDOs) to bring together different systems, to work together, and better support the needs of those who seek help.

The Asia Foundation is pleased to support the compilation of this Case Management Guidelines document as a step toward institutionalizing multidisciplinary engagement for care provision and strengthening systems and structures for MHPSS.

Dinesha deSilva Wikramanayake

Country Representative
Message from the Director:  
Women’s Bureau of Sri Lanka

It is my pleasure to submit this brief message on behalf of the Women’s Bureau of Sri Lanka, for the publication of the Case Management Guidelines document for Women Development Officers and Counselling Officers attached to the State Ministry of Women and Child Development, Pre-School & Primary Education, School Infrastructure & Education Service. The Women’s Bureau of Sri Lanka, comes under the State Ministry of Women and Child Development, Pre-School & Primary Education, School Infrastructure & Education Service.

A long-standing collaboration with The Asia Foundation has led to understanding the need for standardized processes for case managers through multiple mapping studies (TAF, 2015, 2018). This document has been compiled to support the Women Development Officers (WDOs), Counselling Officers (COs) and Counselling Assistants (CAs) work together to support the needs of women who seek their services and support. These guidelines elaborate on the principles of case management, the role of a case manager, and sets up a process for risk and needs assessment, referral and case closure.

We are hopeful that this document will be useful to a varied group of cadre who engage in the helping profession.

Champa Upasana

Director Women’s Bureau of Sri Lanka
# Acronyms

<table>
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<th>Acronym</th>
<th>Description</th>
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<tr>
<td>CA</td>
<td>Counseling Assistant</td>
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<tr>
<td>CO</td>
<td>Counseling Officer</td>
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<tr>
<td>CDF</td>
<td>Client Data Form</td>
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<tr>
<td>DC</td>
<td>District Coordinator</td>
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<tr>
<td>DS</td>
<td>Divisional Secretariate</td>
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<tr>
<td>GN</td>
<td>Grama Niladhari (Village Officer)</td>
</tr>
<tr>
<td>MHPSS</td>
<td>Mental Health and Psychosocial Support</td>
</tr>
<tr>
<td>MR</td>
<td>Monthly Report</td>
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<tr>
<td>TAF</td>
<td>The Asia Foundation</td>
</tr>
<tr>
<td>WDO</td>
<td>Women Development Officer</td>
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- CA – කළේලුත් සාලාපිශිතයේ
- CDF – සාලාපිශිතව පැවැතිය
- CO – කළේලුත් මිතිවර්ධකයේ
- DC – සමීක්ෂණ කැමරුවරයේ
- DS – අදහස් පාරිසේලකයේ
- GN – ග෍රමා නිලදහරියේ
- MHPSS – පාලිකා අමාරුණිකතා නැගෙනුවෑ ආකාළුඩු කාර෍ගීකාව
- MR – අමාරුණිකතාවක්
- TAF – පාලනයේ සමාගම
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- WDO – දේශපුරුමේ පාලන沽මීමේ සාලාපිශිතව
- CA – මෙමැති පාලනමාලි මිතිවර්ධකයේ
- CDF – විශේෂ විශේෂජයාන නැගෙනුවෑ ආකාළුඩු
- CO – මෙමැති පාලනමාලි මිතිවර්ධකයේ
- DC – පිළියඹීමේ කාර්යභයායමේ
- DS – අදහස් පාරිසේලකයේ
- GN – ග෍රමා නිලදහරියේ
- MHPSS – පාලිකා අමාරුණිකතා නැගෙනුවෑ ආකාළුඩු
- MR – අමාරුණිකතාවක්
- TAF – පාලනයේ සමාගම
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- WDO – දේශපුරුමේ පාලන沽මීමේ
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<td>2 Adapted from &quot;NATIONAL CASE MANAGEMENT GUIDELINES FOR PREVENTION OF ALL FORMS OF VIOLENCE AGAINST CHILDREN IN SRI LANKA&quot; (2018, p. 72-73)</td>
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(vii) 

f) 

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3 NATIONAL CASE MANAGEMENT GUIDELINES FOR PREVENTION OF ALL FORMS OF VIOLENCE AGAINST CHILDREN OF SRI LANKA

Department of Probation and Child Care Services, Ministry of Women and Child Affairs 2018, p.72 -73)
CASE MANAGEMENT GUIDELINES
FOR COUNSELING OFFICERS AND COUNSELING ASSISTANTS AND
WOMEN DEVELOPMENT OFFICERS OF THE
STATE MINISTRY OF WOMEN AND CHILD DEVELOPMENT
Defining Case Management

According to the Mapping study conducted in 2015 on the capacity and work experience of Counseling Assistants attached to the Ministry of Child Development and Women’s Affairs, clients sought help from counseling assistants for a range of problems.

Source: Mapping study on the capacity and work experience of Counseling Assistants attached to the Ministry of Child Development and Women’s Affairs, (2015, p.26)

Most presenting problems will have more than one contributing factor. The Counseling Assistant (CA) or Women’s Development Officer (WDO), with whom the client initially makes contact, will assess the client’s needs and refer them to other relevant service providers if required (e.g.: medical, protection, socio-economic, family wellbeing, social relationships, law enforcement, legal and residential care institutions, etc.) while continuing to offer counseling and psychosocial support to the client.

When is Case Management Necessary?

However, some problems can be complex and pose a serious risk to the client’s safety and wellbeing. A referral alone may be insufficient to ensure that the client’s risk will be understood and dealt with promptly. Therefore, a Counseling Officer, Counseling Assistant or WDO needs to distinguish between and determine when a referral is sufficient and when case management is required.

When the following risk factors are present in a presenting problem, case management is recommended:

- The presenting problem **involves multiple issues** which cannot be addressed by the service provider they first contacted, or by the normal referral process.

- The presenting problem **places the client in danger** of harm, abuse, or exploitation.
− The input and coordination of several support services become essential to guide intervention.

− The client may not know how to identify and access other relevant support services even if they are advised to do so.

− The client is unable to navigate and inform multiple services of the advice and recommendations given to them by their other support services. Some of these recommendations might conflict or be duplicated, which may increase stress, confusion, and cost to the client.

− The client does not wish to repeat all the details of their problem to many people, as it may increase their distress and reluctance to access other services.

− The client is unsure about what information they should share with different services. Commonly, clients tend to leave out important pieces of information because they do not consider it to be relevant or connected with a particular specialist service. E.g.: a woman might not tell a doctor that her family has had no contact with her after she eloped with her husband who has now become aggressive towards her. She has no one to turn to and feels the only solution is to end her life. She might, instead, report to the doctor her frequent headaches and lifeless feelings in her body because that is what she thinks the doctor deals with.

− If the sequence of receiving different types of support is important and needs to be coordinated. For example, treatment for depression is not beneficial if there is no plan to also offer relief from its cause or prevent the problem from reoccurring (e.g.: debt, inter-personal conflict, safety from violence).

− Clients may lose hope/faith in support interventions/services and drop out, as they do not resolve their problems, thereby increasing their risk levels.

− Case Management may be especially important and necessary when supporting clients accessing Safe Home/ Shelter facilities due to their complex needs, risk factors, and the client’s inability to access other supports.

a) Purpose

Case management can therefore be called ‘support coordination’ where one officer is designated as a coordinator or be the focal point of contact who will work closely with the client to identify the components of the problem. The case manager will then connect the client with the relevant services, specific to the problem, and work together with these service providers (also referred to as ‘case workers’) to develop a support plan which is centered around the client’s key needs, risks, goals and best interests.

b) Objectives

Case management can significantly improve the effectiveness of support outcomes through the following objectives:

− Conducting a comprehensive needs/risk assessment to understand the nature and extent of a client’s problem and support needs

− Assist the client to resolve their problem more effectively by sourcing and enabling access to other relevant support services through referral

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- Collaboratively plan and sequence appropriate support for the client together with other key support service providers to **enable a coordinated and coherent support response**

- **Involve the client** in planning their support

- **Follow up and evaluate outcomes together** with other support providers

- Support providers **gain a holistic perspective of the client’s problem and their progress**, rather than a restricted perspective related to their specialty area.

- **Improving continuity of support** (i.e., sustaining the quality of care and support over time)

- **Reduced risk** of clients falling through the gap/dropping out.

**Role and Functions of the Case Manager**

The case manager’s role is an official, designated position, and the officer who undertakes the role follows an institutional protocol in coordinating support. Case managers are usually one of the support providers of the client and therefore will also perform their subject-specific role.

The case manager’s responsibilities will include:

a) Conducting an initial and ongoing assessment, which could include the following areas:

- Safety/shelter
- Food
- Finances
- Health/medical/mental health
- Counseling/psychosocial
- Legal assistance
- Housing and accommodation
- Education
- Income generation pathways/job skills
- Child protection
- Community rehabilitation

b) Referral and linking clients with appropriate support services based on assessment

c) Understanding the ethical boundaries and good practice in the sharing of information while protecting the client’s dignity and ensuring their safety

d) Convening timely case conferences with key support services to plan support in line with priority needs

e) Maintaining focus on the client’s best interests during support planning

f) Advocacy on behalf of the client (e.g.: to gain access to a support, to represent their best interests)
Developing support plans and documenting progress

Recording minutes of Case Management meetings and maintaining a case file for the client

Initiating and coordinating follow-up and review of progress with support services with the involvement of the client

Determining termination of services in consultation with the client and other support providers (these can take place as there is sustained progress in specific areas of need)

Equip the client to resolve their problem situation

Remain an accessible focus point between the client and their support services even after a case is closed

**Example of what case management looks like**

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<tbody>
<tr>
<td>- Mapping available supports and resources in local area</td>
<td>- Intake &amp; assessment</td>
<td>- Connect clients to relevant support services systematically based on needs assessment</td>
<td>- Convening case conference</td>
<td>- Convening follow up meetings between relevant/ key support services</td>
<td>- Recognize changes and improvements</td>
</tr>
<tr>
<td>- Establishing good relationships / network</td>
<td>- Risk Assessment</td>
<td>- Assist with transitions and sharing of relevant information</td>
<td>- Represent the client’s best interests in line with ethical practice</td>
<td>- Review client progress and make changes to support accordingly</td>
<td>- Consolidate new skills and coping</td>
</tr>
<tr>
<td></td>
<td>- Prioritize support needs</td>
<td>- Act as a coordinator between support services</td>
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<td></td>
<td>- Support client autonomy</td>
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</table>

**The Role of a Case Worker**

- A case worker is an officer who delivers subject-specific services (CO, CA, WDO, CRPO etc.)

- A case worker often identifies and refers a client for case management if they present with complex needs.

- A case worker will be assigned specific tasks that are identified in the care plan and will assist the case manager in meeting the support goals for a client.

- A client can have several case workers assigned to deliver specific types of support identified in the support/care plan, such as health, education, housing and livelihood support, protection, and other social services, etc.

- Case workers should be engaged in the case management process from the beginning to the closure stage (or until their component of support is completed) and should attend all case management meetings and conferences.

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5 Adapted from NATIONAL CASE MANAGEMENT GUIDELINES FOR PREVENTION OF ALL FORMS OF VIOLENCE AGAINST CHILDREN OF SRI LANKA Department of Probation and Child Care Services, Ministry of Women and Child Affairs 2018, p.72 -73)
Coordinating Role of the Case Manager

A case manager will be a Counseling Officer, Counseling Assistant, or Women Development Officer. Their responsibilities will be added to their job description by the Ministry of Women and Child Development and endorsed by the District/Secretary when they assume their role. They will have the following coordinating duties:

- Contact key service providers from within government, non-government or private institutions which provide relevant support.
- When making a referral to a service, requests should be addressed to the supervisor or head of the relevant services, who will then assign a case worker from their agency.
- Referral letters will need to be sent through the Divisional Secretary’s office/endorsement.

Case Management Steps & Process

The following section outlines the key components in the case management process.

Assessment (Identifying needs)

The key objectives for assessing the client and their support system are:

- To identify the client’s key problems and individual needs
- To determine the expected support needs and target outcomes
- To identify and minimize risks
- To develop a case management plan that addresses these problems and needs, to identify relevant support

Ideally, the information can be gathered through direct contact with the client (via face-to-face or phone interactions), the client’s support system, and in collaboration with other case workers and specialist services who have been involved in supporting the client, or once they have been assigned.

The case manager must obtain the client’s consent before contacting their support network and other support providers. If the client is a minor, the case manager must inform the child of the need to contact an adult or guardian they consider to be safe but allow the child to nominate their preferred person if they are at risk of danger. Seeking consent enables the client to trust the case management process and engage positively with other support services.

Assessment of Client Needs

Once a client is identified for case management, with the approval of the District / Divisional Secretary, the case manager must meet with the client to conduct an initial assessment of their needs. Counseling Officers and Counseling Assistants can use and attach the Client Data Form as part of their initial assessment; however, it is important to complete a broader assessment of the following domains as a case manager. This involves information about a client’s overall situation. The information gathered about the client and their support system can include:

1. Personal and family history and demographics
   - Age, gender, civil status, ethnicity, preferred language, number of dependents, key events in childhood, personal, family history, birth certificate, National Identity Card (NIC).
2. Physical health
   - Health problems which currently affect daily functioning
   - Presence of any physical disabilities requiring support (diagnosed/undiagnosed)
   - Health problems or health conditions/pregnancy which currently affect a key family member or dependent to whom the client is a carer/caregiver

3. Mental health
   - Presence of any mental health or behavioral problems, including substance misuse/dependence requiring support (diagnosed/undiagnosed)
   - Experiences of abuse or exploitation
   - Presence of intellectual disabilities requiring support (diagnosed/undiagnosed)
   - Mental health problems or intellectual disabilities which currently affect a family member or dependent to whom the client is a carer/caregiver

4. Accessibility to services based on their demographic location
   - Grama Niladhari (GN) division
   - Closest hospital, clinic, DS division for this location
   - Current mode of transport
   - Client’s capacity for independent mobility (walking/traveling by public/private transport, finding their way to places on their own)

5. Socioeconomic and income status
   - Current income generation methods
   - Is income sufficient to cover the daily needs for client and their dependents?
   - Existing loans and repayment status
   - Previous employment and existing income generation skills
   - Hopes/plans for income generation

6. Education and literacy
   - Education and learning-related problems
   - Access to educational support
   - Highest education or vocational qualification
   - Literacy skills and ability to function independently/navigate administrative protocol in employment/seeking help
   - Capacity to understand and explain own problems and their contributing factors

7. Living arrangement, accommodation, and safety
   - With whom does the client currently live?
   - Home/property ownership status
   - Other occupants at their home/accommodation
   - Safety/stability of living arrangement
   - Has the client previously accessed a shelter/safe home through any institution?

8. Social network and support system
   - Current supportive relationships
   - Current supports from formal institution
− Previously accessed supports/services
− Community participation/affiliations (social, religious, vocational)

9. Legal issues
− Ongoing court or litigation
− Arrests or trouble with the law
− Has a police statement/entry has been lodged regarding current danger/threat
− Lack of support to access legal advice and representation

10. Readiness for change, engagement with support
− Client’s openness/willingness to receive support
− Client’s readiness to work on problems with support (note this will inform support services on how to approach and engage with the client as well as prioritizing referrals)

11. Life skills and competencies
− Decision making, problem solving,
− Interpersonal relationship skills, empathy and self-awareness
− Cope with stress and emotions, self-care, and manage personal safety
− Independent living skills, money management

12. Any other issues
Specify

13. Summary of specific supports requested
A summary of the key support needs can be listed here and the client’s specific requests and preferences in line with these needs should be noted (where it has been stated)

Risk Assessment
Case managers can identify risks faced by the client based on the information gathered in the initial assessment and ongoing reviews, along with the client’s coping skills and strategies. The case manager must prioritize referrals which include moderate or high (status) and communicate these in the referral to the relevant service provider.

Where there is an immediate risk to the client’s safety, the case manager will need to develop a list of crisis-support case managers and services who will prioritize such referrals.

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<thead>
<tr>
<th>Risk</th>
<th>Yes (✓)</th>
<th>No (×)</th>
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<tbody>
<tr>
<td>1. Vulnerability factors related to age, gender, ethnicity, number of dependents, life events, absence of essential identification documents</td>
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<tr>
<td>2. Presence of physical health conditions which interfere with daily functioning, self-care and/or income generation / or for which client is a caregiver</td>
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<td></td>
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<tr>
<td>3. Presence of mental health and behavioral problems including substance abuse, trauma, abuse; or for which client is a caregiver</td>
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<td></td>
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<tr>
<td>4. Indicator of self-harm, suicide or harm to others</td>
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<tr>
<td>5. Barriers to accessing support (mobility, remote location, lack of safety, literacy)</td>
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Risk

<table>
<thead>
<tr>
<th>6. Socioeconomic / Unemployment/ debt-related problems</th>
<th>Yes (✓)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Education / literacy-related problems / early school dropout</td>
<td>No (✗)</td>
</tr>
<tr>
<td>8. Risk of homelessness or unsafe living arrangement</td>
<td>No (✗)</td>
</tr>
<tr>
<td>9. Social isolation /disconnection and limited social support</td>
<td>No (✗)</td>
</tr>
<tr>
<td>10. Ongoing legal proceedings or in trouble with the law</td>
<td>No (✗)</td>
</tr>
<tr>
<td>11. Willingness to engage with support</td>
<td>Yes (✓)</td>
</tr>
<tr>
<td>12. Life skills and competencies</td>
<td>No (✗)</td>
</tr>
<tr>
<td>13. Any other issues (describe)</td>
<td>No (✗)</td>
</tr>
</tbody>
</table>

Referral and Connection to Services (building the support team)

Once an initial Need and Risk Assessment has been completed by the case manager, he /she will connect the client to key support services through referral and facilitation, following the appropriate protocols indicated under the section ‘Coordinating Role of the Case Manager’ in this document. A case conference is not always necessary; usually, a case worker can work directly with the client and their family (where necessary) to address the challenges and make referrals to other services when required, which should be coordinated by the case manager.

A case manager will need to find out about available support services in their local area and be able to source the closest support option for their client, based on their location. A strong professional network is an essential resource for all case managers. Referrals can be made in writing or over the phone. However, it is important that the referral process enables the client to access the necessary support and know where/with whom their relevant client history is shared in the referral process.

Collaborating Intervention Planning and Convening a Case Conference

Collaborative intervention planning involves all key support service providers coming together to identify how they can coordinate and tailor their support to address the identified risk, needs and vulnerabilities of the client. The benefit of doing this together, rather than each service working independently with the client, is that it reduces the burden on the client, reduces the duplication of services and resources, and improves the effectiveness of an intervention.

Case Conference can be convened to:

1. Bring the inter-disciplinary support team together to discuss a block or challenge in providing support and to agree on support strategies
2. Share the identified issues based on the Needs Assessment by the case manager and identify areas for further assessment where specialist support is required.
3. To highlight risks to client (based on Risk Assessment) and expedite protection
4. To develop a collaborative and holistic support plan and allocate responsibilities to specific services/ case workers
5. To share periodic/ timely progress updates with the support team and review the care plan based on the client’s progress
6. To decide when services / supports can be discontinued
The case manager must determine who will be invited to the conference. These persons are ideally case workers who are assigned to the client, or their representative service managers, the client and their nominated next of kin, where appropriate.

The client and their family may join at a designated time slot in the case conference, and they would be invited to share their input, progress updates, and concerns. It is good practice to plan support in collaboration with a client. This could help them to understand their own role and responsibility, in partnership with support services, to resolve or recover from their problem situation.

The case manager must prepare a simple agenda for the meeting and send out the invitations giving sufficient notice for invitees to participate. A case conference must be conducted in a space where confidentiality and privacy can be protected. The case manager will need to make an effort to choose an environment which is suitable to maintain the client’s privacy and dignity.

The meeting must be chaired either by the case manager, or they can nominate a senior or experienced key service provider to chair the meeting. The case manager must also take minutes of the meeting (or nominate a suitable officer who is part of the support team to do so). Minutes should be circulated within 14 days of the meeting. The minutes are an important record of agreed actions and decisions regarding service planning and service-related problem solving.

**Confidentiality at Case Conferences**

All persons attending the Case Conference must respect the dignity and confidentiality of the client’s personal information. Where a client is at risk due to violence or other impending risks, their location must be omitted from any documentation which is circulated as case conference notes.

Service provider (case workers) who are directly involved in supporting the client must share assessment information with honesty and transparency, and any minutes taken should be shared and stored responsibly. It may be appropriate to use only a client number or code on circulated documentation and minutes and omit their names, location, or any other details that make them personally identifiable.

If each case worker chooses to hold back the information shared with them, believing it belongs only between them and their client, it may slow down or interrupt the support team’s understanding of the client. Helpful information is not the same as sharing all the details which the client shared, for example an experience of sexual violence at the hands of a family member. What is important is to capture the themes of the issues they have. E.g.: “Has experienced sexual violence perpetrated by father/ husband/ brother /….., and continues to remain at risk if they return home.” may be sufficient. As a good practice measure, the client can be informed of case management meetings and also be allowed to input concerns into the agenda and be aware of what themes might be discussed.

**Consensus and Disagreement in Case Conferences**

At the end of a Case Conference, consensus refers to the decision to which the majority of service providers agree. This means that ALL involved service providers must abide by the agreed plan.

If a case worker or professional believes a decision reached at the case conference places a client at (further) risk of significant harm, s/he should seek advice from her/his supervisor or manager. If professional disagreements remain unresolved, the matter must be referred to the heads of service for each organization involved. These disagreements might also highlight a need for review in policy and practice and should also be brought to the attention of Service Directors.
Implementing Case Management for Clients in Shelters and Similar Institutions

Clients temporarily accommodated in shelters or safe homes might not be able to access other supports directly. In such instances, the CA, CO or WDO who might also be the service provider in the shelter must assume the role of the case manager. They will conduct an initial needs assessment and initiate a case conference in which they invite relevant services, according to the identified needs of the client.

Case conferencing can be organized at the District Secretariat Office/Divisional Secretariat Office closest to the shelter. Case management is needed especially when the client leaves the shelter and needs to be connected with services within her home or new location. In such a situation, the case manager must identify a suitable officer in the new location who can take over case management or take up the role of a case worker for the client. It is important to share the client’s care plan and relevant client history to the new case worker/case manager when a client moves to a new location.

The case manager must incorporate the relevant inputs of other service providers to guide the support which is offered within the shelter and schedule monthly case conferences until the immediate risks are managed. At follow-up meetings, the case manager will update on the progress and outcomes of recommendations and seek input on the way forward.

The Ministry of Women and Child Development will decide how the client in a shelter/safe home can be supported to access other essential services in the event of a critical risk or need.

Developing a Support/Care Plan

A collaborative support plan is a coordination tool to bring together an interdisciplinary team, who in turn can maintain their own service plans and records concerning their subject/specialist area. It is recommended that clients are not burdened by dealing with multiple meetings and documentation, and so it is best to maintain one document which covers the overall support for the client.

The following is a suggested format for a support plan for community-based support. These domains can be modified to suit the services provided. The support plan should be developed and reviewed collectively with other case workers and key support providers present, and case conferences could be used for this purpose.

Date Developed:

Client Number:

Case Manager:

Case workers and services represented:

Specialist services and agencies represented:
1. **Personal and family demographics** *(Vulnerability factors related to age, gender, ethnicity, number of dependents, life events, absence of essential identification documents)*

<table>
<thead>
<tr>
<th>Needs, Vulnerabilities</th>
<th>Type of support required</th>
<th>Client goal for this domain</th>
<th>Referral / Responsible person</th>
<th>Action/Support to be offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Risks:</td>
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<tr>
<td>Progress and outcomes</td>
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2. **Physical health**

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### 3. Mental health

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**Progress and outcomes**

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### 4. Accessibility to services based on their demographic location

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**Progress and outcomes**
### 5. Socioeconomic and income status

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#### Progress and outcomes

### 6. Education level and capacity to represent themselves to services

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<tr>
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#### Progress and outcomes
### 7. Living arrangement, accommodation, and safety

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<tr>
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**Progress and outcomes**

### 8. Social network and support system

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<tr>
<th>Needs, Vulnerabilities</th>
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**Progress and outcomes**
### 9. Legal issues

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### 10. Any other issues

<table>
<thead>
<tr>
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</table>
Follow up on progress and outcomes at next review

A follow up is usually conducted within 3 months of the last meeting. Where there is risk, however, a frequency can be decided by the key support services involved managing risk these actions can be updated to the support team by the case manager.

During a follow up, each case worker presents the steps and actions taken and their outcomes and reported progress of the client in this domain. A decision or recommendation can also be made about the level of support required, and adjustments can be made as the client gains skills, or their problems begin to resolve.

Case closure

A case can be closed or handed over to a case worker to continue support when risk is no longer present, and the complexity of the problem resolves. For example, it can be assumed that case management is no longer required when a single parent who previously struggled to support 3 children, finds employment and also escapes an abusive spouse, finds shelter, and from there, acquires skills to secure an income and move to a safe accommodation. The children gain entry to a school and a legal order protects them from the abusive parent who begins to pay maintenance support.

Case conferences and Follow Up reviews can be used to determine risk levels, changes in support needs, and eventually, increased autonomy of the client. At this point, it is recommended that the case is closed and the client is informed of a pathway to access support in the future if it is required.

Technical Guidance for Case Managers

Case managers may sometimes be unsure of whom to include in a case conference or which type of assessment or support could be most beneficial to the client as they explore many domains of support. Therefore, it is advised that case managers identify suitable expertise from experienced practitioners in any of the following specialty areas to help them reflect on their work and assist them if they are uncertain/confused.

1. Mental Health: Consultant psychiatrist or Senior Registrar in Psychiatry or Medical Officer of Mental Health who is supportive of community-based care, psychologist
2. Psychosocial Services
3. Trafficking Related Support
4. Employment and Economic
5. Child Protection Services
6. Children, Special Needs and Disability
මහරෝ මහ ප්‍රශ්න ආසන්න පිහිටීමට එකතුවට මිතිවිදී මන් සහ එකතුවට කොළඹවේයින් යනු මහා ප්‍රශ්න ආසන්නයේ මත මිනි ප්‍රශ්න ආසන්න ග්‍රන්ථ සහිත ප්‍රශ්න ආසන්නයේ මධ්‍යසාහි ප්‍රශ්න ආසන්නයේ පිළිතුරුවන්


**රාත්‍ය සැකසීමක් මත කරන්න**

උපහාරය සාමාජික දෙවැන්නේ සහ ඉංගලි මත අත්‍යාවබඳ දැන්නේ එය පවතිණියේ විදේශ සාමාජිකයන්ට අවමානක් මත පිළිබඳ 2015 වර්ෂයේදක් දැන්නේ තෝරා පවතිණියේ අවමවාදී පැවතියේ විදේශ සාමාජිකයන්ට, බිම්බියියුස් නිවේදනයක් පිළිබඳ බැහැලේ පිළිබඳ විදේශ සාමාජිකයන්ට දැන්නේ විදේශ සාමාජිකයන්ට දැන්නේ අනෙකුත් බිම්බියියුස් නිවේදනයක් පිළිබඳ විදේශ සාමාජිකයන්ට දැන්නේ.
- The first section of the text is in a different language and is not relevant to the English content.

- The second section discusses the concept of support coordination (input) and its role in case management. It mentions that support coordination is a critical component of case management, involving the coordination of various services and resources to meet the needs of clients.

- The third section explains how support coordination is achieved through the identification of a case manager as the focal point (focal point) and the coordination of case workers (case workers) to ensure that the client's needs are met. It highlights the importance of communication and collaboration between the case manager and other case workers to provide holistic support.

- The fourth section provides examples of support coordination in action, illustrating how it can improve the outcomes for clients. It emphasizes the importance of ongoing evaluation and feedback to ensure that the support coordination process is effective.

- The fifth section discusses the challenges and potential barriers to effective support coordination. It suggests strategies for addressing these challenges, such as improving communication and collaboration, and providing ongoing training and support for case workers.

- The sixth section concludes by summarizing the key points and emphasizing the importance of support coordination in achieving positive outcomes for clients. It suggests that support coordination is a critical component of case management and should be integrated into all service delivery systems.

---

b) Conclusion

This is the conclusion of the document, which provides a summary of the main points discussed in the text. The conclusion highlights the significance of the findings and recommendations and suggests areas for future research.

- A thoughtful analysis of the implications of the findings and their broader impact.
- Discussion of the main findings and their implications for policy and practice.
- Recommendations for future research and action.

The conclusion reinforces the importance of the research and its potential to influence the field.

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**Diagram:**

The diagram illustrates the key concepts and relationships discussed in the document. It visually represents the main points and their interconnections, making it easier to understand the complex information presented.
b) ජාතික විශේෂ වල පිළිතුරු ආරම්භක සිංහල සීමාවේ දක්වා ඇති විශේෂ වලට ගනිමේ හැකියක්

c) විස්තරයන්නාත්මක මංකොතියන් පවතින වල පිළිතුරු සීමාවක් අනුවන් විශේෂ වලට භාවිතා කිරීමට අත් ෆාබැසුන්නාත්මක විධිවක් ආහාර වන්නට

d) පුළුල් පිළිතුරුවන්හි අදහස් පන්තිවල පිළිතුරු විශේෂ වලට භාවිතා කිරීමට විශේෂ වලට පිළිතුරු දක්වා ඇති විශේෂ වලට භාවිතා කිරීමට අත් ෆාබැසුන්නාත්මක විධිවක් ආහාර වන්නට

e) පිළිතුරු වලට භාවිතා කිරීමට අත් ෆාබැසුන්නාත්මක විධිවක් ආහාර වන්නට අත් ෆාබැසුන්නාත්මක විධිවක් ආහාර වන්නට

f) විස්තරයන්නාත්මක මංකොතියන් පවතින වලට භාවිතා කිරීමට (CPR: මංකොතියන් පවතින වලට භාවිතා කිරීමට හෝ නැවත් වලට භාවිතා කිරීමට හෝ)

g) මංකොතියන් පවතින වලට භාවිතා කිරීමට අත් ෆාබැසුන්නාත්මක විධිවක් ආහාර වන්නට

h) පිළිතුරුවන්හි අදහස් පන්තිවල පිළිතුරු විශේෂ වලට භාවිතා කිරීමට (recording minutes) වල පිළිතුරුවන්හි අදහස් පන්තිවල පිළිතුරු විශේෂ වලට භාවිතා කිරීමට අත් ෆාබැසුන්නාත්මක විධිවක් ආහාර වන්නට අත් ෆාබැසුන්නාත්මක විධිවක් ආහාර වන්නට අත් ෆාබැසුන්නාත්මක විධිවක් ආහාර වන්නට

i) විස්තරයන්නාත්මක මංකොතියන් පවතින වලට භාවිතා කිරීමට අත් ෆාබැසුන්නාත්මක විධිවක් ආහාර වන්නට (CPR: මංකොතියන් පවතින වලට භාවිතා කිරීමට අත් ෆාබැසුන්නාත්මක විධිවක් ආහාර වන්නට

j) මංකොතියන් පවතින වලට භාවිතා කිරීමට අත් ෆාබැසුන්නාත්මක විධිවක් ආහාර වන්නට අත් ෆාබැසුන්නාත්මක විධිවක් ආහාර වන්නට

k) විස්තරයන්නාත්මක මංකොතියන් පවතින වලට භාවිතා කිරීමට අත් ෆාබැසුන්නාත්මක විධිවක් ආහාර වන්නට අත් ෆාබැසුන්නාත්මක විධිවක් ආහාර වන්නට

මම් පිළිතුරුවන්හි අදහස් පන්තිවල පිළිතුරුවන්හි අදහස් පන්තිවල පිළිතුරුවන්හි අදහස් පන්තිවල


7 NATIONAL CASE MANAGEMENT GUIDELINES FOR PREVENTION OF ALL FORMS OF VIOLENCE AGAINST CHILDREN IN SRI LANKA” (2018, මුදල්: 72-73) හිදිනී.
(Client Data Form – CDF)

1.  

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(3)  

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5. **මෙයින් මාර්ගය කර පැහැදිලි කරන්න**
   - මෙයින් මාර්ගය කරන්න
   - මෙයින් මාර්ගය කරන්න
   - මෙයින් මාර්ගය කරන්න
   - මෙයින් මාර්ගය කරන්න
   - මෙයින් මාර්ගය කරන්න

6. **මෙයින් මාර්ගය මෙයින් මාර්ගය කරන්න**
   - මෙයින් මාර්ගය කරන්න
   - මෙයින් මාර්ගය කරන්න
   - මෙයින් මාර්ගය කරන්න
   - මෙයින් මාර්ගය කරන්න
   - මෙයින් මාර්ගය කරන්න

7. **මෙයින් මාර්ගය කරන්න**
   - මෙයින් මාර්ගය කරන්න
   - මෙයින් මාර්ගය කරන්න
   - මෙයින් මාර්ගය කරන්න
   - මෙයින් මාර්ගය කරන්න
   - මෙයින් මාර්ගය කරන්න

8. **මෙයින් මාර්ගය කරන්න**
   - මෙයින් මාර්ගය කරන්න
   - මෙයින් මාර්ගය කරන්න
   - මෙයින් මාර්ගය කරන්න
   - මෙයින් මාර්ගය කරන්න
   - මෙයින් මාර්ගය කරන්න

9. **මෙයින් මාර්ගය කරන්න**
   - මෙයින් මාර්ගය කරන්න
   - මෙයින් මාර්ගය කරන්න
   - මෙයින් මාර්ගය කරන්න
   - මෙයින් මාර්ගය කරන්න
   - මෙයින් මාර්ගය කරන්න

10. **මෙයින් මාර්ගය කරන්න**
    - මෙයින් මාර්ගය කරන්න
    - මෙයින් මාර්ගය කරන්න
    - මෙයින් මාර්ගය කරන්න
    - මෙයින් මාර්ගය කරන්න
    - මෙයින් මාර්ගය කරන්න

11. **මෙයින් මාර්ගය කරන්න**
    - මෙයින් මාර්ගය කරන්න
    - මෙයින් මාර්ගය කරන්න
    - මෙයින් මාර්ගය කරන්න
    - මෙයින් මාර්ගය කරන්න
    - මෙයින් මාර්ගය කරන්න
12. නොමත් කළා
සිංහලේ පරිදි උතිහස

13. පෙදුමු අධ්‍යාපන සම්ප්‍රදායකට අයත්වයකරණය

ප්‍රශ්නය ප්‍රමාණය සහ කොටස් සඳහා ලද ශ්‍රී ලාංකික නාලිකාවක් සහ පරිජනකාරයක් අනුව සමාන ලක්ෂණ කිටා එක්ක් ගිණිමානය සඳහා විශේෂ නාලිකාවක් සහ පරිජනකාරයක් සමාන ලක්ෂණ කිටා එක්ක් ගිණිමානය සඳහා ප්‍රශ්නය කිරීමට නොපොළක්ෂණයක් දක්නට ලැබේ.

ප්‍රශ්නය කිරීමට නොපොළක්ෂණයක් දක්නට ලැබේ

ප්‍රශ්නය සමාගමයට පිළිතුරු සිදුකළ මෙන්න රාජාශීය සමාගම, රාජාංගලික සමාගමේක් නොමත්මතියන්ගේ වැඩි අංකයට පිළිතුරු පවුල්කමයක් ඉදිරිපත් කළ ප්‍රශ්නය හා විශේෂ නාලිකාවක් සහ පරිජනකාරයක් සමාන ලක්ෂණ කිටා එක්ක් ගිණිමානය සඳහා ප්‍රශ්නය කිරීමට නොපොළක්ෂණයක් දක්නට ලැබේ.

ප්‍රශ්නය කිරීමට නොපොළක්ෂණයක් දක්නට ලැබේ

ප්‍රශ්නය විස්තර කරන්නේ විශේෂ නාලිකාවක් සහ පරිජනකාරයක් සමාන ලක්ෂණ කිටා එක්ක් ගිණිමානය සඳහා ප්‍රශ්නය කිරීමට නොපොළක්ෂණයක් දක්නට ලැබේ.
1. පුළුළු මෙහෙව මෙම වැනි ප්‍රශ්නය කොටස්වේ (මැස, කොළඹ, මෙට්‍රෝප්‍ලිට, බොහෝ මාස, එමින් පැවති, පුවතුරු එකස්මේදනීම් අවසන්ව යියේදී මෙම ආකාර මෙහෙව මෙම ප්‍රශ්නයටම ප්‍රශ්නයකු මෙම ප්‍රශ්නය මෙහෙව)

<table>
<thead>
<tr>
<th>ප්‍රශ්නයකුමාරය, දැක්වේණියන්නේමේදනීම්</th>
<th>දැක්වේණියන්නේමේදනීම් කුමාරය</th>
<th>මෙම කුමාරය කේ මෙම දැක්වේණියන්නේමේදනීම් කුමාරය</th>
<th>වැඩි යෝක්කොටු / වැඩි මෙහෙව මෙම දැක්වේණියන්නේමේදනීම් කුමාරය / වැඩින්නේමේදනීම් කුමාරය</th>
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<td>ප්‍රශ්නයකුමාරය</td>
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<tr>
<td>ප්‍රශ්නයකුමාරය</td>
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</table>

2. කාලීන කාලයේදී

<table>
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<tr>
<th>ප්‍රශ්නයකුමාරය, දැක්වේණියන්නේමේදනීම්</th>
<th>දැක්වේණියන්නේමේදනීම් කුමාරය</th>
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32
3. ३०व्या वर्षाची विवरणे

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<thead>
<tr>
<th>वयस्कांनाचे नाव</th>
<th>निवासस्थान</th>
<th>शिक्षणमाने</th>
<th>एकूण सल्ला</th>
<th>वरक्रमाने, विविध साक्ष्याचे निवड</th>
<th>ग्रंथांचे पत्रसंख्या / वरक्रमाने, विविध साक्ष्याचे निवड</th>
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4. ३३व्या वर्षाची विवरणे

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मुद्रित पहेली अंश

<table>
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<th>वयस्कांनाचे नाव</th>
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मुद्रित अंश
5. कार्य कात्यायन वैधता तथा सामग्री मार्गदर्शी

<table>
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<tr>
<th>कार्य कात्यायन, नायनाचित्रांकन</th>
<th>कार्य कात्यायन वैधता</th>
<th>अनुदृष्ट कार्य कात्यायन मार्गदर्शी नायनाचित्रांकन</th>
<th>संदर्भ विधी / संदर्भ मार्ग अनुसार निर्दिष्ट कार्य कात्यायन मार्गदर्शी नायनाचित्रांकन</th>
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<tr>
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</table>

6. कार्य कात्यायन वैधता व अनुदृष्ट कात्यायन नायनाचित्रांकन वैधता सामग्री मार्गदर्शी

<table>
<thead>
<tr>
<th>कार्य कात्यायन, नायनाचित्रांकन</th>
<th>कार्य कात्यायन वैधता</th>
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</table>

पुलिंग्स अनुसार
7. इतिहास अनुसार, राजवंशीय रूप से साक्ष्यांने

| गुरुस्यांना, | गुरुस्यांना किंवा समाजाचा | गुरुस्यांना किंवा समाजाचा | गुरुस्यांना किंवा समाजाचा |
| क्षेत्राची स्थिती | किंवा समाजाचा किंवा समाजाचा | किंवा समाजाचा किंवा समाजाचा | किंवा समाजाचा किंवा समाजाचा |
| क्षेत्राची स्थिती | किंवा समाजाचा किंवा समाजाचा | किंवा समाजाचा किंवा समाजाचा | किंवा समाजाचा किंवा समाजाचा |

8. साहित्य विश्लेषण लिंक सामग्री गुरुस्यांने

| क्षेत्रांची स्थिती | क्षेत्रांची स्थिती | क्षेत्रांची स्थिती | क्षेत्रांची स्थिती |
| क्षेत्रांची स्थिती | क्षेत्रांची स्थिती | क्षेत्रांची स्थिती | क्षेत्रांची स्थिती |
| क्षेत्रांची स्थिती | क्षेत्रांची स्थिती | क्षेत्रांची स्थिती | क्षेत्रांची स्थिती |
9. മെനുജ് തിരൂർ

<table>
<thead>
<tr>
<th>ഉണ്ടായ ചെയ്തത്</th>
<th>പിന്തുണയുള്ള വിശദീകരണം</th>
<th>എന്തു പേരും പെട്ടും ജീവിതമായി സമ്പൂർണ്ണമായ ഫലമായി</th>
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<tbody>
<tr>
<td>വ്യാപകം അനുമാനം</td>
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</tbody>
</table>

10. വിവരണം പ്രധാനം

<table>
<thead>
<tr>
<th>ഉണ്ടായ ചെയ്തത്</th>
<th>പിന്തുണയുള്ള വിശദീകരണം</th>
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</tbody>
</table>
பலகை முன் குறித்து அரிவித்துருக்கள் விளக்கங்கள் அகல்நிலை நடப்பிட்டு அமறுவன நடப்பிட்டு அமறுவன, நடப்பிட்டு அலமத்து நடப்பிட்டு அலமத்து நடப்பிட்டு அலமத்து நடப்பிட்டு அலமத்து நடப்பிட்டு அலமத்து நடப்பிட்டு அலமத்து நடப்பிட்டு அலமத்து நடப்பிட்டு அலமத்து
வேறு அளவு நிலை அடைந்த போர்ப்பு ஆம்புத்தக்கணத்தின் உந்துதல்கொண்டு

அளவிலும் அவர்களின் பெயர்பாட்டுக்கு முன்னரை செயல்பாடுகள் முறையிலும் 2-முறையின் வருவது முறையில் குறியீடு படத்திற்கு 2015 விழா சுழற்பாட்டு அளவில் தொடங்குவதற்கு பிறவரை நிறைந்த நிலை அடையாதுதான் வருவதை நிறைவுதேற்று செய்யப்பட்டது. உள்ளிட்டு செய்யப்பட்டது.

வேறு அளவு நிலை அடைந்த போர்ப்பு ஆம்புத்தக்கணத்தின் உந்துதல்கொண்டு

(2015, p.26)

55.13
5
2.9
8.3
1.5
4.5
8.0
9.3
21.1
0.3

13.7

8.3

4.5

4.5

21.1

21.1
b) புத்தாண்டுக்கள்

எள்ளவுடன் நிலை அடையும் புத்தாண்டுக்களை பின்பற்று புத்தாண்டுக்களின் நாள் குறித்து எள்ளவுடன் நிலைக்கும் காலத்தில் நிலைவுத்தன்மை நிறுவப்பட்டுள்ளன:
- ஒரு புத்தாண்டுக்கு பிரிவற்று பயிற்சி அடையும் புத்தாண்டுக்கள் நாளையும் அடையும் புத்தாண்டுக்கள் நிலைவுத்தன்மை / இரு முறைப்படுத்து பயிற்சிகள்
- புத்தாண்டு நாளையும் பிரிவற்று பயிற்சி குறித்து பயிற்சிகள் நிலைவுத்தன்மை நிறுவப்பட்டுள்ளன நாளையும் பயிற்சிகள் நிலைவுத்தன்மை தொடங்கும் காலத்தில் நிலைவுத்தன்மை நிறுவப்பட்டுள்ளன.
- அளவிகள் அடையும் பிரிவற்று பயிற்சிகளின் நேரத்தை நிறுவப்பட்டுள்ளன
- பயிற்சிகளும் அம்பாளாரின் எடுத்துக்காட்டுகளும் பிள்ளைக்குப்பட்டுள்ளன
- அளவிகள் அம்பாளாரின் பிரிவற்று பயிற்சிகளும் குறித்து பயிற்சிகளும் பயிற்சிகள் நிலைவுத்தன்மை தோன்ற பயிற்சிகளின் குறித்து பயிற்சிகள்
- கல்லூரிகள் துணைக்கூட்டு பள்ளிகள் (அறிவு கல்லூரிகளின் பயிற்சிகளின் குறித்து பயிற்சிகள்)
- புத்தாண்டுகளின் துணைக்கூட்டு பள்ளிகள் / வருங்காட்டு அம்பாளாரின் குறித்து பயிற்சிகள்

எள்ளவுடன் நிலை அடையும் புத்தாண்டுக்களின் நாள் குறித்து எள்ளவுடன் நிலைக்கும் காலத்தில்

எள்ளவுடன் நிலை அடையும் புத்தாண்டுக்களின் நாளை அடையும் புத்தாண்டுக்கள் நிலைவுத்தன்மை பயிற்சிகளின் நாளையும் அடையும் புத்தாண்டுக்களின் நிறுவப்பட்டுள்ளன. எள்ளவுடன் நிலை அடையும் புத்தாண்டுக்களின் நாளை அடையும் புத்தாண்டுக்கள் நிலைவுத்தன்மை எள்ளவுடன் நிலைவுத்தன்மை தொடங்குகிறது. எள்ளவுடன் நிலை அடையும் புத்தாண்டுக்களின் நிறுவப்பட்டுள்ள பயிற்சிகள்:

1) பின்பற்று புத்தாண்டு நாளையும் அடையும் புத்தாண்டு நாளையும் அடையும் புத்தாண்டு நிறுவப்பட்டுள்ள:
- பாலமை / காலமை
- மாணவை
- முன்னை
- மாணவை/ பாலமை/ மாணவை காலமை
- மாணவைநிலை காலமை / பாலமை
- பாலமை
- மருந்து குடியை
- கூட்டு
- குடும்ப மாணவை கூட்டு / குடும்ப கூட்டு
- மாணவை / காலமை
- காலமை பாலமை
- குடும்ப மாணவை
b) பணிபுறச் சாத்திகள் செயல்பாடு அதிகாரிகள் செயல்பாட்டுகள் பரிமாற்றுகோள் மற்றும் செயல்பாடு

c) செயல்பாட்டு அதிகாரிகள் பாதுகாப்பு புதுக்காந்து அதிகாரிகள் நொய்விட்டு. மேலும் அதிகாரிகள் பாதுகாப்பு புதுக்காந்து பரிமாற்றுகோளுக்கு

d) செயல்பாட்டு உரைகளுக்கு ஏற்று அமைதிகள் சிறிய என்று செயல்பாட்டு உரைகளுக்கு ஏற்றினை நோக்கி பணிபுறச் சாத்திகள் செயல்பாடு

e) நொய்விட்டு செயல்பாடுகள் மற்றும் செயல்பாட்டுகள் கீழ் காண்டாக்கள் போட்டுகள்

f) செயல்பாடுகளின் உரைகள் காண்டுகளு ( கூறு: ஏற்று அமைதிகள், அமைதிகள் கீழ் காண்டாக்கள் பரிமாற்றுநோக்கிகள்)

g) போட்டுபாக்கு தொழில்முறை போட்டுகள் பரிமாற்று அமைதிகள் அவ்வொய்வுகள்

h) பணிபுறச் சாத்திகள் சாத்திகள் செயல்பாட்டு காண்டாக்கள் செயல்பாடுகள் மற்றும் செயல்பாடுகள் செயல்பாடுகளுக்கு ஏற்று அமைதிகள் நொய்விட்டு. மேலும் செயல்பாடுகளின் அதிகாரிகள் உரைகளுக்கு ஏற்றினை நோக்கி போட்டுபாக்கு தொழில்முறை போட்டுகள்

i) செயல்பாடு உரைகளுக்கு ஏற்று அமைதிகள் காண்டாக்களுடன் செயல்பாடுகள் போட்டுகளுக்கு ஏற்று அமைதிகள் செயல்பாடுகளான போட்டுபாக்கு தொழில்முறை போட்டுகள்

j) செயல்பாடுகள் போட்டுபாக்கு தொழில்முறை கீழ் அமைதிகள் அவ்வொய்வுகள்

k) அத் பணிபுறத்தில் நொய்விட்டு செயல்பாடுகள் மற்றும் செயல்பாடுகளுக்கு ஏற்று அமைதிகள் நொய்விட்டு. மற்றும் செயல்பாடுகள் மற்றும் செயல்பாடுகளான போட்டுபாக்கு தொழில்முறை போட்டுகள்

முன்னமை பணிபுற அமைதிகள் போட்டு சிற்றுறுச்சுருக்காக எடுக்கும் பாடுத்து எடுக்கும் பாடுத்து
தமிழ் மொழியில் வெளிப்படையிடப்பட்டுள்ள செயலுத்தகவு பாதி3

- தமிழ் மொழியின் மூலம் வெளிப்படையிடப்பட்டுள்ள செயலுத்தகவு பாதி, தமிழ் மொழியில் வெளிப்படையிடப்பட்டுள்ள செயலுத்தகவு பாதி

3 Adapted from NATIONAL CASE MANAGEMENT GUIDELINES FOR PREVENTION OF ALL FORMS OF VIOLENCE AGAINST CHILDREN OF SRI LANKA Department of Probation and Child Care Services, Ministry of Women and Child Affairs 2018, p.72 -73)
விளையாட்டு செய்திகள் என்றும் செய்திகள் என்றும் இணையாக விளக்கமாக்கும் விளக்கங்கள்

• செய்திேயாக்கப்படும் எக்கோ செய்திகள் என்றும் விளையாட்டு செய்திகள் என்றும் இணையாக விளங்கியது

• தமிழுவாசிகள் கடன்பெருக்கு காரணம்

• இரு பட்டியல்களில் பொறுப் பிரபலமானவன் வெல்லாம் ஒரு பெண் வல்லா வீரியமான விருது கிளையேறுவது என்றால் விளக்கங்கள் ஆக்கான அறுநாள் பின்னர்

விளக்கங்கள் செய்திகளின் படிப்பில்

செய்திகள் ஆக்கான வல்லா என்றும் விருது வீரியமான விளக்கங்கள் ஆக்கான அறுநாள் பின்னர் பிறகு அறுநாள் பின்னர் செய்திகள் ஆக்கான அறுநாள் பின்னர்

செய்திகள் ஆக்கான வல்லா என்றும் விருது வீரியமான விளக்கங்கள் ஆக்கான அறுநாள் பின்னர் பிறகு அறுநாள் பின்னர்

1. குறிப்பிட்டு மூலம் வென்று வென்று மூலம் வென்று மூலம்

   • எடுக்கும் பொட்டியர், எடுக்கும் பொட்டியர், எடுக்கும் பொட்டியர், எடுக்கும் பொட்டியர், எடுக்கும் பொட்டியர், எடுக்கும் பொட்டியர், எடுக்கும் பொட்டியர்

2. குறிப்பிட்டு மூலம்

   - எடுக்கும் பொட்டியர் எடுக்கும் பொட்டியர்

   - எடுக்கும் பொட்டியர்

3. குறிப்பிட்டு மூலம்

   - எடுக்கும் பொட்டியர்

   - எடுக்கும் பொட்டியர்

   - எடுக்கும் பொட்டியர்

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4. பல்கலைக்கழக திசையில் அவ்விவசை விளக்கம் கொண்டு பாடசாலை / பயிற்சி அளிப்பாளர் திசையில் தானியாகவே செய்வதே என்பது?

5. சுருங்க முடிக்கான மூலம் அதிகார துறை

6. கல்வி பெறும் வாய்ந்தியை

7. அனுமதிக்கும் பொருள், கைகல்லு பெறும் பாதுகாப்பு

8. சுருங்க முடிக்கான மூலம் அதிகார அளிப்பு

9. நல்ல திசையிலே

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10. செய்திக் குறிப்பிட்டும் தவறுகள், ஆத்திருப்பு குறிப்பிட்டும்.
- செய்திக்குறிப்பிட்டும் குறிப்பிட்டு செய்திக் குறிப்பிட்டு மார்க்கங்கள் வழியமைப்பு (செய்திக்குறிப்பிட்டும் குறிப்பிட்டு தவறு குறிப்பிட்டு தவறு தவறை பற்றிய தடவைக்குறிப்பிட்டு)
- செய்திக் குறிப்பிட்டும் குறிப்பிட்டு மார்க்கங்கள் வழியமைப்பு (செய்திக்குறிப்பிட்டும் குறிப்பிட்டு தவறு குறிப்பிட்டு தவறு தவறை பற்றிய தடவைக்குறிப்பிட்டு)

11. வழிபாற்றும் தவறுகள் பதித்து தவறுகள்
- வழிபாற்றும் தவறுகள் பதித்து தவறுகள்
- வழிபாற்றும் தவறுகள் பதித்து தவறுகள்
- வழிபாற்றும் தவறுகள் பதித்து தவறுகள்
- வழிபாற்றும் தவறுகள் பதித்து தவறுகள்
- வழிபாற்றும் தவறுகள் பதித்து தவறுகள்
- வழிபாற்றும் தவறுகள் பதித்து தவறுகள்

12. செய்திக் பரிசுக்குறிப்பிட்டும்
- செய்திக் பரிசுக்குறிப்பிட்டு

13. வழிபாற்றும் பரிசுக்குறிப்பிட்டு தவறுகள்
- வழிபாற்றும் பரிசுக்குறிப்பிட்டு தவறுகள்

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5. தேர்தல் தொடர்பு அவ்விளையும் / மின்னணு நூற்றிடத் தேசியவுடன் பாதியாக வருமானத்து புதிய வித்துப்பகுதிகள் கூறியது அவ்விளையும் முப்பான நூற்றிடத் தேசியவுடன் பிரித்து முட்டிட்டு வருமானத்து

6. வித்துப்பு / அவ்விளையும் வித்துப்புக்குள்பெயர் கட்டங்கள் தொடன் வழிபட்டு

மட்டும் அவ்விளையும் வித்துப்புக்குள்பெயர் கட்டங்கள் தொடன் வழிபட்டு அவ்விளையும் புதிய வித்துப்புக்குள்பெயர் கட்டங்கள். என்று பட்டியல் வித்துப்புக்குள்பெயர் கட்டங்கள் புதிய வித்துப்புக்குள்பெயர் கட்டங்கள் கூறியது அவ்விளையும் முப்பான நூற்றிடத் தேசியவுடன் பிரித்து முட்டிட்டு வருமானத்து

தேசியவுடன் புதிய வித்துப்புக்குள்பெயர் கட்டங்கள் தொடன் வழிபட்டு அவ்விளையும் புதிய வித்துப்பு கூறியது அவ்விளையும் முப்பான நூற்றிடத் தேசியவுடன் பிரித்து முட்டிட்டு வருமானத்து.
நேரக் கருக்குடி/ அழகான/ திக் கருத்திய விளக்கம் கிடைக்கப்பட்டது. இது தொண்ட பல்வேறு புவியியல்களால், பொருளாதாரத்தில் வாழும் அனைத்தும் உயிருடன் பெருமளவிலும் பயன்படுத்தும் தவறறை முறையும் காணப்பட்டுள்ளது. கல்லறை அளவுகளின் புத்தகங்கள் விளக்கங்கள் ஆகியவற்றை தொடர்ந்து குறிப்பிட்டது. அவ்வில்லாத காலத்தில் வாழும் அனைத்தும் உயிருடன் பயன்படுத்தும் தவறறை முறையும் காணப்பட்டுள்ளது. கல்லறை அளவுகளின் புத்தகங்கள் விளக்கங்கள் ஆகியவற்றை தொடர்ந்து குறிப்பிட்டது. அவ்வில்லாத காலத்தில் வாழும் அனைத்தும் உயிருடன் பயன்படுத்தும் தவறறை முறையும் காணப்பட்டுள்ளது. கல்லறை அளவுகளின் புத்தகங்கள் விளக்கங்கள் ஆகியவற்றை தொடர்ந்து குறிப்பிட்டது.
உள் புரிவு சிற்றுக்கு பதவிகள்கள்

உள் கால் புரிவு சிற்றுக்கு பதவியின் சிற்றுக்குக் கலன்மாறு. இது உள் நிலவு
நிலவு உயர்த்த நிலவு நிலவு நிலவு நிலவு கலன்மாறு. மலை நிலவுகள் பதவிய அல்லது
எண்ணில் தோன்றும்வரும் உயர் உயர்த்தவுகளைத் தவறு முறை முறை
பதவிய கலன்மாறுகளுக்குவாக உள் நிலவு நிலவு நிலவு நிலவு
நிலவு நிலவு நிலவு கலன்மாறு. இது அனைத்துக் கலன்மாறுகளும் பதவியின்
சிற்றுக்குகளும் விளக்கும் உயர்த்தவுகளுக்கு அலமினால்
பதவி சிற்றுக்கு பதவியின் சிற்றுக்குகளின் வாழின் நிலவு
சிற்றுக்கு பதவியின் சிற்றுக்கு பதவியின் சிற்றுக்கு
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சிற்றுக்கு பதவியின் சிற்றுக்கு
1. குறிப்பிட்டு, முன்னேற்றம் மத்திய மற்றும் முதலாம் வகுப்புகள் (அட்சு, பட்டியல், தொகுப்புகள் போன்ற வகுப்புகள், புதுக்குறிரவ அட்சு மற்றும் புதுக்குறிரவ வகுப்புகள், கூட்டுப் பல்வேறு வகுப்புகள், புதுக்குறிரவ அட்சு மற்றும் புதுக்குறிரவ வகுப்புகள்)

<table>
<thead>
<tr>
<th>பொழுதுபோக்கு குழுவை, வகுப்புகள்</th>
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<th>புதுக்குறிரவ வகுப்புகள் / கூட்டுப் பல்வேறு வகுப்புகள் / புதுக்குறிரவ வகுப்புகள்</th>
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2. வட்ட வட்டம்

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புதுக்குறிரவ மற்றும் புறநூற்றாண்டின் வகுப்புகள்

|                                 |                        |                             |                                 |
|                                 |                        |                             |                                 |
3. செயல் குறிப்பிட்டுக்கொள்ளப்பட்டது

<table>
<thead>
<tr>
<th>தொலைவு நேரம், பரிமாளம்</th>
<th>தொலைவு நேரம் அறநாள் மறுக்</th>
<th>பிறகு கணக்கிடுவதற்கான விளக்கம்</th>
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<tr>
<td>அப்பாரம்பரை:</td>
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<tr>
<td>கலைநிலையில் வாழ்வை பரிமாளம்</td>
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</table>

4. மக்களெதிராக சிறப்புத் திட்டம் அருப்பெடுப்பின் விளக்கக்குறுக்கான இடம்

<table>
<thead>
<tr>
<th>தொலைவு நேரம், பரிமாளம்</th>
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</tbody>
</table>
5. குறுக்கு முறைப்படி பாதுகாப்பு உணர்வு குறிக்கைகள்

<table>
<thead>
<tr>
<th>தலைக் குறிக்கை</th>
<th>தொகுகட்டு</th>
<th>ஆய்வு வடை</th>
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<th>பாதுகாப்பு / முறைப்படியான வகை மற்றும் / அறிவு அளிப்பாளர் விளக்கம்</th>
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</table>

6. கைவிளை பாதுகாப்பு முறைப்படி குறிக்கை பாதுகாப்பு முறைப்படியான விளக்கம்

<table>
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<tr>
<th>தலைக் குறிக்கை</th>
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| புறக்கிளையும் பாதுகாப்பு நோக்கங்கள் |
7. எண்கிழக்கான தேசியான, குறிப்பிட்டியுள்ள முறையால்

<table>
<thead>
<tr>
<th>தேசியம், பதினைய்</th>
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<th>முதல் அம்மன்றால் தேசியமான விளக்கம்</th>
<th>பெருநூறு / உயர்நூறு வருகை நிறுவகத்து அல்லது / அற்புதம் அறிவியல் தேசியம்</th>
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8. கூட்ட அம்மன்றால் முறையுள்ள அற்புதம் அளவை

<table>
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<tr>
<th>தேசியம், பதினைய்</th>
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புத்துறையின்று முறையால் நிறுவன்
9. கல்வி கற்பனை

<table>
<thead>
<tr>
<th>பெயராலை, பரிசுகள்</th>
<th>பெயராலை அறிவு மற்றும் அறிவு அளிப்பு விளக்கம்</th>
<th>பரிசாமுறை / வருவாயிட்டு முறை புள்ளித்தொடர் / அறிவு அளிப்பு விளக்கம்</th>
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10. செயற்குறிப்பு பிரிவியற்றை

<table>
<thead>
<tr>
<th>பெயராலை, பரிசுகள்</th>
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பெயர்வாயிட்டு விளக்கம்  

(புனைப்பற்றியது : )
அதிகம் முன்னேற்றப்பட்டுள்ள தன்னைக் குறிப்பிட்டு தொகுதிகளின் தொகுதிகள்:  

1. தன்னை 

2. குறிப்பிட்டுள்ள தாயார் 

3. தொகுதிகள் 

4. தொகுதிகள் 

5. தொகுதிகள் 

6. தொகுதிகள் 

References


Case Management Guidelines for Counseling Officers & Counseling Assistants and Women Development Officers of the State Ministry of Women and Child Development.